

*Prairie South Schools*  
**BOARD OF EDUCATION**

**June 7, 2022**

1:00 p.m.

Central Office, 1075 9<sup>th</sup> Avenue NW  
Moose Jaw

**AGENDA**

- 1. Call to Order**
- 2. Adoption of the Agenda**
- 3. Adoption of Minutes**
  - 3.1 Regular Board Meeting May 3, 2022
- 4. Declarations of Conflict of Interest**
- 5. Decision and Discussion Items**
  - 5.1 2022-23 Draft Interim Provincial Education Plan Endorsement
  - 5.2 Director of Education Evaluation
  - 5.3 Annual Board of Education Self-Evaluation Report
  - 5.4 Board Annual Work Plan
  - 5.5 Student Learning Accountability Report II
  - 5.6 3<sup>rd</sup> Quarter Forecast and Finance Report
  - 5.7 Monthly Tender Report
  - 5.8 Sale of Surplus Land
  - 5.9 Remove Restrictions in Surplus for Prekindergarten and Innovation
- 6. Delegations and Presentation**
  - 6.1 Auditors Presentation on Draft Audit Plan, Shadab Tahir (2:00 pm)
- 7. Information Items**
  - 7.1 Administrative Procedure Renewal
  - 7.2 Schedule of Meeting Dates for 2022-2023
- 8. Committee Reports**
  - 8.1 Business, Infrastructure and Governance
  - 8.2 Human Resources
  - 8.3 Partnerships and Teambuilding
  - 8.4 Student Outcomes

- 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 9<sup>th</sup> Avenue North West, Moose Jaw, Saskatchewan on May 3, 2022 at 1:00 p.m.**

Attendance:

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

Presentations:

SSBA Presentation – Shawn Davidson, President; Jaimie Smith-Windsor, Vice-Presentation; Darren McKee, Executive Director  
Digital Citizenship Presentation – Charmaine Collinge and Gillian Crocker

Motions:

- |                   |  |                            |
|-------------------|--|----------------------------|
| 2022-05-03 – 3691 | Giselle Wilson took the chair and called the meeting to order at 1:00 p.m.   |                            |
| 2022-05-03 – 3692 | That the Board adopt the agenda as presented.<br>- Johnson   | Carried                    |
| 2022-05-03 – 3693 | That the Board adopt the minutes of the April 5, 2022 Regular Board Meeting.<br>- Jukes  | Carried                    |
| 2022-05-03 – 3694 | That the Catchment Area Applications from the Rural Catchment Committee be approved as provided.<br>- Pryor  | Carried                    |
| 2022-05-03 – 3695 | That the Board approve the 2023-2025 Preventative Maintenance Renewal Plan as presented.<br>- Bachmann   | Carried                    |
| 2022-05-03 – 3696 | That the Board approve the 2022-2023 Budget as presented with revenue of \$98,257,506, operating expenses of \$94,758,939 and capital purchases of \$11,605,742.<br>- Bumbac | Carried                    |
| 2022-05-03 – 3697 | That Prairie South School Division in the spirit of Truth and Reconciliation explore a Memorandum of Understanding with New Southern Plains Métis Local 160.<br>- Froese     | Tabled to a future meeting |
| 2022-05-03 – 3698 | That we table motion 2022-05-03 – 3697 at this time.<br>- Davidson   | Carried                    |

Todd Johnson left the meeting at 3:06 pm.

- |                   |   |         |
|-------------------|---|---------|
| 2022-05-03 – 3699 | That the Board receive and file the tender report as presented.<br>- Davidson | Carried |
| 2022-05-03 – 3700 | That the meeting be adjourned at 3:23 p.m.<br>- Pryor                         | Carried |

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G. Wilson  
Chairperson

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R. Purdy  
Superintendent of Business

Next Regular Board Meeting:

June 7, 2022

Prairie South School Division Central Office, Moose Jaw

## AGENDA ITEM

<b>Meeting Date:</b>	June 7, 2022	<b>Agenda Item #:</b>	5.1
<b>Topic:</b>	<b>2022-2023 Draft Interim Provincial Education Plan Endorsement</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

<b>Background:</b>	The Provincial Education Council met on May 4, 2022 and considered the draft extended interim provincial education plan for 2022-23, as recommended by the Provincial Education Plan Implementation Team (PEPIT). The Council was pleased with the work of the PEPIT and has endorsed the plan.
<b>Current Status:</b>	The next step in finalizing the interim plan for 2022-2023 is endorsement by Boards of Education.
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	
<b>Legal Implications:</b>	
<b>Communications:</b>	Administration will send in the endorsement form immediately following the Board Meeting.

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ryan Boughen	May 27, 2022	Draft Interim Provincial Education Plan

***Recommendation:***

That the Board endorse the Interim Provincial Education Plan for the 2022-23 school year.

**2022-23 Draft Interim Provincial Education Plan**  
**Updated by the Provincial Education Council May 4, 2022**  
**Executive Summary**

In response to the COVID-19 pandemic, and under the guidance of the Provincial Education Council, an interim provincial education plan was developed by the Provincial Education Plan Implementation Team (PEPIT) for the 2021-22 school year. The plan included key actions to meet the needs of all students in the areas of learning, reading, and mental health and well-being. Following the decision to extend the interim plan for an additional year, the key actions have been updated and revised for the 2022-23 school year.

The learning response priority action plan focuses on increasing students reading and math levels through professional development, increasing awareness and sharing of resources and best practices. A communication plan will be developed to increase student engagement and support students returning to school.

The reading priority action plan focuses on communication strategies related to reading and reading support plans for students. Reading strategies will be implemented to help all students and reading support plans will target students who require additional supports. The reading plan also focuses on oral language and comprehension as the foundation for early literacy.

The mental health and well-being priority action plan focuses on communication among school systems and government ministries to share knowledge of available supports, services and programming. Another focus of the plan is the creation and refinement of mental health and well-being plans for each school system to address concerns and share best practices related to mental health and well-being. The plan includes a 'Mental Health and Well-Being Symposium' to be held in May 2022. There is intent to make the symposium an annual event.

The actions presented in the following three sections of the plan are at the provincial level. All PEPIT members will take the actions in the plan and create system-level actions to implement in their individual school systems. A communication strategy will be prepared to assist in sharing the information in this plan with parents/caregivers, Education Council and PEPIT member organizations, and the general public.

**2022-23 Interim Provincial Education Plan DRAFT Actions**  
**Learning Response Priority**

Actions
<b>1. Increase student literacy and numeracy levels.</b>
1.1. Increase awareness regarding the continued use and intent of crucial literacy and numeracy outcomes in grades 1-9 (including messaging for families).
1.2. Offer cross-curricular professional learning opportunities for effective literacy and numeracy instruction and assessment in grades 1 to 12.
1.3. Promote the PEPIT resource portal currently being used to share resources and effective practices to support school divisions and education partners with literacy and numeracy instruction and cross-curricular planning.
<b>2. Co-create engagement strategies to welcome and include students, parents/caregivers and school communities into schools.</b>
2.1. Renew a provincial public awareness campaign (in the spring of 2022 and fall of 2022) to re-engage students and families that includes messaging to be used in local contexts and customizable for school systems that is focused on: <ul style="list-style-type: none"> <li>• Safety of schools;</li> <li>• Impact of non-attendance;</li> <li>• Benefits of in-person learning;</li> <li>• Encouragement to enroll for fall; and</li> <li>• Welcome for Kindergarten.</li> </ul>
2.2. Develop and implement strategies to support students to attend and engage in in-person and online learning.

## 2022-23 Interim Provincial Education Plan DRAFT Actions

### Reading Priority

#### Actions

#### 1. Data Analysis

**1.1.** Collect and submit grades 1-3 reading data to the Ministry of Education in June 2023.

#### 2. Provincial Communication

**2.1.** Develop a communication plan that is data-responsive to provide high-level provincial messaging related to the importance of building language and reading skills in our current context, acknowledging the long-term impact of the COVID-19 pandemic on student learning that sets the stage for an extended and collaborative focus on reading.

- Acknowledge professional flexibility at the classroom level to alter academic schedules and teach in a cross-curricular way to emphasize literacy in the primary grades to ensure all students are given the opportunity to be successful.

#### 3. Reading Support Plans for Grades 1-5

**3.1.** Implement reading support plans, as needed, for individual grades 1-5 students that identify those students by name, strength, and need related to literacy based on the following process:

- review reading proficiency of all grades 1-5 students;
- provide targeted support and intervention for students below grade level; and,
- implement research-based, high yield instructional strategies focused on improving early literacy skills, reading levels, and taking students from where they are and moving them as far along as possible in reading.

**3.2.** Offer teaching and learning opportunities for grades 1 – 5 teachers and families with a focus on research-based literacy approaches and supports:

- Re-engage with resources to support teachers in developing literacy instruction and assessment skills (SaskReads, Supporting All Learners, etc.).
- Re-engaging with families to support students in literacy development.

#### 4. Oral Language and Early Literacy Strategies for Reading Development

**4.1.** Support oral language and oral comprehension development as the foundation of reading skills for students:

- Focus integrated oral language and early literacy instructional strategies in Prekindergarten and Kindergarten;
- Implement high impact, research-based instructional strategies that develop oral language skills for students in grades 1-5, mindful of the specific academic experiences of students in programs such as French Immersion and English as an Additional Language during the pandemic.



## 2022-23 Interim Provincial Education Plan DRAFT Actions

### Mental Health and Well-being Priority

#### Actions

#### **1. Increase communication among ministries and school systems about mental health and well-being supports, programming and services.**

- 1.1.** Establish a committee including multiple ministries and school systems to increase communication at various levels and to complete the following:
- create an inventory of supports, programming and services (including culturally appropriate) available regionally and provincially already available to school systems and ministries; and,
  - bring awareness about those supports, programming and service that are readily available through various means (i.e., symposium, meeting presentations, newsletter, etc.).

#### **2. Each school system will develop/refine a plan to address the added pressures on MHWB as a result of the pandemic.**

- 2.1.** Provide guidance and support to provincial school systems to create/refine their own local action plans for MHWB of staff and students, including, but not limited to:

- share 2021-22 MHWB action plans at the MHWB Symposium to identify essential elements (best practices) so 2022-23 MHWB plans can be refined.
- create quality indicators (i.e., a self-reflection rubric) for school systems to examine plans and identify gaps for use in the long-term plan;
  - assess OurSCHOOL, SAYCW, etc.;
  - collaborate with community (Indigenous and critical friends); and,
  - identify best practices.

- 2.2.** Post school systems MHWB plans (in the Blackboard MHWB PEPIT site) for sharing.

- Promote the MHWB Blackboard site to raise awareness of the strategies school systems are implementing and networking opportunities available.

- 2.3.** Create a parent/family section on the PEPIT online portal for posting resources to support parents and families.

- MHWB School System Spotlight Newsletter;
- professional development opportunities;
- provide classroom/staff/student/parent and caregiver support;
- list of resources/contacts; and,
- symposium presentations.

#### **3. Share effective, promising practices and research at a mental health and well-being symposium, including a focus on:**

- Indigenous perspectives; and,
- in-school administrators.

- 3.1.** Create a committee to plan a Mental Health and Well-being symposium.

## AGENDA ITEM

<b>Meeting Date:</b>	June 7, 2022	<b>Agenda Item #:</b>	5.2
<b>Topic:</b>	<b>Director of Education Evaluation</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

<b>Background:</b>	A facilitated process was completed during the Board Planning Meeting on May 24, 2022. During this meeting, the Board discussed the Director's performance related to the Role Expectation statements found in Board Policy 12.
<b>Current Status:</b>	A Director Evaluation Report was reviewed by the Board and the Director of Education, and a copy will be placed in his personnel file.
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	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 2023.
<b>Legal Implications:</b>	
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ryan Boughen	May 26, 2022	n/a

### ***Recommendation:***

That the Board confirm the Director Evaluation Report and authorize the Board Chair to monitor progress on goals during the 2022-2023 school year.

## AGENDA ITEM

<b>Meeting Date:</b>	June 7, 2022	<b>Agenda Item #:</b>	5.3
<b>Topic:</b>	<b>Annual Board of Education Self-Evaluation Report</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

<b>Background:</b>	A facilitated Board self-evaluation and Positive Path Forward, as outlined as goals for the 2022-2023 school year, was completed during a Board Planning Meeting on May 24, 2022.
<b>Current Status:</b>	The summary document related to self-evaluation and goals for next year is attached.
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	The Board of Education self-evaluation process is consistent with the requirements of Board Policy 2.
<b>Legal Implications:</b>	
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ryan Boughen	May 26, 2022	<ul style="list-style-type: none"> <li>Board Self-Evaluation Report</li> </ul>

### ***Recommendation:***

That the Board confirm the Board Self-Evaluation Report and Positive Path Forward recommendations and that the Board Chair be authorized to monitor the progress on recommendations for the 2022-2023 school year.



## **BOARD SELF-EVALUATION REPORT: ORGANIZATIONAL GROWTH & DEVELOPMENT**

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Prairie South School Division

May 2022

## **EVALUATION PROCESS**

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The Role of the Board is established in Board Policy 2. This board self-evaluation was conducted in alignment with Board Policy 2. Board members were asked to self-evaluate their performance related to each of their roles as described in Policy 2. The time frame for this evaluation is August, 2021 – May, 2022. The evaluation process was facilitated by the Saskatchewan School Boards Association (SSBA).

### **Purpose**

The purpose of the facilitated Board self-evaluation is for the Board to answer the following questions:

1. How well have we fulfilled each of our defined roles as a Board in during this past year?
2. How would we rate our Board-Director relations?
3. How do we perceive our interpersonal working relationships?
4. How well do we understand and advance the Board's goals?
5. How do we rate the performance of the Board Chair?

### **Principles**

1. A learning organization or a professional learning community is focused on the improvement of practice.
2. A pre-determined process for evaluation strengthens the governance functions and builds credibility for the Board.
3. An evidence-based approach provides objectivity.

The board self-evaluation comprises the following:

1. Review of Board Performance
2. Monitoring Interpersonal Working Relationships
3. Monitoring Board-Director Relations

Approximately three weeks prior to the evaluation workshop, school board members were provided with a link to an electronic survey to complete with questions related to assessment items 1-3 (above). The results of the survey data were provided to the Board on May 5 in advance of the facilitated self-evaluation workshop which occurred on May 24. At the self-evaluation workshop with the Board, the SSBA facilitated a discussion with the Board based on an analysis of the data results from the survey. Dialogue with the Board occurred regarding each assessment area, with highlights documented (below). This report concludes with a summary of Organizational Growth and Development that includes recommendations for consideration by the Board.

## **PERFORMANCE SELF-ASSESSMENT**

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The Board conducted a self-evaluation of their performance related to the Role of the Board as outlined in Policy 2.

### **1. Accountability to Provincial Government**

The Board strongly agree or agree that they meet all of the expectations set out by the provincial Government. Observations by the Board:

- The Board appreciates this process of reflection and self-evaluation.

### **2. Accountability to Community**

The Board primarily agree or strongly agree that they are accountable to the community. One board member disagrees that the Board has two-way communication with SCCs. One board member doesn't know if the Board annually reports on Division results. Some observations by the Board:

- The Board does release its annual results. The Board also acknowledges that SCC engagement during Covid has been a challenge. Also been challenging for Board members to engage with SCCs. An annual SCC gathering may be worth doing again.

### **3. Strategic Plan**

The Board agree or strongly agree that they perform well in this area. Some observations by the Board:

- Enterprise Risk Management surfaced as an area requiring attention and tying ERM to strategic planning and reporting.

### **4. Policy**

The Board primarily agree or strongly agree they perform well in this area. One board member disagrees that policies are reviewed annually. Some observations by the Board:

- AP annual review process (new) was highlighted. Could improve with regular review of Board policy review. Update language from "annual" to "regularly or as needed".

## **5. Director of Education/Board Relations**

The Board primarily agree or strongly agree that Director/Board relations are effective. One board member doesn't know in several instances. Some observations by the Board:

- The Board works very well with the Director, and vice-versa. Ryan's teambuilding approach with the Board is strong, and the Board has become better at providing clear direction even when there's differing views expressed.

## **6. Political/Advocacy**

The Board primarily agree they perform well in this area, while one board member strongly agrees, and one board member disagrees. Some observations by the Board:

- The Board has identified this area for discussion. From a strategic perspective it's important to have an ongoing place for the Board to set the advocacy plan. Emergent issues will occur. Continue to work on advocacy related to the new school in Moose Jaw.

## **7. Board Development**

The Board primarily agree or strongly agree they perform well in this area. Notably four board members disagree that the Board develops a yearly plan for Board development. Two board members don't know if the board annual work plan includes board development. Some observations by the Board:

- Been struggling with this area, particularly during budget discussions. Some board members feeling a need to underspend here as a result. Some discussion between individual trustee development, vs. board development. It is important to talk about it as a Board, invest in governance, and recognize that it doesn't always mean that the entire Board needs professional development as a whole in all areas.

## **8. Fiscal**

The Board strongly agree or agree that they perform well in this area. One-two board members don't know in certain instances. Some observations by the Board:

- Some of the don't know ratings may be due to those elements not coming up, or required, at this point in time (e.g., setting bargaining mandates). Board acknowledges the strong leadership in the fiscal area within the division.

## **9. Interpersonal Working Relationships/Board Chair Performance**

The Board ratings fall primarily in “agree” or “strongly agree” related to their interpersonal working relationships, however one-two occurrences of “disagree” are noted, and one-two board members “don’t know” in several instances. Board members primarily strongly agree or agree that the Board Chair carries out her role effectively. One board member doesn’t know in three instances. Observations by the Board:

- I feel these are a good set of questions for the Board’s self-reflection and appreciate these questions being in the evaluation. The job the Chair has done to be inclusive, to focus the Board, and to give guidance and direction is noted and appreciated. The Director notes his appreciation for the availability of the Chair and their good working relationship.

## **ORGANIZATIONAL GROWTH & DEVELOPMENT**

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- Strategic Plan: An interest was expressed to collaborate with the Director on the strategic plan renewal.
- Policy: Update the Board Policy:
  - To replace “annual” review of policy, with “regular, and as required”.
  - To include consideration for Enterprise Risk Management. Suggested language is available from the SSBA for inclusion in Role of the Board (Policy 2) and Role of the Director (Policy 12).
  - To consider inclusion of the Board’s role in Indigenous Education. The Position Statement adopted at 2021 SSBA Fall Assembly can serve to guide this.
- SCC Engagement: Consider the potential to return to an annual gathering of SCCs with the Board and senior school division team. Reviewing the recommendations in the SSBA SCC Evaluation report may provide some direction in this area.
- Enterprise Risk Management: The Board is encouraged to collaborate with the Director and lead the learning and implementation of Enterprise Risk Management within the school division.
- Board Development: The Board is encouraged to have a dedicated discussion on board development to provide clarity on individual vs. board professional learning, and to provide direction on the need for a Board Development Plan.



## RECOMMENDATIONS

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- The SSBA is available to support you with professional learning regarding Enterprise Risk Management.
- The SSBA report, [SCC-Evaluation-Research-Report.pdf \(saskschoolboards.ca\)](#) is available to guide your reflections/renewal of SCCs.
- The SSBA is available to support you with strategic planning process and facilitation.
- The SSBA Position Statement on Indigenous Education can support you with language for Board policy. [Saskatchewan School Boards Association \(saskschoolboards.ca\)](#)

## AGENDA ITEM

<b>Meeting Date:</b>	June 7, 2022	<b>Agenda Item #:</b>	5.4
<b>Topic:</b>	<b>Board Annual Work Plan</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

<b>Background:</b>	On an annual basis, the Board of Education confirms a Board Annual Work Plan as an appendix to Board Policy 2.
<b>Current Status:</b>	The Board has reviewed time commitments, accountability report requirements and areas of focus for 2022-2023. Approval of the Board Annual Work Plan will provide initial direction for administration as planning for 2022-2023 continues.
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	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.
<b>Legal Implications:</b>	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> .
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ryan Boughen	May 30, 2022	<ul style="list-style-type: none"> <li>Board Policy 2 and Appendix A: Board Annual Work Plan</li> </ul>

### ***Recommendation:***

That the Board confirm the 2022-2023 Board Annual Work Plan and updates.

## **Policy 2**

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### **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
- Approve Board Engagement Plan

#### ***Events/Action***

- Review and begin work on Positive Path Forward
- SSBA Board Chairs' Meeting
- Trustee Competencies Self-Assessment
- Chair completes Committee Appointments
- Public Section Executive Meeting
- Receive teacher list by school

#### ***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
- Review September 30<sup>th</sup> enrolment

#### ***Events/Action***

- Education Week
- Receive SCC Chair information (final)

### **NOVEMBER**

#### ***Regular and Special Board Meeting Agenda Items***

- 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 ~~ESSP Outcome Plans~~

**Events/Action**

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

**Budget Considerations**

- Review implications of Audited Financial Statements on budget planning

**DECEMBER****Regular Board Meeting Agenda Items**

- Review Facilities Accountability Report
- Review Strategic Plan
- Establish Calendar Parameters

**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

### ***Budget Considerations***

- Review funding from Ministry
- ~~Review school level staffing~~

## **APRIL**

### ***Regular Board Meeting Agenda Items***

- Review Second Quarter Financial Accountability Report
- Review teaching/staffing formula

### ***Events/Actions***

- SSBA Spring Assembly Meeting
- Public Section Executive Meeting
- SSBA Board Chairs' Council Meeting
- SCC Elections
- Conduct and approve Director annual evaluation
- Participate in a facilitated Board self-evaluation and approve a positive path forward
- Review PMR Strategic Plan

### ***Budget Considerations***

- Mid-year review and realignment
- Review draft budget

## **MAY**

### ***Regular Board Meeting Agenda Items***

- Budget
- Transportation catchment requests
- PMR Plan

### ***Events/Action***

- SCC Inservices
- Graduation ceremonies
- Alignment of planning for upcoming year
- Administrative Procedures Renewal



## **JUNE**

### ***Regular Board Meeting Agenda Items***

- 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

## AGENDA ITEM

<b>Meeting Date:</b>	June 7, 2022	<b>Agenda Item #:</b>	5.5
<b>Topic:</b>	<b>Student Learning Accountability Report II</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

<b>Background:</b>	The Board's annual report work plan calls for the Board to receive the Student Learning Accountability Report II annually in June.
<b>Current Status:</b>	
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	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
<b>Legal Implications:</b>	
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Amanda Olson	May 26, 2022	<ul style="list-style-type: none"> <li>Student Learning Accountability Report II</li> </ul>

***Recommendation:***

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

## **2021-2022 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

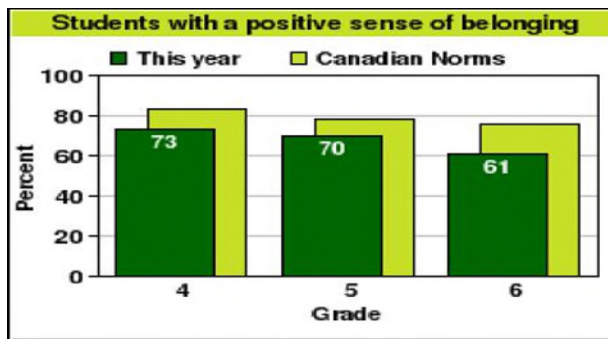
In previous years, schools had the option of including a Student Well-Being goal in their annual LIP. Previous years saw goals related to increasing sense of belonging at school, having positive relationships with adults, increasing self-regulation skills, increasing feelings of safety at school, and increasing growth mindset habits to name a few.

This year, all schools in Prairie South had a student wellness goal related to connecting and reconnecting. As we have learned for professionals in the trauma response field, humans are hardwired to connect and before we can focus on learning, we need to focus on connection (Kevin Cameron). Our connection to others is one of the most important factors when it comes to our mental health wellness. “(Students) who have a connection to a caring adult, and feel genuinely understood, have higher self-esteem and higher success rates in school and life.”

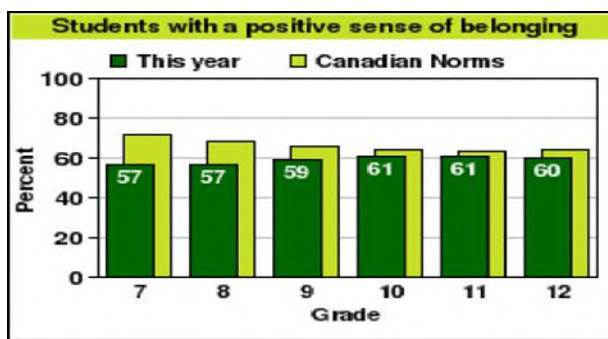
Data collected from the OurSCHOOL survey administered each spring is used to provide a basis for student wellness goals and to set the target for the coming school year. All students in Prairie South from grades 4-12 participate in the survey.

Related OurSCHOOL survey results follow from the spring of 2022:

### Positive Sense of Belonging

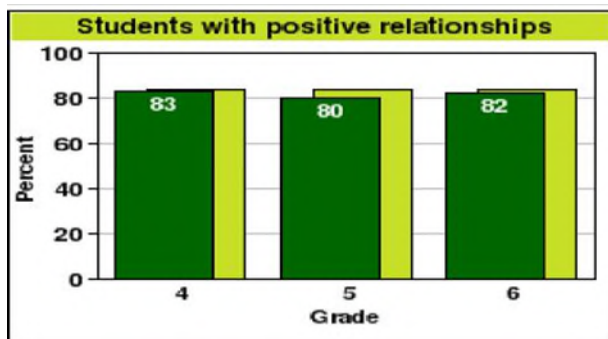


2018/2019 – 73.7%  
 2020/2021 – 69.7%  
 2021/2022 – 68%

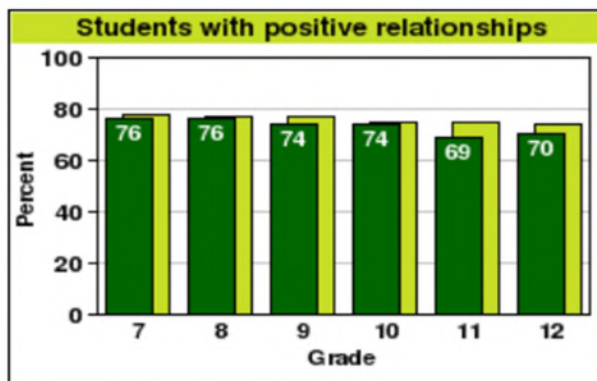


2018/2019 – 65.2%  
 2020/2021 – 61.2%  
 2021/2022 – 61.3%

### Positive Teacher Student Relationships



2018/2019 – 83%  
 2020/2021 – 83%  
 2021/2022 – 81.7%



2018/2019 – 75.8%  
 2020/2021 – 74.7%  
 2021/2022 – 73.2%

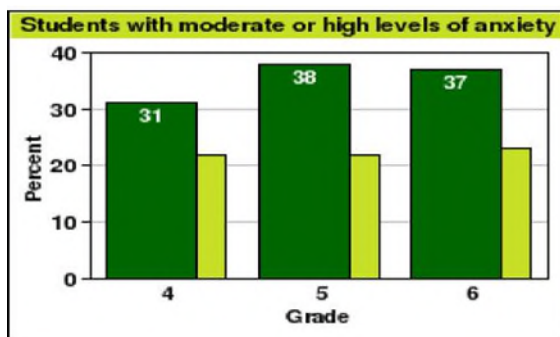
Sample of school strategies to support the focus on connection and reconnection:

- Welcome Back to School phone calls to every student/family.
- Student Surveys. One example is a school that surveys each student to see if they are connected with a staff member in the building. For those who are not, they try hard to connect them with a staff member.
- One school has dedicated every Friday to Mental Health Activities in the gym. They do a check-in with their home rooms (1-4 Rating Scale) and then, as a school, they head to the gym to participate in activities. Activities include staff vs student games, team building activities, games that require and spark creativity, STEM challenges, and more. They finish off with a healthy snack at the end for everyone.
- Fall Fairs and Welcome Back Events. Staff were able to reconnect with students and families during an evening event.
- One school created mixed K-12 groups led by grade 9-12 students. These groups meet every two weeks to do some team building activities such as crafts, collaborative learning, bonding, and having fun together. This was part of their LIP and will continue next year as the student and staff feedback has been very positive. After school shut down and then individualized classroom cohorting, the focus was making sure students connected.
- Extra Curricular Activities. Through extra-curricular activities (sports and clubs) staff and students were able to connect and reconnect outside of the classroom setting.

### Anxiety

Students continued to have varying degrees of emotions related to attending school during a global pandemic including anxiety and anxious feelings. All school personnel continued to work hard to support students and their families with the transition back to school or to online learning. School personnel also work hard to connect students and parents to external supports when needed.

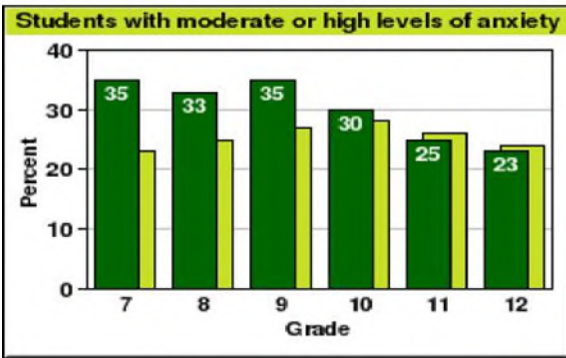
Key focuses throughout Prairie South included educating staff, students and parents on the mental health states and the factors that affect our mental health as well as the 5 Pillars of Everyday Resiliency (Dr. Robyne Hanley-Dafoe). Through Ministry Targeted Funding, 1 or 2 staff members from every school were trained in Mental Health First Aid and/or Go-To Educator.



2018/2019 – 23.7%

2020/2021 – 32.6%

2021/2022 – 35.3%



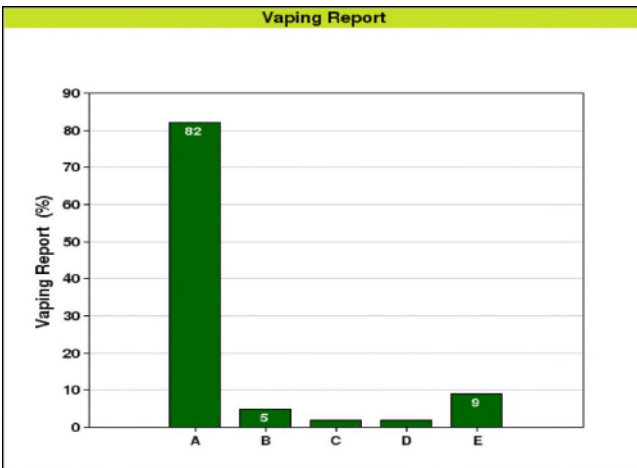
2018/2019 – 26.3%  
 2020/2021 – 29.7%  
 2021/2022 – 30.7%

### Vaping Habits

Two custom questions were added in to the OurSCHOOL survey to find out more about students' vaping habits. The question asked students from grades 7-12 in all schools:

In the last 30 days how many times have you used a vape?

- a. Zero
- b. 1 or 2 times
- c. 5 to 10 times
- d. 10 to 20 times
- e. More than 20 times



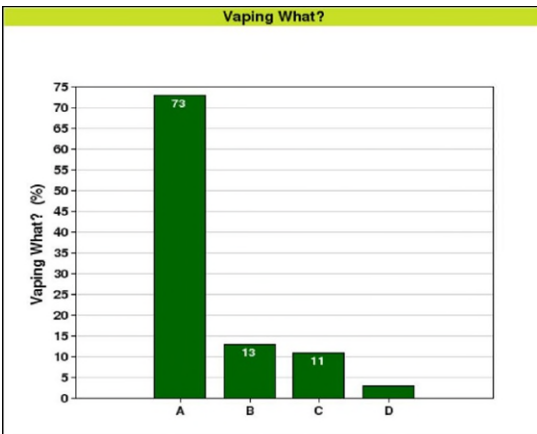
Results indicate that approx. 5% of the students that responded to the survey have used a vape at least once in the last 30 days. This is a 1% decrease from the spring 2021 survey.

2079 students participated in the OurSCHOOL survey indicating about 374 students engaged in vaping.

### Vaping Nicotine vs. Vaping Marijuana

The second question asked the same group of students: If you vape, what are you vaping?  
(Please choose the answer that best fits)

- a. I have never tried vaping
- b. I have vaped a couple of times
- c. I vape nicotine
- d. I vape marijuana



11% of students who have vaped responded that they are vaping nicotine and 3% indicated that they have vaped marijuana.

### Administrative Challenges/Suggestions

- Schools continue to use the OurSCHOOL survey as one method to target student wellbeing. These goals often take years of dedicated resources to see a positive impact. Changes in staffing, leadership, and SCCs can cause a change in direction before results are seen.
- We continue to see the impact that COVID-19 has had on student wellbeing.
- As a division, continue with a strategic focus on a culture of wellness.
- Remove the division question related to vaping and incorporate a question on connection.

## AGENDA ITEM

<b>Meeting Date:</b>	June 7, 2022	<b>Agenda Item #:</b>	5.6
<b>Topic:</b>	<b>Third Quarter Forecast and Finance Report</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

<b>Background:</b>	Prairie South is required to submit a 3 <sup>rd</sup> Quarter Forecast to the Ministry.
<b>Current Status:</b>	The Report will be presented to the Business, Infrastructure and Governance Board Committee on June 6, 2022 and will be distributed to Trustees at the Board Meeting.
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	
<b>Legal Implications:</b>	
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ron Purdy	May 31, 2022	<ul style="list-style-type: none"> <li>Distributed at the Meeting</li> </ul>

***Recommendation:***

That the Board receive and file the Third Quarter Forecast and Finance Report.



# AGENDA ITEM

<b>Meeting Date:</b>	June 7, 2022	<b>Agenda Item #:</b>	05.7
<b>Topic:</b>	<b>Monthly Tender Report</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

## Background:

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:

- 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:

This tender report covers the period from April 28, 2022 to June 1, 2022. The following competitive bids were awarded during the reporting period:

- A tender was issued for band instrument rentals for the 2022-23 school year. The tender was awarded to St. John's Music. Estimated annual cost is \$75,000.
- A tender was issued for an expansion tank at Palliser Heights School. The tender was awarded to Field Plumbing and Heating for a cost of \$11,779 before taxes.
- A tender was issued for roof repairs at Peacock Collegiate. The tender was awarded to Duncan Roofing for a cost of \$264,000 before taxes.
- A tender was issued for roof repairs at Craik School. The tender was awarded to Duncan Roofing for a cost of \$149,288 before taxes.
- A tender was issued for roof replacement of sections 2, 7, and 13 at Central Collegiate. The tender was awarded to Duncan Roofing for a cost of \$308,000 before taxes.
- A tender was issued for Window and Door replacement at Rockglen school. The tender was awarded to C&S builders for a cost of 220,241 plus taxes.
- A tender was issued for rooftop unit replacement at Mortlach school. The tender was awarded to Prairie Mechanical for a cost of \$158,885.44 before taxes. Delivery is 33 weeks.

<b>Pros and Cons:</b>
<b>Financial Implications:</b>
<b>Governance/Policy Implications:</b>
<b>Legal Implications:</b>
<b>Communications:</b>

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ron Purdy	May 31, 2022	• n/a

***Recommendation:***

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

# AGENDA ITEM

<b>Meeting Date:</b>	June 7, 2022	<b>Agenda Item #:</b>	5.8
<b>Topic:</b>	<b>Sale of Surplus Land</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

<b>Background:</b>	It was determined that there are a number of properties not used in the operations of the school division that are still owned by the school division. A decision was made to dispose of these properties.
<b>Current Status:</b>	<p>For this meeting there is 5 parcels of surplus land for consideration.</p> <p>There is an offer of \$10 for parcel, 105677905 (SW 10-24-27-W2), 1 acre in the RM of Craik.</p> <p>There is an offer of \$250 for parcel 105242374, (SW 24-1-29 W2), 2 acres in the RM of Poplar Valley.</p> <p>There is an offer of \$200 for parcel 104509122, (SW 10-2-25 W2), 2.06 acres in the RM of Hart Butte.</p> <p>There is an offer of \$200 for parcel 104509133 , (SW 10-2-25 W2), 1.01 acres in the RM of Hart Butte.</p> <p>There is an offer of \$200 for parcel 150300425, (NE 09-09-06-W3), 3.97 acres in the RM of Wood River.</p>
<b>Pros and Cons:</b>	<p>Pros:</p> <ul style="list-style-type: none"> <li>We dispose of more parcels of land which are of no value to us.</li> </ul> <p>Cons:</p>
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	
<b>Legal Implications:</b>	
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ron Purdy	June 1, 2022	N/A

***Recommendations:***

That the Board approve the sale of parcel 105677905 (SW 10-24-27-W2) in the RM of Craik for a price of \$10.

That the Board approve the sale of parcel 105242374 (SW 24-1-29 W2), in the RM of Poplar Valley for a price of \$250.

That the Board approve the sale of parcel 104509122, (SW 10-2-25 W2), in the RM of Hart Butte for a price of \$200.

That the Board approve the sale of parcel 104509133, (SW 10-2-25 W2), in the RM of Hart Butte for a price of \$200.

That the Board approve the sale of parcel 150300425, (NE 09-09-06-W3), in the RM of Wood River for a price of \$200.

## AGENDA ITEM

<b>Meeting Date:</b>	June 7, 2022	<b>Agenda Item #:</b>	5.9
<b>Topic:</b>	<b>Remove Restrictions in Surplus for Prekindergarten and Innovation</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

<b>Background:</b>	<p>During budget discussions it was recognized that we have operationalized the funding of the prekindergarten programs not funded by the Ministry. It is no longer necessary to restrict funds for that purpose as costs are paid from operational funds. It was also agreed that we would unrestrict funds that were restricted for innovation that were not already committed to a project.</p>
<b>Current Status:</b>	<p>Currently, the Ministry of Education funds 8 prekindergarten programs at the following schools: Empire School, Moose Jaw – 1 program; King George School, Moose Jaw – 2 programs; Prince Arthur School, Moose Jaw – 1 program; Westmount School, Moose Jaw – 2 programs; William Grayson School, Moose Jaw – 1 program; Assiniboia 7<sup>th</sup> Avenue School, Assiniboia – 1 program.</p> <p>Currently Prairie South funds 9 prekindergarten programs at the following schools: Central Butte School – 1 program; Coronach School – 1 program; Glentworth School – 1 program; École Gravelbourg School – 1 program; Lafleche School – 1 program; Lindale School – 1 program; Palliser Heights School – 2 programs; Sunningdale School – 1 program.</p> <p>The innovation funds have also served their purpose and no longer need to be restricted except for amounts already committed to a project.</p>
<b>Pros and Cons:</b>	<p>We have operationalized the funding of the prekindergartens not funded by the Ministry. We have not used any of the restricted prekindergarten money since it was restricted. Removing the restriction frees up those funds for other priorities and does not affect the operation of the existing prekindergartens.</p> <p>Removing the innovation restriction also frees up those funds for other purposes.</p>
<b>Financial Implications:</b>	<p>Unrestricting the prekindergarten funds makes \$620,548 available for other priorities. The restriction is not needed as we</p>

	are funding them from operational funds. Unrestricting the uncommitted innovation money will free \$107,066 for other priorities. An amount of \$52,882 will remain restricted for projects that are not complete.
<b>Governance/Policy Implications:</b>	
<b>Legal Implications:</b>	Prekindergarten programming is outside of the mandate of the provincial K-12 system, with the exception of programs that have been identified and funded by the Ministry of Education.
<b>Communications:</b>	Communications as part of the budget communications strategy.

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ron Purdy	May 27, 2022	n/a

***Recommendation:***

That Prairie South School Division unrestrict funds restricted for Prekindergarten of \$620,548 and unrestrict \$107,066 of the \$159,948 restricted for innovation.

# AGENDA ITEM

<b>Meeting Date:</b>	June 7, 2022	<b>Agenda Item #:</b>	7.1
<b>Topic:</b>	<b>Administrative Procedure Renewal</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

<b>Background:</b>	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.
<b>Current Status:</b>	On May 25, 2022, the Administrative Procedures document was reviewed by teams made up of CAC, School Administrators and Trustees. As a result of this review, minor updates were made to several APs. Copies of revised Administrative Procedures are attached.
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	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.
<b>Legal Implications:</b>	
<b>Communications:</b>	APs will be formally implemented in September 2022 after they are added to the Prairie South website over the summer.

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ryan Boughen	May 30, 2022	<ul style="list-style-type: none"> <li>• AP Changes Updates Summary</li> <li>• 100s: 100, 104, 112 App A, 141, 141 App A, 155, 160, 164 App A, 164 App B, 164 App C, 165</li> <li>• 200s: 206, 220, 270, 270 App A</li> <li>• 300s: 316, 330, 343, 351, 357</li> <li>• 400s: 401, 441, 441 App A</li> <li>• 500s: 500, 501, 505, 512, 513, 516, 518, 519, 522, 530, 544, 556, 562</li> </ul>

## **Recommendation:**

That the Board review the materials provided.

## **ADMINISTRATIVE PROCEDURE UPDATES SUMMARY**

### **June 7, 2022**

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

- 100 – Continuous Improvement Planning
- 104 – School Learning Improvement Plans (LIP)
- 112 – Appendix A SCC Professional Development Application
- 141 – Employee Cell/Smart Phone Access and Usage
- 141 – Appendix A (New) Prairie South Employee Cell/Smart Phone Administrative Practice
- 155 – Event Protocol
- 160 – Student and Staff Safety
- 164 – Appendix A Category 1 Communicable Diseases
- 164 – Appendix B Staff & COVID-19 REMOVE
- 164 – Appendix C Students & COVID-19 REMOVE
- 165 – Dangerous/Infectious Diseases – Pandemic
- 206 – Family Life and Sex Education
- 220 – Online Learning
- 270 – Home-Based Education
- 270 – Appendix A Home-Based Education Reimbursement Form
- 316 (New) – Gender and Sexual Diversity
- 330 – Student Attendance
- 343 – Service Dogs in School
- 351 – Video Surveillance
- 357 – Break-In, Theft and Vandalism
- 401 – Employee Records
- 441 – Working at an Alternate Location
- 441 – Appendix A (New) Alternate Workplace Safety Checklist
- 500 – Budget
- 501 – Budget Carry Over
- 505 – Student Fees
- 512 – Inventory Management
- 513 – Purchasing
- 516 – Accounting Standards
- 518 – Payments of Accounts
- 519 – Reporting of School Division Losses
- 522 – Advertising and Corporate Sponsorship
- 530 – Insurance Management
- 544 – School Community Development Fund
- 556 – Conveyance Allowance
- 562 (New) – Canadian Flag Protocol



## Administrative Procedure 100

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# CONTINUOUS IMPROVEMENT PLANNING

## Background

Planning in public education is an essential part of ensuring that all students have equitable opportunities to acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing citizens. Planning ensures resources for public education are used for optimal results.

The Division has developed an Improvement Matrix as part of the Saskatchewan Ministry of Education's ~~Educational Sector Strategic Plan (ESSP)~~ Provincial Education Plan (PEP). The accomplishments and results achieved provide information to the public and inform the cycle of planning for continuous improvement.

## Procedures

### 1. System Planning Guidelines

- 1.1 The mandate, vision, mission, guiding principles and goals of the Division will provide strategic direction for system planning.
- 1.2 The planning process will recognize priorities identified by the province and the Board.
- 1.3 The actions and endeavors of the Division and its schools must be guided by sound planning processes. The planning process must provide ample opportunity for input and meaningful involvement by persons from stakeholder groups. "Formal" processes for the system and its schools to develop, revise and extend the Plan that identify priorities, along with predetermined courses of action, outcomes, measures, strategies and timelines for task completion will be developed each year.

### 2. Planning Documents

Planning document that meet local needs and fulfill accountability requirements shall be developed and implemented

- 2.1 Plans related to the ~~Educational Sector Strategic Plan (ESSP)~~ Provincial Education Plan (PEP) shall be updated annually with provision for ongoing input into the revision process by school, School Community Councils, parents, teachers students and community stakeholders.
- 2.2 Progress reports related to improvement planning will be presented to the Board at least annually.
- 2.3 The Director of Education shall:
  - 2.3.1 Share Improvement Plans with the Board annually;
  - 2.3.2 Develop a communications strategy advertising the key actions to be undertaken during the upcoming school year;

- 2.3.3 Make a provision for distribution of Improvement Plans and their placement on the Division website; and
- 2.3.4 Ensure accountability reports are prepared for presentation to the Board at least annually.

Reference: Sections 85, 87 of the Education Act

~~June 12, 2018~~ June 7, 2022

## Administrative Procedure 104

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# SCHOOL LEARNING IMPROVEMENT PLANS (LIP)

### Background

Students and student learning are best served when the goals of the Ministry, the Division, and the school community are aligned. School Learning Improvement Plans (LIP) must be aligned with the division and ~~Education Sector Strategic Plans~~ Provincial Education Plan (PEP), incorporate SMART goals, be approved by the Superintendent of Operations for that school and ensure accountability for results.

### Procedures

1. The school LIP shall be developed in accordance with the *LIP Work-plan* as amended from time to time.
2. Each school's LIP shall also take into consideration local student achievement data as well as the nature of the community and its aspirations for its children and youth.
3. The School Community Council (SCC) must attest that the SCC was consulted in the development of the LIP.
4. The Superintendent of Operations shall annually review the draft School Learning Improvement Plans for compliance with these requirements and shall approve the plan after sign-off by the SCC Chair.
5. The Superintendent of Operations shall annually review the outcomes achieved and provide feedback to the principal.

Reference: Section 175 of the Education Act

~~June 2, 2015~~ June 7, 2022

## Administrative Procedure 112 – Appendix A



## School Community Council

## PROFESSIONAL DEVELOPMENT APPLICATION

Name:	
Date submitted:	
PD Opportunity:	
Date(s):	

**Estimated costs of event:**

Registration cost:	
Travel: .50/km	
Meals: (receipt must be submitted)	
Accommodations: (receipt must be submitted)	
<b>Approximate Total Costs:</b>	

Approved: Yes/No

Date approved: \_\_\_\_\_

SCC Chairperson:

\_\_\_\_\_ (signature)

Administrator:

\_\_\_\_\_ (signature)

Director of Education

\_\_\_\_\_ (signature)

Comments: \_\_\_\_\_

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## Administrative Procedure 141

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### EMPLOYEE CELL/SMART PHONE ACCESS AND USAGE

#### Background

Cell/Smart phones are used by Prairie South School Division employees for internal and external communication. For the purposes of this policy, cell/smart phones are understood to include any device that makes or receives phone calls, leaves messages, sends text messages, surfs the Internet, or downloads and allows for the reading of and responding to email, whether the device is division-supplied or personally owned.

#### Procedures

##### 1. Access to Division-Supplied Cell/Smart Phones

- 1.1. Cellular/Smart phone services are provided to all employees deemed by their manager or supervisor, to require them based on demonstrated need and job function or to enhance school division efficiency and provide safety and/or security. This includes but is not limited to senior administration, school administrators, itinerant employees who during the normal course of employment perform their duties away from their assigned workspace and employees who have demonstrated a need to be in contact with their office.
- 1.2. The Division will supply the employee with a phone based on the Division's current administrative practice and vendor agreements. The phone will remain the property of the division and the employee may be required to provide access to the phone to management as required.
- 1.3. The employee may choose to use their own personal device instead of the Division supplied one. In these cases, the Division will pay the current cost that would have been paid to the vendor had the phone been acquired for the employee from the vendor. The employee will be under the same obligation to provide access to the phone if required by management.
- 1.4. The employee may choose to upgrade the vendor supplied phone at their own expense. It is important to note, that in this case, the phone will remain the property of the division and the employee remains under the same obligation to provide access to the phone when requested.

[4.4-1.5. Please refer to Appendix A – Prairie South Employee Cell/Smart Phone Administrative Practice for more details.](#)

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##### 2. Use of Division-Supplied Cell/Smart Phones

- 2.1. Division-supplied cell/smart phones, like other means of communication, are to be used to support school division business.
- 2.2. Employees may use division-supplied cell/smart phones for any legitimate safety, security or emergency purposes.

- 2.3. Employees using division-supplied cell/smart phones for personal use other

than already noted in 2.2, will reimburse the Division for all applicable charges (air time and long distance), and/or, the employee has the option of adding additional features such as long distance and/or unlimited data plans to their device. The cost of these upgrades comes off their monthly pay. To add any additional features, employees must contact the Superintendent of Operations with responsibility for technology ~~and fill out a form.~~

### 3. Use of Cell/Smart Phones

- 3.1. The use of cell/smart phones for personal reasons during work hours is discouraged and should be limited to matters requiring immediate attention.
- 3.2. All communications using cell/smart phones during work hours or conducted on school division property or while on Prairie South business – verbal, written or other – must meet professional standards of conduct.
- 3.3. Employees shall not use cell/smart phones during work hours, on school division property or while on Prairie South business for illegal, disruptive, unethical or unprofessional activities, or for personal gain, or for any purpose that would jeopardize the legitimate interests of Prairie South School Division.
- 3.4. Cell/Smart phones can be a distraction in the workplace. To ensure the effectiveness of meetings, employees are asked to turn their phone off, or at a minimum to “vibrate” mode.
- 3.5. Employees must be aware of and follow all current legislation and regulations regarding the use of cell/smart phones while operating a motor vehicle.

### 4. Privacy and Access

- 4.1. Employees should be aware that cell/smart phone statements or summaries are public documents.

Reference: Section 85, 87, 175 Education Act

~~July 23, 2019~~ June 7, 2022

## **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 2022, a base phone cost are:
    - iPhone 11 64GB - \$359.99, iPhone 12 64GB - \$455.99, iPhone 13 128GB - \$599.99.
  - 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 \$15 per month from September to June each school year. Bus drivers should put in a monthly personal expense claim in Atrieve.

## Administrative Procedure 155

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### EVENT PROTOCOL

#### Background

Proper protocol is to be followed for events organized by the Division or its schools.

#### Procedures

1. Formal school and division events typically open with a Land Acknowledgement and the playing of O'Canada.

4.2. Order of introductions:

- 4.42.1 Members of the Senate representing Saskatchewan;
- 4.22.2 Members of Parliament – Cabinet Ministers first;
- 4.32.3 Members of the Legislative Assembly – Cabinet Ministers first;
- 4.42.4 Board Chair;
- 4.52.5 Other trustees;
- 4.62.6 Mayor; Other civic councillors
- 4.72.7 Elders and Hutterian Brethren;
- 4.82.8 Senior bureaucrats and heads of other organizations;
- 4.92.9 Prominent community members.

2.3. Contact is to be made with the Communications Department from the appropriate level of government who may provide details and assist with planning protocol.

3.4. When organizing an event within the Division the Chair of the Board and the subdivision trustee will be invited and the introductions will take place in the following order:

- 3.44.1 Board Chair;
- 3.24.2 Vice-Chair;
- 3.34.3 Trustees in attendance;
- 3.44.4 Director of Education;
- 3.54.5 Superintendent(s);
- 3.64.6 Principal and Vice-Principal.

4.5. When organizing the list of speakers, dignitaries speak in the order prescribed for introductions in procedure 1 above.

5.6. Seating is to be arranged so that the most senior dignitary is closest to the podium at all times.

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~~6.7.~~ The Director of Education is to be contacted if a speaker is requested from the Board or Division level.

~~7.8.~~ The Board or schools may be included in royal visits (Canada's Governor-General and/or Saskatchewan's Lieutenant Governor); visits by the Prime Minister or Premier, senior cabinet ministers, ambassadors, or other prominent dignitaries.

~~7.48.1~~ The Formal Protocol of either the Government of Canada or the Province of Saskatchewan takes precedent.

~~7.28.2~~ Information on proper protocol in these special circumstances can be obtained from the Government of Canada and the Government of Saskatchewan protocol websites.

~~7.38.3~~ The Director of Education is to be contacted in the event of a Dignitary visit to a school.

~~8.9.~~ When trustees are in attendance at a school event they are to be introduced and where possible a connection between their role and the event at hand is to be made.

~~9.10.~~ Schools are requested to make arrangements to provide a respectful, hospitable welcome to trustees.

References: Sections 85, 87 Education Act:  
Provincial Government Protocol  
Federal Government Protocol

~~June 12, 2013~~ June 7, 2022

## Administrative Procedure 160

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# STUDENT AND STAFF SAFETY

## Background

Prairie South School Division is committed to ensuring safe learning and working environments throughout the school division to ensure acceptable standards of comfort, safety, health and sanitation.

## Procedures

### 1. General

- 1.1 The principal is to maintain adequate conditions of safety and sanitation in the school and on school grounds.
- 1.2 The principal is to comply with established local, provincial or divisional administrative procedures to ensure that general and emerging repair work meets acceptable safety and sanitary standards.
- 1.3 The principal is to arrange for the establishment and maintenance of an Occupational Health Committee in the school in accordance with 'Part II: the Saskatchewan Employment Act'.

### 2. Violent Threat/Risk Assessment (V-TRA)

- 1.1 The Superintendent of Operations in charge of safety shall ensure that the Violent Threat/Risk Assessment protocol is current and up to date.
- 1.2 The principal is to be familiar with and have a working knowledge of the school division's **Violent Threat/Risk Assessment protocol (Safe Schools Handbook)**.
- 1.3 The Violent Threat/Risk Assessment shall be followed when any student displays worrisome or threat-making behavior.
- 1.4 At the beginning of the school year, principals shall establish a school Violent Threat/Risk Assessment team and review the protocol with the established team.
- 1.5 The principal shall inform staff members, students, parents, and School Community Council members of the school division's Violent Threat/Risk Assessment brochure and protocol.

### 3. Crisis Response

- 3.1 The Superintendent of Operations in charge of safety shall ensure that the **Crisis Guide (Safe Schools Handbook)** is current and up to date.
- 3.2 The principal is to be familiar with and have a working knowledge of the school division's **Crisis Guide (Safe Schools Handbook)**.

- 3.3 The principal is to ensure that the **Critical Incident Quick Reference Chart (Safe Schools Handbook)** is easily accessible.
- 3.4 At the beginning of the school year, principals shall establish a Crisis Response team and review crisis response procedures with the established team.
- 3.5 The principal is to inform staff members and School Community Council members of the school's purpose and function of the crisis response procedures.

#### 4. Tragic Events

- 4.1 The Superintendent of Operations in charge of safety shall ensure that the **Trauma Response Guide (Safe Schools Handbook)** is kept current and up to date.
- 4.2 At the beginning of the school year, principals shall establish a Trauma Response team and review trauma response procedures with the established team.
- 4.3 The principal is to inform staff members, parents, and School Community Council members of the purpose and function of the Trauma Response team.

#### 5. Fire Drills, Lockdowns, Hold & Secure, and Evacuations

- 5.1 The principal is to develop a detailed fire drill, lockdown, hold & secure, and evacuation plan for the school and ensure that all students and staff members are fully informed of their duties and responsibilities.
  - 5.1.1 The appropriate number and timing of fire drills and evacuation exercises are to be conducted as required by provincial fire authorities and guidelines of the **Safe Schools Handbook**.
  - 5.1.2 The appropriate number of lockdown and hold & secure exercises are to be conducted in accordance with the guidelines in the **Safe Schools Handbook**.

#### 6. Physical Activities

- 6.1 Procedures for physical activities safety are to be stated in the school division's **Physical Activity Safety Guidelines**
  - 6.1.1 It is the responsibility of the Superintendent of Operations in charge of safety to ensure that the Guidelines are kept current and includes direction specific to the following:
    - Standard of care
    - Facilities
    - Equipment
    - Instruction
    - Supervision

- Clothing and footwear and,
- Approved activities.
- Emergencies

- 6.2 In any school emergency the principal is to take whatever immediate action appears to be reasonable and necessary to ensure the safety of students, employees or visitors to the school.
- 6.3 The principal is responsible for developing a contingency plan for emergencies consistent with the *Administrative Procedure 553- Closure – Severe Weather and Student Transportation*.

## **7. Hospital Emergency Treatment**

- 7.1 When a student is taken to hospital for treatment of illness or injury, the following conditions are to apply:
- 7.1.1 Attempts are made to notify the parent or guardian.
  - 7.1.2 If the parent or guardian cannot be contacted, the hospital is to be advised accordingly.
  - 7.1.3 In the absence of the parent or guardian, hospital procedures for consent and treatment are to be followed.
- 7.2 If an ambulance is required, it is to be called. The expense is the responsibility of the parent; however, if the expense is not recoverable, it will be paid by the Board.

## **8. First Aid**

- 8.1 The principal is to ensure that a supply of first aid materials is available in the school and stored in a location known to all members of the staff.
- 8.2 The principal is to ensure that at least one member of the staff has current up-to-date certification and training in first aid and Cardiopulmonary Resuscitation.
- 8.3 The principal is to ensure that WHMIS (Workplace Hazardous Materials Information System) manuals are current and staff member in-service and materials meet the requirements of 'Part II The Saskatchewan Employment Act' and Regulations of the Act, 1996.

## **9. Bus Loading**

- 9.1 The principal is to establish procedures and arrange for supervision of bus loading and unloading at the school.

## **10. Motorized Vehicular Traffic**

- 10.1 Motorized vehicular traffic is prohibited on school property with the exception of:
- 10.1.1 Designated parking areas and,
  - 10.1.2 Service, maintenance and repair vehicles requiring access to specific areas.

## 11. Protective Equipment

- 11.1 Teachers are to require students to wear safety and protective equipment as recommended for use in their instructional program and other school-approved activities.
- 11.2 Specific guidelines for sporting and physical activities equipment are to be adhered to as outlined in the school *division's*. **Physical Activity Safety Guidelines**

Reference: Section 85, 87, 150, 151, 175, 231 of the Education Act  
Section 264.1 Criminal Code of Canada  
Section 2.8 of the National Fire Code

~~June 12, 2018~~ June 7, 2022

## Administrative Procedure 164 – Appendix A

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### CATEGORY 1 COMMUNICABLE DISEASES

Aeromonas	Measles
Amoebiasis	Meningitis of bacterial origin
Anthrax	Meningococcal infections
Botulism	Mumps
Brucellosis	Paratyphoid
Campylobacteriosis	Parvovirus B 19
Chickenpox	Pertussis (Whooping Cough)
Chlamydia pneumoniae	Plague
Cholera	Poliomyelitis (Polio)
Coronavirus	Psittacosis
Cryptosporidiosis	Q fever
Diphtheria	Rabies
Encephalitis	Relapsing fever
Food poisoning of animal, bacterial, viral or chemical origin	Rocky mountain spotted fever
Giardiasis	Rubella
Haemophilus influenza b invasive disease	Congenital rubella syndrome
Hantavirus	Salmonellosis
Hepatitis A	Shigellosis
Influenza	Tetanus
Invasive streptococcal disease	Toxigenic staphylococcal disease
Kawasaki disease	Toxoplasmosis
Legionellosis	Trichinosis
Leptospirosis	Tularemia
Leprosy	Typhoid
Listeriosis	Unspecified viral hepatitis
Lyme disease	Verotoxigenic escherichia coli infections
Malaria	

## Staff & COVID-19

### Background

The Government of Saskatchewan continues to respond and make updates to [Public Health Orders](#) related to COVID-19. This procedure has been created to ensure our workplaces remain safe for all staff. These protocols will continue to be adjusted as necessary following the direction of the Chief Medical Health Officer of Saskatchewan.

Getting vaccinated for COVID-19 remains the most important step individuals can take to protect themselves and our communities. Prairie South School Division strongly encourages all eligible staff to become vaccinated.

### Procedures

#### 1. General Guidelines

- 1.1 Proper hand hygiene is expected from all employees. Practices include using soap and water when hands are soiled and hand sanitizer when visibly clean. Cough and sneeze into your elbow and avoid touching your face, mouth, nose and eyes.
- 1.2 Employees are encouraged to bring their own hand sanitizer for personal use to supplement what the school division will be providing.
- 1.3 Mask usage will be in accordance with school division protocols.
- 1.4 Employees are expected to keep their personal workspace(s) clean and sanitized. Disinfectants will be provided by the school division.
- 1.5 Sharing food, drinks or other personal items should be avoided.

#### 2. Guidelines for Illness

All employees are expected to self-monitor for COVID-19 symptoms. Common symptoms include:

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Fever</li><li>• Cough</li><li>• Headache</li><li>• Muscle and/or joint aches and pains</li><li>• Sore throat</li><li>• Chills</li><li>• Runny nose</li><li>• Nasal congestion</li><li>• Conjunctivitis</li></ul> | <ul style="list-style-type: none"><li>• Dizziness</li><li>• Fatigue</li><li>• Nausea/vomiting</li><li>• Diarrhea</li><li>• Loss of appetite</li><li>• Loss of sense of taste or smell</li><li>• Shortness of breath</li><li>• Difficulty breathing</li></ul> |
|--|--|

- 2.1 If an employee has symptoms of COVID-19 illness they are to stay home until their symptoms resolve.
  - 2.1.1 The employee must request their absence using the normal process established at the school level and enter the absence into Atrieve selecting "illness" leave. If the employee does not have sufficient sick leave credits they are to enter their absence using unpaid sick leave, pressing leave, vacation leave, time in lieu, earned day off or service recognition days.
  - 2.1.2 If it is determined that the employee is eligible for quarantine leave as outlined in section 3, contact human resources to request quarantine leave and provide the required documentation. Such leave will be retroactively changed to quarantine leave if the conditions in section 3 are met.
  - 2.1.3 If an employee feels well enough to work and the supervisor confirms the employee can continue to perform meaningful work while at home then the supervisor is to email the applicable Superintendent of School Operations and the Superintendent of Human Resources.

### 3. Quarantine Leave

A medical health officer refers to a public health officer designated as such under *The Public Health Act, 1994*. Family doctors and other medical personnel are not medical health officers and do not have the authority and cannot order mandatory self-isolation. If a health practitioner recommends self-isolation, that is **not** sufficient to qualify for quarantine leave. If a person self-isolates because they believe that they are at high risk, they are not entitled to quarantine leave.

- 3.1 The following employees will be eligible to access quarantine leave in accordance with their Collective Agreement:
  - 3.1.1 Employees that have been identified by a Medical Health Officer or current Public Health Order required to quarantine due to having contracted or exposed to communicable disease including COVID-19. These employees shall go into mandatory self-isolation until such time as prescribed by a Public Health Order or a Medical Health Officer determines that they no longer pose a public health threat.
  - 3.1.2 If clause 3.1.1 applies to an employee, the employee shall:
    - 3.1.2.1 Enter the absence into Atrieve selecting "illness" leave for the entire duration they have been advised to self-isolate;
    - 3.1.2.2 Email the Superintendent of Human Resources the following information:
      - 3.1.2.2.1 Evidence of direction from Medical Health Officer directing the employee to self-isolate or per the current [Public Health Order](#). Evidence may include a minimum of written details of the phone call including date, time, Medical Health Officer spoken to, and details of information provided, or photos/ written details of approved COVID-19 test.



3.1.2.2.2 The first and last day the employee has been directed by Medical Health Officer to self-isolate, date of symptoms and/ or date of positive COVID-19 test.

3.1.2.2.3 A request to have this period of illness leave changed to quarantine leave.

3.2 Until further notice, staff who have international travel scheduled should exercise caution when arranging travel plans that may require an isolation period by order of the travel jurisdiction. In the event that the staff member considers travel and the travel plans may require a mandatory self-isolation period, contact with the Superintendent of Human Resources is required prior to travel. Employees who have traveled internationally and are subject to a mandatory self-isolation period upon their return to Canada may not have access to quarantine leave during that self-isolation period.

3.2.1 Employees may apply in advance for any other leaves for which they may be eligible in order to cover a required self-isolation period. If an employee does not make arrangements, in advance of travel, for leave to cover a self-isolation period, the employee may be considered on an unauthorized absence.

3.2.2 The employee must not return to work during a mandatory self-isolation period.

3.2.3 The employee must provide the division with the following documentation:

- i. request for leave in advance of travel; and
- ii. the date of return to work.
- iii. Copy of federal quarantine order issued under Canada's federal *Quarantine Act, 2005* including the details related to dates quarantine has been ordered for.

3.2.4 Any documentation required to be provided to the division by the employee may be provided by:

3.2.4.1 paper copy;

3.2.4.2 electronic copy;

3.2.4.3 screen shot of information or message;

3.2.4.4 copy of an email;

3.2.4.5 written details of phone call including date, time, federal quarantine officer or Public Health officer spoken to, and details of information provided.

If the documentation provided by the employee is not clear or if the division has reasonable doubts or concerns about any of the documentation provided by the employee, the division may require further details or confirmation of the documentation.

#### **4. COVID-19 Vaccination**

- 4.1 Effective March 18, 2021, amendments to the *The Occupational Health and Safety Regulations, 2021* (section 6-22.1, Special Vaccination Leave) establishes that during the pandemic, workers are entitled to up to three consecutive hours of leave to receive a COVID-19 vaccination.
- 4.2 Employees are asked to schedule COVID-19 vaccination appointment times outside of scheduled work hours to the best of their ability. Should time away from work be required, employees are expected to:
  - 4.2.1 Contact their Administrator/ Manager to discuss the time required away from the workplace in order to ensure operational considerations are met.
  - 4.2.2 Replacement needs will be determined by the Administrator/ Manager.
  - 4.2.3 Enter the absence into Atrieve selecting “medical/ appointment” leave for the time required to be away, up to three consecutive (3) hours. The employee is required to indicate in the comment section “COVID-19 Vaccine” of the leave request.
  - 4.2.4 Human Resources will update the first Vaccination Leave appointment request to ensure no loss of benefits (sick leave) occurs.
  - 4.2.5 Only one paid “Special Vaccination Leave” request per employee is approved. Time may not be split between two separate appointments.

If an employee is required to get a subsequent COVID-19 vaccination, employees can book time away from work per the regular process for medical appointments. Enter time in Atrieve as “medical/appointment leave”.
  - 4.2.6 Any employee requiring more than three (3) hours away from work shall discuss the needs with their Administrator/ Manager. All additional hours requested for vaccination appointments will be deducted from Sick Leave.

#### **5. Additional Health Supports**

- 5.1 Healthline 811 (All Staff)
- 5.2 Member and Family Assistance Program (STF members) 1-833-485-4245
- 5.3 PSTA Counselor (STF members)
- 5.4 Employee Family Assistance Program (CUPE Members and Out of Scope Staff) 1-833-515-0766.

#### **6. Guidelines for Work Refusal Due to COVID-19**

- 6.1 Section 3-31 of *The Saskatchewan Employment Act* states that an employee may refuse to perform any particular act or series of acts at a place of employment if the employee has reasonable grounds to believe that the act or

series of acts is unusually dangerous to the employee's health or safety or the health or safety of any other person at the placement of employment until:

6.1.1 Sufficient steps have been taken to satisfy the employee otherwise; or

6.1.2 The occupational health committee has investigated the matter and advised the employee otherwise.

6.2 An employee's right to refuse to perform work as a result of COVID-19 will be contingent upon factors including (but not limited to) the following:

6.2.1 the state of the COVID-19 situation in the employee's particular community and workplace at the time the refusal to work is being exercised;

6.2.2 the age and health of the specific employee;

6.2.3 the type of workplace where the employee usually performs their functions;

6.2.4 the specific field of work and their normal duties or tasks;

6.2.5 the measures adopted by the Prairie South Schools to prevent the transmission of COVID-19, including workplace hygiene and personal protective equipment (PPE), where applicable;

6.2.6 whether or not there has been a diagnosed case of COVID-19 within the school community;

6.2.7 whether the employee or the circumstances fall in one of the legislative exceptions to the right to refuse unsafe work; and

6.2.8 any other factually relevant considerations in assessing whether there is a hazard, a risk or a danger.

6.3 If an employee has reasonable grounds to believe they have been asked to perform an unusually dangerous act, the employee shall notify their principal/supervisor, the applicable Superintendent of School Operations and the Superintendent of Human Resources.

6.4 If an employee has refused to perform an act or series of acts pursuant to section 3-31, the employer shall not request or assign another employee to perform that act or series of acts unless that other employee has been advised by the principal/supervisor, in writing, of:

6.4.1 the refusal and the reasons for the refusal;

6.4.2 the reason or reasons the employee being assigned or requested to perform the act or series of acts may, in the employer's opinion, carry out the act or series of acts in a healthy and safe manner; and

6.4.3 the right of the employee to refuse to perform the act or series of acts pursuant to section 3-31.

6.5 Following notification, the school OHS committee will investigate the concern and communicate the decision to the above noted central office staff. The OHS committee should consider the following questions:

- 6.5.1 Does the employee have an underlying health concern that puts them at greater risk if infected?
- 6.5.2 Are the job duties being assigned outside of the normal duties or tasks of the position?
- 6.5.3 Has the workplace implemented strategies in alignment with the most recent Re-Open Saskatchewan guidelines for educational institutions and the current Public Health Order for that type of workplace?
- 6.5.4 Is the workplace unsafe even with increased hygiene and personal protective equipment?
- 6.5.5 Does the workplace have an employee or student who has been diagnosed with COVID-19?
- 6.5.6 Are there any other factually relevant considerations in assessing whether there is a hazard, a risk or a danger?
- 6.6 Upon the conclusion of the investigation of the refusal, the school OHS committee will report their findings to the applicable Superintendent of School Operations and the Superintendent of Human Resources.
- 6.7 If the concern cannot be resolved within the school or workplace (the vote by the school OHS committee must be unanimous for or against the refusal), the Superintendent will contact an occupational health officer at the Occupational Health and Safety Division. The officer will investigate the refusal and rule on the matter.

Reference: Current Public Health Order, "Re-Open Saskatchewan" and supporting guidelines ([www.saskatchewan.ca](http://www.saskatchewan.ca))  
Primary and Secondary Educational Institution Guidelines June 18, 2020  
*The Saskatchewan Employment Act, 2013*  
*The Occupational Health and Safety Regulations, 2021*  
*The Canadian Quarantine Act, 2005*  
AP 159 Health and Safety  
AP 160 Student and Staff Safety  
AP 164 Communicable Diseases  
AP 403 Duty to Accommodate

Updated: January 4, 2022

## Students & COVID-19

### Background

On July 11, 2021, the Government of Saskatchewan repealed all on-going Public Health Orders related to COVID-19. This procedure has been created to ensure schools remain safe for all students and staff. These protocols will continue to be adjusted as necessary following the direction of the Chief Medical Health Officer of Saskatchewan.

Getting vaccinated for COVID-19 remains the most important step individuals can take to protect themselves and our communities. Prairie South School Division strongly encourages all eligible students to become vaccinated.

### Procedures

#### 1. General Guidelines

- 1.1 It is strongly recommended that children under 12 wear masks in common areas such as hallways, washrooms, lunchrooms and libraries. For outdoor activities such as recess or outdoor gym classes, there is no recommendation for students to mask. It is appropriate for students and staff to remove masks, if they choose, when in their classrooms.
- 1.2 Proper hand hygiene is expected from all students. Practices include using soap and water when hands are soiled and hand sanitizer when visibly clean. Cough and sneeze into your elbow and avoid touching your face, mouth, nose and eyes.
- 1.3 Students are encouraged to bring their own hand sanitizer to supplement what the school division will be providing.
- 1.4 Students are expected to keep their own space clean and sanitized. Disinfectants will be provided by the school division.
- 1.5 Sharing food, drinks or other personal items should be avoided.

#### 2. Guidelines for Illness

- 2.1 All students are expected to self-monitor for COVID-19 symptoms. Common symptoms include:
  - Fever
  - Cough
  - Headache
  - Muscle and/or joint aches and pains
  - Sore throat
  - Chills
  - Runny nose
  - Nasal congestion
  - Conjunctivitis
  - Dizziness
  - Fatigue
  - Nausea/vomiting
  - Diarrhea
  - Loss of appetite
  - Loss of sense of taste or smell
  - Shortness of breath
  - Difficulty breathing

- 2.2 If a student has symptoms of COVID-19 illness they are recommended to stay home until their symptoms resolve.
- 2.3 If a student starts displaying symptoms of COVID-19 illness while at school, the student will be isolated from other students and the parent or guardian will be notified to pick up the student immediately.
  - 2.3.1 In all interactions with the student, staff members should:
    - 2.3.1.1 Maintain physical distancing from the student as much as possible;
    - 2.3.1.2 Wear a mask and face shield;
    - 2.3.1.3 Avoid contact with the student's respiratory secretions;
    - 2.3.1.4 Provide the student with a face mask, if the student is not wearing one, and request the student wear it provided the student is not in respiratory distress;
    - 2.3.1.5 Wash their hands adequately with soap and water or use hand sanitizer before and after attending to the student; and,
    - 2.3.1.6 Dispose of disposable PPE and arrange for non-disposable PPE (i.e., face shield) to be cleaned and disinfected.
  - 2.3.2 The principal or designate shall, as soon as reasonably possible:
    - 2.3.2.1 Call parents or caregivers to pick up and remove their child from the school.
    - 2.3.2.2 Arrange for the cleaning and disinfection of the isolation room as soon as reasonably possible, the student's classroom and, in particular, the student's desk and surrounding desks and any other common touch items in the classroom and/or school facility (i.e., washroom) to which the student would have had access that school day.
- 2.4 All communications regarding the student or further action that might need to be taken by the staff, students or school must be done only by or with the approval of the Superintendent of School Operations in consultation with the Saskatchewan Health Authority.
- 2.5 Parents or guardians shall follow the direction of the Saskatchewan Health Authority.

### **3 Additional Health Supports**

- 3.1 Healthline 811

Reference: Re-Open Saskatchewan: A plan to re-open the provincial economy  
Primary and Secondary Educational Institution Guidelines June 18, 2020  
AP 159 Health and Safety  
AP 160 Student and Staff Safety  
AP 164 Communicable Diseases

August 24, 2021

## Administrative Procedure 165

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# DANGEROUS/INFECTIOUS DISEASES - PANDEMIC

## Background

The well-being and rights of students and employees shall be the major consideration in the work place and related areas. The Division has its borders inside the Five Hills and Cyprus Health Regions. As such we are a part of the overall strategy in preventing and responding to a possible pandemic outbreak. Regional Health Authorities are responsible for local response.

*“The purpose of Saskatchewan Health’s Pandemic Influenza Preparation Plan is to provide a framework to assist the provincial government, regional health authorities, municipalities, First Nations and other key stakeholders to develop their own plans in preparation for a pandemic.*

*In the event of a pandemic, the priorities at the provincial and local levels will be to assure the ongoing delivery of essential health care services, both for prevention and treatment, while providing assistance to meet the emergency needs of the affected population.*

*The pandemic influenza response plan is a living document that is continuously updated and revised as new information becomes available.*

*This Pandemic Plan provides a mechanism to guide appropriate decision-making and action when in may be needed.”*  
*(Public Pandemic Influenza Plan) March 2006*

## Procedures

1. Officials within the division will be in contact with the Local Medical Health Officer to develop strategies to deal with a pandemic which would include:
  - 1.1 Prevention and education components.
  - 1.2 Preparation for effects on staff, students and families
  - 1.3 Finding ways to keep our schools operational.

References: Sections 85, 87, 108, 109 141, 175, 178, 190,  
231, Education Act Public Health Act

~~June 2, 2020~~ June 7, 2022

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# FAMILY LIFE AND SEX EDUCATION

## Background

Prairie South School Division supports a program of family life and sex education at the elementary, middle, and secondary levels on an optional basis.

## Procedures

1. Family life and sex education courses and materials must be appropriate to the age of the student.
2. The provincial health curriculum is to be used as a general outline in planning local family life and sex education programs to fit student and community needs.
- ~~3. The Board approved program must be shared by the principal with the School Community Council.~~
- 4.3. Student involvement in the elementary and middle level health programs is compulsory.
- 5.4. Notwithstanding (4) above, a letter is to be sent by the principal to parents and guardians informing them that family life and sex education will be taught as part of the health curriculum, and they have the option of withdrawing their children from that part of the course.
- 6.5. Prairie South School Division acknowledges that exemptions in terms of family life and sex education will be given to Hutterian communities upon request.

Reference: Section 85, 175, 176, 177, 231 Education Act

~~February 3, 2009~~ June 7, 2022



## **ONLINE LEARNING**

### **Background**

Prairie South School Division (PSSD) recognizes that small schools are challenged to provide a large variety of courses. PSSD also recognizes the diverse needs of students in achieving the course requirements for grade 12 graduation. The online course offerings available through the Prairie South Virtual School helps fulfill a school's course offerings along with meeting the diverse needs of students.

Prairie South Virtual School provides:

- Greater course offerings for small schools
- Flexible courses for students with timetabling conflicts
- Courses for students who are not able to attend school or are home schooled.

### **Related Definitions**

Adult student – a student is deemed to be an adult student if they are 22 years of age or older at the time of course registration.

Primary school – the physical school in which a student is registered is considered to be their primary school. Students who are registered as home-based education students are primary to PSSD and not to a specific school. Students who are not registered as primary to a physical school within the province and are not designated as home-based education students will be registered as primary to Prairie South Virtual School.

Cooperating Teacher – an adult or adults at a student's primary school, or the parent of a home-based education student, who assumes responsibility for assisting the online teacher in monitoring and supporting the progress of the online student.

Small schools – our K-12 rural based schools.

Invigilation of assessments – an assessment invigilator, assessment proctor or assessment supervisor is an adult, typically the Cooperating Teacher, or Educational Assistant, Library Technician or someone from the board office or another educational institution such as a College or University. The assessment invigilator ensures the student(s) is supervised during the assessment and follows the proper procedures as outlined by the online teacher. Any cost associated with the invigilation of assessments will be the student's responsibility.

## **Procedures**

### **1. Program Characteristics**

- 1.1 Courses will be offered to students through asynchronous and/or synchronous delivery.
- 1.2 It is an expectation that students complete all courses by the end of the semester.
- 1.3 Prairie South Virtual School does not provide modified programming.
- 1.4 Prairie South Virtual School will follow the PSSD school year calendar. Reporting periods for Prairie South Virtual School may not align with a student's primary school.

### **2. Registration and Withdrawal of Students**

- 2.1 Small schools are given a priority registration period prior to ensure course availability for their students. Students registered as primary to a PSSD school, including Prairie South Virtual School, receive second priority registration. Students located outside of PSSD receive third priority registration.
- 2.2 Registration of a student attending a PSSD school must have the permission of the primary school principal.
- 2.3 Registration inquiries should be directed to the principal of the Virtual School.
- 2.4 The principal or designate of the student's primary school is responsible for ensuring that the student meets all virtual school and course pre-requisites before registering a student.
- 2.5 The principal of a student's primary school or their designate, or the parent of home-based education students, must provide official confirmation when students are to be withdrawn from an online course. The withdrawal form located on the Virtual School website must be completed for an official withdrawal.
- 2.6 Withdrawals after the official withdrawal date or drop date on the Virtual School website will result in having the final mark reported on the official transcript.

### **3. Primary School Responsibilities**

- 3.1 Student success in online courses is greatly enhanced by effective local support. All schools enrolling students in an online course must arrange for a Cooperating Teacher for each online student who will remain active in his/her support of each student. There is no expectation that the Cooperating Teacher provide tutoring or course instruction. The name and contact information for the Cooperating Teacher must be supplied upon course registration.

- 3.2 Duties of the Cooperating Teacher are outlined in the Roles and Responsibilities of the Cooperating Teacher and will be shared with each Cooperating Teacher by the Virtual School.
- 3.3 The primary school is responsible for providing online students with any needed RTI support, supports for students with special needs, and academic and guidance counselling. It is the responsibility of the student's primary school or parent of home-schooled students to notify the online teacher of any special needs, considerations or circumstances that may affect a student's success in an online course.
- 3.4 Local schools are to provide any Virtual School student, both primary and secondary to their own school, with necessary academic materials when feasible to do so. For example, a graphing calculator.
- 3.5 For students attending a regular school, within the student's timetable there is a period for the online course. Students should not take an online course in addition to a full schedule.
- 3.6 During the scheduled online time in a regular school, students are to be assigned a quiet location within the school. Students will have access to a computer (workstation or laptop) along with Internet. Attendance is taken during the online course period and the student is supervised by the Cooperating teacher or designate.

#### **4. Student Responsibilities**

- 4.1 Students are responsible for having access, at home and/or at their primary school, to all technical equipment required for their specific online course, including access to the internet, a printer, and a scanner for submitting assignments. If an online course requires a textbook or resource kit, the Virtual School will have these available for loan. A refundable deposit may be required for textbook and/or resource kits.
- 4.2 Regular student participation in an online class, including weekly communication with the online teacher, is a requirement. If circumstances arise that interfere with regular and continual progress, the student or local facilitator is required to inform the online teacher. Unexplained periods of inactivity with no communication between the student and the online teacher will result in an escalating sequence of responses which may lead to the student's withdrawal from the online course.
- 4.3 Online teachers may set deadlines for the submissions of all term work in order to ensure that sufficient time is provided for proper assessments to be completed before the conclusion of the school term.

#### **5. Tuition and Other Fees**

- 5.1 Students living within the Prairie South School Division catchment region and registered as a primary student to a PSSD school will not be assessed tuition fees.

- 5.2 Adult students, defined as age 22 and older at the time the student begins a class, and students not living with the PSSD catchment area and secondary to Prairie South Virtual School will be assessed tuition plus any costs associated with resources.
- 5.3 One half of the total tuition fee will be refunded if a student withdraws prior to the established mid-point of the semester. No refund will be given if a student withdraws after the established mid-point of the semester.
- 5.4 If resources are not returned to Prairie South within 30 days of the completion of the class the school division that the student resides in will be invoiced for the replacement costs.
- 5.5 The Prairie South Virtual School will cover tuition expenses for students taking online courses delivered by another school division or agency if the student is registered as a primary student in the Virtual School by September 30<sup>th</sup> of the school year.
- 5.6 School Divisions who have students registered in the Prairie South Virtual School are responsible for the associated costs of missing or damaged textbooks and/or resource kits.

#### **6. Extra-Curricular – students attending primary in the virtual school**

- 6.1 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.
- 6.2 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.

Reference: Section 85, 87, 176 of the Education Act  
Section 30 Education Regulations

June 2, 2020 June 7, 2022

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## 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 ~~\$200~~ \$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. Access to individual courses in a school through application to the Superintendent of Operations.
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.
  - ~~a)~~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.

2.3. 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

~~May 26, 2021~~ June 7, 2022

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### HOME-BASED EDUCATION ANNUAL REIMBURSEMENT APPLICATION

- Annual reimbursement of \$500 is available for each student registered in a home-based education program in Prairie South School Division (\$250 for students in Kindergarten)
- To qualify for reimbursement, registration must take place by September 15

Parent (s) Name: \_\_\_\_\_ Tel No: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

\_\_\_\_\_ Postal Code: \_\_\_\_\_

Street Address or Land Location: \_\_\_\_\_

Name of Children:

1) \_\_\_\_\_ 4) \_\_\_\_\_

2) \_\_\_\_\_ 5) \_\_\_\_\_

3) \_\_\_\_\_ 6) \_\_\_\_\_

Do you wish to receive reimbursement for your child/children registered in a home-based education program in Prairie South School Division?

☐ Yes ☐ No

☐ Using the Electronic Transfer Form (fill in form found on Website)

☐ Receiving a cheque

Parent (s) Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Office Use Only**

Account Code: 1.2.12.130.312.207.815.000

Authorized By: \_\_\_\_\_



# Gender and Sexual Diversity

## Background

The Division affirms the legal right of all students, staff, and families to receive educational programming and services free from discrimination on the basis of sexual orientation or gender identity. The Division is committed to establishing and maintaining a safe, inclusive, equitable, and welcoming learning and teaching environment for all members of the school community including students, staff, and families regardless of their sexual orientation, gender, gender identity, or gender expression. Prairie South Schools expects all members of our community to be welcomed, respected, accepted, and supported in every school.

## Procedures

1. Division Leadership shall:
  - 1.1 Ensure that all aspects of the Administrative Procedure are clearly communicated to staff, students, and the public.
  - 1.2 Provide opportunities for staff to acquire knowledge, skills, and attitudes to appropriately support all students in safe and caring learning and working environments.
  - 1.3 Collect, evaluate, and distribute current supporting resources for administration to support all students and staff.
2. Principals shall:
  - 2.1 Create a school culture which reflects a supportive, respectful learning and working environment in alignment with **AP 170, Harassment and AP 171, Violence**.
  - 2.2 Ensure staff have an appropriate level of understanding of Administrative Procedures and Board Policies.
  - 2.3 Ensure all staff recognize the confidentiality of sexual orientation and gender identity of all students.
  - 2.4 Ensure that complaints of discrimination, harassment, and bullying are taken seriously, investigated, properly documented, and dealt with in a timely manner.
  - 2.5 Support the establishment of Gender and Sexuality Alliances where interest by students has been expressed and create positive safe spaces.
  - 2.6 Support the safety, health, and educational needs of students and staff who are gender and sexually diverse. This includes but is not limited to:
    - 2.6.1 Names and pronouns – a student or staff member has the right to be addressed by a name and pronoun that corresponds to their lived gender. Intentionally addressing a student by the incorrect name or pronoun may be considered a form of discrimination.

- 2.6.2 Records and communication – when requested, the student’s records will be changed to reflect their preferred name, gender, and pronouns. School forms and records shall be changed to ensure that a student’s preferred name and gender markers are current on class lists, timetables, student files, identification cards, etc.
- 2.6.3 Use of Facilities – Students and staff will have access to washroom and change room facilities consistent with their lived gender. All Prairie South School Division staff must consider the needs and concerns of each student on an individual basis. An accommodation which works for one student or staff member, cannot simply be assumed to be appropriate for another student or staff member.
- 2.6.4 School activities - a student has the right to participate in school activities that correspond to their lived gender identity.
- 2.6.5 Gender-segregated activities – to the greatest extent possible, schools should reduce or eliminate the practice of segregating students by gender. In classroom activities or school programs where students are segregated by gender, all students should be given the option to be included in the group that corresponds to their lived gender identity.

### 3. School Staff shall:

- 3.1 Reflect the Division’s commitment to respectful learning and working environments.
- 3.2 Be respectful of diversity in the school and among staff.
- 3.3 Address all discriminatory attitudes and behaviours in establishing respectful learning and working environments.
- 3.4 Report any repeated discriminatory attitudes and behaviours directed towards students or staff identified in this policy to school administration.

Reference: Sections 85, 87, 175 Education School Act  
Saskatchewan Human Rights Code  
Occupational Health and Safety Act  
The Criminal Code of Canada (Sections 318(4) and 718.2)  
The Canadian Human Rights Act (Section 2)  
Canadian Charter of Rights and Freedoms (Section 15)  
Deepening the Discussion, Saskatchewan Ministry of Education, 2015  
SHSAA Program Policy and Guidelines  
STF Code of Ethics

June 1, 2022

# STUDENT ATTENDANCE

## Background

Students are required to attend school in accordance with *The Education Act, 1995* and individual school administrative procedures. When students are absent from school, the school division provides support, determines underlying reasons for non-attendance and implements appropriate intervention strategies.

The school division believes regular and punctual attendance is necessary for students to maximize their learning and achievement. The school division also:

- Believes in a collaborative approach between the school and the parent/guardian in expecting and supporting regular attendance of students.
- Requires that schools track and record student attendance consistently on a daily basis and investigate reasons for non-attendance.
- Requests that parents/guardians communicate to the school prior notice of a student's unavoidable absence.
- Understands that ongoing collaboration may be needed to support a student when avoidable absences/tardiness negatively impacts their learning and achievement.

## Procedures

### 1. Tracking and Recording Protocol

The principal shall:

- 1.1 Implement school-based tracking, recording and reporting procedures that are consistent with the legislation and other directives issued by the Ministry.
- 1.2 Ensure that investigations regarding all student non-attendance are conducted in a timely manner.

### 2. Follow-Up Protocol

When a student is recorded absent without permission or notification from the parent/guardian, the principal or designate shall:

- 2.1 Ensure that parents/guardians are contacted. When necessary, alternative contact methods such as a letter home may be used.

- 2.2 Investigate reasons for non-attendance with a focus on intervention and prevention. The principal may involve other school or system personnel such as vice-principals, classroom teachers, student support teachers, counsellors, the Support Services Coordinator, the Superintendent of Operations as well as outside agencies.

### **3. Tracking Protocol and Interventions**

#### **ATTENDANCE**

In instances where attendance has been identified as a problem for a particular student, each school will attempt to improve the student's attendance by incorporating a ~~Student Support Plan~~ **an individualized attendance plan or contract** for Attendance Issues at the earliest recognized point in time.

For Secondary Students ONLY: At 15 absences, the student **MAY** be removed from class with an option to reapply for the class.

#### **TARDINESS**

In instances where tardiness has been identified as a problem for a particular student, each school will attempt to improve the student's punctuality by incorporating a ~~Student Support Plan~~ **an individualized attendance plan or contract** for Punctuality Issues.

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

**June 7, 2022**

## SERVICE DOGS IN SCHOOLS

### Background

Prairie South School Division is committed to the delivery of high quality education programs, supports and services that allow students with diverse needs to maximize their learning and achievement. The Division recognizes the diverse needs of some students may require unique accommodation(s). These accommodations, linked to the student's learning profile, may include the use of service dogs in situations where there is a physical disability, such as blindness or low vision, deafness or hearing impairment, as well as seizure disorder or autism spectrum disorder.

Prairie South School Division is also committed to ensuring it operates within the legal mandate of all legislation in meeting the needs of its students. This includes The Education Act, 1995 and The Saskatchewan Human Rights Code.

"Service Dog" means a dog that has been trained ~~and accredited by Assistance Dogs International~~ and certified by a nationally recognized training institute, to provide assistance to an individual with a disability.

**Note:** *"Emotional support animals or therapy animals, which provide therapeutic benefits, but do not have specialized training to provide services for a disabled person, fall outside of this (procedure)." – Saskatchewan Human Rights Code*

### Procedures

1. A request for a service dog to accompany an individual must be made in writing, to the principal:
  - 1.1 **The Request for Service Dog application (Appendix A 343)** must be completed along with all supporting documentation.
2. The parents/legal guardians must co-operate with the school division and provide appropriate information about the student's educational restrictions and define the benefit of a Service Dog to the student when requested by the school division in order for the school division to determine if other accommodations would address the restrictions of the student during school hours.
3. Before approving the presence of a Service Dog in the school the Principal shall, with the support of the Superintendent of Learning, make enquiries as to whether or not the introduction of the Service Dog into the school will affect the medical restrictions of other students in the school.
4. If the presence of a Service Dog is approved by the principal and the Superintendent then the following shall apply:
  - 4.1 If other students/staff with medical restrictions will be affected by the presence of the Service Dog:
    - 4.1.1 the Principal shall determine how the accommodations of all students/staff can best be achieved;

- 4.1.2 the parents/legal guardian of the student requesting the Service Dog will cooperate with the school to minimize any possible effects of the presence of the Service Dog on the medical restrictions of other students; Prairie South School Division Administrative Procedures Manual 300-
- 4.1.3 the Principal shall make best efforts to accommodate all students in consideration with all students' learning needs.
- 4.2 The parent/legal guardian requesting the presence of a Service Dog must:
  - 4.2.1 accept all liability that might be incurred as a result of the behaviour of the Service Dog while being present at a school and indemnify the school division in writing;
  - 4.2.2 provide appropriate insurance coverage (third party liability coverage of not less than \$1,000,000) naming and stating the Division's interest therein, for any damages caused by the Service Dog or any damages or injuries caused to the Service Dog and shall provide proof of such coverage annually;
  - 4.2.3 pay for any training of school personnel regarding the use and care of the Service Dog in the school;
  - 4.2.4 participate in an annual review of the presence of the Service Dog at the school;
  - 4.2.5 provide information in writing from the service agency who trained the Service Dog indicating details around the personal care and physical needs of the service dog, including the safest and most environmentally sound place for the dog to relieve itself, the safe removal and disposal of dog waste, and considerations for seasonal changes and inclement weather;
  - 4.2.6 provide up-to-date proof of vaccinations, and licensing of the Service Dog annually;
  - 4.2.7 indicate who will accompany and handle the service dog both inside and outside the school and what arrangements have been made with regard to alternate handlers when necessary;
  - 4.2.8 make arrangements for the Service Dog to visit the school to familiarize it with the school site, and indicate how and when initial and ongoing training will be provided for staff.
  - 4.2.9 Allow school division staff and volunteers to touch, feed, or deal with the Service Dog in any way that may be required to ensure appropriate care of the Service Dog and the safety of students and staff.

5. Considerations and limitations include:
  - 5.1 The school division may impose reasonable conditions or restrictions relating to:
    - 5.1.1 transportation of the Service Dog to and from school;
    - 5.1.2 restricting the presence of the Service Dog to specific areas in the school;
    - 5.1.3 exclusion from access to specific areas where required by other laws (i.e., food preparation areas)
  - 5.2 The right to be accompanied by a service dog does not apply if the individual is not in control of the behavior of the Service Dog.
  - 5.3 The agreement to accommodate a Service Dog is reviewed annually and may be modified as required following the same process set out in this administrative procedure.
  - 5.4 If the student moves to a different school, the request for a Service Dog must be resubmitted and initiated in advance, at the new site with the principal.
  - 5.5 The agreement to accommodate a Service Dog may be terminated by the Division if the dog does not have up to date Assistance Dog International accreditation documentation or licensing.
6. The application, insurance and related documentation will be retained on file at the student's school.
7. The Principal will initiate the annual reviews and receipt of necessary documentation.

Reference: The Saskatchewan Human Rights Code

June 7, 2022

## VIDEO SURVEILLANCE

### Background

The Division believes in providing appropriate levels of supervision for the safety for students, staff and volunteers. Under certain circumstances, video surveillance on Division property, including school buses, may be used for these purposes as well as for the protection of Division property.

Video surveillance may be used to monitor and/or record and is subject to the provisions of the Local Authority Freedom of Information and Protection of Privacy Act.

### Procedures

#### 1. Requests for Video Surveillance Installation

- 1.1 A request describing the circumstances that indicate the necessity for the use of video surveillance, are to be electronically submitted to the Facilities/Transportation Supervisor **Manager** using an "Asset Planner" service request.

#### 2. Notice to Students, Parents, Staff and Volunteers

- 2.1 At the beginning of each school year students, parents, staff and volunteers of the Division will be advised that video surveillance may be used on Division property, including school buses (i.e. school newsletter, staff meeting, etc.).
- 2.2 Notification must be prominently displayed indicating areas subject to video surveillance and including to whom questions are to be directed regarding video surveillance.
  - 2.2.1 Any exception to this, such as for a time-limited specific investigation into criminal conduct, must be authorized by the Director or designate on the grounds that covert surveillance is essential to the success of the investigation and the need outweighs the privacy interest of the persons likely to be observed.
  - 2.2.2 Covert surveillance may not be authorized on an ongoing basis.

#### 3. Installation, Access and Security

- 3.1 The location of video surveillance cameras must be authorized by the Principal in consultation with one or a combination of the following as required: Director, Superintendent of Education with responsibilities for School Operations, Facilities Supervisor **Manager**, Transportation Supervisor **Manager** and/or the IT **Manager** **Superintendent of Education with responsibilities for IT**.
- 3.2 Video surveillance is not to be used in locations where appropriate confidential or private activities/functions are routinely carried out (i.e. washrooms, private conference/meeting rooms).



- 3.3 Only designated staff members or agents of the Division shall install or handle video surveillance equipment or have access to recordings.
- 3.4 Video recordings shall be clearly labelled including the date and stored in a secure location.

#### **4. Viewing of Video Recordings**

- 4.1 Recordings may be initially viewed only by the Principal, Director, Superintendent of Education with responsibilities for School Operations/Human Resources, Facilities Manager, Transportation Manager and/or ~~Human Resources Manager~~ or agents responsible for the technical operations of the system (for technical purposes only).
- 4.2 Viewing of recordings shall take place at the Division Office or at the school attended by the student, staff member or volunteer for whom the viewing has been requested.
- 4.3 Video recordings may never be publicly viewed or distributed in any other fashion except as provided by this Administrative Procedure and appropriate legislation.
  - 4.3.1 Monitors used to view video recordings shall not be located in a position that enables public viewing.
- 4.4 All recordings are the property of the Division and will not be made available for public viewing.

#### **5. Requests to View Video Surveillance Recordings**

- 5.1 Students, parents/guardians, staff members or volunteers of the Division may request to view segments of recordings relating directly to themselves and according to the Local Authority Freedom of Information and Protection of Privacy Act.
- 5.2 Requests to review must be made within 30 days of the incident.
- 5.3 Depending on the circumstances, requests to view video recordings are to be directed to one of the following:
  - 5.3.1 Principal (student related)
  - 5.3.2 Superintendent with responsibilities for School Operations/Human Resources ~~Supervisor~~ (staff or volunteer related)
  - 5.3.3 Facilities/Transportation ~~Supervisor~~ **Manager** (Division property related)
  - 5.3.4 Director (if necessary)
- 5.4 Requests to view may be refused or limited where viewing would be an unreasonable invasion of a third party's personal privacy, would give rise to a concern for a third party's safety, or on any other ground recognized in the Local Authority Freedom of Information and Protection of Privacy Act.
- 5.5 The viewing must be done in the presence of one or a combination of the following: Principal, Director, Superintendent of Education with responsibilities for School Operations/**Human Resources**,

Facilities Manager, and/or Transportation Manager and/or ~~Human Resources Manager~~.

- 5.6 Students, staff or volunteers facing disciplinary action may authorize a union representative or other advocate to view the recording.

## **6. Retention and Storage of Video Recordings**

- 6.1 Only the Director, Superintendent of Education with responsibilities for School Operations/**Human Resources**, Principal, Facilities Manager, Transportation Manager, ~~Human Resources Manager~~ and/or the IT staff as required shall have access to the stored recordings.
- 6.2 Recordings are to be kept unedited until erased in their entirety or destroyed.
- 6.3 Recordings will be overwritten as soon as the incident in question has been resolved or within thirty (30) days unless:
- 6.3.1 being retained at the request of the Director, Superintendent of Education with responsibilities for School Operations/**Human Resources/IT**, Principal, Facilities ~~Supervisor~~ **Manager**, Transportation ~~Supervisor~~ **Manager**, ~~Human Resources Supervisor, the IT Manager~~, parent, student, staff member or volunteer for documentation related to a specific incident.
- 6.3.2 required for making of a decision about an individual, the recording must be kept for a minimum of one (1) year as required by the Local Authority Freedom of Information and Protection of Privacy Act unless earlier erasure is authorized by or on behalf of the individual.
- 6.4 Where an incident raises a prospect of a legal claim against the Division, the recording, or a copy of it, shall be sent to the Division's insurers for insurance purposes and a copy retained at the Division Office.

## **7. Review**

- 7.1 The Principal, Facilities ~~Supervisor~~ **Manager**, Transportation ~~Supervisor~~ **Manager**, or ~~IT Manager~~ **Superintendent of Education responsible for IT** is responsible for the proper implementation and control of the video surveillance system.
- 7.2 The Director or designate shall conduct a review at least annually to ensure that this administrative procedure is being adhered to and to make a report on the use of video surveillance in the Division.

## **8. Improper Use**

- 8.1 Video surveillance is to be restricted to the uses indicated in these administrative procedures.
- 8.2 The Division will not tolerate improper use of video surveillance and will take appropriate disciplinary or legal action in any case of wrongful use.

**June 7, 2022**

## BREAK-IN, THEFT AND VANDALISM

### Background

Prairie South School Division requires that provisions be made for the security of its facilities in order to restrict unauthorized access and vandalism of school property and that of employees and students.

### Procedures

#### 1. Responsibility of Principals

- 1.1 In the case of a break-in, theft, or vandalism, the principal is to report the incident immediately to the police.
- 1.2 Measures are to be taken to secure the building.
- 1.3 The principal is to provide the ~~Business Manager~~ Superintendent of Business a written report indicating:
  - 1.3.1 The date and time of the event.
  - 1.3.2 A brief description of the vandalism.
  - 1.3.3 The serial numbers for all articles which were vandalized or may have been stolen.

#### 2. Replacement and Repair

- 2.1 The principal may attempt to recover the cost of property replaced or repaired where it is established that there is a basis of claim that can be made against a student or parents concerned. Failing that, the principal may refer the matter to the Facilities Manager for appropriate action.

Reference: Sections 85, 87, 150, 151, 175 Education Act

June 7, 2022

# EMPLOYEE RECORDS

## Background

A personnel file is to be maintained for each employee in Prairie South School Division. The file is to be ~~located in~~maintained electronically through the school division human resource information system ~~office~~ as a private and confidential record. Only necessary information is to be kept in the file. All items contained in the file are to be with the knowledge of the employee.

Employees have the right of access to their files, as well as the right to seek correction of information contained in their individual file.

## Procedures

1. Employee access to personnel files is permitted subject to the following:
  - 1.1 ~~An request by an~~ employee has the right to view his/her file ~~is to be directed to the Superintendent of Human Resources or designate electronically through their own secure access to Prairie South School Division human resource information system. Employees must arrange a mutually acceptable time to view the file.~~
  - 1.2 ~~The file is to be examined by the employee in the presence of the appropriate supervisor or designate.~~
  - 1.3 ~~The file may not be removed from the office.~~
  - 1.4 ~~1.2~~ Approval of the Superintendent of Human Resources or designate is necessary for an employee request for amendment, or deletion, ~~or duplication~~ of any material contained in the file.
  - 1.5 ~~The employee is to acknowledge the examination of the file by signing a dated statement to that effect which will be placed in the employee's personnel file.~~
2. Access to information on employees by any other person is subject to compliance with *The Local Authority Freedom of Information and Protection of Privacy Act, Administrative Policy – 513 – Purchasing*.

Reference: Sections 22, 65, 85, 87 Education Act  
Section 45 School Division Administration Regulations  
Local Authority Freedom of Information and Protection of Privacy Act  
Collective Agreement

~~July 11, 2019~~June 7, 2022

## Working at an Alternate Location

### Background

Prairie South Schools strives to have teams connected and engaged in building a positive workplace culture, and recognizes that in certain circumstances the use of flexible working arrangements can be beneficial to both the employee and the school division. As such, Prairie South Schools supports the concept of working at an alternate location, like the employee's home.

### Procedures

#### 1. Principles, Criteria and Guidelines for Working in Alternate Locations

1.1 Prairie South Schools prefers to have all teams connected in their common physical environments in order to promote building and maintaining positive teams and workplace culture.

4-41.2 Prairie South Schools recognizes that working at an alternate location should be beneficially to both the employee and the employer.

4-21.3 An alternate working location can be initiated by Prairie South schools or by the employee. However, the supervisor is responsible for the decision regarding the alternate arrangement.

4-31.4 Working at an alternate location shall be compatible with the employee's job duties and responsibilities and/or personal circumstances, as determined by the employee's supervisor.

4-41.5 When assessing working at an alternate location, the following factors will be considered; nature of position/tasks, operational needs, ability to maintain appropriate service levels, performance and productivity of the employee, safety and privacy implications of the work environment of alternate location and the ability to work independently with minimal supervision.

4-51.6 Employees who work from an alternate location are required to be responsive during regular work hours as agreed to with their supervisor.

4-61.7 Employees who have received approval to work from an alternate location are to participate in meetings or report to the office as requested by their supervisor.

4-71.8 If working at an alternate location is approved, the arrangement does not change the employee's basic terms and conditions of employment with Prairie South Schools under the applicable collective agreement, employment contract, policies, and legislation.

1.9 Working at an alternate location arrangement will be reviewed on a regular basis. The employer reserves the right to end the arrangement for operational reasons and will ensure reasonable notice to the employee is provided.

4-8

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## **2. Requesting vacation, medical/dental days, pressing leave, etc.**

- 2.1 The normal processes apply for seeking approval for vacation, illness, or other absences. Supervisors who are uncertain whether such requests are compatible with the working from an alternate location arrangement can contact Human Resources for clarification. For clarity, working at an alternate location, in and of themselves, shall not trigger overtime.

## **3. Privacy and Confidentiality**

- 3.1 Within Prairie South Schools, information that is not public must be treated as confidential. Prairie South Schools is subject to various requirements regarding privacy and confidentiality that arise out of legislation and policy (LAFOIP). All such requirements must be met by the telecommuting employee in respect of any electronic or hardcopy information or records outside secure Prairie South Schools environments or that the employee accesses electronically from offsite. The employee who works in an alternate location must take all reasonable steps to secure and maintain the confidentiality of all Prairie South Schools information and documents while they are being transported to and from the employee's off-site workspace, and while the documents are in the off-site workspace. Such steps will include protecting such documents from being damaged, destroyed, stolen, copied or otherwise accessed by unauthorized individuals. Review AP 180 Appendix Guidelines for Protecting the Privacy and Confidentiality of Personal Information.
- 3.2 There may be some documents that the employee who works at an alternate location will not be permitted to take out of the departmental office due to privacy/confidentiality concerns. If a breach of privacy/confidentiality occurs, the employee must inform their supervisor and the Superintendent of Human Resources as soon as reasonably possible.
- 3.3 Breaches of privacy/confidentiality arising during working at an alternate location will be assessed on their individual facts and following the Office of the Privacy Commissioners Investigating Privacy Breach Guidelines.

## **4. Information Security**

- 4.1 The employee who works at an alternate location is responsible for protecting Prairie South Schools data by adhering to AP 140 Computer/Online Services Responsible Use. The employees must comply with all Prairie South Schools guidelines to protect Prairie South Schools data and the use of computer hardware and software.

## **5. Expenses**

- 5.1 Working from an alternate location provides flexibility for employees and therefore is seen as benefit. As it is not a condition of employment for employees to work remotely, Canada Revenue Agency form T2200 will not be completed. However, on a case by case basis, an employee may be reimbursed for additional expenses incurred for items required by the school division.

5.1

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## 6. Safety

- 6.1 It is the expectation of the Division that the employee shall maintain this workspace in a safe condition, free from hazards and other dangers to the employee and/or the Division's equipment. All employees approved to work in an alternate location will complete Appendix A "Alternate Workplace Safety Checklist"

~~September 11, 2020~~ June 7, 2022

## Administrative Procedure 441 – Appendix A

### Alternate Workplace Safety Checklist

Employees are responsible for ensuring their designated workspace meets normal occupational health and safety standards for a home office. Use this document as a guide to identify and address any potential hazards while working at home.

Employee Name: \_\_\_\_\_ Position: \_\_\_\_\_

Alternate Work Location Address: \_\_\_\_\_

Primary Purpose of Alternate Work Location (i.e. Home): \_\_\_\_\_

General Work Area (Office)	Employee Acknowledgement	Comments
There are no loose materials, debris or worn carpet that may be a tripping hazard or any areas that are slippery or have rough, splintered or protruding nails or screws.	<input type="checkbox"/>	
Stairways and aisles clear and unblocked, well lighted and have handrails.	<input type="checkbox"/>	
There are no worn or broken items with sharp or splintered edges.	<input type="checkbox"/>	
The floor is clear with cables stowed neatly.	<input type="checkbox"/>	
No frayed electrical cords.	<input type="checkbox"/>	
All electrical outlets and devices properly grounded and are extension cords and power bars are used safely.	<input type="checkbox"/>	

Workstation	Employee Acknowledgement	Comments
Appropriate security measures in place at the remote work location to ensure individual (personal security) and to prevent theft or non-authorized access to equipment and sensitive materials.	<input type="checkbox"/>	
Task and general lighting adequate with minimal glare on computer screen.	<input type="checkbox"/>	
Chair, desk and keyboard ergonomic and height/settings adjusted correctly.	<input type="checkbox"/>	
Space adequate to perform the work, with appropriate ventilation, temperature control and work surfaces.	<input type="checkbox"/>	
Cabinets and shelves secured to walls with heavy items placed on lower shelves to reduce falling hazards.	<input type="checkbox"/>	



Evacuation and Emergency Equipment	Employee Acknowledgement	Comments
Exit routes unobstructed and clear.	<input type="checkbox"/>	
First aid kit/ supplies accessible.	<input type="checkbox"/>	
Smoke detectors and carbon monoxide detectors properly maintained.	<input type="checkbox"/>	

Additional Considerations/Comments

\_\_\_\_\_  
Employee Name

\_\_\_\_\_  
Supervisor Name

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

# BUDGET

## Background

The annual operating budget shall reflect the Board's budget assumptions and priorities as established by the Board and Director of Education annually. The vision, mission, guiding principles and goal statements as detailed in the Board's strategic plan guide the establishment of these principles and guidelines.

The Superintendent of Business and Operations shall ensure there is no fiscal jeopardy or material deviation of actual expenditures from the approved operating budget.

In preparing the annual budget the Superintendent of Business and Operations is responsible for ensuring that a process involving consultation with the Board and other parties deemed necessary is undertaken.

The Superintendent of Business and Operations shall establish the capital budget as per Ministry Instructions.

## Procedures

### 1. Management and Procedures

- 1.1 The standard revenue and expenditure classifications as prescribed by the Ministry of Education are to be used.
- 1.2 Expenditures are not to exceed the amount budgeted in the major expenditure classification:
  - 1.2.1 Monies from a special fund are to be expended only for the purpose for which the fund was established.
  - 1.2.2 Expenditures may be approved by the Director of Education up to an amount of \$100,000 in excess of budget. Expenditures in excess of \$100,000 require Board approval of the Executive Committee on recommendation of the Director of Education.
  - 1.2.3 The Director of Education may approve change orders with a value up to \$100,000. Change orders in excess of \$100,000 require approval of the Executive Committee on recommendation of the Director of Education.
- 1.3 The budget appropriation for each classification constitutes authorization for making expenditures for that item up to the amount budgeted.
- 1.4 Decentralized expenditures are determined annually. Principals are responsible for the effective control of expenditures within the budgetary limits established for their school.
- 1.5 The Superintendent of Business and Operations, in consultation with the Director of Education, is to initiate procedures to accomplish all planned

undertakings and continuous monitoring of the budget.

- 1.6 The Superintendent of Business and Operations is responsible for managing budget control and for the preparation of quarterly fiscal accountability reports through the Director of Education.
- 1.7 The Superintendent of Business and Operations is responsible for the overall determination and management of operating and capital budgets, processing budget data, developing the budget document, and preparing the budget for presentation through the Director of Education.
- 1.8 The Superintendents and managers of each program and/or operations are responsible for the determination and management of the assigned budget for their department.

## **2. Calendar**

The Superintendent of Business and Operations will establish a calendar guideline for each budget year and propose same for inclusion in the Board Annual Work Plan.

## **3. Decentralized Funding Allocation**

- 3.1 The Director of Education will present annual decentralized school budget appropriations to schools as part of the annual budget for approval by the Board of Education.
- 3.2 The decentralized school budget funding appropriations shall reflect the educational priorities of the school division and of the particular school.
- 3.3 The decentralized school budget allotments to schools shall be determined by formula based on previous year September 30 enrolments.
- 3.4 Schools that have a 10% or more increase in student population from previous year September 30<sup>th</sup> enrolment and the school's decentralized budget carry forward is 25% or less than the current year decentralized allocations, that school will qualify for more funding. The schools that qualify will get the current rate per student for each additional FTE student over the previous September 30<sup>th</sup> enrolment.
- 3.5 Principals may access ~~monthly~~ financial statements of their decentralized budgets.
- 3.6 Carryovers are as per the Budget Carryover A/P which follows.
- 3.7 Account descriptions are as per the *School Decentralized Account Descriptions*.

Reference: Sections 85, 87, 282 Education Act

~~May 17, 2021~~ June 7, 2022

## Administrative Procedure 501

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### BUDGET CARRY OVER

#### Background

The Superintendent of Business ~~and Operations~~ shall make provision for the carryover of unspent school and School Community Councils (SCC) budget allocations from one budget year to the next. The carry over provisions do not apply to Central Office budget managers.

#### Procedures

1. The following procedures are observed regarding carry over of funds.
  - 1.1 Principals shall be permitted to carry over unspent funds from:
    - 1.1.1. decentralized - maximum of 100% of current year's allocation.
    - 1.1.2. teacher professional development – maximum of 100% of current year's allocation.
    - 1.1.3. SCC's – maximum of one 100% of current year's allocation.
    - 1.1.3.1.1.4. Annual carryovers should not exceed 15% of the budget allocation unless approved by the Superintendent of Operations in consultation with the Superintendent of Business.
  - 1.2 Carry over funds shall be recorded as internally restricted accumulated surplus.
  - 1.3 Carry over funds shall be spent on any type of expenditures typically made through school or SCC budgets.
  - 1.4 Schools with deficits shall be required to utilize carry over funds to cover the deficit. Any schools with a deficit will submit a plan to the Superintendent of Business ~~and Operations~~ detailing how the school will pay off their deficit. These plans will be forwarded to the appropriate Superintendent of Operations.
  - 1.5 At the end of each fiscal year Superintendents of Operations shall be provided with the fiscal results for each of their schools and SCC's as appropriate.
  - 1.6 The Board has retained authority to approve budget allocations for a program and any unspent funds for a multiple year program will be determined at year end and may be carried forward as internally restricted surplus.

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References: Board Motion: 06/22/2010 – 1262 and 06/22/2010 – 1264

~~July 24, 2019~~ June 7, 2022

# STUDENT FEES

## Background

The following guidelines apply to all fees at the school level:

All students will have access to all programs regardless of their access to financial resources.

There are to be no fees for curricular activities and programs except for upgrading materials.

Extra-curricular fees are to be charged with caution and discretion.

## Procedures

### 1. General

- 1.1 Fees are to be collected and administered through the school business office as per the ***Student Fee Schedule***.

### 2. Fee Schedule

- 2.1 The Superintendent of Business ~~and Operations~~ is responsible for maintaining a Student Fee Schedule under the direction of the Director of Education.
- 2.2 Conditions and instructions for the levying of any fee are to form part of a Student Fee Schedule.
- 2.3 Fees in the schedule are to be stated at maximum amounts per category.
- 2.4 All fees must be equal to, or less than actual costs.
- 2.5 Fees may be lowered or waived for individual students at the discretion of the principal.
- 2.6 School Community Councils are to review the list of student fees established by the principal for the school to ensure it is in alignment with the Division procedures and community capacity.

Reference: Sections 85, 87, 142, 171, 173, 175 Education Act

~~June 12, 2018~~ June 7, 2022

# INVENTORY MANAGEMENT

## Background

Prairie South School Division is required by *The Education Act, 1995* to prepare and regularly maintain an inventory of its assets sufficient for the purposes of property control and financial planning. Such planning includes consideration for placing insurance, replacing damaged equipment, and the disposal of property.

## Procedures

### 1. Inventory

- 1.1 The ~~Business Manager, in consultation with the~~ Superintendent of Business ~~and Operations~~, is responsible for developing procedures for maintaining inventories.
- 1.2 The inventory is to be updated annually, as required by the insurance company, using an independent appraisal source.

### 2. Replacement and Repair

- 2.1 The Facilities Manager, in consultation with the Superintendent of Business ~~and Operations~~, is to provide direction and procedures for the replacement and repair of school property.
- 2.2 Procedures for the replacement and repair of school property incurred by careless or willful acts are to be in accordance with *Administrative Procedure 357 – Break-in, Theft, and Vandalism*.

### 3. Disposal of Property

- 3.1 Property or material that has no further value to the school division is to be disposed of in a manner that provides maximum benefit to the Division.
- 3.2 Schools shall supply a list of surplus assets to the Facilities Manager. The list shall provide a description of each item, condition, year or age and estimated value if any.
- 3.3 The Facilities Manager, in consultation with the appropriate Superintendent, supervisor, or principal, will determine what is surplus, obsolete, and worn out property.
- 3.4 Surplus assets will be offered to all schools within the school division at no cost prior to being offered for sale.
- 3.5 The Facilities Manager may use the following methods to dispose of any remaining school property other than lands and buildings:

3.5.1 *Public Auction*

An auction is to be used when a sizable accumulation of surplus property is available at one location.

3.5.2 *School Sale*

A sale of surplus assets at the school level may be held at a school following written approval of the Facilities Manager.

**Procedures:**

- The school advertises the sale of surplus assets “as is” in the school newsletter and other means of local advertising as deemed necessary. Advertising costs up to \$100 shall be paid by the school division.
- Each item for sale shall be numbered. Bid sheets will be made available. A separate bid sheet shall be used for each item and placed in the bid container.
- Items will be awarded to the highest bidder.
- Any expense involved in picking up items will be borne by successful bidder.
- Payment by cash or cheque by successful bidder must be made at time of pick up. A numbered receipt shall be issued to the purchaser.
- The school shall provide the Facilities Manager with a list of items sold, a copy of each receipt issued and a cheque for the full proceeds of the sale payable to Prairie South School Division No. 210.
- A list of unsold items shall be provided to the Facilities Manager who may authorize the disposal of those items.

3.5.3 *Tenders*

Competitive bidding is to be used when the quantity, type, or location of the surplus supplies will not encourage attendance at a sale:

**Procedures**

- The school division advertises the sale of property and requests sealed bids.
- Property is offered for sale “as is” and “where is”.
- The Division makes no warranty.
- Property is available for inspection.
- Any expense involved in picking up of the properties is borne by the successful bidder.
- The Division reserves the right to reject any or all quotations.
- Bids may be required to be accompanied by a deposit.
- Property is awarded to the highest bidder.

- 3.5.4 *Trade-In*  
Surplus equipment may be traded in if the trade-in value is expected to exceed the value estimated to be obtained in a sale.
- 3.5.5 *Salvage or Disposal*  
If the property is of insufficient value to defray the costs of sale, it may be disposed of by selling for salvage value. Property may be disposed of if it has no material value.
- 3.5.6 Proceeds from sales will be credited to the general funds of the school division.

Note: The Board has retained the authority to sell, lease, transfer or exchange its lands or buildings.

Reference: Sections 85, 87, 347, 348 of the Education Act

~~July 24, 2019~~ June 7, 2022



# 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 Business Manager-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.

- 2.11 All goods and services not purchased by p-card are to be obtained through the use 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.
- 2.12 Purchasing processes, forms, and services are to be utilized only for authorized school division business.
- 2.13 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.

### 3. Responsibilities and Authorities

- 3.1 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.
- 3.2 The ~~Business Manager in consultation with the Superintendent of Business and Operations~~ is responsible for purchasing practices and procedures.
- 3.3 The ~~Business Manager~~ Superintendent of Business has the authority to revise requisitions according to established standards, provided such revisions are discussed with the requisitioner.
- 3.4 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

~~July 24, 2019~~ June 7, 2022

## **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 ~~and Operations~~ 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 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 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.

### 3. Trust Funds

- 3.1 The Superintendent of Business ~~and Operations~~ 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 ~~and Operations~~ is to make every effort to comply with the conditions specified by the donor.
- 3.3 The Superintendent of Business ~~and Operations~~ 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

~~July 24, 2019~~ June 7, 2022

## PAYMENTS OF ACCOUNTS

### Background

Payments to those persons, vendors, institutions, and agencies having provided goods or services to the school division are to be made in accordance with prevailing business practices.

### Procedures

#### 1. Pay Day Schedules

- 1.1 Direct deposits of salary payments of regular teachers are to be issued in accordance with the provisions of the Local Collective Bargaining Agreement.
- 1.2 For all other regular employees, direct deposits of salary payments are to be issued before the end of each month.

#### 2. Compensation for Expenses

- 2.1 The Superintendent of Business ~~and Operations~~ is responsible for publishing annually the schedule of rates and regulations governing the compensation of employees for expenses incurred related to their authorized duties.
  - 2.1.1 All Employees
    - 2.1.1.1 An employee who is directed to attend a meeting or professional development event at a location different from his or her usual workplace will be reimbursed for the cost of a hotel room providing the employee is required to leave their work location prior to 7:30 a.m. on the day of the event and the location is in excess of 100 kms each way, from the employee's assigned school/work location. For travel distances less than 100 kms each way, a hotel room may be arranged upon authorization from the applicable Superintendent.
    - 2.1.1.2 In all cases where more than one person is travelling to a common destination, employees are expected to form car pools and use the least number of vehicles possible in the circumstance.
      - 2.1.1.2.1 Exceptions to this practice must be approved by the applicable Superintendent in advance.
      - 2.1.1.2.2 In situations where an employee chooses to travel on their own for personal reasons, they forfeit the right to claim the travel reimbursement.

## 2.1.2 Non-Teaching Employees

2.1.2.1 A non-teaching employee *required* to work additional hours in excess of what is outlined in the employee's letter of offer or contract shall be compensated at the appropriate rate.

Requests for payment of additional hours must be approved by Human Resources prior to the event. If the employee chooses, and the supervisor agrees, additional hours may be banked and taken at a later date upon mutual agreement between the employee and the supervisor. If an employee is invited and *encouraged* to attend, the employee shall be paid in accordance with their letter of offer or contract and may leave the event upon working their regular daily hours.

2.1.2.2 If the employee is required to travel to another location different from their usual workplace to perform work, the time travelling to and from that other location is counted as work time.

2.2 Provision for payment of expenses is to be made in a timely manner following receipt of the appropriate application or forms for the funds. Expense claims are to be submitted monthly. Claims submitted after year end cut off may be denied.

## 3. Vendors

- 3.1 Payments are to be made in accordance with prevailing business practices to vendors who have provided goods or services to the Division.
- 3.2 The general practice for payment of accounts for commercial vendors is to be net thirty (30) days, that is, payment within thirty (30) days of the invoice.
- 3.3 Every reasonable effort is to be made to take advantage of cash discounts for early payment offered by certain vendors or to avoid financial penalties for late payment.
- 3.4 Exceptions to the procedures are to be made only in extenuating circumstances by the authority of the Director of Education or the Superintendent of Business ~~and Operations~~.
- 3.5 Payment is to occur after the relevant budget manager or designate has authorized satisfactory receipt of goods and services, coded the invoice, and the relevant pre-audit has been undertaken.

## 4. Petty Cash

- 4.1 Petty Cash funds are to be administered by the principal.
- 4.2 Petty cash funds are not to exceed \$400.
- 4.3 Petty cash funds are to be used solely for payment for minor items that cannot be paid by other means (i.e. student refs, student babysitters). No single purchase is to exceed \$50.
- 4.4 All purchases are to be supported by appropriate receipts and invoices.
- 4.5 Petty cash funds are to be replenished upon receipt of a properly executed requisition with the required invoices and receipts attached.

4.6 Petty cash funds are subject to audit at any time.

## **5. Honoraria**

- 5.1 Honoraria may be paid to individuals contributing to institutes, seminars, or workshops who are not employees of the Board.
- 5.2 The honorarium is to appropriately compensate for the expertise and time of the resource person and should reflect the industry standard.
- 5.3 Individuals are to be reimbursed for travel, meals, and accommodation, as required.
- 5.4 Payments of honoraria are to be approved by the Principal/Budget Manager.

Reference: Education Act: Sections 85, 87, 175 Education Act  
Labour Standards Act  
Prairie South Teacher Local Bargaining Agreement  
CUPE Agreement

| ~~June 12, 2018~~ June 7, 2022



# REPORTING OF SCHOOL DIVISION LOSSES

### Background

All losses of trust money, public money, or property over \$500 that are due to fraud or similar illegal acts must be reported to the Director of Financial Analysis and Reporting, Education Funding Branch, Ministry of Education.

The Prairie South School Division emphasizes an ethical and positive work environment which promotes honesty, integrity, respect, service excellence and accountability. There is a zero tolerance policy towards fraud and similar illegal acts. Zero tolerance means the school division will investigate all suspected incidents of fraud or similar illegal acts and take appropriate disciplinary and legal action in all confirmed cases.

Any employee who has knowledge of a suspicious incident within the Prairie South School Division, which may involve a fraud or similar illegal act, shall report it immediately. This includes incidents which involve an employee, a student, a supplier, a contractor or other third party.

Allegations made under this procedure are serious. No employee who has acted in good faith shall be subject to any reprisal for reporting, or proposing to report, a suspected fraud or similar illegal act.

### Procedures

#### 1. Employee Responsibilities

- 1.1 Employees are required to act lawfully and in accordance with Prairie South School Division's policies, procedures and directives.
- 1.2 Employees with knowledge of a suspicious incident within the school division, which may involve a fraud or similar illegal act, should contact their immediate supervisor. The supervisor will then contact their Manager or Superintendent who will then inform the Director of Education and Superintendent of Business. Where there is reason to believe an employee's supervisor may be involved, the employee should directly contact their Manager or Superintendent.
- 1.3 Employees should provide as much relevant, factual detail as possible in their reports but should not undertake their own investigation to collect evidence or information.
- 1.4 Employees reporting suspicious incidents under this procedure should treat the matter as confidential and not discuss it with anyone other than those directly involved with the investigation.

## 2. Employer Responsibilities

- 2.1 Prairie South School Division is responsible to prevent and detect fraud and similar illegal acts through a system of internal controls. Prairie South School Division will ensure these controls are in place and operating as intended. Controls should be monitored through such means as internal audits, review of variance and exception reports by management. Deficiencies detected should be fixed and controls and processes modified as required.
- 2.2 Prairie South School Division is responsible to take reasonable steps, through training and other communication methods, to ensure that employees are aware of and understand the procedures which affect them, including reporting suspicions of fraud or similar illegal acts.
- 2.3 When incidents of suspected fraud or similar illegal acts are identified, Prairie South School Division is responsible for investigating all incidents. If confirmed, the school division will:
  - 2.3.1 take disciplinary action against employees, which may include termination and legal action;
  - 2.3.2 proceed with legal action against other parties as recommended by legal counsel;
  - 2.3.3 pursue recovery of losses; and
  - 2.3.4 implement corrective action to reduce the likelihood of similar future incidents.
- 2.4 Prairie South School Division will comply with all applicable laws, policies, directives and other authorities when investigating, reporting and following up on incidents.

## 3. Police Involvement

- 3.1 Except in situations involving criminal acts where it is clear that the police should be notified, Prairie South School Division may consult with legal counsel to determine whether the police should be notified for any loss over \$500 which may have resulted from fraud or similar illegal acts. Prairie South School Division will consider contacting law enforcement authorities immediately if a police presence is a matter of urgency (such as incidents involving a theft or break-in) or where assistance is required to secure evidence.

## 4. Investigation

- 4.1 All allegations will be investigated to determine if a fraud or similar illegal act has occurred. Prairie South School Division will exercise discretion, based on the nature and relative size of the incident, to determine the extent of the investigation.
- 4.2 Prairie South School Division will ensure responsibility for investigations is clear. The Director of Education will assign responsibility to an individual or an oversight committee to conduct the investigation. Investigations must be objective, regardless of the relationship with a third party or the position, work record or length of service of an employee.

- 4.3 All participants in investigations are to keep the details confidential. Correspondence, reports and other documents related to suspected or actual cases of fraud are to be treated as confidential and kept in secure confidential files. Any issues related to confidentiality should be discussed with Prairie South School Division legal counsel.
- 4.4 A record of the investigation will be maintained, including details of pertinent telephone conversations, meetings and interviews, as well as working papers and results of audits and similar reviews.
- 4.5 Where a preliminary investigation fails to substantiate that a fraud or similar illegal act has taken place, the conclusion will be documented and the employee responsible for leading the investigation will ensure it is communicated to the parties involved in the investigation that no further action is required.
- 4.6 Where a preliminary investigation determines that there are reasonable grounds for an allegation, further work must be undertaken. Where an employee is involved, it may also be appropriate to consider suspending the employee against whom an allegation has been made. This may be with or without pay depending on the circumstances and must be done in collaboration with the Superintendent of Human Resources.
- 4.7 Upon completion of the investigation, a written report will be prepared which includes information such as background (e.g., nature of incident and circumstances which permitted it, description and amount of any losses, etc.), a summary of the investigation (e.g., work performed, including audits, interviews, police involvement, etc.), the conclusion and recommended actions (e.g., discipline, prosecution, recoveries, changes to operating practices to mitigate risk, etc.). The content of this report will depend on the particular circumstances.
- 4.8 The report will be provided to the Director of Education who will determine additional distribution, including timely reporting to the Ministry of Education.

## 5. Discipline

Where employee fraud or similar illegal activity is confirmed, disciplinary action, up to and including termination, shall be considered by the Director of Education in consultation with the area Superintendent and Superintendent of Human Resources.

## 6. Recovery of Losses

- 6.1 If a fraud or similar illegal act has been committed, all reasonable steps, including legal action, should be taken to recover any losses incurred.
- 6.2 Where an employee is involved, Prairie South School Division will also pursue recovery.

~~July 13, 2017~~ June 7, 2022

## ADVERTISING AND CORPORATE SPONSORSHIP

### Background

Prairie South School Division is committed to ensuring fair and equitable transactions with all members of the community.

The Division actively encourages the establishment of positive relationships and partnerships with the business community so long as such relationships provide opportunities to expand resources and experiences that benefit students.

### Procedures

#### 1. Partnerships

- 1.1 Partnerships in education are to be mutually beneficial and follow the [Ethical Guidelines for Business – Education Partnerships](#) established by the Conference Board of Canada.
- 1.2 Partnerships may be established if they:
  - 1.2.1 Enhance the quality of education for learners through meaningful connections to the education program
  - 1.2.2 Are based on clearly defined expectations, roles, and responsibilities of partners as developed through a consultation process
  - 1.2.3 Are evaluated on an on-going basis
  - 1.2.4 Are voluntary and may be terminated by one or both partners at any time, and
  - 1.2.5 Meet the requirements to be recognized as a Full Partnership or Program-Based Partnership as per the Partnerships Rationale, completes a Partnership Proposal and Partnership Agreement.

#### 2. Curricula

- 2.1 The Division does not support or accept sponsorship of any curriculum in the school by a business or corporation.

#### 3. Materials

- 3.1 The materials sponsored or developed by corporations must be:
  - 3.1.1 Accurate, objective, and complete
  - 3.1.2 Written in a manner appropriate to the target age group and,
  - 3.1.3 Promoted as conservatively as possible.
- 3.2 Subject to the approval of the Director of Education, corporate sampling or product distribution, either on or off school premises may be permitted if it is consistent with and enhances the school program.

- 3.3 The demonstration of materials at a school by a representative of a business is permitted subject to the approval of the Director of Education.

#### **4. Professional Development Activities**

- 4.1 Sponsorship of employee professional development activities is permissible subject to the approval of the Director of Education.

#### **5. Extra-Curricular Activities**

- 5.1 Sponsorship of specific events is permitted if such involvement is consistent with the goals, values, and mission of the school division.

#### **6. Advertising**

- 6.1 The direct advertising or selling of products or services that are not consistent with the goals and guiding principles of the school division is not permitted on school division premises.
- 6.2 Passive advertising as found on vending machines, equipment, and print materials is permitted, if authorized by the principal.
- 6.3 Signage which explicitly promotes a business or product is permissible provided it is needed to acknowledge the contribution of a business for a specific event.
- 6.4 No one company is to be given exclusive rights to any form of advertising, signage, or corporate contribution to a school, however, subject to Director of Education approval, these rights may be given to a portion of a school, provided it is consistent with the values of the school division.

#### **7. Donations to Prairie South School Division**

- 7.1 All donated materials must be educationally appropriate to the school.
- 7.2 Donation of money for fund-raisers, awards, or bursaries may be accepted. Refer to *Administrative Procedure 370 – Student Awards*.
- 7.3 Charitable receipts must be processed through the office of the Superintendent of Business ~~and Operations~~ or School Cash Online.

#### **8. Donations by Prairie South School Division**

- 8.1 Prairie South will not contribute any share of the grant funding from Government to:
  - 8.1.1 Any organization that is not part of Prairie South School Division, and
  - 8.1.2 Individuals seeking to raise funds for a cause or event.
- 8.2 Prairie South will not contribute to any politicians, candidates, political parties, organizations or lobby groups.

Reference: Sections 85, 87, 175 Education Act  
Ethical Guidelines for Business Education Partnerships

~~July 24, 2019~~ June 7, 2022

# INSURANCE MANAGEMENT

## Background

The Superintendent of Business ~~and Operations~~ shall ensure continuous property and liability insurance as required by *The Education Act, 1995* is maintained.

## Procedures

### 1. Responsibility

- 1.1 The ~~Business Manager, in consultation with the~~ Superintendent of Business ~~and Operations~~, is responsible for insurance management functions of the Board and school division.

### 2. Specifications

- 2.1 All specifications for the procurement of insurance are to be consistent with the Division's schedule of insurable values and guidelines for placing insurance:
  - 2.1.1 Appraisal of buildings and contents:
    - 2.1.1.1 To establish insurable values the services of a professional appraisal firm is to be retained.
    - 2.1.1.2 The appraisal is to be current and updated on an annual basis.
    - 2.1.1.3 Coverage for schools and Division facilities is to be 100% of replacement value, less non-insurable or excluded items.
  - 2.1.2 Liability insurance is to indemnify the Board and its employees in respect to claims for damages to property or for personal injury or death arising from any activity or service authorized by the Division.
  - 2.1.3 Student accident insurance is to assist in indemnifying guardians when a student is injured in a school sponsored activity.
  - 2.1.4 Exclusions and limitations:
    - 2.1.4.1 Staff and parents are to be advised to carry personal all-risk coverage for personal belongings.
    - 2.1.4.2 Teachers or parents transporting students in private or leased vehicles should reference *Administrative Procedure No. 555 – Transportation in Private Vehicles*.

### 3. Loss or Damage

- 3.1 When any property covered by insurance is lost, damaged, or destroyed, a notice and details concerning the loss is to be sent to the ~~Business Manager~~, Superintendent of Business.
- 3.2 Procedures in terms of willful damage are to be followed in accordance with *Administrative Procedure No. 357 – Break-In, Theft, Vandalism*.

Reference: Sections 85, 87, Education Act

~~June 12, 2018~~ June 7, 2022

## SCHOOL COMMUNITY DEVELOPMENT FUND

### Background

School community 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. School groups and School Community Councils who are contemplating a special initiative or playground at the school that requires funding assistance are to work in conjunction with their Principal, Business Department and Facilities Manager.

#### Criteria:

- Projects that qualify are one-time projects and may include: facility improvements specialized equipment, playgrounds, partnerships, and community engagement.
- Do not require additional staffing.
- Annual costs will be covered by decentralized budget; and
- Has not been approved for a prior project in the past 4 years.

### 1. Application Process

- 1.1. A detailed development plan including a budget showing revenue sources and projected expenditures is to be prepared and submitted with the application. Purchasing will provide a checklist to aide with the development plan. The checklist is to be submitted with the application.
  - 1.1.1. Purchasing will help prepare estimates of project cost before specific fundraising starts.
  - 1.1.2. Work with manager to make sure all new school ground equipment and all school ground equipment renovations or upgrades meet all applicable code requirements and standards.
  - 1.1.3. Equipment must be installed by properly qualified installers or the installation supervised by qualified individuals such that the equipment vendor will agree that installation does not impact warranties or liability.
- 1.2. Fundraising must be complete prior to proceeding with the project or making any purchases unless prior approval is provided by Superintendent of Business & Operations.
- 1.3. Charitable receipts shall be made available to individuals and businesses donating to the school community development fund projects provided funding is sent directly to the Prairie South School Division or paid through School Cash online donations. These funds will form part of the fundraising portion done by the school.
- 1.4. For budgeting purposes, applications for school community development funding shall be submitted to the Superintendent of Business and Operations by February 1, to be considered in the next budget year which runs from September 1 to August 31.
- 1.5. Schools will be notified subsequent to the adoption of the Division budget on the approval or non-approval of their submission.



- 1.6. If approved by the Superintendent of Business ~~and Operations~~, the following funding assistance may be provided upon approval by the Board:
  - 1.6.1. An annual amount of up to \$150,000 may be allocated in the division budget for the school community development fund projects. A school project submitted may be eligible for funding of up to \$125,000.
  - 1.6.2. Board funding may be made available up to a 50/50 basis with fundraising done by school communities or external donations and grants. For example, if a school raises \$10,000 then the Board may match up to \$10,000.
  - 1.6.3. Projects cannot start until school fundraised money is received by Board and good & services cannot be received until September 1.
  - 1.6.4. Schools may also use decentralized budgets for their portion of the project or a combination of fundraising and decentralized budgets. However, the Board will not match decentralized funds used.
- 1.7. Purchasing and expenses for all project shall be administered by the school division Business Department in consultation with the Facilities Department.
- 1.8. All project costs will be authorized by the Facilities manager.
- 1.9. In the event that a school ground structure is determined by the school division facilities staff to be unsafe, the Division may provide in advance, up to \$5000 of its contribution to allow for the purchase and installation of some school ground structure pending the completion of any fundraising efforts by the school.
- 1.10. School property development, when allocated for off-street parking is to be consistent with the long-range development of playgrounds and represent a safe condition for students.

~~June 2, 2020~~ June 7, 2022

## 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 ~~Chief Financial Officer~~ Superintendent of Business for approval.

### Procedures

#### 1. Eligibility for Conveyance Allowance:

- 1.1 Conveyance allowance may be available to eligible students:
  - 1.1.1 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 Palliser Heights and 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 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 = \$15.60/day times 16 days at school for \$249.60.

- 1.6 Measuring: The distance from your residential property to the school or 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 principal 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](mailto: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](mailto:transportation@prairiesouth.ca).
- 3.3 Claims must be submitted by the 15<sup>th</sup> of the following month. Claims received after this date will may not be eligible for reimbursement.

Reference: N/A

Related: Board Policy 17

~~May 17, 2024~~ June 7, 2022

## **CANADIAN FLAG PROTOCOL**

### **Background**

The community views schools as institutions that maintain tradition. As hosts of numerous formal community events, schools require knowledge of the etiquette of the national and provincial flag display. The following procedures will ensure schools follow a uniform practice with regards to displaying both federal and provincial flags.

### **Procedures**

1. All schools shall fly the Canadian flag during the entire school year including public holidays.
2. Flags on Division property shall be displayed in accordance with flag etiquette in Canada as outlined by the Government of Canada – National Flag of Canada etiquette and in accordance with the Government of Saskatchewan – Flagging Policy and Procedures (time duration etc.).
3. The national flag of Canada should be displayed only in a manner befitting the national emblem; it should not be subjected to indignity or displayed in a position inferior to any other flag or ensign.
4. A flag may be flown on a flagstaff or displayed flat.
  - 4.1 If displayed flat, the flag may be hung horizontally or vertically.
  - 4.2 If hung vertically, the flag shall be placed so that what would be the upper part of the flag when hung horizontally is to the left of someone facing it.
5. If a flag is flown on a staff at the front of, or on a platform of an auditorium, it shall be placed to the right of the speaker, and when it is flown in the body of the auditorium, it shall be placed to the right of the audience.
6. If two or more flags are flown or displayed together:
  - 6.1 The flags shall be approximately the same size and shall be flown from separate flagstaffs at the same height.
  - 6.2 The order of precedence is:
    - 6.2.1 the Canadian flag,
    - 6.2.2 the flag of Saskatchewan,
    - 6.2.3 municipal flag,
    - 6.2.4 other flags.
  - 6.3 When three flags are flown together, the Canadian flag shall occupy the central position, with the flag of Saskatchewan to the left and third flag to the right as seen by spectators.
  - 6.4 When more than three flags are flown together, the Canadian flag is normally flown on the left of the line of flags as seen by spectators, with other flags, in order of precedence on its right.
  - 6.5 When more than one flag is flown and it is not possible to hoist or lower them at the same time, the Canadian flag shall be hoisted first and lowered last.

7. Half-mast:

- 7.1 On official days of mourning, the flag shall be flown at half-mast, the centre of the flag should be half-way down the staff.
  - 7.1.1 When the flag is raised to the half-mast position or lowered from it, it is first raised to full-mast and then lowered.
  - 7.1.2 Flags are normally flown at half-mast from the time of notification of death up to and including the day of the funeral.
- 7.2 Flags may be flown at half-mast on any occasion when the flag is being flown at half-mast on local government buildings. Flags are flown at half-mast on public buildings on the death of:
  - 7.2.1 the sovereign or member of the immediate family of the sovereign,
  - 7.2.2 the current or a former governor-general of Canada,
  - 7.2.3 the current or a former prime minister of Canada,
  - 7.2.4 a federal cabinet minister,
  - 7.2.5 the lieutenant-governor or former lieutenant-governor of Saskatchewan,
  - 7.2.6 the premier, or former premier, or a cabinet minister of Saskatchewan,
  - 7.2.7 a member of parliament or the provincial legislature from a local riding,
  - 7.2.8 a senator from a local riding, or
  - 7.2.9 the mayor or a former mayor of the local community. Inform your area superintendent of school operations.
- 7.3 Flags shall be flown at half-mast on the death of a student or staff member and may be flown at half-mast on the death of an individual associated with the school or community. Flags should be flown at half-mast the first school day following the death, up to and including the day of the funeral.
- 7.4 Special instructions may be issued by the Director of Education (or designate) in other occasions.

8. Flags unfit for service or worn and faded are to be disposed of in an appropriate manner.

Reference: Section 184 of The Education Act  
Section 41 of The Education Regulations  
Government of Canada, National Flag of Canada etiquette  
Government of Saskatchewan, Flagging Policy and Procedures

DATE APPROVED: June 7, 2022

<b>Meeting Date:</b>	June 7, 2022	<b>Agenda Item #:</b>	7.2
<b>Topic:</b>	<b>Schedule of Meeting Dates for 2022-2023</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

<b>Background:</b>	On an annual basis, the Board of Education determines a meeting schedule for public meetings and Committee of the Whole Planning and Inservice sessions.
<b>Current Status:</b>	Currently, the Board of Education meets monthly on the first Tuesday and on other days as required. The yearly meeting schedule will be passed by resolution at the Board's Organizational Meeting in September so the attached information is for consideration only.
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	The recommended schedule of meetings will satisfy the needs of the 2022-2023 budget passed in May, 2022.
<b>Governance/Policy Implications:</b>	
<b>Legal Implications:</b>	Public meetings are required in accordance with <i>The Education Act, 1995, S80</i> and <i>The School Division Administration Regulations, 2017, S15</i> .
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Ryan Boughen	May 30, 2022	<ul style="list-style-type: none"><li>• DRAFT Board Meetings and Committee of the Whole Planning Meetings, 2022-2023</li></ul>

***Recommendation:***

That the Board review the information provided.

## **Board of Education Work Plan – Board Meetings and Committee of the Whole Planning Meetings, 2022-2023**

<b>September 2022</b>	<ul style="list-style-type: none"> <li>Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, <b>September 6</b></li> <li>Organizational Meeting, 1:00 pm – 4:00 pm, <b>September 6</b></li> <li>Regular Meeting, Immediately Following Organizational Meeting, <b>September 6</b></li> <li>Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, <b>September 27</b></li> </ul>
<b>October 2022</b>	<ul style="list-style-type: none"> <li>Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, <b>October 4</b></li> <li>Regular Meeting, 1:00 pm – 4:00 pm, <b>October 4</b></li> <li>Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, <b>October 25</b></li> </ul>
<b>November 2022</b>	<ul style="list-style-type: none"> <li>Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, <b>November 1</b></li> <li>Regular Meeting, 1:00 pm – 4:00 pm, <b>November 1</b></li> <li>Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, <b>November 22</b></li> <li>Special Meeting, 1:00 pm – 4:00 pm, <b>November 22</b></li> </ul>
<b>December 2022</b>	<ul style="list-style-type: none"> <li>Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, <b>December 6</b></li> <li>Regular Meeting, 1:00 pm – 4:00 pm, <b>December 6</b></li> </ul>
<b>January 2023</b>	<ul style="list-style-type: none"> <li>Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, <b>January 10</b></li> <li>Regular Meeting, 1:00 pm – 4:00 pm, <b>January 10</b></li> <li>Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, <b>January 24</b></li> </ul>
<b>February 2023</b>	<ul style="list-style-type: none"> <li>Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, <b>February 7</b></li> <li>Regular Meeting, 1:00 pm – 4:00 pm, <b>February 7</b></li> <li>Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, <b>February 28</b></li> </ul>
<b>March 2023</b>	<ul style="list-style-type: none"> <li>Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, <b>March 7</b></li> <li>Regular Meeting, 1:00 pm – 4:00 pm, <b>March 7</b></li> <li>Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, <b>March 21</b></li> </ul>
<b>April 2023</b>	<ul style="list-style-type: none"> <li>Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, <b>April 4</b></li> <li>Regular Meeting, 1:00 pm – 4:00 pm, <b>April 4</b></li> <li>Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, <b>April 25</b></li> <li>Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, <b>April 26</b></li> </ul>
<b>May 2023</b>	<ul style="list-style-type: none"> <li>Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, <b>May 2</b></li> <li>Regular Meeting, 1:00 pm – 4:00 pm, <b>May 2</b></li> <li>Committee of the Whole Planning Meeting, Director Performance Appraisal / Positive Path Forward, 10:00 am – 4:00 pm, <b>May 23</b></li> <li>Committee of the Whole Planning Meeting, AP Renewal, 12:30 – 4:00 pm, <b>May 24</b></li> </ul>
<b>June 2023</b>	<ul style="list-style-type: none"> <li>Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, <b>June 6</b></li> <li>Regular Meeting, 1:00 pm – 4:00 pm, <b>June 6</b></li> </ul>

Note: August Meeting Placeholder – August 15 or 22, 2023 at the call of the Chair