

	<p><i>Prairie South Schools</i></p> <p>BOARD OF EDUCATION</p>	
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June 6, 2023

1:00 p.m.

Central Office, 1075 9th Avenue NW

Moose Jaw

AGENDA

- 1. Call to Order**
- 2. Adoption of the Agenda**
- 3. Adoption of Minutes**
 - 3.1. Regular Board Meeting May 2, 2023
- 4. Declarations of Conflict of Interest**
- 5. Decision and Discussion Items**
 - 5.1. Student Learning II Accountability Report
 - 5.2. 3rd Quarter Forecast and Finance Accountability Report
 - 5.3. Director of Education Evaluation
 - 5.4. Board Annual Work Plan
 - 5.5. Central Collegiate SCC Constitution
 - 5.6. Monthly Tender Report
- 6. Delegations and Presentation**
 - 6.1. VTEC Students (1:00 pm)
 - 6.2. Transportation Concern: Faye Campbell & Jerrod Hicks (1:15 pm)
 - 6.3. Transportation Concern: Amanda Hixson (1:30 pm)
 - 6.4. SSBA Presentation (Virtual): Jaimie Smith-Windsor, President; Robert Bachmann, Southern Constituency Rep; Darren McKee, Executive Director (2:00-2:30 pm)
- 7. Information Items**
 - 7.1. Schedule of Meeting Dates for 2023-2024
 - 7.2. Administrative Procedure Renewal
- 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 9th Avenue North West, Moose Jaw, Saskatchewan on May 2, 2023 at 1:00 p.m.

Attendance:

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

Regrets:

Mr. Patrick Boyle, Trustee

Delegation:

Jerrold Hicks at 1:30 pm

MNP Auditors' Presentation (Christie DiPaola and Heiky Au) at 1:45 pm

Three Kokum's Presentation at 2:15 pm

Motions:

- | | | |
|-------------------|---|--------------------------------|
| 2023-05-02 – 3832 | Giselle Wilson took the chair and called the meeting to order at 1:02 p.m. | |
| 2023-05-02 – 3833 | That the Board adopt the agenda as presented.
- Froese | Carried |
| 2023-05-02 – 3834 | That the Board adopt the minutes of the April 3, 2023 Regular Board Meeting.
- Pryor | Carried |
| 2023-05-02 – 3835 | That the Board approve the 2024-2026 Preventative Maintenance Renewal Plan as presented.
- Jukes | Carried |
| 2023-05-02 – 3836 | That the Board approve the 2023-2024 budget as presented with revenue of \$99,839,409, operating expenses of \$95,907,777 and capital purchases of \$11,987,990 subject to ministry change to the capital grant amount for the new joint use school and to community net revenue and expense.
- Froese | Tabled to later in the meeting |
| 2023-05-02 – 3837 | That the Board table item 2023-05-02 – 3836 until after the delegations and presentations at today's meeting.
- Davidson | Carried |
| 2023-05-02 – 3838 | That the Board go into closed session at 1:30 pm.
- Pryor | Carried |

2023-05-02 – 3839 That the Board reconvene in open session at 1:48 pm Carried
- Davidson

2023-05-02 – 3840 That the Board lift motion #2023-05-02 – 3836. Carried
- Davidson

Tabled Motion:

2023-05-02 – 3836 That the Board approve the 2023-2024 budget as presented Carried
with revenue of \$99,839,409, operating expenses of
\$95,907,777 and capital purchases of \$11,987,990 subject to
ministry change to the capital grant amount for the new joint
use school and to community net revenue and expense.
- Froese

2023-05-02 – 3841 That the Board receive and file the tender report as presented. Carried
- Bumbac

2023-05-02 – 3842 That the Catchment Area Applications from the Rural Carried
Catchment Committee be approved as provided.
- Jukes

2023-05-02 – 3843 That the meeting be adjourned at 3:17 pm. Carried
- Pryor

G. Wilson
Chairperson

R. Purdy
Superintendent of Business

Next Regular Board Meeting:

June 6, 2023
Prairie South School Division, Moose Jaw

AGENDA ITEM

Date:	June 6, 2023	Agenda Item #:	5.1
Topic:	Student Learning II Accountability Report		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

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

Prepared By:	Date:	Attachments:
Amanda Olson	May 29, 2023	<ul style="list-style-type: none"> Student Learning Accountability Report II

Recommendation:

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

2022-2023 Student Learning Accountability Report II

1. Source Documents

The board's role as outlined in Policy 2:

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

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

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

2. Evidence

Background – School LIPs related to Wellness

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

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

As part of their annual learning improvement planning, many schools in Prairie South included a student well-being goal. During the 2022/2023 school year, many schools in Prairie South included a goal related specifically to student **Sense of Belonging**.

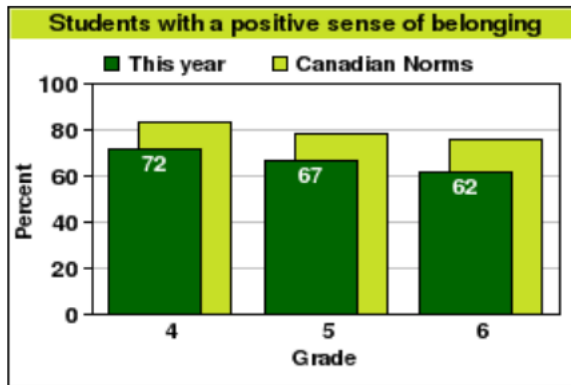
For the past two years, Prairie South Schools has focused on Dr. Robyne's Five Pillars of Everyday Resiliency. One of these five pillars is Belonging. Dr. Robyne says that "our deepest desire is to belong – to be truly seen and to matter. The Provincial Education Plan also focuses on student well-being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

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

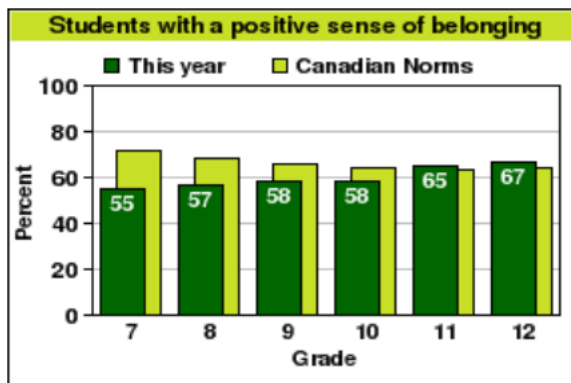
Data collected from the OurSCHOOL survey administered each spring is used to provide a basis for student wellness goals and to set the target for the coming school year. All students in Prairie South from grades 4-12 are invited to participate in the survey.

Related OurSCHOOL survey results follow from the spring of 2023:

Positive Sense of Belonging

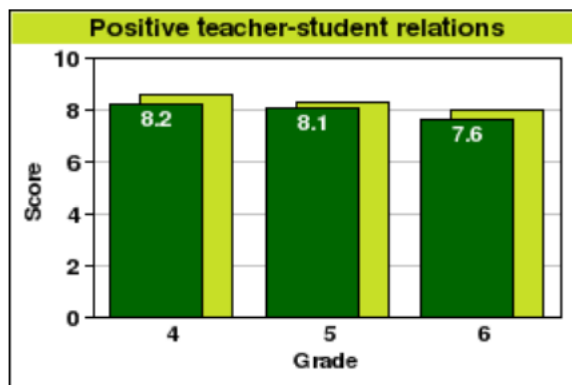


2018/2019 – 73.7%
 2020/2021 – 69.7%
 2021/2022 – 68%
 2022/2023 – 67%

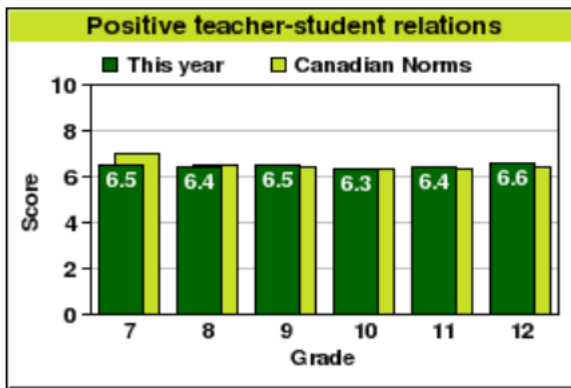


2018/2019 – 65.2%
 2020/2021 – 61.2%
 2021/2022 – 61.3%
 2022/2023 – 60%

Positive Teacher Student Relationships



2018/2019 – 83%
 2020/2021 – 83%
 2021/2022 – 81.7%
 2022/2023 – 80%



2018/2019 – 75.8%
 2020/2021 – 74.7%
 2021/2022 – 73.2%
 2022/2023 – 65%

Sample of school strategies to support the focus on Sense of Belonging:

- School wide art activities where all students created a massive mural/piece of art where every student added their own piece.
- Circle of Courage lessons and activities happening in several middle school classrooms. This work focuses on helping the students develop their sense of belonging and ensure they are interacting with their peers in a way that supports everyone's positive sense of belonging.
- One school did an additional student survey to develop specific goals and targets. Some actions that stemmed from this survey included creating a student lounge area for students to socialize, reintroducing school dances, and increasing drama productions and fine arts opportunities.
- One school has monthly activities that allow students to work in their created family pods on a specific team building activity. Pods have students from each grade grouping – early learning, primary, middle years, and high school. It is a chance for students to connect and support each other. An example activity - pods had to build catapults to launch marshmallows (STEM activity).
- Some schools have started and/or reintroduced intramurals and various clubs to bring students together around a common focus or goal.
- Once school create four teams. All students and staff members belong to one of the four teams. The colours of the teams were based on the Circle of Courage, and Elder Shirley Wolfe Keller came in to speak to the school about the Circle of Courage and the meaning of the colours. She provided Cree names for each of the teams based on the direction and colours as well. Teams earn points based on several criteria, from individuals and groups participating in school activities to individuals who go above and beyond to help in different ways.
- Friday Shout Outs in one school celebrates students who are caught being kind and positive.
- One school shared that they are intentional when it comes to all school events. As they plan events, they make sure they can include families, parents, and all students. They ensure that they are not “asking” for too much (time wise, monetary, dress up costumes etc.). This ensures equity and ability for most everyone to take part.

- Many schools provide opportunities for our younger students to work and learn along side our older students. One school has a “big kid / little kid” collaborative writing project taking place this year where seniors and grade 3 & 4 students collaborate to write picture books together to foster relationships between all grades. The books will be bound and “published” in the library at the end of the year.

Anxiety

Prairie South Schools is committed to mental health wellness awareness and prevention. During the 2022/2023 school year we continued to education ourselves and others on what mental health wellness is and how important it is to establish a healthy mental health wellness foundation – connection and belonging, proper eating, getting enough sleep, physical activity/exercise, and drinking enough water.

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

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

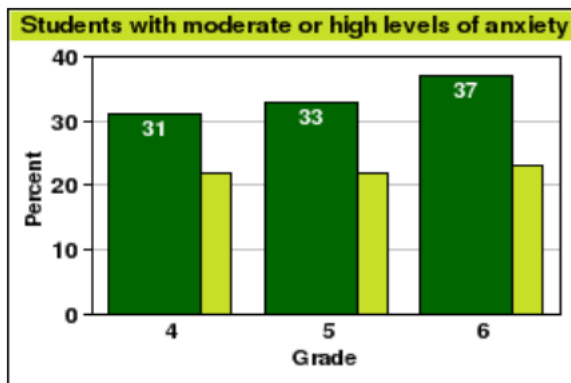
- **States of Mental Health** – focused on a better understand of what Mental Health really means. Discussions about the different States of Mental Health, the challenges that arise from each state and how we can support our students, their families, and others were had.
- **Emotion Regulation** – focused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

Hosted by the Community Wellness Collaborative and sponsored by River Street Promotions and Journey to Hope was a Youth Mental Health Wellness Virtual Conference for all grade 6 – 12 students in Prairie South and Holy Trinity School Division. The conference included two

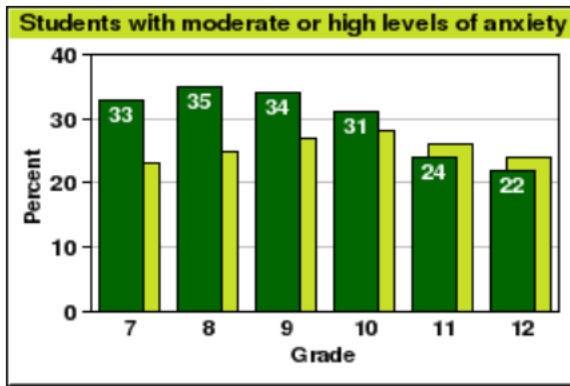
keynote speakers and a variety of breakout session options. Topics included: Overcoming Barriers, Emptying Your Backpack, Creativity as a Way Back to Well-being, Mental Health 101, Why Language Matters: Anxiety Disorder vs. anxious feelings and much more. The goal of the conference was to increase mental health wellness awareness and share mental health wellness strategies with students and staff.

Students shared that they had the following takeaways and/or added the following tools to their mental health wellness toolbox:

- “I need to pay attention to my own mental health.”
- “There isn't always a silver lining to everything, but with community there is still hope.”
- “My biggest take away was that it truly is ok to seek help when you need it. You don't need to be afraid to reach out and say you need help with what you're struggling with. You can be open about how you're coping with a tragedy that happened in your life and seek help so you can better yourself.”
- “Feelings shouldn't be bottled up, or it will make it painful emotionally and mentally. Doing any activity like drawing or exercising is a way to release our negative thoughts and free up the clutter that fills our mind.”
- “I learned the benefits of positive self-talk.”
- “To stop, think, and breathe and give yourself and others time.”
- “Everyone handles grief in different ways and that is perfectly fine.”
- “That anxious feelings are feelings that we are going to have in our daily life, and we can't determinate that we have anxiety without a professional.”
- And more...



2018/2019 – 23.7%
2020/2021 – 32.6%
2021/2022 – 35.3%
2022/203 – 33%



2018/2019 – 26.3%
 2020/2021 – 29.7%
 2021/2022 – 30.7%
 2022/2023 – 30%

Administrative Challenges/Suggestions

- As a division, continue with a strategic focus on a culture of wellness.
- Support student wellness through the four pillars of the Provincial Education Plan.
- Continue to focus on awareness and prevention when it comes to mental health wellness and help students and families navigate external supports when needed.
- Schools continue to use the Ministry's perceptual survey as one method 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.
- Gather additional data that helps tell the Prairie South story. For example – attendance data, students not re-enrolled data, graduation rates, student involvement in sports and clubs, school level survey results, etc.

AGENDA ITEM

Meeting Date:	June 6, 2023	Agenda Item #:	5.2
Topic:	Third Quarter Forecast and Finance Report		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	Prairie South is required to submit a 3 rd Quarter Forecast to the Ministry.
Current Status:	The Report was presented to the Business, Infrastructure and Governance Board Committee on May 31, 2023.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Ron Purdy	May 31, 2023	<ul style="list-style-type: none"> 3rd Quarter Finance Report and Projection

Recommendation:

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

UPDATED 3RD QUARTER FINANCE REPORT AND PROJECTION

For the period ended August 31, 2023

Source Documents

Policy 12 Section 3. Fiscal Responsibility

3.1. Ensures the fiscal management of the Division is in accordance with the terms or conditions of any funding received by the Board.

3.2. Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.

3.3. Ensures insurance coverage is in place to adequately protect assets, indemnify liabilities and provide for reasonable risk management.

Overview:

Overall we are projected to be close to 1.1 million dollars over budget on expenditures. One million of that was expected in PMR projects not completed in the previous year. Revenue is a little less than \$780,000 over budget. The net result is that we are \$300,000 over budget.

Revenue:

Overall our revenues are \$780,000 over budget.

- Grant revenue is a little over budget. We received \$79,000 extra money for French instruction that is basically that difference.
- Our tuition and related fees revenue is little over budget. Tuition is slightly under budget but transportation fees were increased to recognize increasing costs.
- School Generated Funds are shown at budget. The actual will be calculated as part of the year-end process.
- Complementary revenue is \$50,000 over budget due to an increase in ELIS funding.
- External Revenue is basically on budget. The associate schools did lose some grant but are having to pay back some expenses that exceed their revenue so the net is very close to budget.
- Other revenue is over budget about \$760,000. Miscellaneous, rentals, investment income and gain on sale of capital assets revenues all exceeded budget.

Expenses:

Overall expenses are \$1.09 million dollars over budget.

- Governance expense is projected to be under budget for PD and consulting fees.
- Administration is projected to be over budget on building expenses, audit and wages.
- Instruction is projected to be under budget, mainly in wages. We have adjusted average salaries used in the budget for next year to correct.

- Facilities is projected to be significantly over budget. We had expected to be \$1 million over with PMR projects that carried over from the prior year. Salaries are a little under budget but most building related expenses are over budget as well.
- Transportation is projected to be a little under budget. Fuel costs did not increase as fast as projected and we continue to have reduced costs for repairs. The majority of the savings will be redirected to parking lot improvements for the transportation shop if it can be done within the allocated savings.
- School Generated Funds are shown at budget and are not actuals.
- Complementary expenses are projected to be up a little on sub costs.
- External Expenses are projected to finish very close to budget. They are a little over on concessions.

Prairie South School Division No. 210				
Statement of Operations				
For the Period Ended Estimate August 31, 2023				
	2023	2023	2023	2022
	Budget	Actual	Projected	Actual
	\$	\$	\$	\$
REVENUES	(Note 15)			
Grants	93,142,359	61,308,655	93,210,326	59,288,835
Tuition and Related Fees	285,500	242,111	296,731	176,740
School Generated Funds	1,297,533	1,167,779	1,297,534	1,033,133
Complementary Services (Note 12)	702,458	610,216	752,773	555,903
External Services (Note 13)	3,345,456	2,430,667	3,335,284	2,436,986
Other	535,000	848,110	1,198,439	442,621
Total Revenues (Schedule A)	99,308,306	66,607,538	100,091,087	63,934,218
EXPENSES				
Governance	410,866	304,406	368,227	293,933
Administration	2,782,252	2,255,373	3,133,884	2,158,179
Instruction	64,001,601	55,840,279	63,591,458	53,774,055
Plant	14,773,526	11,349,333	15,997,643	9,375,538
Transportation	7,637,856	6,080,223	7,563,429	5,681,328
Tuition and Related Fees	8,000	6,100	6,100	11,258
School Generated Funds	1,220,021	1,098,019	1,220,021	899,669
Complementary Services (Note 12)	1,589,586	1,466,053	1,618,828	1,305,445
External Services (Note 13)	3,373,032	2,968,662	3,383,098	3,026,377
Other Expenses	13,000	11,325	12,583	16,074
Total Expenses (Schedule B)	95,809,740	81,379,773	96,895,271	76,541,856
Operating Surplus (Deficit) for the Year	3,498,566	(14,772,235)	3,195,816	(12,607,638)

AGENDA ITEM

Meeting Date:	June 6, 2023	Agenda Item #:	5.3
Topic:	Director of Education Evaluation		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	An evaluation process was completed during the Board Planning Meeting on April 26, 2023. During this meeting, the Board discussed the Director's performance related to the Role Expectation statements found in Board Policy 12.
Current Status:	A Director Evaluation Report was reviewed by the Board and the Director of Education, and a copy will be placed in his personnel file.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	Board Policy 2 requires the Board to make provision for the regular evaluation of the Director of Education and make provision for the regular review of Director of Education's compensation. Board Policy 12 includes provision for the next full performance appraisal of the Director of Education to occur in the spring of 2024.
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Ryan Boughen	May 29, 2023	n/a

Recommendation:

That the Board confirm the Director Evaluation Report and authorize the Board Chair to monitor progress on goals during the 2023-2024 school year.

AGENDA ITEM

Meeting Date:	June 6, 2023	Agenda Item #:	5.4
Topic:	Board Annual Work Plan		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	On an annual basis, the Board of Education confirms a Board Annual Work Plan as an appendix to Board Policy 2.
Current Status:	The Board has reviewed time commitments, accountability report requirements and areas of focus for 2023-2024. Approval of the Board Annual Work Plan will provide initial direction for administration as planning for 2023-2024 continues.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	Board Policy 2, Role of the Board, provides Board direction related to governance responsibilities in Prairie South, and the Annual Work Plan emerges from this direction.
Legal Implications:	Governance responsibilities are described in <i>The Education Act, 1995</i> , <i>The Education Regulations, 2019</i> and <i>The School Division Administration Regulations, 2017</i> .
Communications:	

Prepared By:	Date:	Attachments:
Ryan Boughen	May 30, 2023	<ul style="list-style-type: none"> Board Policy 2 and Appendix A: Board Annual Work Plan

Recommendation:

That the Board confirm the 2023-2024 Board Annual Work Plan and updates.

Policy 2

ROLE OF THE BOARD

1. Accountability to Provincial Government

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

2. Accountability to Community

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

3. Strategic Plan

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

4. Policy

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

5. Director of Education / Board Relations

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

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

6. Political / Advocacy

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

7. Board Development

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

8. Fiscal

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

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

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

9. Recognition/celebration

- 9.1. Host annual partnership luncheon.

Selected Responsibilities

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

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

September 4, 2018

BOARD ANNUAL WORK PLAN

SEPTEMBER

Regular Board Meeting Agenda Items

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

Events/Action

- ~~Review and begin work on Positive Path Forward~~
- **Begin Work On/Review Strategic Plan**
- SSBA Board Chairs' Meeting
- Trustee Competencies Self-Assessment
- Chair completes Committee Appointments
- Public Section Executive Meeting
- ~~Receive teacher list by school~~
- **Discuss Board Development Plan if appropriate**
- **Receive Staff Celebration/Recognition List (10, 20, 30 year)**

Budget Considerations

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

OCTOBER

Regular Board Meeting Agenda Items

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

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
- Review teaching/staffing formula

Budget Considerations

- Review funding from Ministry

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
- Reflect on Strategic Plan
- Participate in a facilitated Board self-evaluation and approve a positive path forward (if want to do??)

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
- Consider a Board Policy Review every other year.

AGENDA ITEM

Meeting Date:	June 6, 2023	Agenda Item #:	5.05
Topic:	Central Collegiate School Community Council Constitution		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background:	<i>The Education Act (1995)</i> requires that School Community Councils maintain an updated constitution. Board Policy 16 requires that updates to SCC constitutions be approved by the Board of Education.
Current Status:	The Central Collegiate School Community Council has completed a review of their constitution.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	The April 2023 Central Collegiate School Community Council Constitution is in alignment with <i>The Education Act (1995)</i> and Board Policy 16.
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Darran Teneycke	May 10, 2023	Central Collegiate SCC Constitution April 2023

Recommendation:

That the Board approve the revised Central Collegiate School Community Council Constitution dated April 2023.

Central Collegiate Institute

School Community Council Constitution



Central Collegiate
149 Oxford St W
Moose Jaw, SK
S6H 2N4

Phone: 693-4691
Fax: 692-6965

Updated April 2023

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MISSION

To visibly participate in a partnership with the parents, staff and community to encourage our students and their families to have a sense of ownership in school decisions and activities that reflect the best interests of our students.

GUIDING PRINCIPLES

- To encourage parent and community participation in education;
- To develop a good understanding of our community including its needs, resources, supports and goals for student learning and well-being;
- To cooperate with school staff to develop school-level plans;
- To communicate annually with families and community members about their activities and accomplishments;
- To account publicly for money we spend;
- To participate in orientation, training, development and networking opportunities related to SCCs;
- To uphold confidentiality; and,
- To follow legislation, regulations and board policies.

MEMBERSHIP

All parents are part of the school community and are welcome at meetings including the AGM.

Representative Membership

The School Community Council will have the following Representative Members:

- 5 – 9 parent and community members elected at the Annual General Meeting
- 1 – 2 secondary student(s)

Permanent Membership

The School Community Council will have the following Permanent Members:

- The School Principal;
- A teacher and
- Additional members as recommended by the SCC and approved by the Prairie South School Division Board of Education.

STRUCTURE and OFFICERS

The Chairperson will:

- conduct meetings of the School Community Council;
- ensure that all members have input to discussion and decisions;
- prepare meeting agendas in consultation with other School Community Council members and the Principal;
- oversee operations of the School Community Council;
- establish networks that support the School Community Council and
- act as the spokesperson for and the representative of the School Community Council.

The Vice-Chairperson will:

- support the Chair in his/her duties, taking over when the Chair is unable to attend;
- perform responsibilities assigned by the Chair.

The Secretary will:

- take minutes at School Community Council meetings;
- receive and send correspondence on behalf of the School Community Council;
- take charge of any official records of the School Community Council;
- ensure that appropriate notice is given for all meetings of the School Community Council;
- send minutes of all meetings to Director of Education, Superintendent of School Operations and Subdivision Trustee(s) after each meeting.

MEETINGS

The School Community Council will have a minimum of five meetings per year, plus one annual general meeting in April.

Voting

On matters requiring a formal vote, all [Representative Members](#) of the SCC, with the exception of the Principal, may vote. The CCI SCC will strive to uphold the consensus building model.

Quorum

A quorum of the School Community Council shall be a majority of the Representative Members. When consensus cannot be reached, the majority vote model will be applied.

For more information see the [Prairie South SCC Election Information Page](#).

FINANCES

See the following resources regarding School Community Council budgeting, professional development funds, and general financing:

- [Administrative Procedure 112-SCC Finances](#)
- [SCC Professional Development Application](#)
- [SCC Babysitting Services](#)
- [SCC Personal Expense Claim](#)

SELF-MONITORING REPORT

The School Principal will send out an electronic self-monitoring survey to all representative member once per year. Representatives will fill out this anonymous survey and results will be collated and areas for celebration and improvement will be discussed at a later meeting. See this [SCC Continuum of Development Document](#) for reference on SCC performance.

AMENDING THE CONSTITUTION

The School Community Council may amend its constitution by sending suggestions for change in writing to the Board of Education.

APPENDIX A

Additional Resources

[Prairie South School Community Councils](#)

[Government of Saskatchewan School Community Councils](#)

[SCC Meetings and Elections](#)

APPENDIX B

Code of Conduct

1. An individual who accepts a position as a member of the Central Collegiate Institute (CCI) School Community Council:
 - a) Upholds the constitution of the CCI School Community Council, and the procedures and policies of Prairie South Schools.
 - b) Performs his/her duties with honesty and integrity.
 - c) Works to ensure that the well-being of students is the primary focus of all decisions.
 - d) Respects the rights of all individuals.
 - e) Takes direction from the members, ensuring that the representation processes are in place.
 - f) Encourages and support parents and students with individual concerns and works to ensure that issues are resolved through due process.
 - g) Strives to be informed and only passes on information that is reliable and correct.
 - h) Acknowledges conflicts of interest when they exist, and refrains from discussion and voting.
 - i) Abides by the decisions made by the Council.
 - j) Respects all confidential information.
 - k) Supports public education.
2. The CCI School Community Council is not a forum for the discussion of individual school personnel, students, parents, or other individual members of the school community. The CCI School Community Council provides an opportunity for members of the community to have input and influence related to the practices of the school and school division for the betterment of children and education in Moose Jaw.
3. A member of the CCI School Community Council who is approached with a concern relating to an individual is in a privileged position and must treat such discussion with discretion, protecting the confidentiality of the people involved.

AGENDA ITEM

Meeting Date:	June 6, 2023	Agenda Item #:	5.6
Topic:	Monthly Tender Report		
Intent:	<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 26, 2023 to May 31, 2023. The following competitive bids were awarded during the reporting period:

- A tender was issued to replace a boiler and add a water heater at Central Collegiate. The tender was awarded to Walter's Industrial Mechanical of Regina.
- A tender was issued for a contracted caretaker at Mossbank School. The tender was awarded to Mona Vandurme for a cost of \$240,444 plus taxes for three years.
- A tender was issued for caretaking at Kincaid School for one year. The tender was awarded to Macarana's for a cost of \$73,116.
- A contracted caretaker was hired temporarily for Mortlach School at a rate of \$5583 per month.

Pros and Cons:

Financial Implications:

Gov/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Ron Purdy	May 31, 2023	• n/a

Recommendation:

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

AGENDA ITEM

Meeting Date:	June 6, 2023	Agenda Item #:	7.1
Topic:	Schedule of Meeting Dates for 2023-2024		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	On an annual basis, the Board of Education determines a meeting schedule for public meetings and Committee of the Whole Planning and Inservice sessions.
Current Status:	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.
Pros and Cons:	
Financial Implications:	The recommended schedule of meetings will satisfy the needs of the 2023-2024 budget passed in May, 2023
Governance/Policy Implications:	
Legal Implications:	Public meetings are required in accordance with <i>The Education Act, 1995, S80</i> and <i>The School Division Administration Regulations, 2017, S15</i> .
Communications:	

Prepared By:	Date:	Attachments:
Ryan Boughen	May 29, 2023	<ul style="list-style-type: none"> DRAFT Board Meetings and Committee of the Whole Planning Meetings, 2023-2024

Recommendation:

That the Board review the information provided.

Board of Education Work Plan – Board Meetings and Committee of the Whole Planning Meetings, 2023-2024

September 2023	<ul style="list-style-type: none"> Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, September 5 Organizational Meeting, 1:00 pm – 4:00 pm, September 5 Regular Meeting, Immediately Following Organizational Meeting, September 5 Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, September 26
October 2023	<ul style="list-style-type: none"> Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, October 3 Regular Meeting, 1:00 pm – 4:00 pm, October 3 Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, October 24 <u>Tentative</u>: Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, October 25
November 2023	<ul style="list-style-type: none"> Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, November 7 Regular Meeting, 1:00 pm – 4:00 pm, November 7 Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, November 21 Special Meeting, 1:00 pm – 4:00 pm, November 21 <u>Tentative</u>: Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, November 22
December 2023	<ul style="list-style-type: none"> Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, December 5 Regular Meeting, 1:00 pm – 4:00 pm, December 5
January 2024	<ul style="list-style-type: none"> Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, January 9 Regular Meeting, 1:00 pm – 4:00 pm, January 9 Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, January 23
February 2024	<ul style="list-style-type: none"> Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, February 6 Regular Meeting, 1:00 pm – 4:00 pm, February 6 Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, February 27
March 2024	<ul style="list-style-type: none"> Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, March 5 Regular Meeting, 1:00 pm – 4:00 pm, March 5 Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, March 19
April 2024	<ul style="list-style-type: none"> Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, April 9 Regular Meeting, 1:00 pm – 4:00 pm, April 9 Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, April 23 Committee of the Whole Planning Meeting (Director Performance Appraisal in morning) 10:00 am – 4:00 pm, April 24
May 2024	<ul style="list-style-type: none"> Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, May 7 Regular Meeting, 1:00 pm – 4:00 pm, May 7 Committee of the Whole Planning Meeting (AP Renewal in afternoon) 10:00 am – 4:00 pm, May 21
June 2024	<ul style="list-style-type: none"> Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, June 4 Regular Meeting, 1:00 pm – 4:00 pm, June 4

Note: August Meeting Placeholder – August 13 or 20, 2024 at the call of the Chair

AGENDA ITEM

Meeting Date:	June 6, 2023	Agenda Item #:	7.2
Topic:	Administrative Procedure Renewal		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	On a yearly basis, administration reviews school division Administrative Procedures (APs) to ensure they are current, consistent with Board Policy and expectations from the Ministry of Education.
Current Status:	On May 23, 2023, 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.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	Prairie South Administrative Procedures are consistent with relevant legislation and regulations for education in Saskatchewan and are in alignment with policies of the Board of Education.
Legal Implications:	
Communications:	APs will be formally implemented in September 2023 after they are added to the Prairie South website over the summer.

Prepared By:	Date:	Attachments:
Ryan Boughen	May 26, 2023	<ul style="list-style-type: none"> • AP Changes Updates Summary • 100s: 110, 111, 130, 140, 141 • 200s: 208, 220 • 300s: 300, 312, 313, 330 • 400s: 400, 406, 419, 440, 472, 491 • 500s: 501, 511, 540, 542, 550, 552, 553, 554, 556, 557

Recommendation:

That the Board review the materials provided.

ADMINISTRATIVE PROCEDURE UPDATES SUMMARY

June 6, 2023

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

- 110 – School Community Councils – Duties
- 111 – Appendix A – Election Procedures for Representative Parent and Community Members
- 130 – School Year/School Day/School Opening & Closing
- 130 – Appendix A – Guidelines for Considering Changes to the School Year/School Day
- 140 – Staff Acceptable Use of Technology Waiver
- 141 – Appendix A – Prairie South Employee Cell/Smart Phone Administrative Practice

- 208 – Hutterite Schools (New)
- 220 – Saskatchewan Distance Learning Corporation (New – replaced Online Learning AP)

- 300 – Admissions of Students
- 312 – Administering Medications and Medical Treatment to Students
- 312 – Appendix A – Authorization/Request for Administration of Essential Medication and/or Essential Procedures
- 313 – Transferring, Lifting, Reposition Guidelines
- 330 – Student Attendance

- 400 – Recruitment, Selection and Placement
- 406 – Criminal Records Checks
- 419 – Teacher Accreditation
- 440 – Employee Working Alone
- 472 – Appendix A – Classroom Teacher, Prekindergarten Teacher & Student Support Teacher
- 491 – Access to Schools (Visitors and Volunteers)

- 501 – Budget Carry Over
- 511 – Tangible Assets and Amortization
- 540 – Facilities Planning
- 542 – Community Use of School Facilities
- 542 – Appendix A - Schedule of Fees until August 31, 2024
- 542 – Appendix B – Schedule of Fees effective September 1, 2024
- 550 – School Bus Safety
- 550 – Appendix A – Hazards Resulting in Busing Exceptions (New)
- 552 – Student Conduct on School Buses
- 553 – Severe Weather and Bus Cancellations
- 553 – Appendix A – Weather Canada Information (New)
- 554 – Special Use of Buses
- 556 – Conveyance Allowance
- 557 – Allowance In Lieu of Bus Service
- 557 – Appendix A – Allowance in Lieu of Bus Service

SCHOOL COMMUNITY COUNCILS – DUTIES

Background

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

Procedures

1. Learning Improvement Plans

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

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

2. Community Engagement

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

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

3. Role of the Director or designate

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

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

4. Role of the Principal

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

Reference: Part V of The Education Regulations

Board Policy 16

~~May 3, 2024~~ June 6, 2023

Administrative Procedure 111 – Appendix A

ELECTION PROCEDURES FOR REPRESENTATIVE PARENT AND COMMUNITY MEMBERS

Annual Meeting

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

Public Notice

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

Agenda of the Annual Meeting

1. Elections

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

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

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

Duties of the Returning Officer:

- Announce who is eligible to vote: Parents of students who are enrolled in the school (including parents who do not reside within the catchment area of the school) and electors (all persons 18 years of age or older who reside within the school catchment area).
- As individuals are nominated or volunteer, display their names and whether they are standing as a parent or community member on chart paper or use some other display method (chalkboard, video display etc).
- Distribute and collect ballots.
- Count ballots with the chair of the Annual Meeting in attendance.

- Since parents must make up the majority of the Representative Parent and Community Members, ensure that the majority of members are parents. For example, if there are 5 positions, the first 3 parents with the greatest number of votes will be elected even though a community member may be in the top 3 according to the vote count. The remaining positions will be filled by individuals with the next highest vote count. It is possible that 5 parents may obtain the highest vote count and, accordingly, all 5 positions would be filled by parents.
- One-half of the members will be elected annually. The Returning Officer must ensure that there continues to be a majority of parents.
- If there is a tie between candidates, the Returning Officer will break the tie by flipping a coin.
- Announce the outcome of the election. The number of votes obtained by each candidate and the number of spoiled ballots shall be reported.
- The Returning Officer will email the results of the election to the Superintendent of School Operations who oversees School Community Councils. ~~shall place the ballots and the elections results in an envelope and then seal the envelope with tape and sign his/her name across the seal. The envelope shall be labeled "School Community Council Ballots" with the name of the school identified in the blank. The envelope shall be forwarded to the Director of Education who shall store them in a secure manner at the division office for a period of two weeks following the election. The Director of Education will destroy the ballots two weeks following the election provided the election is not contested.~~

Contested Election

If there is a dispute about the outcome of the election, the Returning Officer shall refer the matter to the Director of Education. The Director of Education will investigate the election process and make a ruling.

2. School Community Council: Election of Officers

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

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

3. Annual Report

4. Other Business as established by the School Community Council

5. Open Discussion

6. Adjournment

June 6, 2023

HOURS OF OPERATION/SCHOOL YEAR/SCHOOL DAY/SCHOOL OPENING & CLOSING

Background

Prairie South School Division, within guidelines established by the Minister of Education, and requirements of *The Education Act*, 1995 determines the school year and hours of operation for schools.

Procedures

1. School Year

- 1.1 The Director of Education, through consultation with appropriate stakeholders, establishes a recommended school calendar for presentation to the Board of Education.
- 1.2 The approved calendar is to be published for the information of parents and pupils on the school division website, and in school newsletters.
- 1.3 If communities have interest in offering an alternative school year/school day, School Community Councils must follow the Appendix A: "Guidelines for Considering Changes to the School Year/School Day", ~~as prepared by Prairie South School Division.~~

2. School Day

- 2.1 The principal, in consultation with the Superintendent of Operations, is to determine the starting time, breaks and recesses, lunch hour, and dismissal of his or her assigned school.
- 2.2 Parental and transportation concerns are to be considered.
- 2.3 Normally, kindergarten students are to attend the minimum of ~~an equivalent of ninety school days~~ 425 instructional hours.

3. School Opening and Closing

- 3.1 Principals, in consultation with the Director of Education, may dismiss school at any time before the usual dismissal time where the health, safety, or well-being of students or staff is threatened. Refer to *Administrative Procedure 553 – Closure, Severe Weather and Student Transportation*.
- ~~3.13.2~~ For the safety of all students, schools will remain open, regardless of inclement weather or bus cancellations, unless closed for just cause by the Director of Education. Staff members are expected to report to their scheduled work site, unless an appropriate leave request has been approved.

Administrative Procedure 130 – Appendix A

SCHOOL YEAR/SCHOOL DAY GUIDELINESGuidelines for Considering Changes to the School Year/Day

Approval of an alternative school year or school day arrangement ~~is based on the~~
~~Guidelines for Considering Changes to the School Year/Day~~ was developed from the
Prairie South Calendar Year Review Report prepared ~~for by~~ Prairie South School
Division.

- For **initial approval** of an alternative program, a detailed proposal must be prepared and submitted. The proposal must:
 - Provide a rationale and identify perceived benefits for ~~students;~~students.
 - Include evidence of substantial community support with details including a description of the consultation ~~process;~~process.
 - ~~Provide a proposed calendar and school day that adhere to provincial program and curriculum requirements;~~
 - Adhere to provincial program and curriculum requirements and provision of an adequate amount of student instructional time to fulfill these requirements.
- The following **process** must be followed:
 - No later than ~~November 30~~October 30th the school year prior to the proposed alternate year, the initial approval proposal must be received by the Board of ~~Education;~~Education.
 - The Board of Education notifies the stakeholders of receipt of the initial approval ~~proposal;~~proposal.
 - By ~~March 31~~March 1st the Board's decision either to reject the proposal or to grant initial approval will be conveyed to the ~~community;~~community.
 - Upon approval and implementation, a review will be conducted two years following implementation.

~~June 2, 2020~~ June 6, 2023



PRAIRIE SOUTH SCHOOL DIVISION

Staff Acceptable Use of Technology

Part I: Staff Conditions of Use

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

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

Part II: Staff Guidelines

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

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

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

Staff Signature: _____

Date: _____

Table 1: Examples of Acceptable/Incidental/Unacceptable Usage

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

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

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

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

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 202~~2~~³, a base phone cost are:
 - iPhone 1~~1~~² 64GB - \$359.99, iPhone 1~~2~~³ 64~~1~~²128GB - \$4~~5~~⁵99.99, iPhone 1~~3~~⁴ 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 \$150 per year. Bus drivers are paid over twenty pay periods during the school year. per month from September to June each school year. Bus drivers should put in a monthly personal expense claim in Atrieve.

HUTTERITE SCHOOLS

Background

The Division provides educational services to Hutterite colonies within its boundaries. The Division recognizes Hutterite Brethren practices regarding the education of their children.

Procedures

1. General

- 1.1 The Division is to assign teacher(s) to each Hutterite Colony and provide learning that is consistent with schools in the Division.
- 1.2 Programs and curricula are to be consistent with Saskatchewan Education guidelines and be responsive to Hutterite culture.
- 1.3 The Division acknowledges that exemptions in terms of evolution, family life and sex education (reproduction) courses will be given to Hutterite communities upon request. Refer to Administrative Procedure 206 – Family Life and Sex Education.

2. The Division is responsible for:

- 2.1 The division will ensure a qualified and certified Saskatchewan teacher(s) at each colony school.
- 2.2 The division supplies learning equipment, textbooks, and all instructional materials consistent with allocations to similar to all schools in the division.
- 2.3 The principal / teacher will be provided a budget to support learning and the purchase of learning resources.
- 2.4 The principal/teacher will consult with the German Teacher on a regular basis to keep the Colony informed about educational learning and purchases. This consultation does not imply a right for the German Teacher to make decisions concerning the expenditure of school funds or delivery of curriculum.
- 2.5 Will provide a photocopier and paper for school activities.
- 2.6 The division will host an annual meeting of Hutterian Colony School leaders (German Teacher, Minister, etc..) to discuss education programs and school operations.

3. The Colony is responsible for:

- 3.1 Each colony is to provide suitable facilities for instruction. All operating and maintenance costs are the responsibility of the colony.
- 3.2 Supply all furnishings for school facility. However, if available, the school division often has excess quality furnishings that can be lent or donated to the colony.
- 3.3 Ensuring the school facility is cleaned regularly and safe for staff and students.

4. Students

- 4.1 All students aged 6 or 5 on September 1 of the current school year shall attend school.
- 4.2 A student may be excused from regular school attendance commencing on their fifteenth (15) birthday.

Reference: Sections 85, 87, 157, Education Act
Section 45, School Division Administration Regulation

Approved: June 6, 2023

SASKATCHEWAN DISTANCE LEARNING CORPORATION

Background

While schools have the responsibility to provide instructional programs that ensure students will have an opportunity to meet the provincial graduation requirements and be prepared for entry into the workplace or post-secondary studies, the Division recognizes that situations may arise where students may not be able to take desired courses from the school. The Division, therefore, supports the delivery of distance learning programming to Prairie South School Division through the Saskatchewan Distance Learning Corporation (SDLC) when circumstances dictate. Although all students can access the SDLC courses, it is intended for students in Prairie South who are not able to access a specific course at their home school, may have a timetable conflict, or has other extenuating circumstances that prevent the student from completing the course in their home school.

Procedures

1. Prairie South School Division Students

- 1.1 Students who are registered at their attendance boundary school will remain registered if they are taking at least one class. Students who are not taking any face-to-face courses will follow the registration process of the SDLC. For students who are registered entirely in the SDLC they will remain in MSS as a secondary association at their attendance boundary school.
- 1.2 Students who are based in a face-to-face school at their attendance boundary home school and wish to register for a course with the SDLC require the approval of the school principal or designate.
- 1.3 The home school Principal, or designate, will arrange for the registration, support, monitoring, and guidance at the school for those students enrolled in any SDLC courses.
- 1.4 Students who are registered part time in the SDLC and attached to an attendance boundary school SDLC students with access to textbooks and technology as available. A refundable caution fee may be requested.
- 1.5 Take a maximum of two (2) SDLC courses per semester if also attending face-to-face learning at a home attendance boundary school.

2. Access to Prairie South School Division Services

- 2.1 The Division will provide SDLC with access to common educational resources, such as libraries, provided they do not interfere with school-based operations.
- 2.2 The Division will provide SDLC students with access to Driver Education through the student's attendance boundary school.
- 2.3 Upon request of the SDLC student support team, the Division may provide

additional professional services by division employed Professional Service Providers if such services are necessary. (Example, Ed Psych)

- 2.4 Extra-curricular programming is available to SDLC at the attendance boundary school following the policies and procedures outlined by the school administrator. For high schools in Moose Jaw, participation in extra-curricular programs requires an application to the Superintendent of Operations and placement will be determined by the Superintendent of Operations.
- 2.5 Students must meet the Ministry of Education student enrollment requirements. A student may attend graduation ceremonies at their attendance boundary school by notifying the Principal by March 1.

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

Updated: June 6, 2023

ADMISSIONS OF STUDENTS

Background

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

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

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

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

Procedures

1. Resident Students

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

2. Kindergarten and Grade One

- 2.1 Children who are five years of age as of December 31 of the school year may be admitted to kindergarten.
- 2.2 Children who meet Ministry of Education criteria for a student with a designated disability may enter a school-division early learning program no earlier than the age of three, provided the Director of Education has approved such an admission.
- 2.3 Children who are six years of age as of December 31 of the school year are to be admitted to grade one.

3. Non-Resident Students

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

4. Transfers from Other Jurisdictions

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

5. Documentation

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

6. Transfers within the Division

- 6.1 Transfer Request Form and Boundary Exemption Request Form Process:
School Start Up

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

~~Although there is one form for Rural and Urban Boundary Exemption Requests, there are different processes and responsibilities involved in each one.~~

~~6.1.1.1 — Urban (Moose Jaw only):~~

- 6.1.1.1.1 Principal signs the boundary exemption form and sends it to their Superintendent. Principal cannot accept students into the school until the form is approved by the Superintendent.
- 6.1.1.1.2 Superintendent signs the form.
- 6.1.1.1.3 Superintendent signs confirmation letter.
- 6.1.1.1.4 Reception mails the letter, enters info into database, files a copy of letter.
- 6.1.1.1.5 No transportation is involved.

~~6.1.1.2 Rural (Catchment area changes from Rural to Rural and Rural to Moose Jaw):~~

~~6.1.1.2.1 Principal signs the boundary exemption form and sends it to their Superintendent.~~

~~6.1.1.2.2 Principal gives the parent the transportation request form.~~

~~6.1.1.2.3 Parent sends the transportation request form to conveyance supervisor.~~

~~6.1.1.2.4 Superintendent confirms with conveyance supervisor regarding transportation before signing boundary exemption form.~~

~~6.1.1.2.5 If transportation is confirmed, the Superintendent signs the boundary request form.~~

~~6.1.1.2.6 Superintendent scans and emails a copy of the signed form to conveyance supervisor for records.~~

~~6.1.1.2.7 Superintendent signs confirmation letter.~~

~~6.1.1.2.8 Reception mails the letter, enters info into database, files a copy of letter.~~

Mid-Year

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

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

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

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

6.2 Superintendents Responsibilities:

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

6.2.2 Review exemption form and school situation prior to signing.

6.3 Principal Responsibilities:

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

- 6.3.2 Give the parent the Transportation Request form in Rural instances.
- 6.3.3 Communicate to the parent that the boundary exemption is not final until a confirmation letter is received from the school division/area Superintendent.

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

6.4 Transfers may not be granted if:

- 6.4.1 The school is at 100% enrolment capacity. If childcare is in the area of the out of catchment school transfer will be considered.
- 6.4.2 There is no space available in the grade level or classes at the school in which the student desires to be enrolled.
- 6.4.3 There are no appropriate educational programs or services available to improve the student's condition as stated in the request for transfer.
- 6.4.4 The student's transfer is likely to create a risk to the health or safety of other students or staff at the new building.
- 6.4.5 The admittance of out-of-attendance students will result in more staff than otherwise would be allocated.

6.5 Appeal Process

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

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

| ~~July 23, 2019~~ June 6, 2023

ADMINISTERING MEDICATIONS AND MEDICAL TREATMENT TO STUDENTS

Background

Prairie South School Division recognizes that some students may require:

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

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

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

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

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

Procedures

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

- 1.2. Students unable to attend a school for health-related reasons, or where the division cannot provide sufficient qualified resources within its operations to ensure the health or safety of a student, may be offered educational services through a hospital-based, online or tutor-based program.
2. A request for the giving of essential medication and/or the administration of an essential procedure must be supported by a statement from the physician prescribing the essential medication or procedure, which statement must include, but is not limited to the following:
 - 2.1. The specific medical restrictions to be addressed;
 - 2.2. The essential medication and/or the essential procedure prescribed to address the specific medical restrictions.
 - 2.3. Confirmation that giving of the essential medication and/or the administration of the essential procedure.
 - 2.3.1 Must take place during school hours in order to address the medical restrictions
 - 2.3.2 For medical reasons cannot take place or be administered solely outside of school hours;
 - 2.4. The amount, dosage, and frequency of the giving of the essential medication
 - 2.5. The frequency of the administration of the essential procedure;
 - 2.6. A detailed description of any equipment or device required in the giving of the essential medication and/or the administration of the essential procedure and detailed instructions setting forth and describing all steps to be followed and done in the giving of the essential medication and/or the administration of the essential procedure.
 - 2.7. The duration of the giving of the essential medication and/or the essential procedure;
 - 2.8. Instructions as to the handling and/or storage of essential medication and/or equipment or devices required to be used in such giving.
 - 2.9. Instructions as to the handling and/or storage of equipment or devices required in the administration of the essential procedure
 - 2.10. A statement that the essential medication can be safely given and/or the essential procedure can be safely administered by a non-medical person; and
 - 2.11. Such further and other matters which the prescribing physician considers necessary or relevant in the circumstance.
3. A request to use an essential support aid at school must be made in writing to the principal and must provide the reasons and the benefits of the request.
 - 3.1. The request must be supported by a statement from the physician prescribing the support, which statement must include but is not limited to the following:
 - 3.1.1 The specific medical restrictions to be addressed by the essential support aid
 - 3.1.2 Confirmation that the aid is medically necessary to address the specific medical restrictions of the student;

- 3.1.3 Confirmation that the essential support aid must:
 - 3.1.3.1 Be in place and used during school hours in order to address the medical restrictions and
 - 3.1.3.2 For medical reasons cannot be in place or used solely outside of school hours.
 - 3.1.3.3 A detailed description of any equipment or device required and detailed instructions setting forth and describing all steps to be followed and done in the administration or use of the essential support aid
 - 3.1.3.4 The duration of the support required;
 - 3.1.3.5 Such further and other matters which the prescribing physician considers necessary or relevant in the circumstance.
- 4. Any request for an essential medication and essential procedure or an essential support aid must be approved by the principal before the medication, procedure or support is permitted.
 - 4.1. In the case of a request for an essential procedure or essential support the principal must consult with the Superintendent of Learning before giving approval for the request.
 - 4.2. The principal or designate shall ensure that the school is designated by the school division to provide the requested service or refer the parent/guardian to the Superintendent of Learning who shall assign the student to the nearest school that can provide the services.
- 5. The parent or guardian shall be required to execute and deliver to the Principal or designate a consent and release agreement in form set forth in **Appendix A- Authorization/Request for Administration of Essential Medication and/or Essential Procedures**. A new consent and release agreement must be completed:
 - 5.1. For each school year
 - 5.2. If there is a change in the legal custody of the student
- 6. The parent/guardian must provide:
 - 6.1. Updated medical information required under this procedure on a regular basis and at a minimum of once per year and
 - 6.2. Updates of all other information required under this procedure whenever changes to such information occur
- 7. The parent or guardian of the student shall deliver the essential medication and/or equipment or device for the administration of an essential procedure to the principal or designate.
- 8. The principal or designate shall ensure that safeguards are taken within the school to safely handle and store essential medication, including the safe handling and storage of any equipment or device required to give the essential medication and/or administer the essential procedure.
- 9. Employees of the division requested to give an essential medication to a student and/or administer an essential procedure shall be provided the training and any prescribed information necessary to complete that task.

10. The principal is to ensure that daily medical records are established and maintained.

10.1 See Appendix A-Authorization/Request for Administration of Essential Medication and/or Essential Procedures.

10.2 All medical records shall be maintained as per AP 320 and AP 185.

11. Employees of the division shall not be required to give an essential medication to a student or to administer and essential procedure except with the prior consent of such employee, which consent cannot be demanded, or required, and must be given freely and voluntarily, however

11.1. Employees of the division who are required to provide supports as part of their position description who choose not to provide consent may be reassigned as necessary.

12. The division does hereby covenant and agree with each and every employee of the division giving essential medication and/or administering an essential procedure or having responsibility for administering this procedure that the division will at times hereafter save harmless and keep indemnified such employee and his or her estate from and against all costs, expenses, losses and damages which may be incurred by or by reason of any action or proceeding which shall or may be threatened, brought or instituted against such employee for or in respect of the giving of an essential procedure or any other matter or thing relative thereto including the administration of this procedure.

12.1. This indemnification shall ensure to the benefit of such employee and his or her estate shall be binding upon the division

12.2. As an incident to this indemnification agreement the division agrees to maintain and keep in force public liability insurance in such amount as will enable, or assist, it to satisfy the provisions of this agreement.

12.3. The passage of the foregoing procedure by the division shall be deemed to be execution and delivery of this indemnity agreement by the division in favour of those covered thereby.

13. Prior to any school excursion the teacher is to:

13.1. Communicate to the parent/guardian the nature of the excursion.

13.2. Determine the needs of the child with the parent/guardian.

13.3. Develop, in consultation with the parent/guardian and the principal, an emergency plan that is specific to the excursion.

14. Medication in an Emergency Situation

14.1. In response to a parent's or guardian's identification of those students who may require emergency attention because of a severe allergic reaction, the principal is to:

14.1.1. Require the parent/guardian to provide the school with an appropriate and current ANAKIT or EPIPEN bearing an expiration date.

14.1.2. Prepare, in consultation with parent/guardian and physician, a written action plan. Among other details the action plan is to address directions for students who are required to carry a current ANAKIT or EPIPEN bearing an expiration date in their possession.

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

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

June 6, 2023

**Authorization/Request for Administration of
Essential Medication and/or Essential Procedures**

As parent/guardian of _____, (the child), on behalf of myself as parent/guardian and on behalf of my child, I hereby request assistance from the staff of Prairie South School Division No. 210, the administration of :

Essential medications and/or essential procedures for my child.

I recognize that such staff members do not have nursing, medical or pharmaceutical training.

I agree to provide the staff annually with a signed physicians order stating dosage and/or procedure schedule and will provide updated orders when the stated medication is changed in dosage and/or procedure schedule.

I hereby release Prairie South School Division No. 210 and its employees and volunteers from any responsibility for any error, injury or damage which may occur in connection with, or as a result of, the administration of essential medications and/or essential procedures, or the manner in which they are administered.

I further waive any claims that either I or my child may have against Prairie South School Division No. 210 and/or any of its employees or volunteers arising out of, or in connection with, or as a result of the administration of essential medications and/or essential procedures or in the manner in which they are administered, notwithstanding that any such loss, injury or damage may have arisen in whole or in part, due to the fault or negligence of Prairie South School Division No. 210 and/or its employees or volunteers.

And, I agree that this waiver shall be binding upon both myself and my child and our respective heirs, executors.

I further acknowledge that I have been requested to execute this waiver in consideration of Prairie South School Division, agreeing to permit its staff to assist in the administration of essential medications and/or essential procedures to _____ (name of child).

Dated this _____ day of _____, 20____.

Name of Parent/Guardian (please print clearly)

Signature of Parent/Guardian

Signature of Witness

June 6, 2023

This form must be completed and kept in the school office each time medication is provided.
Add additional pages as needed.

[illegible]

TRANSFERRING, LIFTING, REPOSITION GUIDELINES

Background

Prairie South School Division shall strive to ensure that each student and staff member is provided with a safe environment. To this end, Prairie South Schools has established procedures and guidelines for the use of transferring, lifting, and repositioning students. The following guidelines are adapted from the Transferring Lifting Repositioning (TLR®) program© which was developed by Saskatchewan Association for Safe Workplaces in Health. This program was designed to manage and eliminate risks for students and staff that are associated with lifting, transferring, and repositioning students.

Definitions (Transferring Lifting Repositioning (TLR®) program© Trainer's Guide – 4th Edition, 2016)

Transfer, ~~pulling and pushing wheelchairs~~

- a. Moving from one surface/~~location~~ to another surface/location
- b. Dynamic, cooperative action between worker(s) and student
- c. The student can bear their own weight through part(s) of the body
~~Definition of weight bearing: Supporting one's own body weight, through part(s) of their body, effectively and efficiently with physical predictability.~~
- d. ~~Most often requires a minimum of two staff~~

Lift (~~Manual and Mechanical~~)

- a. When moving from one surface/location to another surface/location
- b. The student cannot bear their own body weight
- c. Student is unpredictable with physical and/or cognitive performance
- d. ~~Requires a minimum of two staff~~

Reposition

- a. Shifting, moving, or adjusting the student's entire body weight on the same surface or between two surfaces of equal height
- b. ~~When repositioning a student, workers require aides such as repositioning sheets and may also require the use of mechanical equipment.~~
- c. ~~Most often requires a minimum of two staff.~~

Primary TLR Worker

~~The lead who communicates directions and keeps eyes on the student at all times, must be TLR trained, is familiar with the student.~~

Secondary TLR Worker

~~The assistant who follows directions from the lead, operates/manages equipment, should be TLR trained at the next available opportunity.~~

Procedures

1. Expectations

- 1.1 All staff use good posture and safe body mechanics during lifts, transfers, and repositions.
- 1.2 All staff must complete a risk assessment including a self risk assessment (e.g., physical status, emotional status, training and experience, communication skills, workload), environmental risk assessment (e.g., potential for violence/aggression, room, lighting, distractions, working surface), equipment risk assessment (e.g., accessibility, capacity, quality, design, manufacturer's intended use), and client mobility risk assessment (e.g., students' communication, cognitive, emotional, and behavioral, medical and physical and functional status).
- 1.3 The staff and student are safe at all times.
- 1.4 Two staff are near the student at all times when using a mechanical lift or when the student is unpredictable.
- 1.5 Schools should have multiple EAs and/or SSTs TLR trained and familiar with the student who requires use of a mechanical lift or transfer. If the primary TLR worker is absent, a TLR trained staff would become the primary worker as one staff member must be TLR trained to use the mechanical lift. A substitute or untrained staff can be the secondary worker; however, it is preferred that both staff members are TLR trained.
- 1.6 Proper equipment is in place and safe at all times throughout the move.
- 1.7 Staff should not be manually lifting students.
- 1.8 All staff that are required to transfer, lift, or reposition students are encouraged to attend a Transferring Lifting Repositioning (TLR®) program© when it is next offered.
- 1.9 All transfers, lifts, and repositions must be first instructed by an Occupational Therapist.
- 1.10 A mechanical lift is used / assigned if:
 - i. The student cannot bear their own body weight and weighs over 35lbs
 - ii. The student is uncooperative or unpredictable with physical and/or cognitive performance
 - iii. The staff working with the student are not able to or are not comfortable using a manual lift.
- 1.11 School staff are expected to contact the Superintendent of Learning if:
 - i. A new student is enrolled in the school and requires assistance with transfers, lifts, or repositions.
 - ii. A current student's body weight increases to over 30lbs; this allows for adequate time for an Occupational Therapist to assess the student, choose the proper lift and recommend the proper equipment.
 - iii. A current student's medical or cognitive status changes, affecting the transfer, lift or reposition.
 - iv. A staff member has concerns regarding their or the student's safety during a lift, transfer, or reposition.

2. Exceptions

- 2.1 Students may need to be lifted manually in urgent situations (i.e., emergency evacuations or breakdown of equipment).
- 2.2 Some students require specialized lifting, transferring, and repositioning techniques. These are assigned by Wascana Rehabilitation Centre Therapists or other similar service providers.

~~A mechanical lift can be used for any student requiring assistance at any time if:~~

- ~~i. The physical status of the staff member changes and does not allow the staff member to manually lift (ie. injury, pregnancy, etc.).~~
- ~~ii. If the physical or cognitive status of the student changes, prohibiting the student from taking part in the moving process.~~

June 6, 2023

Prairie South School Division No. 210
Administrative Procedures Manual

STUDENT ATTENDANCE

Background

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

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

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

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

Attendance

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

For Elementary Students

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

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

For High School Students

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

For Students Under the Age of 16

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

LATES

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

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

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

June 6, 2023

RECRUITMENT, SELECTION AND PLACEMENT

Background

All personnel appointed to staff in Prairie South School Division are to be of exemplary character and possess competency in the skills required for their positions. It is understood that they have been hired to assist the Division in carrying out its vision, mission, and goals in accordance with beliefs and guiding principles.

Procedures

1. Teaching Staff

- 1.1 Recruitment, Selection and Placement
 - 1.1.1 The Superintendents of School Operations are responsible for the hiring of all teachers. The recruitment, selection and appointment procedures are determined by the Superintendents of School Operations.
 - 1.1.2 The Superintendents of School Operations endeavor to employ the best qualified personnel for the Division. In all cases the needs of students, skills and qualifications of the teacher, and the job description are to be matched as closely as possible.
 - 1.1.3 A vacancy exists when there is an opportunity for a teacher to be placed on a temporary, replacement or continuous contract.
 - 1.1.4 When a vacancy occurs, a competition shall occur as determined by the Superintendents of School Operations:
 - 1.1.4.1 If a vacancy occurs after the start of the school year, transfers of teachers will only be considered if it is in the best interest of the school division.
 - 1.1.4.2 Vacancies occurring effective June 30 will be filled through the annual staffing process.
 - 1.1.5 The principal, under the supervision of the designated Superintendent, is responsible for assigning teachers to specific teaching duties in the school.
 - 1.1.6 Principals are to consider all in-school reassignments first when staffing their schools. Reassignment within the school is to involve discussion with and informing the teachers involved.

- 1.2 Division-Initiated Teacher Transfers
 - 1.2.1 Consideration of reassignments of teaching duties through transfer to another school may be initiated by the Superintendents of Operations in consultation with the principal.
 - 1.2.2 Upon confirmation of the transfer the teacher is to receive notice in writing.

2. In-School Administrators

- 2.1 The Superintendents of School Operations are responsible for the hiring of all in-school administrators. The recruitment, selection and appointment procedures are determined by the Superintendents of School Operations.
- 2.2 The Superintendents of School Operations are responsible for ensuring the process that is used for filling vacant in-school administrative positions complies with Board Policy 15.
- 2.3 All positions are to be advertised internally and may also be advertised externally.
- 2.4 Administrative selections are to be reported to the Board of Education after appointments have been made.
- 2.5 The Director of Education retains the prerogative to initiate transfers of in-school administrators after consulting with the Board Chair.

3. Non-Teaching Support Staff – Central Office

- 3.1 The Director or designate is responsible for hiring non-teaching central office staff.
- 3.2 Recruitment, selection, and placement procedures are determined by the Director or designate.
- 3.3 Vacant positions are to be advertised internally in the school division, and externally when necessary.
- 3.4 Staff members are to be employed under the conditions of the applicable employment contract with the Division.

4 Non-Teaching Support Staff – School-Based

The Superintendent of Human Resources or designate and principal are responsible for hiring school-based non-teaching support staff.

- 4.2 The recruitment, selection, and placement procedures are to be determined by the Superintendent of Human Resources or designate in consultation with the principal.
- 4.3 Vacant positions are to be advertised internally and in the local community, and externally when necessary.
- 4.4 Staff members are to be employed under the conditions of the applicable contract with the Division.

5. Facility Operators and Maintenance

- 5.1 The Superintendent of Human Resources or designate in consultation with the Facilities Manager is responsible for hiring or contracting facility operators and maintenance staff.
- 5.2 The Facilities Manager in consultation with the Superintendent of Human Resources or designate is responsible for determining appropriate recruitment, selection, and placement procedures.
- 5.3 Vacant positions are to be posted internally and externally. Positions may be advertised externally when necessary.
- 5.4 Facility operators and maintenance staff are to be employed under the conditions of their applicable employment contract, or through a services contract where applicable.

6. Bus Drivers

- 6.1 The ~~Transportation Manager~~ Superintendent of Human Resources or designate in consultation with the Superintendent of Human Resources ~~Transportation Manager~~ is responsible for hiring or contracting bus drivers.
- 6.2 The Transportation Manager in consultation with the Superintendent of Human Resources or designate is responsible for determining appropriate recruiting and selection procedures.
- 6.3 Vacant positions are to be advertised if deemed necessary.
- 6.4 Bus drivers are to be employed under the conditions of the applicable employment contract with the Division, or through a services contract. Bus drivers can find information relating to their job in the Bus Driver Manual.

Reference: Sections 85, 87, 174, 175 Education Act
Section 45 School Division Administration Regulations
Human Rights Code

~~July 11, 2019~~ June 6, 2023

CRIMINAL RECORDS CHECKS

Background

As a measure to enhance the safety of students and staff, all employees shall be required to supply information from a criminal records check prior to commencing employment.

Procedures

- ~~1. The Moose Jaw Police Service~~All prospective employees and volunteers requires a letter from Prairie South Schools to complete a Volunteer/ Criminal Record ~~check for free~~and Vulnerable Sector check prior to commencing employment or volunteer services. The following should accompany your application.
- ~~1.~~
 2. An original, current (within one yearsix months) criminal records check, including a vulnerable sector check, is required from:
 - 2.1 Any successful applicant being recommended for employment with Prairie South School Division.
 - 2.12.2 All post-secondary students who are completing practicum or internship placements in a Prairie South School.
 - 2.22.3 Volunteers involved in any activities involving direct, unsupervised contact with students are to be required to submit to a police criminal records check, the results of which must be acceptable to the Central Administrative Council.
 - 2.32.4 Once a person has submitted their criminal record check and has been approved as an unsupervised volunteer, s/he will be informed that they will be accountable to the reporting procedures outlined in Administrative Procedure 407.
 - 2.42.5 In-school administration may choose to reimburse the volunteer for the cost of the criminal record check.
 - 2.6 Should a school need a volunteer immediately, in-school administration may choose to have the volunteer complete the Declaration Respecting Criminal Record form located at Human Resources. The declaration form allows the volunteer to participate until their criminal record check is submitted, which must be received within two (2) weeks of submission of the declaration.
 - 2.52.7 Police service may refuse to provide a Vulnerable Sector check for positions where the employee or volunteer does not have regular or unsupervised contact with students. These situations will be reviewed on a case by case basis by Human Resources. All school-based staff and bus drivers are required to provide the Vulnerable Sector Check.
3. The criminal records check as it pertains to recommendations for suitability of

employment, or voluntarism includes:

- 3.1 All criminal convictions, held by the Criminal Records Information Management Services. Conviction means the final judgment on a verdict or a finding of guilty, or a plea of guilty. Conviction does not include a final judgment which has been reversed, set aside, or otherwise rendered invalid.

- 3.2 A search of the automated criminal records retrieval system maintained by the Royal Canadian Mounted Police to determine if the applicant has been convicted of, and has been granted a pardon for, any of the offences that are listed in the schedule to the *Criminal Records Act* and the *Youth Criminal Justice Act*, and ministerial directives.
4. Failure to cooperate in providing a criminal records check, or submission of an inaccurate, false, misleading, or incomplete criminal records check, constitutes grounds for termination of employment, refusal to offer employment, or withdrawal of any offer of employment, or voluntarism.
 5. Applicants may attach a statement of explanation to the criminal records check submitted outlining relevant circumstances.
 6. Criminal records checks submitted, which include conviction will be assessed by the Director of Education and the Central Administrative Council, taking into consideration matters such as:
 - 6.1 The nature and particulars of the criminal conviction;
 - 6.2 The age of the individual when the events in question occurred;
 - 6.3 Any extenuating circumstances as provided by the applicant;
 - 6.4 The time that has elapsed between the conviction and the employment application, and the activities of the individual during that interim period;
 - 6.5 The rehabilitative measures undertaken by the individual since the conviction and the commitment the individual has to rehabilitation and to refraining from criminal activities; and
 - 6.6 The relationship of the conviction to the position for which the person is applying.
 7. Any appeal of the decision of the Director of Education and the Central Administrative Council is to be made in writing to the Director of Education within 15 days of the notification of the termination of employment or voluntarism, the refusal to offer employment, or the withdrawal of any offer of employment.
 8. Results of the criminal records check are to be kept in the employee's personnel file.
 9. The applicant is responsible for any costs associated with the obtaining of the criminal records check.
 10. Any employee who receives a pardon, or who is successful in having a criminal conviction record expunged, may submit a new criminal records check. In such cases, the previously submitted criminal records check is to be ~~returned~~ removed from the personnel file to the employee upon request.

11. The following question and statement are to be included on all application forms utilized for the recruitment of staff:

Have you ever been convicted of an offence or do you currently have any charges pending under *The Criminal Code of Canada*, *The Narcotics Control Act*, *The Controlled Drug and Substances Act*, 1996 or *The Food and Drugs Act*, 1985 or have any records held by the Criminal Records Information Management Services?

Conviction means the final judgment on a verdict or a finding of guilty, or a plea of guilty. Conviction does not include a final judgment which has been reversed, set aside, or otherwise rendered invalid.

_____ Yes _____ No

If yes, please indicate the nature of the offence(s), the date(s), and place(s) of the sentence(s) imposed (if applicable).

I will provide the results of a criminal records check, (including a vulnerable sector check).

Signature: _____

12. In situations where the applicant has submitted the original criminal records search form completed by the local city police or the RCMP, which indicates that a request for a criminal records search by fingerprints has been made, and that the applicant has provided satisfactory explanation of the need for the fingerprint verification. If the automated criminal records check system identifies that a person requires a fingerprint examination to determine if a criminal record exists a Declaration Respecting Criminal Record form may be completed. Completion of this sworn statement is sufficient to allow the person to commence work for up to six months while the parties await the results.

13. In situations where the applicant is requesting casual employment or volunteer placement, the results of the criminal records search are to be submitted before any placement.

Reference: Education Act Sections 85, 87
Sections 45 School Division Administration Regulations
Controlled Drug and Substance Act
Criminal Code of Canada
Criminal Records Act
Food & Drugs Act
Narcotics Control Act
Criminal Records Regulations

~~July 23, 2019~~ June 6, 2023

TEACHER ACCREDITATION

Background

The Division is supportive of its professional staff practicing accreditation for Grade 12 subjects. The Division views the granting of accreditation as a privilege extended to teachers who have demonstrated commitment to their students and the teaching profession.

The Division may approve accreditation for teachers who have previously been accredited in their subject area. The intent of the renewal process is for teachers seeking renewal to demonstrate professional growth in assessment and evaluation in their subject area. Teachers are required to submit a renewal request every five years. A renewal plan will be developed in year on by the teacher and principal.

Procedures

1. Accreditation of teachers is subject to the Ministry of Education regulations as stated in [*Accreditation \(Initial and Renewal\): Policies and Procedures*](#).
- 1.2. The Division endorses the accreditation of teachers in order to enhance the teaching-learning process.
- 2.3. If a teacher is approved for accreditation or to renew accreditation, the costs of registration at an accreditation seminar or accreditation renewal seminar will be covered by the school division.
- 3.4. A teacher employed by Prairie South School Division may be considered for accreditation after one year of successful teaching in the Division.

References: Education Act: Sections 85, 87, 175, 231
Education Regulations: Section 30
Ministry of Education: Accreditation (Initial and Renewal): Policies and Procedures

~~June 12, 2013~~
[June 6, 2023](#)

EMPLOYEE WORKING ALONE

Background

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

Definition of “Working Alone”

Saskatchewan's Occupational Health and Safety Regulations, ~~1996~~ 2020 Section 35 defines working alone as an employee who is working at a “worksites as the only worker of the employer or contractor at that worksite, in circumstances where assistance is not readily available to the worker in the event of injury, ill health or emergency.”

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

Procedures

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

6. If an employee is required to travel to another location different from their usual workplace to perform work, it is an expectation the employee travels with a means of radio or phone communication and ensures their vehicle is equipped with emergency supplies.

Reference: ~~Section 35~~Section 3 Occupational Health and Safety Regulations, ~~1996~~2020.

~~July 11, 2019~~June 6, 2023

Classroom Teacher, Prekindergarten Teacher & Student Support Teacher

Professional Growth, Supervision and Evaluation Document

Prairie
South
Schools

210

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Belief Statement

- Teacher effectiveness is the most important in-school determinant of student learning.
- Teachers are professionals and lifelong learners who are primarily responsible for their own professional learning and growth.
- Teacher professional growth, supervision, and evaluation is a shared responsibility between teachers, administrators, and superintendents.
- Teacher professional growth, supervision, and evaluation ideally takes place in an atmosphere of trust, mutual respect and support.

Purpose

The purpose of the Teacher Professional Growth, Supervision and Evaluation Document is to:

- Improve teacher effectiveness to maximize student learning.
- Examine practices to create the conditions that enhance student learning.
- Encourage teachers to reflect, seek feedback and work towards continual improvement.
- Provide a framework for collaborative practice.
- Guide and support professional learning and growth.
- Clearly articulate expectations.
- Provide a basis for decisions regarding retention, re-assignment or termination (summative evaluation).

Guiding Principles

The specific duties of the Teacher are to be carried out in accordance with *The Education Act, 1995* and the policies of Prairie South School Division.

The Superintendent of School Operations shall ensure that a program of supervision is carried out according to the following guidelines:

- The program of supervision should be part of an on-going process aimed at improvement of teacher practices to improve student learning.
- The supervision and evaluation of the teacher will be conducted in 'good faith' by all parties involved.
- Formal written records will serve to provide on-going records of performance.
- When there is a question of a teacher not meeting expectations, the principal shall investigate immediately and inform the Designated Superintendent.

Criteria

The criteria for evaluating teacher performance shall include, but not be limited to, the Domains and Elements of the *Teacher Professional Growth Rubric*.

Procedures

The Superintendents of School Operations shall establish and maintain suitable procedures for supervising and evaluating the performance of all teachers (classroom, prekindergarten, student support). The program shall include the following:

- Formative Supervision – is to assist the teacher in such a way as to achieve goals. Formative Supervision is process-oriented as it is primarily concerned with improving the teaching practice so that student learning opportunities are maximized.
- Summative Evaluation – is to collect information to assess the present level of performance of the teacher. Summative Evaluation is used to provide a basis for decision making.

Supervision Model

The supervision model of formal and informal observations shall be used for the purpose of observing teacher behaviours and professional practices. Formal observations should involve pre and post conferences, observations of teacher practices, Formative Supervision Reports (Report 1 and 2), and a Summative Evaluation Report (Report 3). Informal observations of the teacher's professional practices shall be on-going. Post conferences for such observations shall be called at the discretion of the principal or upon request of the teacher.

Teacher's Supervision and Evaluation At a Glance Chart

Teaching Track	Supervision and Evaluation Timeline
Track One First and Second Year Teacher & Track Two Four Year Cycles of Supervision	By December 10 <ul style="list-style-type: none"> Supervision and Evaluation Report 1 on two or three domains with at least two elements per domain completed by Principal By December 20 <ul style="list-style-type: none"> Completed Supervision and Evaluation Report 1 submitted to Designated Superintendent By May 15 <ul style="list-style-type: none"> Supervision and Evaluation Report 2 on remaining two or three domains with at least two elements per domain completed by Principal By May 31 <ul style="list-style-type: none"> Completed Supervision and Evaluation Report 2 submitted to Designated Superintendent Supervision and Evaluation Report 3 completed and submitted to Designated Superintendent
Track Three Ongoing Professional Growth Plan	By October 1 <ul style="list-style-type: none"> Professional Growth Plan (PGP) submitted to Principal By October 15 <ul style="list-style-type: none"> PGP – Initial Review meeting with Principal By February 1 <ul style="list-style-type: none"> PGP - Interim Review submitted to Principal By February 15 <ul style="list-style-type: none"> PGP - Interim Review meeting with Principal By May 1 <ul style="list-style-type: none"> PGP - Year End Review submitted to Principal By May 15 <ul style="list-style-type: none"> PGP - Year End Review meeting with Principal
Track Four Not Demonstrating Proficiency	<ul style="list-style-type: none"> Timeline to be determined by Designated Superintendent

Supervision Tracks

Track 1: First and Second Year Teacher

A teacher in their first two years of employment with Prairie South Schools shall be placed on Track 1.

During the first and second year of teaching, supervision and evaluation of **Classroom and Prekindergarten Teachers** shall include:

- A minimum of six classroom visits per year conducted by the principal. Three classroom visits shall take place before December 1 and three classroom visits shall take place between January and May 1.
- At least two pre and post conferences shall be conducted by the principal. One pre and post conference shall take place before December 1 and one pre and post conference shall take place between January and May 1.
- The first *Supervision and Evaluation Report (Report 1)* focusing on **two or three Domains with at least two Elements per domain** completed by the principal for the three classroom visits and the one pre and post conference that took place before December 1. The *Supervision and Evaluation Report (Report 1)* shall be **submitted to the Designated Superintendent by December 20.**
- The second *Supervision and Evaluation Report (Report 2)* focusing on **the remaining two or three Domains with at least two Elements per domain** completed by the principal for the three classroom visits and the one pre and post conference that took place between January and May 1. The *Supervision and Evaluation Report (Report 2)* shall be **submitted to the Designated Superintendent by May 31.**

During the first and second year of teaching, supervision and evaluation of **Student Support Teachers (SSTs)** shall include:

- A minimum of 6 observations per year conducted by the principal. Three observations shall take place before December 1 and three observations shall take place between January and May 1.
- Each set of three observations should include observation of co-teaching in a classroom, small group or individual pullout, and a parent meeting.
- At least two pre and post conferences shall be conducted by the principal. One pre and post conference shall take place before December 1 and one pre and post conference shall take place between January and May 1.

- The first *Supervision and Evaluation Report (Report 1)* focusing on **four Elements** completed by the principal for the three observations and the one pre and post conference that took place before December 1. The *Supervision and Evaluation Report (Report 1)* shall be **submitted to the Designated Superintendent by December 20.**
- The second *Supervision and Evaluation Report (Report 2)* focusing on **the remaining four Elements** completed by the principal for the three classroom visits and the one pre and post conference that took place between January and May 1. The *Supervision and Evaluation Report (Report 2)* shall be **submitted to the Designated Superintendent by May 31.**
- All *Supervision and Evaluation Reports* shall:
 - Be shared with the teacher.
 - Be signed on the signing page.
 - Be given to the teacher and placed in the teacher's personnel file.
- A final *Supervision and Evaluation Report (Report 3)* on **all Elements** will be completed by the principal for all teachers that are on Track 1 and reviewed with the teacher **by May 31.**
 - All final *Supervision and Evaluation Reports* shall:
 - Be shared with the teacher.
 - Be signed on the signing page.
 - Be given to the teacher and placed in the teacher's personnel file.
- Should the principal be concerned about the teacher's performance, the principal shall contact the Designated Superintendent and then complete *Report 3* to initiate Track 4 – Not Demonstrating Proficiency.

Track 2: Four Year Cycle of Supervision

Following the second year of successful teaching, teachers shall be supervised every fourth year thereafter or more or less frequently in identified circumstances, as determined by the Designated Superintendent.

During the four year cycle, supervision and evaluation shall follow the same process as outlined in Track 1. Please note that four classroom visits over the course of the year may be adequate for teachers on Track 2.

Track 3: Professional Growth Plan

All teachers who are not on Track 1, 2 or 4, shall be required to complete a Professional Growth Plan. This recognizes that the teacher is a self-motivated professional who assumes primary responsibility for their own professional learning and growth. It encourages the teacher to self-assess their performance, seek and gather feedback, and identify professional growth goals and priorities.

- The teacher, in conjunction with the principal, will be responsible for developing their plan in accordance with the *Teacher Professional Growth Plan*.
- The teacher will assume primary responsibility for planning and implementing their Professional Growth Plan.
- The teacher will submit their Professional Growth Plan to the principal by October 1 of the current school year and meet with the principal by October 15.
- The plan shall include a self-assessment and should target specific areas for growth, identify goals to support the growth, and the action steps required to achieve desired targets.
- The teacher and the principal shall review the contents, and the principal may make recommendations to enhance the plan.
- The teacher and the principal shall retain a copy of the Professional Growth Plan at the school.
- The teacher will submit their Interim Review to the principal by February 1 of the current school year and meet with the principal by February 15 to review the progress of the Professional Growth Plan.
- The teacher shall submit their year-end review by May 1 of the current school year and meet with the principal by May 15.
- The year-end review is intended to be brief, but shall reflect the teacher's general perception of the plan. The year-end review should also identify plans for future growth.
- The Professional Growth Plan shall not become part of the teacher's personnel file unless requested by the teacher.

Track 4: Not Demonstrating Proficiency

A teacher may be placed on Track 4: Not Demonstrating Proficiency, if through the processes of regular support and supervision, the teacher is not progressing or demonstrating proficiency in one or more of the Elements in the *Teacher Professional Growth Rubric*.

During this process the principal shall:

- Share their concern with the teacher.
- Discuss the matter with the Designated Superintendent.
- Complete the *Supervision and Evaluation Report 3* and indicate that a Track 4 supervision is being recommended.
- Inform the teacher that they will be making recommendation to the Designated Superintendent for placement on Track 4: Not Demonstrating Proficiency.
- Share the *Supervision and Evaluation Report 3* with the Designated Superintendent.

The Designated Superintendent and the principal shall determine the placement of the teacher on Track 4: Not Demonstrating Proficiency.

The Designated Superintendent may place a teacher directly on Track 4: Not Demonstrating Proficiency, when deemed necessary.

If the teacher is placed on Track 4, the following shall take place:

- The teacher will be given written notification that they have been placed on Track 4. The notification may be mailed, emailed, or presented at the first meeting.
- The teacher will be given a copy of the *Supervision and Evaluation Report 3*, which indicates the Element(s) deemed not to be proficient.
- The teacher will be given a copy of the *Teacher Not Demonstrating Proficiency Plan of Improvement*, and will be asked to begin preparing the improvement plan.
- The Designated Superintendent shall arrange a meeting with the teacher and the principal.
- The teacher will be advised to have a Saskatchewan Teachers Federation (STF) Senior Administrative Staff representative at all meetings.
- The teacher will take primary responsibility for their own improvement plan.
- At the meeting, the *Teacher Not Demonstrating Proficiency Plan of Improvement* will be reviewed and the teacher will identify the activities they will undertake to remediate the area(s) identified as requiring improvement.
- The *Teacher Not Demonstrating Proficiency Plan of Improvement* will be signed to acknowledge that all participants have reviewed the form, or if necessary, a second meeting may be held to discuss and review the *Teacher Not Demonstrating Proficiency Plan of Improvement* before implementation begins.
- The Designated Superintendent may stipulate one or more elements in the plan to address the teaching deficiencies noted in the *Supervision and Evaluation Report 3*.
- The *Teacher Not Demonstrating Proficiency Plan of Improvement* will be implemented and monitored with data collected and feedback provided to the teacher as set out in the plan.

- The Designated Superintendent in collaboration with the principal shall supervise the process.
- The supervision plan will be conducted over a reasonable period of time.
- At the conclusion of the supervision process, the Designated Superintendent will conduct a summative evaluation of the teacher by completing the *Supervision and Evaluation Report 3*.
- A conclusion meeting will be held involving the Designated Superintendent, the principal, the teacher, and a STF representative, if necessary.
- The Designated Superintendent shall advise the teacher of the outcome and share the *Supervision and Evaluation Report 3*.
- If the teacher is deemed to be progressing or to have demonstrated proficiency, they will return to their former track.
- If the teacher is not progressing or is deemed not to have demonstrated proficiency, they will be advised that contract termination will be recommended under the provisions of Section 215 and 210 of *The Education Act, 1995*.
- All *Supervision and Evaluation Reports* shall:
 - Be shared with the teacher.
 - Be signed on the signing page.
 - Be given to the teacher and placed in the teacher's personnel file.

Appendices

Code of Ethics

All teachers (including principals, vice-principals, and consultants) in Saskatchewan are members of the STF and are governed by the Code of Professional Ethics. The Code of Professional Ethics is as follows:

1. To act at all times in a way that maintains the honour and dignity of the individual teacher and the teaching profession.
2. To strive to make the teaching profession attractive and respected in ideals and practices.
3. To act in a manner that respects the collective interests of the profession.
4. To perform teaching duties competently in accordance with the profession's standards of practice and taking into consideration the given context and circumstances for teaching.
5. To provide professional service to the best of one's ability.
6. To treat each student justly, considerately and appropriately in accordance with the beliefs of the profession.
7. To respect the right of students to form their own judgments based upon knowledge.
8. To support each student in reaching their highest levels of individual growth across intellectual, social-emotional, spiritual and physical domains.
9. To respond generously and appropriately to colleagues seeking professional assistance.
10. To evaluate the work of another teacher only at the request of the other teacher or when required by role as a supervisor.
11. To model the fulfilment of social and political responsibilities associated with membership in the community.
12. To respect the various roles and responsibilities of individuals involved in the educational community.
13. To keep the trust under which confidential information is exchanged.
14. To keep parents and the school community informed of and appropriately involved in decisions about educational programs.
15. To inform an associate before making valid criticism and to inform the associate of the nature of the criticism before referring the criticism to appropriate officials.
16. To strive for the appropriate implementation and enforcement of legislation, regulations, bylaws and policies enacted by the Ministry responsible for PreK-12 education, school divisions and schools.
17. To maintain awareness of the need for changes in the public education system and advocate appropriately for such changes through individual or collective action.

Standards of Practice

All teachers (including principals, vice-principals, and consultants) in Saskatchewan are members of the STF. The following are the core principles of competent teaching practices for Saskatchewan teachers, expressed as commitments to standards.

Standards of Practice for all Saskatchewan teachers are as follows:

1. To create and maintain a learning environment that encourages and supports the growth of the whole student.
2. To strive to meet the diverse needs of students by designing the most appropriate learning experiences for them.
3. To demonstrate and support a repertoire of instructional strategies and methods that are applied in teaching activities.
4. To develop teaching practices that recognize and accommodate diversity within the classroom, the school and the community.
5. To carry out professional responsibilities for student assessment and evaluation.
6. To demonstrate a professional level of knowledge about the curriculum and the skills and judgment required to apply this knowledge effectively.
7. To implement the provincial curriculum conscientiously and diligently, taking into account the context for teaching and learning provided by students, the school and the community.
8. To reflect upon the goals and experience of professional practice and adapt one's teaching accordingly.
9. To work with colleagues in mutually supportive ways and develop effective professional relationships with members of the educational community.
10. To conduct all professional relationships in ways that are consistent with principles of equity, fairness and respect for others in accordance with the beliefs of the profession.

SPTRB Conduct

Section 33 of the Registered Teachers Act defines professional misconduct:

Professional misconduct is a question of fact, but any matter, conduct or thing, whether or not disgraceful or dishonourable, constitutes professional misconduct within the meaning of this Act if:

- (a) it is harmful to the best interests of students or other members of the public;
- (b) it tends to harm the standing of the profession;
- (c) it is a breach of this Act or the bylaws; or
- (d) it is a failure to comply with an order of the professional conduct committee, the discipline committee or the board of directors.

Regulatory Bylaw 2 of the SPTRB:

Without restricting the generality of clause 33 of the Act, the following conduct on the part of a teacher is misconduct:

- a. conduct which is harmful to the best interest of pupils or affects the ability of a teacher to teach;
- b. any intentional act or omission designed to humiliate or cause distress or loss of dignity to any person in school or out of school which may include verbal or non-verbal behavior;
- c. physically abusive conduct which involves the application of physical force which is excessive or inappropriate in the circumstances to any person;
- d. sexually abusive conduct that violates a person's sexual integrity, whether consensual or not which includes sexual exploitation;
- e. an act or omission that, in the circumstances, would reasonably be regarded by the profession as disgraceful, dishonourable or unprofessional;
- f. being in violation of a law if the violation is relevant to the teacher's suitability to hold a certificate of qualification or if the violation would reasonably be regarded as placing one or more pupils in danger;
- g. signing or issuing a document in the teacher's professional capacity that the teacher knows or ought to know contains a false, improper or misleading statement;
- h. falsifying a record relating to the teacher's professional responsibilities; providing false information or documents to the registrar or to any other person with respect to the teacher's professional qualifications; or
- i. providing false information or documents to the registrar or to any other person with respect to the registered teacher's professional qualifications.

SPTRB Standards of Competence

Section 32 of the Registered Teachers Act defines professional incompetence:

Professional incompetence is a question of fact, but the display by a registered teacher of a lack of knowledge, skill or judgment or a disregard for the welfare of a student or other member of the public served by the profession of a nature or to an extent that demonstrates that the registered teacher is unfit to:

- (a) continue in the practice of the profession; or
- (b) provide one or more services ordinarily provided as a part of the practice of the profession;

is professional incompetence within the meaning of this Act.

The standards of competence for registered teachers are set out in the SPTRB's Regulatory Bylaws:

Registrants of the Saskatchewan Professional Teachers Regulatory Board shall:

1. Create and maintain an environment that encourages and demonstrates a commitment to student learning and student well-being.
2. Demonstrate a professional level of knowledge about the curriculum and the skills and judgment required to apply this knowledge effectively.
3. Demonstrate and support a repertoire of instructional strategies and methods that are applied in teaching activities.
4. Carry out professional responsibilities for student assessment and evaluation.
5. Reflect upon the goals and experience of professional practice, and adapt one's teaching accordingly.
6. Work with colleagues in mutually supportive ways and develop effective professional relationships with members of the educational community.
7. Conduct all professional relationships in ways that are consistent with principles of equity, fairness and respect for others.

Functions and Duties of a Teacher

General duties of teachers

- 231(1) A teacher is responsible, in co-operation with staff colleagues and administrative authorities, for:
- (a) advancing the educational standards and efficiency of the school;
 - (b) participating in educational planning by the staff and the board of education or the conseil scolaire; and
 - (c) advancing his or her personal professional competence.
- (2) A teacher shall:
- (a) diligently and faithfully teach the pupils in the educational program assigned by the principal;
 - (b) plan and organize the learning activities of the class with due regard for the individual differences and needs of the pupils;
 - (c) co-operate with colleagues and associates in program development and teaching activities pertaining to the class and individual pupils;
 - (d) maintain, in co-operation with colleagues and with the principal, good order and general discipline in the classroom and on the school premises;
 - (e) conduct and manage assigned functions in the instructional program in accordance with the educational policies of the board of education or the conseil scolaire and the applicable regulations;
 - (f) keep a record of attendance of the pupils for statistical purposes in the form that the department may prescribe or in any other form that may be recommended by the principal and approved by the minister.
 - (g) report regularly, in accordance with policies of the school approved by the board of education or the conseil scolaire to the parent or guardian of each pupil with respect to progress and any circumstances or conditions that may be of mutual interest and concern to the teacher and the parent or guardian.
 - (h) participate, under the leadership of the principal, in developing co-operation and co-ordination of effort and activities of members of the staff in accomplishing the objectives of the school;
 - (i) exclude any pupil from the class for overt opposition to the teacher's authority or other gross misconduct and, by the conclusion of that day, report in writing to the principal the circumstances of that exclusion;
 - (j) furnish, on request, to the board of education or the conseil scolaire, the director, the principal or the minister, any data or information in the teacher's possession respecting anything connected with the operation of the school or in any way affecting its interests or well-being;
 - (k) deliver up any school records or other school property or property of the school division or conseil scolaire in the teacher's possession when leaving the employment of the board of education or the conseil scolaire or when requested in writing by the board of education or the conseil scolaire to do so;

- (l) exclude from the teacher's classroom any pupil suspected to suffering from, or of being convalescent from or in contact with, a communicable disease and immediately report that exclusion to the principal who shall give notification of the exclusion and the reasons for it to the medical health officer;
- (m) re-admit to the classroom, on production of a written certificate from the medical health officer, any pupil who has been excluded pursuant to clause (l);
- (n) co-operate with the colleges of education of the universities in the education and training of teachers in accordance with the regulations and any policies of the board of education or the conseil scolaire with respect to access to the school and its facilities for that purpose;
- (o) attend regularly all meetings of the staff convened by the principal or the director;
- (p) advance or promote pupils in their work in accordance with the promotion policies of the school and under the general supervision of the principal; and
- (q) co-operate with supervisors, consultants and other personnel, and undertake personal initiatives in activities intended or designed to enhance in-service professional growth and the development of professional competence and status.

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Saskatchewan Professional Teachers Regulatory Board: [Standards of Competence](#).

Saskatchewan Professional Teachers Regulatory Board: [Standards of Conduct](#).

Sask. Teachers' Federation: Code of Professional Ethics.

<https://www.stf.sk.ca/resource/code-professional-ethics>

Sask. Teachers' Federation: Standards of Practice. <https://www.stf.sk.ca/resource/standards-practice>

Hawley, W. & Rollie, D, (2002). *The Keys to Effective Schools: Educational Reform as Continuous Improvement*. Thousand Oaks, CA: Corwin Press Inc.

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School Divisions – Saskatchewan, Canada

- Sun West School Division <http://www.sunwestsd.ca/>
- Lloydminster Public School Division No. 99 <http://www.lpsd.ca/>
- Prairie Spirit School Division No. 206 <http://www.spiritsd.ca/>
- Prairie Valley School Division No. 208 <http://www.pvsd.ca/>
- Saskatoon Public Schools <https://www.gscs.ca/>
- Greater Saskatoon Catholic Schools <http://www.scs.sk.ca/>
- Regina Public Schools <http://www.rbe.sk.ca/>
- Northwest School Division No. 203 <http://www.nwsd.ca/>

ACCESS TO SCHOOLS (VISITORS AND VOLUNTEERS)

Background

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

Procedures

1. Visitors

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

2. Sales Promotions

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

3. Community and Student Promotions

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

4. Volunteers

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

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

~~September 1, 2006~~ [June 6, 2023](#)

BUDGET CARRY OVER

Background

The Superintendent of Business 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.~~ The current school decentralized carryover should not exceed 15% of the budget allocation unless approved by the Superintendent of Operations in consultation with the Superintendent of Business.
 - ~~1.1.1.1.1.2.~~ The accumulated school decentralized surplus maximum can be up to decentralized – maximum of ~~20~~100% of current year's allocation.
 - ~~1.1.2.~~ 1.1.3. teacher professional development – maximum of 100% of current year's allocation.
 - ~~1.1.3.~~ 1.1.4. SCC's – maximum of ~~one~~ 100% of current year's allocation- to a maximum surplus of \$1000.
 - ~~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 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.

References: Board Motion: 06/22/2010 – 1262 and 06/22/2010 – 1264
~~June 7, 2022~~ June 6, 2023

TANGIBLE ASSETS AND AMORTIZATION

Background

Tangible Capital Assets have useful lives extending beyond the accounting period, are used by the school division to provide services to the public and are not intended for sale in the ordinary course of operations. Tangible capital assets may include land, buildings, school buses, other vehicles, furniture and equipment, computer hardware and software, audio visual equipment, capital lease assets, and assets under construction. Tangible capital assets are recorded at cost (or estimated cost when the actual cost is unknown) and include all costs directly attributable to the acquisition, design, construction, development, installation and betterment of the tangible capital asset. For buildings, only the costs of construction that add new space are capitalized. The school division does not capitalize interest incurred while a tangible capital asset is under construction. A full year's amortization is recorded in the year of acquisition.

Procedures

The cost of depreciable tangible capital assets, net of any residual value, is amortized on a straight line basis over their estimated useful lives as follows:

Class of asset	Threshold	Tracking method	Amortization method	Useful life (years)
Land	10,000	By asset	N/A	N/A
Land Improvements (pavement, fencing, lighting, etc.)	25,000	By asset	Straight line	20
Buildings *	50,000	By asset	Straight line	50
Buildings-short term (portables, storage sheds, outbuildings, garages)	10,000	By asset or pooling	Straight line	20
School Busses	10,000	By asset or pooling	Straight line	12
Other Vehicles – passenger	10,000	By asset or pooling	Straight line	5
Other vehicles- heavy (graders, 1-ton 1-ton trucks,	10,000	By asset or pooling	Straight line	10
Furniture and Equipment	1,000	Pooling	Straight line	10
Computer hardware and audio-visual audio-visual	1,000	Pooling	Straight line	3-5
Computer Software	1,000	Pooling	Straight line	5
Assets Under Construction	5,000	By asset	N/A	N/A

* Buildings that include asbestos and are fully amortized have had their useful life reassessed and may be increased by up to 20 years.

Assets that have an historical or cultural significance, such as works of art, monuments and other cultural artifacts, are not recognized as tangible capital assets because a reasonable estimate of future benefits associated with these properties cannot be made.

References: Education Act: Sections 85, 87, 175
~~May 17, 2021~~ June 6, 2023

FACILITIES PLANNING

Background

The Superintendent of Business ~~and Operations~~ is responsible for the regular operation and orderly development of Prairie South School Division facilities. In order to efficiently manage present and future facility needs, the Superintendent of Business and Operations is to prepare and maintain a ~~three year~~three-year Preventative Maintenance Renewal Plan forecasting expenditures anticipated for new school buildings, major renovations, and other major capital expenditures for which borrowing of funds may be necessary.

Procedures

1. Preventative Maintenance Renewal Plan

- 1.1 The Preventative Maintenance Renewal Plan is to be maintained by the Facilities Manager in collaboration with the Superintendent of Business, Superintendent of Operations North ~~and Operations~~ and the Director of Education.
- 1.2 The plan is to include:
 - Demographic review and enrolment analysis
 - Current or proposed new construction
 - Current or proposed additions
 - Current or proposed alterations or reconstruction
 - Major repairs.
- 1.3 Projects will be prioritized with the following rating system:
 1. Emergency Items
 2. Life cycle; Health & Safety – Priority given to items that are at risk of imminent failure or at the ~~end of life~~end-of-life cycle
 3. Functional Upgrades to Improve Learning
 4. Facility Retrofits – Covers any area of interior or envelope that is not included in the above items.
- 1.4

These items will be ranked High, Medium or Low within each priority.

- 1.4 Proposals pertaining to educational specifications of new buildings and those undergoing significant remodeling are to be developed in consultation with a defined group of stakeholders as defined by the Director of Education.

2. Buildings, Grounds and Major Equipment Updates Requested as School Projects

- 2.1 Plans to update ~~grounds~~the grounds, add playground equipment or other structures or to -make changes in buildings must be made in coordination with the Facilities Manager and applicable Superintendent of Operations. Plans for

the purchase of major capital equipment must be made in coordination with the applicable Superintendent of Operations. Facilities may need notification if there will be needs like extra electrical, data cabling, etc.

2.2 To initiate a project a Project Application form must be completed and submitted to the Superintendent of Operations for that school. The Superintendent will inform other departments as required. All requests must be such that all applicable code and standards requirements are met.

2.3 Projects not funded 100% through school generated funds must be applied for by February 1 and be discussed as a budget item for the coming year. Projects funded 100% through school generated funds may be able to proceed once approval has been obtained from the Superintendent of Operations and once 100% of the required funds are in place. When funds are raised charitable receipts may be made available if the donation is paid to the school division. People donating funds must know the purpose of the funds being raised.

Board approval may be required for projects that were not approved as part of the budget process.

2.4 If the project is a budget item the Superintendent of Business will inform the school if the request was approved or denied as a part of the budget process.

2.5 Once a project is approved any need for quotes or tenders will be coordinated through the business department to ensure compliance with trade agreements and competitive bidding requirements.

2.6 There will be ~~post approval~~ post-approval meetings involving all required departments to plan and coordinate the project for the best possible outcome.

2.7 These projects do not involve matching board funding.

Reference: Sections 85, 87, 343, 345, 347, 350 Education Act
Sections Part X1X.3, 77, 79 Education Regulation

~~June 12, 2018~~ June 6, 2023

COMMUNITY USE OF SCHOOL FACILITIES

Background

School facilities shall be utilized for education of students in the public educational system. When not occupied, school facilities may be made available to responsible individuals or organizations for community use.

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

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

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

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

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

1. Rental Rates and Charges

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

1.1 Multi Day/Seasonal rentals – Leagues, Groups

Caretaker required

- Will be charged a participation fee ~~Leagues will be charged a set-per player fee~~ + caretaker fees which may involve overtime

Caretaker not required – Staff supervisor

- Will be charged a set participation fee ~~Leagues will be charged a set-per player fee~~

1.2 Events/GroupsTournaments

Groups or individuals who will participate in the event or tournament who have not paid participation fees.

Caretaker required

- Will be assessed a facility rental charge ~~Groups will be charged a set-per participant fee~~ + caretaker fees which may involve overtime

Caretaker not required — Staff supervisor

- Will be assessed a facility rental charge ~~Groups will be charged a set per participant fee~~

4.21.3 Day-to-day rental rates

- ~~Charges are published in the Division's Schedule of Rental Fees.~~

Caretaker required

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

Caretaker not required – Staff supervisor

- Will be assessed a facility rental charge

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

2. Application for Rental

- 2.1 Applications for rental or use of school facilities are to be made through the facilities department with the exception of the Centennial Auditorium which shall be made through the Auditorium Manager.
- 2.2 Payments of fees and charges for all facility rentals are to be made to the division office, when approval of the event is given. Fees are to be submitted monthly to the Accounting Department with a report on rental activity.

3. Restrictions

- 3.1 School premises must be left in a tidy condition by the party renting the school.
- 3.2 Groups renting or using school facilities are held responsible for any damage or breakage beyond normal wear and tear. If any damage should occur, the group is asked to report it to the principal who will bring the matter to the attention of the Facilities Manager so that a suitable settlement may be made.
- 3.3 Adequate supervision by competent adults must be provided in all cases where school buildings are being used outside regular school hours by school children, high school students, and other young people under 18 years of age.
- 3.4 Security personnel must be provided by the renter in all cases where school buildings are being rented during regular school hours on any instructional day where the event/rental circumstances are such that the general population has access to the school building.
- 3.5 The following are not permitted on school property:
 - Smoking, vaping or tobacco use (see Administrative Procedure 162 – Tobacco and the use of Tobacco Products).
 - Use of illicit drugs, marijuana and alcohol.
 - Alcoholic beverages except as permitted by joint use agreements.
 - Public dances, except as permitted by joint use agreements.

- Motorized vehicles on school grounds except in authorized parking areas.
- 3.6 It is recommended that the lessee maintain, during the term of occupation of the rented premises, comprehensive general liability insurance. Prairie South School Division reserves the right to request a copy of the lessee's comprehensive general liability insurance policy prior to approving an application to rent its facilities.

4. Division Office Facilities

- 4.1 The Director of Education may approve the use of the Division office meeting facilities for school division related groups, principal and vice-principal groups, teacher and support staff groups.
- 4.2 The business of the school division will take precedence in scheduling meeting rooms.
- 4.3 The office premises are to be left in a clean and tidy condition and the building secured as directed by the Facilities Manager.

Reference: Sections 85, 87, 175 Education Act

~~July 24, 2019~~ ~~May 15, 2023~~ June 6, 2023



SCHEDULE OF FEES

Facility Rental Rates and Charges

Effective until August 31, 2024

Participation Fee

Player	\$20.00/activity
Participant	\$20.00/activity

Rural Schools

Gym	\$30.00/hour to max \$140.00/day
Auditorium	\$50.00/half day; \$90.00/full day
Classroom	\$25.00/half day; \$44.00/full day

Moose Jaw Schools

Elementary Gym.....	\$35.00/hour
High School Gym	\$50.00/hour
Peacock Gym.....	\$100.00/hour
Classroom	\$30.00/hour
Guthridge Field	\$150.00/hour

Centennial Auditorium

Rental.....	\$100.00/hour
Improvement Fee	\$3.00/seat sold
Equipment Rental	Cost plus 20%
Concession	\$125.00/day; \$65/half day

plus \$150.00 refundable cleaning deposit

[Full list of rentals and fees for Centennial Auditorium contact](#)

CentennialAuditorium@prairiesouth.ca

Facility Operator Fees

Regular Rate	\$30.00/hour
Overtime Rate @ 1.5.....	\$45.00/hour
Overtime Rate @ 2.0.....	\$60.00/hour

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

Effective September 1, 2018



SCHEDULE OF FEES

Facility Rental Rates and Charges

Effective September 1, 2024

Participation Fee

Player	\$ 20 22.00/activity
Participant	\$22.00/activity

Rural Schools

Gym	\$33.00/hour to max \$155.00/day
Auditorium	\$55.00/half day; \$100.00/full day
Classroom	\$27.50/half day; \$48.00/full day

Moose Jaw Schools

Elementary Gym.....	\$38.50/hour
High School Gym	\$55.00/hour
Peacock Gym.....	\$110.00/hour
Classroom	\$33.00/hour
Gutheridge Field	\$165.00/hour

Centennial Auditorium

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

plus \$165.00 refundable cleaning deposit

Full list of rentals and fees Centennial Auditorium contact

CentennialAuditorium@prairiesouth.ca

Facility Operator Fees

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

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

Effective September 1, 2024

SCHOOL BUS SAFETY

Background

Prairie South School Division makes provision for a school bus safety program to facilitate the safe transportation of students.

Procedures

1. Safety Program

- 1.1 An on-going school bus safety program shall be maintained and kept current by the Transportation Manager.
- 4.11.2 The Transportation Manager shall maintain a list of all hazards which result in students being bused rather than walking. See Appendix A: Hazards Resulting in Busing Exceptions.

2. Transportation of Carry-On Items

- 2.1 Assuming there is room, every object carried onto the bus for transportation that cannot be held by a passenger is placed as close to the front barrier as possible and as low as possible. These objects cannot exceed the height of the barrier or extend into the aisle and must be placed in front of or under a seat that is close to the front of the bus.
- 2.2 Sport Equipment including but not limited to: golf clubs, hockey equipment, hockey sticks, curling brooms, baseball bats, lacrosse sticks, skateboards, snowboards, skis and poles, or other similar items are not allowed unless they are in a sport bag. Skates must be in a bag.

3. Workshops

- 3.1 Bus driver workshops shall be held annually. All bus drivers are required to attend. Topics may include the following:
- Defensive driving
 - Bus driving skills
 - Emergency accident procedure
 - First Aid
 - Driver assertiveness training and,
 - Training in dealing with children with special needs

4. Student Awareness

- 4.1 The Transportation Manager is responsible for maintaining a student awareness program regarding bus safety. Principals shall cooperate and assist in the maintenance of the program

5. Driver Instruction

- 5.1 Prospective new bus drivers are required to complete adequate training prior to transporting students. Driver training instructions are to be given by the Transportation Manager or designate.

6. Driver Manual

- 6.1 The Transportation Manager or designate is to develop and keep current a Bus Drivers' Manual. The manual is to outline the duties of bus drivers, current Board procedures relevant to student transportation, and relevant information and forms required by drivers. Each driver is to receive a copy of the Bus Drivers' Manual and ensure that it is kept current.

7. Evaluation

- 7.1 The Transportation Manager is responsible for ensuring that evaluation and assessment of school bus drivers is conducted on an on-going basis. A School Bus Drivers' Evaluation Report is to be completed for each driver on a rotational basis.

Reference: Sections 85, 87, 121, 194, 195, 196, 197, Education Act
Highways and Transportation Act
Traffic Safety Act

~~July 24, 2019~~ June 6, 2023

HAZARDS RESULTING IN BUSING EXCEPTIONS

The list below includes all the hazards in the Prairie South School Division which result in students being bused rather than walking.

Craik Catchment

- Town of Craik has multiple railway crossings.
 - We bus students on the opposite side of the tracks to school.

Sunningdale School Catchment

- Coulee between Sunningdale School and Sunningdale area.
 - The area is not kept clear in the winter and therefore is not considered a road students can use. Altered catchment line is in place.
- 9th Avenue NW and Thatcher Drive
 - This is considered a high traffic area with a higher speed limit. Multiple semis, buses and large vehicles use this intersection. The speed limit goes from 70 km/hr to 50 km/hr just before the lights heading south on 9th Avenue but the speed limit is often disregarded until the Normandy entrance after the lights. It was determined this is a hazard and students from VLA and West Park will be bused to Sunningdale School.

Prince Arthur School Catchment

- Railway tracks on Caribou Street West and 4th Avenue NW.
 - An altered catchment area is in place. Students can walk down 4th Avenue NW and to Athabasca and go under the tracks which adds more time. The walking catchment has been adjusted to take this into consideration for students walking in the area between

STUDENT CONDUCT ON SCHOOL BUSES

Background

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

Procedures

1. Posting of Rules

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

2. Failing to Abide by Rules

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

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

~~September 1, 2006~~
June 6, 2023

CLOSURE—SEVERE WEATHER AND STUDENT TRANSPORTATION BUS CANCELLATIONS

Background

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

~~The Director of Education is authorized to dismiss students, discontinue transportation services, and/or close school in emergency situations. Schools remain open for staff and students despite inclement weather and will only be closed in the event of a threat to health and/or safety. Parents are welcome to transport their children to school at any time during the regular school day, whether buses are running or not.~~

Procedures

1. Responsibility of the ~~Director of Education~~ Transportation Manager

- 1.1 ~~The Director of Education, in consultation with the principal(s), may close one or more schools in the Division.~~ The Transportation Manager, in consultation with the Director of Education, has the authority to cancel school bus service on a Division-wide basis. Inclement weather driving conditions may be a valid reason for non-operation of school buses.
- 1.2 ~~The Director of Education is to instruct the Transportation Manager, who shall inform bus drivers when classes have been rescheduled, students have been dismissed, or a school has been closed.~~ The Transportation Manager or designate will inform the bus drivers, school principal(s), CAC, and post on social media and the Prairie South website when transportation services have been cancelled. The Transportation Manager or designate will direct the bus drivers to contact parents/guardians.
- ~~1.3 The Director of Education The Transportation Manager or designate shall maintain files for the cancellation of school buses. shall receive, review, and maintain on file reports from the Transportation Manager and principals regarding the stopping of any operation of buses or schools.~~
- 4.41.3 ~~The Director of Education~~ Transportation Manager will cancel applicable bus routes when the temperature including wind chill reaches -40°C or lower. For paratransit passengers, bus routes will be cancelled with the temperature including wind chill reaches -35°C or lower.
- 4.51.4 Buses may be cancelled pending consideration of the following factors:
 - Severely drifted or extremely icy roads
 - Limited visibility because of fog or blowing snow

- Other environmental conditions are typically announced by Environment Canada through its telephone information services, web site or on a local radio station.
- We collect information from Weather Canada for cancellations and a list of where the weather information is collected from can be found in Appendix A: Weather Canada Information.

~~4.6~~4.1.5 The decision to cancel morning buses shall be made by 6:00 a.m.

~~4.7~~4.1.6 The decision to cancel afternoon buses shall be made no later than ~~21~~1:00 p.m.

~~1.8 — If a bus is cancelled in the morning due to cold weather it will not operate in the afternoon.~~

~~4.9~~4.1.7 School buses provided for out-of-school curricular and extracurricular activities are also cancelled on days that transportation services are cancelled.

2. Responsibility of Principals

~~2.1 — In consultation with the Director of Education, principals are responsible for deciding when to relocate students or, when applicable, to reschedule classes to ensure the safety and well-being of students.~~

~~2.2 — When students are relocated, the principal is to arrange for each student to be directed to a safe, supervised location and then inform respective parents or guardians either directly or indirectly.~~

~~2.3 — The principal is to inform the principal(s) of any other school(s) and other appropriate authorities affected by the decision.~~

~~2.4~~2.1 ~~If necessary, t~~The principal is responsible for ensuring a process for billeting students is in place~~and staff at the school~~. The Division will assume any costs incurred.

~~2.5~~2.2 The principal is to ensure all bus students have a billet, ~~maintain a record of emergency residences for all bus students.~~

~~2.6 — The principal is to ensure that the school is accessible to students during normal school hours when classes have been dismissed or when the school has been closed.~~

~~2.7 — Due to the diversity of weather conditions within the Division, the principal may contact the Director of Education seeking direction for school closure in response to local weather conditions.~~

3. Responsibility of Bus Drivers

3.1 Each bus driver in rural areas is responsible for canceling a route in consultation with the Transportation Manager or designate to ensure the safety and well-being of his/her passengers. ~~This includes school buses used for transporting students for other educational and school related activities.~~

———— If the decision is made before students have been picked up from home in the rural area, the driver is to inform parents or guardians of all passengers that the bus will not operate.

~~3.2 — Having made such a decision, the bus driver is to inform the Transportation~~

~~Manager or designate by text, email or telephone.~~

~~3.33.2~~ Under no circumstances should buses start on the route at the height of a winter storm.

~~3.43.3~~ Under no ~~normal~~ circumstances ~~shall~~ bus drivers shall not commence their routes prior to normal departure time.

~~3.51.1~~ ~~If the decision is made before students have been picked up from home in the rural area, the driver is to inform parents or guardians of all passengers that the bus will not operate.~~

~~3.63.4~~ If the decision to stop operation is made after students have been picked up, the driver is to arrange to deliver each student to a safe, supervised destination. In the rural area, drivers are to inform parents or guardians directly or indirectly of the location of the students. The driver must also inform the principal and Transportation Manager or designate.

~~3.73.5~~ ~~Local radio stations will be informed of bus cancellations when an entire school is affected. Bus cancellation information shall be available on the Prairie South Schools website at www.prairiesouth.ca and on social media pages.~~

~~4. Responsibility of Transportation Manager~~

~~4.1 — The Transportation Manager is to facilitate communication among schools, bus drivers, and parents or guardians.~~

~~4.2 — The Transportation Manager is to inform the Director of Education whenever bus operations have been cancelled due to weather conditions.~~

~~4.3 — In the event bus service is cancelled pursuant to 1.5, the Transportation Manager shall notify the bus drivers and schools through local radio stations, social media and internal communication.~~

~~4.4 — The Transportation Manager is to is to update website, social media pages and to notify news media to broadcast pertinent information for parents and students.~~

~~5. Responsibility of Teacher and Other School Personnel~~

~~5.1 — Except when notified that the school is closed, all teachers and personnel are expected be in attendance for the purpose of performing their normal or related duties. Personnel are not to lose pay when informed that the school has been closed.~~

~~5.2 — Upon receipt of a written explanation, the Superintendent of Human Resources may deal with individual instances of absence due to weather or other hazardous situations.~~

~~6.4. Responsibility of Parents or Guardians~~

~~6.14.1~~ Parents or guardians of all bus students are to arrange for appropriate emergency residences billet information for the individual students and to inform the school ~~and bus driver~~ of those arrangements.

~~6.24.2~~ Parents and guardians always have the right to keep their children at home during severe weather conditions or when in the considered opinion of the parent or guardian, they have concern regarding the safety of their children. They also have the right to drive their children to school if the bus does not

run.

~~6.34.3~~ Parents or guardians are responsible to ensure that their children are appropriately dressed for weather conditions.

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

| ~~May 17, 2021~~ June 6, 2023

Weather Canada Information

Below is a list of Prairie South communities and where their weather information is collected from.

Prairie South Community	Weather Collected From
Assiniboia	Assiniboia Airport
Avonlea	Bratts Creek
Bengough	Coronach
Caronport	CFP Moose Jaw
Central Butte	Elbow
Chaplin	Lucky Lake
Coronach	Coronach
Craik	Elbow
Eyebrow	Elbow
Glentworth	Mankota
Gravelbourg	Assiniboia Airport
Kincaid	Mankota
Lafleche	Assiniboia Airport
Mankota	Mankota
Moose Jaw	CFB Moose Jaw
Mortlach	CFB Moose Jaw
Mossbank	Assiniboia Airport
Rockglen	Rockglen
Rouleau	Rouleau

SPECIAL USE OF BUSES

Background

Prairie South School Division endorses the use of school division buses for transporting students for educational and school related activities.

Procedures

1. Approved Activities

- 1.1 Buses may be used to transport students for the following activities:
- Educational tours and class trips
 - Outdoor educational trips
 - Co-curricular activities

2. Additional Vehicle/Support Vehicle Required

2.1 Support vehicles are required for high-risk activities such as skiing.

2.3. Application and Charges

2.13.1 The principal is to submit a request for a bus to the Transportation Manager or designate at least one week prior to the date of use.

2.23.2 Appointment of a driver is the responsibility of the Transportation Manager or designate.

2.33.3 The school is to be billed at established rates for special bus use.

Reference: Sections 85, 87, 194, 195, 196, 197 Education Act
Highways and Transportation Act
Traffic Safety Act

July 24, 2019
June 6, 2023

CONVEYANCE ALLOWANCE

Background

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

Procedures

1. Eligibility for Conveyance Allowance:

- 1.1 Conveyance allowance may be available to eligible students:
 - 1.1.1 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 Ecole Palliser Heights and Ecole 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) to determine eligibility.
- 3.2 If approved, at month end, the parent/guardian submits a claim form to the Moose Jaw Transportation Office. The completed form can be emailed to transportation@prairiesouth.ca.
- 3.3 Claims must be submitted by the 15th of the following month. Claims received after this date will may not be eligible for reimbursement.

Reference: N/A

Related: Board Policy 17

~~June 7, 2022~~ June 6, 2023

Allowance In Lieu of Bus Service

Background

Prairie South School Division's preferred method of transportation is by school bus. However, there may be circumstances when other arrangements are necessary. In these cases, the Transportation Manager will recommend special arrangements to the Director of Education for approval.

Procedures

1. Under exceptional circumstances, private vehicles may be used for regular transportation, in lieu of a bus, with prior approval from the Transportation Manager.
2. In these circumstances, an allowance may be paid based on the distance from the student's home to the school. Kilometers must be driven in order to claim the parent transportation allowance.
3. In situations where the school division operated bus is temporarily unable to run the regular route due to mechanical problems or lack of availability of a driver, parents are responsible for providing or arranging for transportation to and from the school. If the bus is unavailable for four or more consecutive days, parents are eligible for one round trip per day paid at the per kilometer conveyance allowance approved rate (AP 556 defines the conveyance allowance). Parents/Guardians are responsible for completing and submitting Form 557-1 *Allowance in Lieu of Bus Service* form to the Transportation Manager. This allowance does not apply to days when bus service is cancelled due to inclement weather.
4. Parents must complete the Electronic Funds Transfer (EFT) Form to receive payment. Payment requests must be submitted within the month for which travel occurs, or shortly thereafter.

Process

1. The form will be sent to the Transportation Manager for verification of student attendance, the kilometers travelled, and approval.
2. Parents will be contacted to confirm the information provided should any discrepancies in attendance or kilometers occur.
3. The approval form will be submitted to Accounts Payable for payment.

Reference: Section 85, 156, 157, 158, 162, 194, 195, 196, 197 Education Act
Form 557-1 Allowance In Lieu of Bus Service

~~DATE APPROVED~~
~~March 1, 2022~~ June 6, 2023

Transportation: 37 Paul Drive, Moose Jaw P 306-694-8750 E transportation@prairiesouth.ca prairiesouth.ca
Mailing Address: 1075 9th Avenue N.W., Moose Jaw, SK S6H1V7

ALLOWANCE IN LIEU OF BUS SERVICE

SCHOOL: _____ Month/Year: _____

Student Name(s): _____

Parent/Guardian Name: _____

Mailing Address (include postal code): _____

Physical Address/Land Location: _____

Phone: _____ Email: _____

Regular Bus Driver's Name: _____

Date Drove	Number of KMs	AM ✓	PM ✓
Total KMs Driven:			

Date Drove	Number of KMs	AM ✓	PM ✓

Notes:

- Parents are eligible for one round trip **per day** paid at the current per kilometer conveyance allowance approved rate (AP 556 defines the conveyance allowance) to a maximum of \$50/day.
- Claims must be submitted within the month for which travel occurred.
- This allowance does not apply to days when bus service is cancelled due to weather.
- To receive this reimbursement, you must have at least four consecutive days without bus services.
- Carpooling should be arranged where possible.
- Completed forms must be emailed to the Transportation Manager at transportation@prairiesouth.ca.

By signing below, I certify the above information is correct and to the best of my knowledge.

Parent/Guardian Signature

Date

OFFICE USE ONLY

☐ Attendance verified ☐ KMs verified: total KMs: _____ Budget Code: 1.2.14.175.520.216._____.000

Transportation Manager Signature

Date