

Prairie South Schools

BOARD OF EDUCATION

JUNE 02, 2015

11:00 a.m. – 4:00 p.m.

Prince of Wales Centre, 201 3rd Avenue West, Assiniboia

AGENDA

- 1. Board Planning Session (10:00 – 11:00 a.m.)**
 - 1.1. Tentative Date for Sod Turning at Gravelbourg**
 - 1.2. Holy Trinity Joint School Update**
 - 1.3. Letter from Town of Gravelbourg**
- 2. Call to Order**
- 3. Adoption of the Agenda**
- 4. Adoption of Minutes**
- 5. Decision and Discussion Items**
 - 5.1. Approval of 2016-2019 Preventative Maintenance Renewal Plan (Decision)**
 - 5.2. Eyebrow School Entrance Relocation Project (Decision)**
 - 5.3. Disposal of Records (Decision)**
 - 5.4. Sale of Surplus Land (Decision)**
 - 5.5. Transportation Catchment Area Applications (Decision)**
 - 5.6. Caronport Elementary Catchment Review (Decision)**
 - 5.7. Reimbursement of Mileage, Meals and Other Expenses (Decision)**
 - 5.8. Naming of Rooms at 9th Avenue (Decision)**
 - 5.9. Board Policy 2 Update (Decision)**
 - 5.10. Administrative Procedures Manual Revisions (Discussion)**
 - 5.11. Dates of Regular Board Meetings and Planning Meetings (Decision)**
 - 5.12. Board Committee Projects 2015-2016 (Decision)**
 - 5.13. Monthly Reports (Decision)**
 - 5.13.1. Substitute Usage Report**
 - 5.13.2. Tender Report**
 - 5.13.3. Incidents of Concern**
 - 5.14. Accountability Report – 3rd Quarter Financial (Decision)**
 - 5.15. Accountability Report – Communications (Decision)**
 - 5.16. Accountability Report – School Community Councils (Decision)**
 - 5.17. Accountability Report – Grade 8 & 9 Retention (Decision)**
 - 5.18. Mural on the Outside Wall of Central Collegiate Gymnasium (Decision)**

- 6. Delegations and Presentations**
 - 6.1. Alana and Murray Noble (11:30 a.m.)**
 - 6.2. Levente Deak (11:45 a.m.)**
- 7. Committee Reports**
 - 7.1. Standing Committees**
 - 7.1.1.** Higher Literacy and Achievement
 - 7.1.2.** Equitable Opportunities
 - 7.1.3.** Smooth Transitions
 - 7.1.4.** Strong System-Wide Accountability and Governance
 - 7.1.5.** Advocacy and Networking
 - 7.1.6.** Rural Catchment and Transportation
 - 7.1.7.** Urban Possibilities
- 8. Information Items**
 - 8.1. Inquiry from May 4, 2015**

How many students are participating in school sports and activities (drama, choral, yearbook, etc.)? Percentages and raw numbers. This information can be found in the Tell Them From Me Division surveys.

- Kessler
 - 8.2. Education Funding Distribution Model Review**
- 9. Celebration Items**
- 10. Identification of Items for Next Meeting Agenda**
 - 10.1. Notice of Motions**
 - 10.2. Inquiries**
- 11. Meeting Review**
- 12. Adjournment**

MINUTES OF THE REGULAR BOARD MEETING OF THE PRAIRIE SOUTH SCHOOL DIVISION NO. 210 BOARD OF EDUCATION held at Central Office, 15 Thatcher Drive East, Moose Jaw, Saskatchewan on MAY 5, 2015 at 11:00 a.m.

Attendance: Mr. R. Bachmann; Mr. D. Crabbe; Dr. S. Davidson; Mr. R. Gleim; Mr. A. Kessler; Mr. T. McLeod; Mr. J. Radwanski; Mr. B. Swanson; Ms. G. Wilson; Mr. L. Young; T. Baldwin, Director of Education; B. Girardin, Superintendent of Business and Operations; R. Boughen, Superintendent of Human Resources; B. Compton, Superintendent of School Operations; D. Huschi, Superintendent of School Operations; K. Novak, Superintendent of School Operations; D. Briggs, Communications Coordinator; H. Boese, Executive Assistant

Regrets: Lori Meyer, Superintendent of Learning

Motions:

05/05/15 – 2350 That the meeting be called to order at 11:13 a.m. Carried
- Davidson

05/05/15 – 2351 That the Board adopt the agenda as amended. Carried
1. Addition: Item 5.8 Applications for Major Capital Funding 2015-16
2. Addition: Item 5.9 Letter from Saskatchewan Housing Corporation
3. Item 5.8 be inserted after Item 5.1
- Gleim

05/05/15 – 2352 That the Board adopt the Minutes of the regular meeting Carried
of April 14, 2015 as presented.
- Wilson

Chairman Davidson passed the gavel to Vice-Chairman Tim McLeod.

05/05/15 – 2353 That the tender for the Gravelbourg School Project be Carried
awarded to Quorex Construction for the amount of
\$7,976,030 pending final approval from the Ministry of
Education.
- Davidson

The gavel was returned to Chairman Davidson.

05/05/15 – 2354 That the Board approve submission to the Ministry of Carried
Education applications for the following major capital
projects:
1. AE Peacock: Mechanical piping/HVAC upgrade
2. Sunningdale: Renovation/Addition
3. Bengough: Renovation and Modernization
- Swanson

- | | | |
|-----------------|--|--------------------------------------|
| 05/05/15 – 2355 | That the Board approve the disposal of records at or past their retention listed on the <u>attached schedule</u> by transfer to the Saskatchewan Archives or by shredding.
- McLeod | Carried |
| 05/05/15 – 2356 | That the Board accept administration's plans to shred paper copies of documents which are stored electronically, including minutes if archives does not want them.
- McLeod | Carried |
| 05/05/15 – 2357 | That the Board approve the transfer to archives of old paper records, including board minutes, which are not scanned.
- McLeod | Carried |
| 05/05/15 – 2358 | That approval be granted for the sale of parcel 105416546 (in NE 6-9-5 W3) in the RM of Wood River for \$200 to Ronald Rotheisler and Sandra Strieb and parcel 105081319 (in NE 36-2-28 W2) in the RM of Poplar Valley for \$300 to Joyce Berger.
- Swanson | Carried |
| 05/05/15 – 2359 | That the Board accept the monthly reports as presented.
- Young | Carried |
| 05/05/15 – 2360 | That the schedule of Board Meetings and Planning Sessions be amended to include an August Board Meeting and that the September Board Meeting be delayed one week.
- Swanson | Tabled to
June 2, 2015
Meeting |
| 05/05/15 – 2361 | That we table motion 05/05/15 – 2360 until the June Board Meeting so administration can prepare additional information regarding Student Advisory Groups presenting to Board and the addition of a summer Board Meeting.
- Young | Carried |
| 05/05/15 – 2362 | That the Chair and Vice Chair prepare an initial report providing feedback to the Provincial Auditor and that the report be shared with the rest of the board.
- Swanson | Carried |

That the Board break at 11:50 a.m.

That the Board reconvene at 12:50 p.m.

- | | | |
|-----------------|---|---------|
| 05/05/15 – 2363 | That the Director of Education accountabilities mandated in the source documents cited in the Nutrition In Schools Accountability Report have been fully met.
- McLeod | Carried |
| 05/05/15 – 2364 | That the Board receive and file the letter from the Saskatchewan Housing Corporation addressing the issue of relocating families from public housing units in Moose Jaw.
- Gleim | Carried |

Committee Reports

Standing Committees:

Higher Literacy & Achievement

- No report given. Next meeting is June 19.

Equitable Opportunities

- The committee reported on the recent and upcoming Practical and Applied Arts activities, including the Think Opportunity Think Construction event, Think IT event, SCC engagement program, Early Safety Training golf tournament and middle years cardboard boat races.
- The committee also updated the board on the industry and businesses that have recently come to the table, representing a breadth of knowledge and support from local and provincial partners.

Smooth Transitions

- No report given.

Strong System-Wide Accountability and Governance

- The committee met recently and discussed quite a few recommendations, including the recommendation to have SCC's present to the Board on various issues and the recommendation of major capital requests to be submitted to the Ministry.
- The committee also reviewed the provincial auditors letter, had a discussion on the organizational meeting and received an SCC update from Barb Compton.

Advocacy and Networking

- The committee reported on having great engagement sessions with the PSTA recently, which proved to be a tremendous opportunity to discuss issues and come forward with some recommendations as a group.
- The CUPE engagement event is upcoming, and the committee is optimistic it will have similar success.

Rural Catchment and Transportation

- The committee met recently and have been reviewing the applications for changes and boundary exemptions. They will be following up on these and presenting them to the Board at the June meeting for consideration.

Urban Possibilities

- No report given.

Inquiries

How many students are participating in school sports and activities (drama, choral, yearbook, etc.)? Percentages and raw numbers.

- Kessler

Adjournment

05/05/15 – 2365

That the meeting be adjourned at 1:53 p.m.
- Gleim

Carried

Shawn Davidson
Chair

B. Girardin
Superintendent of Business and Operations

Next Regular Board Meeting:

Date: June 2, 2015

Location: Prince of Wales Centre, Assiniboia

DRAFT

AGENDA ITEM

Meeting Date:	June 2, 2015	Agenda Item #:	5.1
Topic:	Approval of 2016-2019 Preventative Maintenance Renewal Plan		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background: The Ministry Infrastructure Branch receives annual maintenance submissions for the grant allocation of funds that go towards maintenance repairs of facilities. The submissions are at the discretion of Prairie South Schools. The plan has to be submitted no later than June 30, 2015 with Board approval in order for the Ministry funding process to begin.

Current Status: The three year PMR plan was presented to SSWAG on May 25, 2015 for long range facility planning. Upon Board approval the three year PMR plan will be submitted to the Ministry Infrastructure Branch for approval.

Pros/Cons:

Pros:

- grant funding will improve facilities for staff and students within the division
- will provide building efficiencies for better operations

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Darren Baiton	May 19, 2015	2016-2019 Preventative Maintenance Renewal Plan

Recommendation:

That the Board approve the 2016-2019 Preventative Maintenance Renewal plan as presented which will start the Ministry process of grant funding for the upcoming year.

Request	Project	Audit	Facility #	Facility Name	Summary	Activity Type	Construction Start	Cost
FR000429	352.001	79	2250701	Palliser Heights School	Continue operation of current element. It is recommended that Metal Halide lights be upgraded to a T-5 or T-8 fluorescent fixture at the end of life cycle for a more efficient light source and improve facility performance.	Electrical Systems - Electrical Fixtures	2016-09-01	\$24,000
FR000860	444.001	74	2250801	Prince Arthur Community School	Roof replacement section 1	Architectural Systems - Roofing	2016-09-01	\$165,000
FR003530	503.001	57	3110613	Eye brow School	upgrade the VAT flooring throughout the facility flooring appropriate for the application. Estimate provided is for premium quality VCT. Replacing VAT's will involve compliance with regulated hazardous material and asbestos abatement procedures.	Architectural Systems - Interior Finishes	2016-09-01	\$75,000
FR003537	510.001	59	510262	Assiniboia Composite High	replace RTU 8/9	Mechanical Systems - HVAC	2016-09-01	\$40,000
FR003538	511.001	84		Assiniboia Bus Shop	Create a CAM Project to upgrade the "Engineered Air" packaged unit to modernize the element and improve facility performance.	Mechanical Systems - HVAC	2016-09-01	\$30,000
FR003539	512.001	47	410313	Coronach School	roof replacement section 3	Architectural Systems - Roofing	2016-09-01	\$294,000
FR003540	513.001	47	410313	Coronach School	replace roof section 5	Architectural Systems - Roofing	2016-09-01	\$142,000
FR003542	515.001	71	2250301	Empire School	Repair the bottom of the concrete ramp ,step ,sidewalk	Site	2016-09-01	\$50,000
FR003543	516.001	72	2210711	Lindale School	patch and replace	Site	2016-09-01	\$100,000
FR003544	517.001	79	2250701	Palliser Heights School	replacement of air handling units as they are currently past their lifecycle	Mechanical Systems - HVAC	2016-09-01	\$350,000
FR003545	518.001	65	2251502	Riverview Collegiate Institute	repair and replace concrete ,steps ,east ramp	Site	2016-09-01	\$50,000
FR003856	631.001	78	622023	Gravelbourg High School	GHS north modus wall upgrades	Architectural Systems - Building Envelope	2016-09-01	\$4,500
							Total:	\$1,324,500

Request	Project	Audit	Facility #	Facility Name	Summary	Activity Type	Construction Start	Cost
FR000862	446.001	68	2251701	Sunningdale School	duplicate remove project	Mechanical Systems - HVAC	2017-09-01	\$0
FR003531	504.001	65	2251502	Riverview Collegiate Institute	replace uninvents in classrooms Phase 2	Mechanical Systems - HVAC	2017-09-01	\$250,000
FR003535	508.001	75	2251304	Albert E. Peacock Collegiate	Gym backboard safety straps	Architectural Systems - Interior Finishes	2017-09-01	\$15,000
FR003541	514.001	47	410313	Coronach School	replace RTU1,2,3,4	Mechanical Systems - HVAC	2017-09-01	\$200,000
FR003554	520.001	65	2251502	Riverview Collegiate Institute	rebuild boilers	Mechanical Systems - HVAC	2017-09-01	\$40,000
FR003555	521.001	49	410513	Rockglen School	shingles section 2	Architectural Systems - Roofing	2017-09-01	\$25,000
FR003556	522.001	49	410513	Rockglen School	upgrade flooring asbestos abatement	Architectural Systems - Interior Finishes	2017-09-01	\$100,000
FR003557	523.001	49	410513	Rockglen School	concrete and asphalt replacement various locations	Site	2017-09-01	\$80,000
FR003558	524.001	68	2251701	Sunningdale School	aged uninvents require replacement	Mechanical Systems - HVAC	2017-09-01	\$50,000
FR003561	527.001	67	2210913	Mortlach School	Create a CAM Project to resurface or replace the cracked, pitted concrete surfaces on the East side of the facility.	Site	2017-09-01	\$60,000
FR003562	528.001	52	610813	Mankota School	Resurface the concrete walks on the North & West sides of the facility.	Site	2017-09-01	\$60,000
FR003563	529.001	72	2210711	Lindale School	Replace Roof-Top Units that have run their lifecycle	Mechanical Systems - HVAC	2017-09-01	\$100,000
FR003564	530.001	56	610713	Lafleche Central School	concrete replacement various areas	Site	2017-09-01	\$60,000
FR003565	531.001	56	610713	Lafleche Central School	section 5	Architectural Systems - Roofing	2017-09-01	\$35,000
FR003566	532.001	75	2251304	Albert E. Peacock Collegiate	uninvent replacement phase 1	Mechanical Systems - HVAC	2017-09-01	\$200,000
FR003808	628.001	76	2251101	Westmount School	roof replacement section #11	Architectural Systems - Roofing	2017-09-01	\$13,000
FR003809	629.001	47	410313	Coronach School	Concrete Replacement	Site	2017-09-01	\$60,000
							Total:	\$1,348,000

Request	Project	Audit	Facility #	Facility Name	Summary	Activity Type	Construction Start	Cost
FR000413	338.001	75	2251304	Albert E. Peacock Collegiate	Univent Replacement Phase #2	Mechanical Systems - Specialty	2018-09-01	\$200,000
FR000806	430.001	66	2251402	Central Collegiate	phase 1 of crewscent curbs /paving /sidewalks	Site	2018-09-01	\$200,000
FR000738	402.001	56	610713	Lafleche Central School	HVAC -phase 1 boiler	Mechanical Systems - HVAC	2018-09-01	\$800,000
FR003560	526.001	76	2251101	Westmount School	kindergarten renovation	Architectural Systems - Interior Construction	2018-09-01	\$200,000
							Total:	\$1,400,000

AGENDA ITEM

Meeting Date:	June 2, 2015	Agenda Item #:	5.2
Topic:	Eyebrow School Entrance Relocation Project		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

On March 5, 2013 the following motion was made:
That the Board under Policy 109 approve funding in 2013-14 for the Eyebrow School Entrance Relocation to a maximum of \$62,244. The school's fundraising portion must be received prior to the commencement of the project. Further, the funds will be made available up to and including August 31, 2015 to allow the fundraising to be completed.

Current Status:

The Eyebrow SCC has indicated in the attached letter that they have not raised enough funds yet to proceed with this project. Therefore they are asking for an extension from the Board to hold the division funds until June, 2016.

Pros and Cons:

Pros:
 Eyebrow SCC would have another year to complete their fundraising.

Cons:
 The Board would have to hold the funds in restricted funds for another year.

Financial Implications:

The designated funds would be restricted for another year.

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	May 20, 2015	Letter from Eyebrow SCC Original submission from Eyebrow SCC

Recommendation:

That the Board make funds for Eyebrow SCC School Entrance Project available until August 31, 2016.

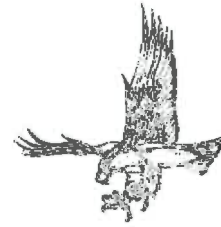


EYEBROW SCHOOL

Mission and Vision:

"Guiding life-long learners"

"Empowering students to recognize their potential"



Phone: (306) 759-2110

Fax: (306) 759-2709

Principal: Mrs. Éleese Aitken

Box 130

Eyebrow, Saskatchewan

S0H 1L0

Principal e-mail: aitken.eleese@prairiesouth.ca

Secretary e-mail: russell.kathy@prairiesouth.ca

May 11, 2015

Prairie South School Division #210
15 Thatcher Drive East
Moose Jaw, Sask
S6H 1L8

Dear Mr. Girardin:

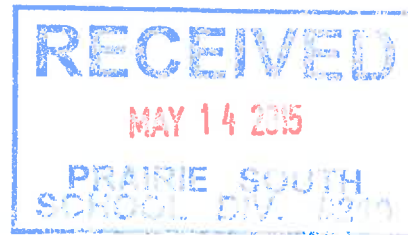
As the board is aware, the Eyebrow SCC has been raising money for a larger entrance way. This fundraiser follows under the Policy 109.

At this time, we have not met our goal of \$50,000.00. The community has done an amazing job thus far, and do not want to settle for the \$30,000.00 that we have met. We feel that with an extension to our fundraising goal, the final amount could be met. For this reason, we are once again approaching the board.

At this time we would like to ask the Prairie South School Board to extend our fundraising deadline to raise this money until June 2016.

Thanking you in advance for your consideration with this request.

Deanne Hartell
Eyebrow SCC
Chairperson



School Development Fund (Policy 109)

PROPOSAL FORM

Name of Project: Entrance Relocation

School: Eyebrow School

Project Leader: Deanne Hartell/Eleese Aitken

Contact Information:

Deanne Hartell – 759-2627, ghartell@sasktel.net

Eleese Aitken – 759-2110, aitken.eleese@prairiesouth.ca

Description/Details of the Project:

Phase I (Part A of option 1 of architect plans)

- Building a small vestibule addition, the infilling of the existing vestibule doors, and the relocation of the work room into the library
-

BUDGET INFORMATION

Revenue Sources:

1. Currently have:

\$2 000 Canteen contribution

1 500 SCC contribution

4 000 Community donation

\$7 500 Total Revenue to Date

2. Fundraising Activities

Events planned thus far include:

- letter campaign
- business sponsorship
- service group requests
- Mom's Pantry fundraiser
- hot lunches
- community suppers
- raffles
- garage sale
- bake table
- car wash
- dinner and auction

3. Decentralized Funds

- none

Projected Expenditures:

Phase I- 250 sq ft @ \$300.00/sq ft = \$ 75,000.00

190 sq ft @ \$175/sq ft= \$ 33,250.00

Total **\$108,250.00** +15% = \$124,488

Funds Requested:

We are requesting the board provide \$54,125.00

This will match the amount that we will provide for the project.

Date Fundraising will be completed: 2 years

Date Board Funds are required: July, 2014

Anticipated Project Start Date: July, 2014

Anticipated Project End Date: September, 2014

Future Plans

- **Phase II** -build a 321 sq ft meeting room/lounge (see architectural plans Part B of Option 1)
 - **Phase III** -Extend the existing general office and principal office into the corridor. A pass through window will be installed, emphasising the office area to both students and the public.(Part C of option 1 of architect plans)
-

Date of Approval

Superintendent of Business & Operations

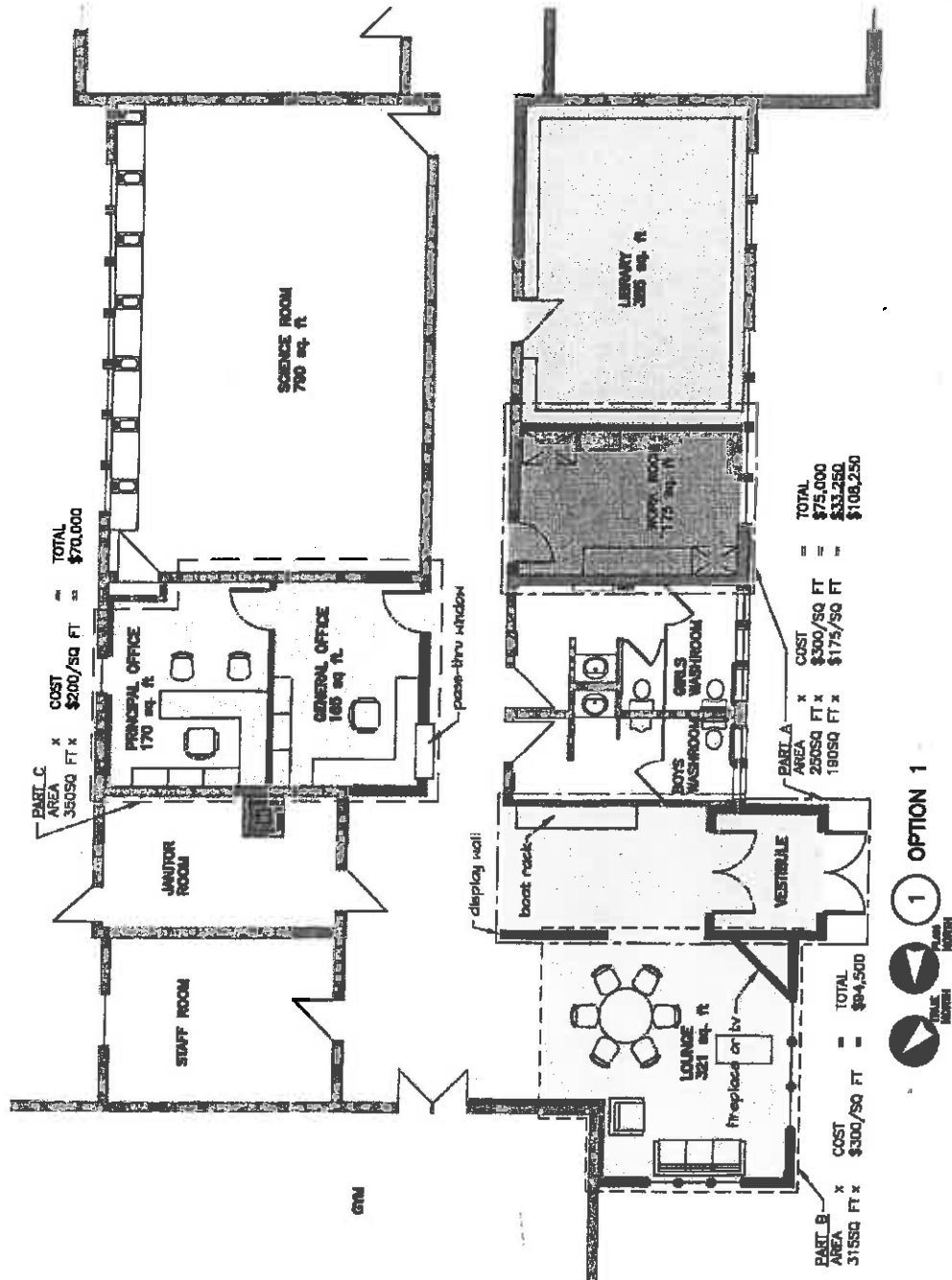
MGM
PATTISON

FILE NO:

DATE	16 MAY 12
CHECKED	NOV
DRAWN	BMK
SCALE	SHOWN

ON DRIVE

OPTION 1



AGENDA ITEM

Meeting Date:	June 2, 2015	Agenda Item #:	5.3
Topic:	Disposal of Records		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

Board Policy is that records be retained for the duration specified in the Saskatchewan Learning Records Retention and Disposal Schedule. They are to be retained and disposed of in accordance with the directives of the Education Act 1995, The Local Government Election Act and The Archives Act. The Local Authority and Freedom of Information and Protection of Privacy Act also requires that we not keep records with personal information any longer than the purpose for which the information was collected. The Acts require that the Board approve the disposal of public records. They do not give instruction on non-public records. This Board has chosen to approve the disposal of all records.

Current Status:

A listing of records that are past or at their time for disposal according to the Records Retention and Disposal Schedule or the Employment Standards Act is attached. Not all types of files listed are named specifically in the retention schedule. In that case the retention for a similar type of record is to be used.

The record of disposal of records, i.e. the attached list, is a permanent record that must be retained permanently.

A letter will be sent to the Saskatchewan Archives offering them the records which do not contain personal information. Any records offered to Archives or which they are not interested in retaining will be shredded. We require Board approval for this.

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Ron Purdy	May 22, 2015	List of Records

Recommendation:

That the Board approve the disposal of records at or past their retention listed on the attached schedule by transfer to the Saskatchewan Archives or by shredding.

Records for Disposal - 2015 June Prairie South School Division #210

Record	Division	Type	Start	Finish	Required Retention
Bank	Moose Jaw		1998	1999	7 years
Caretaker Timesheets	Moose Jaw		1997	1999	7 years
Caretaker Timesheets	Moose Jaw	Nov 22, 03 to Oct 8, 04	2003	2004	7 years
Mepp reports	Moose Jaw		1992	2000	7 years
Payroll	Moose Jaw		1968	1969	7 years
Payroll	Moose Jaw		1979	1979	7 years
Payroll	Moose Jaw		1992	1992	7 years
Payroll	Moose Jaw		1995	1997	7 years
Payroll	Moose Jaw		2000	2004	7 years
Payroll Reports	Moose Jaw	Teacher retro reports	1985	1998	7 years
Payroll Reports	Moose Jaw	Sub Plan	1990	2000	7 years
Payroll Reports	Moose Jaw	Teacher Group Life	1990	2002	7 years
Payroll Reports	Moose Jaw	STRP-TSC	1998	1998	7 years
Payroll Reports	Moose Jaw	STRP	2000	2002	7 years
Payroll Reports	Moose Jaw	TSC	2000	2002	7 years
Payroll Reports	Moose Jaw	Extra curricular pay	2000	2002	7 years
Special Assistants Timesheets	Moose Jaw		2000	2001	7 years
Sub Teacher Aides Timesheets	Moose Jaw		1994	2001	7 years
T'4s	Moose Jaw		1998	2004	7 years
Timesheets	Moose Jaw	Caretakers,	1999	2001	7 years
Timesheets	Moose Jaw	Special Assist, Ed Assist, Aug 02-June 03	2002	2003	7 years
Timesheets	Moose Jaw	Caretakers, Dec 25, 02-Nov 15, 03	2002	2003	7 years
Timesheets	Moose Jaw	Casuals, Dec 25, 02-Nov 21, 03	2002	2003	7 years
Timesheets	Moose Jaw	Admin Assistant	2002	2004	7 years
Timesheets	Moose Jaw	Other	2002	2004	7 years
Timesheets	Moose Jaw	Educational Assistant	2003	2004	7 years
Timesheets	Moose Jaw	School Assistant	2003	2005	7 years
Timesheets	Moose Jaw	Sub Teacher and Aides	2003	2004	7 years
Timesheets	Moose Jaw	Facilities, Maint, facility operators, casuals and Permanent Part-time, June 15, 06-Dec 31,07	2006	2007	7 years

AGENDA ITEM

Meeting Date:	June 2, 2015	Agenda Item #:	5.4
Topic:	Sale of Surplus Land		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

It was determined that there are a number of properties not used in the operations of the school division that are still owned by the school division. A decision was made to dispose of these properties.

Current Status:

For this meeting there are two parcels of surplus land for consideration. The first parcel, 103602686, in the Village of Limerick was land used by the school for additional playground area. It was not transferred to the village when the school was. The village has asked that it be transferred as well.
The second parcel, 104861291(in SW 1-21-2 W3) is in the RM of Eyebrow. The adjoining land owners, Barrie and Wanda Kinney, have provided evidence they are paying taxes on the whole quarter.

Pros and Cons:

Pros:

- We dispose of two more parcels of land which have no value to us.

Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Ron Purdy	May 22, 2015	N/A

Recommendation:

That the Board approve the transfer of parcel 103602686 in the Village of Limerick to the Village of Limerick and that the board approve the transfer of parcel 104861291 in the RM of Eyebrow to the Kinney's who have been paying taxes on the land.

AGENDA ITEM

Meeting Date:	June 2, 2015	Agenda Item #:	5.5
Topic:	Transportation Catchment Area Application		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: Those individuals wishing to change their transportation catchment area allowing for transportation to another school have to make an application to do so.

Current Status: Please refer to the attached list of an Application to Change a Rural Catchment Area.

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Clarke Baker	May 26, 2015	1. List of Applications. 2. Maps

Recommendation:

Recommendation from the Rural Catchment and Transportation Committee:

That the Board approve the recommendation as presented in the list of applications.

AGENDA ITEM

Meeting Date:	June 2, 2015	Agenda Item #:	5.6
Topic:	Caronport Elementary Catchment Review		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

A request from a group of ratepayers to review the Caronport Elementary Catchment area has been recently received. Currently the catchment for Caronport Elementary is the town of Caronport. The request for review was initiated by parents who live outside of Caronport but take their children to school in Caronport.

Current Status:

The Rural Catchment Committee has reviewed this request and propose that the review become the work of the committee in 2015-16. Following are the recommended actions:

1. A letter be sent to SCCs in school that may be impacted by potential catchment adjustments - Mortlach, Lindale and Caronport Elementary.
2. The committee gathers data from residents with preschool to grade 7 children living in the rural area surrounding Caronport.
3. The committee conducts public consultation at Caronport Elementary School.

The following principles will be used for the Caronport Catchment review and any future catchment reviews:

1. The best interests of the students will be considered.
2. Shrink the Lindale catchment area wherever possible. This is due to the large population at Lindale and long distances travelled leading to early pick-up and late drop-off times.
3. No forced school moves once a student is in kindergarten.
4. Adjustments to catchment areas will be cost neutral
5. Eliminate dual catchment zones when possible.

Pros and Cons:

Pros

Caronport Catchment review will be done

Cons

Currently there are not bus routes to Caronport Elementary therefore this review may create an additional bus route going to Caronport

Financial Implications: unknown at this time

Governance Implications: Board decision

Legal Implications: N/A

Communications: As outlined above

Prepared By:	Date:	Attachments:
Bernie Girardin	May 27, 2015	none

Recommendation:

That the Board assign the Rural Catchment Committee to review the Caronport Elementary Catchment area and that this be done during the 2015-16 school year using the following process:

1. A letter be sent to SCCs in school that may be impacted by potential catchment adjustments - Mortlach, Lindale and Caronport Elementary.
2. The committee gathers data from residents with preschool to grade 7 children living in the rural area surrounding Caronport.
3. The committee conducts public consultation at Caronport Elementary School.

and

The following principles will be used for the Caronport Catchment review and any future catchment reviews:

1. The best interests of the students will be considered.
2. Shrink the Lindale catchment area wherever possible. This is due to the large population at Lindale and long distances travelled leading to early pick-up and late drop-off times.
3. No forced school moves once a student is in kindergarten.
4. Adjustments to catchment areas will be cost neutral
5. Eliminate dual catchment zones when possible.

AGENDA ITEM

Meeting Date:	June 2, 2015	Agenda Item #:	5.7
Topic:	Reimbursement of Mileage, Meals and Other Expenses		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: The Board has typically set reimbursement rates at the Organizational Meeting. There is nothing in the Education Act or Regulations that require the Board to set these rates at the Organizational Meeting.

Current Status: Policy 7 does not state that these rates have to be set at the Organizational Meeting. It does make sense to set these rates prior to the beginning of a fiscal year as they affect staff reimbursement as well as trustee reimbursement.

Pros and Cons: Pros: no confusion regarding rates on September 1, 2015.

Financial Implications: none

Governance Implications: The Board may want to review Policy 7 in so far as the Organizational Meeting is organized.

Legal Implications: none

Communications: Communicate to staff immediately the reimbursement rates for 2015-16.

Prepared By:	Date:	Attachments:
Bernie Girardin	May 18, 2015	N/A

Recommendation:

Mileage:

Current rate: The current rate is \$0.48/km which was set for the 2014/15 fiscal year.

We have used the Canada Revenue Agency (CRA) vehicle rates as a guide for the school board. The CRA rate for 2015 is \$0.49 per kilometer. The CRA includes the following in their calculations:

- Operating expenses such as fuel, oil, tires, license fees, insurance, maintenance, and repairs.
- Ownership expenses such as depreciation, provincial tax and finance charges.

Due to the difficult budget Prairie South has faced for 2015/16 the following motion is recommended:

That the Board set the mileage rate at \$0.48 per km for the 2015/16 fiscal year.

Meals:

The current reimbursement for meal expenses not covered by registration fees, the School Division or otherwise provided (without receipts):

- Breakfast \$10.00
- Lunch \$15.00
- Supper \$20.00

Motion to Set Meal Rates:

That reimbursement for meal expenses not covered by registration fees, the School Division or otherwise provided, be set at the following rates, without receipts:

- **Breakfast \$10.00**
- **Lunch \$15.00**
- **Supper \$20.00**

Parking:

The current rate is \$5.00 per day without receipts.

Motion to Set Parking Rates:

That reimbursement for parking be set at the rate of up to \$5.00 per day without receipts.

Accommodation and other expenses:

Actual, reasonable expenses, supported by receipts. Accommodation in a private residence outside of home location: \$35.00 per night (no receipts necessary).

Motion to Set Accommodation and Other Expenses:

That reimbursement for the accommodation expenses be set at the following rates:

- **Actual, reasonable costs, supported by receipts, or**
- **\$35.00 per night for accommodation in a private residence outside of home location (no receipts required).**

AGENDA ITEM

Meeting Date:	June 2, 2015	Agenda Item #:	5.8
Topic:	Naming of Rooms at 9th Avenue		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

In accordance with Administrative Procedure 543, names of rooms and buildings must be taken to the Board for its consideration.

Current Status:

The staff at Thatcher Drive will be moving to 9th Avenue by the end of August, 2015. The configuration of 9th Avenue will allow the office to have five meeting/collaboration rooms of various sizes. Rather than naming them meeting room 1, 2, 3, 4 and 5 it is proposed to give names to these rooms. After some consideration we thought it would be best to use names that have an attachment to Prairie South. The proposal is to honour the legacy of five of the former divisions. The reason for five legacy divisions when there were actually seven divisions amalgamated is that two of the divisions were partially amalgamated into Prairie South and partially amalgamated into other divisions.

The proposed names will be given to rooms based on the size of the former divisions with the largest room being named after the largest division (as of Sept. 30, 2005). Therefore, the names will be from largest to smallest as follows (student population in brackets):

Moose Jaw (3999)
Thunder Creek (1406)
Red Coat Trail (777)
Golden Plains (652)
Borderland (633)

Pros and Cons:

Pros:
Rooms will be easily identified
Honours the history of the division and legacy Boards
Makes the names more interesting

Cons:
could use other names

Financial Implications:

none

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	May 19, 2015	N/A

Recommendation:

That the meeting rooms at the 9th Avenue Office be named as follows in order of the largest to smallest meeting rooms: Moose Jaw; Thunder Creek; Red Coat Trail; Golden Plains; Borderland.

AGENDA ITEM

Meeting Date:	June 2, 2015	Agenda Item #:	5.9
Topic:	Board Policy 2 Update		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background: The Board has directed that BP 2 be updated for consideration of the Board at the June 2nd, 2015 meeting after reviewing the recommendations of the Provincial Auditor of Saskatchewan.

Current Status: The Board Policy Handbook currently includes a policy, Board Policy 2, that outlines the Role of the Board of Education in Prairie South.

Pros and Cons: Proposed revisions to BP 2 reflect the recommendations from the Provincial Auditor of Saskatchewan related to Board processes in the area of Board Development.

Financial Implications:

Governance/Policy Implications: Board Policy 2 defines the Role of the Board Committee in Prairie South.

Legal Implications: Board Policy provides a legal framework for the work of the Board.

Communications: Changes to policy should be articulated to staff and the public.

Prepared By:	Date:	Attachments:
Tony Baldwin	26 May 2015	<ul style="list-style-type: none"> BP 2 (Revised) Board of Education Knowledge and Competencies to Govern Process

Recommendation:

That the Board adopt Board Policy 2 (Updated June 2, 2015) and direct that it replace the current policy in the Board Policy Handbook.

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. Annually evaluate the Director of Education.
- 5.5. Annually review 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.
- 9.2. Host annual service recognition celebration.
- 9.3. Host annual meeting of electors.

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: Sections 61, 63, 85, 87, 277, 278, 279, 280, 281, 282, 283, 285, 286, 288, 289, 292, 344, 355 of the Education Act
Education Act Regulations Section 83.1 and 83.3

June 12, 2013

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, set per diems and trustee honorariums and authorize borrowing resolution
- MLA Meeting Planning
- Approve Board Development Plan
- Approve Board Advocacy Plan

Events/Action

- Teacher Convention
- Public Boards Section Executive Meeting

Budget Considerations

- Budget Work Plan: Board reviews current year priorities and plans priorities for next year
- Review proposed Capital Plan

OCTOBER

Regular Board Meeting Agenda Items

- Approve Resolutions (if any) for Saskatchewan School Boards Association Annual Convention
- Appoint Voting Delegates and allocate votes for the SSBA Convention
- Review Student Achievement Accountability Report

Events/Action

- Public Boards Section Executive Meeting
- SSBA Members' Council
- PSTA/Board Engagement Session #1

Budget Considerations

- Review operations and priorities for 2014-2015
- Review proposed Capital Plan

NOVEMBER

Regular Board Meeting Agenda Items

- Review School and Division Improvement Accountability Report
- 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)
- Approve transfer of funds to reserves

Events/Action

- SSBA Fall General Assembly
- Public Boards Section General Meeting
- CUPE/Board Engagement Session #1

Budget Considerations

- Review operations and priorities
- Review budget process

DECEMBER

Regular Board Meeting Agenda Items

- Approve date for Annual Meeting of Electors
- Review Human Resources Accountability Report
- Review Facilities Accountability Report

Events/Action

- Meeting with MLAs

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 First Quarter Financial Accountability Report
- Approve draft Agenda for Annual Meeting of Electors

Events/Action

- PSTA/Board Engagement Survey
- CUPE/Board Engagement Survey
- Conditions of Employment Staff/Board Engagement Survey

Budget Considerations

- Review Budget Work Plan including dates
- Review operations and priorities for 2014-2015
- 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
- Review Student Advisory Group Accountability Report

Events/Action

- SSBA Members' Council
- Public Boards Section Executive Meeting

Budget Considerations

- Finalize Budget Assumptions/Priorities

MARCH

Regular Board Meeting Agenda Items

- Approve school year calendar
- Review Early Learning Accountability Report

Events/Action

- Rural Congress
- Conditions of Employment Staff/Board Engagement Session

Budget Considerations

- Review funding from Ministry
- Review budget planning process and proposals

APRIL

Regular Board Meeting Agenda Items

- Approve Budget
- Review Second Quarter Financial Accountability Report

Events/Actions

- SSBA Spring General Meeting
- Public Boards Section Executive Meeting
- Host Annual Meeting of Electors
- PSTA/Board Engagement Session #2
- Conduct and approve Director annual evaluation
- Participate in a facilitated Board self-evaluation and approve a positive path forward

MAY

Regular Board Meeting Agenda Items

- Approve Minutes of Annual Meeting of Electors
- Review Student Achievement Accountability Report

Events/Action

- CUPE/Board Engagement Session #2
- Alignment of planning for upcoming year

Budget Considerations

- NA

JUNE

Regular Board Meeting Agenda Items

- Review Third Quarter Financial Accountability Report
- Approve Board Revisions to Annual Work Plan

Events/Action

- Public Boards Section General Meeting
- Attend achievement nights and graduation ceremonies

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 Standing Committee meetings as assigned
- Approve B1 and B5 Facilities Plan Applications
- Review Union Negotiations Update provide terms of reference and approve memoranda of agreements are required.

Board of Education Knowledge and Competencies to Govern Process

1. The Board will review annually the Trustee Knowledge and Competencies Matrix to determine which areas of knowledge and competency continue to be of importance to the Board, and to add and remove items as appropriate.

2. Trustees will self-evaluate their education and experience using the following rubric:

1. <u>Little</u> Interest or Experience	Trustee would prefer to lead in other areas. Trustee has limited educational background <u>and</u> limited board or employment experience in this area
2. <u>Moderate</u> Interest or Experience	Trustee has interest consistent with learning and leading at the Board planning level. Trustee has modest educational experience <u>or</u> board or employment experience
3. <u>Significant</u> Interest or Experience	Trustee has a keen interest in this area, and would like to engage in Committee and other work related to this. Trustee has extensive educational background <u>or</u> board or employment experience

3. The Board Chair will use Trustee self-evaluation information as one component of the process to assign Trustees to Board Committees.
4. Trustees will use self-evaluation data to inform professional development activities during the subsequent year.

	Davidson		McLeod		Gleim		Bachmann		Wilson		Kessler		Crabbe		Radwanski		Swanson		Young	
	I	E	I	E	I	E	I	E	I	E	I	E	I	E	I	E	I	E	I	E
Administration / Governance																				
Teaching																				
Labour Relations / Human Resources																				
Facilities / Infrastructure																				
Financial / Accounting																				
Advocacy / Communications																				
Information Technology																				
Strategic Planning																				
Risk Management																				

1	<u>Little</u> Interest or Experience	Trustee would prefer to lead in other areas. Trustee has limited educational background <u>and</u> limited board or employment experience in this area
2	<u>Moderate</u> Interest or Experience	Trustee has interest consistent with learning and leading at the Board planning level. Trustee has modest educational experience <u>or</u> board or employment experience
3	<u>Significant</u> Interest or Experience	Trustee has a keen interest in this area, and would like to engage in Committee and other work related to this. Trustee has extensive educational background <u>or</u> board or employment experience

AGENDA ITEM

Meeting Date:	June 2, 2015	Agenda Item #:	5.10
Topic:	Administrative Procedures Revisions		
Intent:	<input type="checkbox"/> Decision	<input checked="" type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

The Board Policy Handbook is supplemented by an Administrative Procedures Manual which is the primary written document by which the Director of Education directs staff.

The Director of Education conducts an annual review of all administrative procedures with senior administration staff. Such a review was recently conducted and a number of Administrative Procedures were revised. A summary of these changes is provided in the attachment. Copies of the revised Administrative Procedures are also attached.

Current Status:

The existing Administrative Procedures were presented to the Board in June, 2014.

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Administrative Procedures will be posted on the Division's website for staff and public access.

Prepared By:	Date:	Attachments:
Tony Baldwin	May 28, 2015	1. Summary 2. Administrative Procedures Manual

Recommendation:

That the Board receive the Administrative Procedures as presented.

ADMINISTRATIVE PROCEDURES

Updates for June 2015 are highlighted in blue.

100 – General Administration	Page	Person Responsible
AP 100 – Continuous Improvement Planning	100-1	Tony
AP 104 – School Learning Improvement Plans (LIP)	100-3	Supts of Ops
AP 105 – Decision Making (Matrix)	100-4	Tony
AP 105 – Appendix A – Decision Making Matrix	100-5	Tony
AP 110 – School Development Fund	100-8	Bernie
AP 111 – School Community Councils	100-10	Barb
AP 120 – Policy and Procedures Dissemination	100-11	Tony
AP 121 – Review of Administrative Procedures	100-12	Tony
AP 130 – Hours of Operation/School Year/School Day	100-13	Barb
AP 130 – Appendix A – School Year/School Day Guidelines	100-14	Barb
AP 140 – Internet Use/Digital Citizenship	100-15	Supts of Ops
AP 140 – Appendix A – Statement of Acceptable Internet Use Practices and Procedures	100-16	Bernie
AP 140 – Appendix B – Staff Password Practice	100-20	Bernie
AP 141 – Employee Cell Phone Access and Usage	100-23	Ryan
AP 150 – Public Inquiries/Concerns	100-26	Tony
AP 151 – Communication Protocol Staff to Board Through Director of Education	100-27	Tony
AP 152 – Student and Parent Complaints and Grievances	100-28	Tony
AP 155 – Event Protocol	100-30	Tony
AP 159 – Occupational Health and Safety	100-32	Derrick
AP 160 – Student and Staff Safety	100-33	Derrick
AP 161 – Nutrition in Schools	100-37	Kim
AP 162 – Tobacco and the Use of Tobacco Products	100-39	Derrick
AP 164 – Communicable Diseases	100-40	Derrick
AP 164 – Appendix A – Category 1 Communicable Diseases	100-42	Derrick
AP 170 – Harassment	100-43	Ryan
NEW AP 171 – Violence	100-51	Ryan
AP 180 – Local Authority Freedom of Information and Protection of Privacy (LAFOIP)	100-55	Ryan
AP 185 – Records Management	100-59	Bernie

200 – Instructional Programs & Materials	Page	Person Responsible
AP 200 – Instructional Program	200-1	Lori
AP 206 – Family Life and Sex Education	200-4	Lori
AP 208 – Community Schools (DELETE)	200-5	Lori
AP 209 – Associate Schools	200-5	Bernie
AP 210 – Citizenship Education	200-6	Tony
AP 211 – Instructional Music (Band) Instruction	200-7	Kim
AP 212 – Religious Education	200-8	Tony
AP 213 – Physical Education	200-10	Derrick
AP 214 – Driver Education	200-11	Derrick
AP 215 – Additional Language Learning – Other than English	200-12	Lori
AP 216 – Career and Work Exploration Program	200-14	Barb
AP 250 – Instructional Resources Selection and Challenge	200-15	Lori
AP 260 – Learning Activities Outside the School	200-18	Derrick
AP 270 – Home Based Education	200-21	Kim

300 – Students	Page	Person Responsible
AP 300 – Admissions of Students	300-1	Supts of Ops
AP 310 – Student Supervision	300-6	Supts of Ops
AP 312 – Administering Medications and Medical Treatment to Students	300-7	Derrick
AP 320 – Student Records	300-9	Derrick
AP 325 – Protective Services/Child Abuse	300-10	Derrick
AP 326 – Search and Seizure	300-11	Derrick
AP 330 – Student Attendance	300-13	Derrick
AP 340 – Services for Students with Intensive Needs	300-15	Lori
AP 341 – Purchases of Services for Students	300-16	Lori/Supts of Ops
AP 350 – Student Conduct	300-17	Derrick
AP 354 – Student Discipline	300-18	Derrick
AP 357 – Break-in, Theft and Vandalism	300-22	Bernie
AP 360 – Student Assessment	300-23	Lori
AP 360 – Appendix A – Student Led Conference Guidelines	300-24	Lori
AP 360 – Appendix B – Student Led Conference Data Form	300-26	Barb
AP 366 – Academic Integrity and Student Responsibility	300-27	Lori

AP 370 – Student Awards	300-30	Bernie
AP 380 – Student Governance	300-31	Barb

400 – Personnel & Employee Relations	Page	Person Responsible
AP 400 – Recruitment, Selection and Placement	400-1	Ryan
AP 401 – Employee Records	400-4	Ryan
AP 402 – Employee Code of Conduct	400-5	Ryan
NEW AP 403 – Return-to-Work/Duty to Accommodate Program	400-8	Ryan
AP 406 – Criminal Records Checks	400-15	Ryan
AP 407 – Reporting Criminal Charges	400-18	Ryan
AP 415 – Recognition of Service	400-19	Tony
AP 416 – Teaching Staff Surplus and Redundancy	400-20	Ryan
AP 418 – Interns & Field Experiences	400-22	Ryan
AP 419 – Teacher Accreditation	400-23	Derrick
AP 450 – Organizational Structure	400-24	Tony
AP 450 – Appendix A – Organizational Chart	400-25	Tony
AP 450 – Appendix B – Current Assignments for Superintendents and Learning Department Staff	400-26	Tony
AP 451 – Central Administrative Council (CAC)	400-27	Tony
NEW AP 452 – Senior Administration Team	400-28	Tony
AP 460 – Substitute Teachers and Casual Staff	400-29	Ryan
AP 471 – Principals/Vice-Principals Supervision and Evaluation	400-30	Ryan
AP 472 – Teacher Supervision and Evaluation	400-31	Ryan
AP 491 – Access to Schools (Visitors and Volunteers)	400-32	Supts of Ops

500 – Business Administration	Page	Person Responsible
AP 500 – Budget	500-1	Bernie
AP 501 – Budget Carry Over	500-4	Bernie
AP 505 – Student Fees	500-5	Bernie
AP 510 – School Generated Funds	500-6	Bernie
AP 511 – Tangible Assets and Amortization	500-7	Bernie
AP 512 – Inventory Management	500-8	Bernie
AP 513 – Purchasing	500-11	Bernie
AP 516 – Accounting Standards	500-14	Bernie
AP 517 – Accounting Guidelines	500-16	Bernie
AP 518 – Payments of Accounts	500-17	Bernie

AP 521 – School Division Sponsorship	500-20	Bernie
AP 522 – Advertising and Corporate Sponsorship	500-21	Bernie
AP 530 – Insurance Management	500-23	Bernie
AP 540 – Facilities Planning	500-25	Bernie
AP 541 – Maintenance, Inspection, Cleanliness and Safety	500-27	Bernie
AP 542 – Community Use of School Facilities	500-32	Bernie
AP 543 – Naming of Schools, Division Buildings and Rooms	500-36	Tony
AP 550 – School Bus Safety	500-37	Bernie
AP 551 – Bus Maintenance and Inspection	500-39	Bernie
AP 552 – Student Conduct on School Buses	500-40	Supts of Ops
AP 553 – Closure – Severe Weather and Student Transportation	500-41	Tony
AP 554 – Special Use of Buses	500-44	Bernie
AP 555 – Transportation in Private Vehicles	500-45	Derrick
AP 570 – Funds for School Anniversary Celebrations	500-46	Bernie



ADMINISTRATIVE PROCEDURES MANUAL

Prairie South School Division No. 210

Updated June 2, 2015

PREFACE

This Administrative Procedures Manual is designed to be the primary written source of administrative direction for the Division. It is designed to be entirely consistent with the Board Policy Handbook, and is an extension of policy in the form of procedures. This Manual may make further reference to other detailed administrative documents that have been developed to provide specific guidelines on selected matters.

There are 5 categories in which administrative procedures are placed in the Manual. The categories are:

- 100 General Administration
- 200 Instructional Programs and Materials
- 300 Students
- 400 Personnel and Employee Relations
- 500 Business Administration

Procedures placed in the 100 section are those of a general administrative nature or those which have applicability to at least 2 other categories in the Manual. The procedures in 200, 300, and 400 are specific to each of the titles. The Business Administration procedures include finance, facilities, and student transportation matters.

A logical flow of procedures is attempted in the categories. For example, criteria for student admission is followed by attendance area requirements, by various safety considerations, by the maintenance of records, by daily attendance, by supervision and discipline, and lastly, by evaluation procedures.

Gaps in the numbering sequence facilitate the insertion of additional administrative procedures that may be developed at a future time.

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AP 110 – School Development Fund	100-8
AP 111 – School Community Councils	100-10
AP 120 – Policy and Procedures Dissemination	100-11
AP 121 – Review of Administrative Procedures	100-12
AP 130 – Hours of Operation/School Year/School Day	100-13
AP 130 – Appendix A –School Year/School Day Guidelines	100-14
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200 – Instructional Programs & Materials

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GENERAL ADMINISTRATION 100

Administrative Procedure 100

CONTINUOUS IMPROVEMENT PLANNING

Background

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

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

Procedures

1. System Planning Guidelines

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

2. Level 2 Matrix and A3 Improvement Plans

A Level 2 Matrix and A3 Improvement Plans that meet local needs and fulfills accountability requirements shall be developed and implemented.

- 2.1 The Level 2 Matrix and A3 Improvement Plans shall be updated annually with provision for ongoing input into the revision process by schools, School Community Councils, parents, teachers, students and community stakeholders.
- 2.2 Progress reports on the Level 2 Matrix and A3 Improvement Plans will be presented to the Board at least annually as an accountability report.

- 2.3 The Director of Education shall:
- 2.3.1 Share the Level 2 Matrix and A3 Improvement Plans with the Board annually;
 - 2.3.2 Develop a communications strategy advertising the key actions to be undertaken during the upcoming school year;
 - 2.3.3 Make provision for distribution of the Level 2 Matrix and A3 Improvement Plans and their placement on the Division website; and
 - 2.3.4 Ensure an accountability report is prepared for presentation to the Board at least annually.

Reference: Sections 85, 87, 109 of the Education Act

June 2, 2015

Administrative Procedure 104

SCHOOL LEARNING IMPROVEMENT PLANS (LIP)

Background

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

Procedures

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

Reference: Sections 109,140, 175 of the Education Act

June 2, 2015

Administrative Procedure 105

DECISION MAKING (MATRIX)

Background

This policy establishes the authority, responsibility, and accountability for decision making in each major area of the school division's operation.

The Board of Education delegates to the Director of Education the authority and responsibility to manage the operations of the school division effectively.

The Director of Education delegates to the staff of the school division the authority and responsibility to manage the operations of the Division in the areas to which they have been appointed.

The Director of Education is accountable to the Board of Education and all staff members are accountable to the Board of Education through the Director of Education.

Procedures

1. Central Office

- 1.1 Central Office refers to decisions made by the Director of Education including Superintendents, managers, and supervisors.
- 1.2 These decisions are made in consultation with the Board of Education, School Community Councils, principals, teachers, coordinators, consultants, and service and support staff of the Division.

2. School

- 2.1 School refers to those decisions made by the principal in consultation with teachers, parents, students, School Community Council, service and support staff of the Division.

Reference: Section 109 of the Education Act

June 2, 2015

Administrative Procedure 105 – Appendix A

DECISION MAKING (MATRIX)

	<u>Central Office</u>	<u>School</u>
1. Budget		
a. Operating		
i. <u>Administration of salary rates</u>	✓	
ii. <u>Service levels and standards</u>	✓	
iii. <u>Allocation of funds</u>	✓	
iv. <u>Raise revenues (e.g. rentals, utilities)</u>	✓	
v. <u>Deployment and expenditure of school funds</u>		✓
b. Capital		
i. <u>Identification of major capital projects</u>	✓	✓
ii. <u>Confirmation of division priorities</u>	✓	
iii. <u>Allocation and deployment of funds to capital projects</u>	✓	
iv. <u>Allocation of funds for new equipment</u>	✓	✓
v. <u>Deployment of funds for new equipment</u>		✓
2. Facilities		
a. Planning/Capital Developments		
i. <u>Based on program needs, learning standards, and educational specifications -- Develop to ensure suitability, flexibility, and efficiency within schools</u>	✓	
ii. <u>Overall division plan for space utilization</u>	✓	
b. Maintenance		
i. <u>Provision of maintenance services</u>	✓	
ii. <u>Supervisor determines priorities based on school input</u>	✓	

	<u>Central Office</u>	<u>School</u>
c. Operations		
i. Daily operations of the school; principal and supervisor ensure school's cleaning requirements are met	✓	✓
ii. Resolution of unusual or emergency requirements	✓	✓
iii. Rental		✓
d. Facility Operators		
i. Selection and training	✓	
ii. Evaluation	✓	✓
iii. Deployment	✓	
3. Transportation		
a. Students	✓	
4. Safety		
a. Implementation of safety standards of operations	✓	✓
b. Monitors implementation of standards	✓	✓
5. Personnel		
a. Allocation of staff levels to schools	✓	
b. Establishment of personnel practices	✓	
c. Recruitment of staff	✓	✓
d. Selection of staff from applicants	✓	✓
e. Appointment of staff	✓	
f. Deployment of staff within school		✓
g. Implementation of evaluation criteria as defined standards set by Board	✓	
h. Reassignment of staff within division	✓	
i. Provision of staff development activities	✓	✓
6. Programs		
a. What Students Will Learn		
i. Exit or significant outcomes (goals)	✓	
ii. Program outcomes	✓	
iii. Personalized learning goals		✓
iv. Program, Course/Subject objectives	✓	✓
v. Locally-developed programs	✓	✓
vi. Program modifications (intensive needs)	✓	✓
vii. Internet use	✓	✓

<u>Central</u>	
<u>Office</u>	<u>School</u>

b. How Students Will Learn

i.	<u>Design and delivery of programs</u>		✓
ii.	<u>Student assessment and reporting</u>	✓	✓
iii.	<u>Organization and grouping</u>		✓
iv.	<u>Facilities modification planning</u>	✓	✓
v.	<u>Intensive needs program modification</u>	✓	✓
vi.	<u>Division/regionalized programs</u>	✓	

c. Program Support

i.	<u>Staff development</u>	✓	✓
ii.	<u>Staff development support services</u>	✓	
iii.	<u>Program development and implementation</u>	✓	✓
iv.	<u>Program support</u>	✓	
v.	<u>School initiated planning and accreditation</u>		✓
vi.	<u>Accreditation support</u>	✓	
vii.	<u>Student intensive needs screening/</u> <u>identification and special class placement</u>	✓	✓
viii.	<u>Students with intensive needs support services</u>	✓	✓

d. Program Evaluation

i.	<u>General program effectiveness</u>	✓	
ii.	<u>School program effectiveness</u>	✓	✓

7. School Operations

a.	<u>Student Governance</u>		✓
b.	<u>Admission of Students</u>		✓
c.	<u>Class Size</u>	✓	✓
d.	<u>Hours of Operation</u>	✓	✓
e.	<u>Student Supervision and Safety</u>	✓	✓
f.	<u>Community Consultation</u>	✓	✓
g.	<u>Student Records</u>	✓	✓
h.	<u>Administration of Medication</u>	✓	✓

Administrative Procedure 110

SCHOOL DEVELOPMENT FUND

Background

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

Criteria:

- a. Projects that qualify are one-time projects and may include: facility improvements, specialized equipment, partnerships, community engagement;
- b. Projects that do not qualify include: projects that require ongoing funding, projects that require additional staffing.

Procedures

1. A detailed development plan including a budget showing revenue sources and projected expenditures is to be prepared and submitted to the Superintendent of Business and Operations.
2. Safety, accessibility, code requirements and equipment standards must be adhered to in all aspects.
3. If approved by the Superintendent of Business and Operations, the following funding assistance may be provided upon approval by the Board:
 - Projects submitted may be eligible for funding of up to \$125,000.
 - Board funding may be made available up to a 50/50 basis with fundraising done by school communities, for example if a school raises \$10,000 then the Board may match up to \$10,000. The maximum that the Board will match for any proposal is \$125,000.
 - Schools may also use decentralized budgets for their portion of the project or a combination of fundraising and decentralized budgets. However, the Board will not match decentralized funds used.
 - An annual amount of up to \$150,000 shall be allocated in the budget for the school community development fund.

4. Applications for school community development funding shall be submitted to the Superintendent of Business and Operations by February 1, to be considered in the next budget year which runs from September 1 to August 31. Fundraising must be complete prior to proceeding with the project or making any purchases. Schools will be notified subsequent to the adoption of the Division budget on the approval or non-approval of their submission.
5. For projects that qualify, charitable receipts shall be made available to individuals and businesses donating to the school community development fund projects provided funding is sent directly to the Prairie South School Division. These funds will form part of the fundraising portion done by the school.
6. Purchasing and expenses for school community development fund projects shall be administered by the school division in accordance with division policies.

Reference: Sections 140.1, 140.2, 140.3, 140.4, 140.5 of the Education Act

December 7, 2010

Administrative Procedure 111

SCHOOL COMMUNITY COUNCILS

Background

School Community Councils (SCCs) are advisory bodies charged with the responsibility of enhancing supports for learning at the school and community level. This support for learning focus is aligned with the Board Strategic Plan and the provincial Continuous Improvement and Accountability Framework. SCCs receive their authority through provincial legislation and Board policy empowering parents and communities with meaningful ways to become engaged in matters related to public education. The Education Regulations Section 3.91 requires that Boards of Education designate a senior administrative employee to be responsible for SCCs. The Superintendent of Operations responsible for SCCs will be guided by the following procedures.

Procedures

1. Superintendent

The designated Superintendent of Operations helps Councils develop strong relationships with others by providing clear expectations, practical support and guidance. The Superintendent of Operations shall:

- 1.1 Provide ongoing orientation, training, development and networking for SCCs.
- 1.2 Monitor all funds utilized in the delivery of services and supports as outlined in [*Prairie South's Budget and Expense Guidelines*](#).
- 1.3 Facilitate professional development and networking opportunities.
- 1.4 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 as outlined in [*School Community Council Resource for Self-monitoring and Planning for Improvement*](#).
- 1.5 Schedule and monitor annual SCC elections and reports as outlined in [*Prairie South School Community Council Election Manual*](#).

2. Principals

Support the establishment and ongoing success of SCCs. Principals shall identify issues or problems and provide information to support Council decision-making as outlined in [*School Community Council- Handbook for School Community Councils and Administrators*](#).

Reference: Sections 140.1, 140.2, 140.3, 140.4 140.5, Education Act
Section 3.91 Education Regulations

June 12, 2013

Administrative Procedure 120

POLICY AND PROCEDURES DISSEMINATION

Background

The Director of Education has been given the responsibility for implementing policy and administrative procedures, which includes maintaining the Board Policy Handbook and the Administrative Procedures Manual.

Procedures

1. The Director of Education will ensure that up to date versions of the Board Policy Handbook and the Administrative Procedures Manual are available on the Division web site.
2. When updates to the Board Policy Handbook and Administrative Procedures Manual are made, the Director of Education or will ensure that Superintendents, department supervisors and principals are advised in a timely manner. These individuals are responsible to advise the appropriate education stakeholders as required.
3. Principals shall convey to school staff policy and administrative procedures updates.

Reference: Sections 85, 108, 109, 175, Education Act

June 12, 2013

Administrative Procedure 121

REVIEW OF ADMINISTRATIVE PROCEDURES

Background

It is the responsibility of the Director of Education to develop and keep current an Administrative Procedures Manual and develop and maintain consultative processes for the establishment and review of such procedures.

Procedures

1. A review of administrative procedures will be carried out through the Office of the Director of Education on a regular basis.
2. Senior administrators are assigned responsibility for implementing and monitoring the effectiveness of selected AP's related to their role descriptions. The senior administrator assigned such responsibility shall bring forward issues related to areas of assigned responsibility and shall propose edits, deletions or additions of AP's where warranted to ensure AP's are effective, current, legal and operational.
3. Review of a specific administrative procedure also may be initiated at any time by a formal request from the Board, a School Community Council, a school administrator or an employee who is personally affected by that procedure. The request for such a review shall detail the issues and concerns associated with the administrative procedure and is to offer suggestions for revision.
4. The Director of Education shall determine an appropriate process for reviewing a specific administrative procedure when a request to do so is received and will ensure that fair and reasonable consideration is given to the request. Such a review will be carried out by a committee which includes the Director of Education, a Division Office administrator with direct responsibility in that area, and a school-based administrator selected by the Director of Education.
5. Any decisions arising from a review of administrative procedures will be communicated expeditiously to all affected stakeholders. Any changes made to the Administrative Procedures Manual will be included as information in the Board agenda and updated on the Division website in a timely fashion.

Reference: Sections 85, 87, 108, 109, Education Act

June 12, 2013

Administrative Procedure 130

HOURS OF OPERATION/SCHOOL YEAR/SCHOOL DAY

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 “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 Director of Education, 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.

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*.

Reference: Sections 87, 109, 163, 164, 165, 166, 167, Education Act
September 1, 2006

Administrative Procedure 130 – Appendix A

SCHOOL YEAR/SCHOOL DAY GUIDELINES

Approval of an alternative school year or school day arrangement is based on *the Guidelines for Considering Changes to the School Year/Day* prepared 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;
 - Include evidence of substantial community support with details including a description of the consultation 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 the school year prior to the proposed alternate year, the initial approval proposal must be received by the Board of Education;
 - The Board of Education notifies the stakeholders of receipt of the initial approval proposal;
 - By March 31 the Board's decision either to reject the proposal or to grant initial approval will be conveyed to the community;
 - Upon approval and implementation, a review will be conducted every two years.

Administrative Procedure 140

INTERNET USE/DIGITAL CITIZENSHIP

Background

Prairie South School Division supports opportunities for students, teachers and staff members to access, evaluate, and produce information through acceptable use of the internet in the pursuit of student learning and teacher and staff professional development.

Procedures

1. The Superintendent responsible for supervision of Information Technology is to develop a division *Statement of Acceptable Internet Use Practices and Procedures* to guide the use of the internet within the Division's schools. Principals are responsible for supporting the Division's acceptable use practices and procedures.
2. The practices and procedures are to include, but are not limited to the following:
 - 2.1 Statement of purpose for the use of internet in instruction
 - 2.2 Supervision of computers where internet access is available
 - 2.3 Definition of acceptable use of the internet
 - 2.4 Consequences to persons who misuse access privileges
 - 2.5 Control of printing from the internet
 - 2.6 Copyright compliance and,
 - 2.7 Accessibility for staff and students.
3. Email accounts are to be provided to designated staff and students, and are considered the property of the school division with right of access by appropriate supervisors.
4. Schools shall communicate their acceptable use policy to their communities.

Reference: Section 85, 87, 109, 175 Education Act

September 1, 2006

Administrative Procedure 140 – Appendix A

STATEMENT OF ACCEPTABLE INTERNET USE PRACTICES AND PROCEDURES

The Prairie South School division recognizes the importance of strong information systems throughout the school division in the pursuit of excellence in the educational system and administrative affairs, and is committed to providing an accessible, secure and reliable information technology environment for all students and staff. As such, the Board is also committed to the establishment of policies and administrative applications for the security and administration of the school division networks.

Regulations:

The school division network represents a significant investment of resources. In order to maximize benefits of this resource allocation, the following school division standards are to be adhered to:

1. General Information Technology Standards

General information technology standards in Prairie South School's express the principle of equity. These standards are:

- All teachers shall have access to and use technology that is secured to enhance teaching, planning, assessing, reporting, and personal professional development
- All schools and central services departments shall use appropriate technology to enhance planning, communications, financial management, and the flow of information
- All schools and school division departments shall plan effectively for ongoing technology integration

2. Acceptable Use Standards

Acceptable use standards in the Prairie South School Division apply to all pupils, staff, and members of the public having authorized access to the school division network. Continued authorization is dependent upon individual compliance with acceptable use standards which are:

- Network users must respect all copyright requirements associated with network software and web-based resource material
- Transmission of any material in violation of any Canadian or provincial regulation or Board policy is prohibited. This includes, but is not limited to, copyrighted material and threatening or obscene materials
- All users are expected to abide by general rules of network etiquette. These include, but are not limited to, the following:

- Users shall use appropriate language in online communications
- Users shall not share their passwords or use others' accounts
- The network shall not be used in a deliberate manner that might disrupt the use of the network by others
- Users shall respect the privacy of others
- In addition to the above, users shall not attempt to install software, play unauthorized web-based games, attempt to make configuration changes to workstations, software, or network devices, or move hardware
- The use of internet/e-mail accounts shall be in support of educational roles and responsibilities. Use for commercial activity or political lobbying is strictly prohibited.
- Staffs are discouraged from excessive use of the Division network for personal use except where network resources are offered for home use.
- The use of unauthorized software is prohibited.

3. Acceptable Use Agreements

- The Division has developed separate Acceptable Use Agreement forms that must be signed by staff, students and authorized non-employees.
- The student Acceptable Use Agreement must be signed by students and their parent(s) or guardian(s) (if under the age of 18) and shall:
 - Outline the responsible use of the school division technology
 - Outline the responsible use of web-based resources
 - Address respect for the integrity of the school division network and the files of other authorized users
 - Be created in the form of an agreement between the students, parents, and staff
- Staff shall be required to sign an Acceptable Use Agreement form outlining attention to this policy.
- Non-employees granted access to the school division shall be required to sign an Acceptable Use Agreement outlining attention to this policy.
- Failure to comply with acceptable use agreements may, depending on the severity of the situation, result in:
 - Suspension or cancellation of user privileges
 - Request of payment for damages or repairs
 - Suspension, expulsion, exclusion, or termination of employment
 - Criminal or civil liability under applicable laws

4. Responsibility Standards

Roles and responsibilities shall be as follows:

- The Information Technology Manager is responsible for overall supervision of network administration, operations, and general applications.
- The Information Technology Manager will be responsible for approving software for network distribution, specialized function, and/or pilot programs.
- The Information Technology Manager is responsible for securing the network in a reasonable and economically feasible manner against unauthorized access and/or abuse.
- Teachers are responsible for:
 - Modeling and teaching proper standards of use
 - Guiding pupil access to appropriate uses of technological resources
 - Upholding the terms of the pupil Acceptable Use Agreements
 - Abiding by staff Acceptable Use Agreements
 - Assuring that pupils understand the consequences of abusing user privileges
- Pupils, staff, and all other users of the school division network are responsible for:
 - Adhering to local, provincial, federal, and international laws governing the use of technology
 - Ethical and educational use of the school division technology
 - Keeping all unauthorized files, software, or files potentially dangerous to the integrity of the network from entering the network

5. Security Standards

Security standards ensure the structural integrity of the school division network.

- The Board retains ownership of the school division network including all hardware, software, and electronic files.
- The Board makes no warranties of any kind, expressed or implied, for the service it is providing. The school division will not be responsible for any damages, including loss of data resulting from delays, non-deliveries, incorrect deliveries, or service omissions. The Board specifically denies any responsibility for the accuracy or quality of information obtained through its service.
- Users must notify the Information Technology Department of network security problems or known potential security issues.

6. Privacy Standard

To maintain system integrity, monitor network etiquette, and ensure responsible network use, Information Technology Department staff may, under the direction and supervision of a designated Superintendent, periodically review user files, communications and network traffic. Users should not expect that files and other information communicated or stored on division servers would always be private.

Definitions:

Technology

Technology, in its broadest sense, can be defined as all tools and machines that have been developed to enhance human control over natural and made environments. The focus of this policy, however, is on aspects of technology used to enhance information management and administrative productivity.

E-mail (electronic mail)

This term refers to the electronic distribution of messages and/or files to one or more persons. E-mail is typically a one-to-one or one-to-many communication.

School Division Network

This term refers to all hardware, software, files, and peripheral hardware connected to, or residing on, any storage device maintained by the school division.

Network Software

Network software is any software, regardless of origin, operating on, or in connection with, any school division hardware or the school division network.

Internet

The Internet is a global network of inter-connecting computer networks that support a common set of communication protocols allowing for communication between networked computers. All citizens including educators, businesses, government and private organizations use the Internet. The Internet is another information resource similar to software, CD-ROMs, books, magazines, newspaper and videos. The school division website is a public access site and includes public information about Prairie South Schools.

Intranet

Intranet refers to a secure and private wide area network of interconnected local area networks that support a common set of organization-wide protocols. An intranet provides internally private secure communications and information sharing among authorized users within an organization.

Interoperability

This means that products used on the school division network must adhere to basic standards that ensure that they will connect and communicate without special consideration. This also means that data must be accessible in the same form and format from a single point by any workstation platform.

Administrative Procedure 140 – Appendix B

STAFF PASSWORD PRACTICE

1.0 Overview:

Passwords are an extremely important aspect of computer security. They are the first and single most important line of protection for user accounts and data. A weak or poorly chosen password may result in the compromise of sensitive student information, staff information, financial data or even Prairie South's entire corporate data and network. As such, all Prairie South employees (including contractors and vendors with access to Prairie South systems) are responsible for taking the appropriate steps, as outlined below, to select and secure their passwords.

2.0 Purpose:

The purpose of this practice is to establish a standard for creation of strong passwords, the protection of those passwords, and the frequency of change.

3.0 Scope:

The scope of this practice includes all Prairie South staff who have or are responsible for an account (or any form of access that supports or requires a password) on any system that resides at any Prairie South facility, has access to the Prairie South network, or stores any non-public Prairie South information.

4.0 General:

- All Prairie South staff passwords must conform to the guidelines described below:
 - Passwords must not be inserted into email messages or other forms of electronic communication unless the file itself is password protected.
 - Will be a minimum of eight characters long
 - Will not contain the user's account name or parts of the user's full name
 - Account will be locked for 5 minutes (or until reset by an Information Technology Department staff member) after 10 failed login attempts.
- Passwords will contain characters from **three** of the following four categories:
 - English uppercase characters (A through Z)
 - English lowercase characters (a through z)
 - Base 10 digits (0 through 9)
 - Non-alphabetic characters (for example, !, \$, #, %)
- Complexity requirements should be enforced when passwords are changed or created.
- Password is required to be reset every 90 days.
- Cannot reuse the past 24 passwords used.

4.1 Guidelines:

A. General Password Construction Guidelines:

- Poor, weak passwords have the following characteristics:
 - the password is a word found in a dictionary (English or foreign)
 - the password is a common usage word such as:
 - names of family, pets, friends, co-workers, fantasy characters, etc

- computer terms and names, commands, sites, companies, hardware, software
- the words "Prairie South", "moose jaw", "riders" or any derivation
- birthdays and other personal information such as addresses and phone numbers
- word or number patterns like aaabbb, qwerty, zyxwvuts, 123321, etc.
- any of the above spelled backwards
- any of the above preceded or followed by a digit (e.g., secret1, 1secret)
- Passwords should never be written down or stored on-line. Try to create passwords that can be easily remembered. One way to do this is create a password based on a song title, affirmation, or other phrase. For example, the phrase might be: "This May Be One Way To Remember" and the password could be: "TmB1w2R!" or "Tmb1W>r~" or some other variation.

NOTE: Do not use either of these examples as passwords!

B. Password Protection Best Practise:

Do not use the same password for Prairie South accounts as for other non-Prairie South access (e.g., banking, personal Sask Tel/Access/Shaw Cable accounts, social networking sites (i.e. Facebook, Twitter, etc.), benefits, etc.).

Do not share Prairie South passwords with anyone, including administrative assistants or education assistants.

All passwords are to be treated as sensitive, Confidential Prairie South information.

Here is a list of "don'ts":

- Don't reveal a password over the phone to **ANYONE**
- Don't reveal a password in an email message
- Don't reveal a password to the boss
- Don't talk about a password in front of others
- Don't hint at the format of a password (e.g., "my family name")
- Don't reveal a password on questionnaires or security forms
- Don't share a password with family members
- Don't reveal a password to co-workers while on vacation

If someone demands a password, refer them to this document or have them call someone in the Information Technology Department. Do not use the "Remember Password" feature of applications (e.g., Firefox, Netscape Messenger, etc.). Again, do not write passwords down and store them anywhere in your office. Do not store passwords in a file on ANY computer system (including BlackBerrys, iPhones/iPods/iPads or similar devices) without password-protecting that file. Change passwords at least once every six months. Password checking may be performed on a periodic or random basis by IT Department staff. If a password is guessed or cracked during one of these scans, the user will be required to change it.

5.0 Enforcement:

Any employee found to have violated this practice may be subject to disciplinary action.

6.0 Revision History:

- October, 2010: First Draft
- January 2011: Second Draft
- October 2011: Final Draft, presented to senior administration for discussion/adoption – no decision
- September 2012: Revisited Final Draft for presentation to senior administration for discussion/adoption
- October 2012: Presented to CAC - adopted by CAC on October 1, 2012

Administrative Procedure 141

EMPLOYEE CELL PHONE ACCESS AND USAGE

Background

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

Procedures

1. Access to Division-Supplied Cell Phones

- 1.1. Cellular phone services are provided to all employees deemed to require them based on demonstrated need and job function or to enhance school division efficiency and provide safety and/or security. This includes but is not limited to senior administration, school administrators, itinerant employees who during the normal course of employment perform their duties away from their assigned workspace and employees who have demonstrated a need to be in contact with their office.

2. Use of Division-Supplied Cell Phones

- 2.1. Division-supplied cell phones, like other means of communication, are to be used to support school division business.
- 2.2. Employees may use division-supplied cell phones to communicate with others inside and outside of the Division when such communications are related to legitimate school division activities and are within their job assignments or responsibilities.
- 2.3. All communications using division-supplied cell phones – verbal, written or other – must meet professional standards of conduct.
- 2.4. Employees away from home overnight on school division business may use a division-supplied cell phone to contact their home for a reasonable amount of time.
- 2.5. In the absence of access to a land-line telephone, employees unexpectedly delayed by work events may use a division-supplied cell phone to contact their home briefly to advise of the delay.
- 2.6. Employees may use division-supplied cell phones for any legitimate safety, security or emergency purposes.
- 2.7. Employees using division-supplied cell phones for personal calls other than already noted in 2.4 and 2.5 above, will reimburse the Division for all applicable charges (air time and long distance).

- 2.8. Employees shall not use division-supplied cell phones for illegal, disruptive, unethical or unprofessional activities, or for personal gain, or for any purpose that would jeopardize the legitimate interests of Prairie South School Division.

3. Use of Personal Cell Phones

- 3.1. The use of personal cell phones for business purposes should be limited to necessity. Costs incurred for unavoidable employment-related calls will be reimbursed as per division policy.
- 3.2. The use of personal cell phones for personal reasons during work hours is discouraged and should be limited to matters requiring immediate attention. As with any personal matter, employees are encouraged to use coffee breaks and lunch breaks for these purposes.
- 3.3. All communications using personal cell phones during work hours, or conducted on school division property or while on Prairie South business – verbal, written or other – must meet professional standards of conduct.
- 3.4. Employees away from home overnight on school division business will be reimbursed for the cost of using their personal cell phone to contact their home for a reasonable amount of time.
- 3.5. Employees may use personal cell phones during work hours for any legitimate safety, security or emergency purposes.
- 3.6. Employees shall not use personal cell phones during work hours, on school division property or while on Prairie South business for illegal, disruptive, unethical or unprofessional activities, or for personal gain, or for any purpose that would jeopardize the legitimate interests of Prairie South School Division.

4. General Use

- 4.1. Cell phones can be a distraction in the workplace. To ensure the effectiveness of meetings, employees are asked to turn their phone off, or at a minimum to 'vibrate' mode.
- 4.2. Typically each call from a cell phone incurs a cost, while land-line calls do not. Employees are encouraged to use land-line phones when they are available.
- 4.3. Employees should be aware that cell phone conversations are not secure and can on occasion be picked up on radio receivers. Employees should use discretion in discussing highly sensitive or confidential matters on the cell phone.
- 4.4. No employee may use another employee's cell phone without that person's permission.

5. Use of Cell Phones While Driving

- 5.1. Research indicates that using a cell phone while driving is dangerous. Employees must be aware of and follow all current legislation and regulations regarding the use of cell phones while operating a motor vehicle.

- 5.2. Employees are encouraged to check and return calls at safe opportunities (during a rest stop, before leaving, upon arrival).
- 5.3. Employees are required to exercise due diligence while operating a motor vehicle on school division business. To that end, **employees must not text, email or otherwise communicate by any means that requires reduced concentration or attention to the road.**

6. Privacy and Access

- 6.1. Employees should be aware that cell phone statements or summaries are public documents.

Reference: Section 85, 87, 109, 175 Education Act

June 2, 2015

Administrative Procedure 150

PUBLIC INQUIRIES/CONCERNS

Background

It is important for the Division to link with its stakeholders to ensure that the school division reflects community values and expectations. Equally important is the function of reporting to the public to maintain openness and accountability to the community.

Channels of communication are also necessary to allow for community initiative in communicating with the Division.

It is the responsibility of the Division to provide means of communication that not only lead to an informed public, but an engaged public. Equally important is to ensure that the information that the public receives from the Division is consistent.

Procedures

1. The Division supports the concept of school-based decision making. Most matters can be dealt with in the quickest and most efficient manner at the school level. Electors, parents, and members of the public are to be directed to contact the teacher and/or principal at the local school level.
2. In cases where satisfactory resolution is not achieved at the school level, the appropriate channel is to contact the appropriate Superintendent of Operations at the Board Office. If resolution is not achieved at this level, the next step is to contact the Director of Education.
3. General school division issues are to be resolved by contacting the appropriate administrative officer at the Board Office. If resolution is not achieved the next step is to contact the Director of Education.
4. If satisfactory resolution is not achieved at the level of the Director of Education, the Board has reserved the authority to act as the final level of appeal in the Division.

Reference: Sections 85, 87, 109, 148, 151, Education Act

September 1, 2006

Administrative Procedure 151

COMMUNICATION PROTOCOL: STAFF TO BOARD THROUGH DIRECTOR OF EDUCATION

Background

The Director of Education is the Chief Executive Officer of the Board. The Director of Education is responsible to the Board for every aspect of the school system. Accordingly all communications regarding the operations of the school division are to come to the Board through the Director of Education.

Procedures

1. Recommendations regarding any aspect of the school system originating in the principals' organizations, in semi-autonomous bodies, or at the supervisory level, are to be dealt with by the Director of Education and passed to the Board with the Director of Education's recommendation attached.
2. The Central Administrative Council, Senior Administration Team, and the administrators' group are considered as advisors to the Director of Education, who may accept or reject the advice they give but who will, when requested to do so, pass on to the Board their suggestions together with the Director of Education's recommendations.

Reference: Section 108, Education Act

June 2, 2015

Administrative Procedure 152

STUDENT AND PARENT COMPLAINTS AND GRIEVANCES

Background

The Division is committed to ensuring a fair and equitable process for hearing and addressing student and parental complaints. The Division is committed to just and careful procedures for adjudicating and resolving complaints.

Procedures

1. General

- 1.1 Complaints are to be addressed in a timely and appropriate manner.
- 1.2 Efforts to address and/or redress complaints are to be carefully documented in order to ensure and enhance a fair and consistent response.
- 1.3 Complaints regarding school operation and treatment of students may be made by:
 - 1.3.1 A parent or guardian who is acting on behalf of the student.
 - 1.3.2 A student who is:
 - 1.3.2.1 Sixteen years of age or older and living independently or,
 - 1.3.2.2 Eighteen years of age or older.
- 1.4 In the event of a dispute at the school, the student's teacher is to be the first person to hear and address any complaint or grievance from a student or parent.
- 1.5 If the complaint cannot be resolved with the teacher, the principal is to be contacted.
- 1.6 If a complaint cannot be resolved with the principal, the student or parent may contact the designated school Superintendent to seek resolution. Complaints may be made directly to the designated school Superintendent in the event of conflict of interest with the principal.
- 1.7 If the complaint cannot be resolved with the designated Superintendent the student or parent may make a complaint directly to the Director of Education.
- 1.8 If a complaint cannot be resolved with the Director of Education or the Director of Education's designate, the student or parent may make a written statement of the complaint to the Board, as the Board has retained its authority as the final level of appeal in the Division.
 - 1.8.1 Complaints may be made directly to the Board in the event of conflict of interest with the Director of Education.

1.8.2 Complaints against the Director of Education may be made directly to the Board.

Reference: Section 85, 87, 109, 148, 151 Education Act

September 1, 2006

Administrative Procedure 155

EVENT PROTOCOL

Background

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

Procedures

1. Order of introductions:
 - 1.1 Members of the Senate representing Saskatchewan;
 - 1.2 Members of Parliament – Cabinet Ministers first;
 - 1.3 Members of the Legislative Assembly – Cabinet Ministers first;
 - 1.4 Board Chair;
 - 1.5 Other trustees;
 - 1.6 Mayor; Other civic councillors
 - 1.7 Elders and Hutterian Brethren;
 - 1.8 Senior bureaucrats and heads of other organizations;
 - 1.9 Prominent community members.
2. Contact is to be made with the Communications Department from the appropriate level of government who may provide details and assist with planning protocol.
3. When organizing an event within the Division the Chair of the Board and the subdivision trustee will be invited and the introductions will take place in the following order:
 - 3.1 Board Chair;
 - 3.2 Vice-Chair;
 - 3.3 Trustees in attendance;
 - 3.4 Director of Education;
 - 3.5 Superintendent(s);
 - 3.6 Principal and Vice-Principal.
4. When organizing the list of speakers, dignitaries speak in the order prescribed for introductions in procedure 1 above.
5. Seating is to be arranged so that the most senior dignitary is closest to the podium at all times.

6. The Director of Education is to be contacted if a speaker is requested from the Board or Division level.
7. The Board or schools may be included in royal visits (Canada's Governor-General and/or Saskatchewan's Lieutenant Governor); visits by the Prime Minister or Premier, senior cabinet ministers, ambassadors, or other prominent dignitaries.
 - 7.1 The Formal Protocol of either the Government of Canada or the Province of Saskatchewan takes precedent.
 - 7.2 Information on proper protocol in these special circumstances can be obtained from the Government of Canada and the Government of Saskatchewan protocol websites.
 - 7.3 The Director of Education is to be contacted in the event of a Dignitary visit to a school.
8. When trustees are in attendance at a school event they are to be introduced and where possible a connection between their role and the event at hand is to be made.
9. Schools are requested to make arrangements to provide a respectful, hospitable welcome to trustees.

References: Sections 85, 87, 109 Education Act:
Provincial Government Protocol
Federal Government Protocol

June 12, 2013

Administrative Procedure 159

OCCUPATIONAL HEALTH AND SAFETY (OH&S)

Background

The Superintendent of Operations in charge of safety shall ensure the Division is compliant with the provisions of the [The Occupational Health and Safety Act, 1993](#) and [Regulations of the Act, 1996](#) including but not restricted to the establishment and functioning of Occupational Health and Safety Committees and the provision of required training.

Procedures

1. After each meeting of the school's Occupational Health and Safety Committee, documentation of the meeting is to be completed.
2. It is the principal's responsibility to send a copy of the meeting documentation to the Superintendent of Operations in charge of safety and to the OH&S Office at the following address:

Occupational Health & Safety Office
400 – 1870 Albert Street
Regina, Saskatchewan S4P 4W1

Reference: Sections 85, 87, 108, 109, Education Act
Occupational Health and Safety Act
Public Health Act
Workers' Compensation Act

June 12, 2013

Administrative Procedure 160

STUDENT AND STAFF SAFETY

Background

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

Procedures

1. General

- 1.1 The principal is to maintain adequate conditions of safety and sanitation in the school and on school grounds.
- 1.2 The principal is to comply with established local, provincial or divisional administrative procedures to ensure that general and emerging repair work meets acceptable safety and sanitary standards.
- 1.3 The principal is to arrange for the establishment and maintenance of an Occupational Health Committee in the school in accordance with [The Occupational Health and Safety Act, 1993](#).

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

- 2.1 The Superintendent of Operations in charge of safety shall ensure that the Violent Threat/Risk Assessment protocol is current and up to date.
- 2.2 The principal is to be familiar with and have a working knowledge of the school division's [Violent Threat/Risk Assessment protocol](#).
- 2.3 The Violent Threat/Risk Assessment shall be followed when any student displays worrisome or threat-making behavior.
- 2.4 At the beginning of the school year, principals shall establish a school Violent Threat/Risk Assessment team and review the protocol with the established team.
- 2.5 The principal shall inform staff members, students, parents, and School Community Council members of the school division's Violent Threat/Risk Assessment brochure and protocol.

3. Crisis Response

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

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

4. Tragic Events

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

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

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

6. Physical Activities

- 6.1 Procedures for physical activities safety are to be stated in the school division's [Physical Activity Safety Guidelines](#).
- 6.2 It is the responsibility of the Superintendent of Operations in charge of safety to ensure that the Guidelines are kept current and includes direction specific to the following:
 - 6.2.1 Standard of care
 - 6.2.2 Facilities
 - 6.2.3 Equipment
 - 6.2.4 Instruction
 - 6.2.5 Supervision
 - 6.2.6 Clothing and footwear and,
 - 6.2.7 Approved activities.

7. Emergencies

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

8. Hospital Emergency Treatment

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

9. First Aid

- 9.1 The principal is to ensure that a supply of first aid materials is available in the school and stored in a location known to all members of the staff.
- 9.2 The principal is to ensure that at least one member of the staff has current up-to-date certification and training in first aid and Cardio Pulmonary Resuscitation.
- 9.3 The principal is to ensure that WHMIS (Workplace Hazardous Materials Information System) manuals are current and staff member in-service and materials meet the requirements of [The Occupational Health and Safety Act, 1993](#) and [Regulations of the Act, 1996](#).

10. Bus Loading

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

11. Motorized Vehicular Traffic

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

12. Protective Equipment

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

Reference: Section 85, 87, 109, 150, 151, 175, 231 of the Education Act
Section 264.1 Criminal Code of Canada
Section 2.8 of the National Fire Code

June 10, 2014

Administrative Procedure 161

NUTRITION IN SCHOOLS

Background

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

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

Procedures

1. General

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

- Field trips
- Sports events
- Professional Development
- Staff Meetings
- Emergency Food Programs
- Vendors
- Catering

Refer to Ministry Guidelines for serving frequency.

- 1.8 Catering companies and outside vendors are notified of, and adhere to the nutrition policy.

Reference: Section 85, 87, 109, 175 of the Education Act
 Nourishing Minds: Eat well. Learn well. Live well. (2009) Ministry of Education
[\(http://www.education.gov.sk.ca/nourishing-minds/\)](http://www.education.gov.sk.ca/nourishing-minds/)
 Healthy Eating and Food Safety Guidelines (2009) based on "Canada's Food Guide", Healthy
 foods for my School (http://www.heartandstroke.sk.ca/atf/cf/%7B6C89E785-1760-4813-9070-FF7CFFCE319D%7D/SK_Nutrition%20Food%20Safety%20Guidelines.pdf)
[Healthy Foods for My School](#) (Government of Saskatchewan, 2009)

June 2, 2015

Administrative Procedure 162

TOBACCO AND THE USE OF TOBACCO PRODUCTS**Background**

The Division strives to provide safe, comfortable and healthy environments for all students, employees, community partners, visitors and guests.

Procedures

1. All buildings and property owned by the Division shall be free from the use of tobacco and tobacco products.
2. All buses and other kinds of vehicles, either contracted or privately owned, will be free from the use of tobacco or tobacco related products while traveling to or from school related or Division related activities.
3. This prohibition does not apply to the use of tobacco for ceremonial events.

Reference: Sections 85, 87, 108, 109, 150, 151, 152, 153, 154, 175 of the Education Act

April 16, 2013

Administrative Procedure 164

COMMUNICABLE DISEASES

Background

The well-being and rights of students and employees shall be the major consideration in the work place and related areas. All actions and reporting in relation to communicable diseases and other medical conditions shall be conducted in accordance with the Education Act, the Public Health Act and the following procedures. Any student or staff member whose health or medical condition may pose a significant health risk to others may be required to contact a physician. The physician is to be requested to provide to the principal or other appropriate official a medical certificate stating whether the condition of the individual poses any significant threat to the health and well-being of others.

Procedures

1. The principal of the school who becomes aware that a student is infected or is a carrier of category I communicable disease shall, in consultation with the Director of Education, report this to the local Health Region Authorities. This shall be done within forty-eight (48) hours.
2. The Director of Education is authorized to determine when there is reasonable basis to believe that a medical examination may be required of a student or an employee and to direct that such an examination be performed.
3. The principal, in consultation with the Director of Education and local Health Region Authorities, may exclude from school any student who is infected or is suspected to be infected with a communicable disease.
4. In the event that local Health Region Authorities determine, in consultation with a physician who has examined the student or employee, that the student or employee poses a significant threat to the health and well-being of the students or other employees of the Division:
 - 4.1 The student will be required to withdraw from attendance at school and the local Health Region shall be notified of same. The student shall be readmitted to school when the local Health Region Authorities produce a written certificate stating that the student's condition no longer poses a risk of contagion in the school environment.
 - 4.2 The employee will be placed on a leave for medical reasons until the local Health Region Authorities produce a written certificate stating that the employee's condition no longer poses a risk of contagion in his/her working environment.

5. School officials and staff shall be required to maintain absolute confidentiality of medical records of any student or employee who is required to undergo a medical examination or who may be required to withdraw from attendance at school or who may be placed on medical leave pursuant to this administrative procedure.
6. All issues pertaining to prevention and education concerning communicable diseases shall be the responsibility of the Director of Education in consultation with the principal of each school.
7. Local Health Regions have the authority to close a school in the event of an infectious disease situation.
8. The Director of Education is to ensure that *Administrative Procedures 164 – Appendix A – Category 1 Communicable Diseases* is reviewed annually.

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

June 12, 2013

Administrative Procedure 164 – Appendix A

CATEGORY 1 COMMUNICABLE DISEASES

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

Administrative Procedure 170

HARASSMENT

Background

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

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

Procedures

1. Definition of Harassment

This harassment administrative procedure covers the following:

1.1 Harassment Based on Prohibited Grounds

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

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

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

1.2 Sexual Harassment

- 1.2.1 Sexual harassment is conduct, comment, gesture or contact of a sexual nature that is offensive, unsolicited or unwelcome.
- 1.2.2 Sexual harassment may include:
 - 1.2.2.1 A direct or implied threat of reprisal for refusing to comply with a sexually orientated request
 - 1.2.2.2 Unwelcome remarks, jokes, innuendos, propositions or taunting about a person's body, attire, sex or sexual orientation
 - 1.2.2.3 Displaying pornographic or sexually explicit pictures or materials

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

1.3 Personal Harassment

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

1.4 What is Not Harassment

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

1.4.3 Other situations that do not constitute harassment include:

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

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

2. Employer's Commitment

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

2.2 This commitment includes the following:

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

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

2.2.2 Protecting Workers Trying to Prevent or Stop Harassment

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

2.2.3 Promptly Taking Action Necessary to Stop and Prevent Harassment

- 2.2.3.1 Appropriate action, sufficient to ensure the harassment stops and does not happen again, will be taken against persons who are or were engaged or participated in harassment.
- 2.2.3.2 When necessary, other visitors to the workplace will be informed that certain conduct directed towards staff will not be tolerated or allowed to continue.

3. Employee's Duty

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

4. Complaint Procedure

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

- 4.1 Complainants have three (3) recommended courses of action: personal contact, an oral report, or a written report.
- 4.2 Because it is often best if allegations of personal harassment are resolved closest to the source of harassment, it is recommended that the complainant first approach the respondent to attempt to resolve the alleged harassment.
- 4.3 If the complainant believes personal contact would not satisfactorily resolve the situation, the complainant may report the incident orally to his or her immediate supervisor.
- 4.4 The immediate supervisor shall review the complaint and report orally his or her findings to the complainant and the respondent within two (2) weeks. Such a review is to include an interview with the respondent and may include other interviews as deemed appropriate by the supervisor.
- 4.5 Notwithstanding the preceding protocols, the complainant may submit a formal, written complaint to his or her Central Office supervisor. In the event the respondent is the Central Office supervisor, the written complaint is to be forwarded to the Director of Education. In the event the respondent is the Director of Education, the written complaint is to be forwarded to the Board Chair. The complaint must be recorded in writing and include the following:
- 4.5.1 Name of the complainant and contact information
 - 4.5.2 Complainant's work location
 - 4.5.3 Complainant's supervisor
 - 4.5.4 Name of person(s) against whom the complaint is made
 - 4.5.5 Description of the incident, including dates and location of events
 - 4.5.6 List of possible witnesses
 - 4.5.7 Type of resolution sought (Examples include an apology, supervisory counselling, a facilitated meeting with the alleged harasser, workshops or training sessions and mediation)
- 4.6 Following receipt of the formal, written complaint, the Central Office supervisor and Superintendent of Human Resources or designate shall investigate the complaint. Investigators must act in accordance with the following guidelines:
- 4.6.1 The investigation commences and concludes as soon as reasonably possible

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

5. Taking Action to Stop and Prevent Harassment

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

5.1 Individual Awareness and Counselling

- 5.1.1 Individuals may not be aware of the effects of their behavior. In many cases, speaking to the person in private about the inappropriate behavior will be enough to resolve a situation.

- 5.1.2 In certain instances, it may be more effective for a supervisor to speak with the offending person or to arrange and facilitate a meeting between the complainant and alleged harasser.
- 5.1.3 Complainants should not be encouraged to confront the alleged harasser if they are reluctant to do so, if the alleged harassment is of a very serious nature or if the alleged harasser denies engaging in the alleged conduct.

5.2 Interim Action

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

5.3 Mediation

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

5.4 Disciplinary Action

- 5.4.1 An employee who has knowingly engaged or participated in the harassment of a co-worker will be disciplined. The discipline will be subject to the employee's rights under the employment contract or collective bargaining agreement in place.
- 5.4.2 The discipline imposed on an employee, who is found to have engaged or participated in harassment in the workplace, may include reprimand, relocation, demotion, suspension or termination of employment.

5.4.3 The severity of the discipline will depend on the following:

5.4.3.1 Seriousness of the Alleged Conduct

- Whether the conduct is an offence under the criminal code
- Whether the conduct is an offence under *The Saskatchewan Employment Act* or *The Saskatchewan Human Code*

5.4.3.2 Rights Code

- The extent of the mental or physical injury caused to the complainant by the conduct
- Whether the harasser persisted in behavior that was known to be offensive to the complainant
- Whether the harasser abused a position of authority

5.4.3.3 Risk of the Harasser Continuing with Similar Harassment of the Complainant or Others

- Whether the harasser acknowledges that conduct was unacceptable and makes a commitment to refrain from participating in future harassment
- Whether the harasser has apologized to the complainant or taken action to repair any harm caused by the conduct
- Whether the harasser has agreed to participate in awareness sessions, training or other recommended counselling or treatment

6. Third-Party Harassers

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

6.2 This action may include:

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

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

7. Malicious Complaints

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

8. Other Options for Complainants

- 8.1 Nothing in this administrative procedure prevents or discourages a worker from referring a harassment complaint to Occupational Health & Safety.
- 8.2 A worker may also file a complaint with the Saskatchewan Human Rights Commission under *The Saskatchewan Human Rights Code*.
- 8.3 A worker also retains the right to exercise any other legal avenues available.

Reference: Section 85, 87, 109 Education Act
Human Rights Code
Occupational Health and Safety Reg.
Employment Standards Act
Canadian Charter of Rights and Freedoms
STF Code of Ethics

June 2, 2015

Administrative Procedure 171

VIOLENCE

Background

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

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

Procedures

1. Administration of Violence Prevention

- 1.1 Employees, students and volunteers are to use the [Violent Incident Report Form](#) for investigation of an incident of violence.

2. Violence Prevention Procedures

- 2.1 Prairie South School Division defines violence in accordance with the *The Occupational Health and Safety Regulations, 1996* as, "...the attempted, threatened, or actual conduct of a person that causes or is likely to cause injury and includes any threatening statement or behaviour that gives a worker reasonable cause to believe that the worker is at risk of injury".
- 2.2 The Division shall make every reasonably practical measure to minimize the potential for violence including:
 - Adopting preventive measures such as training for employees, students and volunteers.
 - Developing ways and means of recognizing potentially violent situations.
 - Establishing anticipatory approaches to prevent or minimize violence.
 - Providing violence prevention training to existing and new employees.
 - Developing procedures for dealing with incidents of violence and how to obtain assistance.
 - Establishing procedures for reporting, investigating, and documenting violent incidents.

- 2.3 The Division will intervene and take supportive and appropriate action when any acts of violence, threats, or intimidation occur.
- 2.4 Employee, student and volunteers responsibilities shall include:
 - 2.4.1 Attending training sessions as required.
 - 2.4.2 Utilizing skills as trained and/or learned.
 - 2.4.3 Using the [Violent Incident Report Form](#) for reporting an incident of violence.
- 2.5 Employees shall be informed, within the context of legal protocols, of potential risks of violence by some or all of the following means:
 - 2.5.1 Review of relevant reports and documents in consultation with the principal, supervisor or Special Education personnel;
 - 2.5.2 Briefing by the principal or supervisor with respect to background, procedures and strategies;
 - 2.5.3 Consultation with Special Education personnel with respect to background, procedures and strategies.
- 2.6 Workshops and information for employees in the area of violence will be provided with a focus on:
 - 2.6.1 Ways and means of recognizing potentially violent situations;
 - 2.6.2 Proactive approaches to preventing or minimizing violence;
 - 2.6.3 Procedures for dealing with incidents of violence and how to obtain assistance;
 - 2.6.4 Reporting, investigation and documentation of violent incidents.
- 2.7 An employee who has been exposed to an incident of violence will be given the opportunity to consult with a physician for treatment or referral for post-incident counseling without loss of pay or benefits. If an employee seeks medical assistance or misses work as a result of a violent incident in the workplace. The employee and the Board must file a report of injury with The Workers' Compensation Board as required. Compensation for medical expenses, time loss or disability to which any employee may be entitled to pursuant to The Workers' Compensation Act will not be duplicated.
- 2.8 Nothing in this policy shall discourage or prevent an employee from referring a violent incident to the Occupational Health and Safety Division pursuant to the most current Occupational Health and Safety Act, initiating a complaint under the Saskatchewan Human Rights Code, the Saskatchewan Teachers' Federation, or exercising any other legal rights available under any other law, including filing a complaint with the police.

3. Violence Reporting – Employees

- 3.1 Employees who work in settings where they could be at a higher risk of violence may include:
 - 3.1.1 Employees who work with students who have a history of violence.

- 3.1.2 Employees who work with students who suffer from specific medical conditions, which can increase the probability of those students being perpetrators of violent acts.
- 3.1.3 Employees who provide services to a student whose parent or guardian has a history of violence or who has threatened school staff.
- 3.2 Primary areas of potential risk of violence centre on classrooms, hallways, playgrounds and personnel assigned to these locations.
- 3.3 All employees have a responsibility to ensure a safe workplace. To that end, employees are to promptly communicate issues relating to violence as follows:
 - 3.3.1 Employees who believe they have been subjected to a violent act will report the incident to the principal or supervisor immediately.
 - 3.3.2 Employees who have been the victim of a violent incident must complete an [Incident Report Form](#) and forward it to the principal or supervisor.
 - 3.3.3 Employees who believe a student, colleague, or visitor to the workplace represents a danger to the safety of the workplace are to notify the principal or supervisor immediately.
 - 3.3.4 The principal will initiate the [Violent Threat Risk Assessment protocols](#).
- 3.4 All violent incidents are to be investigated as soon as possible following receipt of a complaint. Principals and supervisors are to investigate all reports of violent incidents as follows:
 - 3.4.1 Review the complaint and interview the complainant, alleged perpetrator(s), if possible, and any witnesses.
 - 3.4.2 Summarize the information and review the *Incident Report Form*.
 - 3.4.3 Permit the alleged perpetrator to provide a statement;
 - 3.4.4 Advise the complainant of his or her right to report the complaint to police.
 - 3.4.5 Complete a written report of the results of the investigation and forward it to the Director.
- 3.5 The complainant and alleged perpetrator may choose to be accompanied by an employee representative or other person of choice at any stage in the investigation.
- 3.6 Following an investigation that confirms the occurrence of a violent incident:
 - 3.6.1 Where the alleged perpetrator is an employee of the school division, the school division will take appropriate supportive and disciplinary action.
 - 3.6.2 Where the alleged perpetrator is a student, the school will take appropriate supportive and disciplinary action.

- 3.6.3 Where the alleged perpetrator is a parent or another member of the public, the Director of Education, will take the appropriate action necessary to minimize the risk of another incident.
- 3.7 Employees affected by a violent incident are to be informed of the results of the investigation.

Reference: The Occupational Health and Safety Regulations, 1996
The Saskatchewan Human Rights Code Act
Section 85, 87, 108, 109, 175, Education Act
Canada Criminal Code
Canada Labour Code
Canadian Charter of Rights and Freedoms
STF Code of Ethics
Child Welfare Act

June 2, 2015

Administrative Procedure 180

LOCAL AUTHORITY FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY (LAFOIP)

Background

All information provided to individuals upon request, must be done in accordance with the provisions of the [Local Authority Freedom of Information and Protection of Privacy Act](#).

Procedures

Preamble:

As a public entity the Board of Education will encourage access to information that can be made public and will ensure the privacy of information that should not be disclosed.

The Board and employees shall encourage and facilitate the appropriate collection, use, access and retention of information in accordance with privacy and freedom of information laws and regulations.

- a) The Board shall collect only that personal information which is required for the purposes of the school division and shall use information collected only for the purposes for which it was collected.
- b) The Board shall ensure that appropriate security measures are in place to protect personal information.
- c) The Board shall facilitate access to records by the individual who are entitled to access.
- d) The Board shall retain and dispose of records in accordance with legal requirements.

Definitions

1. "Personal information" means personal information within the meaning of The Local Authority Freedom of Information and Protection of Privacy Act (LAFOIP).
2. "Record" mean records within the meaning of The Local Authority Freedom of Information and Protection of Privacy Act (LAFOIP)

1. Appointment of Head under LAFOIP

- 1.1. The Director of Education shall appoint the Manager of Human Resources to act as the Head within the requirements of LAFOIP and shall be known as the Privacy Officer.
- 1.2. The Head may from time to time delegate, in writing, specific duties related to this policy to other Board personnel.

2. Education

- 2.1. The Head shall from time to time facilitate educational programs to provide instruction to principals and other staff members concerning the principles and application of LAFOIP.

3. Freedom of Information

- 3.1. The Head shall facilitate the disclosure of public records and other records required to be disclosed pursuant to the provisions of LAFOIP.

4. Collection of Personal Information

- 4.1. Only personal information which is required to provide educational services to students under *The Education Act, 1995*, shall be collected by the Board or its employees.
- 4.2. All forms used for the collection of personal information from parents, guardians, students, employees, volunteers or members of the public should include a disclosure statement indicating the purpose for which the information is being collected.

5. Storage of Personal Information

- 5.1. All personal information collected by the Board or its employees shall be stored in a secure environment with adequate security precautions to prevent unauthorized access to the personal information.
- 5.2. The Privacy Officer shall periodically review arrangements made for storage of information.
- 5.3. Employees who collect or use personal information in the course of employment shall follow all procedures established for the storage of such personal information and shall take reasonable precautions to ensure the security of such personal information.

6. Use of Personal information

- 6.1. Only those persons requiring access to personal information in order to perform the duties of their employment shall be allowed access to that personal information.
- 6.2. Any employee accessing personal information without authority to do so may be subject to disciplinary measures.

7. Access to and Disclosure of Personal information

- 7.1. No member of staff or administration, other than the Privacy Officer shall give access to or disclose any document, record or personal information to any

person unless such access or disclosure is specifically authorized by this procedure or by the Privacy Officer.

- 7.1.1. All applications for the access to or disclosure of personal information pursuant to LAFOIP shall be made to the Privacy Officer and all enquiries about such applications shall be directed to the Privacy Officer.
- 7.1.2. The Privacy Officer shall ensure that each request made pursuant to LAFOIP is dealt with in the appropriate manner in accordance with the provisions of LAFOIP.
- 7.1.3. All staff shall co-operate fully with the Privacy Officer and provide to the Privacy Officer in a timely manner all documents, records, and personal information requested by the Privacy Officer.
- 7.2. The Privacy Officer may from time to time provide direction to principals concerning the access to personal information from student files to parents or guardians that shall include:
 - 7.2.1. A description of the types of personal information that may be accessed without formal application under LAFOIP; and
 - 7.2.2. The procedures to be followed when providing access to such personal information.
- 7.3. The Privacy Officer may from time to time provide direction to supervisors and administrators concerning the access to personal information from employee files to employees that shall include:
 - 7.3.1. A description of the types of personal information that may be accessed without formal application under LAFOIP; and
 - 7.3.2. The procedures to be followed when providing access to such personal information.
- 7.4. The Privacy Officer may from time to time provide direction to supervisors and administrators or other employee concerning the disclosure of information relating to contracts that shall include:
 - 7.4.1. A description of the types of contractual information that may be disclosed without formal application under LAFOIP; and
 - 7.4.2. The procedures to be followed when disclosing such contractual information.

8. Disposal of Information

- 8.1. Personal information shall be retained only for such period of time as it is required for the purposes for which it was collected or for a purpose consistent with that original purpose.
- 8.2. Records shall be retained for the periods set out in the Records Retention and Disposal Guide for Boards of Education together with any additions, deletions or changes that may be directed from time to time by Board policy, administrative procedures or the Privacy Officer.

- 8.3. Disposal of records shall be carried out in only accordance with the procedures designated by the Privacy Officer which shall take into account:
 - 8.3.1. the nature of the records to be destroyed
 - 8.3.2. the need to create a disposal record setting out what records have been destroyed or transferred to the Archives and the date of that destruction or transfer; and
 - 8.3.3. requirements to protect the security of personal information that is to be destroyed, including protecting its security and confidentiality during its storage, transportation, handling and destruction.
- 8.4. Only those persons authorized by policy or procedure may destroy or otherwise dispose of records.

Reference: <http://www.qp.gov.sk.ca/documents/English/Statutes/Statutes/L27-1.pdf>

June 2, 2015

Administrative Procedure 185

RECORDS MANAGEMENT

Background

The Division has a responsibility to maintain and safeguard appropriate records. Records are to be managed to facilitate decision making and expectations in regard to accountability.

Procedures

1. Records Retention and Disposal

Retention and disposal of records is to be in accordance with the directives of:

- 1.1 *The Education Act, 1995*
- 1.2 *The Local Government Election Act*
- 1.3 *The Archives Act, 2004*
- 1.4 *The Local Authority Freedom of Information and Protection of Privacy Act*
- 1.5 *Youth Criminal Justice Act*

The duration of the retention of records will be as set out in the Saskatchewan School Boards Association - Records Retention and Disposal Schedules and associated Minister's order.

Board approval is required for the disposal of all public records. Board Motion 844, September 2, 2008 requires that Board also approve the disposal of all non-public records.

Electronic Records

A document's retention and disposal is not impacted by whether the document is a paper document or a digital one.

Where a record is created and stored digitally and does not require a signature it is the official record even if a paper copy has been printed.

Digital copies of paper records which are scanned for electronic storage become the official record once the scan has been verified as successful. The paper copy will then be disposed of.

If a document requires a signature, a paper copy of the document can be printed, signed and retained as the official record. If the signed paper copy is scanned and saved digitally, the digital copy will be the official record and the paper copy will be disposed of.

Electronic documents can be signed digitally with an electronic signature pad. Records signed in this way and stored electronically are the official record of the division.

Records should be saved and organized with a mind to management and disposition. Files relating to the same topic or issue should be saved to the same place for better access and disposition. For example saving all letters to a correspondence library is not best practice as each document will have its own retention date based on what that correspondence relates to and you will have to search multiple places to find all files related to a topic or issue.

2. Access to Information

- 2.1 Individuals have the right of access to certain information, and concomitantly the Division has a responsibility to restrict access to personal information.
- 2.2 The LAFOIP Officer is responsible for compliance with [the Local Authority Freedom of Information and Protection of Privacy Act](#) and Regulations.
- 2.3 The Superintendent of Business and Operations is designated as access officer in accordance with the Act.
- 2.4 Fees for copies of information are to be in accordance with the Regulations of the Act.

3. Consistency

Procedures in regard to student records, cumulative and permanent records, are to be in accordance with *Administrative Procedure No.320 – Student Records*.

Reference: Sections 51, 71, 85, 87, 110, 369 of the Education Act
 Section 112 Local Government Election Act
 Section 26 Archives Act
 Sections 2, 23, 24, 27 Local Authority Freedom of Information and Protection of Privacy Act
 Youth Criminal Justice Act

June 2, 2015

INSTRUCTIONAL PROGRAMS AND MATERIALS 200

Administrative Procedure 200

INSTRUCTIONAL PROGRAM

Background

All programs and services offered in Prairie South School Division shall be in accordance with provincial requirements, and within the parameters of the Division's vision, mission, guiding principles, and goals.

Procedures

1. Supervision and Coordination

- 1.1 Superintendent of Operations shall provide supervisory oversight to their assigned schools.
- 1.2 Principals are responsible for the organization and supervision of the instructional program and services offered in the schools subject to the direction provided by the Director of Education and through Superintendents of Operations.

2. Program of Studies

- 2.1 Teachers are to implement the program of studies as outlined by the Ministry of Education and in school division guidelines and manuals.
- 2.2 Teachers, in consultation with their principals, are required to adapt the content of the approved program of studies to meet the needs of students.
- 2.3 Modified, alternative and functional integrated programs to be used in the school division require approval by Ministry of Education.
- 2.4 New curriculum programs may be developed and evaluated as pilot programs. Teachers wishing to implement a pilot program are to submit a request to the Superintendent of Learning through the school principal.

3. Special Project Credit

- 3.1 To meet credit requirements for secondary level completion, effective September 2009, the Ministry of Education will recognize up to 3 Special Project credits per student for out of school initiatives, on the basis of work proposed and completed by an individual student.
- 3.2 The Special Project credits shall be named Special Project 10, 20, 30 or as determined by the school, and may be used to fulfill an elective requirement for graduation. Students must complete the credit during grades 10 to 12.
- 3.3 The project proposal must be in place **PRIOR** to the student beginning the project.

- 3.4 Principals are authorized to approve student projects which comply with Ministry of Education policy and a copy shall be forwarded to the Superintendent of Operations.
- 3.5 Special Project credits may be submitted to the Office of the Registrar in the same manner as all other subjects (ie; a registration in the course and a mark is required upon completion).

4. Apprenticeship Credits

To meet the credit requirements for graduation, students employed under the supervision of a journeyman or equivalent, in a trade in which the hours worked are eligible for apprenticeship credit, may earn up to four Secondary Level Apprenticeship credits on the basis of work proposed and completed by the student. The Apprenticeship credits shall be named Apprenticeship A20, B20, A30, and B30 and may be used to fulfill the requirements for graduation.

Granting of credit for approved apprenticeships recognizes student achievement in trades outside of the regular Secondary Level program. Only students who are registered in a secondary school in Saskatchewan and are working (employed) in a trade are eligible for Apprenticeship credits.

The apprenticeship need not be related to a specific school subject. Apprenticeship credits may be used to meet the Practical and Applied Arts/Arts Education credit requirement or as electives to meet the 24 credit requirements at the Secondary Level.

Procedures

5. Approval Process

- 5.1 The application for Apprenticeship credits must be in place and approved prior to the student beginning the work for which he/she will receive credit.
- 5.2 The principal and/or designate, in consultation with the student, will identify and secure a teacher supervisor who will supervise the apprenticeship.
- 5.3 Students are required to submit a clearly planned proposal to the principal for approval. The proposal shall include:
 - 5.3.1 Evidence of employment in a trade including name, address, contact information of employer, and supervising journeyman.
 - 5.3.2 A description of the trade-related work.
 - 5.3.3 The number of hours of work expected to complete the credit (minimum 100 hours).
 - 5.3.4 A description of the expected result.
 - 5.3.5 The evaluation procedures jointly developed by the student, supervising teacher, and employer.
 - 5.3.6 The expected completion date.
 - 5.3.7 The name of the supervising teacher.

- 5.4 The school division shall retain a copy of each Apprenticeship credit application on file for a minimum of two years.
- 5.5 The Superintendent of Operations will make final approval of the Apprenticeship credit application.
- 5.6 When a project takes a student off-campus, the provisions of the Work Study Guidelines for coordinating and monitoring shall apply, as appropriate.
- 5.7 All challenges are to comply with Ministry of Education policy.

6. Course Challenge

- 6.1 Principals are authorized to administer the course challenge process by students to a maximum of two credits per student at the 10 or 20 levels.
- 6.2 A teacher who has taught a course at least twice is authorized to administer course challenges for that particular course at any school in Prairie South School Division.
- 6.3 All challenges are to comply with Ministry of Education policy.

Related Documents:

The Ministry of Education – Registrar's Handbook

<http://www.education.gov.sk.ca/registrarshandbook>

Core Curriculum – Principles, Time Allocations, and Credit Policy

<http://www.education.gov.sk.ca/policy>

Reference: Sections 85, 87, 109, 175, 176, 177 of the Education Act
Sections 21-25, 37 Education Regulations

December 8, 2009

Administrative Procedure 206

FAMILY LIFE AND SEX EDUCATION**Background**

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

Procedures

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

Reference: Section 85, 109, 175, 176, 177, 231 Education Act

February 3, 2009

Administrative Procedure 209

ASSOCIATE SCHOOLS

Background

Prairie South School Division recognizes that schools with alternative programming may be established as a legitimate realization of the aspirations of certain parents in the Division.

Associate Schools are to be established in Prairie South School Division in accordance with *The Education Act, 1995* and the *Independent Schools Regulations, Reg. 11*.

Associate School means an independent school that has an agreement with a Board of Education to operate in association with that Board.

Procedures

1. Establishment

- 1.1 The onus to seek the status of associate school lies with the corporate officers of the alternate school.
- 1.2 A written request seeking the establishment of an associate school is to be submitted to the Director of Education.
- 1.3 The Director of Education is to review all requests and present applications meeting criteria to the Board.
- 1.4 Upon Board approval in principle of an application the Director of Education will negotiate a Memorandum of Agreement.
- 1.5 The Memorandum of Agreement is to be presented to the Board of Education for approval.
- 1.6 Authorized officials of both Boards shall sign the Memorandum of Agreement.

Reference: Section 6 Independent School Regulations
Section 85, 87, 109, 175, 176, 177 Education Act
Sections 21-25, 37 Education Regulations

September 1, 2006

Administrative Procedure 210

CITIZENSHIP EDUCATION

Background

Prairie South Schools values citizenship education as a means for students to become responsible members of Canadian society. Instruction in Canadian citizenship and participation in patriotic observances and exercises are important components of citizenship education.

Procedures

1. Photographs of the current Monarch and Lieutenant Governor may be placed in each school in highly visible locations.
2. Each school is to display the Canadian and Saskatchewan flags.
http://www.gr.gov.sk.ca/Protocol/Practice/flag_procedures.htm
3. *The Canadian Charter of Rights and Freedoms* shall be displayed in each school.
<http://laws.justice.gc.ca/en/charter/>
4. Students are to stand respectfully when “O Canada” is sung or played prior to school assemblies and the beginning of classes.
5. Remembrance Day is to be observed by all schools.
6. Students may be excused on the basis of religious or personal beliefs upon request by a parent or guardian.

Reference: Sections 85, 87, 109, 175, 184 Education Act
Section 47 Education Regulations
Flag Protocol

June 2, 2015

Administrative Procedure 211

INSTRUMENTAL MUSIC (BAND) INSTRUCTION

Background

Prairie South School Division believes that students should be exposed to music in various genres as part of their cultural education.

Procedures

1. Program

- 1.1 Students have the option of participating in the instrumental band program if it is offered by the school.
- 1.2 There is a mandatory Grade 6 band program in Moose Jaw schools with the cost covered by the Division.
- 1.3 Locally developed and approved instrumental band curricula are to be used in the provision of various programs.

2. Activities

- 2.1 Each band may request one out-of-division trip per school year with the exception of grade six bands, which may only visit among schools in the school division or local competition. Refer to *Administrative Procedure 260 – Learning Activities Outside the School*.
- 2.2 Secondary school bands may request one out-of-division overnight trip per school year. Refer to *Administrative Procedure 260 – Learning Activities Outside the School*.

3. Rental Fees

- 3.1 Students may be assessed a rental fee for the use of school division owned instruments or division rented instruments.
- 3.2 Any fee levied is to be in accordance with *Administrative Procedure 505 – Student Fees*.

Reference: Sections 85, 87, 109, 175 Education Act

June 10, 2014

Administrative Procedure 212

RELIGIOUS EDUCATION

Background

The Board of Education values inclusiveness as a celebration and acceptance of all people. Prairie South Schools supports educational activities related to religious and spiritual practices that reflect the cultural diversity of our communities and supports an environment that is positive and spiritually safe. The Board of Education acknowledges the diversity of values and practices of students and parents of all faiths.

Notwithstanding the above, the school division recognizes:

1. Hutterian Brethren practices regarding the education of their children,
2. The teaching of Aboriginal cultures and beliefs, and
3. The constitutional rights regarding the recitation of the Lord's Prayer and religious instruction.

Procedures

1. Subject to the provisions of *The Education Act, 1995*, teaching is to occur in an inclusive manner. Inclusiveness is to apply to all curriculum and extra-curricular activities including preparation for and involvement in all school concerts, programs and school community events.
2. Opening Activities
 - 2.1 Opening activities are to be inclusive and may include: opportunities for personal reflection through a moment of silence; writing in a personal journal; students sharing a thought for the day which may include diverse religious, spiritual or cultural readings; and, or the singing of "O Canada".
 - 2.2 Pursuant to the provisions of the constitution (Saskatchewan Act, 1905), the Board may also direct that the Lord's Prayer be recited during opening activities.
 - 2.2.1 The Board shall complete a review process before directing the recitation of the Lord's Prayer in a school community.
 - 2.2.2 The Board shall undertake the review process in a school community when requested to do so by the School Community Council.
3. Religious Instruction
 - 3.1 Pursuant to the provisions of the constitution (Saskatchewan Act, 1905), the Board may permit that religious instruction take place during the last half hour of the school day.

- 3.1.1 The Board shall complete a review process before permitting that religious instruction take place in a school community.
- 3.1.2 The Board shall undertake the review process in a school community when requested to do so by the School Community Council.

4. Aboriginal Teachings

The role of aboriginal cultures is recognized in Saskatchewan, and schools are supported in developing activities and programs designed to educate students concerning aboriginal teachers including culture, beliefs and spiritual practices.

Reference: Sections 85, 87, 109, 175, 182, 184 Education Act

June 2, 2015

Administrative Procedure 213

PHYSICAL EDUCATION**Background**

Prairie South School Division supports the concept that the educational program in the school division is to encourage the healthy and physical development of students and to develop a life-long emphasis on wellness.

Procedures

1. Each school is to include in its instructional program the provincially recommended time for physical education.
2. Students are to comply with the physical education dress standards prescribed by their school.

Reference: Sections 85, 109, 175 Education Act
Saskatchewan Physical Education Safety Guidelines

September 1, 2006

Administrative Procedure 214

DRIVER EDUCATION**Background**

Prairie South School Division provides driver education in accordance with *The Education Act, 1995*.

Procedures

1. Principals are responsible for scheduling driver education.
2. The principal is to review the guidelines for driver education with the driver education instructor early in the school year.
3. The principal is to report to the Superintendent of Operations in charge of Driver Education any on-going or major concerns with the program.

Reference: Sections 85, 87, 109, 175, 189 Education Act
Sections 53, 54, 55, 56 Education Regulations

September 1, 2006

Administrative Procedure 215

ADDITIONAL LANGUAGE LEARNING – OTHER THAN ENGLISH

Background

Prairie South School Division believes that each child should have the opportunity to explore and learn languages other than English as language learning develops awareness, sensitivity, appreciation and respect for one's culture, as well as other cultures.

Procedures

1. Language learning opportunities may be provided through:
 - 1.1 Immersion and Bilingual Education Programs
Immersion and bilingual programs are provincially designated programs where the language of instruction is 50% or more of a student program.
 - 1.2 Core Programs
Core programs are provincially recognized programs in which instruction does not usually exceed the equivalent of 150 minutes per week.
 - 1.3 Heritage Languages
Heritage language programs provide instruction in languages other than Aboriginal languages or the two official languages of Canada – English and French.
2. The designation of schools for immersion and bilingual programs is to be as outlined in *The Education Act, 1995*.
3. The Board has reserved the right to approve the location and grade levels for language learning offerings.
4. Program offerings are to meet the goals, objectives, and requirements of provincially approved courses of study.
5. Approval to discontinue a language in any school must meet the following criteria:
 - 5.1 Formal recommendation to the Board demonstrating support from the School Community Council and the staff of the school requesting the discontinuation.
 - 5.2 A detailed plan and timeline for phasing out the program with the least impact to students, staff and the community.
 - 5.3 A detailed plan of how the time traditionally allocated to learning an additional language will be utilized. This plan will need to demonstrate alignment with division initiatives and comment how it will benefit students and improve student learning.

- 5.4 Mechanisms are put in place for those students wishing to continue their learning of an additional language.

Reference: Section 85, 87, 109, 180 Education Act
Section 38, 42, 45 Education Regulations

June 10, 2014

Administrative Procedure 216

CAREER AND WORK EXPLORATION PROGRAM**Background**

The Division is committed to the Career and Work Exploration program as a valuable opportunity for students to develop and enhance the knowledge, skills and abilities necessary to understand, shape and manage their life career developments.

Career and Work Exploration involves work-based learning experiences that integrate a student's academic program of study with a community-based work site forming a partnership between the student, teacher and employer.

Procedures

1. The Parents/Guardians accept full responsibility for providing transportation to and from the designated work placement site. A Parent/Guardian Permission Form shall be signed absolving Prairie South School Division et al, and employers et al from all liabilities in transportation to and from the designated work placement site.
2. A Career and Work Exploration Agreement, stating the conditions, shall be signed by all parties (student; school coordinator; employer; parent/guardian)
3. The Division discourages the practice of students operating a business owned vehicle. In situations where this is required as part of the student's duties, the following shall occur:
 - 3.1 It must be stated as a duty on the Career and Work Exploration Agreement
 - 3.2 A Memorandum of Agreement shall be signed by the Employer, Parent/Guardian, Student and School Coordinator stating it is part of the student's duties and the Business agrees that its liability insurance will extend coverage to the student while operating the vehicle.
4. The Prairie South School Division's Career and Work Exploration Program School's Guide be adhered to for guidelines and procedures.

Reference: Sections 85, 87, 109, 175 Education Act:
Workers' Compensation Act
Career & Work Exploration Curriculum Guide (10, 20, A30, B30)
A Practical and Applied Art 2002
Workers' Compensation Form E-1
Workers' Compensation Form W-1

August 21, 2007

Administrative Procedure 250

**INSTRUCTIONAL RESOURCES
SELECTION AND CHALLENGE****Background**

Prairie South School Division authorizes the purchase of instructional resources to meet and satisfy the vision, mission, guiding principles and goals of the school division.

Procedures**1. General**

- 1.1 Classroom instructional resources are to be selected from those recommended by the Ministry of Education.
- 1.2 Materials which are an integrated part of the core program for elementary students are supplied by the school division.
- 1.3 In general, materials used for instructional purposes in sciences and practical and applied arts are to be supplied to the student. However, in some areas where students are using consumable materials or supplies, a fee may apply. Refer to *Administrative Procedure 505 – Student Fees*.

2. Selection of Resources

- 2.1 Teaching staff are to provide students with a wide variety of materials at varying levels of difficulty with diversity of appeal and varying points of view that are consistent with the beliefs and goals of the school division.
- 2.2 While the selection of learning resources may involve many people – administrators, teachers, students, community persons – the responsibility for selection and purchase rests with the principal and learning consultants.
- 2.3 Materials selected for the school library resource centres are to be consistent with the following guidelines:
 - 2.3.1 They support and are consistent with educational goals of the province, division, individual school, and specific courses.
 - 2.3.2 They are appropriate for the subject area, as well as age and ability of the student for whom they are intended.
 - 2.3.3 They meet high standards of quality in factual content, accuracy, balance, integrity, and presentation.

3. Challenged Resources

- 3.1 Any resident or employee of the school division may formally challenge learning resources used in division schools.
- 3.2 The challenge must be on the basis of appropriateness.
- 3.3 Requests for reconsideration of materials may be informal or formal.

3.3.1 Informal

The school receiving a complaint regarding a learning resource is to try to resolve the issue informally:

- The principal or other appropriate staff is to explain to the questioner the school's selection procedure, criteria, and qualifications of those persons selecting the resource.
- The principal or other appropriate staff is to explain the particular place the questioned resource occupies in the education program, its intended usefulness, and additional information regarding its use. The principal or other appropriate staff may also refer the questioner to someone who can identify and explain the use of the resource.
- If the questioner wishes to file a formal challenge, a [Request for Reconsideration of Learning Resources](#) form is to be given to the person.

3.3.2 Formal

All formal objections to learning resources are to be made on the [Request for Reconsideration of Learning Resources](#) form:

- The form is to be filed with the principal.
- The principal is to submit the form to the Superintendent of Learning.
- The Superintendent is to submit the form to a reconsideration committee composed of one member of the Division staff chosen by the Superintendent, a member of the school teaching staff, and one Central Administrative Council member.
- The reconsideration committee may choose to consult division support staff and/or community persons with related professional knowledge.
- The reconsideration committee is to review the challenged resource and judge whether it conforms to the guidelines for selection.
- The reconsideration committee is to:
 - Examine the challenged resource.
 - Determine the professional acceptance by reading critical reviews of the resource.

- Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context.
- Discuss the challenged resource in context to the educational program.
- Prepare a written report.
- The written report is to be discussed with the individual questioner if requested.
- The written report is to be retained by the Superintendent, with copies forwarded to the principal and questioner.
- The decision of the reconsideration committee is binding on the individual school.
- Notwithstanding this procedure, the questioner has the right to appeal any decision of the reconsideration committee to the Board of Education as the final review panel.

Reference: Section 85, 87, 109, 175 of the Education Act
Section 37 Education Regulations

Approved September 1, 2006

Administrative Procedure 260

LEARNING ACTIVITIES OUTSIDE THE SCHOOL

Background

All learning activities outside the school must have a curricular focus.

Procedures

1. General

- 1.1 All groups participating in out-of-school activities are to be under the supervision of a teacher or one of the following when approved by the principal:
 - 1.1.1 Another employee
 - 1.1.2 Non-faculty coach
- 1.2 A current Criminal Records check is required for all staff and volunteers approved by the principal. Refer to *Administrative Procedure 405 – Criminal Records Check*.
- 1.3 There must be assurance that adequate safety precautions are in place. An adequate number of pre-approved staff and volunteers of the gender of students participating is required. There is to be no single adult/child shared sleeping accommodation.
- 1.4 The teacher is to ensure that no child is alone with an adult volunteer during any activity.
- 1.5 A Buddy system is to be in place for children in elementary school, or students who are developmentally challenged.
- 1.6 Transportation is by school bus, paid licensed carrier, or private vehicles having adequate insurance coverage. Refer to *Administrative Procedure 555 – Transportation in Private Vehicles*.

2. Day Trips

- 2.1 School day trips are trips that do not exceed one day in duration.
- 2.2 The principal is authorized to approve day trips when the following conditions are met:
 - 2.2.1 Parent or guardian has completed the [Parent/Guardian Consent Form](#).
 - 2.2.2 Parents have been informed of the event.
 - 2.2.3 For events or trips outside of the community the teacher has completed the [Away From School Activities: School Day Trips Form](#).

- 2.2.4 The excursion does not involve a high risk activity as identified in the Physical Activity Safety Guidelines.

3. Overnight Excursions, Outdoor Education Excursions and High Risk Activities

- 3.1 The Superintendent of Operations in charge of extra-curricular is authorized to approve overnight excursions, outdoor education excursions and high risk activities when the following conditions are met:
 - 3.1.1 [The Overnight Excursion/Outdoor Education/High Risk Activities Form](#) has been completed and approved by the principal.
 - 3.1.2 The principal has submitted the form to the Superintendent of Operations in charge of extra-curricular at least ten weeks prior to the event or by a date approved by the Superintendent of Operations.
- 3.2 Once the principal has received approval, notification is to be sent to parents and permission slips received.
- 3.3 Once the permission slips are received the principal may approve the excursion.
- 3.4 The principal is authorized to approve overnight extra-curricular excursions that do not involve a high risk activity as identified in the Physical Activity Safety Guidelines.

4. Out-of-Province Excursions

- 4.1 All potential out-of-province pupil travel organized under the auspices of the Division must have the approval in principle from the Superintendent of Operations.
- 4.2 Following approval in principle the school principal must ensure that the following conditions can be met before recommending out-of-province pupil travel to the Director of Education:
 - 4.2.1 The proposed travel has the signed approval of the parents or guardians of the pupils concerned.
 - 4.2.2 Other staff members whose teaching responsibilities may be affected by the absence of the students, and teachers who will be traveling have been consulted and show a willingness to support the proposal.
 - 4.2.3 Adequate provision will be made for the accommodation, supervision, and well-being of the pupils who are traveling.
 - 4.2.4 Adequate and appropriate insurance is provided to protect the students, teachers, and Board of Education in the event of an accident. A statement that adequate insurance will be provided is to accompany the submission to the Board.
 - 4.2.5 It is suggested that teachers and volunteers and/or chaperones purchase appropriate medical insurance to protect themselves in the event of an accident or illness.

- 4.2.6 The students will suffer no serious loss in their basic educational program normally provided through the school.
- 4.2.7 Adequate provision will be made to address safety. See the Physical Activity Safety Guidelines.
- 4.3 Once the preceding conditions are met, the principal is to request final approval from the Board of Education through the Superintendent of Operations in charge of extra-curricular. The final documentation will include:
 - 4.3.1 An itinerary of the proposed travel that specifically identifies times, places, modes of travel, and emergency contact telephone numbers for countries and provinces to be visited.
 - 4.3.2 A list of persons or agencies who have accepted responsibility for developing the trip.
 - 4.3.3 A breakdown of anticipated costs (i.e. fares, passports, meals, spending money, accommodation, deposits required, etc.).
 - 4.3.4 A list of chaperones and their job descriptions or relationship to the school system and qualifications as leaders or chaperones of the proposed trip. In addition, the number of students per chaperone should not exceed ten.
 - 4.3.5 A list of participants including grade level, home address, and telephone number.
 - 4.3.6 A statement of anticipated educational benefits, including pre-travel and post-travel educational activities, and anticipated trip highlights.
 - 4.3.7 An indication that the principal has been involved in all steps of the planning.
 - 4.3.8 An indication of parental involvement to date, or an indication of anticipated parental involvement.
 - 4.3.9 An indication of student involvement in the project.
 - 4.3.10 A statement of regulations governing student behavior. It should be noted that students are subject to all regulations normally associated with behaviour in the school setting including the use of alcohol or illicit drugs.
- 4.4 The principal is to ensure that parents or guardians of all students involved in the trip sign parental consent forms.

Reference: Sections 85, 87, 109, 151, 175, 179, 231 Education Act
Physical Education Safety Guidelines

November 6, 2007

Administrative Procedure 270

HOME BASED EDUCATION

Background

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

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

Procedures

1. Registration

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

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

2. Annual Progress Report

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

3. Activities

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

- 3.1 Provincial curriculum guides on loan.
- 3.2 Textbooks and learning resources used in division schools on loan if available.
- 3.3 Access to school division libraries.
- 3.4 Standardized testing in relation to the annual progress report.
- 3.5 Assessment and diagnostic testing of an intensive needs student.
- 3.6 Access to Speech/Language Pathologist or Psychologist upon request to the Superintendent of Learning and a subsequent referral to the Superintendent of Operations.
- 3.7 Driver Education shall be provided to an eligible student when it is offered at the school in the student's attendance area. Registration costs will be paid by the school division.
- 3.8 Provided registration has taken place by September 30 of the school year, the school division will allow for reimbursement of up to \$500 per student for program materials to support the Home Based Education Program. Reimbursement can be claimed by submitting the [Reimbursement Form](#).
- 3.9 Partial or full payment for correspondence and distance education courses in accordance with *Administrative Procedure 341 – Purchase of Services for Students*.

- 3.10 At the request of the home-based educator, home-based learners shall be allowed to participate in the school photograph program at the school in the local attendance area. The home-based educator shall be responsible for normal costs involved.
- 3.11 Access to photocopying may be arranged with the local in-school administrator. There shall be a maximum of 300 copies per student per school year.

The following services may be provided by the school division:

- 1. Access to individual courses in a school through application to the Superintendent of Operations.
- 2. Participation in extra-curricular activities through application to the Superintendent of Operations.

Reference: Sections 2, 85, 87, 109, 117, 157, 370 of the Education Act
Sections 17, 18 Education Regulations
Ministry Policy B.5 and A.3.1

September 1, 2006

STUDENTS 300

Administrative Procedure 300

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 All other students entering the school division are to be admitted and placed provisionally at the level to which they were entitled by their sending Division.
- 4.3 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:
 - 6.1.1 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.
 - 6.1.2 In the event that the request is still desired, parents or guardians will fill out a [Transfer Request Form](#) that specifically outlines reasons for the request. The Superintendent of Operations responsible for that school is contacted and involved in the transfer decision process. Transfer Request Form is sent to receiving school administration to determine if a team meeting is required.
 - 6.1.3 The parents or guardians fill out 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.

 - 6.1.3.1 Urban (Moose Jaw only):
 - 6.1.3.1.1 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.
 - 6.1.3.1.2 Superintendent signs the form.
 - 6.1.3.1.3 Superintendent signs confirmation letter.
 - 6.1.3.1.4 Reception mails the letter, enters info into database, files a copy of letter.
 - 6.1.3.1.5 No transportation is involved.

- 6.1.3.2 Rural (Catchment area changes from Rural to Rural and Rural to Moose Jaw):
 - 6.1.3.2.1 Principal signs the boundary exemption form and sends it to their Superintendent.
 - 6.1.3.2.2 Principal gives the parent the transportation request form.
 - 6.1.3.2.3 Parent sends the transportation request form to conveyance supervisor.
 - 6.1.3.2.4 Superintendent confirms with conveyance supervisor regarding transportation before Signing boundary exemption form.
 - 6.1.3.2.5 If transportation is confirmed, the Superintendent signs the boundary request form.
 - 6.1.3.2.6 Superintendent scans and emails a copy of the signed form to conveyance supervisor for records.
 - 6.1.3.2.7 Superintendent signs confirmation letter.
 - 6.1.3.2.8 Reception mails the letter, enters info into database, files a copy of letter.
 - 6.2 Superintendents Responsibilities:
 - 6.2.1 Contact conveyance supervisor 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 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 approved.
 - 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. In the event that the process of application or appeal is not followed at any time, all parties will reinforce the commitment to the outlined protocol.

Reference: Sections 2, 85, 87, 109, 110, 141, 142, 145, 156, 169, 171, 173, 175, 186 Education Act
Section 20 Education Regulations
Child and Family Services Act

June 12, 2013

Administrative Procedure 310

STUDENT SUPERVISION

Background

Principals are required to make provisions for supervision of students while in school or while engaged in school authorized activities outside of the school premises.

Procedures

1. General

- 1.1 The principal is to assign teachers and other persons the responsibility of student supervision.
- 1.2 The assignments are to be made in consultation with the teachers, and persons involved.
- 1.3 Supervisory responsibilities include: supervision of students before school in the morning; during recess periods; at noon; after school, or at any time students are engaged in authorized school activities, either on, or off school premises.
- 1.4 The principal is to establish parameters for general supervision of students in the morning, during recess, at noon hour, after school hours, during loading and unloading of school buses, and at times of other activities on or off school premises.
- 1.5 All supervision practices are to result in safe, positive learning environments. They are to be consistent with the educational, physical, social, and moral development of the individual child.

2. Lunch

- 2.1 The principal is to assign lunch period supervision for students subject to local agreements, or local arrangements, budget allocations, and the needs of the school.
- 2.2 Schools may establish a lunch hour child care program subject to the directives of the Director of Education.
- 2.3 The schedule of rates, or time in lieu paid to supervisors is to be determined annually through the budget process and/or the local agreements.

Reference: Sections 85, 87, 109, 175, 193, 196, 231 Education Act

September 1, 2006

Administrative Procedure 312

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.

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 “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 or anaphylaxis
- Blood glucose monitoring and,
- Response to low blood sugar emergencies

Procedures

1. Essential Medications and Procedures

- 1.1. The principal is to ensure that students requiring medication or medical procedures during school hours are identified and appropriate information has been completed and filed by the parent or guardian prior to administering medications or procedures. Non-prescribed medications are not to be administered by Board employees.
- 1.2. The principal in consultation with the Director of Education and school-based staff are to determine staff members responsible for the administration of the service.
- 1.3. Staff members may decline to administer any medication or procedure without prejudice, unless that responsibility is included in the employee’s current job description.

- 1.4. The principal is to ensure that:
 - 1.4.1. The staff is sufficiently trained to carry out the required procedures. Assistance may be sought from parents, a public health nurse, and other health care professionals.
 - 1.4.2. A secure and proper location is provided for the location of medications.
 - 1.4.3. Medications or procedures are administered in a manner respecting the dignity of the student.
 - 1.4.4. Daily medication records are established and maintained.
 - 1.4.5. Containers of medications have dispensing instructions on the pharmacy-supplied labels.
- 1.5. Prior to any school excursion the teacher is to:
 - 1.5.1. Communicate to the parent/guardian the nature of the excursion.
 - 1.5.2. Determine the needs of the child with the parent/guardian.
 - 1.5.3. Develop, in consultation with the parent/guardian and the principal, an emergency plan that is specific to the excursion.

2. Medication in an Emergency Situation

- 2.1 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:
 - 2.1.1 Require the parent/guardian to provide the school with an appropriate and current ANAKIT or EPIPEN bearing an expiration date.
 - 2.1.2 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.
 - 2.1.3 Make school-based employees aware of the identity of the student(s).
 - 2.1.4 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.
- 2.2 Prior to any school excursion the teacher is to comply with the procedures outlined in No. 1.5 above.

Reference: Sections 85, 87, 109, 175, 188, 190 Education Act

September 1, 2006

Administrative Procedure 320

STUDENT RECORDS

Background

Staff members shall produce and maintain records to assist in provision of educational programs for all students. Information in these records serves two purposes:

1. To provide working records about students currently enrolled in the school division and,
2. To provide a permanent record of each student's attendance. Achievement and personal information that is pertinent to the student is retained according to the Cumulative File Guidelines and the Records and Retention Schedule. The Ministry of Education retains the official permanent record of a student's marks.

All such records are for educational purposes only and are to be treated as confidential and for use only by educational professionals and appropriate supportive professional staff.

Procedures

1. General

- 1.1 The school principal, except where noted, is responsible for the collection, maintenance, and release of student records.

2. Cumulative Records

- 2.1 Student records shall be kept in accordance with [Ministry of Education Cumulative Guidelines](#) and the *Records and Retention Guide*.
- 2.2 When a student graduates, transfers out of province, or their file becomes inactive for some other reason, the inactive cumulative file is to be sent to Central Office, attention Business Manager, for retention until the disposition time has arrived or the student becomes active again.
- 2.3 Disposition of Cumulative Files and other student files which have reached their disposition date is to be done annually in a secure manner after receipt of Board approval.

Reference: Sections 85, 87, 109, 175, 231 Education Act
Local Authority Freedom of Information and Protection of Privacy Act
Vital Statistics Act
Youth Criminal Justice Act

June 2, 2015

Administrative Procedure 325

PROTECTIVE SERVICES/CHILD ABUSE

Background

Prairie South School Division requires all employees to concern themselves with the physical, social, and emotional well-being of each student. Abuse or neglect of children and youth must not be left unchecked by persons charged with the care of students.

Procedures

1. Reporting Children in Need of Protective Services

- 1.1 Principals are to familiarize themselves and their staffs with procedures and information regarding the reporting of children in the need of protective services as provided in the [*Provincial Child Abuse Protocol 2006*](#).

2. Cooperation with Youth Workers and Police

- 2.1 Interview and Interrogation
 - 2.1.1 Principals and teachers are to cooperate with the police when police officers find it necessary to interrogate students. All parties are to govern themselves in accordance with the *Youth Criminal Justice Act, 2002*.
 - 2.1.2 All requests by police for interviews or interrogation with students are to be directed to the principal. The principal may suggest the interview be held off school premises.
 - 2.1.3 Except by specific request to the contrary by police, the principal is to notify, if necessary, the parent or guardian in advance of the interview or interrogation.
 - 2.1.4 The principal is to arrange for any interviews or interrogation to be held in private. The principal or designate may be present for the interview if the student requests.
 - 2.1.5 If the police request to take a student from the school, the principal is to suggest that the officer contact the parent or guardian using the principal's telephone to inform them of the intended police action.
 - 2.1.6 However, the police will act as their duty directs. This may require the arrest and removal of the student from the school without giving prior notice to parents or guardians.
 - 2.1.7 In either event, the principal is to advise the parents or guardians of the police action as soon as is possible.

Reference: Section 175 of Education Act
Section 12.1 of The Child and Family Services Act
Section 4.1 of The Emergency Protection for Victims of Child Sex Abuse and Exploitation Act
Section 43 of the Criminal Code of Canada

June 12, 2013

Administrative Procedure 326

SEARCH AND SEIZURE**Background**

The principal has the right to carry out search and seizure of a student's person and or property in the school, or within the vicinity of the school, based upon reasonable suspicion of theft and possession of prohibitive substances and articles.

Procedures**1. Search**

- 1.1 Principals or designate are authorized to search school property in order to maintain order, safety, or discipline.
- 1.2 The principal or designate shall have the right and the responsibility to carry out routine administrative searches of lockers and other school property to ensure the safety of the students. Schools need to communicate this to students and parents in the school handbook.
- 1.3 If the principal or designate ascertains that there are reasonable grounds for belief that a criminal offense is being, or has been committed, that a search of the student or property will provide evidence in these matters, or will lead to the conclusion that the commission of a criminal offense has or is about to occur, a search can proceed subject to the following:
 - 1.3.1 The search should proceed immediately if there is reason to believe that the safety of any student is in question.
 - 1.3.2 If the safety of any student is not in question:
 - Attempts should be made to have the student concerned present and consent to the search.
 - Where the student is not present, or does not consent to the search or the school officials do not wish to undertake the search under their own authority, school officials are to contact the police and the search proceed under the direction of the police.
 - At least one witness is to be present when a search takes place.
 - All intrusive searches must be conducted by the police.
- 1.4 Any search on school premises initiated by the police is to be:
 - Authorized by warrant or,
 - In relation to drugs or weapons or,

- Coincident with the appearance of the police for the purpose of arresting a student or,
 - In relation to a school initiated search that results in a request for police assistance.
- 1.5 The principal, or designate is to accompany the police in any search unless advised by the police to the contrary.

2. Illicit Use of Drugs and Alcohol

- 2.1 The principal may suspend any student who is in possession of, distributing, selling, or supplying drugs or alcohol listed under the *Controlled Drugs and Substances Act, 1996* or *The Food and Drugs Act, 1985* and is on school premises, school buses, or at school-sponsored activities. The suspension is to be in accordance with *Administrative Procedure No. 354 – Student Discipline*.
- 2.2 Any student convicted of trafficking in drugs on school property, school activities, or school buses is to be suspended after consultation with the Superintendent of Operations, in accordance with *Administrative Procedure No. 354 – Student Discipline*.
- 2.3 Any student who has a drug or alcohol problem and confides in a teacher or principal for the purpose of receiving assistance in overcoming the problem is to be directed to appropriate programs and services for assistance.
- 2.4 The principal and staff are to cooperate fully with parents, community agencies, and law enforcement agencies in their attempts to solve problems associated with drug and alcohol usage.

Reference: Sections 85, 87, 109, 175, 231 of the Education Act
 Sections 11, 12, 81 Child and Family Services Act
 Emergency Protection of Victims of Sexual Abuse and Exploitation Act
 Provincial Child Abuse Protocol 2006
 Youth Criminal Justice Act
 Canadian Charter of Rights and Freedoms

March 19, 2010

Administrative Procedure 330

STUDENT ATTENDANCE

Background

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

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

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

Procedures

1. Tracking and Recording Protocol

The principal shall:

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

2. Follow-Up Protocol

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

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

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

3. Tracking Protocol and Interventions

ATTENDANCE

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

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

TARDINESS

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

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

June 2, 2015

Administrative Procedure 340

SERVICES FOR STUDENTS WITH INTENSIVE NEEDS**Background**

Prairie South School Division recognizes its responsibilities toward the education of students with intensive needs. The Division supports the process of inclusion of students with intensive needs in an appropriate learning environment.

Procedures**1. Specialized Programs and Services**

- 1.1 The Superintendent of Learning is responsible for the implementation, maintenance, and supervision of programs and services for students with intensive needs.
- 1.2 The Superintendent of Learning has the authority to delegate the implementation and ongoing development and operations of the student support services program to coordinators, consultants, teachers, and other division employees involved in the delivery of special services.
- 1.3 The Superintendent of Learning is to maintain in a current and up-to-date status the school division's *Supporting Inclusion Manual (SIM)*.
- 1.4 The *Supporting Inclusion Manual (SIM)* is to outline in specific detail the delivery system for special education. It is to be consistent with the vision, mission, guiding principles and goals of the school division, and pertinent policies of the Ministry of Education and *The Education Act, 1995*.

Reference: Section 85, 87, 109, 186.1, 187, Education Act

June 10, 2014

Administrative Procedure 341

PURCHASE OF SERVICES FOR STUDENTS**Background**

Prairie South School Division contracts for educational services and pays tuition fees for students when it is not feasible or practical to provide the services within the Division.

Procedures

The Superintendent of Learning may approve the purchase of services from other institutions and school divisions when Prairie South School Division is unable to provide a specific program or service for a student with intensive needs. Such service or program is to be consistent with those provided in accordance with Ministry of Education regulations and policies.

The Superintendent of Operations in charge of distance education may approve the purchase of distance education courses from other institutions and school divisions when the school and school division is unable to provide the required instruction, and the student needs the course to satisfy his/her academic requirements.

Parents or guardians of home-based education students may apply to the Superintendent of Operations in charge of home-based education for assistance in the purchase of distance education courses in accordance with *Administrative Procedure 270 – Home Based Education*.

Reference: Section 85, 87, 108, 109, 142, 171, 173 Education Act

August 17, 2010

Administrative Procedure 350

STUDENT CONDUCT**Background**

Principals have the authority to develop guidelines and rules necessary for the establishment and maintenance of safe, positive environments in schools.

The principal, in cooperation with staff, Student Council, and School Community Council develops guidelines to promote good order and harmony in the school. These guidelines are communicated to staff, students, and parents on an annual basis and conform to the duties of students as set out in *The Education Act, 1995*.

Procedures**1. Attend**

- 1.1 Students are to attend school regularly and punctually.

2. Conform

- 2.1 Students are to conform to the rules of the school as set out by the principal.
- 2.2 Students are subject to discipline as would be exercised by a kind, firm, and judicious parent.

3. Observe Standards

- 3.1 Students are to observe standards as set out in the rules of the school with respect to the rights of other persons.

4. Account for Self

- 4.1 Every student is accountable:
 - 4.1.1 To the teacher for his or her conduct on the school premises during school hours, and during such hours when the teacher is in charge of the pupil either in class, or out of the school while engaged in authorized school activities conducted in out-of-school hours.
 - 4.1.2 To the principal and members of the teaching staff at any time that he or she is under supervision of the school, including time spent traveling between the school and his or her place of residence.
 - 4.1.3 To the driver of a school bus, and to any other person appointed by the Division for the purposes of supervision during hours when pupils are in the personal charge of such employees, or persons appointed by the Division. Those appointed persons shall be responsible to, and report to the principal.

Reference: Sections 85, 87, 109, 150, 151, 152, 153, 175 Education Act

September 1, 2006

Administrative Procedure 354

STUDENT DISCIPLINE**Background**

Prairie South School Division is committed to providing environments which are physically, emotionally, and spiritually safe and positive.

The Division believes that parents, staff, students and community must work together to ensure that learning occurs in a safe, orderly, and nurturing environment.

Procedures

Discipline is part of the teaching-learning process. Effort must be made to teach appropriate behaviour to students, while at the same time recognizing that students must be increasingly accountable for their behaviour.

For students on an Inclusion and Intervention Plan (IIP) and/or a Behavior Intervention Plan (BIP), steps to ensure that the individual existing plans as per these students are closely followed. If assessment shows that the current plan is not successful, support teams will meet to alter the plan.

1. General

- 1.1 Discipline in schools is to stress correction rather than punishment.
- 1.2 Principals and staffs of schools are to attempt to determine causes of misbehaviour and to stress rectifying those through a variety of techniques. Where safety of others is not considered a risk, the procedures below are to be followed by the teacher and principal when behaviour problems are encountered:
 - 1.2.1 The teacher is to assist the student in identifying the behaviour problem, its causes and appropriate alternative behaviors.
 - 1.2.2 The teacher is to discuss the student's behaviour with the principal in an attempt to generate alternative management strategies.
 - 1.2.3 The teacher and/or principal are to discuss the student's behaviour with the parent(s) or guardian.
 - 1.2.4 A consistent effort is to be made to change inappropriate behaviour to acceptable behaviour through various techniques.
 - 1.2.5 If measures taken do not result in appropriate student behaviour the principal is to consult with the designated school Superintendent to plan for further remedial action.
 - 1.2.6 The goal of all behaviour management techniques employed by staff is to provide a positive school climate where the education and well-being of students are foremost considerations.

- 1.3 Where the safety of self or others is at risk, reasonable restraint or seclusion may be used.
 - 1.3.1 Definitions:
 - 1.3.1.1 Physical restraint is defined as any method of one or more persons restraining another person's freedom of movement, physical activity, or normal access to his or her body. (Council for Exceptional Children, 2009).
 - 1.3.1.2 Seclusion is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. This includes situations where a door is blocked by other objects or held by staff (Council for Exceptional Children, 2009).
 - 1.3.2 Guidelines:
 - 1.3.2.1 Preventative strategies as outlined in 1.2 above should be followed.
 - 1.3.2.2 Interventions should emphasize prevention and create positive behavioral supports.
 - 1.3.2.3 Staff members involved in restraint or seclusion should have appropriate training including conflict de-escalation.
 - 1.3.2.4 Seclusion or physical restraint procedures should be used in school settings only when the physical safety of the student and/or others is in imminent danger.
 - 1.3.2.5 Seclusion or physical restraint is viewed as a 'last resort' option while maintaining student dignity. 'Last resort' means that all other possible interventions have been implemented with fidelity and these interventions have failed to prevent or de-escalate a situation and there is significant concern for the personal safety for the student and/or others.
 - 1.3.2.6 Neither seclusion nor restraint should be used as a punishment to force compliance or as a substitute for appropriate educational support.
 - 1.3.3 Procedures:
 - 1.3.3.1 Pre-determined trained individuals including the principal or vice principal will respond to crisis situations that provide a threat to the safety of any individual in the school.
 - 1.3.3.2 Any student in seclusion must be continuously observed by an adult both visually and aurally for the entire period of seclusion. Occasional checks are not acceptable.
 - 1.3.3.3 Parents will be involved in the planning for the use of physical restraint and seclusion and will be informed promptly if physical restraint and/or seclusion have been used for their child.

1.3.3.4 [The Use of Physical Restraint/Seclusion](#) documentation form is to be completed and submitted to the Superintendent of Operations responsible for the school.

1.3.3.5 A copy of the documentation is to be kept in the student's file.

1.3.3.6 The principal will ensure that all of the adults involved will have a chance to debrief the incident with the goal of ensuring support and identifying factors that may further support the child.

1.4 Corporal punishment is not permitted.

2. Detention

2.1 Detention, if employed, is to be applied judiciously.

2.2 Bus students are not to be detained after school hours unless suitable transportation arrangements have been made with the parent or guardian.

3. Suspension

Prairie South believes that discipline measures, when necessary, are to be corrective and supportive rather than punitive. With that said, there are issues that are so unacceptable in our school environment that they must be considered "bottom line" issues. These include trafficking, possession and use of drugs, habitual/chronic neglect of duties, and compromised safety of students and staff.

3.1 Not more than three days

3.1.1 Prior to imposing a suspension the principal is to refer to the appropriate sections of *The Education Act, 1995* relating to discipline.

3.1.2 In accordance with *The Education Act, 1995* the principal may suspend a student from school for not more than three days at a time for overt opposition to authority or serious misconduct.

3.1.3 When a student is suspended for not more than three days, the principal is to report immediately the circumstances and the action taken to the student's parent or guardian, and maintain a detailed record of the suspension at the school.

ATTEMPTS FOR INTERVENTION SHALL BE MADE PRIOR TO CONSIDERATION OF A SUSPENSION GREATER THAN THREE DAYS

3.2 Four to Ten Days

3.2.1 The principal may suspend a student from school for a period of up to ten days for habitual, willful, or gross violation of duties of a student or the rules of the school. When a student is suspended under these provisions, the principal is to report, in writing, as soon as is practicable, the circumstances and action taken and the plan for the student return to:

- The Director of Education
 - The parent or guardian
 - The student.
- 3.2.2 The Director of Education may confirm, modify, or remove the suspension. If confirmed or modified, the Director of Education is to inform the Board.
- 3.2.3 If desired the student, parent, or guardian is to be granted a hearing with the appropriate officials, throughout each of the preceding steps.
- 3.2.4 The Board has reserved the right (in Board Policy 13 – Appeals and Hearings Regarding Student Matters) to hear appeals regarding student suspensions in excess of 10 days.

Reference: Sections 85, 87, 109, 148, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 175, 231 Education Act

September 1, 2006

Administrative Procedure 357

BREAK-IN, THEFT AND VANDALISM**Background**

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

Procedures**1. Responsibility of Principals**

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

2. Replacement and Repair

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

Reference: Sections 85, 87, 109, 110, 150, 151, 175 Education Act

September 1, 2006

Administrative Procedure 360

STUDENT ASSESSMENT**Background**

Reporting student progress to parents and guardians is a practice essential to the education of every student.

The Division believes that as professional educators, teachers guide the evaluation and reporting process.

Procedures**1. General**

- 1.1 Each school is required to have a systematic and articulated program for evaluating student progress.
- 1.2 The assessment process is to be diagnostic, formative, and summative.
- 1.3 Teachers are to report student progress to parents or guardians by means of Student Led Conferences, report cards, and personal contact. Modern information technology may also be used to assist the communicative processes regarding student progress between students, parents or guardians and teachers.

2. Student Led Conferences

- 2.1 Conferences are to be scheduled at least twice each year.
- 2.2 Students are to be encouraged to lead the conferences.

3. Written Report

- 3.1 A minimum of three reports are to be submitted to students, parents or guardians each year in regular programs and a minimum of two reports must be submitted to students, parents and guardians for courses operating in a semester system.
- 3.2 Report cards are to be used by all schools.

Reference: Sections 85, 87, 109, 175, 231 Education Act

June 10, 2014

Administrative Procedure 360 – Appendix A

STUDENT LED CONFERENCE GUIDELINES

Administrative Procedure - 360 Student Assessment states that reporting student progress to parents and guardians is a practice essential to the education of every student.

The following procedures are mandated:

1. General

- 1.1 Each school is required to have a systematic and articulated program for assessing student progress.
- 1.2 The assessment process is to be diagnostic, formative, and summative.
- 1.3 Teachers are to report student progress to parents by means of Student Led Conferences, report cards and personal contact. Information technology may also be used to assist the communicative processes regarding student progress between students, parents or guardians and teachers.

2. Student Led Conferences

- 2.1 Conferences are to be scheduled at least twice a year.
- 2.2 Students are encouraged to lead the conferences.

3. Written Report

- 3.1 A minimum of three reports must be submitted to students, parents or guardians each year in regular programs and a minimum of two reports must be submitted to students, parents and guardians for courses operating in a semester system.
- 3.2 Report cards are to be used by all schools.

The preceding procedures are subject to the following guidelines:

- Two Student Led Conferences days are scheduled in the Prairie South School Division school year calendar - one in the fall and one in the spring. Regular classes are not held on these days.
- Each school must set a common period which allows sufficient time for the scheduling of Student Led Conferences for all students.
- Report cards shall be submitted to parents or guardians prior to the date set for Student Led Conferences.
- A report card shall be submitted to parents or guardians at the end of a course.

- The final report card must be available to students, parents or guardians by 9:00 a.m. of the last day of school.
- Students, parents or guardians may request a Student Led Conference during regular hours of the last day of the school year should they wish to discuss the final report card.
- Schools shall pay the cost of mailing final reports cards to students, parents or guardians who do not pick them up. Sending the final report to parents/guardians electronically is an acceptable method as well.
- The days committed to Student Led Conferences are set in the school year calendar annually. Based on the needs of the local school community, the day may be exchanged for two or more evening sessions. The exchange must be school wide and held within the same week.
- In recognition of the exchange of the day in the calendar for two or more evenings in the same week, teachers are not required to attend at the school on the day scheduled for Student Led Conferences as per the school year calendar.
- Additional Student Led Conferences may be scheduled with parents or guardians on days other than those set out in the school year calendar. Such conferences may be initiated by the teacher or the students, parents or guardians and may be held outside of regular school day. They shall be scheduled at a mutually agreed upon time.
- Schools must collect data concerning who attends Student Led Conferences. The data shall be compiled on the prescribed form and submitted to the Superintendent of Operations in charge of Student Led Conferences by the Friday of the week following the fall and spring Student Led Conferences.

Reference: Section 175 (2) (1) Education Act

June 2, 2015

Administrative Procedure 360 – Appendix B

Student Led Conferences Data Form 2014-2015																
School:																
Dates	Period Scheduled for conferences	November Session Participation Levels														
OVERALL PARTICIPATION LEVELS	Total # of hours:		K	1	2	3	4	5	6	7	8	9	10	11	12	Total
	Possible	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Actual	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Percentage															

Date and Times for Student Led Conferences

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Dates	Period Scheduled for conferences	March Session Participation Levels														
OVERALL PARTICIPATION LEVELS	Total # of hours:		K	1	2	3	4	5	6	7	8	9	10	11	12	Total
	Possible	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Actual	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Percentage															

Date and Times for Student Led Conferences

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Administrative Procedure 366

ACADEMIC INTEGRITY AND STUDENT RESPONSIBILITY**Background**

The Ministry of Education expects all Divisions ensure that schools establish and communicate expectations of students concerning academic integrity and responsibilities, including timely submission of school work and avoidance of plagiarism. These procedures are developed to guide teachers, school administrators, students and parents/guardians on the appropriate use of information, including issues associated to copyright.

Purpose

The intent of this procedure is to ensure that the concepts of academic integrity and student responsibility are introduced in an age-appropriate way to all students across the school division. The policy will:

1. Provide clarity regarding expectations related to academic integrity and responsibilities to students, teachers, administrators, parents/guardians and board members; and,
2. Support consistency in all grades and subject areas within the school division.

Authority: *The Education Act, 1995*

Definitions

1. Academic Integrity: Evidence of one's own learning through demonstration of responsibility, honesty, trust and respect. Actions such as cheating; plagiarism; having others complete the work; buying papers from the internet or resubmission of previously submitted work indicate a lack of academic integrity.
2. Student Responsibility: Assuming responsibility for one's learning, including getting to school/class on time; attending regularly; submitting work on time; doing one's best on exams and assignments.
3. Plagiarism: The unacknowledged use of someone else's words, ideas or creations as one's own whether deliberate or accidental. The process of taking another person's work, ideas or words, and using them as if they were one's own.

Student Responsibility

Students are expected to fulfill their responsibilities within the school's learning environments. Students are expected to take responsibility for their own work and avoid plagiarism.

Procedures

General:

1. Teachers and the in-school administrator will clearly articulate expectations of students with regard to plagiarism, timeliness and student responsibility.
2. Expectations of students regarding timeliness of assignments and plagiarism will be communicated to students verbally and in writing (e.g., within "Classroom Expectations" or the "Course Syllabus").
3. Teachers will review these expectations with students at the beginning of the school year or semester and as appropriate throughout the school year.

Plagiarism: When a student plagiarizes the whole or a portion of an assignment the teacher will use his/her professional judgment to determine an appropriate course of action, taking into account factors such as age and maturity of the student, medical status, other personal circumstances, grade level and past behaviour. Actions related to plagiarism should proactively deter students. These may include:

1. Create an open environment for discussion in the classroom, and respond to students' questions about plagiarism; and
2. Teach students how to conduct research, properly cite information sources, use quotations in their work and develop paraphrasing skills.
3. Require the student to complete the assigned work without plagiarizing or penalty on grades.

Late Assignments: Students are expected to submit assignments on time. When a student does not submit work on time, the teacher will use his/her professional judgment to determine an appropriate course of action, taking into account factors such as age and maturity of the student, medical status, other personal circumstances, grade level and past behaviour.

Teachers may use their professional discretion to provide students who have missed deadlines due to exceptional circumstances with alternative arrangements to complete assignments.

Actions related to late assignments will be taken within the context of a school-wide plan. These actions may include, among others:

1. Employ proactive measures such as the development and communication of local school procedures and/or professional learning to enhance assessment and evaluation practices that increase student engagement;
2. Communicate with the student and parent/guardian to discuss the reasons for non-completion and develop a plan to complete the work;
3. Develop an agreement with the student to complete the assignment;
4. Require completion of work outside of school hours such as lunchtime or after school;
5. Provide peer support for the student;
6. Provide an alternative assignment to accommodate a diverse learning need;
7. Track the work until it is complete or the issue has been resolved,
8. Report late assignment behaviour separately from achievement related to curriculum outcomes on progress reports;
9. Involve the input of learning specialists such as student support teachers, counsellors and outside agencies.

Reference: Academic Integrity and Student Responsibility Guidelines Ministry of Education July 12, 2011

April 3, 2012

Administrative Procedure 370

STUDENT AWARDS**Background**

Prairie South School Division supports awards for students that are initiated by a variety of organizations and individuals within the school's community, including but not limited to the School Community Council, parent groups, school staff, Students' Council, service clubs, or interested individuals.

These awards require the continuing consent of the principal.

Procedures

1. Prior to agreeing to establish a new award, the principal is to receive a written proposal from the donor outlining:
 - 1.1 The name of the award
 - 1.2 The type of award: certificate, trophy, or specific dollar amount
 - 1.3 The name of the donor
 - 1.4 The purpose of the award
 - 1.5 The terms and duration of the award
 - 1.6 The specific criteria for selection of recipients
 - 1.7 Who will determine recipients
 - 1.8 When and by whom the award will be presented and,
 - 1.9 Who will provide for additional costs such as engraving or printing.
2. The principal is to consult with the School Community Council, staff, Students' Council and the Director of Education when appropriate, prior to making a decision to accept any proposed award. Refer to *Administrative Procedure 522 – Advertising and Corporate Sponsorship*.

Reference: Sections 85, 87, 109, 110, 175 Education Act

September 1, 2006

Administrative Procedure 380

STUDENT GOVERNANCE**Background**

Prairie South School Division endorses the formation and operation of Student Councils to enable facilitation of school activities so long as those Councils act in accordance with school board policy and administration procedures.

Procedures**1. General**

- 1.1 Student Council refers to Student Leadership Council, Student Council, Student Government and other similar bodies.
- 1.2 The principal, or a staff advisor designated by the principal, supervises the Student Council.
- 1.3 The principal, or a staff advisor is the liaison between the Student Council and the staff of the school.
- 1.4 The principal, advisor, School Community Council, Student Council and student body of the school determine the mandate of the Student Council.

2. Formation

- 2.1 Student Council members must be students enrolled in the school.
- 2.2 The principal or staff advisor and the Student Council are to set the regulations governing Student Council members.
- 2.3 The Student Council is responsible for producing a written constitution that describes procedures for selecting student council members, holding meetings, disseminating information, and other pertinent activities:
 - 2.3.1 The constitution is to describe the Student Council's membership positions and the responsibilities of each position.
 - 2.3.2 The constitution is to describe the responsibilities and reporting procedures of the Student Council-appointed committees.
 - 2.3.3 The Student Council is responsible for revising and updating the constitutional requirements that regulate members' performance, including procedures for sanctions against or dismissal of members from the Council.

3. Local and Division Activities

- 3.1 The principal is to consult the Student Council regarding requests for student representation in local and school division activities.

4. Activity Fund

- 4.1 The Student Council is to follow school division administration procedures regarding student fundraising, charitable donations, corporate sponsorship, and financial accountability.
- 4.2 The Student Council is responsible for informing the school principal of its annual financial plans.

Reference: Education Act: Sections 85, 87, 109, 175

June 12, 2013

PERSONNEL & EMPLOYEE RELATIONS 400

Administrative Procedure 400

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 Superintendent of Human Resources is responsible for the hiring of all teachers. The recruitment, selection and appointment procedures are determined by the Superintendent of Human Resources.
- 1.1.2 The Superintendent of Human Resources endeavors 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 Superintendent of Human Resources:
 - 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 Superintendent of Human Resources 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 Superintendent of Human Resources is responsible for the hiring of all in-school administrators. The recruitment, selection and appointment procedures are determined by the Superintendent of Human Resources.
- 2.2 The Superintendent of Human Resources is 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 Superintendent of Human Resources or designate is responsible for hiring non-teaching central office staff.
- 3.2 The recruitment, selection, and placement procedures are determined by the Superintendent of Human Resources 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

- 4.1 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 Facilities Manager in consultant with the Superintendent of Human Resources or designate 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 in consultation with the Superintendent of Human Resources or designate 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, 109, 174, 175 Education Act
Human Rights Code

June 2, 2015

Administrative Procedure 401

EMPLOYEE RECORDS

Background

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

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

Procedures

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

Reference: Sections 22, 65, 85, 87, 109 Education Act
Local Authority Freedom of Information and Protection of Privacy Act
Collective Agreement

June 2, 2015

Administrative Procedure 402

EMPLOYEE CODE OF CONDUCT**Background**

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

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

Procedures**1. General**

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

2. Conflict of Interest

Employees shall be in conflict of interest if they:

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

Education or to the supervisor of the affected department or designates in writing.

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

3. Representing Others

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

4. Gifts and Payments

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

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

5. Misuse of School Board Property

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

6. Outside Employment

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

- 6.1 Take place during periods when an employee would normally be expected to be available to Prairie South School Division.

- 6.2 Use information specifically derived from Prairie South School Division work. Employees may not engage in any outside work or business activity that:
- 6.3 Conflict with their duties as Division employees;
- 6.4 Will, or is likely to, negatively influence or affect them in carrying out their duties as Division employees.

7. Confidentiality

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

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

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

8. Disciplinary Action

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

Reference: Section 85, 87, 108, 109, 116, 174, 175, 231 Education Act
Local Authorities Freedom of Information and Protection of Privacy Act

June 2, 2015

Administrative Procedure 403

RETURN TO WORK/DUTY TO ACCOMMODATE PROGRAM**Background**

Prairie South School Division is committed to providing all employees with a healthy work environment encompassing safety and support for all employees, and will take any meaningful and practical steps necessary to achieve and promote this commitment. Therefore, the Prairie South School Division has a Return-to-Work/Duty to Accommodate Program for employees who require a temporary or permanent workplace accommodation.

Prairie South School Division has a duty to accommodate injured or ill employees and is committed to returning them to a safe and productive job and work environment. Duty to accommodate is a legal principle that requires employers to ensure they do not discriminate against an individual on the basis of a prohibited ground, in this case a disability. The return-to-work process begins immediately after a disability, injury or illness occurs. Injured or ill employees have a duty to participate in the return-to-work process to the best of their ability, capacity and in good faith.

Accommodation of employees within the workplace is a shared responsibility between the Employer, the Employee and the Union (when applicable). Where temporary accommodations are made, the parties shall review such arrangements on a regular basis. Employees on a permanent accommodation will be reviewed annually.

Any employee's personal information will be held in confidence and only provided to those necessary in the accommodation.

1. Purpose of a Return-to-Work

- 1.1 The Return-to-Work/Duty to Accommodate Program is designed to help return injured or ill employee(s) to the workplace as soon as it is possible. It is recognized that an employee may request a reasonable accommodation while actively working and therefore the program will focus on assessing the request, and implementing an accommodation, if required. The accommodation may include the employee returning to work gradually, full time, and/or with modified duties or work schedule.
- 1.2 The goal of the program is to return the injured or ill employee to their home position where possible. Where this is not possible, the Supervisor, Manager of Human Resources, and Union (if applicable) will work jointly with the employee to find reasonable accommodation.
- 1.3 When, in the judgment of the Supervisor, Manager of Human Resources and Union (if applicable), it has been clearly established based upon the medical information available, that the injured or ill employee will not return to their former position, due to permanent/temporary restrictions, the employer will explore all reasonable alternatives to the accommodate the injured or ill employee.

2. Scope

- 2.1 This program applies to all non-teaching employees of Prairie South School Division. All employees who are injured or ill for any reason will have access to this program.

3. Roles and Responsibilities

3.1 Prairie South School Division

- 3.1.1 Prairie South School Division will make every reasonable effort, short of undue hardship, to accommodate an injured or ill employee. Prairie South School Division will ensure that suitable accommodation options are available in a timely manner to return injured or ill employees to work in positions that are safe, meaningful, productive, of value to Prairie South School Division and within injured or ill employees' skills and abilities. Undue hardship refers to the limit of an employer's ability to accommodate without experiencing unreasonable amount of difficulty based on health, safety, and/or financial considerations.

3.2 Injured or Ill Employees

Employees are responsible for reporting injuries and absences for medical reasons to their Supervisor and are responsible for cooperating fully in the timely development and implementation of their return-to-work/accommodation plans by:

- 3.2.1 Completing the Worker's Initial Report of Injury Form (W1) if the employee was injured while at work. This form is to be completed as soon as possible and forwarded to Human Resources.
- 3.2.2 Requesting accommodation when needed. If Human Resources receives medical information outlining restrictions, it will not be assumed that an accommodation is required. An employee must request the accommodation, either verbally or in writing (such as email).
- 3.2.3 Cooperating with those involved with the accommodation.
- 3.2.4 Responding to the employer's reasonable request to obtain applicable medical information from a qualified health care professional to clarify restrictions and limitations. Failure to comply with a request may delay the accommodation process.
- 3.2.5 Following all treatments and rehabilitation prescribed by the health care practitioner(s).
- 3.2.6 Allowing a reasonable amount of time for the employer to reply to the request for accommodation.

- 3.2.7 Participating in any discussions regarding possible accommodation solutions.
- 3.2.8 Listening to and considering any reasonable accommodation options that are proposed.
- 3.2.9 Effectively performing the essential requirements and duties of a job after being accommodated.
- 3.2.10 Advising the Supervisor and Manager of Human Resources of changes in accommodation needs.

3.3 Supervisors

Supervisors will ensure every effort is made to arrange suitable accommodation options for injured or ill employees. Supervisors will create and maintain a positive climate in the workplace that contributes to the success of individual return-to-work/accommodation plans. When an accommodation is required, Supervisors are responsible for:

- 3.3.1 Ensuring employees are aware of their right to accommodation and explain details about the Return-to-Work/Duty to Accommodate program.
- 3.3.2 Gathering appropriate information necessary to provide suitable accommodations for injured or ill employees.
- 3.3.3 Taking an active role in exploring and discussing with the employee alternative approaches and solutions to accommodate the employee.
- 3.3.4 Completing a Job Information WorkSheet if required by Workers' Compensation Board
- 3.3.5 Completing a return-to-work/accommodation plan with the Manager of Human Resources.
- 3.3.6 Taking notes and keeping records of all discussions about accommodation.
- 3.3.7 Ensuring information is kept confidential.
- 3.3.8 Monitoring the progress of the injured or ill employee during the accommodation.
- 3.3.9 Reviewing and recommend modifications to the return-to-work/accommodation plan if the circumstances change or the solution is no longer working.
- 3.3.10 Determining appropriate performance standards in relation to the accommodation.
- 3.3.11 Participate in discussions with the joint union/management Duty to Accommodate Committee, as required.
- 3.3.12 Ensuring that other employees support the injured or ill employee throughout the duration of his/her accommodation.

3.4 Union

When an accommodation is required for a CUPE member, the union is responsible for:

- 3.4.1 Taking an active role as partners in the accommodation process.
- 3.4.2 Ensuring representation and actively participate on the joint union/management Duty to Accommodate Committee.
- 3.4.3 Working with the employer to address existing barriers in the collective agreement that may prevent the facilitation of an accommodation.
- 3.4.4 Working with the employer, the union will make every reasonable effort, short of undue hardship to its membership, to accommodate an injured or ill employee.

3.5 Human Resources

When an accommodation is required, human resources is responsible for:

- 3.5.1 Providing support and advice to the Supervisor and employee requesting the accommodation.
- 3.5.2 Ensuring representation and actively participate on the joint union/management Duty to Accommodate Committee.
- 3.5.3 Informing the Duty to Accommodate Committee immediately of a request for accommodation.
- 3.5.4 Ensuring the employer receives appropriate information from the health care practitioner(s) regarding an employee's restrictions and limitations.
- 3.5.5 Ensuring the Employer completes the applicable forms for Workers' Compensation Board (WCB) and Manulife Long Term Disability, as required.
- 3.5.6 Informing the Manulife or WCB Case Manager (if applicable) of the return-to-work plan if the plan is developed without the direction of the Case Manager.
- 3.5.7 Ensuring that there is no conflict with the collective agreement.
- 3.5.8 Initiating the review of accommodations on a regular and/or annual basis.
- 3.5.9 Ensuring reimbursement to the employee or health care practitioner for the completion of employer required form(s).

3.6 All Employees

- 3.6.1 All employees will cooperate fully in facilitating the timely return-to-work of injured or ill employees. When an accommodation is required, all employees are responsible for ensuring that other employees support the injured or ill employee throughout the duration of his/her transitional return to work/accommodation plan.

3.7 Health Care Practitioners

Health care practitioners are responsible to:

- 3.7.1 Provide medical treatment in order to achieve optimum functionality and discuss with the patient anticipated recovery and healing times early in the course of treatment.
- 3.7.2 Support and encourage the patient to participate in a timely return-to-work program.
- 3.7.3 Provide accurate and timely objective medical information for the purposes of a return-to-work/accommodation plan. This information should highlight duration of illness, expectations for recovery, and work capability and limitations, where known.

4. Developing a Return-to-Work/Accommodate Plan

- 4.1 Employees will report all work related injuries and illness to their Supervisor, as soon as they occur. An employee who is unable to attend work for any reason, must contact his/her Supervisor immediately to explain the circumstances of the absence.
- 4.2 In the event it is a workplace injury, the Supervisor will provide the Worker's Initial Report of Injury Form (W1) to the employee. This form can be found on the WCB website. Once the employee has completed the form, he/she will forward a copy to Human Resources.
- 4.3 The employee will contact the Supervisor after his/her initial medical appointment to report if his/her injury or illness has resulted in restrictions. If necessary, the employee will inform his/her Supervisor he/she will be requesting an accommodation. The employee will contact the Manager of Human Resources to request the accommodation, either verbally or in writing (such as email).
- 4.4 Upon receipt of the request, Human Resources may provide the employee the Medical Certificate/Functional Abilities Form. The employee will take this form to his/her treating physician or health care practitioner.
- 4.5 The employee will send the completed form to Human Resources who will then forward the completed form to the Duty to Accommodate committee. The members of the committee will review the accommodation request and the functional limitations the treating physician/health care practitioner has identified.
- 4.6 In the event the employee seeking accommodation is a CUPE member, a Union representative on the Duty to Accommodate Committee will contact the employee to discuss any questions the employee may have.
- 4.7 The Manager of Human Resources will discuss the request with the Supervisor and assist in developing a return-to-work/accommodation plan. The Manager of Human Resources will forward the draft document to the Union representatives on the Duty to Accommodate Committee prior to arranging a meeting with the committee, employee and Supervisor.

- 4.8 The Duty to Accommodate Committee, employee and Supervisor will meet to review and discuss the accommodation request and the draft return-to-work/accommodation plan. This meeting may be held face-to-face or through teleconferencing. Once the return-to-work/accommodation plan is finalized, all parties will sign the plan acknowledging the agreement.
- 4.9 The employee will be asked to provide regular updates of his/her rehabilitation progress to the Supervisor as well as updated medical information directly to human resources. The workplace will subsequently be updated regarding medical appointment dates, estimated return to work date (if applicable) and any limitation or work restrictions that need to be accommodated.
- 4.10 Employees may be at work but due to illness or injury are having difficulty meeting their performance expectations. Early identification and assistance for these employees may enable them to remain at work as long as possible. Supervisors play a key role in identifying difficulties and advising the Manager of Human Resources.

5. Accommodation Options

The employer will explore accommodating the employee in his/her own job and department through:

- 5.1 Modified duties;
- 5.2 Job restructuring;
- 5.3 Modifying work schedules;
- 5.4 Acquiring or modifying equipment; or
- 5.5 Graduated return to work.

If the employee cannot be accommodated in his/her own job and own department or school, without undue hardship, then the Duty to Accommodate Committee will consider accommodating the employee in another classification and/or location short of an undue hardship.

6. Compensation

- 6.1 In most cases, there will not be an adjustment in the hourly salary of the employee that is temporarily re-assigned or working modified duties within their classification. However, the employee who is placed in an alternate classification permanently will be paid the salary that is applicable to the alternate classification for those hours worked in that position.
- 6.2 An employee who cannot perform the core duties of his/her job, even with accommodation can be placed into a lower paid classification as long as it is:
 - 6.2.1 Consistent with the employee's medical restrictions;
 - 6.2.2 Meets the employer's operational needs; and
 - 6.2.3 No other reasonable accommodation alternative is available without undue hardship.

7. Applicable Forms

7.1 The following are forms human resources may require to be completed to assist in determining an appropriate accommodation. Others may be used as deemed necessary.

7.1.1 Employee Job Demands Form (This form is used to assist health care providers in understanding the functional requirements of the employee's position)

7.1.2 Job Information Worksheet (This form is similar to the Employee Job Demands Form and may be required by WCB Case Manager)

7.1.3 Medical Certificate/Functional Abilities Form

7.1.4 Physician's Statement Form

7.1.5 Return to Work Plan Form

Reference: Duty to Accommodate: Guide for School Divisions and Saskatchewan Teachers Federation Members. March 2013
A Guide for Managing Return to Work. Canadian Human Rights Commission. 2007

June 2, 2015

Administrative Procedure 406

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. An original, current (within one year) criminal records check, including a vulnerable sector check, is required from:
 - 1.1 Any successful applicant being recommended for employment with Prairie South School Division.
 - 1.2 Any person acting as an unsupervised volunteer for school sponsored activities in Prairie South School Division. An unsupervised volunteer includes, but is not limited to, persons who drive students to school sponsored activities, provide volunteer services to the school or students on a regular basis, and chaperone or supervise students and school activities.
2. The criminal records check as it pertains to recommendations for suitability of employment, or voluntarism includes:
 - 2.1 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.
 - 2.2 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.
3. 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.
4. Applicants may attach a statement of explanation to the criminal records check submitted outlining relevant circumstances.
5. 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:
 - 5.1 The nature and particulars of the criminal conviction;

- 5.2 The age of the individual when the events in question occurred;
 - 5.3 Any extenuating circumstances as provided by the applicant;
 - 5.4 The time that has elapsed between the conviction and the employment application, and the activities of the individual during that interim period;
 - 5.5 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
 - 5.6 The relationship of the conviction to the position for which the person is applying.
6. 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.
 7. Results of the criminal records check are to be kept in the employee's personnel file.
 8. The applicant is responsible for any costs associated with the obtaining of the criminal records check.
 9. 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 to the employee upon request.
 10. 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: _____

11. 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 Records](#) 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.
12. 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, 109
Controlled Drug and Substance Act
Criminal Code of Canada
Criminal Records Act
Food & Drugs Act
Narcotics Control Act
Criminal Records Regulations

June 2, 2015

Administrative Procedure 407

REPORTING CRIMINAL CHARGES

Background

The Division strives to employ, and be associated with, persons of exemplary character and whose actions are consistent with its core values.

Procedures

1. No later than two working days after having been charged with a criminal offense, any person referenced in this procedural statement is to inform orally, and subsequently in writing, the Superintendent of Human Resources of all charges laid. Upon receipt of this information, the Superintendent shall immediately inform the Director of Education.
2. A submission outlining relevant circumstances may be attached by the person to the written information.
3. Upon receipt of the information, the Superintendent of Human Resources or designate is to investigate the circumstances.
4. Failure to disclose charges, provide a written statement, or submission of inaccurate, false, or misleading statements, constitutes grounds for disciplinary action, up to and including termination of employment, in accordance with the provisions of the employee's contract of employment, or refusal of permission to act as a volunteer for school sponsored activities.
5. Subject to the provisions of *The Education Act, 1995* and the provisions of the relevant collective agreement, [conditions of employment](#) or contract of employment, employees may be transferred, reassigned, or be terminated even if the employee is in compliance with the provisions of the procedures of this policy.
6. Any action taken with respect to an employee is to be conveyed to the employee in writing, a copy of which is to be placed in the employee's personnel file.
7. Any appeal of the decision to be made in accordance with the provisions of the employee's collective agreement, [conditions of employment](#) or where no collective agreement applies, within fifteen days of notification of the decision.

If, at the conclusion of all proceedings, a criminal records check confirms no conviction(s) resulting from the incident giving rise to the original charge(s), any documentation which has been placed in the employee's personnel file related to the charge(s) for which discipline has not been effected is, at the request of the employee, to be removed and destroyed.

Reference: Education Act Sections 85, 87, 109
 Controlled Drug and Substance Act
 Criminal Code of Canada
 Criminal Records Act
 Narcotics Control Act

Food & Drugs Act
 Criminal Records Regulations

June 10, 2014

Administrative Procedure 415

RECOGNITION OF SERVICE**Background**

Prairie South School Division recognizes the service of employees in accordance with the number of years served.

Procedures**1. Service Recognition**

- 1.1 Service Recognition will be acknowledged for:
 - 1.1.1 Five years of service
 - 1.1.2 Ten years of service
 - 1.1.3 Fifteen years of service
 - 1.1.4 Twenty years of service
 - 1.1.5 Twenty-five years of service
 - 1.1.6 Thirty years of service
 - 1.1.7 Thirty-five years of service
 - 1.1.8 Retirement.
- 1.2 Years of service are to include years of employment with Prairie South School Division and those boards of education which amalgamated to form the Prairie South School Division. Service is based on temporary and permanent work assignments.
- 1.3 A recipient's years of service are to be calculated to the end of the calendar year.

2. Presentation of Awards

- 2.1 Service awards are to be presented annually.

Reference: Sections 85, 87, 109 Education Act

June 2, 2015

Administrative Procedure 416

TEACHING STAFF SURPLUS AND REDUNDANCY**Background**

The Division believes that the children attending its schools are entitled to the best instructional and other school services possible and, therefore, its schools should be staffed with teachers of the best quality available. The mandate of the Division includes provision of services which are sensitive to the educational needs of its students. The Division recognizes that its ability to provide such services may be constrained from time to time. The Division intends to remain alert to circumstances which may affect its ability to provide educational services to students and the manner in which it does so. Those circumstances include:

- Student enrolments, both current and projected;
- Provincial and/or local financial support for education;
- Student educational needs;
- New and/or revised curricula and programs; and
- Grade discontinuance or school closure.

Procedures

1. The principal of each school, in collaboration with the Superintendent of Human Resources, shall review its teaching staff with respect to which teachers shall be retained by applying the Teacher Retention Criteria. After consulting the principal and examining the Teacher Retention Criteria, the Superintendent of Human Resources shall identify the surplus teacher(s). Teacher Retention Criteria is:
 - 1.1 Possession of the most appropriate training, experience, skills and/or personal qualities for the assignments available. Every effort is to be made to ensure that appropriate staff are retained to effectively deliver the programs in the school. Core program requirements will take precedence over locally developed or elective program requirements.
 - 1.2 The versatility and ability to teach a wide variety of subjects and grade level adaptability and flexibility.
 - 1.3 The teacher's suitability for anticipated future program needs.
 - 1.4 Where the above criteria do not determine all the staff members to be retained in a school, seniority will be the deciding factor in the following order of priority:
 - 1.4.1 Time of service in full time equivalent years on the most recent continuing permanent contract.
 - 1.4.2 Additional unbroken temporary service prior to continuing permanent contract as listed above.

2. A teacher who is surplus to the needs of a particular school in accordance with the above procedures shall be assigned by the Superintendent of Human Resources to an appropriate assignment within the Division where such an assignment is vacant. Where no appropriate assignment is vacant, the teacher's contract will be terminated in accordance with Section 210 (1)(b) of *The Education Act*.
3. The Superintendent of Human Resources shall inform all teachers who have been identified as surplus, and inform them of their new assignment within the Division.
4. The Superintendent of Human Resources shall inform any teacher whose contract is being proposed for termination on the basis of that recommendation.
5. Notwithstanding any of the foregoing, if, in the opinion of the Superintendent of Human Resources there is no teacher currently under contract who is available to satisfactorily meet the needs of a particular vacant assignment in terms of training, experience and/or skills, it will be necessary to hire a new teacher to fill that vacancy.
6. This policy does not apply to the principalship or vice-principalship.

References: Sections 85, 87, 108, 109, 110, 174, 175, 210 of the Education Act
 Human Rights Code
 Saskatchewan Teachers Provincial Collective Bargaining Agreement

June 10, 2014

Administrative Procedure 418

INTERNS AND FIELD EXPERIENCES**Background**

The Division believes that every effort is to be made to support the development persons enrolled in colleges of education or other educational institutes and who are endeavouring to earn the credentials that will allow them to pursue careers as teachers or other roles connected to the education or support of students. To this end, the Division encourages student teachers, teaching interns, and other practicum programs in schools. Employees in the Division are requested to cooperate with the supervision and guidance of individuals who are completing educational requirements.

Procedures

1. The Superintendent of Human Resources will facilitate the placement of student teachers and interns to schools within the Division from the university education programs.
2. Arrangements for placement are subject to the approval of the Superintendent of Human Resources, in consultation with the Superintendent of Operations and the principal.
3. Requests for placement of non-teaching field experience students by other colleges and post-secondary institutions are to be considered for acceptance and approval if satisfactory arrangements can be made by the Superintendent of Human Resources or designate.

Reference: Education Act sections 85, 87, 109, 175, 231

June 12, 2013

Administrative Procedure 419

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](#).
2. The Division endorses the accreditation of teachers in order to enhance the teaching-learning process.
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.
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, 109, 175, 231
Education Regulations: Section 30
Ministry of Education: Accreditation (Initial and Renewal): Policies and Procedures

June 12, 2013

Administrative Procedure 450

ORGANIZATIONAL STRUCTURE**Background**

The Division's organizational chart details the reporting relationships within the Division and outlines the administrative structure that has been put in place to help serve the needs of its students and their families and to make the Board's will a reality. Direction and accountability is provided as outlined in the organizational structure.

Procedures

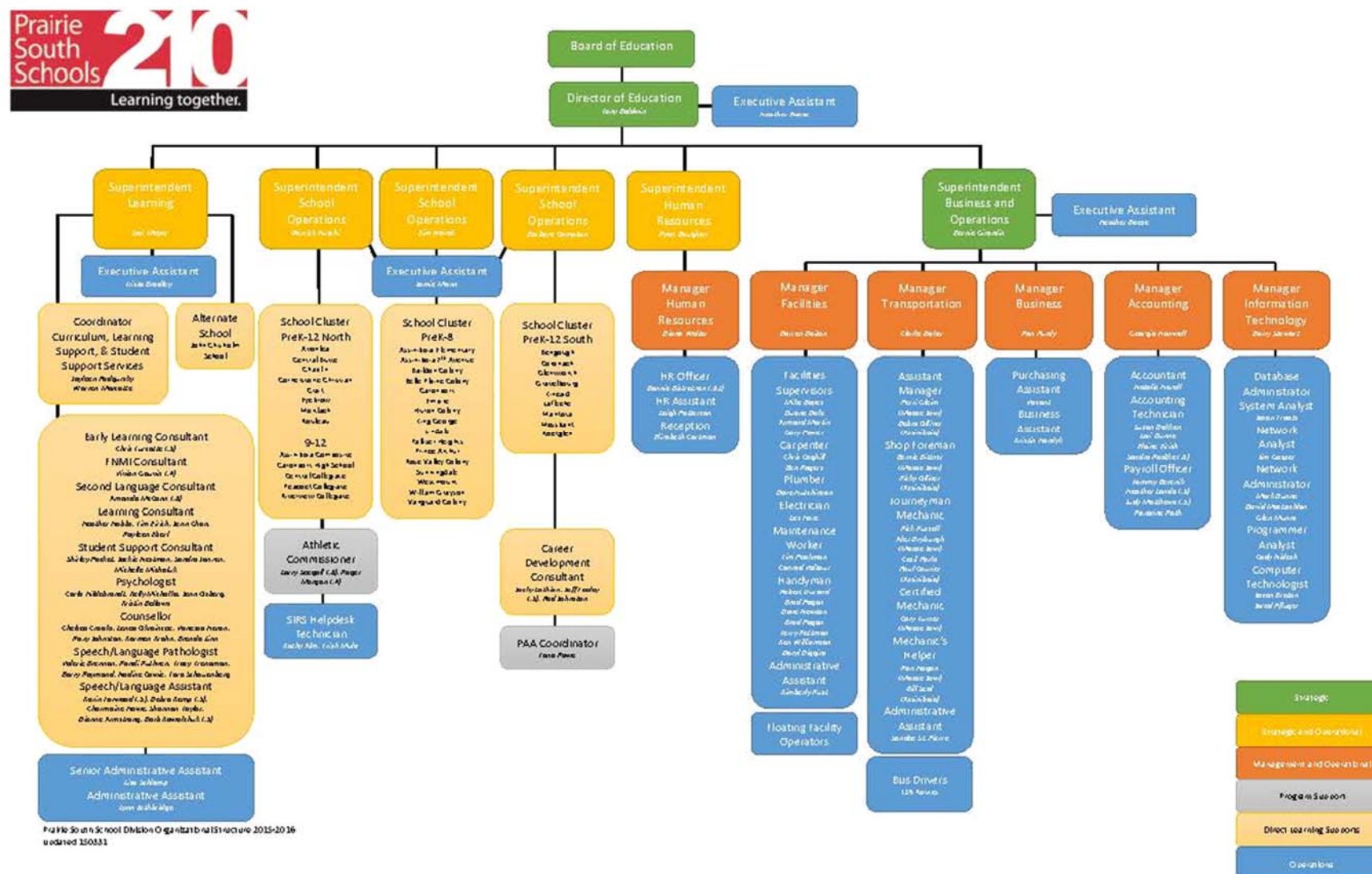
1. The Board has reserved the right to approve the organizational structure and any changes thereto.
2. The Director of Education will determine and keep current the overall organizational chart for the Division.
3. The Director of Education is responsible for the functioning of the administrative structure within the parameters of the overall organizational chart and within budget guidelines established by the Board.
4. The organizational chart outlines employee responsibilities and details to whom employees will report.
5. Current assignments for Superintendents and Learning Department staff are included in Appendix B.

References: Education Act: Sections 85, 87, 109

June 2, 2015

Administrative Procedure 450 – Appendix A

ORGANIZATIONAL CHART



Administrative Procedure 450 – Appendix B

CURRENT ASSIGNMENTS FOR SUPERINTENDENTS AND LEARNING DEPARTMENT STAFF

Superintendent and Learning Support Teams School Assignments, 2014-2015

School	Superintendent of School Operations	Learning Consultant	Student Support Consultant	Psychologist	Speech-Language Pathologist	Speech-Language Pathologist Assistant	Counsellor	School			
School Cluster K - 12 South	Barb Compton	Heather Hobbs	Shirley Packet	Carla Hildebrandt	Randi Ruthven Contact			School Cluster K - 12 South			
Bengough					Valerie Brennan	Debra Kemp	Chelsea Crooks	Bengough			
Coronach					Randi Ruthven	Debra Kemp	Chelsea Crooks	Coronach			
Glentworth					Randi Ruthven	Karin Forwood	Lenea Okraincee	Glentworth			
Gravelbourg					Valerie Brennan	Debbie Morhart	Chelsea Crooks	Gravelbourg			
Kincaid					Valerie Brennan	Karin Forwood	Chelsea Crooks	Kincaid			
Lafleche					Valerie Brennan / Nadine Cowie Prek	Debbie Morhart	Chelsea Crooks	Lafleche			
Mankota					Randi Ruthven	Karin Forwood	Lenea Okraincee	Mankota			
Mossbank					Valerie Brennan	Debbie Morhart	Lenea Okraincee	Mossbank			
Rockglen					Randi Ruthven	Debra Kemp	Chelsea Crooks	Rockglen			
Baildon Colony	Kim Novak				Valerie Brennan			Baildon Colony			
Belle Plaine Colony					Valerie Brennan			Belle Plaine Colony			
Huron Colony					Valerie Brennan			Huron Colony			
Rose Valley Colony					Randi Ruthven			Rose Valley Colony			
Vanguard Colony					Randi Ruthven			Vanguard Colony			
School Cluster K - 12 North	Derrick Huschi				Tim Eirich	Jackie Nestman	Kelly Michalko	Tracy Trenaman Contact			School Cluster K - 12 North
Avonlea								Valerie Brennan	Debra Kemp	Tanya Morland	Avonlea
Central Butte								Tracy Trenaman	Shannan Taylor	Roxy Johnston	Central Butte
Chaplin								Tracy Trenaman	Shannan Taylor	Karmen Krahn	Chaplin
Cornerstone Christian								Tracy Trenaman	Shannan Taylor	Karmen Krahn	Cornerstone Christian
Craik		Tracy Trenaman		Brenda Zinn				Craik			
Eyebrow		Tracy Trenaman	Shannan Taylor	Roxy Johnston				Eyebrow			
Mortlach		Tracy Trenaman	Shannan Taylor	Karmen Krahn				Mortlach			
Rouleau	Tracy Trenaman	Dianne Armstrong	Tanya Morland	Rouleau							

* Chris Turcotte, Early Learning Consultant

School	Superintendent of School Operations	Learning Consultant	Student Support Consultant	Psychologist	Speech-Language Pathologist	Speech-Language Pathologist Assistant	Counsellor	School
School Cluster Prek - 8	Kim Novak				Nadine Cowie Contact			School Cluster Prek - 8
Assiniboia Elementary		Heather Hobbs	Shirley Packet	Carla Hildebrandt	Randi Ruthven		Chelsea Crooks	Assiniboia Elementary
Assiniboia Seventh Avenue					Randi Ruthven/ Nadine Cowie Prek	Debbie Morhart	Chelsea Crooks	Assiniboia Seventh Avenue
Caronport Elementary		Rayleen Eberl	Michelle Michaluk	Kristin Bellows	Barry Raymond	Dianne Armstrong	Roxy Johnston	Caronport Elementary
Empire Community				Kristin Bellows	Nadine Cowie Prek	Shannan Taylor	Tanya Morland	Empire Community
King George				Kristin Bellows	Barry Raymond Nadine Cowie Prek	Shannan Taylor	Roxy Johnston	King George
Lindale				Jenn Osberg	Tara Schauenberg (incl Prek)	Barb Kowalchuk	Tanya Morland	Lindale
Palliser Heights				Kristin Bellows	Barry Raymond	Shannan Taylor	Brenda Zinn	Palliser Heights
Prince Arthur Community				Kristin Bellows	Nadine Cowie (incl Prek)	Dianne Armstrong	Brenda Zinn	Prince Arthur Community
Sunningdale				Jenn Osberg	Tara Schauenberg (incl Prek)	Barb Kowalchuk Dianne Armstrong	Brenda Zinn	Sunningdale
Westmount	Jenn Osberg			Tara Schauenberg Nadine Cowie Prek	Barb Kowalchuk Dianne Armstrong	Brenda Zinn	Westmount	
William Grayson	Jenn Osberg	Tara Schauenberg (incl Prek)	Barb Kowalchuk	Tanya Morland	William Grayson			

School Cluster 9 - 12	Derrick Huschi	Jenn Wiens	Sandra Janzen	Kelly Michalko	Barry Raymond Contact		School Cluster 9 - 12
Assiniboia Composite High							Assiniboia Composite High
Caronport High							Caronport High
Central Collegiate							Central Collegiate
Peacock Collegiate					Valerie Brennan (Student Age Parent Program)		Peacock Collegiate
Riverview Collegiate					Barry Raymond (Lifeskills)		Riverview Collegiate

* Chris Turcotte, Early Learning Consultant

Superintendent and Learning Support Teams School Assignments, 2014-2015

Last Updated: 2014-08-14

Administrative Procedure 451

CENTRAL ADMINISTRATIVE COUNCIL (CAC)**Background**

The Central Administrative Council (CAC) is comprised of Superintendents and the Communications Coordinator. The CAC purpose is to assist the Director of Education to effectively and efficiently administer the Division and to make the Board's will a reality.

Procedures

1. The CAC shall meet at the call of the Director of Education.

Reference: Sections 85, 87, 109, 110, 116 Education Act

June 10, 2014

Administrative Procedure 452

SENIOR ADMINISTRATION TEAM**Background**

The Senior Administration Team is comprised of the Superintendents and Managers. Meetings of the Senior Administration Team will build capacity through communication and shared leadership, leading to efficient processes and implementation of critical division initiatives.

Procedures

1. The Senior Administration Team shall meet at the call of the Director of Education.

Reference: Sections 85, 87, 109, 110, 116 Education Act

June 2, 2015

Administrative Procedure 460

SUBSTITUTE TEACHERS AND CASUAL STAFF

Background

Substitute teachers and casual staff are occasionally employed to fill day-to-day absences and short-term vacancies.

Procedures

1. Substitute Teachers:

- 1.1 Teachers may be offered employment as substitutes based on requirements of the schools, on a day-to-day basis:
 - 1.1.1 The Superintendent of Human Resources approves applicants and the list is then placed within AESOP,
 - 1.1.2 All substitute teachers must hold a valid teaching certificate,
 - 1.1.3 Principals are to monitor and assess the performance of substitute teachers and communicate such information to the Superintendent of Human Resources,
 - 1.1.4 At the discretion of the principal, substitute teachers are to perform the duties of the teachers they are replacing and other duties as assigned, and
 - 1.1.5 At the discretion of the Superintendent of Human Resources in consultation with the principal, a substitute teacher may be removed from the list.

2. Casual Staff:

- 2.1 Support staff may be offered employment as casual staff based on requirements of the school division, on a day-to-day basis:
 - 2.1.1 The Superintendent of Human Resources or designate is responsible for establishing a list of available casual support staff.
 - 2.1.2 The list will be prepared at least annually and revised as needed throughout the year.
 - 2.1.3 At the discretion of the principal, casual staff are to perform the duties of the staff member they are replacing and other duties as assigned.
 - 2.1.4 The Superintendent of Human Resources or designate, in consultation with the principal, casual staff may be removed from the list in accordance with the CUPE collective agreement (if applicable).

References: Education Act Sections 85, 87, 109, 175, 231

June 2, 2015

Administrative Procedure 471

PRINCIPALS/VICE-PRINCIPALS SUPERVISION AND EVALUATION**Background**

The leadership role of the school principal is important in many ways. “Specific leadership behaviours do have well-documented effects on student achievement” (Marzano, Waters & McNulty, 2005, p. 7). The document entitled, [*Principal/Vice-Principal Professional Growth, Supervision and Evaluation Document*](#) has been developed to provide for both growth and accountability of those who occupy these positions.

This framework will be used by school administrators to develop their leadership, school Learning Improvement Plans as well as Professional Growth Plans and by senior staff when supervising or evaluating principal and vice-principal performance. In Prairie South, we are committed to implement and maintain a process that focuses on improved student learning by enhancing the learning and leadership of school administrators.

Procedures

1. Procedures for Principals/Vice-Principals Supervision and Evaluation are contained in the [Principal/Vice-Principal Professional Growth Supervision and Evaluation document](#).
2. The Superintendent of Human Resources is responsible for developing, updating, and implementing the [Principal/Vice-Principal Professional Growth Supervision and Evaluation document](#).
3. The Superintendent of Human Resources shall ensure Principals/Vice-Principals Supervision and Evaluation is carried out as outlined in the [Principal/Vice-Principal Professional Growth Supervision and Evaluation document](#).

Reference: Sections 85, 87, 109, 175 Education Act

June 2, 2015

Administrative Procedure 472

TEACHER SUPERVISION AND EVALUATION**Background**

Recognizing its responsibility to provide the best possible educational services to its students, the Division holds that:

1. Teacher effectiveness is the most important in-school determinant of student learning.
2. The improvement of teaching effectiveness is a shared responsibility between individual staff members and the Division.
3. Supervision practice and procedures should reflect current research as applicable to local needs, conditions and Board of Education priorities.
4. One means of ensuring teaching effectiveness is a program of teacher supervision and evaluation.

Procedures

1. Procedures for Teacher Supervision and Evaluation are contained in the [Classroom Teacher, Prekindergarten Teacher and Student Support Teacher Professional Growth, Supervision and Evaluation document](#).
2. The Superintendent of Human Resources is responsible for developing, updating, and implementing the [Classroom Teacher, Prekindergarten Teacher and Student Support Teacher Professional Growth, Supervision and Evaluation document](#).
3. The Superintendent of Human Resources shall ensure that a program of supervision and evaluation is carried out as outlined in the [Classroom Teacher, Prekindergarten Teacher and Student Support Teacher Professional Growth, Supervision and Evaluation document](#).

Reference: Section 85, 108, 109, 175, 231 Education Act

June 2, 2015

Administrative Procedure 491

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, the results of which must be acceptable to the Central Administrative Council.

Reference: Sections 85, 87, 109, 175, 231 Education Act

September 1, 2006

BUSINESS ADMINISTRATION 500

Administrative Procedure 500

BUDGET

Background

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

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

In preparing the annual budget the Superintendent of Business and Operations is responsible for ensuring that a process involving consultation is undertaken.

The Superintendent of Business and Operations shall establish the capital budget with a five-year planning approach for capital expenditures.

Procedures

1. Management and Procedures

- 1.1 The standard revenue and expenditure classifications as prescribed by the Ministry of Education are to be used.
- 1.2 Expenditures are not to exceed the amount budgeted in the major expenditure classification:
 - 1.2.1 Monies from a special fund are to be expended only for the purpose for which the fund was established.
 - 1.2.2 Emergency expenditures may be approved by the Director of Education up to an amount of \$100,000 in excess of budget. Emergency expenditures in excess of \$100,000 require Board approval.
 - 1.2.3 The Director of Education may approve change orders with a value up to \$20,000. Change orders in excess of \$20,000 require Board approval on recommendation of the Director of Education.
- 1.3 The budget appropriation for each classification constitutes authorization for making expenditures for that item up to the amount budgeted.
- 1.4 Decentralized expenditures are determined annually. Principals are responsible for the effective control of expenditures within the budgetary limits established for their school.
- 1.5 The Superintendent of Business and Operations, in consultation with the Director of Education, is to initiate procedures to accomplish all planned undertakings and continuous monitoring of the budget.

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

2. Calendar

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

3. Decentralized Funding Allocation

- 3.1 The Director of Education will present annual decentralized school budget appropriations to schools as part of the annual budget for approval by the Board of Education.
- 3.2 The decentralized school budget funding appropriations shall reflect the educational priorities of the school division and of the particular school.
- 3.3 The decentralized school budget allotments to schools shall be determined by formula based on previous year September 30 enrolments.
- 3.4 Schools that have a 10% or more increase in student population from previous year September 30th enrolment and the school's decentralized budget carry forward is 25% or less than the current year decentralized allocations, that school will qualify for more funding. The schools that qualify will get the current rate per student for each additional FTE student over the previous September 30th enrolment.
- 3.5 Principals may access monthly financial statements of their decentralized budgets.
- 3.6 Principals may plan to carry forward 100 percent (100%) of unspent /overspent funds in each year.
- 3.7 Account descriptions are as per the [School Generated Account Descriptions October 2013](#).

4. Capital Budget

- 4.1 The Facilities Manager, in consultation with the Superintendent of Business and Operations, is to produce and maintain a five-year school facilities construction plan in accordance with *Administrative Procedure 540 – Facilities Planning*.
- 4.2 The five-year school facilities plan shall be an integral part of the annual budget process.

- 4.3 The Director of Education, in consultation with senior administration, will recommend annually the five-year plan for Board approval. The plan will include:
- 4.3.1 Changes in educational programming and services.
 - 4.3.2 Projected population and enrolment shifts.
 - 4.3.3 Review of assets and borrowing capacity.
 - 4.3.4 Setting of priorities.

Reference: Sections 85, 87, 109, 110, 278, 279, 281, 282 Education Act

June 2, 2015

Administrative Procedure 501

BUDGET CARRY OVER

Background

The Superintendent of Business and Operations shall make provision for the carry over 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 all unspent funds from their decentralized budget and professional development budget allocations. SCC's shall be permitted to carry over all unspent funds from their operating and professional development budget allocations.
 - 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 or SCC with deficits shall be required to utilize carry over funds to cover the deficit. Any schools or SCC's with a deficit will submit a plan to the Superintendent of Business and Operations detailing how the school or SCC 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 Carry over funds can be accumulated up to a maximum of 100 percent of the annual school or SCC budgets.
 - 1.7 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 10, 2014

Administrative Procedure 505

STUDENT FEES

Background

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

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

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

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

Procedures

1. General

- 1.1 Fees are to be collected and administered through the school business office as per the [Student Fee Schedule](#).
- 1.2 The principal is to submit an annual accounting of all school fees and funds to the Superintendent of Business and Operations by June 30.

2. Fee Schedule

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

Reference: Sections 85, 87, 109, 110, 142, 171, 173, 175 Education Act

May 4, 2010

Administrative Procedure 510

SCHOOL GENERATED FUNDS

Background

As each school within the Division is a part of the corporate body of the Division, each school's generated funds are to be included in the Division's annual audited financial statement. In keeping with generally accepted accounting principles, adequate processes and controls are to be implemented and maintained.

Procedures

1. The principal shall be responsible for the administration of all school generated funds.
2. All accounting for school generated funds shall comply with procedures as outlined in the [School Generated Account Descriptions October 2013](#).
3. Descriptions for the use of GL Codes in the school generated funds software are outlined in the [Summary of SchoolCash GL Codes](#).

References: Education Act: Sections 85, 87, 109, 110, 175

July 12, 2013

Administrative Procedure 511

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 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. The school division does not capitalize interest incurred while a tangible capital asset is under construction.

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:

Land improvements (pavement, fencing, lighting, etc.)	20 years
Buildings	50 years
Buildings – short-term (portables, storage sheds, outbuildings, garages)	20 years
School buses	12 years
Other vehicles – passenger	5 years
Other vehicles – heavy (graders, 1 ton truck, etc.)	10 years
Furniture and equipment	10 years
Cell phones	2 years
Computer hardware and audio visual equipment	4 years
Computer software	5 years
Leased capital assets	Lease term

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, 109, 110, 175

June 10, 2014

Administrative Procedure 512

INVENTORY MANAGEMENT

Background

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

Procedures

1. Inventory

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

2. Replacement and Repair

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

3. Disposal of Property

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

3.5.1 *Public Auction*

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

3.5.2 *School Sale*

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

Procedures:

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

3.5.3 *Tenders*

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

Procedures

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

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

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

Reference: Sections 85, 87, 109, 110, 347, 348 of the Education Act

August 20, 2008

Administrative Procedure 513

PURCHASING

Background

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

Procedures

1. Definitions

The following definitions are cited to ensure consistent interpretation:

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

2. Processing Purchases

2.1 A formal competitive bid is required when:

- The Director of Education deems it to be in the best interests of the school division; or

- It is a requirement of *The Education Act, 1995*; or
 - It is required by a trade agreement covering the MASH sector.
- 2.2 A minimum of three (3) written quotations should be requested when:
- The value of the item is expected to be between \$15,000 and \$75,000; or
 - The Director of Education deems it to be in the best interests of the school division.
- 2.3 Goods and services up to an aggregate cost of \$15,000 may be purchased directly by the applicable Budget Manager utilizing a local purchase order. Where possible contracts will be negotiated centrally and Budget Managers or their designate will order directly from that supplier. Goods and services obtained through the formal tender process are excluded from this authority.
- 2.4 Goods and services up to an aggregate cost of \$5,000 may be purchased by an authorized purchase card holder utilizing a purchase card. Where a centrally negotiated contract is in place goods and services covered by that contract must still be purchased from the contracted vendor.
- 2.5 It is expected that all requirements for goods and services purchased through the formal competitive bid process will be ordered by the schools and the Budget Managers at the time of the formal tender.
- 2.6 The lists of goods and services to be obtained through the formal competitive bid process is to be subject to an annual review to determine items of inferior quality and/or items to be added or deleted.
- 2.7 The Business Manager has the lead responsibility for conducting formal tenders.
- 2.8 In those cases where the competitive bid process is utilized, consideration is to be given to process, quality, and the supplier's reputation, as evidenced by previous performance and service.
- 2.9 Where no competitive supply market exists, or it is considered in the best interests of the Board, purchasing practices are to employ such value analysis and negotiation methods considered appropriate for obtaining acceptable materials at the lowest possible price.
- 2.10 All goods and services purchased are to be obtained through the use of an approved purchase order with the exception of small goods and services purchased by means of petty cash funds or purchase cards. Where a vendor has an electronic ordering system and that system allows access to school division discounts, orders may be placed directly on the system without the use of a purchase order.
- 2.11 Purchasing processes, forms, and services are to be utilized only for authorized school division business.
- 2.12 No school division employee utilizing purchasing processes is to accept any gift or benefit, whether in the form of goods, services, loans, or favours, from any individual, organization, or corporation which is interested directly or indirectly in dealings with the Division, subject to normal exchange or hospitality between persons doing business together.

3. Responsibilities and Authorities

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

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.

- 3.2 The Business Manager in consultation with the Superintendent of Business and Operations is responsible for purchasing practices and procedures.
- 3.3 The Business Manager has the authority to revise requisitions according to established standards, provided such revisions are discussed with the requisitioner.
- 3.4 Purchases may be authorized only by budget managers in the person of the Director of Education, Superintendents, managers, and principals. Budget managers can delegate authority to authorize purchases within certain limits.

Reference: Sections 69, 85, 87, 109, 110, 344, 349, 352, 354, 355 Education Act
Education Act Regulations Section 83.1, 83.3
Annex 502.4 Agreement on Internal Trade

June 2, 2015

Administrative Procedure 516

ACCOUNTING STANDARDS

Background

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

Procedures

1. Responsibility

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

2. Restricted Funds Planning

- 2.1 Internally restricted surplus for operating expenditures may be established on recommendation to the Board. The purpose of the restricted surplus is to fund:
 - 2.1.1 School budget allocation carry forwards
 - 2.1.2 SCC budget allocation carry forwards
 - 2.1.3 School generated funds
 - 2.1.4 Ongoing Board approved programs
- 2.2 Internally restricted surplus for capital expenditure may be established on recommendation to the Board. The purpose of the restricted surplus is to fund:
 - 2.2.1 The purchase of land
 - 2.2.2 New buildings
 - 2.2.3 Renovations and additions
 - 2.2.4 Furniture, equipment, and supplies
 - 2.2.5 Major building repairs and,
 - 2.2.6 Replacement of equipment.
- 2.3 Externally restricted surplus funds are those provided by government transfer with stipulations that have not been met by the Division.

- 2.4 Any restriction on prior years' surplus is to be shown in the audited financial statements of the Board of Education.

3. Trust Funds

- 3.1 The Superintendent of Business and Operations is authorized to receive donations for the purpose of establishing scholarships and student bursaries. Funds are to be held in trust for the purposes intended.
- 3.2 The Superintendent of Business and Operations is to make every effort to comply with the conditions specified by the donor.
- 3.3 The Superintendent of Business and Operations may recommend to the Director of Education that funds be held in trust by the Board for purposes other than student scholarships and bursaries.

Reference: Sections 85, 87, 109, 110, 286 Education Act
Public Accounts Regulations

June 2, 2015

Administrative Procedure 517

ACCOUNTING GUIDELINES**Background**

To the extent applicable, Prairie South School Division is to use the accrual method of accounting for revenues and expenditures.

Procedures**1. Accounting System**

The accounting system must make it possible to:

- 1.1 Provide an accurate record of all financial transactions of the school division.
- 1.2 Produce meaningful interim and annual financial reports.
- 1.3 Show compliance with legal provisions.
- 1.4 Provide a basis for safeguarding the financial resources of the school division.

2. Classification of Accounts

The classification of accounts is to be consistent with the requirements of the Saskatchewan Ministry of Education and, in accordance, where applicable, with Generally Accepted Accounting Principles (G.A.A.P.) and standards as set by the Public Sector Accounting Board (P.S.A.B.)

3. Reporting

- 3.1 Financial reports are to be prepared quarterly to reflect financial operations, the current condition of the budgetary accounts, and other information necessary to monitor operations.
- 3.2 An audited financial report is to be prepared as of 31 August in each year and presented to the Board.

Reference: Sections 85, 87, 109, 110, 286 Education Act
Public Accounts Regulations

September 1, 2006

Administrative Procedure 518

PAYMENTS OF ACCOUNTS

Background

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

Procedures

1. Pay Day Schedules

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

2. Compensation for Expenses

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

2.1.2 Non-Teaching Employees

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

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

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

2.2 Provision for payment of expenses is to be made in a timely manner following receipt of the appropriate application or forms for the funds.

3. Vendors

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

4. Petty Cash

- 4.1 Petty Cash funds are to be administered by the principal.
- 4.2 Petty cash funds are not to exceed \$1,000. Exceptions may be arranged with the Accounting Manager.
- 4.3 Petty cash funds are to be used solely for payment of postage, minor office supplies, consumables, and other incidentals as may be necessary from time to time. Petty cash funds may not be used to purchase equipment. Except in extenuating circumstances, no single purchase other than postage or express charges made through the use of petty cash is to exceed \$100.
- 4.4 All purchases are to be supported by appropriate receipts and invoices.

- 4.5 Petty cash funds are to be replenished upon receipt of a properly executed requisition with the required invoices and receipts attached.
- 4.6 Petty cash funds are subject to audit at any time.

5. Honoraria

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

Reference: Education Act: Sections 85, 87, 109, 110, 175 Education Act
Labour Standards Act
Prairie South Teacher Local Bargaining Agreement
CUPE Agreement

June 2, 2015

Administrative Procedure 521

SCHOOL DIVISION SPONSORSHIP**Background**

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

The Division actively encourages the establishment of positive relationships and partnerships with the community so long as such relationships provide opportunities to expand resources and experiences that benefit students. This may involve financial sponsorship from the school division.

Procedures

1. Sponsorship requests which fall within a particular program area will be directed to the Superintendent of Operations with responsibility for that program area. The Superintendent of Operations may authorize a sponsorship to a maximum of \$200 when determined to be beyond the scope of the decentralized budget.
2. Sponsorship requests which do not fall within a program area will be directed to the Director of Education. The Director of Education will determine if the activity provides opportunity to expand resources and experiences that benefit students. The Director of Education may authorize sponsorship to a maximum of \$2,500.

Reference: Sections 85, 87, 109, 110, Education Act

October 2, 2007

Administrative Procedure 522

ADVERTISING AND CORPORATE SPONSORSHIP

Background

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

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

Procedures

1. Partnerships

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

2. Curricula

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

3. Materials

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

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

4. Professional Development Activities

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

5. Extra-Curricular Activities

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

6. Advertising

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

7. Donations

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

8. Donations by Prairie South School Division

- 8.1 Prairie South will not contribute to:
 - 8.1.1 Politicians, candidates, political parties or organizations or lobby groups,
 - 8.1.2 Any organization that is not part of Prairie South School Division, and
 - 8.1.3 Individuals seeking to raise funds for a cause or event.

Reference: Sections 85, 87, 109, 110, 175 Education Act
Ethical Guidelines for Business Education Partnerships

June 2, 2015

Administrative Procedure 530

INSURANCE MANAGEMENT

Background

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

Procedures

1. Responsibility

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

2. Specifications

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

3. Loss or Damage

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

Reference: Sections 85, 87, 109, 110 Education Act

September 1, 2006

Administrative Procedure 540

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 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.

(Note: The Preventative Maintenance Renewal Plan is reviewed and approved annually by the Board.)

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 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 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.

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 extreme remodeling are to be developed in consultation with a defined group of stakeholders as defined by the Director of Education.

2. Annual Facilities Accountability Report

The Facilities Manager in consultation with the Superintendent of Business and Operations shall prepare an annual Facilities Accountability Report in the prescribed format.

Reference: Sections 85, 87, 108, 109, 110, 343, 345, 347, 350 Education Act
Sections Part X1X.3, 77, 79 Education Regulation

June 2, 2015

Administrative Procedure 541

MAINTENANCE, INSPECTION, CLEANLINESS AND SAFETY

Background

Maintenance and inspection of Prairie South School Division facilities and school sites are important functions of the Board of Education. It is through regular inspection and appraisal of facilities and grounds that the Division is able to plan for on-going and scheduled maintenance of buildings and grounds, and provision of facilities to meet the educational and physical needs of students.

All supervisory staff shall ensure that all personnel have access to safety training as required by provincial legislation.

Procedures

1. Responsibility of Facilities Manager

The Facilities Manager is to arrange for occupational health and safety training for facility personnel as required by provincial legislation as determined by the Superintendent of Operations in charge of safety. The Facility Manager shall also establish safe work procedures and practices as outlined in the following documents: [Facility Operator Manual](#) and [Facilities Safety Manual](#).

2. Responsibility of Principals

- 2.1 The principal is responsible on an on-going and daily basis for the supervision and monitoring of the general maintenance of the school and its grounds. The principal is responsible for reporting general maintenance and repairs required in the school and on the school grounds.
- 2.2 The principal and facility operators are to establish procedures for establishing and monitoring the school grounds, equipment, and facilities. Minor items in need of attention are to be carried out by the facility operator. Major items are to be reported to the Facilities Manager.

3. Annual Review of Facility

- 3.1 The principal is to submit recommendations for facility repair and minor renovations to the Facilities Manager for consideration in the budget process.
- 3.2 Major capital construction items will be submitted by the Director of Education to the Board when developing its Preventative Maintenance Renewal Plan for submission to the Ministry of Education.

4. Playground Development

- 4.1 Community groups and School Community Councils that are contemplating development of a school playground are to work in conjunction with their principal and the Facilities Manager.
- 4.2 A detailed development plan including a budget showing revenue sources and projected expenditures is to be prepared for presentation to the Director of Education.
- 4.3 Safety, accessibility and equipment standards as detailed by the Facilities Manager must be adhered to in all aspects.
- 4.4 Details as to actual construction involving tenders, purchasing, and contracting services are to be in accordance with school division directives provided by the Facilities Manager.
- 4.5 School property development, when allocated for off-street parking is to be consistent with the long-range development of playgrounds and represent a safe condition for students.

5. School Grounds Development Funding Policy

All new school grounds and all school grounds undergoing renovation are required to meet CSA Standards. The Division will assist local school communities in upgrading and developing their school grounds by providing the following funding assistance:

- 5.1 All schools shall be eligible for funding of up to \$10,000 plus \$50 per full-time equivalent student.
- 5.2 All Division funding shall be made available on a 50/50 basis with fund raising done by school communities, i.e. if a school raises \$12,000 then the Board shall match up to \$12,000 as determined by what the school is eligible for under the funding formula (i.e. \$10,000 plus \$50 per F.T.E. student).
- 5.3 In the event that a school ground structure is determined by the school division facilities staff to be unsafe, the Division may provide in advance, up to \$5,000 of its contribution to allow for the purchase and installation of some school ground structure pending the completion of any fundraising efforts by the school.
- 5.4 Applications for school ground development funding shall be submitted to the Facilities Manager by February 1, to be included in the upcoming budget year which runs from September 1 to August 31.
- 5.5 Charitable receipts shall be made available to individuals and businesses donating to school ground projects provided funding is sent directly to the Prairie South School Division No. 210. These funds will continue to form part of the fundraising portion done by the school.
- 5.6 Purchasing and expenses for playground development shall be administered by the school division facilities department in consultation with the purchasing and accounting departments.

6. Roof Level Fall Protection

Shall apply to all employees, including third party service providers, working for the school division in elevated areas such as rooftops and elevated platforms.

Applicable Regulations & Standards include:

- A. Saskatchewan Occupational Health and Safety Regulations*
- B. Canadian Standards Association(CSA) – Z259 Series*

6.1 Definitions:

Flat Roof – Roof system with a slope less than or equal to 4% (1/2 inch change in vertical elevation versus 12 inches of horizontal run).

Sloped Roof – Roof system with a slope greater than 4% (1/2 inch change in vertical elevation versus 12 inches of horizontal run).

Control Zone – 2 meter wide danger zone at the unguarded edge of a roof or elevated platform on a flat roof.

Fall Protection Personal Protective Equipment – CSA approved Full Body Harness, Lifeline, Lanyard and Carabiner.

Fall Protection Device – Compliant permanent Roof Anchor, permanent and/or non permanent Guardrail or other approved device.

6.2 Fall Risk Assessment

Roof level fall risks have been divided into the following fall risk zones:

- FALL RISK ZONE 1 – Located in the interior of a Flat Roof, not in the control zone. Low fall risk.
- FALL RISK ZONE 2 – Located within the Control Zone on a Flat Roof. Moderate Fall Risk.
- FALL RISK ZONE 3 – Sloped Roof with no roof top equipment that requires ongoing maintenance. Moderate Fall Risk.
- FALL RISK ZONE 4 - Sloped Roof with roof top equipment that requires ongoing maintenance. Major Fall Risk.
- FALL RISK ZONE 5 – Restricted access roofs due to fall risk. Steep sloped roofs, narrow flat roofs with significant fall risk exposure. Serious Fall Risk.

6.3 Risk Mitigation Procedures

The following risk mitigation procedures have been provided for each fall risk zone:

6.3.1 Fall Risk Zone 1:

- 6.3.1.1 Training Requirements – 2 hour Fall Protection Training course.

- 6.3.1.2 Fall Protection Personal Protective Equipment – Not Required.
- 6.3.1.3 Other Fall Protection Devices – Not Required.
- 6.3.1.4 Control Zone Markers – Temporary marking of Control Zone required.
- 6.3.2 Fall Risk Zone 2:
 - 6.3.2.1 Training Requirements – 8 hour Fall Protection Training course describing proper use of fall protection personal protective equipment and other fall protection devices.
 - 6.3.2.2 Fall Protection Personal Protective Equipment – CSA approved Full Body Harness, Lifeline, Lanyard and Carabiner.
 - 6.3.2.3 Access to Unguarded Edge of the roof - Compliant permanent Roof Anchor, permanent and/or non permanent Guardrail or other approved device. Alternatively, access to unguarded edge of roof can be completed from ladder (for heights less than 5 meters (16 ft 5 inches), Hydraulic Lift and/or portable scaffold.
 - 6.3.2.4 Control Zone Markers – Weighted 42 inch tall pylons with 3/8" Nylon rope strung between to mark control zone.
- 6.3.3 Fall Risk Zone 3:
 - 6.3.3.1 Training Requirements – 8 hour Fall Protection Training course describing proper use of fall protection personal protective equipment and other fall protection devices.
 - 6.3.3.2 Fall Protection Personal Protective Equipment – CSA approved Full Body Harness, Lifeline, Lanyard and Carabiner.
 - 6.3.3.3 Access to Roof – Worker must be connected to a Compliant permanent Roof Anchor at all times when on the roof.
- 6.3.4 Fall Risk Zone 4:
 - 6.3.4.1 Training Requirements – 8 hour Fall Protection Training course describing proper use of fall protection personal protective equipment and other fall protection devices. Fall Protection Personal Protective Equipment – CSA approved Full Body Harness, Lifeline, Lanyard and Carabiner.
 - 6.3.4.2 Access to Roof – Worker must be connected to a Compliant permanent Roof Anchor at all times when on the roof.
- 6.3.5 Fall Risk Zone 5
 - 6.3.5.1 Training Requirements – 8 hour Fall Protection Training course describing proper use of fall protection personal

protective equipment and other fall protection devices.
Training also required for specialized access procedures.

6.3.5.2 Fall Protection Personal Protective Equipment – CSA approved Full Body Harness, Lifeline, Lanyard and Carabiner.

6.3.5.3 Access to Roof – Worker must be connected to a Compliant permanent Roof Anchor at all times when on the roof.

6.4 Responsibilities

Managers:

6.4.1 Ensure that only trained individuals are assigned work that requires the use of fall protection systems.

6.4.2 Ensure the appropriate equipment is purchased and available for employees.

6.4.3 Assure worker compliance with this policy.

6.4.4 Assist in the development, updating, and delivery of the training program.

6.4.5 Maintain all training records.

Reference: Sections 85, 87, 109, 110, 116, 175, 190 Education Act
Occupational Health and Safety Act
National Building Code
National Fire Code

June 2, 2015

Administrative Procedure 542

COMMUNITY USE OF SCHOOL FACILITIES

Background

Prairie South School Division believes that maximum use of school facilities should occur both in serving the needs of students and other members of the community.

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.

Procedures

1. Activities – School Use

1.1 Classroom or Gymnasium – No Charge

- School sponsored students' activities.
- School Community Council meetings and activities.
- School Board employee meetings and functions.
- Parent Association meetings and functions.
- Activities limited to children of school age and for the most part resident in the school community.
- Established community partnerships and professional development activities.

1.2 Classroom or Gymnasium – Caretaking fee will be charged when additional facility operator hours are required or if no Prairie South staff in attendance at the facility during the complete rental period.

- Approved groups sponsored by local community and recreation organizations.
- Benevolent organizations.
- Service clubs and other community groups sponsoring events at which no charge is made.
- Organizations, groups, and clubs that are service-oriented in nature and are targeted at Pre-school to Grade 12 students and whose function is to raise funds for their respective non-profit organization.
- Other meetings authorized by the principal and the School Community Council.

1.3 Classroom and Gymnasium – Rental and Caretaking Fee

- Refers to organizations, groups, and clubs that are service-oriented in nature but whose function is to raise funds for the respective non-profit organization.
- Private business including those with school aged children (dance studios, karate schools, etc.).
- Elections.

1.4 Auditorium – Rental Fee

- Refers to organizations, groups, and clubs that are service-oriented in nature but whose function is to raise funds for the respective non-profit organization.
- Private business including those with school aged children (dance studios, karate schools, etc.).

1.5 Auditorium Improvement Fee

- Refers to everyone listed above who charges an admission fee.
- School sponsored student activities shall be subject to these fees when selling tickets for productions.
- Those events that have free admission are exempt.

2. Rental Rates and Charges

- 2.1 The Board of Education approves rental rates on an annual basis. Rates are established for use of classrooms and gymnasias.
- 2.2 Charges for caretaking services are annually reviewed and approved by the Board.
- 2.3 Schools will be billed for additional Facility Operator time required on week-ends for tournaments or other special events at the established rates.
- 2.4 Day-to-day rental rates and charges are published in the Division's [Schedule of Fees](#).
- 2.5 Ongoing long-term lease agreements shall be negotiated as required.

3. Application for Rental

- 3.1 Applications for rental or use of school facilities are to be made to the principal, with the exception of the Centennial Auditorium which shall be made through the Auditorium Manager.
- 3.2 The principal, in consultation with the school staff, may allocate space for various activities.
- 3.3 The principal has the authority to approve applications, but must submit to the Facilities Manager any application which departs from the procedures as outlined. The Facilities Manager in consultation with the Superintendent of Business and Operations will approve or reject such applications.
- 3.4 Payments of fees and charges for all facility rentals are to be made to the school office or 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.

4. Restrictions

- 4.1 School premises must be left in a tidy condition by the party renting the school.
- 4.2 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.
- 4.3 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.
- 4.4 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.
- 4.5 The following are not permitted on school property:
 - Smoking or tobacco use (see *Administrative Procedure 162 – Tobacco and the use of Tobacco Products*).
 - Illicit use of drugs 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.
- 4.6 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.

5. Division Office Facilities

- 5.1 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.
- 5.2 The business of the school division will take precedence in scheduling meeting rooms.
- 5.3 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, 109, 110, 175 Education Act

June 10, 2014

Administrative Procedure 543

NAMING OF SCHOOLS, DIVISION BUILDINGS AND ROOMS

Background

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

Procedures

1. Naming

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

2. Signage

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

Reference: Sections 85, 87, 109, 110, 175 Education Act

September 1, 2006

Administrative Procedure 550

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.

2. Workshops

- 2.1 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

3. Student Awareness

- 3.1 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.

4. Driver Instruction

- 4.1 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.

5. Driver Manual

- 5.1 The Transportation Manager 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.

6. Evaluation

- 6.1 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.
- 6.2 The Transportation Manager is responsible, on an annual basis for assessing the Board's school bus safety program.

Reference: Sections 85, 87, 109, 110, 121, 194, 195, 196, 197, Education Act
Highways and Transportation Act
Traffic Safety Act

June 10, 2014

Administrative Procedure 551

BUS MAINTENANCE AND INSPECTION

Background

The Transportation Manager is responsible for implementing an ongoing preventative maintenance program and for ensuring that school buses meet the requirements of Saskatchewan Government Insurance (SGI) Vehicle Standards & Inspection and other applicable school bus standards.

Procedures

1. Maintenance and safety standards are to meet the approval of SGI Vehicle Standards & Inspection, the Ministry of Education and the school division.
2. It is the duty of bus drivers to ensure that safety inspection certificates are valid and retained in the buses.
3. Regular maintenance is to be carried out according to a schedule as established by the Transportation Manager.
4. Fuel is to be obtained only at designated locations as determined by the Transportation Manager or designate.

Reference: Saskatchewan Government Insurance Vehicle Safety Inspection Standards Manual.
Sections 85, 87, 109, 110, 121, 194, 195, 196, 197 Education Act
Highways and Transportation Act
Traffic Safety Act

June 10, 2014

Administrative Procedure 552

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.

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 Transportation Manager or designate. The Transportation Manager or designate 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, 108, 109, 110, 194, 195, 196, 197 Education Act
Highway Traffic Act

September 1, 2006

Administrative Procedure 553

**CLOSURE – SEVERE WEATHER AND STUDENT
TRANSPORTATION****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.

Procedures**1. Responsibility of the Director of Education**

- 1.1 The Director of Education, in consultation with the principal(s), may close one or more schools in the Division.
- 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.
- 1.3 The Director of Education shall receive, review, and maintain on file reports from the Transportation Manager and principals regarding the stopping of any operation of buses or schools.
- 1.4 The Director of Education will cancel applicable bus routes when the temperature including wind chill reaches -40°C or lower.
- 1.5 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
These environmental conditions are typically announced by Environment Canada through its telephone information services, web site or on a local radio station.
- 1.6 The decision to cancel morning buses shall be made by 7:00 a.m.
- 1.7 The decision to cancel afternoon buses shall be made no later than 2:00 p.m.
- 1.8 If a bus is cancelled in the morning it will not operate in the afternoon.
- 1.9 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 If necessary, the principal is responsible for billeting students and staff at the school. The Division will assume any costs incurred.
- 2.5 The principal is to 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 is responsible for canceling a route 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.
- 3.2 Having made such a decision, the bus driver is to inform the Transportation Manager by telephone or radio.
- 3.3 Under no circumstances should buses start on the route at the height of a winter storm.
- 3.4 Under no circumstances shall bus drivers commence their routes prior to normal departure time.
- 3.5 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.
- 3.6 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.
- 3.7 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.

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 a partial bus operation has 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 and internal communication.
- 4.4 The Transportation Manager is 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. Responsibility of Parents or Guardians

- 6.1 Parents or guardians of all bus students are to arrange for appropriate emergency residences for the individual students and to inform the school and bus driver of those arrangements.
- 6.2 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.
- 6.3 Parents or guardians are responsible to ensure that their children are appropriately dressed for weather conditions.

Reference: Highway Traffic Act
Sections 85, 87, 108, 109, 110, 194, 195, 196, 197, Education Act

June 2, 2015

Administrative Procedure 554

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. Application and Charges

- 2.1 The principal is to submit a request for a bus to the Transportation Manager at least one week prior to the date of use.
- 2.2 Appointment of a driver is the responsibility of the Transportation Manager or designate.
- 2.3 The school is to be billed at established rates for special bus use.

Reference: Sections 85, 87, 109, 110, 116, 194, 195, 196, 197 Education Act
Highways and Transportation Act
Traffic Safety Act

September 1, 2006

Administrative Procedure 555

TRANSPORTATION IN PRIVATE VEHICLES

Background

The Division strongly favors the practice of using buses to transport students. However, there will be times when it is impractical or inefficient to use school buses. In such cases, it is permissible to use private vehicles.

Procedures

1. Special Events

- 1.1 Private vehicles may be used for special events if the numbers of students involved does not warrant the use of a school bus. The event must be school approved.
- 1.2 Only employees or parents and guardians may convey students. They must have completed an [Application for Automotive Driver Authorization](#) form and have it approved by the principal annually.
- 1.3 Students may transport themselves to school-approved events if the principal approves.
- 1.4 It is recommended that staff or parents authorized to use their vehicle by the principal have third party liability insurance of at least two million dollars.
- 1.5 Rental or lease agreements for vehicle use must include appropriate insurance coverage including third party liability of at least two million dollars.
- 1.6 Parents and guardians using their vehicles may be reimbursed at the school division rate.
- 1.7 The use of 15 passenger vans and 12 passenger extended vans are not permitted for student transport at any time.

2. Work Experience Program

- 2.1 Students participating in Career and Work Exploration programs are to receive \$0.30/km compensation for travel.

Reference: Sections 85, 87, 108, 109, 110, 194, 195, 196, 197, Education Act
Traffic Safety Act

October 6, 2009

Administrative Procedure 570

FUNDS FOR SCHOOL ANNIVERSARY CELEBRATIONS**Background**

The school division recognizes and supports activities highlighting significant milestones in the history of division schools, which may involve present and former students, present and former staff members and others in the general school community. The school division acknowledges that these activities serve to strengthen school-community relationships.

In consideration of the above, the school division shall assist those schools planning a formal anniversary celebration with start-up funding. Funds will be allocated to schools that are celebrating anniversaries at 25-year intervals.

Procedures

1. The principal shall form a committee for the purpose of designing an appropriate school anniversary event.
2. The principal shall submit, in writing, to the Director of Education a request for funding for their school anniversary celebration.
3. Funding will be allocated as follows:
 - 3.1 25 year anniversary = \$1,000
 - 3.2 50 year anniversary = \$1,500
 - 3.3 75 year anniversary = \$2,000
 - 3.4 100+ year anniversary = \$2,500

Reference: Section 85, 87, 109 Education Act

May 1, 2012

AGENDA ITEM

Meeting Date:	June 2, 2015	Agenda Item #:	5.11
Topic:	Dates of Regular Board Meetings and Planning Meetings		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

Under Board Policy Handbook No. 2 the Board sets an annual work plan. This plan includes scheduled dates for regular Board meetings and planning meetings. Attached is a schedule of these meetings for 2015-16.

Current Status:

This item was tabled at the May 5 Regular Meeting. We have added in the August Board Meeting date, moved the September Board Meeting date, and adjusted Accountability Reports as discussed during Board Planning Session.

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Tony Baldwin	May 26, 2015	Proposed Dates of Regular Board Meetings and Planning Meetings

Recommendation:

That the Board approve the schedule of Regular meetings dates and planning meetings for the 2015-16 year as presented.

BOARD MEETINGS AND BOARD PLANNING MEETINGS

2015-2016

August	<ul style="list-style-type: none">• Regular Meeting: August 11
September	<ul style="list-style-type: none">• Regular and Organizational Meeting: September 8• Planning Meeting: September 15
October	<ul style="list-style-type: none">• Regular Meeting: October 6• Accountability Report: Student Achievement I (Higher Literacy and Achievement)• Planning Meeting: October 20
November	<ul style="list-style-type: none">• Regular Meeting: November 3• Accountability Report: School and Division Improvement (Higher Literacy and Achievement)• Special Meeting & Planning Meeting: November 24 to approve the Audited Financial Statement and Annual Report
December	<ul style="list-style-type: none">• Regular Meeting: December 1• Accountability Report: Human Resources (Equitable Opportunities)• Accountability Report: Facilities (SWAGG)
January	<ul style="list-style-type: none">• Regular Meeting: January 5• Accountability Report: 1st Quarter – Business (SWAGG)• Planning Meeting: January 19
February	<ul style="list-style-type: none">• Regular Meeting: February 2• Accountability Report: Transportation (SWAGG)• Accountability Report: Student Advisory Group (Advocacy and Networking)• Planning Meeting: February 23
March	<ul style="list-style-type: none">• Regular Meeting: March 1• Accountability Report: Early Learning (Smooth Transitions)
April	<ul style="list-style-type: none">• Regular Meeting: April 19• Accountability Report: 2nd Quarter – Business (SWAGG)• Budget Approval• Annual Meeting of Electors: April 19• Planning Meeting: April 7, 8 & 18
May	<ul style="list-style-type: none">• Regular Meeting: May 10• Accountability Report: Student Achievement II (Higher Literacy and Achievement)• Planning Meeting: May 24
June	<ul style="list-style-type: none">• Regular Meeting: June 7• Accountability Report: 3rd Quarter – Business (SWAGG)

AGENDA ITEM

Meeting Date:	June 2, 2015	Agenda Item #:	5.12
Topic:	Board Committee Projects – 2015-2016		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: The Board has seven sub-committees that allow individual Trustees to become more familiar with administrative functions within Prairie South Schools. The scope and mandate of these committees is established in Board Policy 8. The Board directs the work of these committees, and the committees report back to the Board as necessary.

Current Status: Board Committees exist as described in BP 8.

Pros and Cons: Clear direction from the Board will ensure that Board Committee work is aligned with the other work of the system.

Board Committees without specific assigned tasks will work under the more general mandate established in Board Policy

Financial Implications:

Governance/Policy Implications: Board Committee work allows Trustees to gain insight into the administrative workings of Prairie South Schools, and builds Board capacity.

Legal Implications: Board Policy provides a legal framework for the work of the Board.

Communications:

Prepared By:	Date:	Attachments:
Tony Baldwin	26 May 2015	

Recommendation:

1. That the Smooth Transitions Committee engage in a review of Prekindergarten and Early Learning programming in Prairie South Schools during the 2015-2016 school year.
2. That the Equitable Opportunities Committee engage in a review of recruitment and retention practices for school-based administrators in Prairie South Schools during the 2015-2016 school year.
3. That the Advocacy and Networking Committee continue with the staff engagement focus from the 2014-2015 school year in the 2015-2016 school year.

AGENDA ITEM

Meeting Date:	June 2, 2015	Agenda Item #:	5.13
Topic:	Monthly Reports		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

Attached are the following reports for Board approval:

1. Teacher Absences and Substitute Usage for the period April 24 – May 21, 2015.
2. Tender Report for the period April 24 – May 22, 2015.
3. Incidents of Concern

Current Status:

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Ryan Boughen Ron Purdy Derrick Huschi	May 25, 2015	<ol style="list-style-type: none"> 1. Teacher Absences and Substitute Usage 2. Tender Report 3. Incidents of Concern

Recommendation:

That the Board accept the monthly reports as presented.

Teacher Absences & Substitute Usage

Date Range: April 24, 2015 to May 21, 2015

Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible 8887.62 days
Compassionate Leave	33.1	2.89%	31.2	94.14%	0.39%
Competition Leave	0.0	0.00%	0.0	0.00%	0.00%
Convocation Leave	4.6	0.40%	3.9	0.00%	0.05%
Court/Jury	0.0	0.00%	0.0	0.00%	0.00%
Education Leave	0.0	0.00%	0.0	0.00%	0.00%
Emergency Leave	0.0	0.00%	0.0	0.00%	0.00%
Executive Leave	4.5	0.39%	3.6	0.00%	0.05%
Extra/Co-curr Teach	64.7	5.65%	58.4	90.22%	0.76%
FACI Meet/PD	0.0	0.00%	0.0	0.00%	0.00%
HUMA Meet/PD	60.5	5.28%	43.2	71.37%	0.71%
Illness - Teacher	190.8	16.66%	158.0	82.81%	2.25%
Illness - Long Term	132.0	11.53%	0.0	0.00%	1.56%
Internship Seminar	0.0	0.00%	0.0	0.00%	0.00%
LRNG Meet/PD	84.4	7.37%	71.3	84.48%	1.00%
Medical/Dental Appt	138.7	12.11%	122.9	88.61%	1.64%
Noon Supervision Day	28.5	2.49%	26.9	94.28%	0.34%
Paternity Leave	0.0	0.00%	0.0	0.00%	0.00%
PD DEC Teachers	91.6	8.00%	83.9	91.60%	1.08%
PP Teacher	23.7	2.07%	20.7	87.42%	0.28%
Prep Time	108.7	9.49%	104.9	96.47%	1.28%
PSTA	0.5	0.04%	0.5	0.00%	0.01%
Rec. Of Service	88.9	7.76%	74.0	83.25%	1.05%
Secondment	3.0	0.26%	3.0	100.00%	0.04%
SOEH Meet/PD	0.0	0.00%	0.0	0.00%	0.00%
SONO Meet/PD	53.9	4.71%	41.5	76.99%	0.64%
SOSO Meet/PD	6.5	0.57%	6.5	100.00%	0.08%
STF Business - Invoice	16.2	1.41%	14.5	89.51%	0.19%
Unpaid Sick Leave	1.0	0.09%	1.0	100.00%	0.01%
TRAN Meet/PD	0.0	0.00%	0.0	0.00%	0.00%
Leave Without Pay	9.5	0.83%	8.3	87.37%	0.11%
Total Absences	1145.21	100.00%	878.1	76.67%	13.53%

Teachers (FTE)
423.22

of teaching Days
20

Possible Days
8464.4

Tender Report for the period April 24, 2015 to May 22, 2015

Background:

- Board has requested a monthly report of tenders awarded which exceed the limits of Administrative procedure 513, which details limits where formal competitive bids are required. The procedure is as follows:
 - The Board of Education 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 as an information item.
 - 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:

- A request for quotations was issued for carpet and tile removal/replacement at Coronach, Glentworth, Lafleche and Kincaid schools. The quotation was awarded as follows:
 - Coronach school to Harvey's Carpet One for a cost of \$19,365.80 plus taxes
 - Glentworth, Lafleche and Kincaid schools to Final Touch Flooring for a cost of \$77,009.21 plus taxes
- A request for quotations was issued for Window Replacements at Empire School. The quotation was awarded to C&S builders for a cost of \$20,726.00 plus GST.
- A request for proposals was issued for green floor care and cleaning products, garbage bags, paper products and hand soap. The award was to Zep based on points.
- A tender was issued for resurfacing of the parking lot at Palliser Heights. The tender was awarded to Cyprus paving for a cost of \$167,262 plus GST.
- A tender was issued for resurfacing the parking lot at Westmount. The tender was awarded to Regina Asphalt Paving for a cost of \$73,911.29 plus GST.
- A Request for quotations was issued for replacement radios for school buses. The quote was awarded to Prairie Mobile Communications for a cost of \$31,650.05 plus taxes.
- A request for quotations was issued for VOIP equipment. The quotation was awarded to Sasktel for a cost of \$40,019.06 plus taxes.
- A request for quotations was issued for computer memory. The quotation was awarded to Powerland Computers for a cost of \$24,137.10 plus taxes.

[illegible]

AGENDA ITEM

Meeting Date:	June 2, 2015	Agenda Item #:	5.14
Topic:	3rd Quarter Accountability Report		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

In accordance with the Board's annual work plan, a quarterly financial accountability report is to be presented to the Board at the end of each quarter.

Current Status:

Attached is the 3rd Quarter Accountability Report.

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	May 27, 2015	3rd Quarter Accountability Report

Recommendation:

That the Director of Education accountabilities mandated in the source document cited in the 3rd Quarter Accountability Report have been fully met.

3RD QUARTER ACCOUNTABILITY REPORT

For the period ended May 31, 2015

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.*

Current status of approved budget assumptions.

When the Board approved the 2014-15 budget the following assumptions were approved:

- Consolidation of Gravelbourg High School and Elementary Schools approved by the Ministry of Education. *Tenders closed in April for this project and it is now moving into the construction stage.*
- Reading Strategy – Prairie South is entering the 2nd year of a 5 year plan to improve reading comprehension across all grade levels. The focus of support for the 2014-15 year will be with middle years' teachers including the introduction of a common reading comprehension assessment tool, how to administer the assessment and then how to plan good reading comprehension instructions based on the results.
- Facilities Renewal – The Board extended the Facilities Renewal Plan to a 4th year. Over a 4 year period the Board will have spent more than 11 million dollars from surplus to address the division's facility deficit. *The Facilities renewal strategy continues in its final year.*
- No Increase for Teacher salary in this budget as the province will cover the provincial agreement. *The teacher's agreement has been ratified the effects of the settlement will be minimal to the division's bottom line as the ministry will compensate the board for the cost of the contract. The results will show in this report*

1. Accumulated Surplus - August 31, 2015

	August 31, 2013	Additions during the Year	Reductions during the Year	August 31, 2014
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 54,364,598	\$ -	\$ (1,615,346)	\$ 52,749,252
Less: Debt owing on Tangible Capital Assets	1,847,476	-	(334,829)	1,512,647
	52,517,122	-	(1,280,517)	51,236,605
PMR maintenance projecct allocation	857,465	1,094,584	(389,023)	1,563,026
Internally Restricted Surplus:				
Capital Projects:				
Incomplete Board approved tangible capital asset projects	993,058	3,000,000	(2,523,142)	1,469,916
Gravelbourg School consolidation	161,712	750,000	(257,866)	653,846
Other:				
Incomplete Board approved practical applied arts program	2,596,672	-	(1,986,672)	610,000
Incomplete Board approved South Hill revitalization program	240,000	-	(240,000)	-
Board approved allocation for future elections	-	12,000	-	12,000
School generated funds	972,444	114,869	-	1,087,313
School Community Council carry forwards	95,099	34,145	-	129,244
School budget carry forwards	877,410	85,045	-	962,455
Cognitive Disabilities Program Grant	59,967	62,045	(40,766)	81,246
Creative Partnerships Innovation Grant	35,000	-	(35,000)	-
Child Nutrition & Development Grant	17,897	29,800	(17,436)	30,261
Community Initiative Grant	2,082	-	(2,082)	-
Total Internally Restricted Surplus:	6,051,341	4,087,904	(5,102,964)	5,036,281
Unrestricted Surplus	16,062,893	-	(1,218,008)	14,844,885
Total Accumulated Surplus	\$ 75,488,821	\$ 5,182,488	\$ (7,990,512)	\$ 72,680,797

The restricted funds for each of the following grants will be used in current year:

- PMR maintenance project allocation;
- Child nutrition and development;
- Cognitive disabilities program;
- Community initiative program;
- Creative partnerships innovation.

2.1 Restricted Operating Reserves–

2. Revenue/Expenditure patterns - 9 month revenue and expenditures for the period September 1, 2014 to May 31, 2015 is attached.

Revenue

- Grants - we have received additional operating grants in the amount of \$527,922 from the following sources:
 - SFL
 - Increased enrolment
- The division will receive an additional 2.1 million dollars for payment of additional teacher salaries related to the recently signed CBA.
- Associate school tuition revenue was budgeted for in the amount of \$57,000. However, rather than Prairie South recognizing this revenue, the Ministry is reducing the funding to the associate schools by this amount. The variance will be shown on the Tuition Revenue line. This is a change from prior year's recognition process.

Expenditures

- Instructional costs are higher than budget as the increases to teacher and support staff salaries are now included in the costs. Within the salary costs teacher and support staff substitute costs are also higher relative to budget, even though our substitute usage is declining. Contributing factors to this are increased salary rates and the budget may have been understated.
- Transportation costs are slightly higher than might be expected due to salary increases and the fact that bus drivers are paid over 10 months. Repair and maintenance costs which have been difficult to control in recent years (due to weather and rising costs) are at a normal level of expenditure.
- Complementary Services are higher than budget due increased teacher and support staff salaries.
- Interest expense on the bus loan is slightly higher than anticipated due to timing as payments are higher earlier in the year but should be the same as budgeted by year end.

Governance Implications (if any)

Continue to monitor net effect of expenditures on future net assets and cash.

PRAIRIE SOUTH SCHOOL DIVISION NO. 210						
STATEMENT OF FINANCIAL ACTIVITIES						
For the period ending May 31, 2015						
	14/15 Approved Budget	3rd Quarter Budget	Total Revenue/Expenses & Encumbrances	Budget Remaining	Percentage of Budget Used	Percentage of 3rd Quarter Budget Used
REVENUE						
Taxation	29,795,904	22,346,928	25,398,461	4,397,443	85%	114%
Grants	47,423,971	35,567,978	37,064,964	10,359,007	78%	104%
Tuition	99,752	74,814	12,097	87,655	12%	16%
School Generated Funds	1,238,000	928,500	784,500	453,500	63%	84%
Complementary Services	555,226	416,420	424,920	130,306	77%	102%
External Services	3,734,864	2,801,148	2,820,271	914,593	76%	101%
Other Revenue	397,500	298,125	241,721	155,779	61%	81%
TOTAL REVENUE	83,245,217	62,433,913	66,746,935	16,498,282	80%	107%
EXPENSES						
Governance	575,811	431,858	386,807	189,004	67%	90%
Administration	3,441,556	2,581,167	2,577,024	864,532	75%	100%
Instruction	55,543,205	41,657,404	43,897,200	11,646,005	79%	105%
Plant Operation	13,081,956	9,811,467	9,601,650	3,480,306	73%	98%
Transportation	7,483,576	5,612,682	5,755,782	1,727,794	77%	103%
Tuition Expense	75,000	56,250	338	74,663	0%	1%
School Generated Funds	1,238,000	928,500	932,161	305,839	75%	100%
Complimentary	2,096,934	1,572,701	1,645,814	451,120	78%	105%
External Services	3,538,238	2,653,679	2,665,721	872,517	75%	100%
Interest and Bank	65,216	48,912	50,502	14,714	77%	103%
TOTAL EXPENSES	87,139,492	65,354,619	67,512,999	19,626,493	77%	103%
Consolidated Net Income(Loss)	(3,894,275)	(2,920,706)	(766,064)	(3,128,211)		

Prairie South School Division		
Statement of Financial Position		
As At May 31, 2015		
	May	August YTD
	2015	13/14
FINANCIAL ASSETS		
Cash	12,695,004	17,000,562
Accounts Receivable	10,666,592	12,119,707
Provincial Grants Receivable	811,403	811,403
Other Receivables	311,315	484,309
Portfolio Investments	55,502	55,502
Other Assets	17,488	17,488
TOTAL FINANCIAL ASSETS	24,557,304	30,488,971
LIABILITIES		
Other Payables	4,364,564	5,527,712
Capital Loans	1,250,742	1,512,647
Accrued Employee Future Benefits	3,141,980	2,100,200
Deferred Revenue	755,716	2,208,930
TOTAL LIABILITIES	9,513,002	11,349,489
NET FINANCIAL ASSETS(DEBT)	15,044,302	19,139,482
NON-FINANCIAL ASSETS		
Physical Assets	130,117,714	128,627,656
Amortization	(79,773,552)	(75,878,403)
Inventories of Supplies	24,375	166,136
Prepaid Items	302,701	625,926
TOTAL NON FINANCIAL ASSETS	50,671,239	53,541,315
Current Year Net Income(Loss)	(766,064)	
ACCUMULATED SURPLUS(DEFICIT)	64,949,476	72,680,798

AGENDA ITEM

Meeting Date:	June 2, 2015	Agenda Item #:	5.15
Topic:	Communications Accountability Report		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background: According to the Board's yearly work plan, a Communications Accountability Report is to be presented to Board each year.

Current Status: Please see the attached Communications Accountability Report.

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Darby Briggs	TBA	Communications Accountability Report

Recommendation:

That the Director of Education accountabilities mandated in the source documents cited in the Communications Accountability Report have been fully met.

2014-2015 Communications Accountability Report

Prepared by: Darby Briggs, Communications Coordinator

Source Documents

Policy 12: Section 2: Educational Leadership

Q1 2.4: Ensures the Division's key results are published

Policy 12: Section 9: Communications and Community Relations

RE 9.1: Takes appropriate actions to ensure positive internal and external communications are developed and maintained

Q1 9.1: Represents the Division in a positive, professional manner

Q1 9.3: Ensures information is disseminated to inform all publics

Q1 9.4: Works cooperatively with the media to represent the Board's view/positions

Policy 12: Section 10: Leadership Practices

Q1 10.3: Establishes & maintains positive, professional working relationships with staff

Evidence

Ensures the Division's key results are published.

All of the Division's key results and vital data are published in a timely and efficient manner through our various communications channels. The Ministry mandated Annual Report, although met with some technical difficulties, was submitted by deadline, the Report to the Community was published and distributed at the Annual Meeting of Electors as per Education Act regulations, and all board meeting packages and minutes are published on the Division website and distributed to necessary constituents via email.

Takes appropriate actions to ensure positive internal and external communications are developed and maintained.

There are many activities that occur throughout the year that ensure communications in the Division remain strong. The Director is a key player in each and every one, overseeing the process and maintaining quality communication. Examples of these include:

- Regularly scheduled monthly staff meetings

- Continued CAC, Managers and Senior Administration meetings
- Establishment of a Connect super-users group
- Improved weekly communication bulletin

Represents the Division in a positive, professional manner.

- The Communications office ensures that staff maintain positive and professional and are prepared for issues and events by providing background information and speaking notes.
- The Director is a seasoned public speaker who knows how to maintain positive messaging during question and answer periods.
- The Director meets with parents and community groups in person whenever possible and responds to inquiries personally.

Ensures information is disseminated to inform all publics.

The Division consists of a wide and varied audience, including parents, staff, students and the general community across a large geographical area. This can present challenges when communicating important information. We take great effort to ensure this pertinent and important information is received in a timely and convenient manner. A prime example of this is the distribution of press releases and updates on important Division initiatives and board decisions. These communication channels include:

- Local and provincial media outlets
- Government bodies and community organizations
- All of our schools to be shared on websites and in parent newsletters
- Posted on the Division website and social media
- All staff emails
- Mentioned in Director monthly emails and speeches

Works cooperatively with the media to represent the Board's view/positions.

The Director, supported by the Communications office, has strived to build a strong and reliable relationship with local media. This includes responding to media requests in a timely manner and ensuring that key staff and the Board Chair are available to the media after monthly board meetings.

Establishes & maintains positive, professional working relationships with staff.

Staff engagement was recently identified as a Board priority. Communications will work closely with the Advocacy & Networking Committee to create, implement and monitor a staff engagement plan. This will include identifying key staff groups and utilizing survey software to collect benchmark feedback.

Communication at Prairie South

What does Communications do? Ensures the Division's key results are published, takes appropriate actions to ensure positive internal and external communications are developed and maintained, represents the Division in a positive, professional manner, ensures information is disseminated to inform all publics, and works cooperatively with the media to represent the Board's view/positions.

Who is our audience? Prairie South services 5 key audiences: Parents, staff, students, job seekers and the general public.

How do we communicate with them? We communicate to these audiences using a variety of vehicles and platforms, including but not limited to: email, phone, surveys, websites, social media, print material, face-to-face and through the media.

Email, phone and surveys

Email and Phone: Synervoice

Synervoice notification service quickly delivers daily attendance, special announcements, and school-wide messages to parents, staff, and school groups within our Division. As a user-friendly mass communication tool, Synervoice enables administrators and teachers to quickly send phone calls, email, and SMS text messages to parents and or staff, regarding any kind of school related event. With our parent notification service, you can communicate easily about transportation issues, weather delays, parent nights, homework, good news stories, last minute cancellations, emergencies, and daily attendance issues.

- School participation = 100%
- Common elementary school uses = early dismissal, grade specific messages
- Common high school uses = early dismissals, daily attendance
- Common rural uses = bus cancellations
- Common Division uses = bus cancellations (to families and drivers), full division wide phone calls, texts and emails can be sent.

Surveys

Survey Monkey

Survey Monkey is an online tool that the Division uses on a smaller scale to collect information and feedback on such items as:

- Learning Department professional development and goal setting
- South Hill Initiative, Grade 7/8 program
- Nutrition program
- Arts Council
- Division Calendar
- PAA initiative

During the 2014/15 year, Prairie South completed 21 surveys with parents, students and staff (down from 36 the previous year). Depending on the survey, respondent participation was anywhere between 8 and over 1,100 people. Surveys this year focused on quality versus quantity, and fewer surveys prevented 'survey fatigue' amongst our key audiences.

Division and School Websites

Division Website (www.prairiesouth.ca)

The Division website continues to be a source of news, important updates and success stories

for parents, staff and the general public. Currently, all division computers (in central office and schools) have the default setting of opening an Internet browser at www.prairiesouth.ca. This prevents accurate statistics and tracking of visitor traffic. When we launch the new Division site, this will include the rollout of a customized landing page that will enable us to properly monitor the usage of the website. Communications oversees the entire Division website.

The revised target launch date for the new website is September 2015.

Division Intranet (Connect)

- In 2011/12, the Division began the process of moving to a more secure and comprehensive system for records and data management. This program, Microsoft Sharepoint, was branded for Prairie South as 'Connect', allowing staff to have more convenient and secure access to documents and files. It is a private, password-protected intranet.
- The Learning Department began using Connect in 2011/12, and Learning Improvement Team (LITs) Pilot schools used it in 2012/13. As the 2013/14 year began, all LITs worked within Connect and rollout to Central office staff began.
- The 2014/15 year saw the migration of central office staff migrating content from the shared drives to Connect. This is a continued process, as staff work to determine privacy settings, layout and usability of the site.

School Websites

- 35 of our 40 schools have websites (the exception being the Hutterite colony schools)
- All are currently using the new platform, Wordpress, and have adapted the design template to suit their school needs.

Social Media

Division Presence

- 85% of School Divisions have full time Communications staff. Of these, only 25% of Communications staff manage the Division website and 75% are managed by IT staff.
- 75% have Division Facebook accounts. Prairie South is #1 with the most 'likes'.
- 50% have Division Twitter accounts. Prairie South is #3 with the most 'followers'.

Twitter ([@PrairieSouth](https://twitter.com/PrairieSouth))

- Audience: Parents, Staff, Job Seekers, General Public
- Rated #3 in the province for most 'followers' for a school division
- The Division follows and retweets many School Administrators, teachers, learning consultants and community partners.

Facebook (www.facebook.com/prairiesouthschools210)

- Audience: Parents
- Demographics of our audience: 76% of our fans are women, 21% are age 35-44, 17% are age 18-24, 14% are age 45-54, 13% are age 25-34
- May 2012 (268 likes) to May 2013 (333 likes) = up 19.5%
- May 2013 (333 likes) to May 2014 (406 likes) = up 18%

- May 2014 (406 likes) to May 2015 (524 likes) = up 22%
- Rated #1 in the province for most 'likes' for a school division
- Parents will 'view', 'like', 'comment' or 'share' posts from the Division page. The 'likes',
- 'comments' and 'shares' show up on their own page and are viewed by their friends. The average Prairie South fan has 200 friends, meaning that our 'potential reach' is approximately 80,000 people.
- Parents communicate with the Division Facebook page via comments or private messages and Communications staff responds in a timely and efficient manner.
- Content on the Division page includes: School events, Division initiatives and bus cancellations.

LinkedIn (www.linkedin.com/company/prairie-south-school-division)

- Audience: Staff and Job Seekers
- This is a relatively new platform for Prairie South. It holds great potential to attract job applicants.

Print Material

What does it look like:

The largest print projects undertaken by communications this year were:

- The Ministry Annual Report and the subsequent Report to the Community
- PAA promotional material

Face-to-face

Events

Audience: Parents, Staff, Students, General Public

Communications organizes various events, including:

- Annual Meeting of Electors: 152 attendees (down from 165)
- Central Office staff meetings
- Staff Recognition evening: 356 attendees (down from 391)
- End of year celebration (95 attendees)

The Director, Board and senior staff attends many Division & industry events, including:

- Annual Meeting of Electors
- Central office staff meetings
- Staff Recognition evening
- End of year celebration
- Social club events
- Administrator days
- New Teacher orientation
- Program open house (ie: PAA Open Spaces event)
- School based events (ie: fairs, graduations, concerts, classroom reading activities)
- Rural Congress
- HR recruitment fair

Communications assists the Director, Board and senior staff in preparing for these events by writing speeches, speaking notes, promotional/print material or presentations.

Media coverage

Division office:

Audience: Parents, Staff, Students, General Public

Coverage stats:

- Times Herald: 27 (up from 21)
- Moose Jaw Express: 3 (down from 9)
- Gravelbourg Tribune: 5 (up from 4)
- Assiniboia Times: 4 (same)
- Radio: 7 (up from 4)

Communications prepares media releases, press statements, organizes interviews, provides background information and photography, and assists staff and board members with interview preparations. Media monitoring is completed on a daily basis.

Administrative Issues

Issue: It was identified last year that the Division website is not functioning properly. The back end is outdated and slow, the user end is non-search friendly and it needed a design refresh.

Response: Communications began the process of creating a new site in the 2013/14 year, and continued work into the 2014/15 year. We chose a new platform, worked with a design company to create the framework, completed an inventory of the current site, created the site map for the new site and began updating content for the new site. The launch of the site was delayed due to the launch process of the Division intranet, Connect. The external Division website and Connect are intrinsically linked, as Connect houses a vast number of documents that are accessed only by our staff. As such, the newly redesigned external site cannot launch until all of the bugs are sorted out in Connect and the full rollout of the platform is complete. The new target launch date is September 2015.

Issue: There have been challenges with the way the Division has been portrayed in the local media. While individual school coverage remains positive, Central Office and the Board have been portrayed in a less than flattering light.

Response: Protocols for senior staff have been reinforced and all media inquiries are channeled through the Communications office. Communications will filter all inquiries to the correct person, arrange interviews where needed or provide media with statements. The Director of Education has taken a personal approach to media relations, and with great success. He has built a strong relationship with the local media that has benefited the Division greatly.

Update: Senior staff have continued to follow the proper protocols for media inquiries, involving communications in all aspects. The new Director of Education has built strong relationships with the local media and continues to handle the media in a proactive and

personal manner. School administrators are next to work closely with, ensuring that central office is made aware of media on site and are then able to support when needed and celebrate the positive stories in a timely manner.

Issue: Prairie South brand consistency, although improved, is still a challenge.

Response: Communications began work on a style guide, which will assist staff in proper use of Prairie South brand elements such as logos, colours, fonts and text. It will also include guidelines for email signatures and out of office notification templates to assist staff in establishing and maintaining the best image of the Division brand. Work on this continues in 2014/15.

Governance Implications

N/A

Appendix List

N/A

AGENDA ITEM

Meeting Date:	June 2, 2015	Agenda Item #:	5.16
Topic:	Accountability Report - School Community Councils		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

Each year the Board receives the School Community Council Accountability Report for review. The report for September 2014 to May 2015 is attached.

Current Status:

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Barbara Compton	June 2, 2015	1. Accountability Report- School Community Councils 2. SCC Budget

Recommendation:

That the Director of Education accountabilities mandated in the source document cited in the School Community Council Accountability Report have been fully met.

2014-2015 School Community Councils Accountability Report

Prepared by Barbara Compton, Superintendent of Operations

Source Documents

Policy 12 - Section 5 - Policy/Procedures

- RE 1.1 Provides leadership in the planning, development, implementation and evaluation of Board policies and administrative procedures.
- RE 1.2 Implements Board policy with integrity.
- QI 1.2 Ensures policy and administrative adherence.

Section 9 - Communications and Community Relations

- RE 1.1 Takes appropriate actions to ensure positive internal and external communications are developed and maintained.
- RE 1.3 Ensures information is disseminated to inform appropriate publics.

Section 10 - Leadership Practices

- RE 10.1 Develops and maintains positive and effective relations with provincial and regional government.
- QI 1.1 Provides clear direction.
- QI 10.4 Unites people toward common goals.
- QI 10.5 Demonstrates a high commitment to the needs of students.
- QI 10.7 Empowers others.

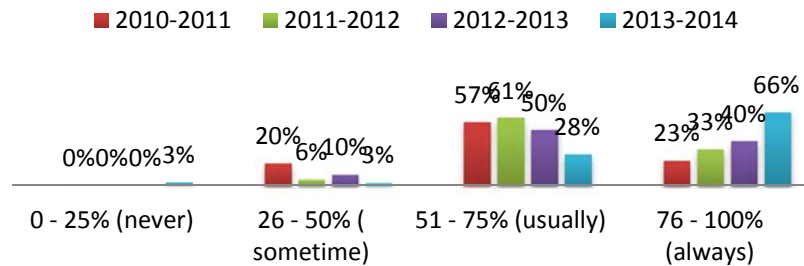
Evidence

Internal Data

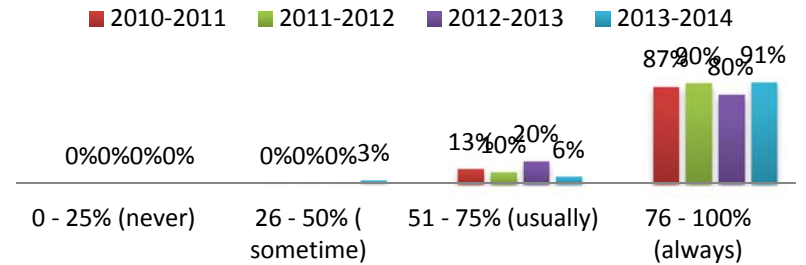
Self-Monitoring Graph results for 2010-2014

Division Data Self-Monitoring

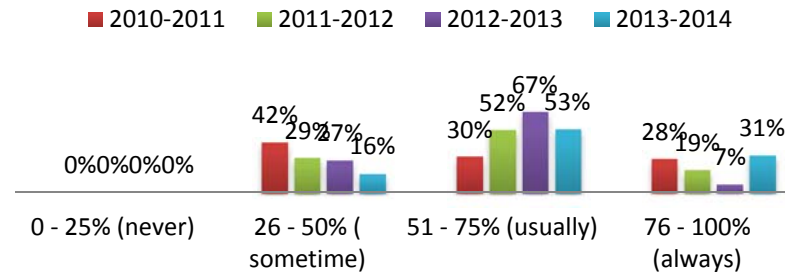
Monitoring Results and Planning to Improve: using data to guide improvements



Council Development: building a representative and effective Council

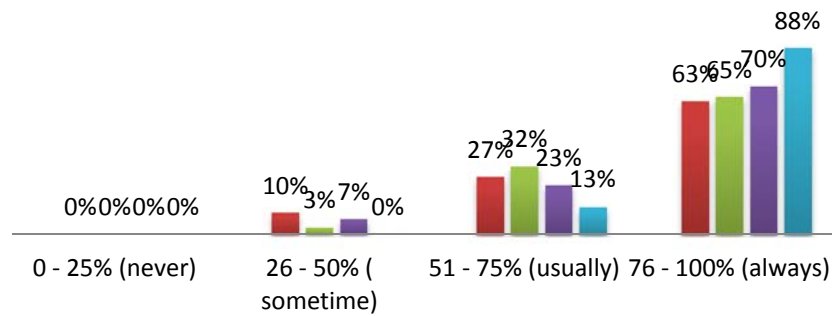


Community Development and Partnerships: understanding community and engage supports



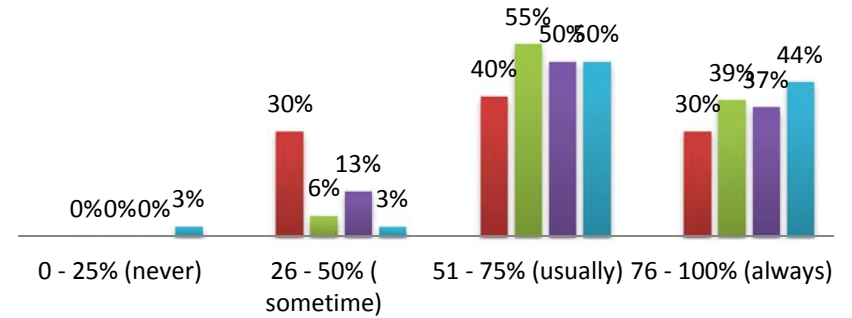
Learning Improvement Plan (LIP): creating a shared plan

■ 2010-2011 ■ 2011-2012 ■ 2012-2013 ■ 2013-2014



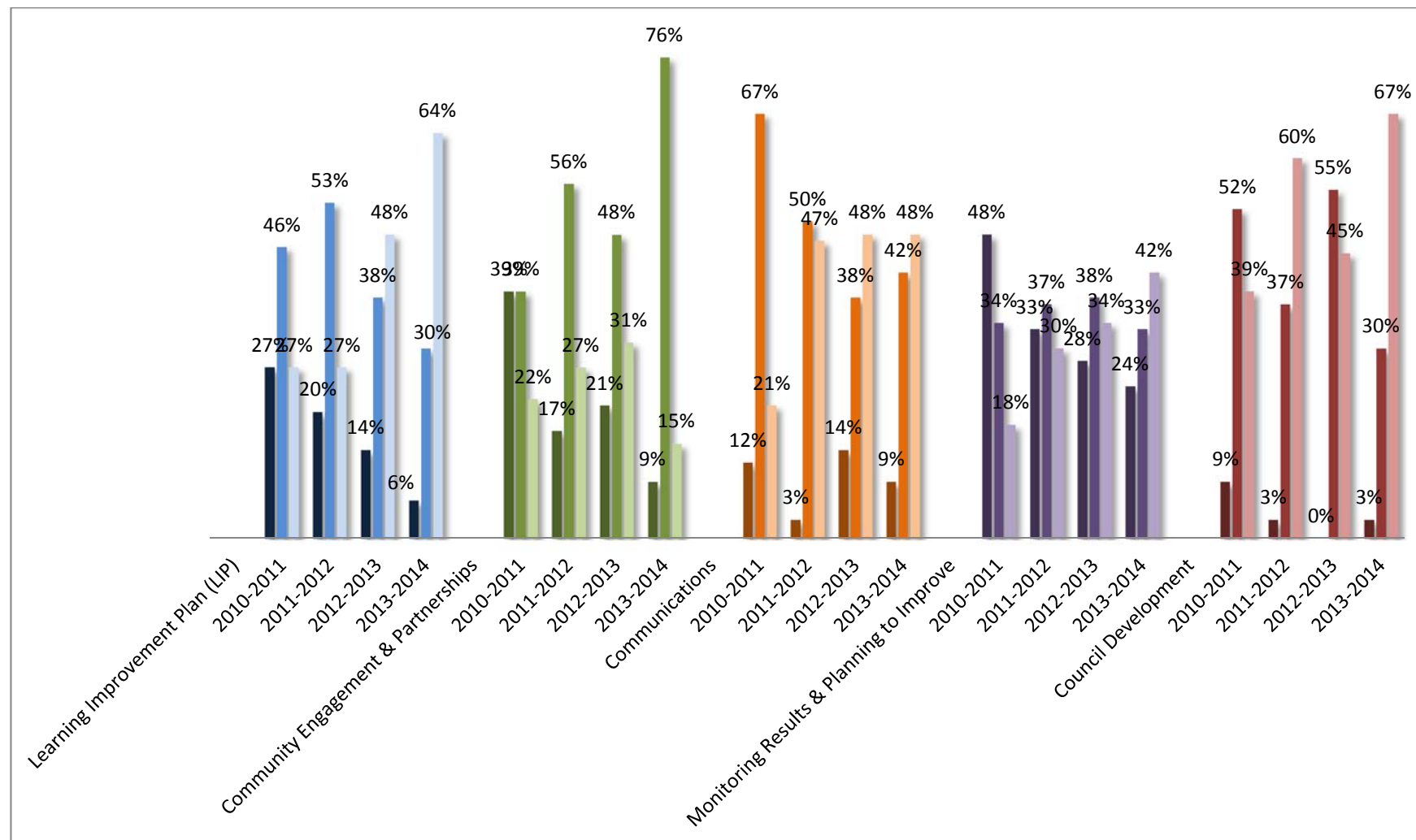
Communications: Relationship Building and Reporting

■ 2010-2011 ■ 2011-2012 ■ 2012-2013 ■ 2013-2014



Results from Exercise #4 – Understanding Effectiveness

SCC Reflection on Levels of Development



The three colored bars for each year represents stages for engagement.

Stage 1 – Beginning Development (Informing)

Stage 2 – Progressing (Involving)

Stage 3 – Proficient & Effective (Engaging)

Policy 16

a) Part 1: Establishment

- In 2014-2015 school year, 28 out of 33 SCC's had full membership.
- Opportunity to review the school SCC constitution is built in to the SCC Work Plan for September/October. If changes are required they are presented at Board meeting.
- Learning Improvement Plan supports - Work Plan includes action item for SCC's to review goals and discuss supports in September/October, Chairperson signs LIP goal sheet, members invited to LIP planning day in August.
- Network sessions for 2014-2015 were held Nov.4 and Nov. 5. Carousel discussions focused on Professional Development Opportunities for SCC members, Board Engagement, Tell Them from Me and ESSP Wall Walk.
- Linkage to the Board - Trustees invited to attend network sessions; SCC members attend Annual Meeting of Electors and display school engagement boards; Trustees attend SCC meetings to provide connection to Board; Annual reports are collated and applicable information posted on SCC website.
- Numerous resources to support SCC roles are posted on Prairie South website

b) Part 2: Local Budget (to date)

- SCC Operating Grant - \$64,885.86; SCC Professional Development - \$82,515.34

c) Part 3: Central Budget (to date)

- Travel \$4,066.04
- Expenses (AME, advertising, Rural Congress, meeting expenses, etc.) \$2,610.10

Rural Congress Presentations 2014

- Gravelbourg and Rockglen SCC's presented on Alternative School Year Calendar.
- Coronach, Rockglen and Gravelbourg presented at Pre-Congress workshop in collaboration with Ministry of Education and Chinook School Division.

Administrative Issues

- **Challenge:** PD budget surplus to date \$82,982.12.
Response: Organize professional learning opportunities within Prairie South. Presently SCC Focus group is organizing Division workshop for June 20.
- **Challenge:** SCC engagement in Self-Monitoring exercise and activities to focus work and align with Ministry expectations.
Response: Remind chairperson/admin to start activities early in school year to guide work.
Response: Transfer reporting exercises to Survey Monkey to simplify process.

- **Challenge:** Board opportunities to connect with SCC members.
Response: SCC Focus group established after Fall Network session to discuss engagement strategies with trustees. Presently organizing Division workshop for June 20.
Response: SCC Focus Group will present engagement strategy to SWAGG Sept. 2015.

Governance Implications

- SWAGG collaborate with SCC to support SCC/Trustee engagement strategies for Sept. 2015.

<u>2014-2015 SCC Budgets (as of May 21, 2015)</u>							
		School Community Council Grant			School Community Council PD		
School		Current Budget with Carry Forward	Actual	Balance Remaining	Current Budget with Carry Forward	Actual	Balance Remaining
					\$7,000.00	\$452.12	\$6,547.88
Assiniboia Elementary	ASSE	\$2,664.00	\$84.00	\$2,580.00	\$1,054.00	\$334.48	\$719.52
Assiniboia Composite High	ASSH	\$2,287.00	\$77.46	\$2,209.54	\$3,000.00	\$0.00	\$3,000.00
Assiniboia 7th Avenue	ASSS	\$2,881.00	\$127.92	\$2,753.08	\$2,425.00	\$0.00	\$2,425.00
Avonlea	AVON	\$1,695.00	\$831.57	\$863.43	\$2,864.00	\$0.00	\$2,864.00
Bengough	BENG	\$2,123.00	\$821.21	\$1,301.79	\$3,000.00	\$1,599.00	\$1,401.00
Caronport Elementary	CARE	\$3,930.00	\$1,112.81	\$2,817.19	\$2,915.00	\$0.00	\$2,915.00
Central Butte	CENB	\$2,743.00	\$487.94	\$2,255.06	\$2,653.00	\$0.00	\$2,653.00
Central Collegiate	CENC	\$1,327.00	\$191.00	\$1,136.00	\$3,000.00	\$0.00	\$3,000.00
Chaplin	CHAP	\$1,492.00	\$291.68	\$1,200.32	\$1,662.00	\$655.32	\$1,006.68
Coronach	CORO	\$3,826.00	\$1,101.43	\$2,724.57	\$391.00	\$0.00	\$391.00
Craik	CRAI	\$1,759.00	\$14.91	\$1,744.09	\$3,000.00	\$0.00	\$3,000.00
Empire	EMPI	\$4,352.00	\$228.27	\$4,123.73	\$2,889.00	\$0.00	\$2,889.00
Eyebrow	EYEB	\$4,278.00	\$452.01	\$3,825.99	\$3,000.00	\$0.00	\$3,000.00
Glentworth	GLEN	\$1,489.00	\$540.68	\$948.32	\$2,896.00	\$0.00	\$2,896.00
Gravelbourg High	GRAH	\$3,983.00	\$735.93	\$3,247.07	\$2,252.00	\$0.00	\$2,252.00
Gravelbourg Elementary	GRAV	\$1,330.00	\$609.29	\$720.71	\$2,419.00	\$0.00	\$2,419.00
John Chisholm	JOHN	\$4,235.00	\$847.55	\$3,387.45	\$2,071.00	\$0.00	\$2,071.00
Kincaid	KINC	\$1,240.00	\$130.00	\$1,110.00	\$1,633.00	\$833.12	\$799.88
King George	KING	\$3,678.00	\$465.33	\$3,212.67	\$3,000.00	\$0.00	\$3,000.00
Lafleche	LAFL	\$1,272.00	\$539.94	\$732.06	\$2,725.00	\$0.00	\$2,725.00
Lindale	LIND	\$2,301.00	\$917.04	\$1,383.96	\$3,000.00	\$0.00	\$3,000.00
Mankota	MANK	\$2,493.00	\$398.62	\$2,094.38	\$2,407.00	\$0.00	\$2,407.00
Mortlach	MORT	\$2,097.00	\$677.52	\$1,419.48	\$2,080.00	\$0.00	\$2,080.00
Mossbank	MOSS	\$1,472.00	\$783.15	\$688.85	\$3,000.00	\$0.00	\$3,000.00
Palliser Heights	PALL	\$3,563.00	\$0.00	\$3,563.00	\$3,000.00	\$416.56	\$2,583.44
Peacock Collegiate	PEAC	\$1,966.00	\$285.68	\$1,680.32	\$3,000.00	\$0.00	\$3,000.00
Prince Arthur	PRIN	\$2,412.00	\$218.00	\$2,194.00	\$3,000.00	\$0.00	\$3,000.00
Riverview Collegiate	RIVE	\$1,321.00	\$182.33	\$1,138.67	\$1,654.00	\$0.00	\$1,654.00
Rockglen	ROCK	\$1,724.00	\$655.56	\$1,068.44	\$2,613.00	\$0.00	\$2,613.00
Rouleau	ROUL	\$2,326.00	\$676.55	\$1,649.45	\$1,366.00	\$0.00	\$1,366.00
Sunningdale	SUNN	\$2,843.00	\$1,210.99	\$1,632.01	\$1,733.00	\$0.00	\$1,733.00
Westmount	WEST	\$3,277.00	\$383.74	\$2,893.26	\$2,569.00	\$922.06	\$1,646.94
William Grayson	WILL	\$1,136.00	\$549.03	\$586.97	\$2,457.00	\$0.00	\$2,457.00
		\$81,515.00	\$16,629.14	\$64,885.86	\$87,728.00	\$5,212.66	\$82,515.34

AGENDA ITEM

Meeting Date:	June 2, 2015	Agenda Item #:	5.17
Topic:	Grade 8-9 Retention Accountability Report		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

According to the yearly workplan of the Board of Education an Accountability Report regarding Grade 8-9 be presented to the Board. Please see the attached Grade 8-9 Retention Accountability Report

Current Status:

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	May 19, 2015	Grade 8-9 Retention Accountability report

Recommendation:

That the Director of Education's accountabilities mandated in the source documents cited in the Grade 8-9 Retention Accountability Report have been fully met.

2014-15 Grade 8-9 Transition Accountability Report

May 2015

Prepared by: Derrick Huschi

Source Documents

Policy 12

Section 2 Educational leadership

- RE 2.2 Ensures students in the Division have the opportunity to meet standards of education set by the Minister.
- QI 2.1 Conducts an analysis of student success and ensures development of action plans to address concerns.
- QI 2.2 Identifies trends and issues related to student achievement to inform the setting of yearly priorities and outcomes.

Section 7 Continuous Improvement and Accountability Framework (CIAF) Planning and Reporting

- RE 7.1 Leads the CIAF planning process including the development of Division goals, budget and facilities.
- QI 7.2 Develops short and long-range plans to meet the needs of the Division and provide for continuous improvement.

Administrative Procedure 100 Continuous Improvement Accountability Framework (CIAF)

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

Education Sector Strategic Plan

As part of the Ministries Outcome Plan for Graduation Rates, the implementation plan includes the following actions:

1. Students entering grade 9 will develop a graduation and transition from high school using “Sask Careers” database based on a three year plan.
 - 2014-15 5 Pilot Schools
 - 2015-16 10 Schools
 - 2016-17 ALL Schools
2. Analyze middle years tracking regarding grade 7-10 transition and develop an action plan for improvement.

Evidence

➤ Background

In Moose Jaw, there are no high school catchment areas allowing students to attend their high school of choice.

➤ 2015-16 Grade 9 Registration Numbers

School	Central	Peacock	Riverview	Other	Total
Empire	4	7	1		12
King George	17	22	1	1	41
Lindale	16	20	0	2	38
Palliser Heights	20	22	1		43
Prince Arthur	21	10	1		32
Sunningdale	25	4	0	2	31
Westmount	18	11	2		31
William Grayson	4	3	2		9
Holy Trinity	5	10	1		16
Cornerstone	2	3	0		5
Other	2	0	1		3
TOTAL	134	112	10	5	261

➤ Four Year Summary of Prairie South students based on preliminary numbers

	2012-2013	2013-2014	2014-2015	2015-16
Riverview	7%	7%	8%	3.9
Central	35%	38%	33%	43.8
Peacock	58%	55%	59%	52.3

➤ Strategic Plan

- In March, all students are bussed to the three high schools for a tour and information session. At this time, students receive a Prairie South Registration Booklet that contains information for all three high schools and the virtual school. Parents are invited to attend an open house at each school a couple of days later. At this time, schools answer questions and provide tours of the facility.
- Grade 8 students in Moose Jaw meet with the Health Promotions Coordinator of the Five Hills Health Region and students from each of the high schools to discuss: issues of concern to grade 8's, how to respond to certain situations, and dispel some of the myths from the facts in hopes of reducing anxiety while transitioning from grade 8 to grade 9.
- Within the Moose Jaw schools, intake meetings are held regarding each student moving from Grade 8 to Grade 9 to discuss student support needs, programming and other information necessary for a smooth transition to high school. (Please see attached intake form)

- Our Alternate School in the city of Moose Jaw – John Chisholm – meets with elementary school teachers in January/February of each year to identify students who may be at risk when making the transition from prek-8 to one of our high schools. JC outreach staff form a relationship with the students in the second half of their grade 8 year and assist with school tours, registration, practice days and the also accompany the student to grade 9 if necessary until they are comfortably settled and warmly transferred to a high school contact person.
- The PAA credit and certification options to provide quality high school programming regardless of location and size of school
- The Career Development Counselors and PAA Coordinator presented PAA course content to grades 9-11 to determine student interest and support required in each school. This information is used to determine course offering based on the interests of students.
- Career Development Consultants provide resources and supports to students, parents and schools to build pathways to successful adulthood and rewarding employment opportunities for our youth. Monthly Career Updates are distributed to high school students, teachers, and parents and well as numerous resources posted on web-site
- Career Development Consultants provide service to all rural schools to ensure informed decisions are being made for career pathways. Services are delivered through group presentations, face to face and online career counseling sessions.
- Our division offers many opportunities for students with diverse needs to meet their highest potential. Our classrooms are inclusive communities where eIIP goals are implemented and monitored; parents are involved and engaged partners in the planning, implementing and monitoring of Inclusion and Intervention Plans. We have approximately 350 students with intensive needs and work collaboratively to support them in their home schools. We offer a Lifeskills program for high school students at Riverview Collegiate in Moose Jaw.

Administrative Issues

- At times we lack pertinent information necessary for proper programming for students arriving from outside our division.
 - Response:
 - ❖ We have arranged for intake meeting with all Holy Trinity students to best understand student's needs and programming.
 - ❖ When students arrive from outside Moose Jaw, administration will attempt to receive all pertinent programming information (cumulative folder, report card, transcripts, etc.) prior to registering them in classes.

Governance Implications

- That the Board continue to support the current format for touring students through all the high schools.

Grade 8 Transition Form 2014/2015

Comments or Concerns:

Graduation Rates - Student Tracking Form – Grade 10-12

DEMOGRAPHICS	
Name:	Sask Learning Number:
Birthdate:	Age:
Current Date:	Date Entered School:
Current School:	Previous School:
Next school:	Reason for Withdrawing:

ACADEMICS	
Current Grade:	Last Grade Completed:
Number of Credits Earned:	Current Courses and Marks:
Number of Classes/Periods Absent:	Number of Lates:

SUPPORTS
List of Supports and Interventions provided to student (if any)

AGENDA ITEM

Meeting Date:	June 2, 2015	Agenda Item #:	5.18
Topic:	Mural on the Outside Wall of Central Collegiate Gymnasium		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

The Murals of MJ Committee is looking at the possibility of putting a mural on the outside wall of Central Collegiate Gymnasium. They are looking into six possible locations with Central being one of them.

Location would be the east side of the school and the size of the mural would be 8"x12". The description of the Mural will be a mosaic of 750 tiles depicting a MJ theme (theme TBD). Timeline for completion will be three days in the third week of September 2015.

Current Status:

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Derrick Huschi	May 28, 2015	No attachments

Recommendation:

That the Board approve the Mural to be put on the outside wall of Central Collegiate Gymnasium.

AGENDA ITEM

Meeting Date:	June 2, 2015	Agenda Item #:	8.1
Topic:	Inquiry: How Many Students Participate in School Sports and Activities		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:

The following inquiry was received at the May 5, 2015 Board Meeting:
How many students are participating in school sports and activities (drama, choral, yearbook, etc.). This information can be found in the Tell Them From Me Survey (TTFM).

Current Status:

Data presented is from the 2014-2015 Tell Them From Me (TTFM) Student Surveys. The data provides information regarding percentage of Elementary Students 4-6 and Secondary Students 6-12 participating in sports and clubs. Data is presented first as overall averages for the grade clusters. These average are in the form of "one click reports" - green graphs with written explanations. The data is then also presented as a break down into rural (rl) and urban (ur) and by grade and gender (green=female)+ (blue=male)- pink solid line represents a national norm comparison and the red dashed lines represent comparison replica school numbers. The questions used to elicit responses for each of the measures are also included.

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Kim Novak	May 19, 2015	TTFM data sheets

Recommendation:

That the Board review the information gathered in response to Trustee Kessler's inquiry.



Report on Student Outcomes and School Climate
Saskatchewan Project Secondary Survey (3493)
SK Prairie South School Division Schools Highlights

Your version of the **Tell Them From Me** student survey measures 47 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 2,379 students in 33 schools that participated in the survey between 17 Mar. 2015 and 16 Apr. 2015.

The results for the district are compared with Canada norms, which are based on last year's results for all students using the The Learning Bar survey for the grade levels assessed by this district. The calculation of the district average represents the results for an equal number of boys and girls at each grade level assessed.

For details on the survey see www.thelearningbar.com.

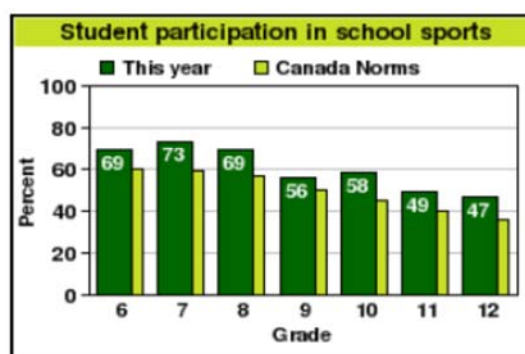
*Note: Only grades with more than 50 students from at least two schools are displayed on the bar charts.

Social-Emotional Outcomes

Student participation in school sports

Students play sports with an instructor at school, other than in a gym class.

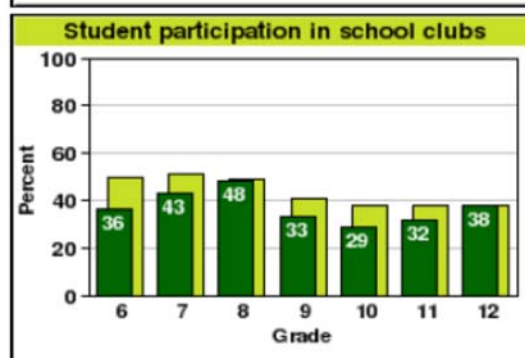
- 60% of students in this district had a high rate of Participation in Sports; the Canada norm for these grades is 50%.
- 57% of the girls and 63% of the boys in this district had a high rate of Participation in Sports. The Canada norm for girls is 46% and for boys is 54%.



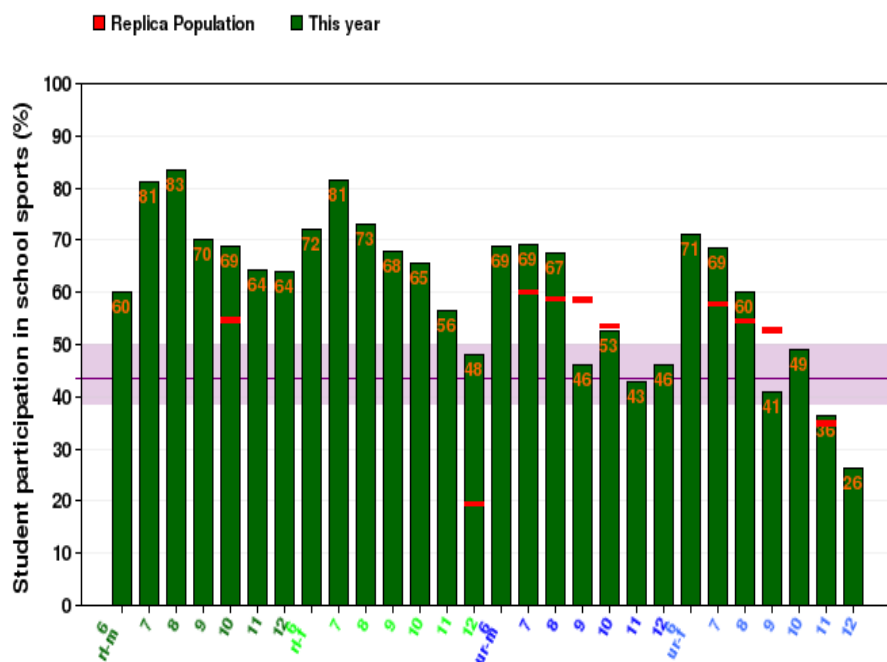
Student participation in school clubs

Students take part in art, drama, or music groups; school clubs; or a school committee.

- 37% of students in this district had a high rate of Participation in Clubs; the Canada norm for these grades is 43%.
- 46% of the girls and 28% of the boys in this district had a high rate of Participation in Clubs. The Canada norm for girls is 50% and for boys is 37%.

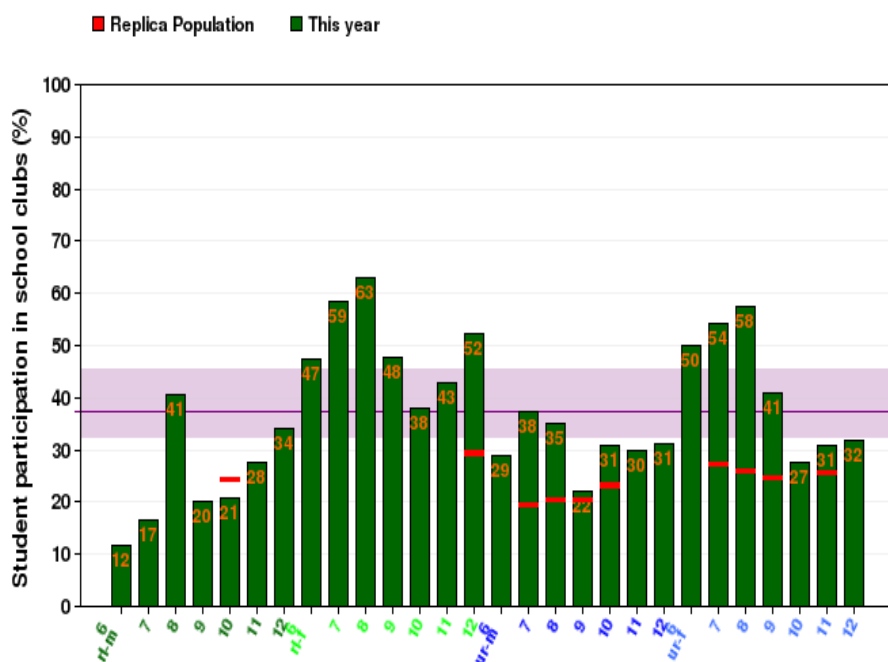


SK Prairie South School Division: Student participation in school sports
Spts and Clubs High Schools



Participation in Sports The TTFM measure of Participation in Sports is based on a single question that asks students: In the past month, how often have you: Played sports AT SCHOOL, other than in a gym class (For example, school sports)? The on-line report simply indicates the percentage of students that participated at least once a week.

SK Prairie South School Division: Student participation in school clubs
Spts and Clubs High Schools



Participation in School Clubs The TTFM measure of Participation in School Clubs is based on a single question that asks students: In the past four weeks, how often have you: Joined a club at school (For example, chess club or music club)? The on-line report simply indicates the percentage of students that participated at least once a week.



Report on Student Outcomes and School Climate
Saskatchewan Project Elementary Survey (3494)
SK Prairie South School Division Schools Highlights

Your version of the **Tell Them From Me** student survey measures 32 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 1,127 students in 26 schools that participated in the survey between 18 Mar. 2015 and 13 Apr. 2015.

The results for the district are compared with Canada norms, which are based on last year's results for all students using the The Learning Bar survey for the grade levels assessed by this district. The calculation of the district average represents the results for an equal number of boys and girls at each grade level assessed.

For details on the survey see www.thelearningbar.com.

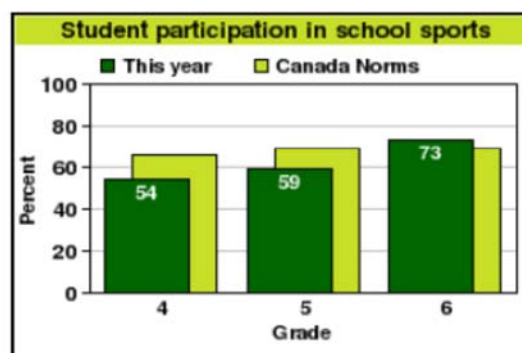
*Note: Only grades with more than 50 students from at least two schools are displayed on the bar charts.

Social-Emotional Outcomes

Student participation in school sports

Students play sports with an instructor at school, other than in a gym class.

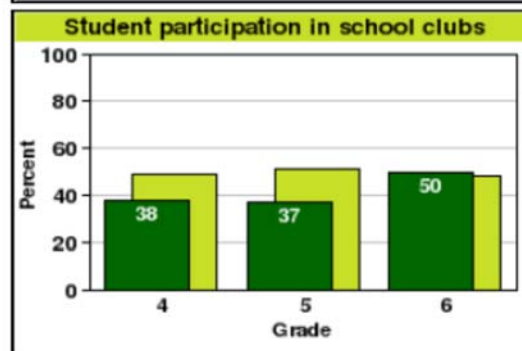
- 62% of students in this district had a high rate of Participation in Sports; the Canada norm for these grades is 68%.
- 61% of the girls and 63% of the boys in this district had a high rate of Participation in Sports. The Canada norm for girls is 66% and for boys is 70%.

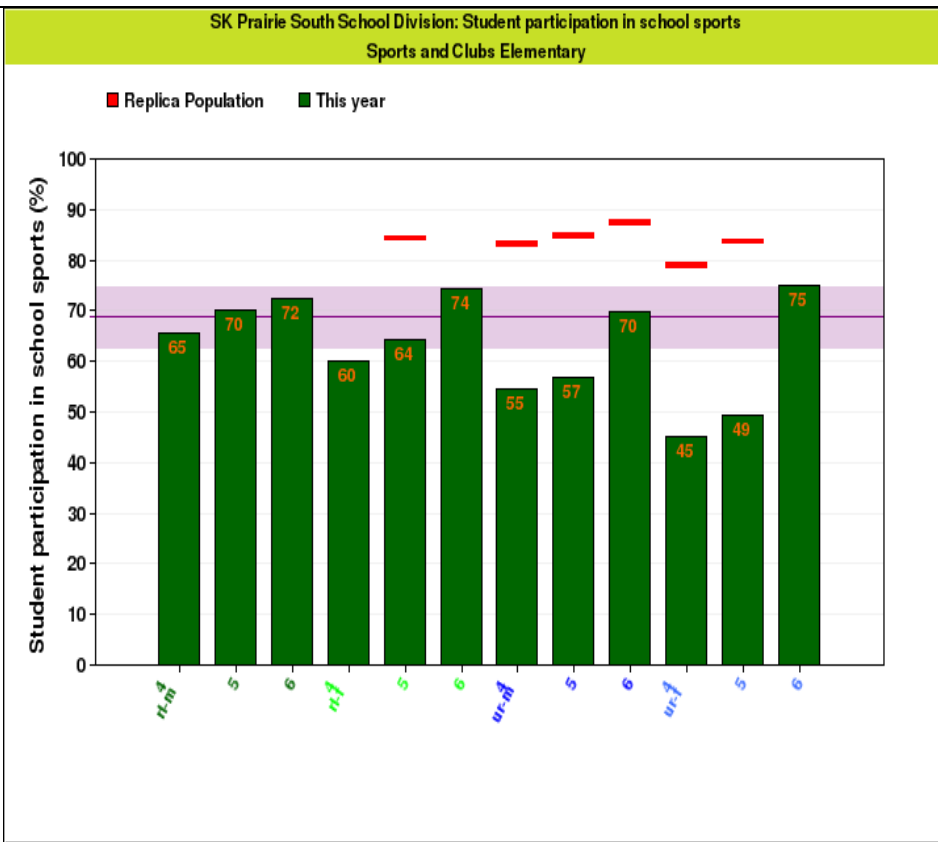


Student participation in school clubs

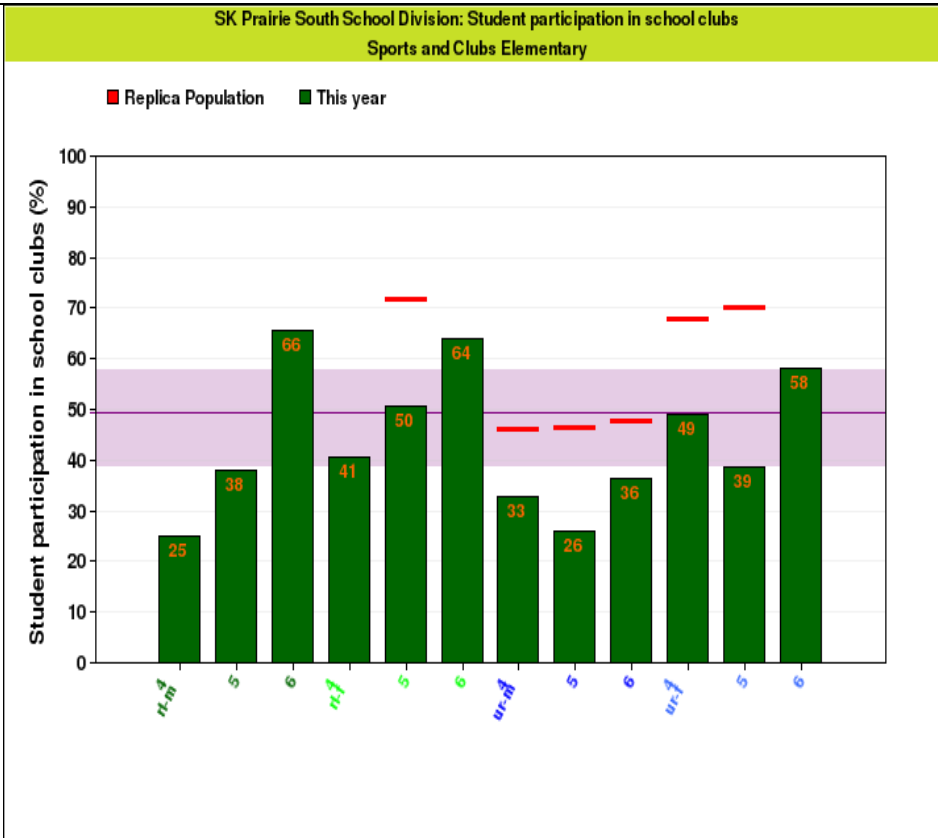
Students take part in art, drama, or music groups; school clubs; or a school committee.

- 42% of students in this district had a high rate of Participation in Clubs; the Canada norm for these grades is 49%.
- 49% of the girls and 34% of the boys in this district had a high rate of Participation in Clubs. The Canada norm for girls is 57% and for boys is 42%.





Participation in Sports The TTFM measure of Participation in Sports is based on a single question that asks students: In the past month, how often have you: Played sports AT SCHOOL, other than in a gym class (For example, school sports)? The on-line report simply indicates the percentage of students that participated at least once a week.



Participation in School Clubs The TTFM measure of Participation in School Clubs is based on a single question that asks students: In the past four weeks, how often have you: Joined a club at school (For example, chess club or music club)? The on-line report simply indicates the percentage of students that participated at least once a week.

AGENDA ITEM

Meeting Date:	June 2, 2015	Agenda Item #:	8.2
Topic:	Education Funding Distribution Model Review		
Intent:	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information		

Background: The Ministry announced a review of the funding distribution model and a technical committee has been established to guide this process. See attached letter from the chair of this technical committee, Dan Perrins.

Current Status:

Pros and Cons:

**Financial
Implications:**

**Governance/Policy
Implications:**

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	May 20, 2015	• Dan Perrins Correspondence

Recommendation:
Information only.

May 14, 2015

Dear Board Chairperson

The Minister of Education recently announced a review of the funding distribution model, and I am pleased to inform you that I have been asked to chair the review. I look forward to working with you and incorporating your feedback into this process. As you know, our work is very important as a balanced approach to fund school divisions ensures that each student has the same opportunities to succeed no matter where they live in Saskatchewan.

Working together is important and your feedback will be invaluable. One of our first opportunities to meet is at the board chair meeting on Wednesday, May 27, 2015. I look forward to starting a dialogue and finding new ways to achieve balance and equity in funding so that your divisions are better equipped to meet the individual needs of your students while taking into account the unique landscape of Saskatchewan.

A technical committee has been established to help guide this process. The committee members are:

- Rod Quintin, CFO, Chinook School Division
- Joel Lloyd, CFO, Greater Saskatoon Catholic School Division
- Garry Benning, CFO, Saskatoon Public School Division
- Naomi Mellor, CFO, Prairie Valley School Division
- Charlie McCloud, CFO, Northwest School Division
- Don Rempel, Director, North East School Division
- Angela Chobanik, Executive Director, Education Funding, Ministry of Education
- Janie Markewich, Director, Education Financial Policy

The technical committee will begin their work this week. By June 30, 2015, I am asking the committee to review the existing funding distribution model and develop options for our consideration. Once the technical work is complete, I plan to engage us all in a dialogue about the options, their implications for students across the province, and potential impacts on all school divisions.

Board Chairperson

May 14, 2015

Page 2

Your input and expertise, as valued members of your school divisions, is vital to this process. I look forward to getting the review process underway and engaging with you in this important work.

Sincerely,



Dan Perrins

cc: Director of Education
Chief Financial Officer
Phil Benson, Executive Director, Saskatchewan School Boards Association
Bill Cook, Executive Director, League of Educational Administrators,
Directors and Superintendents of Saskatchewan