

Prairie South Schools
BOARD OF EDUCATION

JUNE 13, 2017
11:00 p.m. – 4:00 p.m.
Central Office, 1075 9th Avenue NW, Moose Jaw

AGENDA

- 1. Board Planning Session (10:00 – 11:00 a.m.)**
 - 1.1 Theodore Litigation**
 - 1.2 Director of Education Evaluation**
 - 1.3 Trustee Indemnity**
 - 1.4 Organizational Chart**
 - 1.5 CUPE Principles – Tim Update from Board Chair Session**
 - 1.6 Incidents of Concern**
 - 1.7 Transportation Catchment Changes**
- 2. Call to Order**
- 3. Adoption of the Agenda**
- 4. Adoption of Minutes**
- 5. Decision and Discussion Items**
 - 5.1. Board Self-Evaluation**
 - 5.2. Director of Education Evaluation**
 - 5.3. 2017-2018 Board Committees**
 - 5.4. Meeting Dates for 2017-2018**
 - 5.5. Eyebrow Alternate Calendar Proposal**
 - 5.6. Board Policy 1 Revisions**
 - 5.7. Board Policy 2 Revisions**
 - 5.8. Board Policy 12 Revisions**
 - 5.9. Board Policy 16 Revisions**
 - 5.10. Administrative Procedures Updates**
 - 5.11. Third Quarter Financial Accountability Report**
 - 5.12. Student Literacy and Achievement Accountability Report**
 - 5.13. Trustee Indemnity**
 - 5.14. Monthly Reports**
 - 5.14.1. Teacher Absence and Substitute Usage Report
 - 5.14.2. CUPE Staff Absence and Substitute Usage Report
 - 5.14.3. Bus Driver Absence And Substitute Usage Report
 - 5.14.4. Out of Scope Absence and Substitute Usage Report
 - 5.14.5. Tender Report
 - 5.15. Transportation Catchment Area Applications**
 - 5.16. Transportation Catchment Changes – Dual Catchments and Caronport Elementary Catchment**

- 5.17. **Transportation Grandfathered Yard Sites**
- 5.18. **Lafleche Relocatable Classroom Funding**
- 5.19. **Sunningdale Relocatable Classroom Funding**

6. Delegations and Presentations

- 6.1. **Stephane Gauvin, Palliser Heights School re: School Name Change (11:45 a.m.)**
- 6.2. **Tracey and Jason Lemieux re: Transportation (Willow Bunch area) (1:00 p.m.)**
- 6.3. **Justin Funke re: Transportation (Briercrest area) (1:15 p.m.)**
- 6.4. **Sherri Thorvaldson re: Transportation (Eyebrow area) (1:30 p.m.)**
- 6.5. **Lindsay Newsham re: Transportation (Lindale/Caronport area) (1:45 p.m.)**
- 6.6. **Brian Campbell, John Chisholm SCC re: Cessation of Programming at John Chisholm (2:00 p.m.)**

7. Committee Reports

7.1. Standing Committees

- 7.1.1. Student Literacy and Achievement
- 7.1.2. Equitable Opportunities
- 7.1.3. Student Transitions
- 7.1.4. Business and Governance
- 7.1.5. Advocacy and Networking
- 7.1.6. Rural Strategies
- 7.1.7. Urban Strategies

8. Information Items

8.1. Inquiry: School Zone Crosswalk Painting

That administration work with the City of Moose Jaw to ensure that crosswalks near school zones get painted as soon as possible.

- Young

8.2. Inquiry: Report Cards and Evaluations

Are there school divisions still using numerical (old style) report cards and evaluations, rather than outcome-based reporting? Was there parent engagement when outcome based reporting was moved to Division III and maybe Division IV? Do outcome-based evaluation a mandatory part of the Saskatchewan curriculum?"

- Kessler

8.3. Provincial Auditor Involvement in 2017 Year End

9. Provincial Matters

10. Celebration Items

11. Identification of Items for Next Meeting Agenda

11.1. Notice of Motions

11.2. Inquiries

12. Meeting Review

13. Adjournment

MINUTES OF THE REGULAR BOARD MEETING OF THE PRAIRIE SOUTH SCHOOL DIVISION NO. 210 BOARD OF EDUCATION held at the Central Office, 1075 9th Avenue North West, Moose Jaw, Saskatchewan on MAY 02, 2017 at 11:00 a.m.

Attendance: Mr. R. Bachmann; Dr. S. Davidson; Ms. M. Jukes; Mr. A. Kessler; Mr. T. McLeod; Ms. D. Pryor; Mr. J. Radwanski; Mr. B. Swanson; Ms. G. Wilson; Mr. L. Young; T. Baldwin, Director of Education; B. Girardin, Superintendent of Business and Operations; L. Meyer, Superintendent of Learning; R. Boughen, Superintendent of Human Resources; D. Huschi, Superintendent of School Operations; K. Novak, Superintendent of School Operations; D. Teneycke, Superintendent of School Operations; H. Boese, Executive Assistant

Regrets: Mr. J. Radwanski, Trustee

Motions:

- 05/02/17 – 2722 That the meeting be called to order at 11:12 a.m. Carried
- Davidson
- 05/02/17 – 2723 That the Board add the following items to the agenda: Carried
5.3 Termination of Teacher Contract
5.11 Assiniboia Athletic Field
AND THAT the Board adopt the agenda as amended.
- Wilson
- 05/02/17 – 2724 That the Board adopt the Minutes of the Regular Meeting Carried
of April 4, 2017 as presented.
- Bachmann
- 05/02/17 – 2725 That the Board approve the 2017-18 budget with operating Carried
expenses of \$85,831,749; loan payments of \$353,900; and
capital purchases of \$4,509,440.
- Wilson

That the Board break at 11:55 a.m.

That the Board reconvene at 12:45 p.m.

Trustee Lew Young excused himself due to a Conflict of Interest and removed himself from the debate.

- 05/02/17 – 2726 That the Board direct the Superintendent of Human Carried
Resources to amend teaching contracts to exclude
consultant duties in order to implement the 2017-2018
budget as approved.
- Jukes

Trustee Lew Young returned to the Board table.

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|-----------------|--|------------------------------|
| 05/02/17 – 2727 | That the Board adopt the recommendation for the termination of the contract as presented by the Superintendent of Human Resources.
- McLeod | Carried |
| 05/02/17 – 2728 | That Prairie South School Division restrict \$2,000,000 of surplus funds to maintain current prekindergarten programming, and that the 2017-2018 operational budget be amended to include prekindergarten funding from surplus funds of \$500,000.
- McLeod | |
| 05/02/17 – 2729 | That we table motion 05/02/17 – 2728.
- Bachmann | Defeated |
| 05/02/17 – 2730 | That we amend motion 05/02/17 – 2728 to change \$2,000,000 with “... restrict \$500,000 of surplus funds to maintain the current prekindergarten programming for the 2017-2018 school year.”
- Swanson | |
| 05/02/17 – 2731 | That we amend motion 05/02/17 – 2728 to change \$2,000,000 with “... restrict \$1,000,000 of surplus funds to maintain the current prekindergarten programming, and that the 2017-2018 operational budget be amended to include prekindergarten funding from the surplus funds up to \$500,000. ”
- McLeod | Amendment
Carried |
| 05/02/17 – 2732 | That Prairie South School Division restrict \$1,000,000 of surplus funds to maintain current prekindergarten programming, and that the 2017-2018 operational budget be amended to include prekindergarten funding from surplus funds up to \$500,000.
- McLeod | Amended
Motion
Carried |
| 05/02/17 – 2733 | That the Board set the mileage rate of \$0.42 per km for the 2017-2018 fiscal year.
- Bachmann | Carried |
| 05/02/17 – 2734 | That reimbursement for meal expenses not covered by registration fees, the School Division or otherwise provided, be set at the following rates, without receipts for 2017-2018:
<ul style="list-style-type: none"> • Breakfast \$10.00 • Lunch \$15.00 • Supper \$20.00 - Pryor | Carried |

05/02/17 – 2735	That reimbursement for parking be set at the rate of up to \$5.00 per day without receipts for 2017-2018. - Jukes	Carried
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Giselle Wilson left the meeting at 2:00 p.m.

05/02/17 – 2736	That reimbursement for the accommodation expenses be set at the following rates for 2017-2018: <ul style="list-style-type: none">• Actual, reasonable costs, supported by receipts, or• \$35.00 per night for accommodation in a private residence outside of home location (no receipts required). - Pryor	Carried
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05/02/17 – 2737	That Prairie South School Division attempt to co-ordinate a meeting with the City of Moose Jaw, Holy Trinity School Division, Cornerstone Christian School and École Ducharme to discuss the possibility of bus transportation efficiencies within the City of Moose Jaw and other areas of Prairie South. - Swanson	Carried
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05/02/17 – 2738	That the Board accept the monthly reports as presented. - McLeod	Carried
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05/02/17 – 2739	That the Board of Education approve the amended Caronport Elementary School Community Council Constitution dated April 26, 2017. - Bachmann	Tabled to June 13, 2017
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05/02/17 – 2740	That we table motion 05/02/17 – 2739 to the June Board Meeting - McLeod	Carried
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05/02/17 – 2741	That the Board approve Mankota School's trip to Banff, Alberta on June 8-11, 2017 as per the outline provided. - Kessler	Carried
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05/02/17 – 2742	That the Board approve Central Collegiate's Grade 10-12 students to attend MUNA in Winnipeg, Manitoba on May 4-7, 2017. - Kessler	Carried
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05/02/17 – 2743	That the Board endorse the naming of the new Assiniboia Athletic Field to reflect the name Richardson Pioneer in recognition of their sponsorship. This name would be retained for a minimum of 10 years or the life of the field, whichever occurs first. - Kessler	Carried
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05/02/17 – 2744	That we amend motion 05/02/17 – 2743 to include: “That the planning and work to be done on the Assiniboia Athletic Field has input and supervision from the Prairie South Facility Manager.” - Young	Amended Motion Carried
05/02/17 – 2745	That the Board endorse the naming of the new Assiniboia Athletic Field to reflect the name Richardson Pioneer in recognition of their sponsorship. This name would be retained for a minimum of 10 years or the life of the field. AND THAT the planning and work to be done on the Assiniboia Athletic Field has input and supervision from the Prairie South Facility Manager. - Kessler	Amended Motion Carried

Committee Reports

Standing Committees:

Student Literacy & Achievement

- No report given. The Accountability Report will be presented to the committee sometime in May at to the Board in June.

Equitable Opportunities

- No report given. Meeting next Tuesday.

Student Transitions

- Meet to discuss the motion regarding prekindergarten. Grad coaches were discussed at the meeting. No further meeting has been scheduled at this time.

Business and Governance

- No report given.

Advocacy and Networking

- The Committee hasn't met. However, we met with the Avonlea Town Council last evening regarding their LIP. Prairie South is facing an \$80,000 bill to pave the street in front of school. They would like an alternative proposal from us so the Committee has some work to do to come up with a plan.
- Also discussed the survey that was sent to the public regarding budget and themes were presented to the Board at the Planning Meeting.

Rural Strategies

- No report given. Next meeting is May 17 which will be a tremendous challenge with rural transportation.

Urban Strategies

- No report given.

Inquiries

That administration work with the City of Moose Jaw to ensure that crosswalks near school zones get painted as soon as possible.

- Young

Are there school divisions still using numerical (old style) report cards and evaluations, rather than outcome-based reporting? Was there parent engagement when outcome based reporting was moved to Division III and maybe Division IV? Do outcome-based evaluation a mandatory part of the Saskatchewan curriculum?
- Kessler

05/02/17 – 2746

That the meeting be adjourned at 2:55 p.m.
- Pryor

Carried

S. Davidson
Chair

B. Girardin
Superintendent of Business & Operations

Next Regular Board Meeting:

Date: June 13, 2017
Location: 1075 9th Avenue NW, Moose Jaw

DRAFT

AGENDA ITEM

Meeting Date:	June 13, 2017	Agenda Item #:	5.1
Topic:	Annual Board Self Evaluation		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background: Prairie South School Division No. 210 contracted Avon Whittles, consultant for the Saskatchewan Educational Leadership Unit, to assist in facilitating a Board self-evaluation and Board Chair evaluation process. The Board conducted this process on April 25, 2017

Current Status: The self-evaluation document is attached.

Pros and Cons:

Financial Implications:

Governance/Policy Implications: The Board of Education self-evaluation process is consistent with the requirements of Board Policy 2.

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Tony Baldwin	June 2, 2017	<ul style="list-style-type: none"> Annual Board Self-Evaluation 2016-2017

Recommendation:

That the Board approve the following motion:

That the Board approve the Board self-evaluation report as developed at the facilitated workshop of April 25, 2017 and that the Board Chair be authorized to monitor the priorities and suggestions agreed to and bring items forward for Board consideration as deemed appropriate.

APRIL 2017



ANNUAL BOARD SELF-EVALUATION 2016-2017

PRAIRIE SOUTH SCHOOL DIVISION No. 210

AVON WHITTLES

Consultant

Saskatchewan Educational Leadership Unit

Department of Educational Administration

College of Education, University of Saskatchewan



UNIVERSITY OF SASKATCHEWAN

Saskatchewan Education
Leadership Unit

COLLEGE OF EDUCATION
SELU.USASK.CA



SELU

Saskatchewan Educational Leadership Unit



EVALUATION PROCESS

Prairie South School Division No. 210 contracted the Saskatchewan Educational Leadership Unit (SELU), to assist in facilitating a Board self-evaluation and Board Chair evaluation process. The Board conducted this process on April 25, 2017, supported by the facilitation provided by SELU consultant Avon Whittles.

The annual Board self-evaluation process was completed subsequent to the Director evaluation process described in the document, *Director of Education Evaluation Process, Criteria and Timelines*. The two evaluation processes are complementary in nature.

PURPOSE

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

1. How well have we governed as a Board this past year?
2. How do we perceive our interpersonal working relationships?
3. How well do we receive input and how well do we communicate with those we represent?
4. How well have we adhered to our annual work plan?
5. How would we rate our Board-Director relations?
6. How well have we adhered to our policies?
7. What have we accomplished this past year? How do we know?

The answers to these questions provide the data for the development of a positive path forward.

These purposes were outlined at the beginning of the workshop.

PRINCIPLES

The following principles, which form the basis for the Board self-evaluation process, were reviewed:

1. A learning organization or a professional learning community is focused on the improvement of practice.
2. A pre-determined process for evaluation strengthens governance functions, builds credibility for the Board, and fosters an excellent Board-Director relationship.
3. An evidence-based approach provides objectivity to supplement the subjectivity implicit in any evaluation.



CONTEXT

The Board is a corporate entity created by provincial legislation and given authority by the Education Act and the attendant regulations. It is comprised of trustees elected in accordance with the Local Government Election Act. The Board exercises its authority through a democratic process.

The Board is charged with the responsibility of providing, for its students and their parents, an education system organized and operated in their best interests. It exercises this responsibility through setting of clear strategic direction and the wise use of resources.

The Board has one main purpose, namely to provide educational services as required by the Education Act.

EXTENUATING FACTORS

1. The uncertainty created by the provincial government's initiatives related to transformational change led to a fundamental review of board governance. This further resulted in substantial work being completed to ensure local voice is maintained in education.
2. The Riverview School flood created a significant amount of attention and follow-up.
3. Board advocacy was required to address the challenge of Local Improvement Plan taxes.
4. Election and orientation of new trustees meant extended planning and communication.

REVIEW OF THE BOARD ROLE PERFORMANCE


Board members were asked to complete a survey based on the Board role description (Role of the Board, Policy 2). Trustees completed the survey and the themes from the collated responses were as follows:

The items which the respondents rated as areas where the Board shows greatest strength are as follows:

- Accountability to Provincial Government – Increase accountability
- Political Advocacy – Increase influence

Growth or challenge areas were as follows:

- Strategic Plan – Increase focus

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- Board Development – Increase capacity
 - Recognition/Celebration

The few comments offered suggested the importance of engaging stakeholders to facilitate possible changes to catchment areas and future public school offerings, continuing the important work of understanding the budget process and the fiscal situation for the Division, and the need for more professional development for the Board.

MONITORING INTERPERSONAL WORKING RELATIONSHIPS

This questionnaire was designed to provoke thinking about how strong interpersonal working relationships among Board members can lead to positive and effective governance.


The following conclusions can be made from the collation of responses to this questionnaire:

Trustees responded to the questionnaire and suggested that the interpersonal working relationship areas on which the Board excels are as follows:

- Colleagues pay attention to each other's ideas and opinions.
- Colleagues treat other Board members with respect during the Board meetings and engage in open, frank discussions with each other.
- When new members join the Board their colleagues are willing to help them with the transition.
- Colleagues read materials in advance and come prepared for meetings.
- Votes of colleagues are based on the issues at hand and not on personalities.

The following items were scored slightly lower and may be viewed as growth goals for the Board:

- Colleagues understand the Division's strategic plan and consider it when making decisions.
- Colleagues represent and defend the corporate position even when they disagree with it.
- Colleagues bring a strategic focus in assessing situations and reaching conclusions.
- Colleagues realize that priorities must be established and used to make sound and defensible decisions.
- Colleagues refer any issues about staff to the Director.

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- Colleagues share information pertinent to an issue even if it does not support their overall position.

REVIEW OF BOARD CHAIR PERFORMANCE

The Board Chair invited his Board colleagues to offer their feedback of his performance as outlined in Policy 5 – Role of the Board Chair.

Trustees responded to questions posed in a pre-assignment survey and also held a discussion about the Board Chair's performance according to Policy 5 – Role of the Board Chair. Board members applauded the Board Chair's ability to:

- Stay current on information and issues concerning the Board.
- Be informed about the agenda prior to each meeting of the Board.
- Act as an effective spokesperson for the Board.
- Communicate effectively with the media on matters relating to school division issues and directions.
- Ensure that delegations and presenters at the Board meetings are treated hospitably and respectfully.
- Remain familiar with the Code of Ethics governing behaviour of Trustees and Boards in Saskatchewan and the statutory responsibilities of boards of education.
- Stay up-to-date on current educational issues and direction at the provincial level.

Board members also suggested that they appreciate the Board Chair's increased diligence in managing Board meeting start times, ensuring that clear rules are followed for public presentations, and ensuring all trustees' views and opinions, along with those of the Board Chair, were considered in decision making.

The Board additionally recognizes and is grateful for the additional commitment to trustee leadership work the Board Chair has accomplished at the provincial level.

MONITORING BOARD-DIRECTOR RELATIONS

The survey asked Trustees to reflect upon Board-Director relations according to Policy 12 – Role of the Director.

Through completion of an electronic pre-assignment questionnaire and a discussion of the Board-Director relations over the past year, Board members suggested that their Director of Education is very aware of the goals and priorities of the Division, that he maintains a high level



of morale and positive culture in the Division, and that he constantly works to inspire the image of the Division in the broader community. The Board believes that its Director stays abreast of changes in government directives and that he seeks to influence the government concerning emerging needs. His ability to effectively manage conflict and decision making functions was also noted by the respondents. The Board members also felt very reassured about the Director's knowledge regarding recent developments in curriculum, teaching and related technologies, and his processes for ensuring safety and well-being for students.

Respondents surveyed suggested that a way to strengthen Board-Director relations would be to further clarify the Board's goals and priorities and the pressing issues or projects for the Board through a continued focus on the strategic planning process. The further development of the strategic plan would enable developing means and criteria for knowing when priorities and goals are being met and would enhance communication of the Board's strategic plan and direction to internal and external stakeholders.

Trustees were also asked ***"What does the Board do that makes it easier to do his job?"***

Responses focused upon the fact that the Board trusted the Director and that he receives moral support. There were references to an open and collaborative relationship that meant finding mutual pathways to meeting the Board's needs. Another comment detailed that the Board provides clear direction and that there is open communication between the Board and its Director of Education. There was also strong support for increased Board engagement gained through ad hoc committees.


Respondents were also asked, ***"What makes it difficult for the Director to do his job?"***

There were very few responses. It was suggested that the Board could be clearer on its direction resulting in more clarity for the Director. One Trustee also felt it was difficult for the Director to find more options for efficiencies and another recognized the diversity of opinions sometimes makes it difficult to determine the corporate will of the Board, but felt it made for healthy discourse and decision making.

SELF-EVALUATION OF PERFORMANCE

1. ACCOUNTABILITY TO PROVINCIAL GOVERNMENT

Based on evidence taken from the work on the Education Sector Strategic Plan, Annual Report, Budget, Audited Financial Statements, Director's evaluation, policy review, relevant correspondence, and Board self-evaluation questionnaire results on the Board role, the Board believes:

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- Statutory obligations are fully met to implement provincial educational standards and policies in a timely manner.
 - Legislated functions are performed in an exemplary fashion.
 - Board governance policies clearly specify required Board functions.

All quality indicators have been met.

2. ACCOUNTABILITY TO COMMUNITY

Based on evidence taken from briefing notes and reports, public meetings/focus groups/surveys, Annual Report, Audited Financial Statements, Division publications, appeal processes in policy, media reports, Director's evaluation, relevant correspondence, School Community Council self-monitoring reports, and the Board self-evaluation questionnaire results on the Board role and on community engagement, the Board believes:


- Decisions are reflective of the Division vision, mission, values and commitments and represent the interests of the school division.
- Mechanisms for community input and information sharing are readily available.
- Processes are established to communicate Board decision to its constituents.
- Information is disseminated to appropriate publics.
- Appeal hearing processes are transparent and cognizant of due process.
- The Board and individual trustees model a culture of respect, integrity and transparency that reflects the Board's code of conduct.
- Two-way communication process between the Board and the School Community Councils as identified in policy are in place.

All quality indicators have been met.

3. STRATEGIC PLAN

Based on evidence taken from foundational statements, annual priorities and outcomes, the Level 2 Sector Planning documents, Budget, Capital Plan, Annual Report, Accountability Reports, Director's evaluation, relevant correspondence, and the Board self-evaluation questionnaire results on the Board role, the Board believes:

- Foundational statements for the Division are established.
- The Strategic Plan identifies annual strategic priorities and key results which move the division forward.

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- The annual budget is built upon moving student achievement forward.
 - The allocation of resources reflects an effort to ensure student achievement.
 - Division performance and achievement is monitored, evaluated, and reported annually.

All quality indicators have been met.

4. POLICY

Based on evidence taken from policy development and review, including new policies and revised policies; Board motions summary, Director's evaluation, and the Board self-evaluation questionnaire results on the Board role, the Board believes:


- New policies are carefully designed with specific purposes to be achieved.
- Policy impact is regularly evaluated to determine if policy is producing the desired results.
- Established policies facilitate smooth, effective provision of quality educational services for the Division.
- Board governance policies clearly specify required Board functions and implementation standards.

All quality indicators have been met.

5. DIRECTOR OF EDUCATION/BOARD RELATIONS

Based on evidence taken from the hiring process, policy review, Board motions summary, Director's evaluation, and Board self-evaluation questionnaire results on the Board role and on Board/Director relations, the Board believes:

- It exercises its absolute and final responsibility in Director selection.
- Clear corporate direction is provided to the Director.
- The Director has been delegated responsibility for all executive functions together with commensurate authority.
- The Director is supported in actions exercised within the delegated discretionary powers of the position.
- The Board's interaction with the Director is open, honest, respectful and professional.
- The Director is evaluated annually, fairly and thoroughly in relation to specific roles and responsibilities and Board direction.

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- The Director's compensation package is reviewed annually with due consideration for fairness, equity, and economic conditions.

All quality indicators have been met.

6. POLITICAL ADVOCACY

Based on evidence taken from the Board Annual Work Plan; meetings with the MP, MLAs, Ministers, municipal partners, educational authorities; relevant correspondence; media releases; active participation in regional, provincial and national organizations; and Board self-evaluation questionnaire results on the Board role, the Board believes:

- A plan for political advocacy is developed annually.
- The Board conveys key messages regularly to MLAs, municipal partners, and the media.
- The Board conveys key messages to MPs when appropriate.
- The Board participates in advocacy processes at the local, provincial, and national levels.

All quality indicators have been met.

7. BOARD DEVELOPMENT

Based on evidence taken from the Board Annual Work Plan, Board strategic planning session, Board workshops, conference/activity reports, and in the Board self-evaluation questionnaire results on the Board role and on interpersonal working relationships, the Board believes:

- A yearly plan for Board/trustee development is developed to determine knowledge and competencies necessary for effective governance.
- Individual trustees participate in conferences and other activities to further Board and trustee effectiveness.
- Planning sessions and workshops are scheduled to enhance Board effectiveness.
- The Board Annual Work Plan is reviewed and implemented.
- Interactions amongst trustees demonstrate respect, understanding and integrity.
- An annual Board self-evaluation, which defines a positive path forward, is completed.

All quality indicators have been met.

8. FISCAL ACCOUNTABILITY

Based on evidence taken from Quarterly Financial Reports, External Audit Report, Audited Financial Statements, Annual Report, negotiations mandates, collective agreements, Board



Annual Work Plan, relevant correspondence, Director's evaluation, and in the Board self-evaluation questionnaire results on the Board role, the Board believes:

- Necessary documentation to the Ministry as per Ministry deadlines is submitted.
- Budget assumptions are clearly understood by the Board.
- Needs are determined and prioritized.
- The basis for resource allocations within the Division is established by the Board.
- The approved budget clearly reflects the Board's goals and priorities.
- Capital and facility plans allow for suitable student and program accommodation.
- Quality indicators for financial operations are established by the Board and confirmed by internal and/or external audits.
- Resources are used efficiently and effectively.
- Variance analyses and year-end projections are received on a regular basis.
- Negotiation processes and mandates are clearly established, with due consideration for fairness, equity and economic conditions.

All quality indicators have been met. Successful completion and execution of collective agreements is ongoing. Mandates for negotiations and bargaining will be brought to the Board on an ongoing basis.

9. RECOGNITION/CELEBRATION

- Host annual partnership luncheon and annual service recognition celebration;
- Host annual meeting of electors.

All quality indicators have been met.

POSITIVE PATH FORWARD GROWTH GOALS/AREAS FOR EMPHASIS 2016-2017

1. Develop a strategic plan and direction for school division which includes Board goals and priorities.
2. Develop operational plans within the strategic plan for the school division.
3. Develop a Board orientation process for new trustees and the new Board.
4. Create a consideration list for the new Board (corporate memory).
5. Continue Board advocacy with the municipal and provincial governments.



6. Continue to develop staff morale across all employee groups.
7. Continue to develop processes to identify and ensure individual trustees have appropriate knowledge and competencies to govern.
8. Enhance awareness of different professional development opportunities for Board members.

All items have been effectively addressed.

POSITIVE PATH FORWARD GROWTH GOALS/AREAS FOR EMPHASIS 2017-2018

1. Be a strong advocate for improved outcomes for students of Prairie South School Division.
2. Complete the strategic plan and direction for school division which includes Board goals and priorities.
3. Complete operational plans for student outcomes, infrastructure, innovation and relationships related to the strategic plan for the school division.
4. Monitor potential impact of the Theodore decision.
5. Find opportunities for efficiencies through partnership with Holy Trinity Catholic School Division and other organizations.
6. Continue Board advocacy with municipal and provincial governments.

CONCLUSION

The Board believes it has successfully managed the difficulties associated with consecutive challenging provincial budgets and that Trustees have maintained a global advocacy perspective in decision making. The Board is also proud of the way new Board members have been welcomed and of the work accomplished on the emerging strategic plan which should lead to enhanced student learning. This work was completed despite external distractions and the need for significant advocacy required this past year as a result of the government's mandate of transformational change.

Date

Shawn Davidson, Board Chair
Prairie South School Division No. 210



SUGGESTED BOARD MOTION

That the Board approve the Board self-evaluation report as developed at the facilitated workshop of April 25, 2017 and that the Board Chair be authorized to monitor the priorities and suggestions agreed to and bring items forward for Board consideration as deemed appropriate.

AGENDA ITEM

Meeting Date:	June 13, 2017	Agenda Item #:	5.2
Topic:	Director of Education Evaluation		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background:

This evaluation process was conducted in accordance with Policy 12: Role of the Director of Education. The time frame for this evaluation is April 1, 2016 to March 31, 2017. The Board approved this report on April 25, 2017 as an accurate accounting of the Director's performance relative to the role expectations and quality indicators outlined in Appendix A and defined in the Performance Assessment Guide (Appendix B) of the Director/CEO Evaluation Process, Criteria and Timelines (Policy 12). The Director's performance assessment relative to challenges/growth goals identified in the previous year's evaluation has also been included.

The Director has compiled an evidence binder for the Board which outlines information for trustees in the areas defined in the Performance Assessment Guide (Appendix B). The Board authorized the Chair to meet with an external consultant prior to the workshops, review the evidence, make assessment as to how the quality indicators contained in the "Director/CEO Evaluation Process, Criteria and Timelines" document were achieved and to develop a draft evaluation report for the Board's consideration. The Board then confirmed the draft report or made edits as deemed appropriate. The Director was in attendance at both meetings and was provided the opportunity to share evidence and respond to the assessments. The Board and Director also identified growth goals or areas for emphasis for the upcoming year.

Current Status:

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

The Director of Education evaluation process is consistent with the requirements of Board Policy 12.

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Tony Baldwin	June 2, 2017	

Recommendation:

That the Board approve the following motion:

That the Board approve the Director of Education evaluation report as developed during the evaluation workshop of April 25, 2017 as an accurate accounting of the Director's performance for the period April 1, 2016 to March 31, 2017 and further that the Board authorize the Chair to sign the report on the Board's behalf.

AGENDA ITEM

Meeting Date:	June 13, 2017	Agenda Item #:	5.3
Topic:	2017-2018 Board Committees		
Intent:	<input type="checkbox"/> Decision	<input checked="" type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: BP 8 describes the composition and role of Board Committees.

Current Status: A recommended list of Board Committees for 2017-2018 is attached.

Pros and Cons:

Financial Implications:

Governance/Policy Implications: If adjustments are made to the current Board Committee structure, a revision of BP 8 will be necessary.

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Tony Baldwin	May 29, 2017	<ul style="list-style-type: none"> Board Committee Proposal

Recommendation:

That the Board review the proposed Board Committees.

17/18 Committee	Mandate(s), Accountability Reports, Members, and Staff Support
Business, Infrastructure and Governance	<p>Mandate: AR: Facilities (December; Bernie Leads), 1st Quarter Business (January; Bernie Leads), Transportation (February; Bernie Leads), 2nd Quarter Business (April; Bernie Leads), 3rd Quarter Business (June; Bernie Leads)</p> <p>Trustees: Staff:</p>
Student Outcomes	<p>Mandate: AR: Student Achievement I (October; Lori Leads), School and Division Improvement (November; Derrick Leads), Early Learning (March; Lori Leads), Student Achievement II (May; Kim Leads)</p> <p>Trustees: Staff:</p>
Innovation	<p>Mandate: AR: n/a</p> <p>Trustees: Staff:</p>
Relationships	<p>Mandate: AR: Student Advisory Group (February; Derrick Leads), Human Resources (December, Ryan Leads)</p> <p>Trustees: Staff:</p>
Transportation Committees (ad hoc)	<p>Mandate: BP 17 Issues</p> <p>Trustees: 5 Rural or 5 Urban Staff:</p>
Committee of the Whole	<p>Mandate: Budget Planning, CEO Performance Appraisal</p> <p>Trustees: All Trustees Staff:</p>

AGENDA ITEM

Meeting Date:	June 13, 2017	Agenda Item #:	5.4
Topic:	Meeting Dates for 2017-2018		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background: Board Policy 2 directs an annual work plan for the Board of Education. This plan includes scheduled dates for regular Board meetings and planning meetings.

Current Status: A recommendation for Board of Education meeting dates for 2017-2018 will be provided at the meeting.

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Tony Baldwin	June 2, 2017	<ul style="list-style-type: none"> • Provided at Meeting

Recommendation:

That the Board determine their schedule of meetings for the 2017-2018 school year.

AGENDA ITEM

Meeting Date:	June 13, 2017	Agenda Item #:	5.5
Topic:	Eyebrow Alternate Calendar Proposal		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

The Eyebrow School SCC is hosting an informational meeting for their school and community related to the alternate calendar on June 19th. In the attached proposal, the Eyebrow School SCC is requesting permission to move to an alternate calendar beginning in the fall of 2017 if certain approval thresholds are met during their informational session.

Current Status:

Currently, Eyebrow School follows the traditional school year calendar. Beginning in the fall next year, the neighbouring school in Central Butte will be moving to the alternate calendar.

Pros and Cons:

The Eyebrow SCC has outlined a series of benefits that they believe will be achieved in their community if they move to an alternate calendar. Research does not show a significant difference in educational attainment with either calendar format.

Financial Implications:

Governance/Policy Implications:

The procedure related to application for a change in calendar requires Board notification of the request by November 30th of the year prior to the change.

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Tony Baldwin	May 29, 2017	<ul style="list-style-type: none"> Eyebrow SCC ASY Proposal

Recommendation:

That the Board review the proposal from Eyebrow School SCC.

Possible Motion:

That, subject to approval of 75% of families, 75% of staff and 70% of community members, the Board pre-approve the Eyebrow SCC Alternate School Year Proposal and direct administration to complete a follow-up review in the spring of 2019.

(No motion is required if the Board is not interested in pre-approving a calendar change.)



EYEBROW SCHOOL

Mission and Vision:

"Guiding life-long learners"

"Empowering students to recognize their potential"



Fax: (306) 759-2709

Phone: (306) 759-2110

Principal: Mrs. Éleese Aitken

Box 130

Eyebrow, Saskatchewan

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

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

Eyebrow School - Alternate School Year Proposal

Eyebrow School Community Council has been considering an application for a couple of years. The initial consultation took place in 2004 when Eyebrow School was still part of Davidson School Division; however, this was just before provincial amalgamation was occurring and the community decided that becoming a new division was enough change at the time. Last fall we became aware that Central Butte School was approved for the alternate school year. Since two of our sports teams are joined as a coop, the SCC decided that we needed to take a look at the possibility again. Our SCC decided to inquire as it seemed more rural schools were identifying advantages for their school communities. We contacted Kincaid to clarify the process for us as our research showed that they have been involved in the alternate school year since the beginning of amalgamations. Our SCC has decided to pursue this option with the intent of taking it to our community for feedback and following the developed parameters and guidelines for the approval process.

Rationale and Benefits for Eyebrow Students

The rationale of moving to an alternate school year calendar is to increase student attendance and student/family satisfaction. It is also thought that this model would also allow for an increase in the amount of instructional time spent on curriculum. Some of the benefits for students/families are believed to be:

- Less time on the bus
- More opportunity for family commitments
- Increased time for students in high school to complete CWEX hours, placements for specialized classes like Cow Calf, pure PAA classes and special project credits
- Increased energy level
- Students with jobs have an extra day to work
- Students would be available to help more on the family farm
- Students would be free to attend events like Agribition, go hunting or fishing etc. reducing the need to miss instructional time
- Earlier start times for extra-curricular sports and tournaments on Fridays and less instructional time missed.
- Students participating in sports like rodeo, hockey, soccer, and dance would reduce their absences when they attend weekend competitions and tournaments.
- More breaks for deescalating relationship conflicts.

Administration Benefits

- Increased teacher recruitment, especially for term and replacement contracts
- Increased preparation time for teachers leading to more engaging lessons
- Increased family time for teachers

- More opportunities for extra-curricular involvement
- Increased energy in the classroom
- More bus driver availability for extra-curricular trips
- Reduced number of days when we are short subs
- Reduced noon hour supervision demands and cost
- Reduced recess supervision hours relative to instructional time
- Increased availability for community rentals
- Reduced teacher absences for PD, illness and medical appointments

The SCC is submitting this proposal now in hopes that the division will approve this to commence in 2017-2018 school year. We are aware that this would not follow the process outlined in the SCC policies, however, with budget constraints that have been put forward to our division, we thought that fast-tracking the process might help with some cost savings. If the conditions outlined below in the Consultation Process are approved and we meet all of those conditions, we hope that the Board would give us permission to start in the fall of this year. However, if that is not able to happen, we will understand and wait for it to begin in the fall of the 2018-2019 school year.

Consultation Process

The consultation process will occur in June, with SCC members dividing up the family list in the school and calling every household to explain the importance of their attendance and feedback at a public meeting surrounding this initiative. The SCC members will extend a verbal invitation to each family to attend a meeting and presentation to be held on Monday, June 19, 2017. Parents with preschool aged children, other community members, school staff and bus drivers will also be informed of and invited to attend the meeting through the community newsletter, posters, school website and word of mouth. We plan to invite the following presenters: the Director of Education - Tony Baldwin, Board Chair - Shawn Davidson, Principal of Kincaid School – Shane Onraet, and a parent from Kincaid. Other delegates we wish to invite include the Superintendent of Operations – Derrick Huschi and Trustee for Subdivision #1 – Darcy Pryor.

We have asked Tony Baldwin to speak in regards to parameters around setting the school year calendar. He will compare both the traditional and alternate school year calendars and how they differ. He can refer to the SELU report that compares traditional and non-traditional school learning results and explain that there is no evidence to support or refute that either model is better in terms of quality of education. We hope that he will present the fact that the alternate school year model is grounded in its practicality and preference for communities. We also hope that Shawn Davidson can speak with regards to the Board supporting either calendar. Shane Onraet and a parent can share their perspective from a school and community that has had the alternate school year since its inception. The evening will end with a question and answer session followed by a vote to all parents and community members present.

Voting Results

Our target is to have at least 75% of families present in favor. We are also looking for 75% approval from all staff members present, including bus drivers. Of the community members that attend, we will be looking for 70% in favor. The SCC has decided to allow one ballot per household. Members of the SCC will sit at tables and have people sign in by household to qualify for a vote. Ballots will be color coded to indicate a school family, community member or staff. The voting ballot will consist of two statements, one in favor and one opposed. Please note that we also plan to allow students to vote at a separate time but these results will not be used for the approval process. Our intention of this is to have students become involved and informed.

Proposed Calendar

This will be created in conjunction with the Prairie South School calendar committee meeting to ensure that all provincial parameters are met.

We would like to see the Division consider the Alternate School Year Calendar for all rural schools to increase efficiencies and benefits throughout the division. Prairie South could also take advantage of the increase savings in transportation that we understand is now being passed on to school divisions. Extra-curricular activities could be strategically scheduled on Fridays to further reduce lost instruction time.

Deanne Hartell
Eyebrow SCC Chairperson

AGENDA ITEM

Meeting Date:	June 13, 2017	Agenda Item #:	5.6
Topic:	Board Policy 1 Revision		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

“Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the Division will operate. Policies provide direction and guidelines for the action of the Board, Director of Education, staff, students, electors and other agencies. Policies also serve as sources of information and guidelines to all who may be interested in or connected with the operation of the Division. Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.

The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide public education and compliance with the Education Act and provincial as well as federal legislation. Further, the Board believes that the development and review of policies are enhanced when the process allows for the meaningful involvement of staff and other interested groups and persons.

Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide the Division and the opportunity for the Director of Education to exercise professional judgment in the administration of the Division.” -BP 10

As part of the Strategic Planning Focus requested by the Board in 2016-2017, Board Policy 1, *Division Foundational Statements*, was reviewed by the Board and an updated Policy was developed.

Current Status:

The updated BP1 is attached.

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

The updated policy creates the foundation for the Board’s 5 year Strategic Plan.

Legal Implications:

Communications:

The Director of Education shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the Division's website, in a timely manner, for staff and public access.

Prepared By:	Date:	Attachments:
Tony Baldwin	June 2, 2017	• BP1 – 13 June 2017

Recommendation:

That the Board approve Board Policy 1 updated 13 June 2017.

DIVISION FOUNDATIONAL STATEMENTS

Mission and Vision

Learning together for our future.

Our motto or positioning statement, “Learning together”, is taken directly from our mission-vision statement. At Prairie South, we learn from one another, from our learning environments, and from our communities. We embrace the opportunity to be life-long learners, and understand the significance of learning how to learn.

Core Values

1. Development of the Whole Child

At school students:

- learn how to learn;
- achieve at their highest levels;
- contribute to their school community; and
- participate in the communities at large.

2. Community Involvement & Engagement

Community involvement is important because:

- our schools connect people with learning and community;
- public participation helps us make better decisions; and
- diverse perspectives create a better understanding of need.

3. Division Transparency

We build trust and credibility with our community members by:

- sharing information that improves the public’s understanding of our decisions and policies;
- showing how we spend our monies to deliver services; and
- maintaining the code of ethics established by the Board.

4. A Collective Common Sense Approach

Our decisions and policies reflect the needs of our communities and are based on:

- careful research;
- accurate data; and
- informed judgment.

Logo

The purpose of the Prairie South logo is to visually represent the school division and effectively communicate who we are.



Commitments:

Prairie South is committed to quality learning through:

1. Students and Families: building blocks for learning.

We work together with caring people in student homes to prepare students for the future. Our decisions and policies reflect the best interest of our students.

2. Learning Environments: places of learning.

Our learning environments encourage 21st Century competencies through responsive instruction and assessment, innovative delivery models, and a student first culture. Our learning environments contribute to physical, mental, and spiritual well-being.

3. Inclusive Communities: partners in learning.

Our communities, their individuals, businesses, public and private agencies are our partners in learning. Our communities are involved in the process of determining needs, identifying resources, and creating solutions for our learning environments.

4. Our People: champions of learning.

Our people have the power to inspire greatness through their attitudes and actions. Prairie South staff are leaders in learning, and share their talents and abilities with one another for the betterment of students, families, learning environments, and communities.

Prairie South School Division Strategic Direction & Decision Making Model



Reference: Sections 85, 87, of the Education Act

June 13, 2017

AGENDA ITEM

Meeting Date:	June 13, 2017	Agenda Item #:	5.7
Topic:	Board Policy 2 Revision		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

“Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the Division will operate. Policies provide direction and guidelines for the action of the Board, Director of Education, staff, students, electors and other agencies. Policies also serve as sources of information and guidelines to all who may be interested in or connected with the operation of the Division. Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.

The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide public education and compliance with the Education Act and provincial as well as federal legislation. Further, the Board believes that the development and review of policies are enhanced when the process allows for the meaningful involvement of staff and other interested groups and persons.

Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide the Division and the opportunity for the Director of Education to exercise professional judgment in the administration of the Division.” -BP 10

When the operating budget for the 2017-2018 school year was set by the Board, some practices were ended or adjusted, resulting in the need for an updated Board Policy 2, *Role of the Board*.

Current Status:

The updated BP2 is attached.

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications: The Director of Education shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the Division's website, in a timely manner, for staff and public access.

Prepared By:	Date:	Attachments:
Tony Baldwin	June 2, 2017	<ul style="list-style-type: none">• BP2 – 13 June 2017

Recommendation:

That the Board approve Board Policy 2 updated 13 June 2017.

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 Make provision for the regular~~ evaluationone of the Director of Education.
- 5.5. ~~Annually Make provision for the regular~~ reviewof 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~~ Make provision for 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 2, 2015~~ June 13, 2017

AGENDA ITEM

Meeting Date:	June 13, 2017	Agenda Item #:	5.8
Topic:	Board Policy 12 Revision		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

“Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the Division will operate. Policies provide direction and guidelines for the action of the Board, Director of Education, staff, students, electors and other agencies. Policies also serve as sources of information and guidelines to all who may be interested in or connected with the operation of the Division. Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.

The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide public education and compliance with the Education Act and provincial as well as federal legislation. Further, the Board believes that the development and review of policies are enhanced when the process allows for the meaningful involvement of staff and other interested groups and persons.

Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide the Division and the opportunity for the Director of Education to exercise professional judgment in the administration of the Division.” -BP 10

When the operating budget for the 2017-2018 school year was set by the Board, some practices were ended or adjusted, resulting in the need for an updated Board Policy 12, Appendix A, *Director of Education Evaluation Process Criteria and Timelines*.

Current Status:

The updated BP12 is attached.

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:**Communications:**

The Director of Education shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the Division's website, in a timely manner, for staff and public access.

Prepared By:	Date:	Attachments:
Tony Baldwin	June 2, 2017	<ul style="list-style-type: none">• BP12 – 13 June 2017

Recommendation:

That the Board approve Board Policy 12 updated 13 June 2017.

ROLE OF THE DIRECTOR OF EDUCATION

The Director of Education is the Chief Executive Officer of the Board and of the Division. The Director of Education reports directly to the corporate Board, and is accountable to the Board for the conduct and operation of the Division. All Board authority delegated to the staff of the Division is delegated through the Director of Education.

Specific Areas of Responsibility are:

1. Student Well-being

- 1.1. Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.
- 1.2. Ensures that Division facilities adequately accommodate students.
- 1.3. Ensures the safety and well-being of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division.
- 1.4. Acts as, or designates the local attendance counsellor(s) for the Division.

2. Education Leadership

- 2.1. Provides leadership in all matters relating to education in the Division.
- 2.2. Ensures students in the Division have the opportunity to meet standards of education set by the Minister.
- 2.3. Implements education policies established by the Minister and the Board.
- 2.4. Informs the Board of schools which meet the requirement for review under the Education Act or Board policy.

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.

4. Personnel Management

- 4.1. Has overall authority and responsibility for all personnel-related issues except the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
- 4.2. Ensures sound personnel management practices are in place to recruit, retain, advance and manage personnel in accordance with legislation or Board policy.
- 4.3. Ensures processes and structures are in place to supervise and support the improvement of the performance of all staff.

5. Policy/Administrative Procedures

- 5.1. Provides leadership in the planning, development, implementation and evaluation of Board policies and administrative procedures.
- 5.2. Implements Board policy with integrity.

6. Director/Board Relations

- 6.1. Establishes and maintains positive professional working relations with the Board.
- 6.2. Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy.
- 6.3. Provides the information which the Board requires to perform its role.

7. Improvement and Accountability Planning and Reporting

- 7.1. Leads the Improvement and Accountability Planning and Reporting process including the development of Division goals, budget and facilities.
- 7.2. Implements plans as approved.
- 7.3. Involves the Board appropriately (Board identification of priorities and key results, opportunity for Board input early in the process, final Board approval).
- 7.4. Reports regularly on results achieved.

8. Organizational Management

- 8.1. Demonstrates effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
- 8.2. Reports to the Minister with respect to matters identified in and required by the Education Act.

9. Communications and Community Relations

- 9.1. Takes appropriate actions to ensure positive internal and external communications are developed and maintained.
- 9.2. Acts as, or designates, the Head of the organization for the purposes of the Local Authority Freedom of Information and Protection of Privacy (LAFOIP) Act.
- 9.3. Is accessible to the community and stakeholders and will foster positive relationships on behalf of the Board and Prairie South Schools.

10. Leadership Practices

- 10.1. Practices leadership in a manner that is viewed positively and has the support of those with whom the Director of Education works most directly in carrying out the directives of the Board and the Minister.

Reference: Sections 109, 159 of the Education Act

June 7, 2016

DIRECTOR OF EDUCATION EVALUATION PROCESS CRITERIA AND TIMELINES

Evaluation Process

1. Provides for both accountability and growth, and the strengthening of the relationship between the Board and the Director of Education. The written report will affirm specific accomplishments and will identify growth areas. Some growth goals may address areas of weakness while others will identify areas where greater emphasis is required due to changes in the environment.
2. Provides for ~~annual~~ regular written evaluation of the Director of Education's performance.
3. Highlights the key role of the Director of Education as the Chief Executive Officer for the Division to enhance student achievement and success for all children.
4. Recognizes that the Director of Education is the Chief Executive Officer. The Director of Education is held accountable for work performed primarily by other senior administrators, e.g., fiscal management.
5. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses. The Performance Assessment Guide identifies the source of the evidence in advance, while the quality indicators describe expectations in regard to that evidence.
6. Is aligned with and based upon the Director of Education's roles and responsibilities. The Board policy is consistent with this evaluation document.
7. Is linked to the Division's ~~of Education's~~ goals. The ~~Continuous Improvement and Accountability Framework Planning and Accountability section~~ Education Sector Strategic Plan and Board Strategic Plan directly links the Director of Education's performance to the continuous improvement planning process, ~~which includes the Division's goals~~.
8. Sets out standards of performance. The quality indicators in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.
9. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. ~~The second and s~~ Subsequent evaluations take into consideration the previous evaluation, and an assessment of the Director of Education's success in addressing identified growth areas.

10. Uses multiple data sources. Objective data such as audit reports, monitoring reports, and student achievement data are augmented with subjective data provided in surveys.
11. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.
12. Ensures Board feedback is provided regularly. Such feedback will be timely, provided annuallyregularly, supported by specific examples and will focus on areas over which the Director of Education has authority.

The Director of Education will maintain an evidence binder which will be provided to the Board approximately one week prior to the evaluation workshop. The purpose of the evidence binder is to provide proof that the quality indicators identified in Appendix B have been achieved. Therefore evidence will be organized under each quality indicator.

The Board and the Director of Education will be present during the facilitated evaluation session. The Director of Education will be invited to ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood. The Director of Education will only be absent from the room for the period when the Board constructs the conclusion section. The evidence examined will be in the form of an internal report or external report. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved. In addition, the corporate Board will supplement the evidence contained in the evidence portfolio with agreed-upon direct Board observations. For example, this would be most evident in the section Board/Director Relations.

During the evaluation workshop, a written evaluation report will be facilitated which will document:

- The evaluation process,
- Evaluation context,
- Assessments relative to each of the criteria noted in Appendix B,
- An examination of progress made relative to any growth goals or redirections identified in the previous year's evaluation,
- Identification of any growth goals if deemed appropriate, and
- A conclusions section followed by appropriate signatures and dates.

The assessments contained in the evaluation report will reflect the corporate Board position. This report will be approved by Board motion. A signed copy will be provided to the Director of Education and a second signed copy will be placed in his personnel file held by the Division.

Evaluation Criteria

The criteria for the first evaluation will be those set out in Appendix B: the Performance Assessment Guide. In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide as listed or revised after each evaluation, plus any growth goals provided by the Board in previous written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities. For the Role Expectation “Leadership Practices”, an external consultant will collect data relative to leadership practices by interviewing one quarter of the principals and all “direct reports”. “Direct reports” are defined to be those individuals who report directly to the Director of Education on the Division’s organizational chart.

Appendix B is the Performance Assessment Guide, which is intended to clarify for the Director of Education, performance expectations held by the corporate Board. This guide is also intended to be used by the Board to evaluate the performance of the Director of Education in regard to each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

Timelines for Evaluations

Evaluations will be conducted in accordance with this document according to the following schedule:

EVALUATION	BASED ON PERIOD	REPORT DELIVERED TO DIRECTOR OF EDUCATION
First	April 1, 201 3 <u>4</u> – March 31, 201 4 <u>5</u>	April 30, 2014 April 30, 2015
Second	April 1, 201 4 <u>5</u> – March 31, 201 5 <u>6</u>	April 30, 2015 April 30, 2016
Third	April 1, 201 5 <u>6</u> – March 31, 201 6 <u>7</u>	April 30, 2016 April 30, 2017
Fourth	April 1, 201 6 <u>7</u> – March 31, 201 7 <u>20</u>	April 30, 2017 April 30, 2020
Fifth	April 1, 201 7 <u>20</u> – March 31, 201 8 <u>23</u>	April 30, 2018 April 30, 2023

PERFORMANCE ASSESSMENT GUIDE

1. Student Well-being

Role Expectations:

- RE 1.1 Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviors.
- RE 1.2 Ensures that Division facilities adequately accommodate students.
- RE 1.3 Ensures the safety and well-being of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division.
- RE 1.4 Acts as, or designates, the local attendance officer(s) for the Division.

Quality Indicators relative to Student Well-being

- QI 1.1 Develops measurements and monitors progress relative to providing a safe and caring environment.
- QI 1.2 Provides analysis of incident reports, e.g. suspensions, accidents.
- QI 1.3 Implements the requirements of Occupational Health and Safety legislation, including required staff professional development.
- QI 1.4 Complies with legislative requirements to appoint attendance counselor(s) for the Division.

2. Education Leadership

Role Expectations:

- RE 2.1 Provides leadership in all matters relating to education in the Division.
- RE 2.2 Ensures students in the Division have the opportunity to meet standards of education set by the Minister.
- RE 2.3 Implements education policies established by the Minister and the Board.
- RE 2.4 Informs the Board of schools which meet the requirement for review under the Education Act or Board policy.

Quality Indicators relative to Education Leadership

- 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.

- QI 2.3 Meets all timelines with provision for appropriate Board input relative to the annual review of priorities and outcomes.
- QI 2.4 Ensures the Division's key results are published.
- QI 2.5 Achieves the key results approved by the Board.
- QI 2.6 Provides timely enrolment projection reports.

3. Fiscal Responsibility

Role Expectations:

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

Quality Indicators relative to Fiscal Responsibility

- QI 3.1 Ensures accounting practices which are in accordance with the Education Act are being followed, using accounting principles generally accepted for school divisions as prescribed by the Ministry of Education.
- QI 3.2 Ensures adequate internal financial controls exist and are being followed.
- QI 3.3 Ensures all collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made.
- QI 3.4 Ensures school-based funds are expended as per approved budgets.
- QI 3.5 Informs the Board annually about incurred liabilities.
- QI 3.6 Informs the Board immediately regarding litigation initiated by or against the Board.
- QI 3.7 Conducts internal audits of school accounts and takes remedial actions when deemed warranted.
- QI 3.8 Ensures limits on emergency expenditures and change orders are followed.
- QI 3.9 Ensures insurance coverage reasonably mitigates risk.

4. Personnel Management

Role Expectations:

- RE 4.1 Has overall authority and responsibility for all personnel-related issues except the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.

- RE 4.2 Ensures sound personnel management practices are in place to recruit, retain, advance and manage personnel in accordance with legislation or Board policy.
- RE 4.3 Monitors and improves the performance of all staff.

Quality Indicators relative to Personnel Management

- QI 4.1 Develops and effectively implements high-quality and aligned recruitment, orientation, staff development, disciplinary, supervisory and evaluation processes.
- QI 4.2 Follows Board recruitment policy.
- QI 4.3 Models a commitment to personal and professional growth.
- QI 4.4 Fosters high standards of instruction and professional improvement.
- QI 4.5 Provides for training of administrators and the development of leadership capacity within the Division.
- QI 4.6 Models high ethical standards of conduct.

5. Policy/Procedures

Role Expectations:

- RE 5.1 Provides leadership in the planning, development, implementation and evaluation of Board policies and administrative procedures.
- RE 5.2 Implements Board policy with integrity.
- RE 5.3 Keeps AP's current.

Quality Indicators relative to Policy/Procedures

- QI 5.1 Appropriately involves individuals and groups in the AP development process.
- QI 5.2 Ensures policy and administrative procedure adherence.
- QI 5.3 Ensures timeliness of AP revision.
- QI 5.4 Takes leadership in bringing policies to the Board for review.
- QI 5.5 Demonstrates a knowledge of and respect for the role of the Board in policy processes.

6. Director/Board Relations

Role Expectations:

- RE 6.1 Establishes and maintains positive professional working relations with the Board.
- RE 6.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy.
- RE 6.2.1 Implements the expressed will of the Board in a manner consistent with the spirit and intent underlying each of the Board's decisions.
- RE 6.3 Provides the information which the Board requires to perform its role.

Quality Indicators relative to Director/Board Relations

- QI 6.1 Prepares and distributes Board agendas to trustees in sufficient time to allow for appropriate trustee preparation for the meeting.
- QI 6.2 Keeps the Board informed about Division operations.
- QI 6.3 Provides the Board with balanced, sufficient, concise information and clear recommendations when requested.
- QI 6.4 Interacts with the Board in an open, honest, pro-active and professional manner.
- QI 6.5 Provides support to the Board re: advocacy efforts on behalf of the Division.
- QI 6.6 Ensures high-quality management services are provided to the Board.
- QI 6.7 Provides the Board with correspondence directed to the Board or trustees.

7. Improvement and Accountability Planning and Reporting

Role Expectations:

- RE 7.1 Leads the Improvement and Accountability Planning and Reporting process including the development of Division goals, budget and facilities.
- RE 7.2 Implements plans as approved.
- RE 7.3 Involves the Board appropriately (Board identification of priorities and outcomes, opportunity for Board input early in the process, final Board approval).
- RE 7.4 Reports regularly on results achieved.

Quality Indicators relative to Improvement and Accountability Planning and Reporting

- QI 7.1 Develops budget and priorities and key results according to a timeline which ensures the Board's ability to provide direction and revise priorities.
- QI 7.2 Develops short and long-range plans to meet the needs of the Division and provide for continuous improvement.
- QI 7.3 Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.
- QI 7.4 Ensures transportation services are provided with due consideration for efficiency, safety and length of ride and client satisfaction.
- QI 7.5 Provides accountability reports as directed by the Board

8. Organizational Management

Role Expectations:

- RE 8.1 Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.

- RE 8.2 Reports to the Minister with respect to matters identified in and required by the Education Act.

Quality Indicators relative to Organizational Management

- QI 8.1 Ensures Division compliance with all Ministry of Education and Board mandates (timelines and quality).
- QI 8.2 Effectively manages time and resources.
- QI 8.3 Ensure that appropriate procedures are in place for the management of critical events and emergencies.

9. Communications and Community Relations

Role Expectations:

- RE 9.1 Takes appropriate actions to ensure positive internal and external communications are developed and maintained.
- RE 9.2 Acts as, or designates, the Head of the organization for the purposes of the Local Authority Freedom of Information and Protection of Privacy (LAFOIP) Act.
- RE 9.3 Is accessible to the community and stakeholders and will foster positive relationships on behalf of the Board and Prairie South Schools.

Quality Indicators relative to Communications and Community Relations

- QI 9.1 Represents the Division in a positive, professional manner.
- QI 9.2 Manages conflict effectively.
- QI 9.3 Ensure information is disseminated to inform appropriate publics.
- QI 9.4 Works cooperatively with the media to represent the Board's view/positions.
- QI 9.5 Is visible and accessible to the community and stakeholders.

10. Leadership Practices

Role Expectations:

- RE 10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom the Director of Education works most directly in carrying out the directives of the Board and the Minister.
- RE 10.2 Develops and maintains positive and effective relations with provincial and regional government.

Quality Indicators relative to Leadership Practices

- QI 10.1 Provides clear direction.
- QI 10.2 Provides effective educational leadership.
- QI 10.3 Establishes and maintains positive, professional working relationships with staff.
- QI 10.4 Unites people toward common goals.
- QI 10.5 Demonstrates a high commitment to the needs of students.

- QI 10.6 Has a well-established value system based on integrity.
- QI 10.7 Empowers others.
- QI 10.8 Effectively solves problems.

LEADERSHIP PRACTICES INTERVIEW GUIDE

Perceptions of Principals and Director of Education “Direct Reports”

1. What evidence can you cite to support or refute the following:
 - 1.1 The Director of Education provides clear expectations and direction?
 - 1.2 The Director of Education provides effective educational leadership?
 - 1.3 The Director of Education establishes and maintains positive, professional working relationships with staff?
 - 1.4 The Director of Education unites people toward common goals?
 - 1.5 The Director of Education demonstrates a high commitment to the needs of students?
 - 1.6 The Director of Education has a well-established value system based on integrity?
 - 1.7 The Director of Education empowers others?
 - 1.8 The Director of Education effectively solves problems?
2. What does the Director of Education do, if anything, that helps you do your job?
3. What does the Director of Education do, if anything, that makes doing your job more difficult?

AGENDA ITEM

Meeting Date:	June 13, 2017	Agenda Item #:	5.9
Topic:	Board Policy 16 Revision		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background:

“Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the Division will operate. Policies provide direction and guidelines for the action of the Board, Director of Education, staff, students, electors and other agencies. Policies also serve as sources of information and guidelines to all who may be interested in or connected with the operation of the Division. Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.

The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide public education and compliance with the Education Act and provincial as well as federal legislation. Further, the Board believes that the development and review of policies are enhanced when the process allows for the meaningful involvement of staff and other interested groups and persons.

Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide the Division and the opportunity for the Director of Education to exercise professional judgment in the administration of the Division.” -BP 10

During the 2016-2017 school year, School Community Council members were engaged in a process of policy and procedure renewal related to Establishment of SCCs, Meetings of SCCs, and Finances of SCCs. BP 16 was reviewed by the SCC Focus Group and at three SCC inservices in May, 2017. The updated version of BP 16 is aligned with legislation and reflects input from SCC members from throughout the division.

Current Status:

An updated version of BP16 is attached.

Pros and Cons:

Financial Implications:

**Governance/Policy
Implications:**

Legal Implications:

Communications: The Director of Education shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the Division's website, in a timely manner, for staff and public access.

Prepared By:	Date:	Attachments:
Tony Baldwin	June 2, 2017	<ul style="list-style-type: none">• BP16 – 13 June 2017

Recommendation:

That the Board approve Board Policy 16 updated 13 June 2017.

Policy 16

SCHOOL COMMUNITY COUNCILS

This policy consists of three parts; 1: Establishment, 2: Local Budget and 3: Central Budget.

PART 1: ESTABLISHMENT

The Board of Education supports the formation and operation of School Community Councils in all schools of the school division with the exception of Hutterian and associate schools.

Procedures

1. School Community Councils

1.1 Subject to Section 140, subsections (2) to (4) of *The Education Act, 1995* the Board of Education ~~is to~~has established a school community council for each school in ~~its~~the division.

~~1.2 When the Board of Education establishes a school community council, there will cease to be a Local Board of Trustees for that school district.~~

~~1.3~~1.2 Subject to the regulations and policies of the Board of Education every school community council is to consist of:

~~1.3.1~~1.2.1 No fewer than five and no more than nine elected members to represent parents of students and community members and,

~~1.3.2~~1.2.2 Appointed members.

~~1.4~~1.3 Each elected member of a school community council will hold office for two years and is eligible for re-election, ~~except in the matter of the first election of members.~~

~~1.5 In the first election for each school community council approximately one-half of the members are to be elected to one-year terms and the other members are to be elected to two-year terms.~~

~~1.6~~1.4 In the event of a vacancy in an elected member's position the Board of Education may appoint an individual to that position.

~~1.7~~1.5 A member of a school community council is required to vacate his/her office if the member:

~~1.7.1~~1.5.1 ~~The member~~ is convicted of an indictable offence

~~1.7.2 Is absent from three or more consecutive meetings without authorization of the council or,~~

~~1.7.3~~1.5.2 ~~The member ceases~~ceases to be eligible pursuant to the policies of the Board of Education.

~~1.8~~1.6 Every school community council is expected to:

~~1.8.1~~1.6.1 Facilitate parent and community participation in school planning;

~~1.8.2~~1.6.2 Provide advice to the Board of Education;

~~4.8.3~~1.6.3 Provide advice to the school staff;

~~4.8.4~~1.6.4 Provide advice to other agencies that may be involved in the development and learning of students and,

~~4.8.5~~1.6.5 Comply with the policies of the Board of Education.

1.6.6 Enhance its understanding regarding the:

1.6.6.1 Learning and well-being needs of the students;

1.6.6.2 Community's economic, social and health needs;

1.6.6.3 Resources and supports available to the school and community.

1.6.7 Engage the community in ~~the development of~~supporting the school's Learning Improvement Plan.

~~4.8.6~~1.6.8 ~~Together with the~~ Under the leadership of the school principal, and in cooperation with the school staff, develop a Learning Improvement Plan that reflects the needs of students and the community and ~~recommend to the Superintendent a school strategic plan that is aligned the Continuous Improvement Accountability Framework (CIAF).~~

~~4.8.7~~1.1.1 Enhance its understanding regarding the:

~~4.8.7.1~~1.1.1.1 Learning and well-being needs of the students;

~~4.8.7.2~~1.1.1.1 Community's economic, social and health needs;

~~4.8.7.3~~1.1.1.1 Resources and supports available to the school and community.

~~4.8.8~~1.6.9 Perform any activities assigned to it in the school's Learning Improvement Plan.

~~4.8.9~~1.6.10 Participate in orientation, training, development and networking opportunities in order to enhance its capacity to fulfill its responsibilities.

~~4.8.10~~1.6.11 Meet at least five times each year, in addition to an annual general meeting, and any other time at the call of the Chairperson.

~~4.9~~1.6.12 ~~Within six months of its organizational meeting, the School Community Council is to prepare a~~ Maintain a Constitution ~~and Bylaws~~ that will govern the operations of the council. The Constitution ~~and Bylaws~~ must conform to all relevant sections of *The Education Act, 1995* and to the *Duties and Responsibilities of School Community Councils* as determined by the Board of Education. Changes to ~~T~~his document must be submitted to the Board of Education for approval.

~~4.10~~1.7 Subdivision Board members, when directed by the Board are to act as liaison representatives to the councils. The following guidelines concerning meetings between the Subdivision board member and SCCs are suggested:

~~4.10.1~~1.7.1 Attendance of the Subdivision board member at two or more meetings of each SCC annually ~~preferably one meeting in the spring and one meeting in the fall.~~

~~1.10.21.7.2~~ Attendance of the Subdivision member at a minimum of one joint meeting or inservice for of all SCCs within a School Division Cluster of schools on an annual basis.

~~1.10.31.7.3~~ Copies of the Minutes of SCC meetings are to be forwarded to the Subdivision trustee as soon as practicable following each meeting.

Roles and Responsibilities

~~The function of School Community Councils is, through an advisory and practical manner, to assist the administration of the school and the Board of Education in delivering educational and extracurricular programs.~~

Procedures

1.2. Linkage to Board of Education

- 1.1 School Community Councils are to communicate with the Board of Education through their respective sub-division Board members. Input into the creation of Board of Education policy and school procedures will vary depending on the nature of policy or procedures being developed.
- 1.2 A sub-division Board member may attend School Community Council meetings held in his or her sub-division.
- 1.3 The principal, or designate is to be in attendance at all meetings. ~~as a non-voting representative.~~
- ~~1.4 In communities with secondary School Community Councils, representation may be included from elementary feeder schools.~~
~~Input into the creation of Board of Education policy and school procedures will vary depending on the nature of policy or procedures being developed.~~
- ~~1.5~~ 1.4 Information regarding curricular, co-curricular and extra-curricular activities is to be shared on an on-going basis.
- ~~1.6 School Community Councils are accountable to the Board. Each School Community Council shall prepare and provide to the Director of Education, parents and community members by June 30th of each year: a report summarizing its initiative and accomplishments for the preceding school year on the template provided by the Division.~~

2.3. Recommendations to Board of Education

- ~~2.1.1.1.~~ 2.1.1.1. ~~Through collaboration in the Learning Improvement Plan,~~ School Community Councils are to be actively involved in developing the mission and goals for their schools. Specifically they are to:
 - ~~2.1.1.1.1.1.~~ 2.1.1.1.1.1. Review the mission and goals annually.
 - ~~2.1.2.1.1.2.~~ 2.1.2.1.1.2. Ensure that the mission and goals are consistent with those established by the Board for the school division as a whole.
 - ~~2.1.3.1.1.3.~~ 2.1.3.1.1.3. Recommend to the Board of Education approval of the local mission and goals.
- ~~2.2.1.2.~~ 2.2.1.2. School Community Councils may recommend to the Board of Education:

- 2.2.1.1.2.1. Any religious exercises to be used preceding the regular daily program. Refer to Administrative ~~Policy Procedure 605212~~ – *Religious Instruction Education*.
- 2.2.2.1.2.2. Locally determined course options.
- 2.2.3.1.2.3. Use of school facilities and grounds for other than school activities.
- 2.2.4.1.2.4. Maintenance, development, and beautification of school facilities and school grounds, including playground equipment.
- 2.2.5.1.2.5. Any matter considered to be in the interests of learning in the local school, subdivision or school division and,
- 2.2.6.1.2.6. Innovative projects.
- 2.3.1.3. For the purposes of appropriate communication and awareness, School Community Councils are to discuss any proposed recommendations with a sub-division Board member prior to making submissions to the Board of Education.
- 2.4.1.4. Specific requests dealing with finance are to be discussed with the school principal prior to submission. Submissions should be made prior to February 1 for consideration in the budget of the ~~new-next~~ fiscal year.

3.4. Review of Finances

- 3.1.1.5. For the purposes of information, School Community Councils may review the allocation of funds within the school's decentralized budget. No approval is necessary because allocations are approved by the Board of Education.
- 3.2.1.6. The list of school student fees is to be reviewed to ensure that it is in alignment with ~~Board of Education directions~~*Administrative Procedure No. 505*.
- 3.3.1.7. Fundraising activities as proposed by the school administration or the Student Council are to be reviewed and approved by the School Community Council in September and February of each year. The review of the fundraising plan is to include:
 - 3.3.1.1.7.1. A determination of the activities which financially benefit the school, and those activities which support charitable causes,
 - 3.3.2.1.7.2. A determination of the coordination of efforts among schools, communities, and other organizations and concerns regarding saturation of activities in the community and school,
 - 3.3.3.1.7.3. Assurance that legal requirements are met, and contracts approved, including vending machines. Refer to Administrative ~~Policy Procedure 420.6-d-522 (6.2)~~ – Advertising and Corporate Sponsorship and,
 - 3.3.4.1.7.4. Assurance that provision is made to report fundraising activities in the monthly statement of school accounts.

In unusual circumstances a School Community Council may approve fundraising activities, which are presented to Council at times other than those noted above.

4.5. Review of School Activities

- 4.1.1.8. School activities are to be reviewed ~~by the SCC~~ and approved by the principal ~~and Student Council members with the School Community Council~~. Information on

curricular, co-curricular and extracurricular activities is to be shared on an ongoing basis.

~~4.2.1.9.~~ Input of the School Community Council is to be sought on specific activities such as graduation, school trips and excursions.

~~5.6.~~ Meeting Procedures

~~5.1.1.10.~~ Procedures are to be consistent with the requirements of The Education Act, 1995, <http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=487>, ~~and the policies of the Board of Education.~~

~~5.2.1.11.~~ Minutes of annual meetings of School Community Councils are to be forwarded to the ~~Division Office~~Director of Education and Subdivision Trustee(s) as soon as is practicable after the meeting.

~~6.7.~~ Self Assessment

~~School Community Councils are expected to engage in an on-going process of self-assessment in order to ensure their effectiveness. School Community Councils are accountable to the Board. Each School Community Council shall prepare a self-assessment using the Self-Monitoring and Planning for Improvement Summary, and provide this to the Director of Education, parents and community members by April of each year.~~

PART 2: LOCAL BUDGET

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

Procedures

1. Allocation of Funds

- 1.1. The Board of Education annually establishes a grant, which provides operational funds for School Community Councils.
- 1.2. The grant is in the form of an established dollar level per School Community Council per year.
- 1.3. Funds are allocated for Council operations only, not for school projects or to enhance the school's decentralized budget.
- 1.4. The School Community Council is to establish an annual local budget based on the funds allocated.

2. Purpose of Funds

- ~~2.1.~~ ~~Reimburse cost of child care to members attending scheduled SGC meetings.~~ Member expense related to events and meetings including mileage for out-of-town members and child care. Per diem is not included.
- ~~2.2.~~ ~~Operational costs to host regular scheduled meetings.~~ Staff appreciation and student recognition.
- ~~2.3.~~ ~~Vehicle expense allowance for out-of-community events and meetings. Per diem is not included.~~ Communication and public relations.

~~2.4. Communication and public relations. SCC events and activities.~~

~~2.5. Memberships in provincial organizations. SCC Learning Improvement Plan initiatives.~~

~~2.6. Conference attendance and professional development. SCC resources.~~

~~2.1. Incidental expenses such as postage and printing. Memberships in local or provincial organizations.~~

~~2.7.2.2. Meeting supplies.~~

PART 3: CENTRAL BUDGET

The Board of Education helps to offset expenses of School Community Councils through the provision of special grant.

1. Allocation of Funds

Funds will be available from Central Office to cover costs of:

~~1.1 Mileage to attend annual network session in the fall,~~

~~1.21.1 Mileage to attend scheduled Division-level SCC meetings and inservices., and~~

~~1.3 Mileage for network sessions arranged with two or more SCC's. SCC directed professional development opportunities.~~

Reference: Sections ~~140.1, 140.2, 140.3, 140.4, 140.5~~ of ~~t~~The Education Act, 1995

~~June 12, 2013~~ June 13, 2017

AGENDA ITEM

Meeting Date:	13 June 2017	Agenda Item #:	5.10
Topic:	Administrative Procedures Revisions		
Intent:	<input checked="" type="checkbox"/> Decision	<input 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.

On May 23rd, the Administrative Procedures document was reviewed by five teams made up of Trustees, School-Based Administrators, and members of the CAC. As a result of this review, a number of APs were revised and others were flagged for ongoing review during the 2016-2017 school year. Copies of the revised Administrative Procedures are attached, with reference to changes made.

Current Status:

The existing Administrative Procedures were presented to the Board in June, 2016.

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	13 June 2017	1. Updated Administrative Procedures Manual

Recommendation:

That the Board receive the Administrative Procedures as presented.



ADMINISTRATIVE PROCEDURES MANUAL

Prairie South School Division No. 210

Updated ~~June 7, 2016~~ June 13, 2017

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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GENERAL ADMINISTRATION 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

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

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 7, 2016

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. Training	✓	
ii. Selection	✓	
iii. Evaluation	✓	✓
iv. 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 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/ 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>	✓	✓

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. Schools can apply once every four years for a grant.~~
- ~~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~~

~~June 7, 2016~~

SCHOOL COMMUNITY COUNCILS – DUTIES

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 Education Sector Strategic Plan.

Procedures

1. Learning Improvement Plans

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

1.1 Collaborate with staff to develop the next cycle of the Learning Improvement Plan each August/September.

1.2 Collaborate with staff to determine and support activities related to the Learning Improvement Plan.

2. Community Engagement

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

2.1.1 Planning special events at the school,

2.1.2 Organizing school volunteers,

2.1.3 Providing opportunities for parents, guardians and community members to attend sessions on topics of interest,

2.1.4 Creating targeted opportunities for other parents, guardians and community members to be involved in the school,

2.1.5 Naming representatives to attend division-wide activities sponsored by the Board.

3. Role of the Director or designate

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

1.1 Facilitate ongoing orientation, training, development and networking for SCCs.

1.2 Provide guidance to SCCs regarding alignment of activities to Board Policy and Administrative Procedures.

1.3 Facilitate SCC self-assessment by providing a process to gather and interpret information about the effectiveness of SCCs, enabling them to strengthen their contribution and continuously improve.

1.4 Schedule and monitor all aspects of annual SCC elections.

4. Role of the Principal

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

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

June 13, 2017

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 SCCs 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 7, 2016

SCHOOL COMMUNITY COUNCILS – MEETINGS AND ELECTIONS

Background

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

Procedures

1. Regular Meetings

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

2. Roles and Responsibilities of School Community Council Officers

2.1 The Chair will:

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

2.2 The Vice-Chair will:

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

2.3 The Secretary will:

- 2.3.1 take minutes at School Community Council meetings;
- 2.3.2 receive and send correspondence on behalf of the School Community Council;
- 2.3.3 take charge of any official records of the School Community Council; and,
- 2.3.4 ensure that appropriate notice is given for all meetings of the School Community Council.

3. Annual General Meeting (AGM)

- 3.1 Each School Community Council shall hold an AGM in April.

3.1.1 The Annual Meeting will be advertised in the school newsletter a minimum of 30 days prior to the meeting. The notice will set out the time, place and purpose of the meeting. This will include the presentation of the SCC Annual Report and the Level Three Strategic Improvement Plan, the election of Representative Parent and Community Members, and other business as determined by the School Community Council.

3.1.2 The school principal shall act as Election Supervisor at the annual general meeting.

3.1.3 Minutes of annual general meetings of School Community Councils are to be forwarded to the Director of Education and the Subdivision Trustee(s) as soon as practicable after each meeting.

4. Membership

4.1 Representative Parent and Community Members

4.1.1 Eligibility to run to become a Representative Parent and Community Member is defined as:

“Parents of students who are enrolled in the school (including parents who do not reside within the attendance area of the school) and electors that reside within the school attendance area. These provisions specifically do not limit or restrict the election or participation in voting of parents of students who may be employed by the School Division and work in the particular school.”

4.1.2 The constitution of each School Community Council outlines the number of Representative Parent and Community Members. The number of Representative Members range from 5 to 9 persons, of which the majority must be parents of students attending the school.

4.2 Representative Secondary Students

4.2.1 For schools offering a Grade 10, 11 and 12 program, individual SCC constitutions outline the number of Student members (1 or 2) and the selection process.

4.3 Permanent Members

4.3.1 The school principal is an appointed member of the School Community Council

4.3.2 The teacher member will be appointed by the principal.

4.4 Other Permanent Members

4.4.1 The constitution of the SCC may outline “Other Permanent Members” as suggested by the School Community Council and approved by the Board of Education.

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

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

July 13, 2017

ELECTION PROCEDURES FOR REPRESENTATIVE PARENT AND COMMUNITY MEMBERS

Annual Meeting

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

Public Notice

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

Agenda of the Annual Meeting

1. Elections

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

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

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

Duties of the Returning Officer:

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

the next highest vote count. It is possible that 5 parents may obtain the highest vote count and, accordingly, all 5 positions would be filled by parents.

- One-half the members will be elected annually. The Returning Officer must ensure that there continues to be a majority of parents.
- If there is a tie between candidates, the Returning Officer will break the tie by flipping a coin.
- Announce the outcome of the election. The number of votes obtained by each candidate and the number of spoiled ballots shall be reported.
- The Returning Officer shall place the ballots and the elections results in an envelope and then seal the envelope with tape and sign his/her name across the seal. The envelope shall be labeled "_____ School Community Council Ballots" with the name of the school identified in the blank. The envelope shall be forwarded to the Director of Education who shall store them in a secure manner at the division office for a period of two weeks following the election. The Director of Education will destroy the ballots two weeks following the election provided the election is not contested.

Contested Election

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

2. School Community Council: Election of Officers

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

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

3. Annual Report

4. Other Business as established by the School Community Council

5. Open Discussion

6. Adjournment



{School Name}
School Community Council
Annual General Meeting and Elections

A general meeting for the purpose of presenting an annual report and to hold
elections for the School Community Council of

{School Name}
will be held on
{insert date and time}
at
{location of election}

School Community Council Administrative Policies developed by the Board of Education regarding the
elections can be viewed under the schools tab, School Community Councils section on the Prairie
South Schools website: www.prairiesouth.ca

Parents and guardians of students attending {School Name} and School Division electors residing in
the school catchment area may stand for election to the School Community Council and vote in the
elections. The School Community Council is comprised of five to nine elected parent and community
members. Elections are being held to fill these positions.

Nominations of parents and community members interested in standing for election must be submitted
on the official form and will be received up to the time of the election. Nominations are available from
{School Name} and can be returned to {School Name} prior to the election or be presented at the
election.

Contact: {School Returning Officer} at {Phone Number}
Email: {email address}



School Community Council Nomination Form

School: _____

Nominee: _____

Contact Information:

I am (check one):

_____ ☐ A Parent

_____ ☐ A Community Member





Name: _____
_____ (signature)

This form may be presented to the local Returning Officer any time prior to the motion that nominations cease being passed at the Annual Meeting. It may be withdrawn prior to the vote.

Received by: _____

Date: _____

Sample Ballot for a SCC Election
Representative Parent and Community Members

<div style="display: flex; align-items: center; justify-content: space-between;"><div style="text-align: center;"></div><div><u>School Community Council</u></div></div> <p style="text-align: center;"><u>Representative Parent and Community Members Ballot</u></p> <p>Please write the names of _____ individuals</p> <ol style="list-style-type: none">1. _____2. _____3. _____4. _____5. _____6. _____7. _____	<div style="display: flex; align-items: center; justify-content: space-between;"><div style="text-align: center;"></div><div><u>School Community Council</u></div></div> <p style="text-align: center;"><u>Representative Parent and Community Members Ballot</u></p> <p>Please write the names of _____ individuals</p> <ol style="list-style-type: none">1. _____2. _____3. _____4. _____5. _____6. _____7. _____
<div style="display: flex; align-items: center; justify-content: space-between;"><div style="text-align: center;"></div><div><u>School Community Council</u></div></div> <p style="text-align: center;"><u>Representative Parent and Community Members Ballot</u></p> <p>Please write the names of _____ individuals</p> <ol style="list-style-type: none">1. _____2. _____3. _____4. _____5. _____6. _____7. _____	<div style="display: flex; align-items: center; justify-content: space-between;"><div style="text-align: center;"></div><div><u>School Community Council</u></div></div> <p style="text-align: center;"><u>Representative Parent and Community Members Ballot</u></p> <p>Please write the names of _____ individuals</p> <ol style="list-style-type: none">1. _____2. _____3. _____4. _____5. _____6. _____7. _____

Administrative Procedure 111 – Appendix E

School Community Council Annual Meeting Sign In Sheet

Date: _____

[illegible]

Sample School Community Council Constitution

1. Membership

1.1 Representative Membership

1.1.1 The School Community Council will have the following Representative Members:

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

1.2 Permanent Members

1.2.1 The School Community Council will have the following Permanent Members:

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

2. Officers

2.1 The following School Council Officers will be elected annually from among the Members:

- **Chair,**
- **Vice-Chair and**
- **Secretary**

2.2 The Chair and Vice-Chair shall be Representative Members.

3. School Community Council Meetings

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

3.2 Voting

3.2.1 On matters requiring a formal vote, all members of the SCC with the exception of the Principal may vote.

3.3 Quorum

3.3.1 A quorum of the School Community Council shall be a majority of the Representative Members.

4. Public Consultation and Communication

4.1 The School Community Council will consult and communicate with the school community through but not limited to the following strategies:

- **Bulletin Board**
- **Website**
- **Newsletters**
- **Office SCC area**
- **Minutes of SCC meetings**

5. Amend the Constitution

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

Administrative Procedure 111 – Appendix G

Sample School Community Council Code of Conduct

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

SCHOOL COMMUNITY COUNCILS – FINANCES

Background

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

Procedures

1. Allocation of Operational Grant Funds

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

2. Allocation of Professional Development Funds

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

3. Allocation of School Development Fund

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

3.1.1 Projects that qualify are one-time projects and may include: facility improvements, specialized equipment, partnerships, community engagement;

3.1.2 Projects that do not qualify include: projects that require ongoing funding, projects that require additional staffing.

3.2. 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.

3.3. Safety, accessibility, code requirements and equipment standards must be adhered to in all aspects.

3.4. If approved by the Superintendent of Business and Operations, the following funding assistance may be provided upon approval by the Board:

3.4.1 Projects submitted may be eligible for funding of up to \$125,000.

3.4.2 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.

3.4.3 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.

3.4.4 An annual amount of up to \$150,000 may be allocated in the budget for the school community development fund.

3.5. For budgeting purposes, applications for school community development funding shall be submitted to the Superintendent of Business and Operations by February 1, to be considered in the next budget year which runs from September 1 to August 31. 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. Schools can apply once every four years for a grant.

3.6. 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.

3.7. Purchasing and expenses for school community development fund projects shall be administered by the school division in accordance with division policies.

4. Annual Statement

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

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

July 13, 2017

Administrative Procedure 112 – Appendix A**School Community Council****PROFESSIONAL DEVELOPMENT APPLICATION**

<u>Name:</u>	
<u>Date submitted:</u>	
<u>PD Opportunity:</u>	
<u>Date(s):</u>	

Estimated costs of event:

<u>Registration cost:</u>	
<u>Travel:</u> <i>.42/km</i>	
<u>Meals:</u> <i>(receipt must be submitted)</i>	
<u>Accommodations:</u> <i>(receipt must be submitted)</i>	
<u>Approximate Total Costs:</u>	

Approved: ☐ Yes ☐ No

Date approved: _____

SCC Chairperson:

_____ (signature)

Administrator:

_____ (signature)

Director of Education:

_____ (signature)

Comments: _____

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

COMPUTER/ONLINE SERVICES RESPONSIBLE USE **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. Prairie South School Division believes that the use of computing technology provides an opportunity for relevant and challenging life-long learning. Technology plays a role in all facets of Prairie South Schools, from curriculum and instruction to facilities and operations.

The use of technology at Prairie South Schools is predicated on the principles of responsible use and digital citizenship guided by the Saskatchewan Ministry of Education's "Digital Citizenship in Education in Saskatchewan Schools" policy planning guide (2015). The internet is vast and continually evolving, and with responsible use, offer countless learning opportunities. To help facilitate Prairie South Schools will continually affiliate with leading online educational resources that will ensure seamless access for users. This provides the opportunity for scaffolded online learning opportunities in a moderated faction.

Guidelines

The Board has provided all students and staff with individualized accounts and passwords to access computer and online services in support of instructional and administrative activities.

Staff, students and stakeholders are advised that any matter created, received, stored in or sent from the division's network or Email system is not necessarily private and all material is subject to the LAFOIPP legislation in Saskatchewan. The Director or designate reserves the right to access any file to determine whether or not an employee or student is utilizing the network appropriately and within the guidelines found in this procedure.

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. Responsible use of computer technology, networks and online services include:

1.1 Learning activities that support instructional outcomes;

1.2 Operational activities that are components of a user's day-to-day work;

- 1.3 Research supporting educational programs sponsored by the Division;
 - 1.4 Communications between staff, students, parents and others outside of the division containing messages or information, the content of which is not in conflict with Board policies and Board procedures
 - 4-1.5 The use of affiliated online resources, where the individualized Prairie South Schools' account and password is used to authenticate, is preferred.
2. The practices and procedures are to include, but are not limited to the following
- Irresponsible use of computing technology, networks, or online services, specifically includes but is not limited to the following:
 - 2-41.5 Statement of purpose for the use of internet in instructionDamaging or altering the operation of the Division's computer network services, or interfering with other users' ability to use these services or other external network services;
 - 2-21.6 Supervision of computers where internet access is availableCreating or distributing communications, materials, information, data or images reasonably regarded as threatening, abusive, harassing, discriminatory, obscene, or in violation of or inconsistent with any Board policy or administrative procedure;
 - 2-31.7 Definition of acceptable use of the internetInfringing on the rights or liberties of others; using profane or harassing language intending to offend or insult others;
 - 2-41.8 Consequences to persons who misuse access privilegesIllegal or criminal use;
 - 2-51.9 Control of printing from the internetCausing or permitting materials protected by copyright trademark, services mark, trade name, trade secret, confidentiality or proprietary data, or communications of another, to be uploaded to a computer or information system, published, broadcast, or in any way disseminated without authorization of the owner;
 - 2-61.10 Copyright compliance and, Use of any hardware, software or services that may pose risk to Prairie South Schools, violating licensing, or is contrary to any Board procedures;
 - 1.11 Accessibility for staff and students. Granting access to Division computers, networks, and online services to individuals not authorized by the Board either by intentional conduct such as disclosing passwords or by unintentional conduct such as failing to log off;
 - 1.12 Conducting commercial, profit-motivated, or partisan political activities not related to Division programs;
 - 1.13 Interfering with other users' ability to use Division computing technology, networks, and online services including attempting to read, delete, copy, modify, or forge information contained in the files of other users;
 - 1.14 Promoting the use of drugs or alcohol; or unethical practices that violate law or Board policy;
 - 1.15 Disclosing information to individuals or organizations with no written or formal authority to possess such information;
 - 1.16 Accessing data or equipment to which the user does not have authority;

- 1.17 Storing confidential material with third parties not affiliated with Prairie South Schools or on personally-owned devices that are not registered/vetted by the Board.

~~2.7~~

Acceptable Use Agreements

1. The Division has developed separate Acceptable Use Agreement forms that must be signed by staff, students and authorized non-employees.
2. 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.

~~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.~~

Outcomes of Unacceptable Use

1. Users in violation of this administrative procedure will be subject to a discipline process that may include:
 - removal of computer and privileges
 - suspension, expulsion/termination
 - recovery of cost of damage to data or equipment
- ~~3-2.~~ When there are reasonable and probable grounds to believe that a user has used computing technology, networks, and/or online services for criminal or illegal purposes, this will be reported to the appropriate authorities.

~~4.3.~~ Schools shall communicate their acceptable use policy to their communities.

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

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

| ~~October 2012~~ June 13, 2017

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.

~~Catholic Separate School Division # 81~~~~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, zyxxwvuts, 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/SMART PHONE ACCESS AND USAGE

Background

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

Procedures

1. Access to Division-Supplied Cell/Smart Phones

- 1.1. Cellular/Smart phone services are provided to all employees deemed 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/Smart Phones

- 2.1. Division-supplied cell/smart phones, like other means of communication, are to be used to support school division business.
- ~~2.2. Employees may use division-supplied cell/smart phones 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/smart phones — verbal, typed or other — must meet professional standards of conduct.~~
- ~~2.4.2.2. Employees away from home overnight on school division business may use a division-supplied cell/smart 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/smart phone to contact their home briefly to advise of the delay.~~
- ~~2.6.2.3. Employees may use division-supplied cell/smart phones for any legitimate safety, security or emergency purposes.~~
- ~~2.7.2.4. Employees using division-supplied cell/smart phones for personal use other than already noted in 2.24 and 2.35 above, will reimburse the Division for all applicable charges (air time and long distance), and/or, the employee has~~

the option of adding additional features such as long distance and/or unlimited data plans to their device. The cost of these upgrades comes off their monthly pay. To add any additional features, employees must contact the Manager of Information Technology/Superintendent of Operations with responsibility for technology and fill out a form.

~~2.8. Employees shall not use division-supplied cell/smart 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/Smart Phones

~~3.1. The use of personal cell/smart 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.~~ 3.1. The use of ~~personal~~ cell/smart 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.~~ 3.2. All communications using ~~personal~~ cell/smart phones during work hours, or conducted on school division property or while on Prairie South business – verbal, written or other – must meet professional standards of conduct.

~~3.4. Employees away from home overnight on school division business will be reimbursed for the cost of using their personal cell/smart phone to contact their home for a reasonable amount of time.~~

~~3.5. Employees may use personal cell/smart phones during work hours for any legitimate safety, security or emergency purposes.~~

3.3. Employees shall not use ~~personal~~ cell/smart phones during work hours, on school division property or while on Prairie South business for illegal, disruptive, unethical or unprofessional activities, or for personal gain, or for any purpose that would jeopardize the legitimate interests of Prairie South School Division.

3.4. Cell/Smart phones can be a distraction in the workplace. To ensure the effectiveness of meetings, employees are asked to turn their phone off, or at a minimum to “vibrate” mode.

~~3.6.~~ 3.5. Employees must be aware of and follow all current legislation and regulations regarding the use of cell/smart phones while operating a motor vehicle.

4. ~~General Use~~

~~4.1. Cell/Smart phones can be a distraction in the workplace. To ensure the effectiveness of meetings, employees are asked to turn their phone off, or at a minimum to ‘vibrate’ mode.~~

- ~~4.2. Typically each call from a cell/smart 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/smart 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/smart phone without that person's permission.~~

~~5. Use of Cell/Smart Phones While Driving~~

- ~~5.1. Research indicates that using a cell/smart phone while driving is dangerous. Employees must be aware of and follow all current legislation and regulations regarding the use of cell/smart 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.**~~

~~6.4. Privacy and Access~~

- ~~6.1.4.1. Employees should be aware that cell/smart phone statements or summaries are public documents.~~

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

~~June 7, 2016~~ June 13, 2017

Administrative Procedure 142

SOCIAL MEDIA AND ONLINE POSTING

Background

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

Procedures

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

8.1 Discipline
8.2 Suspension
8.3 Expulsion
8.4 Termination

Reference: Section 85, 87, 109, 150, 175 Education Act
STF Code of Ethics
Local Authority Freedom of Information and Protection of Privacy Act

June 13, 2017

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

- ~~6.1.1~~ Procedures for physical activities safety are to be stated in the school division's [Physical Activity Safety Guidelines](#).
- ~~6.2.1.2~~ 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) "Canada's Food Guide" 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~~ 1.5 Each school principal and School Community Council will develop procedures to comply with this policy and inform their staff and families annually.
- ~~1.7~~ 1.6 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.

4.81.7 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/)
<http://publications.gov.sk.ca/documents/11/85696-MOE-43A-NourishingMinds.pdf>
~~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~~
~~Canada's Food Guide can be found at http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-~~
~~eng.php.~~
~~Healthy Foods for My School (Government of Saskatchewan, 2009) (Government of~~
~~Saskatchewan, 2009)~~

~~June 2, 2015~~ June 13, 2017

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.

3.4. Electronic cigarettes and vapours shall be treated and considered like cigarettes.

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

April 16, 2013 June 13, 2017

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 or designate, 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 or designate 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 or designate 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~~ June 13, 2017

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 (<u>Whooping Cough</u>)
Chlamydia pneumoniae	Plague
Cholera	Poliomyelitis (<u>Polio</u>)
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, social media posts, display, action or gesture by a person that:

- 1.3.1.1 Adversely affects a worker's psychological or physical well-being; and
- 1.3.1.2 The perpetrator knows or ought to reasonably know would cause the worker to be humiliated or intimidated.

1.3.2 Personal harassment must involve repeated conduct or a single, serious incident that causes a lasting harmful effect on the worker. All incidents of inappropriate conduct should be appropriately addressed to ensure that the workplace remains respectful and free of harassment.

1.3.3 Personal harassment may include:

- 1.3.3.1 Verbal or written abuse or threats
- 1.3.3.2 Insulting, derogatory or degrading comments, jokes or gestures

1.3.3.3 Posting demeaning or defamatory social media posts

1.3.3.4 Personal ridicule or malicious gossip

1.3.3.5 Unjustifiable interference with another's work or work sabotage

1.3.3.6 Refusing to work or co-operate with others

1.3.3.7 Interference with or vandalizing personal property

1.4 What is Not Harassment

1.4.1 This harassment administrative procedure does not extend or apply to day-to-day management or supervisory decisions involving work assignments, job assessment and evaluation, workplace inspections, implementation of appropriate dress codes and disciplinary action. These actions are not harassment, even if they sometimes involve unpleasant consequences. Note that managerial actions must be carried out in a manner that is reasonable and not abusive.

1.4.2 The administrative procedure also does not extend to harassment that arises out of matters or circumstances unrelated to the worker's employment. For example, harassment that occurs during a social gathering of co-workers that is not sponsored by the employer is not covered. However, harassment that occurs while attending a

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

1.4.3 Other situations that do not constitute harassment include:

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

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

2. Employer's Commitment

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

2.2 This commitment includes the following:

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

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

2.2.2 Protecting Workers Trying to Prevent or Stop Harassment

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

2.2.3 Promptly Taking Action Necessary to Stop and Prevent Harassment

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

3. Employee's Duty

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

4. Complaint Procedure

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

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

~~6.3~~6.1.3 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.

~~6.4.1~~6.4.1.4 This action may include:

~~6.4.1.1~~6.4.1.4.1 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.

~~6.5~~6.1.5 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~~ June 13, 2017

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 7, 2016

Administrative Procedure 180 – Appendix A

**GUIDELINES FOR PROTECTING THE PRIVACY AND
CONFIDENTIALITY OF PERSONAL INFORMATION****Background**

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

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

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

Procedures**1. Freedom of Information and Protection of Privacy Legislation**

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

2. Removing Records from the Office

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

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

3. Paper Records

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

4. Electronic Records

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

5. Laptop and Home Computers

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

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

6. Wireless Technology

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

7. Faxes and Photocopies

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

8. E-mail

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

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

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

9. Working Remotely with Personal Information

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

10. Using Personal Smartphones for Work Related Purposes

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

11. Reporting Requirements

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

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



ADMINISTRATIVE PROCEDURES MANUAL

Prairie South School Division No. 210

Updated ~~June 7, 2016~~ June 13, 2017

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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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](#)

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 to meet 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

June 7, 2016

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](#).
3. The [Canadian Charter of Rights and Freedoms](#) shall be displayed in each school.
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 Where mandatory Grade 6 band programs exist costs are covered by the Division.
- 1.3 Locally developed and approved instrumental band curricula are to be used in the provision of various programs.

2. Rental Fees

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

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

~~June 7, 2016~~ June 13, 2017

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 to a maximum of 2.5 hours per week.

- 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 7, 2016

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 7, 2016

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, and employers 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

June 7, 2016

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 and the Ministry of Education.

Procedures

1. General

- 1.1 Materials which are an integrated part of the core program for elementary students are supplied by the school division.
- 1.2 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 Superintendent of Learning.
- 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

June 7, 2016

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 been informed and the [Parent/Guardian Consent Form](#) has been completed.
 - 2.2.2 For events or trips outside of the community the teacher has completed the [Away From School Activities: School Day Trips Form](#).

- 2.2.3 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

June 7, 2016

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~~¹⁵ of the school year, the school division will allow for reimbursement of up to \$200 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.

2-3. Use of school-based software programs (Raz Kids and Mathletics) 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

~~June 7, 2016~~ June 13, 2017

Background **Administrative Procedure 280**

Foundational Beliefs

CREDIT COMPLETION

Prairie South School Division believes that students should be offered multiple opportunities and a variety of pathways to academic success and credit completion.

Additional Background

All programs and services offered in Prairie South School Division are to be offered in accordance with provincial requirements and within the parameters of the school division vision, mission, guiding principles, and goals. The following procedures are written to avoid limiting school-based administrators' creativity in supporting credit completion for students while providing guidance that ensures the rigor and integrity of a credit in accordance with Ministry requirements. School-based administrators are encouraged to bring support solutions not described in this document to their school Superintendent for further consideration.

Credit completion strategies should be considered by teachers and students within the context of each student's individual graduation plan. This graduation plan should be reviewed by a teacher or administrator and the student at the end of each semester from the end of grade 9 until graduation.

Glossary

Credit Recovery – a student who only successfully met some outcomes of a course can improve their mark in the course by doing additional work to meet the outcomes.

Credit Extension – a student extends the course into the next semester.

Credit Enhancement – A student repeats a portion of the course outcomes to achieve a higher mark in order to meet academic requirements for entrance into a post secondary program.

Credit Acceleration – a student takes an increased course load in grade 10/11/12 semesters with the goal of completing graduation prior to what would be the 2nd semester of their grade 12 year.

Continuous Intake - a student finishes a course before the end of the semester and is given the opportunity to begin another course prior to the beginning of the following semester.

Credit Completion Procedures

1. Before Credit Recovery or Extension is implemented, consider preventative strategies such as experiential learning, alternate scheduling, reduced course load, homework help, and mentor support. These strategies should be part of an ongoing conversation with a student from the start of a course to allow supports to be provided in a timely manner before the successful completion of the course becomes in jeopardy.

2. When used, Credit Recovery, must be completed within 30 days of the semester start following the course end date of the unsuccessful course.
3. When used, Credit Extension can be initiated by the school-based personnel at any time prior to the end of the course.
4. Consultation for Credit Recovery or Credit Extension will include the student, parent/guardian (unless the student's age is 18 or greater), the principal and/or vice-principal, subject area teacher, guidance and/or career counsellor, and the special education resource teacher.
5. Credit Enhancement requests must ensure the rigor of the course is intact and that evidence of outcome achievement is on record
6. Implementation Reminders
 - 6.1 Credit Recovery or Credit Extension can occur using a variety of formats, including, but not limited to:
 - 6.1.1 Classroom teacher providing differentiated learning opportunities and assignments that allow for student choice.
 - 6.1.2 Classroom teacher providing assignments/projects/completion of work
 - 6.1.3 Extension of time
 - 6.1.4 Distance or blended learning
 - 6.2 Upon successful course completion and submission of required forms, the student will earn one credit.
 - 6.3 The interventions described in this document may result in students completing a course before the end of a semester. In order to make use of remaining instructional hours in that semester, a continuous intake approach may need to be considered for the student's registration in future courses.
7. Assessment Reminders
 - 7.1 Continuous Assessment practices, that provide for the collect and recording of evidence regarding which outcomes have been achieved by a student as the course progresses, will support the successful implementation of the credit completion interventions described in this document.
 - 7.2 Previous assessment information from teacher gradebooks may be accessed by administrators to inform the planning and decision making process.
 - 7.3 Grade changes must also have the associated marks/documentation entered in the teacher gradebook that resulted in the grade change.
8. Mark Submission Reminders
 - 8.1 Credit Recovery or Credit Extension **must** be completed and the mark change submitted as follows:
 - 8.1.1 Schools submitting secondary level marks information via XML or through the SDS website may make corrections electronically (up to 30 days after the course end date).

8.1.2 If more than 30 days after the course end date, submit corrections using Form 8 - Secondary Level Mark Corrections (SDS). Indicate the reason for correction by checking off "Credit Recovery (school based)". All Mark Correction forms must include a written explanation of the circumstances behind the correction and the reason that the addition/correction was not made by the school within 30 days after the course end date.

8.1.3 Credit Recovery must be completed within the same school year that the original course was taken. For courses that end in June, credit recovery must be completed within the first 30 days of the next school year. The mark will replace the existing mark on the SDS. For Credit Extensions beyond this time frame, the original mark will remain on the transcript, but a student may be re-enrolled in a course with the updated final mark appearing in addition to the original mark on the transcript.

Additional Considerations for Implementation of Credit Completion Strategies

- Students should be encouraged to see completion of the course on the first attempt and within one semester as the primary goal.
- When a course is broken into shorter modules, it is important to ensure that when the modules are examined as a whole, that they have equitable rigor to the original full course.
- If modules or independent learning are used, it is recommended to establish target dates at the outset by which portions of the work are to be completed. These dates may be collaboratively revised if appropriate.
- It is recommended that if possible, students be scheduled into a classroom with the overseeing teacher present to complete courses instead of a general study hall environment or independent location.
- Students requiring credit recovery or extension interventions should concentrate on 1 course at a time. It is recommended to only attempt multiple courses with these interventions at once if a viable plan for student success is in place.
- When utilizing credit recovery or extension interventions, it is important to anticipate when a student may complete the course. If the anticipated completion date falls during a semester, then a plan should be in place from the outset regarding what courses a student will then begin work on and how this will be arranged.
- Please review Prairie South's Grading Document for additional considerations for Credit Recovery.

June 13, 2017



ADMINISTRATIVE PROCEDURES MANUAL

Prairie South School Division No. 210

Updated ~~June 7, 2016~~ June 13, 2017

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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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

- 1.1 Children who are five years of age as of December 31 of the school year may be admitted to kindergarten.
- 1.2 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.
- 1.3 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

- 1.1 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.

- 1.2 Provisional placements are to be changed only in cases when the placement is found to be clearly inconsistent with the student's general achievement.

5. Documentation

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

6. Transfers within the Division

- 1.1 Transfer Request Form and Boundary Exemption Request Form Process:
 - 1.1.1 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.
 - 1.1.2 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.
 - 1.1.3 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.

 - 1.1.3.1 Urban (Moose Jaw only):
 - 1.1.3.1.1 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.
 - 1.1.3.1.2 Superintendent signs the form.
 - 1.1.3.1.3 Superintendent signs confirmation letter.
 - 1.1.3.1.4 Reception mails the letter, enters info into database, files a copy of letter.
 - 1.1.3.1.5 No transportation is involved.
 - 1.1.3.2 Rural (Catchment area changes from Rural to Rural and Rural to Moose Jaw):

- 1.1.3.2.1 Principal signs the boundary exemption form and sends it to their Superintendent.
- 1.1.3.2.2 Principal gives the parent the transportation request form.
- 1.1.3.2.3 Parent sends the transportation request form to conveyance supervisor.
- 1.1.3.2.4 Superintendent confirms with conveyance supervisor regarding transportation before signing boundary exemption form.
- 1.1.3.2.5 If transportation is confirmed, the Superintendent signs the boundary request form.
- 1.1.3.2.6 Superintendent scans and emails a copy of the signed form to conveyance supervisor for records.
- 1.1.3.2.7 Superintendent signs confirmation letter.
- 1.1.3.2.8 Reception mails the letter, enters info into database, files a copy of letter.

1.2 Superintendents Responsibilities:

- 1.2.1 Contact Transportation Manager prior to approving the boundary exemption form.
- 1.2.2 Review exemption form and school situation prior to signing.

1.3 Principal Responsibilities:

- 1.3.1 Ensure they have space in their school prior to signing the exemption form.
- 1.3.2 Give the parent the Transportation Request form in Rural instances.
- 1.3.3 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.

1.4 Transfers may not be granted if:

- 1.4.1 The school is at 100% enrolment capacity. If childcare is in the area of the out of catchment school transfer will be approved.
- 1.4.2 There is no space available in the grade level or classes at the school in which the student desires to be enrolled.

- 1.4.3 There are no appropriate educational programs or services available to improve the student's condition as stated in the request for transfer.
- 1.4.4 The student's transfer is likely to create a risk to the health or safety of other students or staff at the new building.
- 1.4.5 The admittance of out-of-attendance students will result in more staff than otherwise would be allocated.
- 1.5 Appeal Process
 - 1.5.1 In the event that the request is denied, the parents or guardians may appeal in writing to the Director of Education. A final appeal may be made to the Board of Education.

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

June 7, 2016

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 on a regular basis.

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

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

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

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

Procedures**1. 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 or designate 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 In response to a parent's or guardian's identification of those students who may require emergency attention because of a seizure, low blood sugar or other emergencies arising from pre-existing diagnosed medical conditions, the principal is to:
 - 2.2.1 Require from the child's doctor or specialist, a set of instructions outlining procedures to follow in the case of an emergency.

- 2.2.2 Ensure that staff are aware of these procedures.
- 2.2.3 Ensure that as medications or the condition of the child change, that the medical professionals review and update the procedures for emergency situations
- 2.3 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
Managing Life Threatening Conditions: Guidelines for Saskatchewan School Division, 2015

June 7, 2016

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.

The role and responsibility of persons in schools including principals, teachers, administrative assistants, educational assistants, caretakers, central office staff and others working in a school system is the duty to report reasonable suspicion that a child's physical, mental health or welfare has been, or may be, impacted by abuse or neglect.

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 2014](#).
- 1.2 The duty to report reasonable suspicion that a child's physical, mental health or welfare has been, or may be, impacted by abuse is immediate and legal and must be reported to the Ministry of Social Services Child Protection Office, First Nations Child and Family Services Agency or police.
- 1.3 The duty to report is a personal duty and cannot be delegated to another individual.
- 1.4 After reporting to one of the above listed agencies, inform the principal that a report has been made to a child protection worker or police officer.
- 1.5 Do not investigate or ask leading questions of the child, the circumstances must be conveyed in the child's own words.
- 1.6 Cooperate with police and child protection workers by providing access to information and an opportunity to speak to the child as needed
- 1.7 Participate in case planning and observe the child's progress, including behavior, academic progress, emotional functioning and physical well being.
- 1.8 Maintain a written record of observations and/or discussions with, or relating to the child
- 1.9 Provide academic, social and emotional support to the child
- 1.10 Provide evidence and documentation in court proceedings.

2. Interviews of children at school by police/child protection services

- 1.11 It may be necessary for the child to be interviewed by a child protection worker or police in the school setting without parental/caregiver consent
- 1.12 Arrangements to interview a child at school will be directed to the school principal who will make the necessary arrangements for the confidential interview to occur
- 1.13 The child protection worker and/or police will determine who will be at the interview and will consider the child's support needs and comfort level. By being present at the interview, there is a possibility that the staff member may be subpoenaed to give testimony at a child protection hearing or any criminal proceedings.
- 4.11.14 A written confirmation may be provided to the school by the child protection worker and/or the police highlighting the meeting arrangements, acknowledging the assistance of the principal and indicating the general outcome of the investigation with respect to the child in the school setting. If written information is provided, it shall be retained in school files.

2.3. Cooperation with Youth Workers and Police

2.1 3.1 Interview and Interrogation

~~2.1.1~~ **3.1.1** 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*.

~~2.1.22.1.1~~ 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.

~~2.1.32.1.2~~ 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.

~~2.1.42.1.3~~ 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.

~~2.1.52.1.4~~ 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.

~~2.1.62.1.5~~ 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.

~~2.1.72.1.6~~ 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

Saskatchewan Child Abuse Protocol 2014

~~June 7, 2016~~ June 13, 2017

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 prohibited substances and articles.

Procedures

1. Search

- 1.1 The principal or designate is 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

June 7, 2016

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 342

ASSISTIVE TECHNOLOGY FOR STUDENTS WITH SPECIAL NEEDS

Background

In an effort to support students with special needs who need supports to continue outside of school, who leave the Prairie South Schools to attend school elsewhere or who choose to further their education at a post secondary institution, the Director or designate may consider allowing the student to utilize the assistive technology that Prairie South Schools purchased for them.

Procedures

Utilization of the assistive technology is subject to the following:

1. For students who attend another school:
 - 1.1 The receiving Saskatchewan school division requests in writing that the student be allowed to continue to use the assistive technology that the student has had access to during their school years in Prairie South Schools. The receiving Saskatchewan school division must provide reasonable rationale as to why their school division cannot provide similar assistive technology for the student to use.
2. For students who attend a post secondary institution:
 - 2.1 An Assistive Technology Lending Agreement Form (Appendix A 342) has been completed by the parents, requesting that the student be allowed to borrow the assistive technology that the student has had access to during their school years.
 - 2.2 The parents/student have provided documentation to the Student Services Coordinator that he/she has enrolled and been accepted into study at a recognized post secondary institution.
 - 2.3 There will be no charge to the student or their family for their use of the assistive technology while the student attends a post secondary institution. The student will return the assistive technology to the Prairie South Schools upon completion of the post secondary program. All repair maintenance charges will be the responsibility of the student/family while the assistive technology is in their care.
3. An application to purchase the assistive technology from the Prairie South Schools can be completed at any time. The Prairie South Schools will depreciate the assistive technology by 25% per year.
4. For students who has recommendations to use technological supports outside the school setting:

- 4.1 An Assistive Technology Lending Agreement Form (Appendix A 342) has been completed by the parents, requesting that the student be allowed to borrow the assistive technology that the student has had access to during their school years.
- 4.2 The parents/student have provided documentation to the Student Services Coordinator that he/she has recommendations for the technology to be used outside of school setting.
- 4.3 There will be no charge to the student or their family for their use of the assistive technology while the student utilizes the technology for personal use. The student will be required to return the technology upon their return. All repair maintenance charges will be the responsibility of the student/family while the assistive technology is in their care.

June 13, 2017

Administrative Procedure 342 – Appendix A

ASSISTIVE TECHNOLOGY HOME LENDING AGREEMENT

Student Name:

Grade:

School:

Teacher:

Student Support Teacher:

Recommendation for Home Lending:

Parents:

Address:

Date of Agreement:

Date of Termination of Agreement:

Equipment Requested (include any additional components such as case, power cord, software, etc.):

Reason for Lending (Check all that apply):

☐ Device trial or evaluation

☐ Continuity of school program throughout the year

☐ Continuity of school program over school breaks (specify break)

☐ Other (please identify)

Does this student have an IIP?

☐ Yes ☐ No

If yes, please identify the goal this lending agreement will support:

Does this student have a SSP or ROA?

☐ Yes ☐ No

BORROWER'S RESPONSIBILITY AND LIABILITY

I understand and agree that I am responsible for proper handling and use of the assistive technology device.

I am responsible for returning all components to Prairie South Schools in a timely manner.

In the case of a loss of a device or components, I will be held financially liable. In the event of a loss, I will contact the Student Support Teacher or Professional Service Provider involved immediately.

The total replacement value of the item(s) to be loaned is \$ _____

In case of theft, I will not be held responsible, as long as I immediately report the incident to the police and provide a copy of the police report to the Prairie South Schools. If an equipment breakage or malfunction occurs, I must immediately notify the school and/or the Professional Service Provider involved. I will not be held responsible for equipment breakage or malfunction that occurs during normal use as long as I report it promptly.

I will ensure that the device is used for only the purpose identified, and to support the program goals of my child.

I will adhere to the Prairie South Schools *Computer/Online Services Responsible Use* procedures (AP140) as well as the *Information Technology Acceptable Use Agreement Form*.

Failure to comply with these responsibilities will result in loss of future access to assistive technology devices owned by the Prairie South Schools, as determined by the school principal in consultation with the Superintendent of Learning.

Date:

Signature of Parent/Guardian

Print Name

Date:

Signature of School Principal

****Please retain one copy for school file and forward a copy to the Superintendent of Learning.****

Administrative Procedure 343

SERVICE DOGS IN SCHOOLS

Background

1. Prairie South School Division is committed to the delivery of high quality education programs, supports and services that allow students with diverse needs to maximize their learning and achievement. The Division recognizes the diverse needs of some students may require unique accommodation(s). These accommodations, linked to the student's learning profile, may include the use of service dogs in situations where there is a physical disability, such as blindness or low vision, deafness or hearing impairment, as well as seizure disorder or autism spectrum disorder.
2. Prairie South School Division is also committed to ensuring it operates within the legal mandate of all legislation in meeting the needs of its students. This includes The Education Act, 1995 and The Saskatchewan Human Rights Code.
3. "Service Dog" means a dog that has been trained and accredited by Assistance Dogs International, to provide assistance to an individual with a disability.

Procedures

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

presence of the Service Dog on the medical restrictions of other students; Prairie South School Division Administrative Procedures Manual 300-

7.1.3 the Principal shall make best efforts to accommodate all students in consideration with all students' learning needs.

7.2 The parent/legal guardian requesting the presence of a Service Dog must:

7.2.1 accept all liability that might be incurred as a result of the behaviour of the Service Dog while being present at a school and indemnify the school division in writing;

7.2.2 provide appropriate insurance coverage (third party liability coverage of not less than \$1,000,000) naming and stating the Division's interest therein, for any damages caused by the Service Dog or any damages or injuries caused to the Service Dog and shall provide proof of such coverage annually;

7.2.3 pay for any training of school personnel regarding the use and care of the Service Dog in the school;

7.2.4 participate in an annual review of the presence of the Service Dog at the school;

7.2.5 provide information in writing from the service agency who trained the Service Dog indicating details around the personal care and physical needs of the service dog, including the safest and most environmentally sound place for the dog to relieve itself, the safe removal and disposal of dog waste, and considerations for seasonal changes and inclement weather;

7.2.6 provide up-to-date proof of vaccinations, and licensing of the Service Dog annually;

7.2.7 indicate who will accompany and handle the service dog both inside and outside the school and what arrangements have been made with regard to alternate handlers when necessary;

7.2.8 make arrangements for the Service Dog to visit the school to familiarize it with the school site, and indicate how and when initial and ongoing training will be provided for staff.

7.2.9 Allow school division staff and volunteers to touch, feed, or deal with the Service Dog in any way that may be required to ensure appropriate care of the Service Dog and the safety of students and staff.

8. Considerations and limitations include:

8.1 The school division may impose reasonable conditions or restrictions relating to:

8.1.1 transportation of the Service Dog to and from school;

8.1.2 restricting the presence of the Service Dog to specific areas in the school;

- 8.1.3 exclusion from access to specific areas where required by other laws (i.e., food preparation areas)
- 8.2 The right to be accompanied by a service dog does not apply if the individual is not in control of the behavior of the Service Dog.
- 8.3 The agreement to accommodate a Service Dog is reviewed annually and may be modified as required following the same process set out in this administrative procedure.
- 8.4 If the student moves to a different school, the request for a Service Dog must be resubmitted and initiated in advance, at the new site with the principal.
- 8.5 The agreement to accommodate a Service Dog may be terminated by the Division if the dog does not have up to date Assistance Dog International accreditation documentation or licensing.
- 9. The application, insurance and related documentation will be retained on file at the student's school.
- 10. The Principal will initiate the annual reviews and receipt of necessary documentation.

June 13, 2017

Administrative Procedure 343 – Appendix A

Parent/Guardian Request for a Service Dog

Student Surname: _____ Student Given Names: _____

Name of School: _____ Grade: _____

Parent/Guardian Name: _____ Day Phone Number: _____

Name of Physician: _____ Insurance Company/Coverage: _____

Reasons for Requesting a Service Dog: _____

How do you see a Service Dog being of benefit to your child? What needs of your child do you see might be met? _____

Length of time the student and Service Dog have worked together: _____

I/We acknowledge and understand that it is our responsibility to:

a) Provide the principal with all required documentation, reports, certificates, including:

- i) A letter from a physician confirming the student's need for the use of a Service Dog in school is essential and directly related to the learning needs of the student.
- ii) Provide an up-to-date proof of vaccinations, licensing, insurance and liability coverage.
- iii) Provide documentation of Service Dog training and proof of certification by Assistance Dogs International.

b) Assume financial responsibility for the Service Dog's training, veterinary care, city/county license and other related costs.

c) Participate in a school case conference meeting to inform the principal of all relevant information that may affect our child, other students, staff, and/or visitors to the school.

d) Assist the principal to communicate relevant information to the school community.

e) Work cooperatively with the school staff to make this accommodation a success.

f) Organize or cooperate with the Division to arrange appropriate transportation.

g) Provide the required equipment and dog care items.

h) Provide food, water and "bio-breaks" to the Service Dog as required and remove and dispose of animal waste in a safe and environmentally friendly manner.

i) Remove the dog immediately from the school, should the Service Dog exhibits any unprovoked behaviours (i.e. growling, scratching, nipping, biting, etc.) until the plan is re-evaluated to ensure the safety of staff, students and visitors.

I/We acknowledge having read a copy of the Prairie South Schools Administrative Procedure 343 "Service Dogs in School".

Name of Parent/Guardian Signature of Parent/Guardian Date

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 Support Plan (BSP), steps need to be taken 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 and 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

June 7, 2016

Administrative Procedure 355

EXCLUSION OF STUDENTS FOR SAFETY OR MEDICAL REASONS

Prairie South believes in including students in all school and classroom activities. At times, students may place themselves or others in unsafe situations and thus must be excluded from the classroom or the school while information is gathered and interventions are put in place.

Procedures

1. The Principal, in consultation with the Superintendent may exclude a student from school for a temporary period of time if they reasonably believes that:
 - 1.1 The student's behaviour is of such a nature that the Principal cannot ensure the safety of the student and/or the safety of others due to the behavior of the student; or
 - 1.2 The student has a disability as defined under The Saskatchewan Human Rights Code and the school does not have sufficient medical information to plan programming and put appropriate supports in place for the student. An exclusion of a student for safety or for medical reasons shall immediately trigger application of Administrative Procedure 340 – Services for Students with Intensive Needs.
2. The exclusion may continue only until such time as:
 - 2.1 The school division received appropriate medical or behavior information clearly setting out any medical or other restrictions faced by the student; and
 - 2.2 The school division has prepared a plan for the safe return of the student to the school or program with any required accommodations in place.
3. The parent/guardian shall be immediately informed with regard to:
 - 3.1 The reason for the exclusion,
 - 3.2 what medical information they are required to provide to the school division; and
 - 3.3 the ways in which they can provide input to the plan to be prepared for the student.
4. The school division will make its best effort to provide educational supports to the student while the student is excluded from the school, which may include but is not limited to:

4.1 Providing access to distance/online education

4.2 Providing parents with information, assignments, and so on for the student.

4.3 Providing parents with access to a teacher to discuss student work and assignments.

5. Immediate Serious Threat

5.1 In situations where the Principal reasonably believes that the behaviour of a student is causing an immediate and serious threat and endangers the safety of students or staff, the student may be assigned to home.

June 13, 2017

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 shall be made available to students, parents or guardians each year in regular programs and a minimum of two reports shall be made available 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 7, 2016

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 7, 2016

Administrative Procedure 360 – Appendix B

Student Led Conferences Data Form 2016-2017

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
		Actual	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Percentage														

Date and Times for Student Led Conferences

--

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
		Actual	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



ADMINISTRATIVE PROCEDURES MANUAL

Prairie South School Division No. 210

Updated ~~June 7, 2016~~ June 13, 2017

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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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

- 1.1 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.
- 1.2 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.
- 1.3 All positions are to be advertised internally and may also be advertised externally.
- 1.4 Administrative selections are to be reported to the Board of Education after appointments have been made.
- 1.5 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

- 1.1 The Superintendent of Human Resources or designate is responsible for hiring non-teaching central office staff.
- 1.2 Recruitment, selection, and placement procedures are determined by the Superintendent of Human Resources or designate.
- 1.3 Vacant positions are to be advertised internally in the school division, and externally when necessary.
- 1.4 Staff members are to be employed under the conditions of the applicable employment contract with the Division.

4. Non-Teaching Support Staff – School-Based

- 3.1 The Superintendent of Human Resources or designate and principal are responsible for hiring school-based non-teaching support staff.
- 3.2 The recruitment, selection, and placement procedures are to be determined by the Superintendent of Human Resources or designate in consultation with the principal.
- 3.3 Vacant positions are to be advertised internally and in the local community, and externally when necessary.
- 3.4 Staff members are to be employed under the conditions of the applicable contract with the Division.

5. Facility Operators and Maintenance

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

6. Bus Drivers

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

Reference: Sections 85, 87, 109, 174, 175 Education Act
Human Rights Code

June 7, 2016

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

1.1 Prairie South School Division

- 1.1.1 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.

1.2 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:

- 1.2.1 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.
- 1.2.2 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).
- 1.2.3 Cooperating with those involved with the accommodation.
- 1.2.4 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.
- 1.2.5 Following all treatments and rehabilitation prescribed by the health care practitioner(s).
- 1.2.6 Allowing a reasonable amount of time for the employer to reply to the request for accommodation.

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

1.3 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:

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

1.4 Union

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

- 1.4.1 Taking an active role as partners in the accommodation process.
- 1.4.2 Ensuring representation and actively participate on the joint union/management Duty to Accommodate Committee.
- 1.4.3 Working with the employer to address existing barriers in the collective agreement that may prevent the facilitation of an accommodation.
- 1.4.4 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.

1.5 Human Resources

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

- 1.5.1 Providing support and advice to the Supervisor and employee requesting the accommodation.
- 1.5.2 Ensuring representation and actively participate on the joint union/management Duty to Accommodate Committee.
- 1.5.3 Informing the Duty to Accommodate Committee immediately of a request for accommodation.
- 1.5.4 Ensuring the employer receives appropriate information from the health care practitioner(s) regarding an employee's restrictions and limitations.
- 1.5.5 Ensuring the Employer completes the applicable forms for Workers' Compensation Board (WCB) and Manulife Long Term Disability, as required.
- 1.5.6 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.
- 1.5.7 Ensuring that there is no conflict with the collective agreement.
- 1.5.8 Initiating the review of accommodations on a regular and/or annual basis.
- 1.5.9 Ensuring reimbursement to the employee or health care practitioner for the completion of employer required form(s).

1.6 All Employees

- 1.6.1 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.

1.7 Health Care Practitioners

Health care practitioners are responsible to:

- 1.7.1 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.
- 1.7.2 Support and encourage the patient to participate in a timely return-to-work program.
- 1.7.3 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, as arranged by the school, 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.
 - 1.3 ~~Any person acting as an unsupervised volunteer for school sponsored activities in Prairie South School Division shall submit a criminal record check every year. Once a person has submitted their criminal record check and has been approved as an unsupervised volunteer, s/he will be informed that they will be accountable to the reporting procedures outlined in Administrative Procedure 407.~~
 - 1.4 In-school administration may choose to reimburse the volunteer for the cost of the criminal record check.
 - 1.5 Should a school need a volunteer immediately, in-school administration may choose to have the volunteer complete the [Declaration Respecting Criminal Record-Volunteers](#) form. The declaration form allows the volunteer to participate until their criminal record check is submitted, which must be received within two (2) weeks of submission of the declaration.
2. 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 7, 2016~~ June 13, 2017

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, and/or before reporting to work or volunteer 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, and dismissal from volunteering 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 Records Act
 Narcotics Control Act

Criminal Code of Canada
 Food & Drugs Act
 Criminal Records Regulations

~~June 7, 2016~~ June 13, 2017

Administrative Procedure 415

RECOGNITION OF SERVICE

Background

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

Procedures

1. Staff ~~who have been employed will be eligible for service awards after being employed for increments of~~ ten (10) years ~~will receive written recognition of these milestones. and will receive further recognition at twenty (20) years of service, thirty (30) years of service and forty (40) years of service.~~
2. Upon retirement staff will receive an ~~appropriate~~ gift and letter of recognition from the Division.
3. 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.
4. Service is based on temporary and permanent work assignments (casual service will not be recognized) and breaks in service will not be recognized.
5. A recipient's years of service are to be calculated to the end of the calendar year.
6. Service awards are to be presented annually.

Reference: Sections 85, 87, 109 Education Act

June 7, 2016

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 of 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 7, 2016

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.

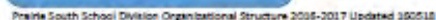
Procedures

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 7, 2016

Prairie South Schools 210
Learning together.



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					Randi Ruthven Contact			School Cluster K - 12 South		
Bengough	Barb Compton	Heather Hobbs	Shirley Packet	Carla Hildebrandt	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		
Baldon Colony					Valerie Brennan			Baldon Colony		
Belle Plaine Colony	Kim Novak						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					Tracy Trenaman Contact			School Cluster K - 12 North
Avonlea	Derrick Huschi	Tim Erich	Jackie Nestman	Kelly Michalko	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 Armstrone	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	Heather Hobbs	Shirley Packet	Carla Hildebrandt	Nadine Cowie Contact		School Cluster Prek - 8		
Assiniboia Elementary					Randi Ruthven		Chelsea Crooks	Assiniboia Elementary	
Assiniboia Seventh Avenue					Randi Ruthven/ Nadine Cowie Prek	Debbie Morhart	Chelsea Crooks	Assiniboia Seventh Avenue	
Caronport Elementary					Kristin Bellows	Barry Raymond	Dianne Armstrong	Roxy Johnston	Caronport Elementary
Empire Community		Rayleen Eberl	Michelle Michaluk	Jenn Osberg	Kristin Bellows	Barry Raymond Nadine Cowie Prek	Shannan Taylor	Tanya Morland	Empire Community
King George					Kristin Bellows	Barry Raymond Nadine Cowie Prek	Shannan Taylor	Roxy Johnston	King George
Undale					Jenn Osberg	Tara Schauenberg (incl Prek)	Barb Kowalchuk	Tanya Morland	Undale
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 Director of Education. The CAC's 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 7, 2016

Administrative Procedure 452

SENIOR ADMINISTRATION TEAM**Background**

The Senior Administration Team is comprised of the Superintendents, Managers and the Director of Education. 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 7, 2016

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](#)~~Patrieve~~ERP,
 - 1.1.2 All substitute teachers must hold a valid teaching certificate and be registered with Saskatchewan Professional Teachers Regulatory Board (SPTRB),
 - 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:

- 1.1 Support staff may be offered employment as casual staff based on requirements of the school division, on a day-to-day basis:
 - 1.1.1 The Superintendent of Human Resources or designate is responsible for establishing a list of available casual support staff.
 - 1.1.2 The list will be prepared at least annually and revised as needed throughout the year.
 - 1.1.3 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.
 - 1.1.4 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 7, 2016~~[June 13, 2017](#)

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~~ [June 13, 2017](#)

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~~ June 13, 2017

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

- 1.2 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



ADMINISTRATIVE PROCEDURES MANUAL

Prairie South School Division No. 210

Updated ~~June 7, 2016~~ June 13, 2017

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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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 with the Board and other parties deemed necessary 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 Decentralized Account Descriptions](#).

4. Capital Budget

- 4.1 The Facilities Manager, in consultation with the Superintendent of Business and Operations, is to produce and maintain a three-year Preventative Maintenance Renewal Plan in accordance with *Administrative Procedure 540 – Facilities Planning*.

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

June 7, 2016

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 budget and can~~ carry forward over up to ~~100 percent and up to 1~~ one year's allocation.
 - 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 and up to 1 year's allocation 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 7, 2016~~ June 13, 2017

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 [Guidelines for School Generated Funds](#).
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.
- At the discretion of the Board the funds can be allocated to school funds or SCC.

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

June 7, 2016

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

Competitive bids will be required for the purchase lease or other acquisition of an interest in real or personal property, for the purchase of building materials, for the provision of transportation services and for other services exceeding \$75,000 and for the construction, renovation or alteration of a facility and other capital works authorized by the Education Act 1995 exceeding \$200,000.

- 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 7, 2016

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 at 31 August in each year and presented to the Board.

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

June 7, 2016

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~~\$400. ~~Exceptions may be arranged with the Business Manager.~~
- 4.3 Petty cash funds are to be used solely for payment for minor items that cannot be paid by other means (i.e. student refs, student babysitters). ~~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, n~~No single purchase other

~~than postage or express charges made through the use of petty cash~~ is to exceed ~~\$100~~\$50.

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

5. Honoraria

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

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

~~June 7, 2016~~ June 13, 2017

Administrative Procedure 519

REPORTING OF SCHOOL DIVISION LOSSES

Background

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

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

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

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

Procedures

1. Employee Responsibilities

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

2. Employer Responsibilities

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

3. Police Involvement

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

4. Investigation

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

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

5 Discipline

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

6 Recovery of Losses

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

July 13, 2017

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

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

June 7, 2016

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 ~~\$30,000-\$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 Responsibilities

Managers:

- 6.1.1 Ensure that only trained individuals are assigned work that requires the use of fall protection systems.
- 6.1.2 Ensure the appropriate equipment is purchased and available for employees.
- 6.1.3 Assure worker compliance with this policy.
- 6.1.4 Assist in the development, updating, and delivery of the training program.
- 6.1.5 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 7, 2016~~ June 13, 2017

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.

- 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 7, 2016

Administrative Procedure 543

NAMING OF SCHOOLS, DIVISION BUILDINGS, ~~AND ROOMS,~~ GROUND AND FIELDS

Background

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

Procedures

1. Naming

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

2. Signage

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

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

~~September 1, 2006~~ July 13, 2017

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 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 7, 2016

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.

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

June 7, 2016

Administrative Procedure 556

CONVEYANCE ALLOWANCE

Background

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

Procedures

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

claim. If additional kilometers are required to pick up the second child those kilometers can be added to the claim.

- 1.7 Measuring: The distance from your residential property to the school is measured by the shortest trafficable route over roads open for public use and will be measured using Bus Planner.
- 1.8 Only one conveyance allowance will be paid per family.
- 1.9 Conveyance allowance is only available from one address and to one school facility. This address must be the principal place of residence of the student's parent or guardian. For students under shared guardianship, parents must decide from which address they will apply for assistance.

2. Responsibility of Transportation Manager

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

3. Responsibility of Parent

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

Reference: N/A

Related: Board Policy 17

June 7, 2016

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
 - ~~3.13.2~~ 40 year anniversary = \$1250
 - ~~3.3~~ 50 year anniversary = \$1,500
 - ~~3.23.4~~ 60 year anniversary = \$1750
 - ~~3.33.5~~ 75 year anniversary = \$2,000
 - ~~3.43.6~~ 100+ year anniversary = \$2,500

Reference: Section 85, 87, 109 Education Act

~~May 1, 2012~~ June 13, 2017

AGENDA ITEM

Meeting Date:	June 13, 2017	Agenda Item #:	5.11
Topic:	3rd Quarter Financial 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, and as part of the board's oversight practice, a quarterly accountability report is to be presented to the Board at the end of each quarter.

Current Status:

Attached is the 3rd Quarter Financial Accountability Report.

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	June 7, 2017	3 rd Quarter Financial Accountability Report

Recommendation:

That the Board receive and file the 3rd Quarter Financial Accountability Report.

Source Documents

Policy 12 Section 3. Fiscal Responsibility

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

1. Revenue/Expenditure patterns - 9 month expenditures for the period September 1, 2016 to May 31, 2017 is attached.

Note: the 3rd Quarter budget is estimated at 75% of the annual budget. There are a few instances where this is adjusted in the case of employees who paid over 10 months such as bus drivers, EA's, AA's for those salary/benefit areas the 3rd quarter budget is estimated at 90%..

Revenue:

Overall our revenue is at 101% of the 2nd quarter budget and 75% of our annual budget which puts us on target at the end of the quarter:

- Grants are slightly higher than the 2nd Quarter budget. The PMR funding for 2016-17 was received in the prior year which would have this line at lower than the 2nd quarter budget however we have received additional funding for the Gravelbourg project and are expecting to receive the 2017-18 PMR funds prior to the end of this fiscal year.
- Other Revenue is much higher than originally budgeted due to the sale of Thatcher Drive during this fiscal year. Investment revenue is also higher than expected we have already received 194,000 compared to the 200,000 budgeted.

Expenditure:

Overall our expenditures are slightly lower than the 3rd quarter budget we are only at 97% of the quarterly budget and at 74% of the annual budget:

- Governance is higher than the 3rd quarter budget indicates. The reason for the higher than budget cost is due to our election cost. In past years we have budgeted roughly 25% of our election cost over a four year period. This is the year in which an election was held and while we only budgeted 25% of the cost this year we have the remaining amount in surplus.

- Plant Operations – is much lower than expected at 81% of the 3rd quarter budget. There are a large number of projects planned which happen during the spring and summer.
- Tuition expense while not a large amount jumps out as a very low expenditure compared to budget. It is low at this juncture due to the fact that we will be invoiced for the Raphael Centre at the end of the year for our share of the costs. This is a joint project with Holy Trinity.
-

At this juncture in our year I am not seeing any trends that should cause the board concern.

2. Financial Position - for the period September 1, 2016 to May 31, 2017 is attached.

- Our statement of financial position indicates that we will be in a better financial position than originally forecast when the budget was created.
- Our cash position is better than it was last year at this time.
- Overall Prairie South is in good a good position heading into the final quarter.

Governance Implications

Continue to monitor net effect of expenditures on future net assets and cash.

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
STATEMENT OF FINANCIAL ACTIVITIES

As at May 31, 2017

	2016-17 Approved Budget	3rd Quarter Budget	Total Revenue/Expenses	Budget Remaining	Percentage of Budget Used	PCT of 2nd Quarter Budget Received/Spent
REVENUE						
Taxation	29,969,700	22,477,275	22,477,275	7,492,425	75%	100%
Grants	50,403,828	37,802,871	36,727,504	13,676,324	73%	97%
Tuition	45,500	34,125	30,150	15,350	66%	88%
School Generated Funds	1,135,000	851,249	851,750	283,250	75%	100%
Complementary Services	572,540	429,405	407,148	165,392	71%	95%
External Services	3,600,144	2,700,108	2,540,167	1,059,977	71%	94%
Other Revenue	318,500	238,875	1,869,330	(1,550,830)	587%	783%
TOTAL REVENUE	86,045,212	64,533,908	64,903,324	21,141,888	75%	101%

EXPENSES						
Governance	464,350	348,263	411,981	52,369	89%	118%
Administration	3,097,801	2,323,351	2,197,353	900,448	71%	95%
Instruction	58,069,672	44,438,849	44,346,260	13,723,412	76%	100%
Plant Operation	14,911,782	11,183,837	9,003,364	5,908,418	60%	81%
Transportation	7,420,795	5,967,685	5,800,643	1,620,152	78%	97%
Tuition Expense	65,000	48,750	7,490	57,510	12%	15%
School Generated Funds	1,135,000	851,250	851,250	283,750	75%	100%
Complimentary	1,689,083	1,266,812	1,285,519	403,564	76%	101%
External Services	3,621,874	2,716,406	2,718,600	903,274	75%	100%
Interest and Bank	29,736	22,302	21,897	7,839	74%	98%
TOTAL EXPENSES	90,505,093	69,167,503	66,644,357	23,860,736	74%	96%

Consolidated Net Income(Loss)

(4,459,881)	(4,633,595)	(1,741,033)
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Prairie South School Division
Statement of Financial Position
As At May 31, 2017

	2016-17 Actual	2015-16 Actual
FINANCIAL ASSETS		
Cash	21,918,273	17,143,244
Short Term Investments	419,671	17,780
Accounts Receivable	12,765,562	10,855,780
Provincial Grants Receivable	1,128,249	40,925
Other Receivables	2,647,188	342,016
Portfolio Investments	873,879	40,351
Other Assets	15,572	15,432
TOTAL FINANCIAL ASSETS	39,768,394	28,455,527
LIABILITIES		
Other Payables	4,450,087	4,860,492
Capital Loans	566,878	886,507
Accrued Employee Future Benefit	2,363,100	2,197,733
Other Liabilities	1,490,468	-
Deferred Revenue	2,473,846	823,096
TOTAL LIABILITIES	11,344,379	8,767,828
NET FINANCIAL ASSETS(DEBT)	28,424,015	19,687,699
NON-FINANCIAL ASSETS		
Tangible Capital Assets	59,495,433	55,189,773
Inventories of Supplies	49,098	12,488
Prepaid Items	315,930	286,649
TOTAL NON FINANCIAL ASSET	59,860,461	55,488,910
Current Year Net Income(Loss)	(1,741,033)	884,360
Accumulated Surplus	86,543,443	76,060,969

AGENDA ITEM

Meeting Date:	June 13, 2017	Agenda Item #:	5.12
Topic:	Student Literacy and Achievement Accountability Report		
Intent:	<input type="checkbox"/> Decision	<input checked="" type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

This is the third of three reports from the Student Literacy and Achievement Committee. This report is focused on Student Literacy and Achievement, specifically student engagement, school completion and development of 21st Century Competencies for the 2016-2017 school year.

Current Status:

Please see attached report

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Kim Novak	June 2, 2017	Student Literacy and Achievement Accountability Report

Recommendation:

The Board of Education receive and file the Student Literacy and Achievement Accountability Report

2015-2016 Student Literacy and Achievement Accountability Report June 2017

1. Source Documents

- The board's role as outlined in Policy 2:
Annually review the effectiveness of the School Division in achievement of student learning.
- The director's role description as outlined in Policy 12:
 1. (Learning Leadership 2.2.1) Provides leadership in all matters relating to learning in the Division.
 2. (Learning Leadership 2.2.2) Ensures students in the Division have the opportunity to meet standards of learning set by the Minister
 3. (Personnel Management 4.4.3) Ensures processes and structures are in place to supervise and support the improvement of the performance of all staff.

2. Evidence

I. Background-OurSchool Assessment (School Completion & Student Engagement)

A. School Completion

Students from SK Prairie South School Division completed the OurSchool survey, which included measures of the most important assets related to school completion.

Personal Assets/Protective Factors Leading to School Completion

These assets can be grouped into seven broad categories:

Demographic: grade, gender, parents' level of education, educational possessions in the home, having an advocate at home or in the community;

Academic: school grades, no grade repetition;

Social engagement: a sense of belonging at school, participation in sports and clubs, the ability to make positive friendships at school;

Institutional engagement: valuing schooling outcomes, school attendance, positive homework behaviours, and positive school behaviours;

Intellectual engagement: interest and motivation, effort, and being appropriately challenged in class;

Positive mental health: positive self-esteem, not experiencing anxiety or depression;

Learning climate of the school: high expectations for success, has an advocate at school.

Five Types of Students Related to School Completion

A statistical technique called cluster analysis was used to identify types of students that have similar profiles in terms of their assets for school completion.

Canadian students that participated in *Tell Them From Me/OurSchool* in 2012-13 fell into five groups:

Engaged. These students have high grades, high scores on all three types of engagement, and positive mental health. Their average probability of school completion is 93%.

Disconnected. These students also have high grades and comply with the formal rules of schooling. However, they have very low scores on social engagement and many have low self-esteem accompanied with high levels of anxiety and depression. Their average probability of school completion is 82%.

Disengaged. Although these students have reasonably good grades, they have low scores on all three types of engagement. Their average probability of school completion is 79%.

Struggling. These students have very low grades, but they strive to comply with the formal rules of schooling and have a positive self-esteem and positive mental health. Their average probability of school completion is 61%.

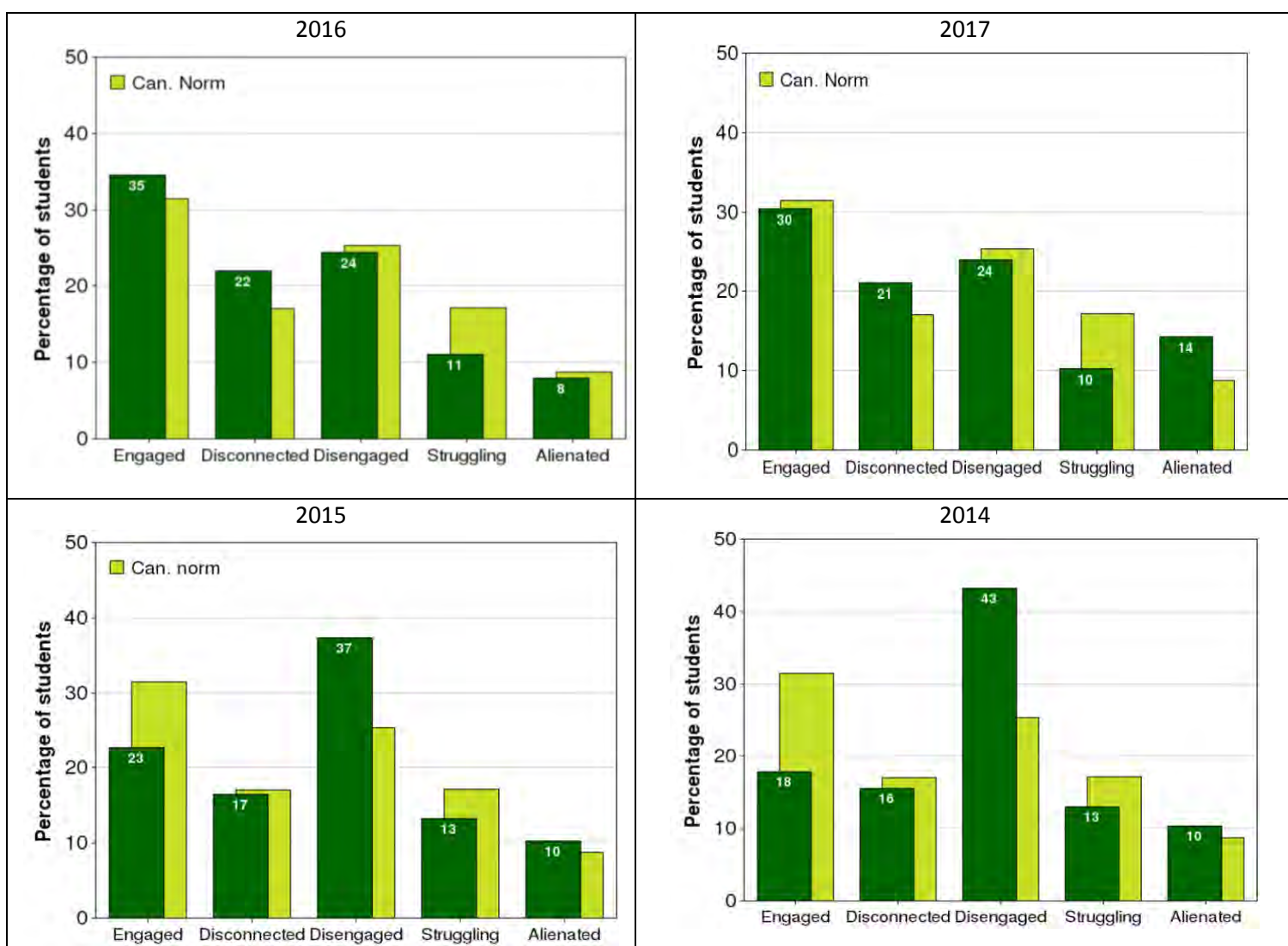
Alienated. As with struggling students, this group has very low grades and low levels of engagement. They tend to have poor attendance, poor homework behaviours and do not value schooling. They have very low levels of self-esteem and poor mental health. Their average probability of school completion is 45%.

A. School Completion Data

Secondary (Gr. 7-12) School Completion –Percentage of Student Type

Year-Over-Year Comparison 2014-2017

Whole Division Data Summary



B. Student Engagement

Student engagement is "a disposition towards learning, working with others, and functioning in a social institution". It includes students' sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning. Measures of these aspects of engagement can be classified as social engagement, institutional engagement, and intellectual engagement.

In SK Prairie South School Division, 2016-2017, 2211 secondary and 1,250 elementary students completed the *OurSchool* survey which included ten measures of student engagement alongside the five drivers of student outcomes.

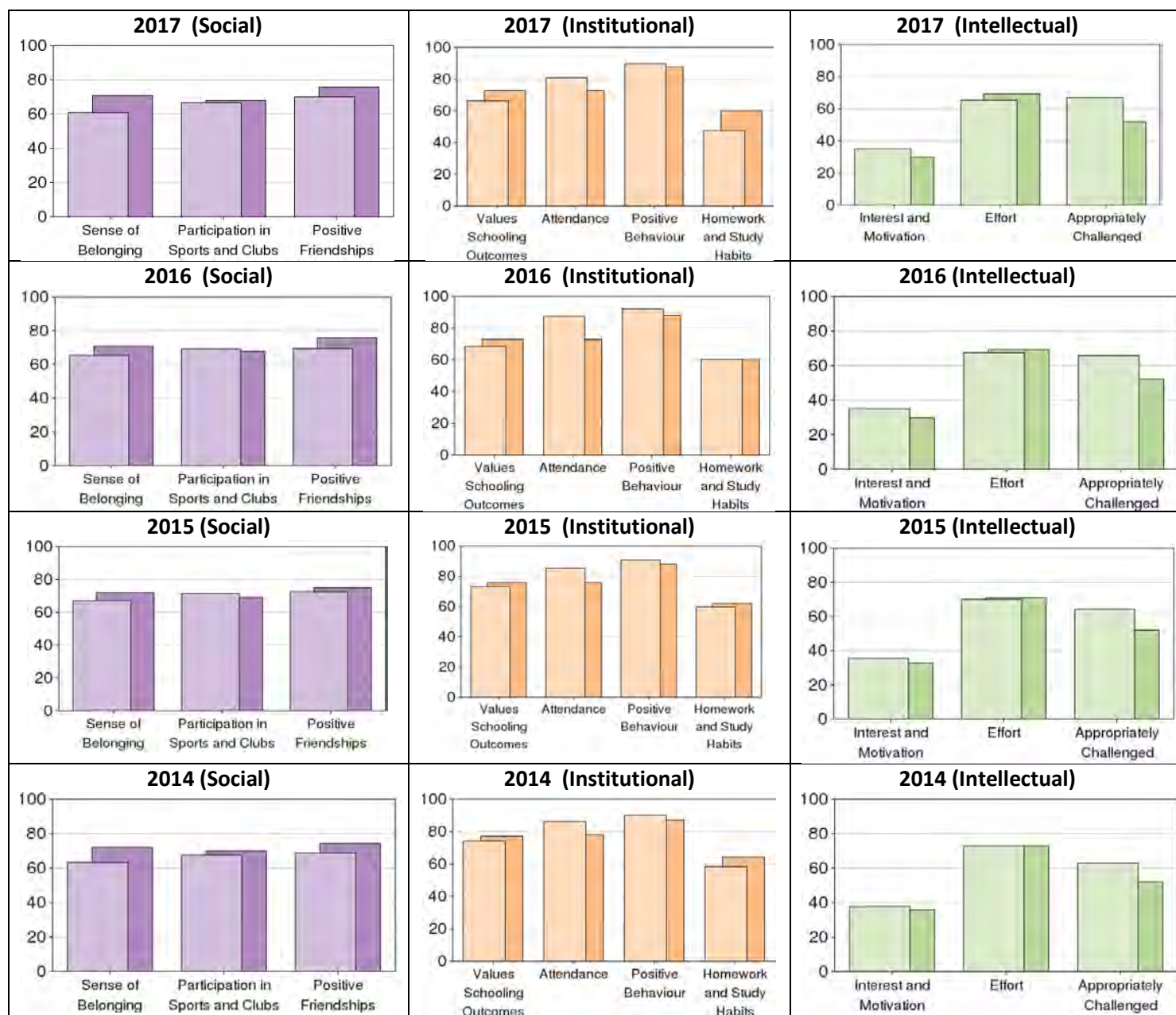
The *OurSCHOOL* Effective Schools Survey includes nine measures of student engagement, categorized as social, institutional and intellectual engagement.

Social Engagement <i>Student is involved in the social life of the school</i>	Institutional Engagement <i>Student values and strives to meet the formal requirements for school success</i>	Intellectual Engagement <i>Student makes an emotional and psychological investment in learning</i>
Sense of Belonging at School	Values Schooling Outcomes	Interest and Motivation
Participation in Sports and Clubs	Attendance	Effort
	Positive Behaviour	
Positive Friendships at School	Homework and Study Habits	Appropriately Challenged

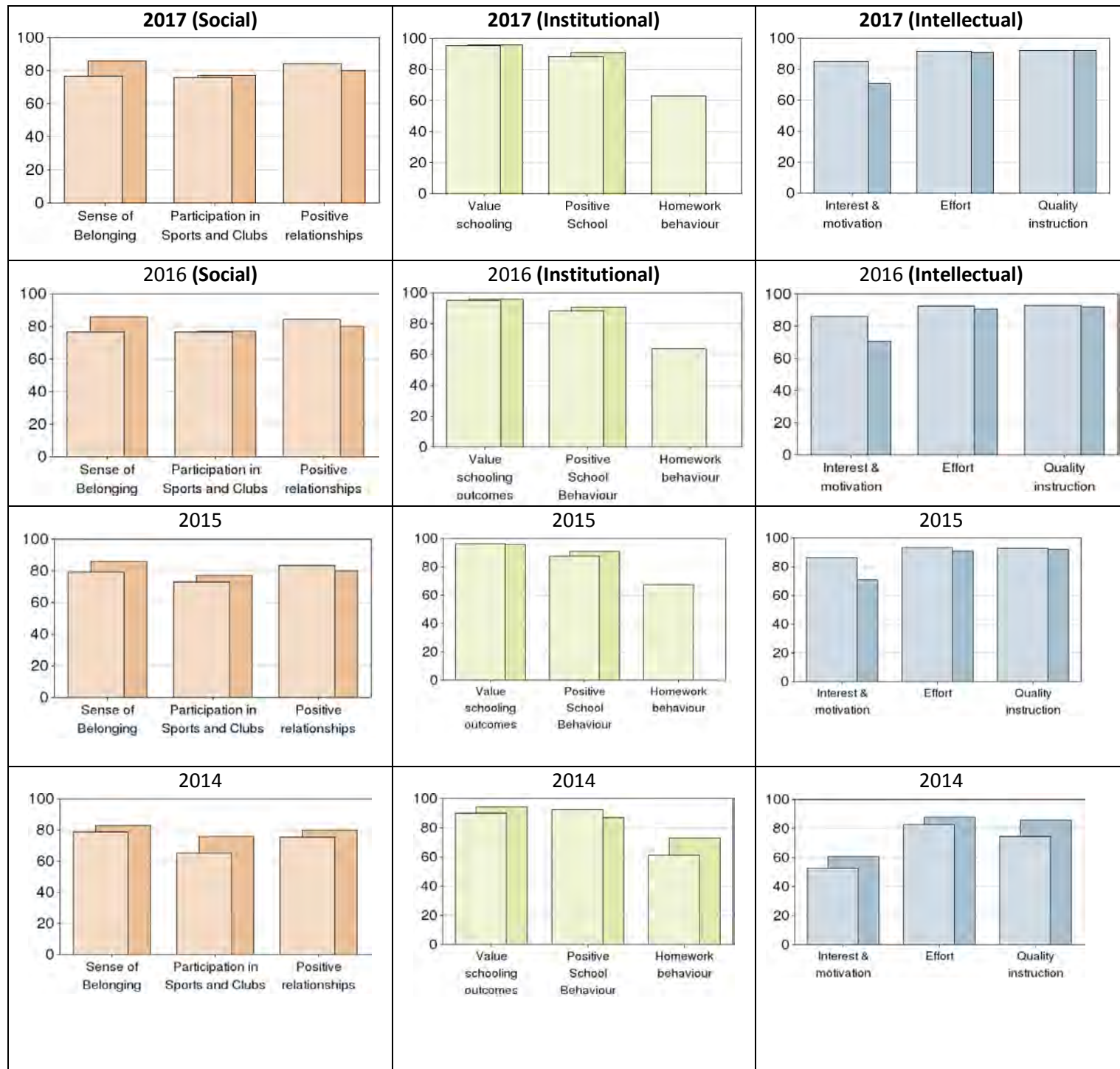
B. Student Engagement Data

Secondary (Gr.7-12) Engagement Year-Over-Year Comparison 2014-2017

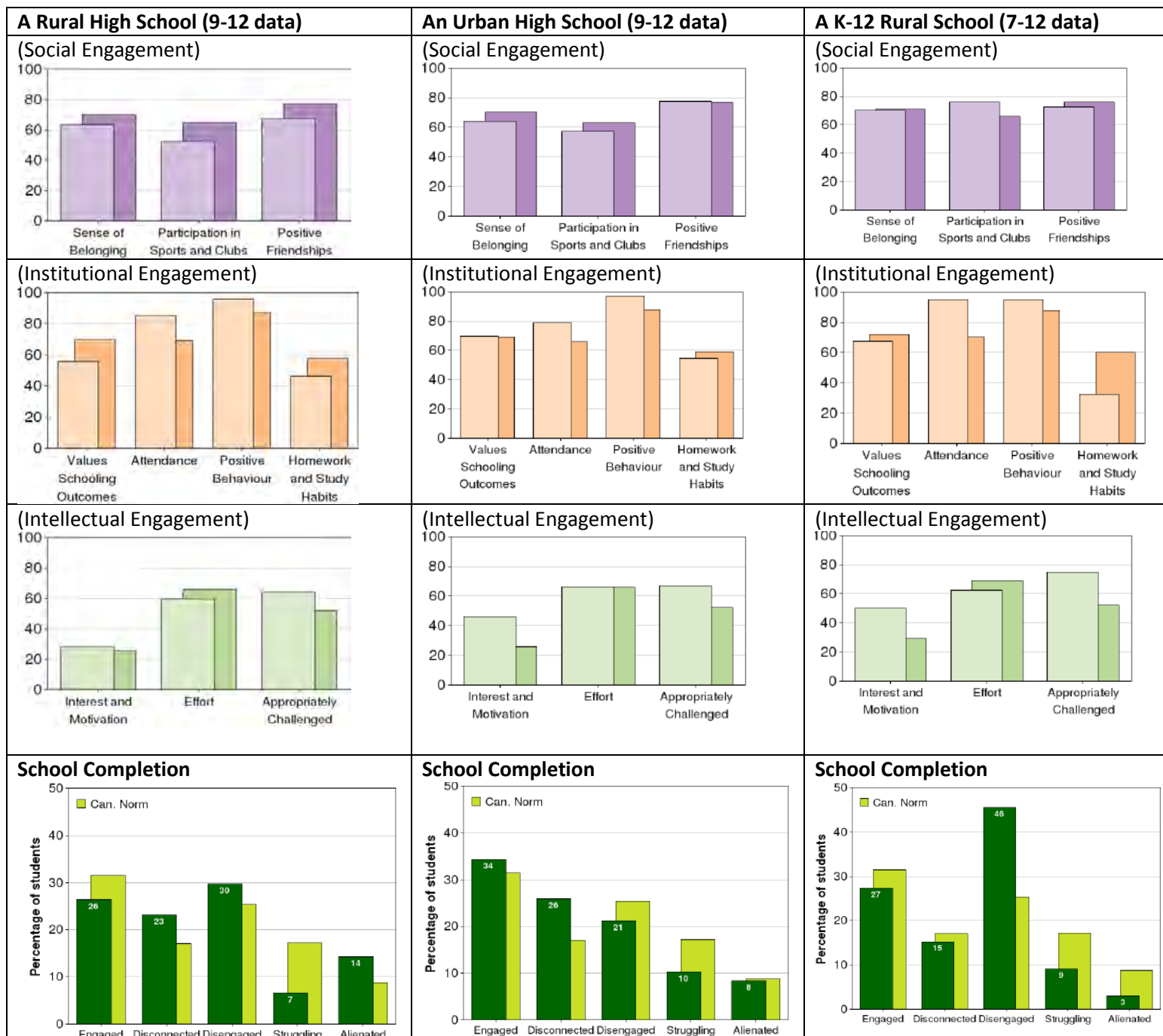
Whole Division Data Summary



**Elementary (Gr.4-6) Engagement
Year-Over-Year Comparison 2014-2017
Whole Division Data Summary**



Secondary (Gr.7-12) Engagement and School Completion Data For Three Different Individual Prairie South Schools



II. Background 21st Century Learning – Competencies (7Cs)

C. What is 21st Century Learning - 7Cs? - Why Focus on This?

The world has changed and what it means to be ready to succeed in the future has also changed that means our model of learning must change.....

Research and practice across a variety of jurisdictions points to 21st Century Learning/Education practices as being key to preparing students for a successful future.

Prairie South Schools determined for the 2016-2017 school year that schools would adopt a 21st Century learning framework provided by Canadians for 21st Century Learning & Innovation (C21). This framework is made up of three main components; 1. Curriculum, 2. Instruction, and 3. Seven Competencies.

For the 2017-2018 school year we would primarily explore the Seven Competencies thought of as being key to preparing students for a successful future. Schools to varying degrees also explored the use of 21st Century Instruction-Student Centered Learning (SCL) and assessment strategies that support the development of the Seven Competencies (7Cs).

The 7 Competencies are:

1-Creativity, 2-Critical Thinking, 3-Collaboration, 4-Communication, 5-Character, 6-Culture and Ethical Citizenship, 7-Computer and Digital Technology,

What we have done so far:

Mr. Baldwin indicated at the August Opening Days that 21st Century Competencies would be an area of exploration for the 2016-2017 school year. Opening Day professional development included an introduction to the 7Cs as they relate to reading and writing instruction.

Schools subsequently determined how they would approach understanding and developing the 7Cs for the remainder of the year. Various division supports were provided to support the initiative.

Data from two surveys, one Oct 2016 and the follow-up survey May 2017 was collected from principals showing what schools were doing related to understanding and development of 21st Century Competencies. The table B for 21st Century Competencies (7Cs) Data and Student Centered Learning (SCL) below shows responses from individual schools for each of the indicated survey time periods.

B. 21st Century Competencies (7Cs) Data

21st Century Competency Exploration and Development 2016-2017 School Year Survey Responses from October 2016 & May 2017

October 2016 Survey Where are you at with exploring the 7Cs? (7Cs) (SCL)	May 2017 Survey Where are you at with growth? (7Cs) (SCL)....next year plans?
All 7Cs developed. Student voice and choice, student control over pace, learning environment 24- 7, independent self-directed learning, technology as main learning medium, self-assessment.	No response
Developing more hands on relevant engaging activities that can be applied to their lives.	Genius hours, given small design challenges, students becoming comfortable with problem solving processes and design challenges....next year expand into makerspace/tinkering activities and more resource challenges
No Response	Use group work activities, use technology to vary representation of student learning, independent learning requirements.
Development of a learning space with different areas to work in.	Project based learning, real-life relevant opportunities to apply learning to life.
No Response	Critical thinking developed through reading comprehension project, continue re-designing classroom spaces to match 21 st C Competencies, developing a team to explore an inquiry approach, remodeling library towards a 21 st C space with more flexible learning spaces....more inquiry and problem based learning, engage parents and community more in the school.
Discussing 7cs as a staff, use of QR codes.	No Response
Character, Communication, Citizenship Inquiry based approaches, student leadership opportunities.	Character, Communication, Citizenship Inquiry based approaches, student leadership opportunities.....
Develop awareness of 7Cs as a bundle. Moving to use of 7Cs and 21 st C learning as a lens for planning, reflection and conversations.	Discussed at 2 staff meetings with an activity to explore what the 7Cs are and what staff is already doing. This helped staff realize this isn't an add on, rather a shift in the way they. plan- an examination of making conscious decisions....will relate well to outcome based reporting work over the next few years.

Pg.2	
Beginner level of understanding and use. 7Cs posted in classrooms.	No Response
Creativity and inquiry promoted Competent with use of 21 st C learning strategies.	More digital literacy activities starting with disengaged students, parent career sharing opportunity.
Touch on all 7Cs. Use Project based inquiry learning, real life problems and situations to practise 7Cs through.	No Response
Majority of 7Cs incorporated into work. Working at adding 7Cs into lessons. Working towards more student based lessons.	More hands on/student centered learning, maker resources and activities, using goggle classroom, virtual reality experience, entrepreneurship focus....availability of more tech based learning and access to tech support, more project based learning.
7Cs need to be incorporated at a more conscious level. We do critical and creative thinking, collaboration and computer technology. Need to understand cultural diversity better.	No Response
Feel using 7Cs when planning but not in a cognizant way. Occurring more organically versus through purposeful planning.	No Response
Discussion of 7Cs and 21 st C learning at staff meeting. Felt we have a good understanding and have implemented them in planning and instruction.	Continue development of entrepreneurship course, exchange students developing relationships with our students, student fundraising for disadvantaged.....continue these programs and introduce a parent engagement program for K parents.
Numerous staff meeting PD opportunities related to understanding what 7Cs are and how to implement. Ongoing sharing of implementation ideas and online resources with staff. Provide resources for staff related to 7Cs and 21 st C learning/instructional strategies. Daily 5 café ELA Gr. 1-4.	No Response
Discussion with individual staff about implementation supports and resources.	Use remind app to keep parents and students in the loop, School Facebook page re school communications, online yearbook.
Staff familiar with all 7Cs. At a beginning level of integration. Moving to increased use of Project Based Learning, maker-space movement taking hold. Staff growth mindset is developing related to getting outside the traditional "instructional box".	Students participated in culture development activities in school, everyday work with critical thinking and collaborative problem solving, 4 teachers using technology to communicate with parents....continue as we have, work on collaboration and project based learning.
We incorporate 21st in all our planning. Use technology to develop presentations for SLC.	School went paperless in ELA gr. 7-12 via OneNote for access by parents and students, Math 9&10 access lessons through OneNote, School morning messages on OneNote for parents and students....continue these in the fall and then...?

Pg.3	
Staff meeting conversations regarding 21 st C Competencies. Share use or growth and discuss around what we need to place more focus on. Teachers are being thoughtful to include 7Cs in their planning.	No Response
Review of 7Cs and dialogue regarding level of understanding and implementation.	5 literacy events -general, mindfulness, relationships, financial and health - highlighted development of 7Cs. Development of communication, collaboration, communication, character, and citizenship through various relevant, real-life, student chosen activities....
Address the topic monthly and teachers are comfortable with what they presently do as 7Cs relate to CELS.	No Response
We use all 7Cs in our LIP planning just like the CELS. Technology used where possible by classroom teachers.	Planting seeds, building knowledge, and some application. Introduced the compelling why for STEM education and had a school wide STEM challenge, provided various resources and supports for STEM development, introduced robotics and coding this year, continued use of various technology apps to enhance learning....focus on first 4Cs, focus on 5 areas of learning and teaching: STEM, personalized learning, student engagement, student leadership, citizenship, and outcomes based assessment.
Teachers feel they are aware of 7Cs. Standing item on Staff meeting PD. Challenges using technology but working at getting technology we need.	Focus on educating staff. Every staff meeting included a video or article to discuss. Currently having students try chrome books to do their online courses....next year create a 21 st C library-space for technology-collaboration-common space to encourage exploration, creation, collaboration and makerspace work.
Discussion with staff regarding use of 7Cs. All are used. Setting up makerspace and genius hour approaches. LIT group focus on 21 st C Competencies.	No Response
We feel 21 st C competencies are in the curriculum already and we are comfortable working with them already. We are lacking STEM activities, computer or digital technologies and entrepreneurship. Comes down to money and time to learn how to authentically incorporate into current courses.	Cargill classroom project, greater awareness of critical thinking, collaborative learning in lesson planning.

<p>Pg. 4</p> <p>We have used these competencies all along. This is nothing new. Relates to the CELS(1998). We use project based learning, inquiry based assignments and self-directed learning. We give student choice and use co-operative learning.</p>	
<p>Well on track with competencies. Lack computer and digital literacy.</p>	<p>Partnership between outside organization and senior science classes to develop a project, encourage students to work toward school awards by focusing on participation, cooperation, enthusiasm etc..., students attend leadership conferences and bring skills back to apply at the school, use of technology for career newsletters, students have access to technology and online learning opportunities.</p>
<p>Staff involved in developing all 7Cs. Moving away from always teacher driven. Student choice of interest areas and ways to represent learning, personalization, real life relevant learning opportunities inquiry learning and development of questioning skills, co-operative and group work learning, technology used in various ways to enhance learning and integration into all subject areas, focus on citizenship and character with use of mentors in this area.</p>	<p>Continuation of robotics and coding development this year, project based learning in classrooms and as a whole school, Clubs for project based learning, continue with implementation of makerspace activities and genius hour in classrooms and in library, reworking of library space to house maker activities and other group work-learning commons approach, literacy centers for the primary grades-listening and computer stations, chrome book pilot in one classroom, teachers starting to use electronic permission forms.</p>
<p>No Response</p>	<p>Beginning to develop a maker space - possibly move to a room in the library, computer lab available at lunch for computer programming and game design, ELA department PD related to communication and collaboration skills (blogs, book talks, creative use of technology).....maker space a priority, focus on student engagement - use innovative and creativity based projects that are interdisciplinary, extend the ELA PD to entire staff.</p>
<p>Staff involved in developing all 7Cs. Inquiry based work, Project based learning, student choice with activities, use of various apps, integration of technology, student leadership opportunities, many cultural awareness activities.</p>	<p>Citizenship work ex FN teachings and map in school showing all the countries our students are from, communication and computer competencies developed by each teacher taking on one digital project.</p>
<p>Review of 7Cs and dialogue regarding level of understanding and implementation. Real life learning opportunities, modelling by teachers.</p>	<p>Work with cross cultural understanding-Treaty 4 group.....creation of Native Studies 10.</p>
<p>No Response</p>	<p>Have decided to update library to meet 21st C learning needs-new literature, new furniture & design, will be focus of SCC next year.</p>

Pg.5	
All teachers aware of 7Cs. Depending on grade some are developed more than others.	Entrepreneurship program-Design and execution of an escape room by Gr. 9/10's, ssnext year staff will take turns celebrating, at staff meetings their examples of 21 st C learning.
Not naming them as such but using many of the 7Cs regularly. Some staff at early stage of awareness. Use group work, project based learning, makerspace work, student choice, inquiry based learning, solving real world problems.	No Response
Some work with all 7Cs. Problem solving skills developed through conflict resolutions, project based topic/research/presenting.	LST training-capacity building of staff regarding use of various technology hardware and devices, focus on area of belonging and providing staff advocacy for students, understanding components of growth mindset and building leadership, responsibility, resilience, perseverance, and self-confidence.....continue to develop all 7Cs with an extra focus on critical thinking and culture and citizenship.

School Completion, Engagement and 21st Century Competency Strategies

We continue to align division learning improvement work with the Education Sector Strategic Planning (ESSP) process, to improve student success. The ESSP Outcome Plan for Graduation Rates specifically references working with TTFM/OurSchool as a deliverable in its implementation plan as well as a metric for the outcome related specifically to intellectual engagement and sense of belonging.

- Prairie South Schools determined for the 2016-2017 school year that schools would adopt a 21st Century learning framework. This framework promotes approaches and strategies directed at improving student engagement, school completion and 21st Century Competencies.
- Superintendent of Operations review yearly planning cycles and school Learning Improvement Plans (LIPs) with in-school administrators to support work being done in schools related to improving student engagement, school completion, and 21st Century Competencies.
- Division resources are made available to continue supporting school-based teams to develop school goals and actions through their yearly planning cycles related to improving student engagement, school completion and 21st Century Competencies.

Administrative Challenges for Engagement, School Completion, and Development of 7Cs

- On-going professional development support for administrators and teachers related to understanding and implementing 21st century approaches and strategies that lead to improved student engagement and learning.
- Time and support to explore development of effective assessment and instructional practices that lead to improved student engagement and learning.

Governance Implications

- That the board continue to support the work of the Education Sector Strategic Plan as it is carried out in Prairie South Schools with respect to Student Engagement and School Completion-Graduation Rates strategies.

AGENDA ITEM

Meeting Date:	June 13, 2017	Agenda Item #:	5.14
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 29, 2017
 2. CUPE Absences and Casual Usage for the period April 22-May 31, 2017
 3. Bus Driver Absences and Casual Usage for the April 22-May 31, 2017
 4. Out of Scope Absences and Casual Usage for the April 22-May 31, 2017
 5. Tender Report for the period April 21-May 26, 2017

Current Status:

Pros and Cons:

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Ryan Boughen, Ron Purdy	June 5, 2017	1. Teacher Absences and Substitute Usage 2. CUPE Absences and Casual Usage 3. Bus Driver Absences and Casual Usage 4. Out of Scope Absences and Casual Usage 5. Tender Report

Recommendation:

That the Board accept the monthly reports as presented.

Teacher Absences & Substitute Usage					
Date Range:	April 24, 2017 - May 29, 2017				
Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible days
LINC Agreement					
Compassionate Leave	20.86	1.55%	15.7	75.26%	0.20%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	1.5	0.11%	0.5	0.00%	0.01%
Education Leave	0	0.00%	0	0.00%	0.00%
Emergency Leave	0	0.00%	0	0.00%	0.00%
Executive Leave	9.2	0.69%	5	54.35%	0.09%
Prep Time	130.48	9.72%	129.6	99.33%	1.25%
Pressing Leave Teacher	24.37	1.82%	17.6	72.22%	0.23%
PSTA	0.5	3.20%	0.5	0.00%	0.00%
Rec. Of Service	91.94	6.85%	77.11	83.87%	0.88%
Leave Without Pay	15.01	1.12%	13.1	87.28%	0.14%
SUB TOTAL	293.86	25.05%	259.11	88.17%	2.82%
Provincial Agreement/ Education Act/ Employment Act					
Court/Jury	0	0.00%	0	0.00%	0.00%
Illness - Teacher	268.64	20.01%	237.08	88.25%	2.58%
Illness - Long Term	191.63	14.27%	0	0.00%	1.84%
Medical/Dental Appt	102.37	7.63%	87.11	85.09%	0.98%
Internship Seminar	0	0.00%	0	0.00%	0.00%
Paternity/Adoption Leave	0	0.00%	0	0.00%	0.00%
Secondment	4.4	0.33%	4.4	100.00%	0.04%
Unpaid Sick Leave	0	0.00%	0	0.00%	0.00%
SUB TOTAL	567.04	42.24%	328.59	57.95%	5.44%
Prairie South					
Extra/Co-curr Teach	71.54	5.33%	65.92	92.14%	0.69%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	1	0.07%	0.6	60.00%	0.01%
LRNG Meet/PD	99.57	7.42%	76.37	76.70%	0.96%
Noon Supervision Day	43.65	3.25%	43.65	100.00%	0.42%
PD DEC Teachers	133.18	9.92%	118.17	88.73%	1.28%
School Operations	114.98	8.56%	96.4	83.84%	1.10%
SOEH Meet/PD	0	0.00%	0	0.00%	0.00%
SONO Meet/PD	0	0.00%	0	0.00%	0.00%
SOSO Meet/PD	0	0.00%	0	0.00%	0.00%
STF Business - Invoice	17.65	1.31%	17.6	99.72%	0.17%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	481.57	35.87%	418.71	86.95%	4.62%
Total Absences	1342.47	103.16%	1006.41	74.97%	12.89%

Teachers (FTE)
434.08

of teaching Days
24

Possible Days
10417.92

CUPE Staff Absences & Casual Usage 2016-2017

Date: April 22, 2017 - May 31, 2017

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
CUPE Agreement					
Act of God	0	0.00%	0	0.00%	0.00%
Bereavement Leave	19.21	2.50%	15.21	79.18%	0.28%
Community Service	2.5	0.33%	2.5	0.00%	0.04%
Compassionate Care	5.64	0.73%	3.71	0.00%	0.08%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	3.83	0.50%	3	0.00%	0.06%
CUPE Business - Invo	55.83	7.26%	38.27	68.55%	0.81%
Earned Day Off	4.4	0.57%	3.83	87.05%	0.06%
Executive Position	0	0.00%	0	0.00%	0.00%
Family Responsibilities	4.47	0.58%	2.47	0.00%	0.06%
Illness - Support	395.19	51.38%	160.13	40.52%	5.70%
Med/Den Appt Support	72.55	9.43%	50.1	69.06%	1.05%
Noon Supervision	1.39	0.18%	1.39	100.00%	0.02%
Parenting/Caregiver	29.29	3.81%	20.33	69.41%	0.42%
Pressing Leave	16.35	2.13%	11.14	68.13%	0.24%
Rec. of Service	6.83	0.89%	4.97	72.77%	0.10%
TIL Support	7.43	0.97%	4	53.84%	0.11%
Without Pay Support	32.63	4.24%	23.47	71.93%	0.47%
SUB TOTAL	657.54	85.49%	344.52	52.40%	9.49%
Employment Act					
Court/Jury Duty	0	0.00%	0	0.00%	0.00%
Paternity Leave	0	0.00%	0	0.00%	0.00%
Vacation Support	63.51	8.26%	34.94	55.01%	0.92%
Workers Compensation	10.68	1.39%	8	0.00%	0.15%
SUB TOTAL	74.19	9.65%	42.94	57.88%	1.07%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0.00%	0.00%
BUSI Meet/PD	0	0.00%	0	0.00%	0.00%
Extra/Co-curr Sup	3.31	0.43%	1.83	0.00%	0.05%
FACI Meet/PD	2.44	0.32%	3	0.00%	0.04%
HUMA Meet/PD	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	6.4	0.83%	1	0.00%	0.09%
PD DEC Support Staff	24.39	3.17%	17.6	0.00%	0.35%
SCHOOL OPERATIONS MEET/PD	0.86	0.11%	0	0.00%	0.01%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	37.4	4.86%	23.43	0.00%	0.54%
Total Absences	769.13	100.00%	410.89	53.42%	11.10%

Possible Days

April 22, 2017 - May 31, 2017

Days

26.00

FTE

266.5406

Total Days

6930.06

*Does not include data from three CUPE bus drivers

** WCB absences are adjusted after they occur as they are not entered as such until WCB accepts and pays the claim.

Bus Driver Staff Absences & Casual Usage 2016-2017

Date: April 22, 2017 - May 31, 2017

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
Conditions of Employment					
Act of God	0	0.00%	0	0.00%	0.00%
Bereavement Leave	3.5	1.63%	3.5	0.00%	0.12%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	0	0.00%	0	0.00%	0.00%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0.5	0.23%	0.5	0.00%	0.02%
Family Responsibilities	2	0.93%	1.5	0.00%	0.07%
Illness - Support	57.5	26.81%	54	93.91%	1.94%
Med/Den Appt Support	25.5	11.89%	25.5	100.00%	0.86%
Parenting/Caregiver	1.5	0.70%	1.5	0.00%	0.05%
Pressing Leave	3.5	1.63%	3	85.71%	0.12%
Without Pay Support	119.5	55.71%	95.5	79.92%	4.03%
SUB TOTAL	213.5	99.53%	185	86.65%	7.20%
Employment Act					
Court/Jury Duty	0	0.00%	0	0.00%	0.00%
Paternity Leave	0	0.00%	0	0.00%	0.00%
Vacation Support	0	0.00%	0	0.00%	0.00%
Workers Compensation	0	0.00%	0	0.00%	0.00%
SUB TOTAL	0	0.00%	0	0.00%	0.00%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0.00%	0.00%
BUSI Meet/PD	0	0.00%	0	0.00%	0.00%
Extra/Co-Curricular	1	0.47%	1	100.00%	0.03%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	0	0.00%	0	0.00%	0.00%
SCHOOL OPERATIONS MEET/PD	0	0.00%	0	0.00%	0.00%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	1	0.47%	0	100.00%	0.03%
Total Absences	214.5	100.00%	185	86.25%	7.24%

0

Possible Days	Days	Staff	Total Days
April 22, 2017 - May 31, 2017	26.00	114	2964.00

* Bus Drivers are now counted by actual staff, not FTE

** Data includes data from 3 CUPE bus drivers

*** WCB absences are adjusted after they occur as they are not entered as such until WCB accepts and pays the claim.

Out of Scope Staff Absences & Casual Usage 2016-2017

Date: April 22, 2017 - May 31, 2017

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
Conditions of Employment					
Act of God	0	0.00%	0	0	0.00%
Bereavement Leave	1	0.76%	0	0	0.07%
Community Service	0	0.00%	0	0	0.00%
Compassionate Care	0	0.00%	0	0	0.00%
Competition Leave	0	0.00%	0	0	0.00%
Convocation Leave	0	0.00%	0	0	0.00%
Family Responsibilities	0	0.00%	0	0	0.00%
Illness - Support	67.04	50.89%	0	0	4.76%
Med/Den Appt Support	13.51	10.26%	0	0	0.96%
Parenting/Caregiver	3.05	2.32%	0	0	0.22%
Pressing Leave	4.78	3.63%	0	0	0.34%
Without Pay Support	0	0.00%	0	0	0.00%
SUB TOTAL	89.38	67.85%	0	0.00%	6.34%
Employment Act					
Court/Jury Duty	0	0.00%	0	0	0.00%
Paternity Leave	0	0.00%	0	0	0.00%
Vacation Support	38.35	29.11%	0	0	2.72%
Workers Compensation	0	0.00%	0	0	0.00%
SUB TOTAL	38.35	29.11%	0	0.00%	2.72%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0	0.00%
BUSI Meet/PD	0	0.00%	0	0	0.00%
FACI Meet/PD	0	0.00%	0	0	0.00%
HUMA Meet/PD	4	3.04%	0	0	0.28%
LRNG Meet/PD	0	0.00%	0	0	0.00%
SCHOOL OPERATIONS MEET/PD	0	0.00%	0	0	0.00%
TRAN Meet/PD	0	0.00%	0	0	0.00%
SUB TOTAL	4	3.04%	0	0	0.28%
Total Absences	131.73	100.00%	0	0.00%	9.35%

Possible Days

April 22, 2017 - May 31, 2017

Days

27.00

FTE

52.19

Total Days

1409.13

** WCB absences are adjusted after they occur as they are not entered as such until WCB accepts and pays the claim.

Tender Report for the period April 21, 2017 to June 5, 2017

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 Tender was issued to add a vestibule to the entrance of Eyebrow School. The tender was awarded to Meadowview Contracting Ltd for a cost of \$74,500 plus taxes.
- A tender was issued for replacement of the Rooftop Unit at Assiniboia Comp. The tender was awarded to Mid-West Efficiency for a cost of \$28,500 plus taxes.
- A tender was issued for an air handling unit for Palliser Heights School. The tender was awarded to C&E Mechanical for a cost of \$165,600 plus taxes.
- A tender was issued for unit ventilators for Sunningdale School. The tender was awarded to Field Plumbing and Heating for a cost for \$66,120 plus taxes. An additional three ventilators were added for \$15,505 each plus taxes.

AGENDA ITEM

Meeting Date:	June 13, 2017	Agenda Item #:	5.15
Topic:	Transportation Catchment Area Applications		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: Those individuals wishing to change their school 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:

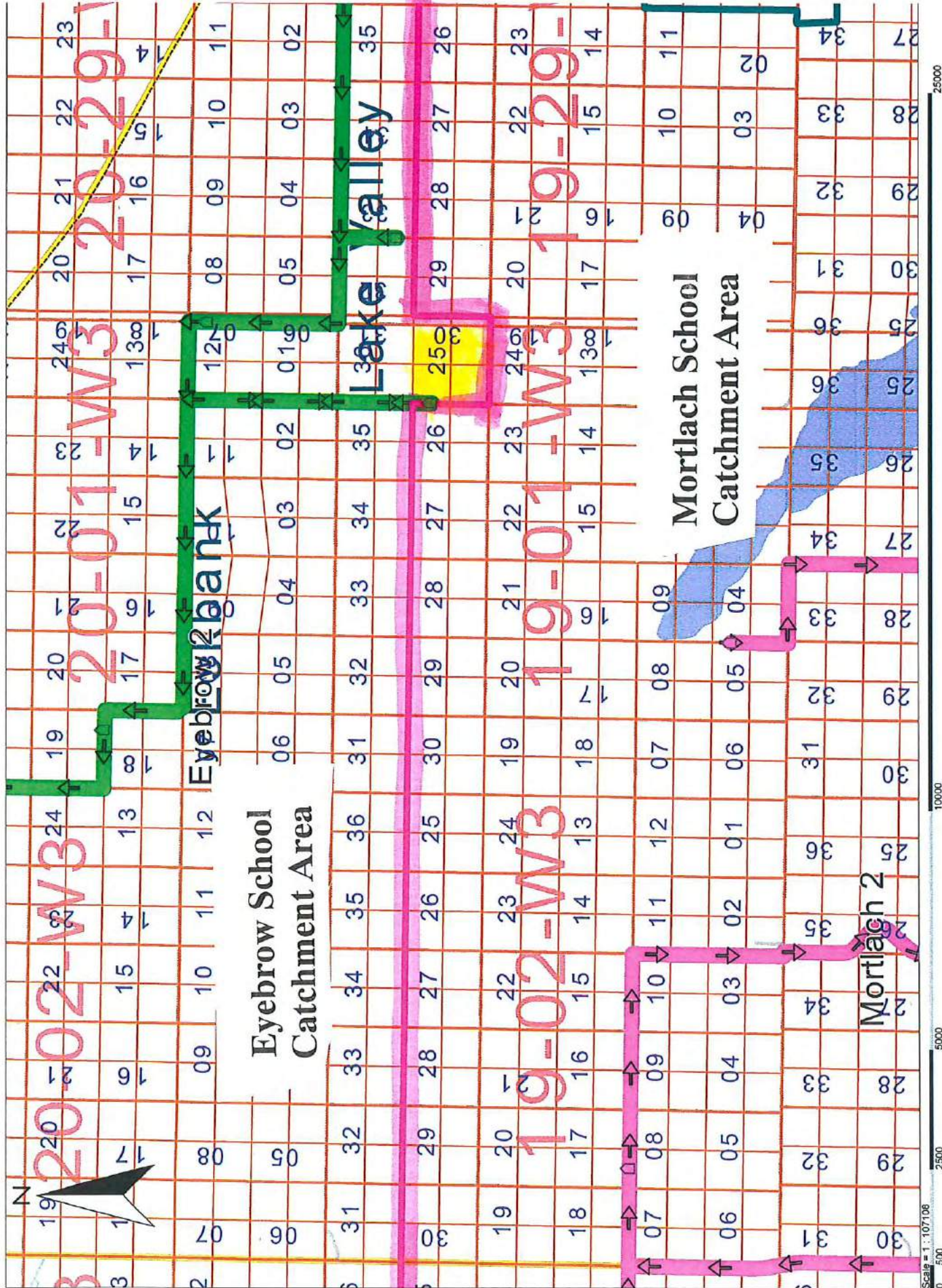
Prepared By:	Date:	Attachments:
Barry Stewart	May 31, 2017	List of Applications; Maps

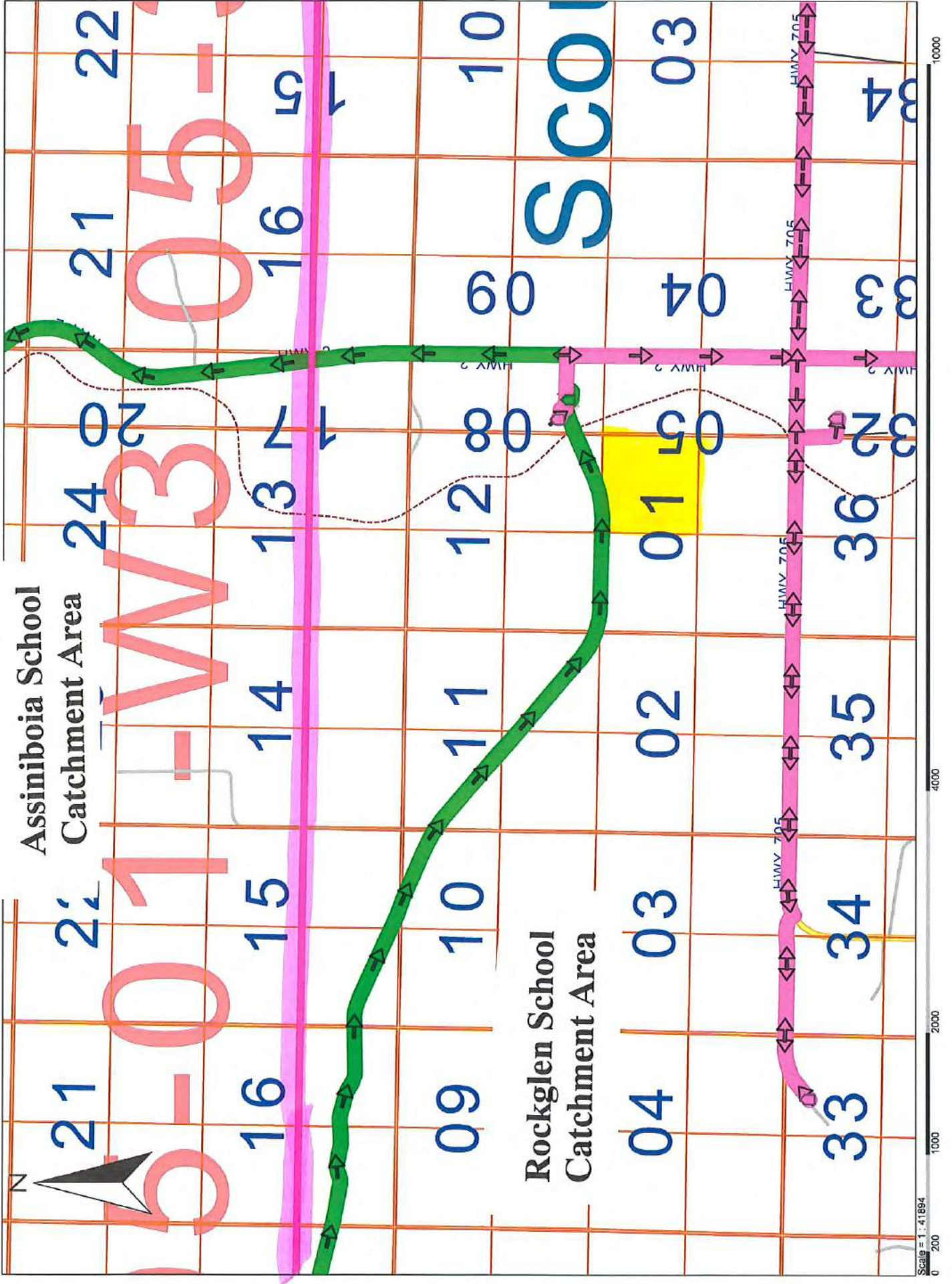
Recommendation:

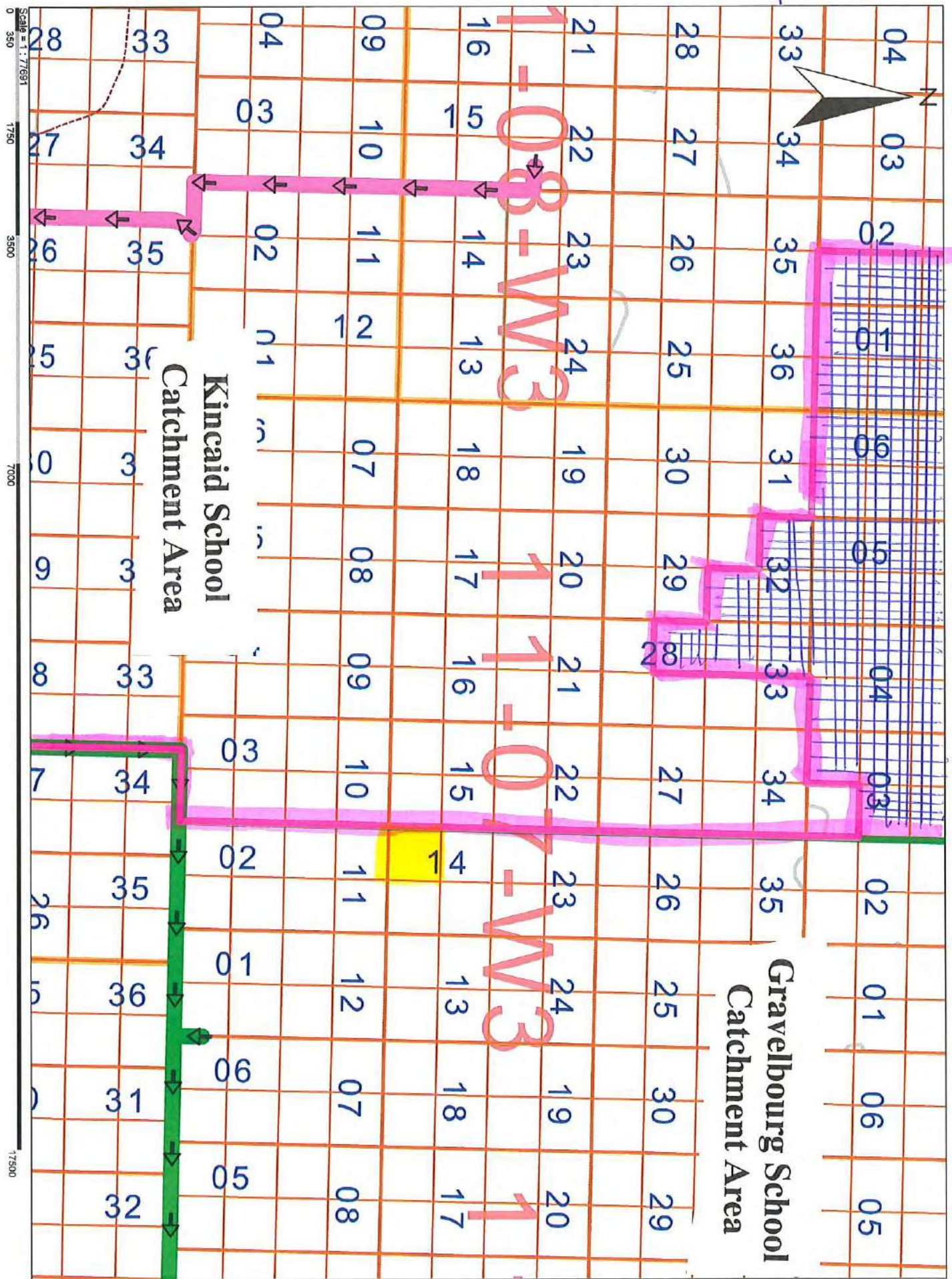
Recommendation from the Rural Strategies Committee:

That the Catchment Area Applications from the Rural Catchment Committee be approved as provided.

Map #1







Map #4
Application to Change a Rural
Catchment Area



**Rockglen School
Catchment Area**

**Coronach School
Catchment Area**

Scale = 1 : 105600

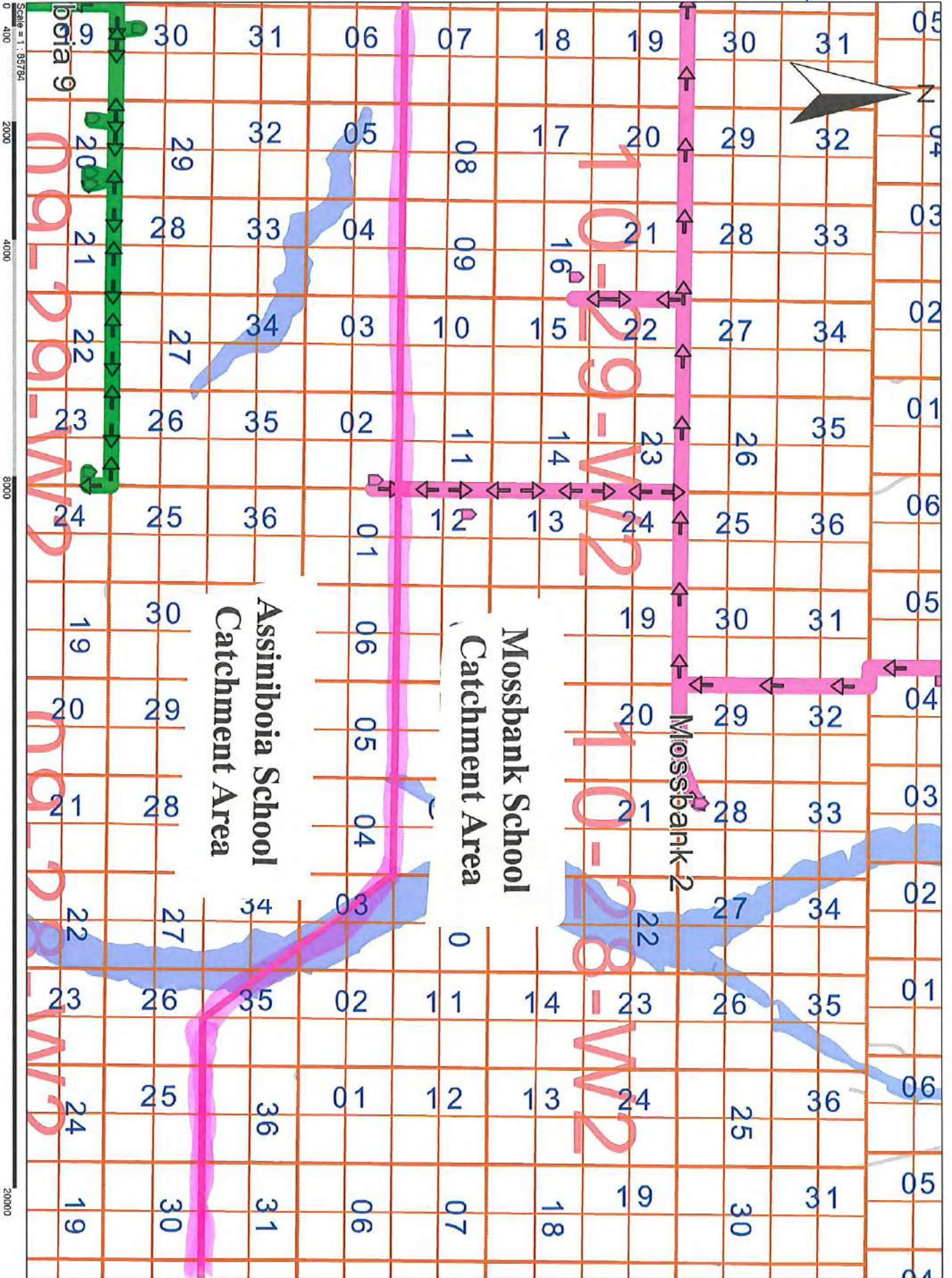
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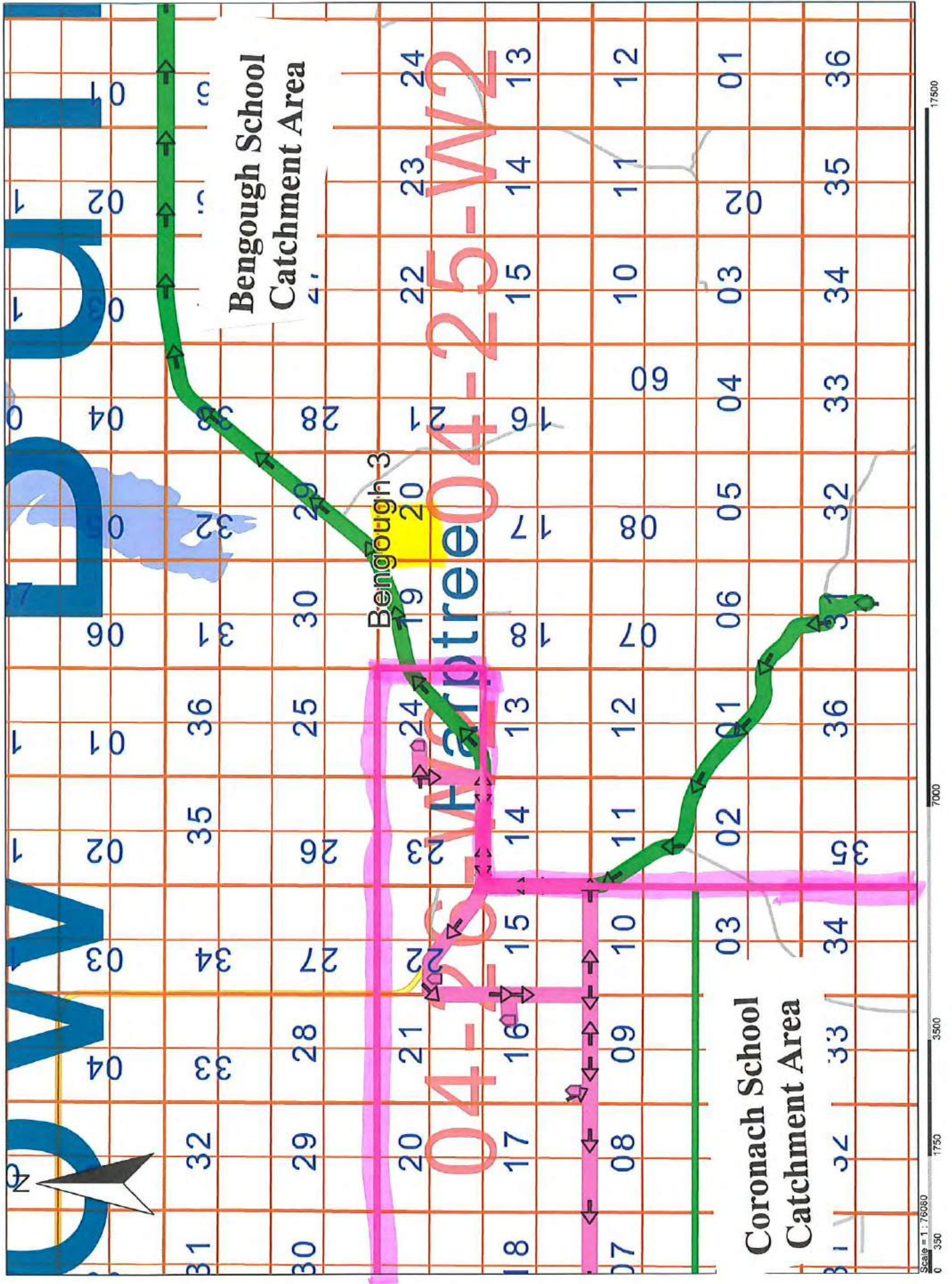
2500

5000

10000

Map #5





AGENDA ITEM

Meeting Date:	June 13, 2017	Agenda Item #:	5.16
Topic:	Transportation Catchment Changes - Dual Catchments and Caronport Elementary Catchment		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

The Board has several dual catchment areas within the Division that have allowed families the choice of going to one of two different schools. The Board has been working to eliminate dual catchment situations for several years. As part of the 2017-2018 operating budget passed on 02 May 2017, dual catchments will be disestablished and yardsites grandfathered under past dual catchment situations will be returned to their catchment.

At their regular meeting on October 4th, 2016, the Board referred a motion related to the establishment of a catchment area for Caronport Elementary School to the Rural Strategies Committee.

Current Status:

The Rural Strategies Board Committee met on May 17, 2017 and reviewed all of the dual catchment areas and discussed the creation of the Caronport Elementary School catchment area. The Committee is recommending the following changes to dual catchment areas:

Central Butte & Chaplin Dual Catchment be moved to CENTRAL BUTTE ATTENDANCE AREA. All affected families are attending Central Butte. (See Map #1.)

Coronach & Bengough Dual Catchment be moved to CORONACH ATTENDANCE AREA. All affected families are attending Coronach. (See Map #2.)

Lafleche & Assiniboia Dual Catchment be moved to ASSINIBOIA ATTENDANCE AREA. All affected families are attending Assiniboia schools. (See Map #3.)

Lafleche & Gravelbourg Dual Catchment (Thompson Lake) be moved to LAFLECHE ATTENDANCE AREA. This has historically been Lafleche. (See Map #4.)

The Board is also recommending the Caronport Elementary School Catchment Area be created as per the attached map. (See Map #5.)

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Barry Stewart	May 31, 2017	Catchment Area Maps

Recommendation:

Recommendation from the Rural Strategies Committee:

That the Board make the following changes to catchment boundaries:

Central Butte & Chaplin Dual Catchment be moved to CENTRAL BUTTE ATTENDANCE AREA. All affected families are attending Central Butte. (See Map #1.)

Coronach & Bengough Dual Catchment be moved to CORONACH ATTENDANCE AREA. All affected families are attending Coronach. (See Map #2.)

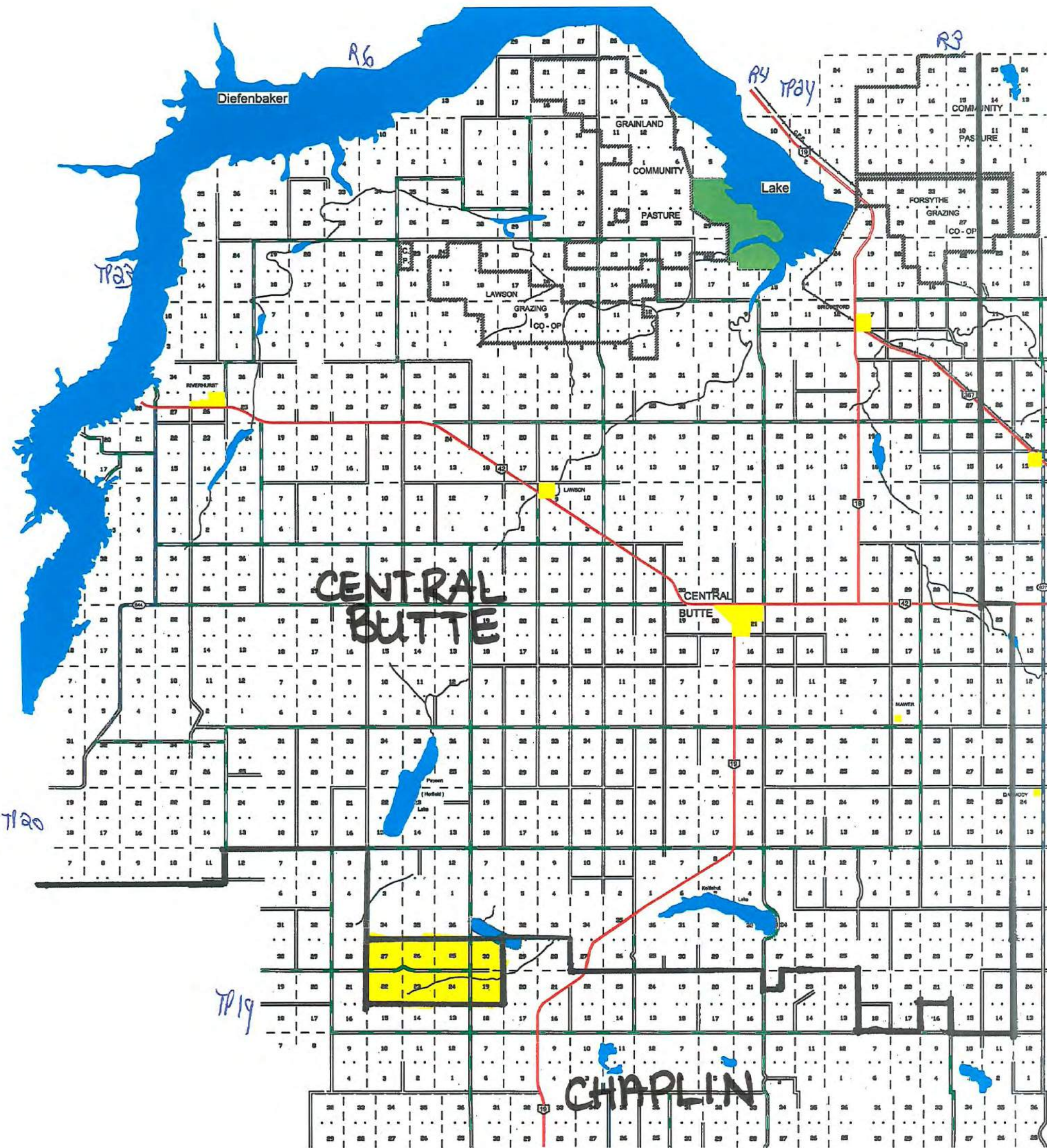
Lafleche & Assiniboia Dual Catchment be moved to ASSINIBOIA ATTENDANCE AREA. All affected families are attending Assiniboia schools. (See Map #3.)

Lafleche & Gravelbourg Dual Catchment (Thompson Lake) be moved to LAFLECHE ATTENDANCE AREA. This has historically been Lafleche. (See Map #4.)

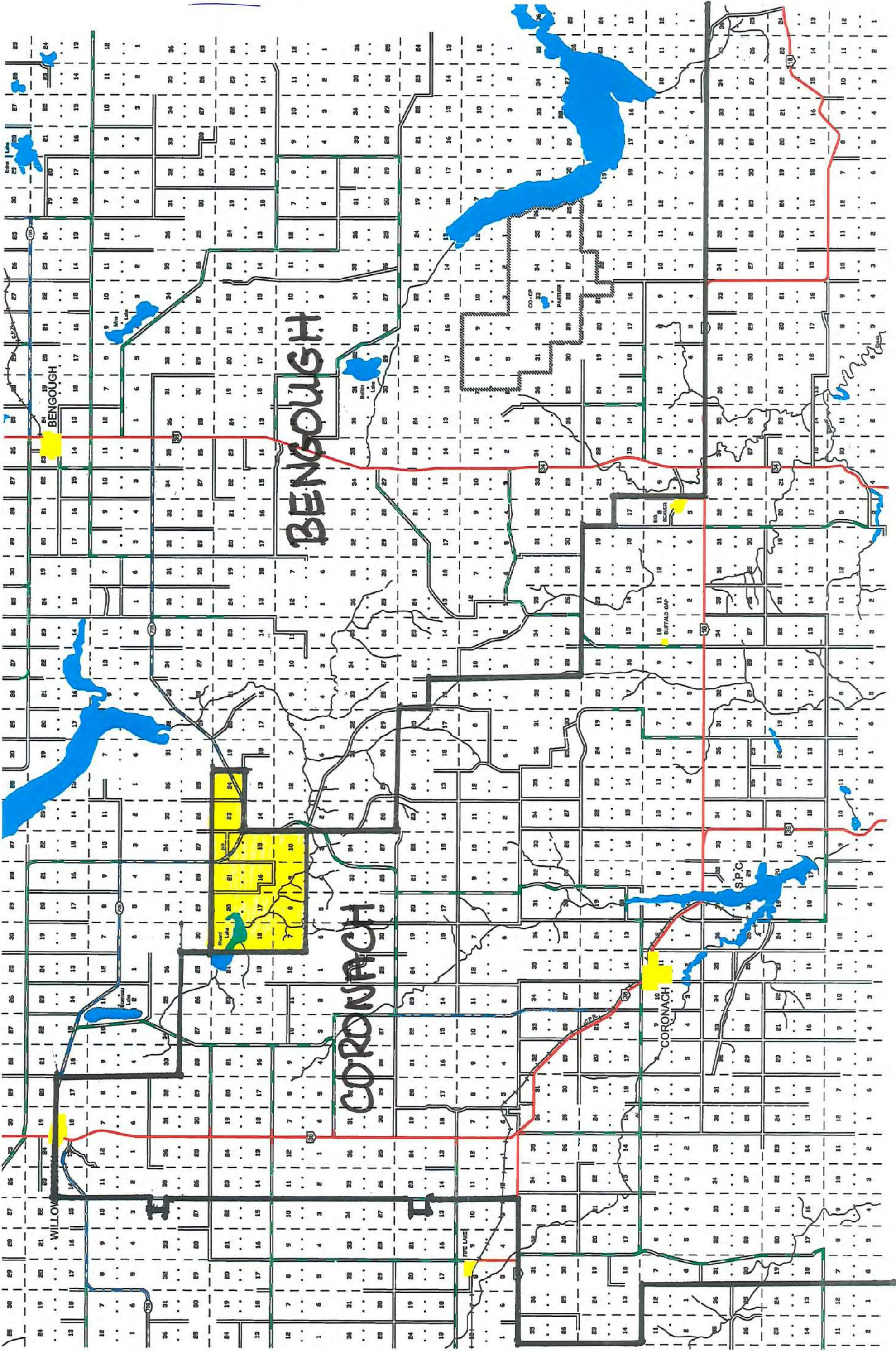
Recommendation:

That the Board establishes a Caronport Elementary School Catchment Area as per the attached maps. (See Map #5.)

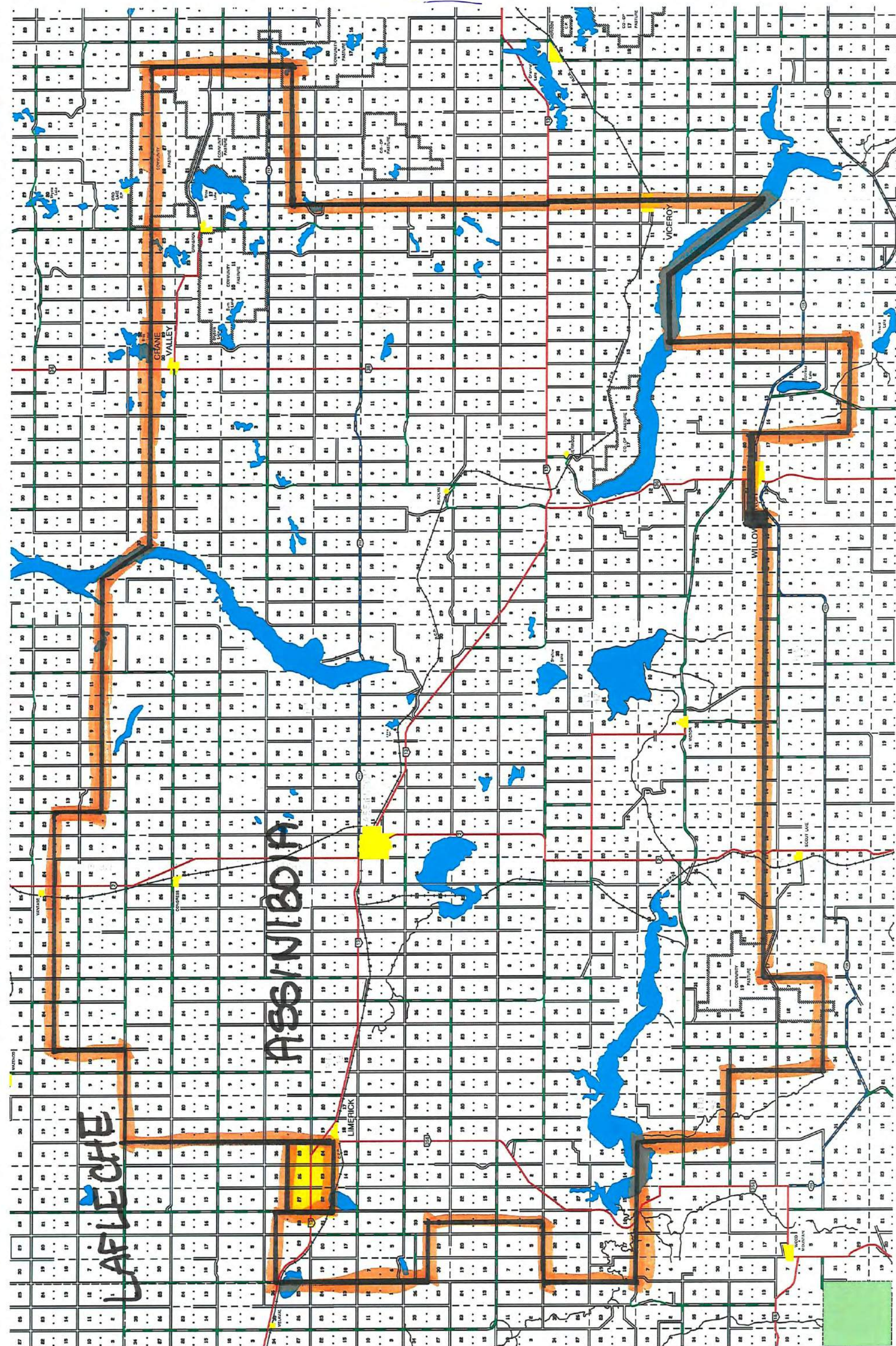
CENTRAL BUTTE + CHAPLIN DUAL CATCHMENT



CORONACH & BENGOUGH DUAL CATCHMENT



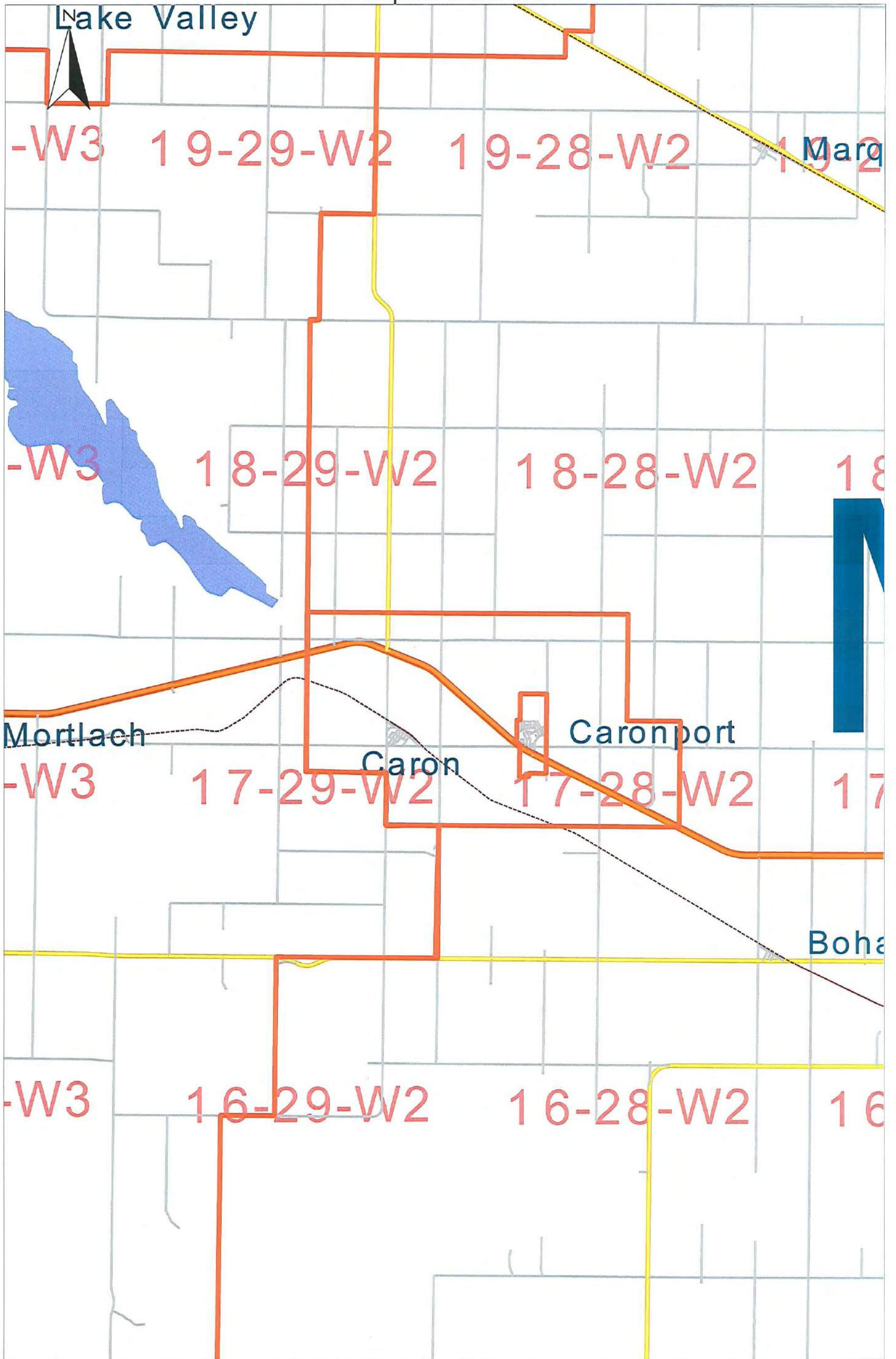
LAFLECHE & ASSINIBOIA DUAL CATCHMENT



LAFLECHE & GRAVELBOURG DUAL CATCHMENT



Caronport Catchment



AGENDA ITEM

Meeting Date:	June 13, 2017	Agenda Item #:	5.17
Topic:	Transportation Grandfathered Yard Sites		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

The Board has several grandfathered yardsites where out-of-catchment bus transportation has been provided for students. The Board has been working to eliminate grandfathered yardsite situations for several years. As part of the 2017-2018 operating budget passed on 02 May 2017, yardsites grandfathered under past dual catchment situations will be returned to their catchment.

Current Status:

The Rural Strategies Board Committee met on May 17, 2017 and reviewed all of the grandfathered yard sites that currently exist in rural areas within Prairie South. There were over 70 students who were previously grandfathered. The attached document outlines the areas that have been grandfathered and the recommendations.

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Barry Stewart	May 31, 2017	Grandfathered Yard Sites and Recommendations

Recommendation:

Recommendation from the Rural Strategies Committee:

That the Board accept the recommendations related to grandfathered yard sites as presented.

School	Route	Stop Number	Land Location	Grade	Recommendations from Rural Strategies Committee
Rouleau	Rouleau 2	Stop 4	117 3 Street, Drinkwater	K	Rouleau Attendance Area (Drinkwater) Move from Lindale Attendance into the Rouleau Attendance Area
		Stop 5	NE-29-15-23-W2	7	
				3	
		Stop 6	SE-25-15-23-W2	K	Prairie Valley School Division Students Offer Alternate Yard Service. They can apply to transfer land to Prairie South
	Rouleau 1	Stop 1	SE-30-15-21-W2	K	
		Stop 2	SW-14-15-21-W2	10	
		Stop 3		9	
		Stop 4	NE-10-15-21-W2	1	
Lindale	Lindale 25	Stop 1	23 3rd Street, Drinkwater	9	Rouleau Attendance Area (Drinkwater) Offer Alternate Yard Service
				11	
				12	
		Stop 2	1 2nd Street, Drinkwater	3	
		Stop 3	SE-32-15-23-W2	3	
		Stop 4	146 Edward St., Drinkwater	2	
				4	
	Lindale 8	Stop 1	NW-36-21-28-W2	12	Craik Attendance Area
				11	Offer Alternate Yard Service
	Lindale 26	Stop 2	405 Main St., Briercrest	3	Avonlea Attendance Area (Briercrest) Offer Alternate Yard Service
		Stop 3	NE-07-14-24-W2	2	
				4	
		Stop 4	120 Prairie Avenue, Briercrest	6	
				10	
		Stop 5	200 Prairie Avenue, Briercrest	2	
				K	
		Stop 6	206 Oriole Avenue, Briercrest	12	
	Lindale 10	Stop 1	NW-35-19-29-W2	8	Eyebrow Attendance Area
				12	Offer Alternate Yard Service
				5	Lindale Attendance Area Move from Eyebrow Attendance into Lindale Attendance Area
		Stop 5	SE-35-19-28-W2	7	
				5	Avonlea Attendance Area Offer Alternate Yard Service
				11	
	Lindale 27	Stop 1	SW-25-12-26-W2	11	
				12	
Lafleche	Lafleche 3	Stop 1	100 Kerry St., Limerick	11	Assiniboia Attendance Area (Limerick) Offer Alternate Yard Service
Gravelbourg	Gravelbourg 3	Stop 1	NW-36-14-05-W3	K	Chinook School Division Students Offer Alternate Yard Service. They can apply to transfer land to Prairie South
		Stop 2	SW-03-15-05-W3	7	
		Stop 3	NE-10-14-05-W3	2	
				12	
		Stop 4	NW-27-13-05-W3	8	
				5	
				PK	
				2	
Assiniboia	Assiniboia 3	Stop 1	SW-09-06-03-W3	7	Glentworth Attendance Area (Flintoft) Offer Alternate Yard Service
				9	
				2	
				4	
				12	
				8	
				6	
				11	
				11	
				4	
				8	
	Assiniboia 4	Stop 1	SE-34-05-25	11	Bengough Attendance Area Offer Alternate Yard Service
		Stop 5	SE-06-07-24-W2	12	
		Stop 6	NW-32-06-25-W2	10	
	Assiniboia 5	Stop 1	NW-01-05-28-W2	3	Coronach Attendance Area Offer Alternate Yard Service
				K	
				7	
	Assiniboia 6	Stop 5	400 Main St, Scout Lake	9	Rockglen Attendance Area (Scout Lake) Offer Alternate Yard Service
				10	
				5	
				3	
Central Butte	Central Butte 5	Stop 1	SW-33-18-03-W3	4	Mortlach Attendance Area
				9	Offer Alternate Yard Service
	Central Butte 3	Stop 1	228 Prairie St, Tugaske	9	Eyebrow Attendance Area (Tugaske)
				11	Offer Alternate Yard Service
Chaplin	Chaplin 1	Stop 1	SW-19-14-05-W3	10	Chinook School Division
				12	Offer Alternate Yard Service. They can apply to transfer land to Prairie South
Glentworth	Glentworth 4	Stop 1	NE-04-03-04-W3	9	Glentworth Attendance Area Move from Rockglen Catchment and include in Glentworth Catchment Area
				8	
				12	
Coronach	Coronach 3	Stop 1	21 A Avenue, Willow Bunch	2	Assiniboia Attendance Area
				K	Will be moved from Coronach Catchment into Assiniboia Catchment Area (Willow Bunch now in Assiniboia Area). Offer Alternate Yard Service.
	Coronach 3	Stop 5	SW-18-03-28-W2	12	Rockglen Attendance Area Offer Alternate Yard Service
				5	
				8	
		Stop 6	107 1 St W, Fife Lake	8	
				6	
				1	
				7	

AGENDA ITEM

Meeting Date:	June 13, 2017	Agenda Item #:	5.18
Topic:	Lafleche Relocatable Classroom Funding		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: Prairie South was given Ministry approval for \$400,000 for the purchase, placement, and link of a new relocatable classroom at Lafleche School.

Current Status: The project will consist of a two phase tender. Phase one in progress for the relocatable classroom. Phase two will consist of linking to the existing facility, classroom requirements, and code compliant accessories. Ministry funding is insufficient to complete the project and will require additional funding. Facilities goal would be to have project completed October or November. Facilities is requesting approval that contingency funding of \$100,000 be in place at the time of tender close to keep the project on schedule.

Pros and Cons:

Pros :

- Current location placement is the most cost effective and will meet school requirements.
- Will help facility utilization needs.
- On schedule for fall completion.

Cons:

- Project will fall short of the Ministry approval funding to complete the project.
- Current school utilization overcrowding would continue if project delays.

Financial Implications:

Governance/Policy Implications:

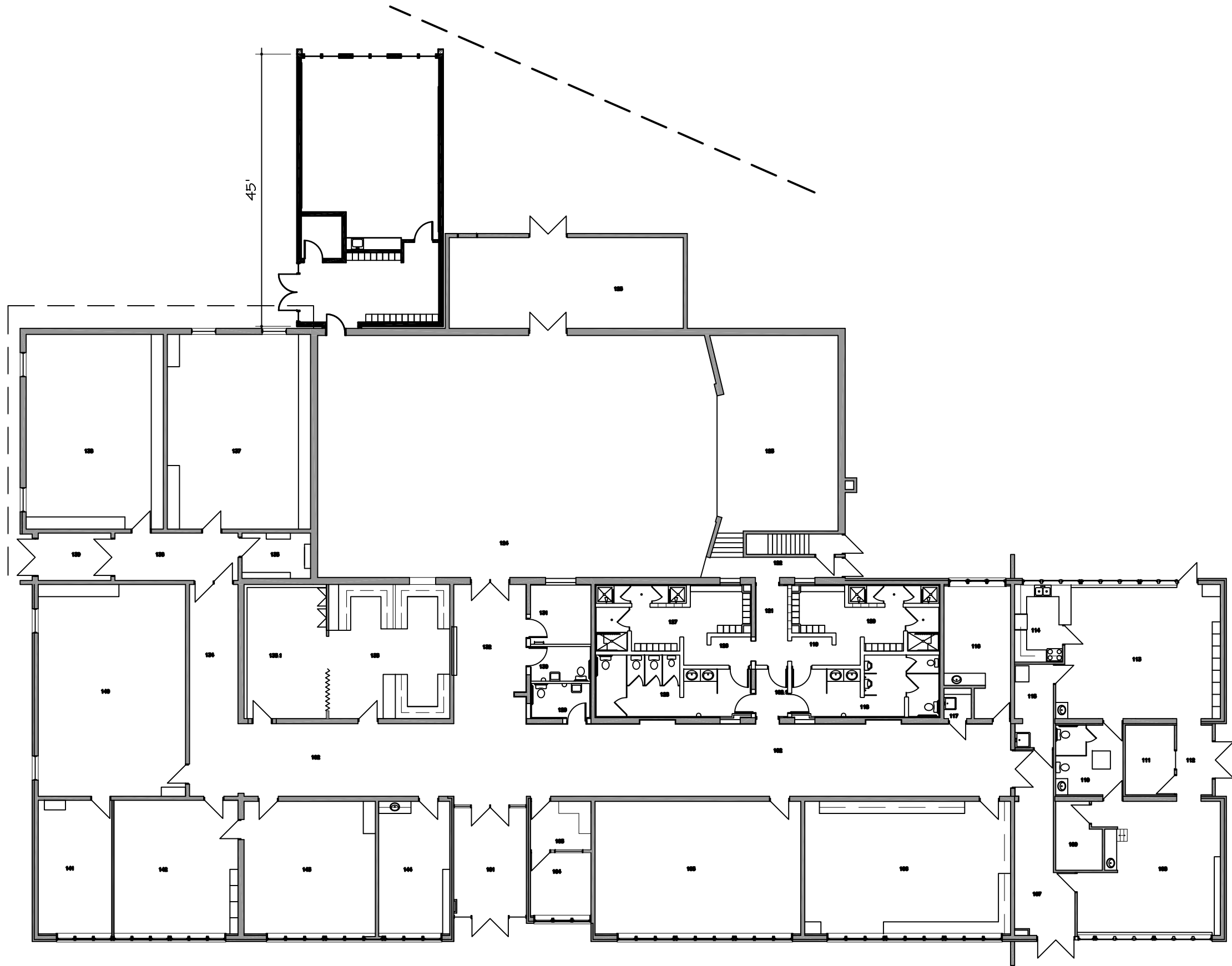
Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Darren Baiton	May 28, 2017	Lafleche Relocatable Plan P-11

Recommendation:

That the Board approve contingency funding of \$100,000 to be in place at the time of tender close to keep the project on schedule.



AGENDA ITEM

Meeting Date:	June 13, 2017	Agenda Item #:	5.19
Topic:	Sunningdale Relocatable Classroom Funding		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: Prairie South was granted Ministry approval of \$400,000 for the purchase, placement, and link of a new relocatable classroom at Sunningdale School.

Current Status: City of Moose Jaw Development Appeals Board approved a property line easement May 16/17 allowing the relocatable to be placed on the east end of the school which will significantly reduce linking costs. The project will consist of a two phase tender. Phase one in progress for the tender of the relocatable classroom. Phase two will consist of linking the portable to the existing building, classroom requirements, and code compliant accessories. Ministry funding is insufficient to complete the project and will require additional funding. Facilities goal would be to have project completed October or November. Facilities is requesting approval that contingency funding of \$50,000 be in place at the time of tender close to keep the project on schedule.

Pros and Cons:

Pros:

- Current location placement is the most cost effective and will meet school requirements.
- Will help facility utilization needs.
- On schedule for fall completion.

Cons:

- Project will have short fall of the Ministry approval funding to complete the project.
- Current school utilization overcrowding would continue if project delays

Financial Implications:

Governance/Policy Implications:

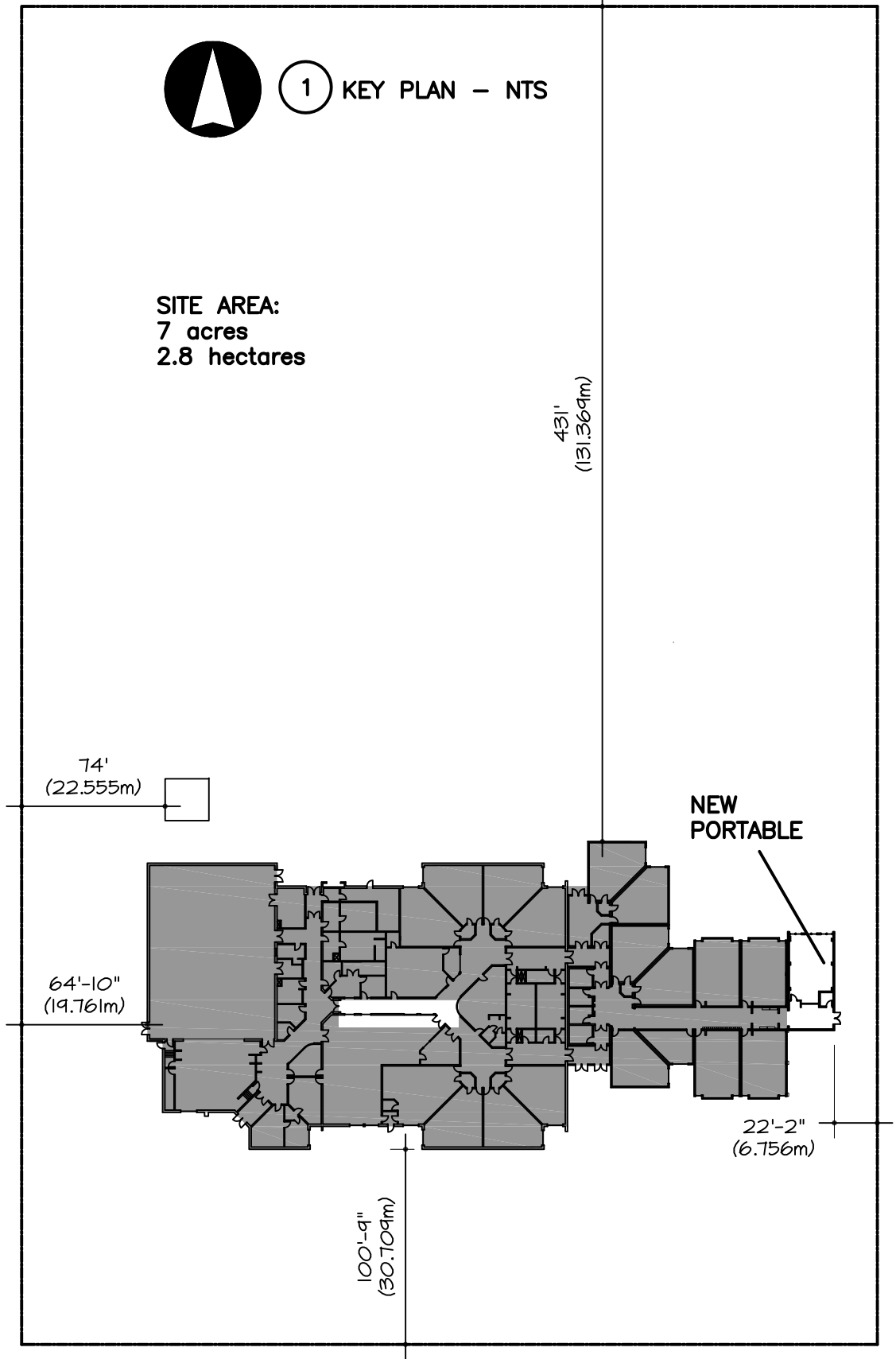
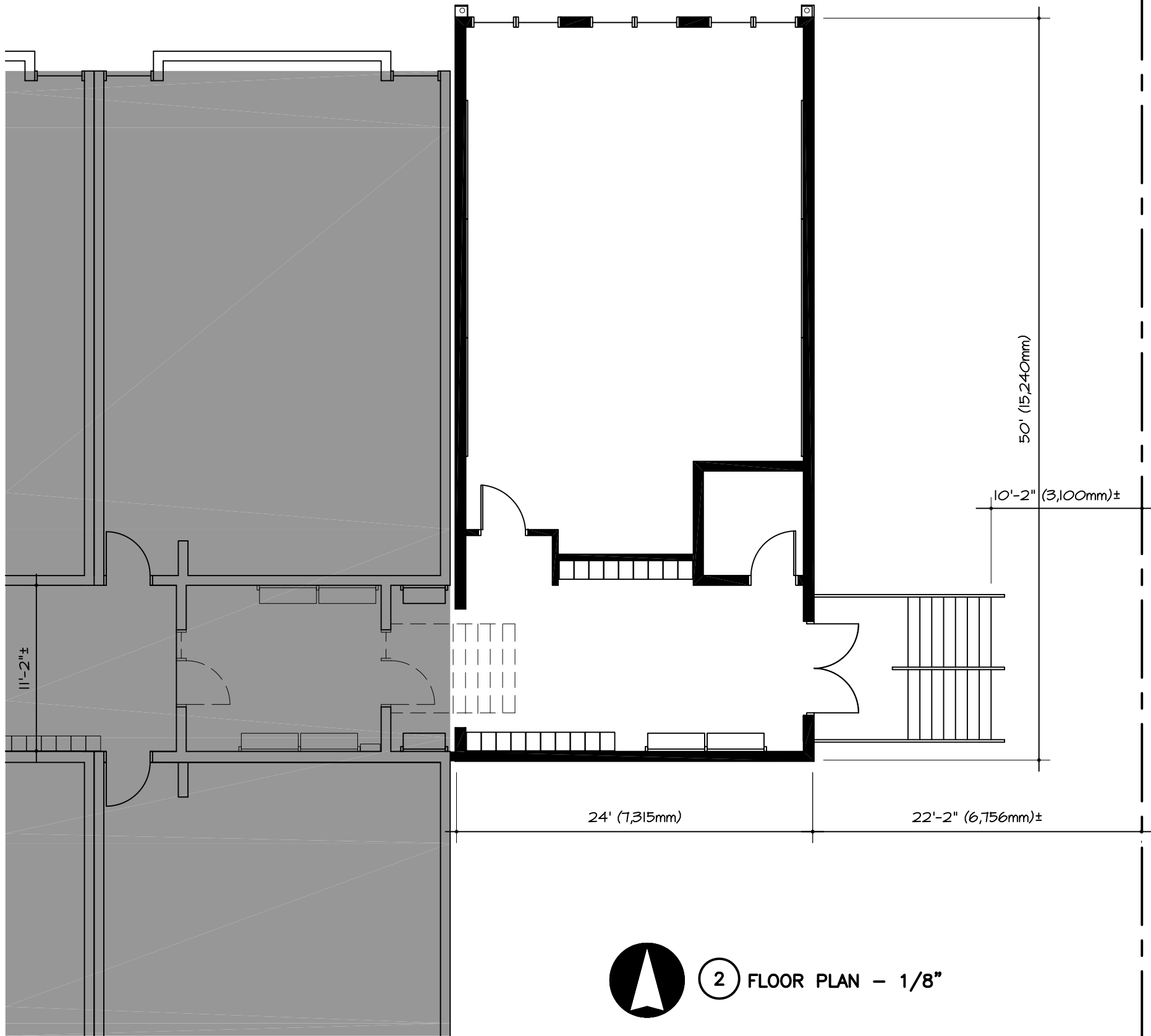
Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Darren Baiton	May 28, 2017	Sunningdale Relocatable Plan P-1

Recommendation:

That the Board approve contingency funding of \$50,000 to be in place at the time of tender close to keep the project on schedule.



responsible architecture

3434 Regina Avenue
Regina, SK S4S 7J9

Phone: (306) 584-2020
Fax: (306) 584-5252

PROJECT TITLE

**PORTABLE CLASSROOM ADDITION
SUNNINGDALE ELEMENTARY SCHOOL
MOOSE JAW, SASKATCHEWAN
(PRAIRIE SOUTH S. D. NO.210)**

DRAWING TITLE

**PRELIMINARY FLOOR PLAN
OPTION ONE**

SCALE AS SHOWN

DRAWN WP

CHECKED PMGM

DATE 21 APR 17

PROJECT No. 1715

DRAWING No.

P-1 for DAB

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AGENDA ITEM

Meeting Date:	June 13, 2017	Agenda Item #:	8.1
Topic:	Inquiry re: School Zone Crosswalk Painting		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:

At the May meeting the following inquiry was made:
That administration work with the City of Moose Jaw to ensure that crosswalks near school zones get painted as soon as possible.
- Young

Current Status:

Please see attached documents

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	June 7, 2017	Letter to City of Moose Jaw

Recommendation:

Information only.

16 May 2017

Josh Mickleborough, Director of Engineering
City of Moose Jaw
228 Main Street North
Moose Jaw, SK S6H 3J8

Dear Mr. Mickleborough:

It was nice to have the opportunity to visit with one of your staff members on the telephone this morning regarding crosswalk painting near Moose Jaw elementary schools.

On the telephone this morning, I related that we have received some concerns about crosswalk visibility at some of our schools. I am sure that the Public Works department is busy at this time of year, however would request that crosswalk painting receive elevated priority because of the connection to student safety.

Thank you.

Respectfully,



Bernie Girardin
Superintendent of Business

cc: Geri Hall, Holy Trinity SD
file

AGENDA ITEM

Meeting Date:	June 13, 2017	Agenda Item #:	8.2
Topic:	Inquiry re: Report Cards and Evaluations		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:

At the May meeting the following inquiry was made:
"Are there school divisions still using numerical (old style) report cards and evaluations, rather than outcome-based reporting? Was there parent engagement when outcome based reporting was moved to Division III and maybe Division IV? Do outcome-based evaluation a mandatory part of the Saskatchewan curriculum?"
- Kessler

Current Status:

Please see attached documents

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Lori Meyer	June 13, 2017	Provincial responses and summary of information regarding outcomes based practices

Recommendation:

Saskatchewan Curriculum is written in the form of outcomes which state what a student should know and be able to do. Some are end of year outcomes, some are not.

Below is a grade 1 outcome from English Language Arts. ELA grade levels from 1-9 include this outcome:

Outcome: CR1.4

Read and comprehend grade-appropriate texts (including narratives, informational texts, scripts, and poems) by relating the sequence (i.e., beginning, middle, and end), the key points (who, what, when, where, and why), and the problems and solutions.

- a. Read and interpret own writing, experience charts, labels, symbols, and print in environment.
- b. Select and use the appropriate before, during, and after strategies when reading.
- c. Use applicable pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other communication cues and conventions to construct and communicate meaning when reading.
- d. Distinguish between fiction and non-fiction.
- e. Read aloud with fluency, expression, and comprehension any text that is already familiar and is at an independent reading level.
- f. Identify the sequence of an informational text and respond to who, what, when, where, why, and how questions.
- g. Read and follow one-step, two-step, and three-step written instructions.
- h. Retell the central ideas of simple expository and narrative passages (including contemporary and traditional First Nations and Métis stories), identify and describe where and when stories take place, the characters in a story (and their feelings), and the story's beginning, middle, and end, as well as the problem and the solution.
- i. Read and re-read "just-right" texts independently for a sustained minimum 10-15 minute period daily for enjoyment and to improve fluency (30-60 wcpm orally) and comprehension.
- j. Begin to utilize silent reading.

Here is a grade 6 Math outcome regarding place value:

Outcome: N6.1

Demonstrate understanding of place value including:

greater than one million

less than one thousandth

with and without technology. [C, CN, R, PS, T]

- a. Explain, concretely, pictorially, or orally, how numbers larger than one million found in mass media and other contexts are related to one million by referencing place value and/or extending concrete or pictorial representations.
- b. Change the representation of numbers larger than one million given in decimal and word form to place value form (e.g., \$1.8 billion would be changed to \$1 800 000 000) and vice versa.
- c. Explain, concretely, pictorially, or orally, how numbers smaller than one thousandth found in mass media and other contexts are related to one thousandth by referencing place value and/or extending concrete or pictorial representations.
- d. Explain how the pattern of the place value system (e.g., the repetition of ones, tens, and hundreds), makes it possible to read and write numerals for numbers of any magnitude.
- e. Solve situational questions involving operations on quantities larger than one million or smaller than one thousandth (with the use of technology).
- f. Estimate the solution to a situational question, without the use of technology, involving operations on quantities larger than one million or smaller than one thousandth and explain the strategies used to determine the estimate.

And a grade 9 Social Studies outcome:

Compare the factors that shape worldviews in a society, including time and place, culture, language, religion, gender identity, socio-economic situation, and education.

- a. Explore personal student beliefs about some contemporary issues or problems (e.g., making friends; the role of technology in daily life; affordable housing; intergenerational families; global warming; post-secondary education;

participating in religious or cultural ceremonies; designer clothing; healthy food choices; drinking and driving; violence).

- b. Define the concept of worldview.
- c. Hypothesize about the reasons underlying the similarities and differences between the worldview of one individual and that of another person.
- d. Construct a comparison of the worldviews of the societies studied.
- e. Determine reasons for the similarities and differences between the worldviews of two societies studied.
- f. Illustrate the similarities and differences between a personal modern worldview and that of a society studied, and speculate why these similarities and differences occur.

Question: Is outcome based reporting mandatory by the Ministry of Education?

Response:

- No it is not mandatory, however it is aligned more closely with the provincial curriculum than other methods of reporting would be.
- It would be nearly impossible to accurately report a percent or a number on a report card considering the depth of the outcomes and the number of them in each strand. For example in Math 6 in the Numbers strand there are 10 outcomes.
- Teachers assign a value to each outcome.
- We then roll up the outcome into strands which is what is shown on the progress report as an achievement indicator.
- Achievement indicators are based on a 4 point scale. (Progress report attached)
- We have been reporting for K-6 using an achievement indicator since amalgamation in 2006.
- Starting in the fall of 2017, grade 9-12 will receive a percent and K-8 will receive an indicator.

Question: Was there parent engagement when outcomes based reporting was started?

Response:

- The progress report was designed by teachers.
- One parent and a few students were involved in vetting the progress report during development.
- Parent nights were held in numerous schools both before and after the introduction of the progress report including: Glentworth, Lafleche, Kincaid, Rouleau, Avonlea, Gravelbourg, Rockglen, Coronach, Bengough.
- Ministry of Education will continue to require a percent for any high school credits earned

Question: Are there school divisions still using a percent on a progress report?

Response:

- See attached spreadsheet

	Do you report progress for each grade grouping as either percent, achievement indicator or both?	Is student progress to parents reported by outcome, by strand or some other method?	If you are reporting by outcome and using achievement indicators, what feedback have you received from parents and teachers as to their level of understanding their child's progress?	Which vendor do you use for creating student progress reports (Students Achieve, Powerschool etc)?
Chinook School Division	K to 5 - Achievement Indicator 6 to 9 - Achievement Indicator & Percent 10 to 12 - Percent	Elementary - Outcomes ELA - Strand 6 to 9 - Strand 10 to 12 - Other	We put our outcomes in parent/student friendly language and parents have been supportive.	Maplewood
Christ the Teacher Catholic School	K to 4 - Achievement Level of 1 to 4 5 to 9 - Achievement Level of 1 to 4 10 to 12 - Percent	K - Grouped Outcomes 1 to 9 - Strand	Our teachers built rubrics that identify what each level (1-4) looks like for each outcome in K-9. We use these in all of our schools. That has aided our teachers, parents and students in understanding progress and setting goals.	We created the progress report ourselves, but we had it transferred into MapleWood.
Cornerstone School Division	K - Binder used as a portfolio of evidence. Grading and reporting scale shortened to two choices. Attained or Beginning. Also report on Social Emotional behaviors as well. 1 to 9 - M, A, B, E or I Social Skills and Work habits reported separately from Academic Achievement. Reporting periods 3 times per year. 10 to 12 - Percent grades reported by outcome.	Outcome	a. I have included 2 word documents. These are produced as a report card cover. There is a legend of what each outcome is in semi parent friendly language. They use this to cross reference student achievement on report cards to the Outcomes on the folder. b. We are looking at alternatives to the report card folder. Perhaps with the use of our online parent portal we could make an electronic version of this piece.	We use Students Achieve for grades 1 to 9. Report cards are then exported to TLXE. We use TLXE for K and 10 to 12.
Good Spirit School Division	K to 4 - Achievement Indicators 5 to 9 - Achievement Indicators (not all grade 9 report on achievement indicators) 10 to 12 - Percent	ELA and Math - Outcomes All other subject areas - Strands Our report cards also included a Learning Behaviors indicators that are reported on using Levels 1-4	Feedback has been quite positive; however, I strongly encourage educating parents through parent forums, SCC meetings, etc. prior to transitioning to an outcome-based report card. Also, I have been doing some reading on the Level 4 descriptor and Learning Exceeding is vague and somewhat elusive. I have experienced this with parents who feel it is impossible for a student to achieve a level 4 without trying to achieve an outcome at the next grade level (which is essentially achieving a DIFFERENT outcome and not exceeding the actual outcome to be met). A better label for this level would be Exemplary or Distinguished. I tweeted an article on this topic just today! From my experience, I agree with the argument in the article.	Maplewood

	Do you report progress for each grade grouping as either percent, achievement indicator or both?	Is student progress to parents reported by outcome, by strand or some other method?	If you are reporting by outcome and using achievement indicators, what feedback have you received from parents and teachers as to their level of understanding their child's progress?	Which vendor do you use for creating student progress reports (Students Achieve, Powerschool etc)?
Holy Family School Division	K to 4 - Achievement mark for each outcome (4-1 rubric). Single mark per outcome. 5 to 9 - Achievement mark for each outcome (4-1 rubric). Single mark per outcome. 10 to 12 - No high schools here. We do not ever use percents - not in our report cards or on any assessment. When we switched to an achievement level and rubric, percentages were essentially banned.	Student progress to parents is reported by outcome. Each term the outcomes that were worked on in class, or in progress are reported on for each subject. Term 3 report card will have all outcomes for all subjects on it - with an achievement level from 4-1 for each outcome. We have simplified the language in the outcomes for our report cards - simple sentences giving the gist of the outcome to parents. We don't use the official, complex outcome to report to parents.	Parent meetings at schools, coaching teachers on how to explain it to parents, etc. Teachers like the outcome reporting, but some parents still struggle - especially in the older grades. However, the use of student portfolios has helped. Portfolios with evidence of learning go home to parents each term and then are discussed at student-led conferences. We also have a good, clean, and concise explanation with our achievement rubric which is on all our report cards.	Maplewood The report cards on here are a bit of a pain to make and manage - but we are not looking to change anything until we know where the province is going with USIS and what that means for student reporting.
Horizon School Division	1 to 4 - Rubric 5 to 9 - Percent (mostly) depending on the grade configuration of the school 10 to 12 - Percent	Reporting by strand up to and including grade 5 in most cases. Grade 6 and above are by another method.		Maplewood
Light of Christ Catholic School Division	K to 9 - Outcome Based 10 to 12 - Percent We have a grid that converts the rubric mark to a percent.	We report in Strands ie - Numeracy, Data Management, Stats and Probability and Shape and Space ELA we have Compose and Create, Comprehend and Respond and Assess and Reflect	We have spent a great deal of time with many parent nights to make sure there was an understanding (of course very few parents showed).	Powerschool
Lloydminster Catholic School Division	K to 3 - Achievement Indicator 4 to 12 - Percent	Subject; however, our progress reports are seen as nothing more than a simple verification of the pieces in our communications AP (where we do more around strands)		K to 7 - Division generated report cards 8 to 12 - SIRS generated
Lloydminster Public School Division	K to 6 - Achievement Indicator (4 point scale) 7 to 12 - Percentage	1 to 6 - ELA (Compose and Create and Comprehend and Respond), Math by Strand, Science by Unit/Strand, everything else is an overall. 7 to 12 - ELA same as above, otherwise overall percentage Grades 1 to 9 - Enter all assignments by outcome. If we were to move to a parent portal, this could be displayed.		Students Achieve

	Do you report progress for each grade grouping as either percent, achievement indicator or both?	Is student progress to parents reported by outcome, by strand or some other method?	If you are reporting by outcome and using achievement indicators, what feedback have you received from parents and teachers as to their level of understanding their child's progress?	Which vendor do you use for creating student progress reports (Students Achieve, Powerschool etc)?
Regina Catholic School Division	K to 8 - This upcoming year we will provide an Achievement Indicator. We phased this in in the last 3 years. 9 to 12 - Percent	We report by strand, but have created the I Can Statements to report the outcomes that have been covered during the term.	<p>For some of our parents, especially at grades 6-8 it has been a struggle – and they are the ones that have been vocal. We have tried to increase their understanding through parent evenings, but we are also working to help our administrators and teachers so they too can respond to the questions and inform their practice.</p> <p>We are putting together more parent information to help our parents as we understand percentages is what they know. The information will outline that we are moving from “Reporting to Informing” and we can no longer report student learning using one indicator. We are trying to get the message across that student achievement is a process that is multifaceted from student goal setting, evidence of learning (conversations, products and observations) and conferences. All of these pieces provide information as to the students learning.</p>	Students Achieve
Saskatchewan Rivers Public School Division	K to 4 - Achievement Indicator 5 to 9 - Achievement Indicator 10 to 12 - Achievement Indicator during semester and percentage as a summative evaluation at the end to be reported to the Ministry.			

AGENDA ITEM

Meeting Date:	June 13, 2017	Agenda Item #:	8.3
Topic:	Provincial Auditor Involvement in 2017 Year End		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:

Attached is a letter from Kelly Deis the Deputy Provincial Auditor which explains their involvement in our year end process for the year ended August 31, 2017.

Current Status:

Prairie South is not included in the nine divisions selected as sample divisions. However the provincial auditor dows ask our auditors to provide information about our audit such as the error sheet and the materiality used and other standard reports. There is no action required by the Board; this is information for you.

Pros and Cons:

Financial Implications:

Governance Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Bernie Girardin	May 30, 2017	Letter from Provincial Auditor May 18, 2017

Recommendation:

Information only.



PROVINCIAL AUDITOR
of Saskatchewan

May 18, 2017

Mr. Shawn Davidson
Chair
Prairie South School Division No. 210
1075 9th Avenue N.W.
Moose Jaw, SK S6H 1V7

Dear Mr. Davidson:

Re: School Divisions' annual audits for year ending August 31, 2017

In this letter we set out an overview of our audit expectations for all 28 school divisions. We are also writing the appointed auditor of each school division to indicate our expectations.

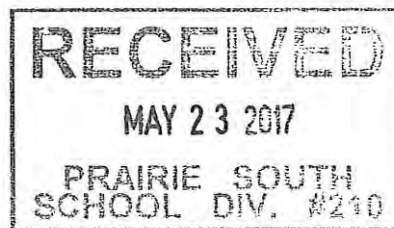
We plan to use a cyclical approach for our direct involvement in the audits of the school divisions. Under this approach, we will annually select a sample of school divisions in which we expect to be involved in the key steps of the audits. We have selected the following school divisions for the year ended August 31, 2017:

Prairie Spirit School Division No. 206
Regina School Division No. 4
Saskatoon School Division No. 13
St. Paul's Roman Catholic Separate School Division No. 20
Horizon School Division No. 205
North East School Division No. 200
Northern Lights School Division No. 113
Southeast Cornerstone School Division No. 209
Sun West School Division No. 207

We expect to have less involvement in the financial statement audits of the other 19 school divisions. For these school divisions, we will limit our involvement to reviewing the appointed auditors' opinions/reports and error sheets. Where matters of significance to report to the Legislative Assembly are identified, we will work with the relevant appointed auditor to obtain the necessary assurance to support reporting these matters.

As in prior years, we ask the appointed auditors of each of the 28 school divisions to provide us with a copy of the school division's financial statements, its audit report thereon, the error sheet, and the materiality amount used, as well as the following standard reports for reliance purposes, addressed to the Provincial Auditor:

- a) the appointed auditor's opinion on the School Division's system of control
- b) the appointed auditor's opinion on the School Division's compliance with legislative and related authorities



- c) the appointed auditor's assurance that it performed substantive tests in specified situations; and reported certain matters that have come to its attention during the course of the audit or any other matters that our Office has asked it to report
- d) the appointed auditor's letter to management on results of the audit (e.g., management letter, constructive services letter) including a summary of errors in the financial statements

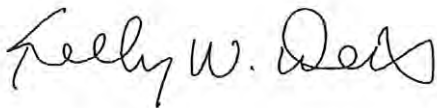
To assist the appointed auditors, we continue to provide each with the following information: copies of key legislation, other authorities and relevant Orders in Council, and audit forms for potential use in the audits.

For the above nine selected school divisions, we work directly with the appointed auditors, using the framework recommended by the *Report of the Task Force on Roles, Responsibilities and Duties of Auditors*. A copy of the framework is available at www.auditor.sk.ca. The Chair of the Board of a selected school division will receive our Audit Involvement Memorandum with a copy to your key management and appointed auditor. The Memorandum explains our involvement in the audit and sets out the agreed upon deadline dates. Our involvement includes steps to ensure we can rely on the work and reports of the appointed auditor and agree on the above indicated opinions/reports prior to their issuance. In addition, the appointed auditors of each selected school division will receive directly a letter setting out our planned reliance on their work and reports.

Our 2018 Report to the Legislative Assembly – Volume 1 will include the results of the school division audits for the year ended August 31, 2017. We expect to issue this Report in spring 2018.

If you have any questions or concerns, please do not hesitate to contact me at (306) 787-0027 or Ms Michelle Lindenbach at (306) 787-2716.

Yours truly,



Kelly W. Deis, CPA, CA
Deputy Provincial Auditor

/ah

cc: Ms J. MacRae, Deputy Minister, Ministry of Education
Mr. C. Repski, Assistant Deputy Minister, Ministry of Education
Mr. T. Baldwin, Director of Education, Prairie South School Division No. 210
Mr. B. Girardin, Superintendent of Business and Operations, Prairie South School
Division No. 210
Ms T. Olfert, CPA, CA, Stark & Marsh CPA LLP



May 18, 2017

COPY

Ms Terri Olfert CPA, CA
Stark & Marsh CPA LLP
Box 128 365 Central Avenue N
Swift Current, SK S9H 0L5

Dear Ms Olfert:

Re: Prairie South School Division No. 210

To fulfill our responsibilities as the Legislative Assembly's Auditor and the group auditor of the Government of Saskatchewan Summary Financial Statements (SFS), we need to receive certain work and reports concerning Prairie South School Division No. 210 for the year ended August 31, 2017. The SFS for the year ended March 31, 2018 will include the financial results of the Prairie South School Division No. 210.

This letter sets out what we need from you to assess if we need to do any further work on the School Division. During your audit please consider the applicability of recommendations we reported for school divisions in our *2017 Report – Volume 1*.

Please provide us with a copy of the School Division's financial statements, your audit report thereon, the error sheet, and the materiality amount used, as well as the following standard reports for reliance purposes, addressed to the Provincial Auditor:

- a) your firm's opinion on the School Division's system of control (see Appendix 1 for the report format)
- b) your firm's opinion on the School Division's compliance with legislative and related authorities (see Appendix 2 for the report format)
- c) your firm's assurance that you performed substantive tests in specified situations; and reported certain matters that have come to your attention during the course of the audit or any other matters that our Office has asked you to report (see Appendix 3 for report format, situations requiring substantive testing, and matters that should be reported)
- d) your firm's letter to management on results of the audit (e.g., management letter, constructive services letter) including a summary of errors in the financial statements

Please provide us copies of these reports when available.

To address specific concerns of the Standing Committee on Public Accounts and the Standing Committee on Crown and Central Agencies, we ask that you also complete an Other Issues Questionnaire (see Appendix 4).

Where matters of significance to report to the Legislative Assembly are identified, we will work with you to obtain the necessary assurance to support reporting these matters. Our 2018 Report to the

Confidentiality notice: This may contain confidential information exempt from disclosure under *The Provincial Auditor Act*.

1500 Chateau Tower - 1920 Broad Street Regina, Saskatchewan S4P 3V2

t 306.787.6398 f 306.787.6383 e info@auditor.sk.ca

) www.auditor.sk.ca

File 2058 18

Legislative Assembly – Volume 1 will include the results of the School Division audits for the year ended August 31, 2017. We expect to issue this report in Spring 2018.

We are able to help you identify legislative and related authorities relevant to this audit. We will provide assistance to interpret those authorities, when requested. In addition, we plan to send you some audit forms for you to use if you so choose.

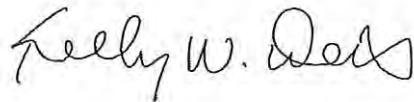
1. Your firm represents:

- a) you have no involvement or relationship with the Government of Saskatchewan or any of its agencies that would impair your objectivity or give that appearance
- b) your firm has a conflict of interests policy that reflects the complexity of the interrelationships within the Government of Saskatchewan

We also ask you to provide our Office with a copy of your correspondence to the audit committee (or equivalent) of matters that bear on independence.

If you have any questions or concerns, please do not hesitate to contact me at (306) 787-0027 or Ms Michelle Lindenbach at (306) 787-2716.

Yours truly,



Kelly W. Deis, CPA, CA
Deputy Provincial Auditor

/ah

cc: ✓ Mr. S. Davidson, Chair, Board of Education, Prairie South School Division No. 210
Mr. T. Baldwin, Director of Education, Prairie South School Division No. 210
Mr. B. Girardin, Superintendent of Business and Operations, Prairie South School Division No. 210
Mr. T. Paton, Provincial Comptroller, Ministry of Finance
Ms J. MacRae, Deputy Minister, Ministry of Education
Mr. C. Repski, Assistant Deputy Minister, Ministry of Education

We agree with the understanding set out in this letter and to co-operate with your office.

Stark & Marsh CPA LLP

APPENDIX I

(Standard wording for the expression of an opinion on internal control)

To: The Provincial Auditor

We have audited [Agency]'s operating effectiveness of internal controls as of [Year End] to express an opinion as to the effectiveness of its internal controls related to the following objectives:

- › To safeguard public resources. That is, to ensure its assets are not lost or used inappropriately; to ensure it does not inappropriately incur obligations; to establish a financial plan for the purposes of achieving its financial goals; and to monitor and react to its progress towards the objectives established in its financial plan.
- › To prepare reliable financial statements.
- › To conduct its activities following laws, regulations, and policies related to financial reporting, safeguarding public resources, revenue raising, spending, borrowing, and investing.

The Chartered Professional Accountants of Canada (CPA Canada) defines control as comprising those elements of an organization that, taken together, support people in the achievement of the organization's objectives. Control is effective to the extent that it provides reasonable assurance that the organization will achieve its objectives.

[Agency]'s management is responsible for effective control related to the objectives described above. Our responsibility is to express an opinion on the effectiveness of control based on our audit.

We used the control framework included in the *Guidance on Control* published by CPA Canada to make our judgments about the effectiveness of [Agency]'s control. We did not audit certain aspects of control concerning the effectiveness, economy, and efficiency of certain management decision-making processes.

We conducted our audit in accordance with standards for assurance engagements published in the *CPA Canada Handbook – Assurance*. Those standards require that we plan and perform an audit to obtain reasonable assurance as to the effectiveness of [Agency]'s control related to the objectives stated above. An audit includes obtaining an understanding of the significant risks related to these objectives, the key control elements and control activities to manage these risks, and examining, on a test basis, evidence relating to control.

Our audit on the effectiveness of [Agency]'s control related to the above objectives does not constitute an audit of internal control over financial reporting performed in conjunction with an audit of financial statements in *CPA Canada Handbook – Assurance* Section 5925 An Audit of Internal Control over Financial Reporting that is Integrated with an Audit of Financial Statements.

Control can provide only reasonable and not absolute assurance of achieving objectives reliably for the following reasons. There are inherent limitations in control including judgment in decision-making, human error, collusion to circumvent control activities, and management overriding control. Cost/benefit decisions are made when designing control in organizations. Because control can be expected to provide only reasonable assurance and not absolute assurance, the

objectives referred to above may not be achieved reliably. Also, projections of any evaluation of control to future periods are subject to the risk that control may become ineffective because of changes in internal and external conditions, or that the degree of compliance with control activities may deteriorate.

In our opinion, based on the limitations noted above, [Agency]'s internal controls were effective, in all material respects, to meet the objectives stated above as of [Year End] based on the CPA Canada criteria of control framework.

[If control is not effective, describe the risk or weakness, and indicate which objective is affected. The report should state whether the weaknesses resulted from the absence of control procedures or the degree of compliance with them.]

Chartered Professional Accountants
Regina, Saskatchewan
Date

APPENDIX 2

(Standard wording for the expression of an opinion on compliance with specified authorities)

To: The Provincial Auditor

We have audited [Agency]'s compliance with the provisions of the following legislative and related authorities pertaining to its financial reporting, safeguarding of assets, spending, revenue raising, borrowing, and investment activities during the year ended [Year End]:

(List all legislative and related authorities covered by this report. This list must include all governing authorities).

Compliance with the provisions of the stated legislative and related authorities is the responsibility of management of [Agency]. Our responsibility is to express an opinion on this compliance based on our audit.

We conducted our audit in accordance with standards for assurance engagements published in the *CPA Canada Handbook – Assurance*. Those standards require that we plan and perform an audit to obtain reasonable assurance whether [Agency] complied with the criteria established by the legislation and related authorities referred to above. Such an audit includes examining, on a test basis, evidence supporting compliance, evaluating the overall compliance with these criteria, and where applicable, assessing the accounting principles used and significant estimates made by management.

In our opinion, for the year ended [Year End], [Agency] has complied, in all significant respects, with the provisions of the aforementioned legislative and related authorities.

(The report should provide adequate explanation with respect to any reservation contained in the opinion together with, if relevant and practicable, the monetary effect.)

Chartered Professional Accountants
Regina, Saskatchewan
Date

APPENDIX 3

(Standard memorandum concerning certain specific matters to be reported to the Provincial Auditor)

To: The Provincial Auditor

We have audited the financial statements of [Agency] for the year ended [Year End] and have issued our report thereon dated [Date]. We have audited the internal controls of [Agency] as of [Year End], and have issued our report to you dated [Date]. We have also audited [Agency]'s compliance with specified legislative and related authorities pertaining to its financial reporting, safeguarding of assets, spending, revenue raising, borrowing and investing activities for the year ended [Year End], and have issued our report to you dated [Date].

These audits were conducted in accordance with standards for assurance engagements published in the *CPA Canada Handbook – Assurance*, and, accordingly, included such tests and other procedures, as we considered necessary in the circumstances. In those instances, if any, that our audit of internal control disclosed conditions indicating that internal controls were inadequate or not complied with, substantive tests were performed to detect any significant instances in which:

- (1) Any officer or employee of [Agency] has wilfully or negligently omitted to collect or receive public money belonging to the Crown;
- (2) There has been a deficiency or loss to the Crown through the fraud, default or mistake of any person; and
- (3) An expenditure was made which was not properly vouchered or certified.

During the course of these examinations, no instances came to our attention that would indicate to us that:

- (1) Any officer or employee of [Agency] has wilfully or negligently omitted to collect or receive public money belonging to the Crown;
- (2) There has been a deficiency or loss to the Crown through the fraud, default or mistake of any person; and
- (3) An expenditure was made which was not properly vouchered or certified.

(The memorandum should go on to describe any matters that should be brought to the attention of the Provincial Auditor)

Chartered Professional Accountants
Regina, Saskatchewan

Date

APPENDIX 4

PROVINCIAL AUDITOR OF SASKATCHEWAN Planning and Control File Other Issues Questionnaire

Entity: _____

Year-End: _____

Answer/Reference

Crown and Central Agencies Committee (CCAC) Recommendations¹

Significant Transactions

CIC Crown corporations must report transactions which are sensitive and likely of interest to legislators and the public, or are material and outside the ordinary course of business involving any of the following activities:

- i) acquisition of a major investment or asset, or the assumption of a major liability;
- ii) a material change in the terms and conditions governing an existing investment or asset;
- iii) divestiture of a major asset or investment.

1. Was the organization involved in any significant transactions during the year? See the Significant Transactions Policy Guidelines (<http://www.cicorp.sk.ca/assets/Documents/crownpolicy/Significant%20Transaction%20Reporting%20Policy.pdf>) for further information.
2. Was a report sent to the Committee within 90 days of all significant transactions?
3. Did the report include the objectives of the transaction, the financial implications and a statement of change in liabilities for CIC and the Government of Saskatchewan, and the authority under which the transaction occurred?

Payee Information

4. Has the corporation tabled in the CCAC a list² of persons who received public money and the amounts, in the manner set out by the Committee? (see the original June 18, 2003 Committee report³ and September 29, 2005 amendment⁴ for guidance)

Public Accounts Committee (PAC) Recommendations

PAC recommendations apply to all Crown agencies unless otherwise noted below.

1. Regarding the following matters:

- (1) Have you received written representation from management as to whether any of the following matters occurred during the year?
- (2) Were any such matters reported?

- a) The organization required ministerial assistants or its employees to perform services solely for the benefit of others and the organization was not reimbursed for its remuneration expenses.
- b) The organization made payments for which the organization received no specific services.
- c) The organization provided goods and/or services without charge to Ministers of the Crown.
- d) The organization provided goods and/or services without charge to other government organizations.
- e) The organization signed contracts with ministerial assistants which did not specify the

(1) (2)

¹ Includes the recommendations of the former Crown Corporations Committee (CCC).

² Refers to the financial reports that are required to be tabled during the year under audit.

³ See our website at <https://auditor.sk.ca/pub/downloads/CCA%20-%202018June2003.pdf>.

⁴ See our website at <https://auditor.sk.ca/pub/downloads/CCA%20-%2029Sept2005.pdf>.

Confidentiality notice: This may contain confidential information exempt from disclosure under *The Provincial Auditor Act*.

Answer/Reference

- appropriation to be charged.
- f) The organization paid salaries to ministerial assistants which were not supported by monthly time reports certified by the Minister. (The monthly time reports should specify the assistants attendance and the activities undertaken.)
 - g) The organization (**applicable only to organizations that do not appear before the Committee of Finance (e.g., SPC, SGI)**) made any expenditures for the operations of Ministers' Offices (includes furniture, support services, ministerial assistants and any other goods or services).
 - h) The organization paid Ministerial salaries, travel and other expenses.
 - i) The organization did not implement policies and procedures to ensure compliance with all PAC and CCAC recommendations specifically directed at the organization.
2. For all matters reported by management, have you verified the supporting information?
3. Published Information⁵
- a) Has the organization tabled its annual financial statements⁶ in the Legislative Assembly (includes corporations in which the Crown owns less than 100% of the issued share capital)?
 - b) Has the organization tabled the annual financial statements³ of its subsidiary corporations, pension plans, and any other funds it manages, in the Legislative Assembly (includes corporations in which the Crown owns less than 100% of the issued share capital)? (Note: some CIC Crowns exempt)
 - c) Has the organization tabled a list ³ of all persons who received public money and the amounts? "(See original PAC report⁷ March 17, 1993 Page 5; and the updated policy in Financial Administration Manual Section 2010 for GRF and Revolving Funds and Section 2315 for Treasury Board Crowns.)" This list may be presented in the annual report or in a separate document. (**not applicable to CIC Crowns**)
 - d) Has the organization (**not applicable to CIC Crowns**) separately disclosed in the Public Accounts or in the organization's annual report, payments for Ministerial salaries, travel and other expenses (i.e., the information reported under 1(h))?

Minister's Travel and Business Expenses – *PLEASE REFERENCE TO WHERE DETAILED DOCUMENTATION AND TESTING IS PERFORMED**

- 4.1 a) Are Minister's expenses charged to this agency properly supported; reviewed and approved by Executive Council and the agency; and the expense is related to this agency? Obtain a list of Minister's expenses and test a sample (at least one item per Minister if more than one. [ref Financial Administration Manual 4430 (www.finance.gov.sk.ca/fam/default.html) and the Members of Executive Council Expense Regulation].

Board and Senior Executives Pay and Expenses – *PLEASE REFERENCE TO WHERE DETAILED DOCUMENTATION AND TESTING IS PERFORMED**

- 4.2 a) Did the organization operate at all times with a Board of Directors and was the Board composed of the required number of directors specified in the organization's enabling legislation?
- b) Are you satisfied that there is adequate authority for the organization to pay Board members' and senior executives' pay and expenses at the rates paid?
- c) Are payments made in accordance with authorization?
- d) Are you satisfied that all senior executives' benefits are included on their annual T-4?

⁵ See <http://www.legassembly.sk.ca/legislative-business/sessional-papers/>.

⁶ Refers to the financial reports that are required to be tabled during the year under audit. See Section 283 of *The Education Act, 1995*.

⁷ See our website at <https://auditor.sk.ca/pub/downloads/PAC%20-%2017March1993.pdf>.

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Answer/Reference

- e) Are you satisfied that there is sufficient documentation to support Board members' and senior executives' expenses and that the expenses were incurred for the benefit of the organization?

Procurement Cards (credit cards, debit cards, EFT, etc.) – *PLEASE REFERENCE TO WHERE DETAILED DOCUMENTATION AND TESTING IS PERFORMED**

5. Are controls over employee procurement cards adequate? Consider:
- a) Employee cards issued in the name of the organization;
 - b) Monthly procurement card statements are received directly by the organization;
 - c) Employees must complete a separate procurement card expense report including filing of individual card receipts;
 - d) Expense reports are approved by appropriate authority before processed; and
 - e) Unmatched card receipts are regularly investigated (for items older than 90 days for example).

Political Donations⁸

Consider:

- a) Have you received written representation from management as to whether political donations were made in the year?
- b) Obtain a list of political donations made during the period (date, name, amount, related activity).

NB: Reportable matters arising out of the above issues should be included in the report to the Provincial Auditor concerning certain specific matters (See Appendix 3).

For those matters relating to recommendations of the Public Accounts Committee and Crown and Central Agencies Committee, identify in the report, the specific recommendation(s) that were not followed.

Prepared by _____

Date _____

⁸ Political donations include monetary or in kind contributions to a political party, or a candidate and can include, but are not limited to: cash donations, contributions of time (e.g., free use of staff), contributions of material (e.g., free use of office space), membership fees, fees for attending workshops, tickets for fund-raising functions (e.g., Premier's dinner, and political-party-sponsored dinner or golf tournament).

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