

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

DATE: June 2, 2020  
1:00 p.m. – 4:00 p.m.  
Central Office, 1075 9<sup>th</sup> Avenue NW  
Moose Jaw

**AGENDA**

- 1. Call to Order**
- 2. Adoption of the Agenda**
- 3. Adoption of Minutes**
  - 3.1. Regular Board Meeting May 5, 2020**
- 4. Decision and Discussion Items**
  - 4.1. School Board Election - Returning Officer**
  - 4.2. School Board Election - Nominee Criteria**
  - 4.3. Student Learning Accountability Report**
  - 4.4. Notice of Motion – South Hill School Location**
  - 4.5. Proposed 2020-2021 Budget**
  - 4.6. Monthly Reports**
    - 4.6.1. Teacher Absence and Substitute Usage Report
    - 4.6.2. CUPE Staff Absence and Substitute Usage Report
    - 4.6.3. Bus Driver Absence and Substitute Usage Report
    - 4.6.4. Out of Scope Absence and Substitute Usage Report
    - 4.6.5. Tender Report
  - 4.7. Executive Management Consultation Proposal**
- 5. Delegations and Presentation**
  - 5.1. 2:15 pm - Ashley Cockburn, Transportation Catchment**
  - 5.2. 2:35 pm - Kimberly Hazell, Transportation Catchment**
  - 5.3. 2:55 pm - Ward Cockburn**
- 6. Information Items**
  - 6.1. SSBA 2019 Adopted Resolutions Work Plan and Assignments**
  - 6.2. SCC Meetings with the Ministry of Education**
  - 6.3. Mosaic Extreme School Makeover Challenge**
  - 6.4. Prairie South Supplemental Learning Plan**
  - 6.5. Johnson Shoyama PD Opportunity for Trustees**
  - 6.6. SSBA Position Statements Update**
  - 6.7. South Hill School Monthly Update**

**6.8. Administrative Procedures Renewal**

**7. Provincial Matters**

**8. Celebration Items**

**9. Identification of Items for Next Meeting Agenda**

**9.1.** Notice of Motions

**9.2.** Inquiries

**10. Meeting Review**

**11. Adjournment**

**MINUTES OF THE REGULAR BOARD MEETING OF THE PRAIRIE SOUTH SCHOOL DIVISION NO. 210 BOARD OF EDUCATION held at the Central Office, 1075 9<sup>th</sup> Avenue North West, Moose Jaw, Saskatchewan on May 5, 2020 at 1:00 p.m.**

Attendance:

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

Regrets:

Delegations:

Motions:

- 2020-05-05 - 3225 That the meeting be called to order at 1:09 p.m.  
- Bachmann
- 2020-05-05- 3226 That the Board replace item 4.3 - Proposed 2020-2021 Budget Carried  
with item 4.3 - PSSD Auditor Tender Award.  
  
AND THAT the Board adopt the agenda as amended.  
- Wilson
- 2020-05-05 - 3227 That the Board adopt the minutes of the March 31, 2020 Board Carried  
meeting.  
- Jukes
- 2020-05-05 - 3228 That the Board approve the first five rural catchment review Carried  
item recommendations as presented.  
- Wilson
- 2020-05-05 - 3229 That the Board accept the recommendation made in the package Defeated  
and that we maintain alternate yard service.  
- Defeated
- 2020-05-05 - 3230 That the Board approve the catchment change for item number 6 Carried  
in the package.  
- Pryor
- 2020-05-05 - 3231 That the Board approve the 2021-2024 PMR plan as presented Carried  
so it can start the Ministry process of grant funding for the  
upcoming year.  
- Wilson

2020-05-05 - 3232 That the Board direct Administration to award the Auditor Tender to Deloitte as per the RFP process. Carried  
- Davidson

2020-05-05 - 3233 That the Board instruct administration to respond according to the direction provided. Carried  
- Davidson

2020-05-05 - 3234 That the Board receive and file the monthly reports as presented. Carried  
- Jukes

Inquires: Swanson - That the Board receive, in advance of the budget meeting, a proposed budget document with a summary of significant changes.

Notice of Motions: Radwanski - That since there was no opportunity for the general public to examine the finalized site selection process for the new proposed joint use school location in Westheath (specifically west of 1700 blocks of Glendale St. and Spadina Dr), that the PSSD provide public presentations (virtually if needed) and the opportunity for formal input by citizens to the Board into the site selection process and the possible expenditure of \$2,541,848 for the purchase of City of Moose Jaw lands before any transaction on the purchase of lands is completed.

2020-05-05 - 3235 That the meeting be adjourned at 2:14 p.m. Carried  
- Pryor

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R. Bachmann  
Chairperson

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S. Robitaille  
Superintendent of Business and Operations

Next Regular Board Meeting:

June 2, 2020  
Prairie South School Division Central Office, Moose Jaw

# AGENDA ITEM

<b>Meeting Date:</b>	June 2, 2020	<b>Agenda Item #:</b>	04.1
<b>Topic:</b>	<b>School Board Election - Returning Officer</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:**

The date for the next School Board Election is November 9, 2020. As per section 46 of The Local Government Election Act(LGEA), the Board must appoint a Returning Officer (RO) at least 90 days before the date of the Election.

**Current Status:**

Administration is suggesting that Stephen Robitaille, Superintendent of Business & Operations, be appointed as Returning Officer for the Novemebr 9<sup>th</sup>, 2020 election

**Pros and Cons:**

**Financial Implications:**

**Governance Implications:**

**Legal Implications:**

If a RO is appointed prior to August, 2020 the Board will be in compliance with legislation

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Steve Robitaille	May 20th, 2020	SEC 46 LGEA 2015 Excerpt

***Recommendation:***

That the Board appoint Stephen Robitaille, Superintendent of Business & Operations as the Returning Officer for the November 9, 2020 School Board Election.

PART V  
Election Officials

Returning officer for elections in school divisions

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

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

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

# AGENDA ITEM

<b>Meeting Date:</b>	June 2, 2020	<b>Agenda Item #:</b>	04.2
<b>Topic:</b>	<b>School Board Election - Nominee Criteria</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

- Background:** The Education act provides guidance for Boards of education related to nomination processes for School Board Elections
- Current Status:** Education Criminal Record Checks(CRC) – boards now have the ability to require CRC to accompany the Nomination Form (Ed. Act 87(1)(aa.2)). If board passes resolution to require CRC, Nomination Form is not complete unless CRC accompanies Nomination Form.
- Pros and Cons:**  
 Pros: This allows for addition candidate disclosure.  
 Cons: Potential to restrict candidates due to additional burden of nomination process.
- Financial Implications:**
- Governance Implications:** Resolution to require CRC, must be passed by board 90 days before election day - Ed Act 87(1.1)
- Legal Implications:**
- Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Steve Robitaille	May 20th, 2020	Ed. Act 87 Excerpt

***Recommendation:***

That the Board determine the appropriate course of action related to nomination requirements for the November 9<sup>th</sup> election.

(aa) offer courses during a summer vacation and charge a fee to individuals who enrol in the courses;

(aa.1) co-operate in, participate in or facilitate the co-ordination, administration or provision of educational programs for children who are not yet eligible to be enrolled in kindergarten in a school in the school division pursuant to clause 85(1)(f);

(aa.2) subject to subsection (1.1), by resolution, require that every candidate nominated to hold office as a board member for a school division submit a current criminal record check to the returning officer appointed pursuant to *The Local Government Election Act, 2015*, together with the candidate's nomination paper;

(bb) by resolution, provide for or authorize any actions, procedures or policies that are ancillary to or necessary for the carrying out of any duties or the exercise of any powers imposed or conferred on it by this Act.

(1.1) Any resolution adopted pursuant to clause (1)(aa.2) must be made at least 90 days before the day of a general election as defined in *The Local Government Election Act, 2015*.

## AGENDA ITEM

<b>Meeting Date:</b>	June 2, 2020	<b>Agenda Item #:</b>	04.3
<b>Topic:</b>	<b>Student Learning Accountability Report</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

**Background:**

This is the third report on Student Learning for the 19-20 school year. Usually this report contains updated information about the OurSCHOOL survey however due to the Covid-19 pandemic the survey was not conducted in the spring of 2020.

Given the ongoing interest in classroom composition, this report contains information about the Behavior Learning Cycle in Prairie South and the a snapshot of the work of the Advocacy and Behavior Consultants and Student Support Consultants.

**Current Status:**

Please see attached report

**Pros and Cons:**

**Financial Implications:**

**Governance Implications:**

**Legal Implications:**

**Communications:**

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Lori Meyer	June 2, 2020	Student Learning Accountability Report

***Recommendation:***

The Board of Education receive and file the Student Learning Accountability Report.

## **2019-2020 Student Learning Accountability Report**

### **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**

#### Background:

In the 14-15 school year an extensive behavior support plan training system was established in Prairie South led by the Student Support Consultants and the Advocacy and Behavior Consultants. This was driven by the staff satisfaction survey that indicated that student behavior was one of the most pressing issues in the classroom.

Teachers, school administrators and student support teachers received professional development in planning for and implementing behavior support plans through a Prairie South developed Behavior Learning Cycle (BLC). In addition to workshop sessions, follow up was provided on a small group or individual basis by the SSCs and the ABCs.

In subsequent years there has been a combination of training and small group/individual sessions offered at schools. At this point it is very individualized for each student and team, with each consultant participating in and guiding teams at various schools in ways that are specific to the needs of the child.

Overall, the focus of the BLC is to teach missing skills to students to offer a permanent solution to behavior challenges. The skills cannot be taught in isolation, often take significant time to become permanent and may require adults supporting the child to alter their behavior.

The team works through a process to identify missing skills that lead to challenging behavior, understand the function of the behavior, observe, and teach the missing skills in the context in which the behavior occurs.

The team will be asking ...	The team has identified ...	Some examples include ...
What skill would <b>eliminate</b> the need for this behavior?	<b>Replacement Skills</b>	Communication Requesting a break Self-Regulation Requesting an item
What skill would <b>reduce</b> the frequency or the severity?	<b>Related Skills</b>	Conflict resolution Vocabulary Planning/Organization Problem Solving (“Big Problem” “Little Problem”)
What skill would aid in <b>coping</b> with aversives?	<b>Coping/Tolerance Skills</b>	Delayed gratification Resisting temptation Changing habits Use of a 5 Point Scale and Identifying where I’m at
What skills would reduce dependency and improve quality of life?	<b>Functional Skills</b>	Reading Toileting Leisure skills

#### Behavior Support Plans in Prairie South:

Urban Elementary - BSP Data									
Grade	Gender		BSP	Presenting Issue				Other Consultant Involved	Other Agency Involved
	Male	Female		Behaviour	Attendance	VTRA	Other	Yes	Yes
K	1	1	0	0	1	0	1	0	0
1	3	4	4	1	1		4	4	3
2	10	1	7	2	0	0	9	8	6
3	11	4	3	3	0	1	11	8	3
4	16	3	8	4	0	0	15	12	4
5	19	8	10	6	1	1	17	20	9
6	21	9	10	9	0	0	19	12	4
7	12	6	4	5	2	1	9	7	0
8	9	15	3	5	5	1	13	10	1
Totals:	102	51	49	35	10	4	98	81	30
	153								

Urban High Schools - BSP Data									
Grade	Gender		BSP	Presenting Issue				Other Consultant Involved	Other Agency Involved
	Male	Female		Behaviour	Attendance	VTRA	Other	Yes	Yes
9	11	7	2	0	2	0	16	7	14
10	6	5	4	0	6	0	5	1	4
11	2	8	0	0	0	0	10	3	10
12	1	5	0	0	2	0	4	1	4
12+	2	1	3	0	0	0	3	0	3
Totals:	22	26	9	0	10	0	38	12	35
	48								

Rural K-12 - BSP Data									
Grade	Gender		BSP	Presenting Issue				Other Consultant Involved	Other Agency Involved
	Male	Female		Behaviour	Attendance	VTRA	Other	Yes	Yes
K	1	1	2	0	0	0	0	1	0
1	1	0	0	0	0	0	1	0	0
2	4	0	1	1	0	0	2	2	3
3	2	0	0	1	0	0	0	1	0
4	4	1	1	1	0	0	4	2	4
5	3	0	1	2	0	0	0	3	2
6	1	4	4	2	0	0	1	2	0
7	2	2	2	0	0	0	2	0	1
8	3	0	1	1	0	0	2	1	0
9	0	3	0	0	0	0	3	0	0
10	1	2	0	0	0	0	3	0	2
11	2	0	0	0	0	0	2	1	2
12	2	0	0	0	0	0	2	1	1
Totals:	26	13	12	8	0	0	22	14	15
	39								
<b>Grand Totals:</b>									
Grade	Gender		BSP	Presenting Issue				Other Consultant Involved	Other Agency Involved
	Male	Female		Behaviour	Attendance	VTRA	Other	Yes	Yes
K	2	2	2	0	1	0	1	1	0
1	4	4	4	1	1	0	5	4	3
2	14	1	8	3	0	0	11	10	9
3	13	4	3	4	0	1	11	9	3
4	20	4	9	5	0	0	19	14	8
5	22	8	11	8	1	1	17	23	11
6	22	13	14	11	0	0	20	14	4
7	14	8	6	5	2	1	11	7	1
8	12	15	4	6	5	1	15	11	1
9	11	10	2	0	2	0	19	7	14
10	7	7	4	0	6	0	8	1	6
11	4	8	0	0	0	0	12	4	12
12	3	5	0	0	2	0	6	2	5
12+	2	1	3	0	0	0	3	0	3
	150	90	70	43	20	4	158	107	80
	240								

The consultants leading this work includes the Advocacy and Behavior Consultants and the Student Support Consultants.

There are **5 Advocacy and Behavior Consultants** comprised of 2 social workers (one in MJ and one in the south), and 3 teachers/STF members. The background of the teachers include significant high school experience, training in addictions work, significant classroom instruction in the middle years, SST, Lifeskills teacher, working with students with significant behavior challenges at John Chisholm School and in school administration.

There are **4 Student Support Consultants**. All are STF/teachers. One is based in the south, three are based in MJ and all work with both prek-8 and K-12 schools. All have extensive experience as student support teachers.

The behavior support work is only a portion of what these consultant groups do in the division.

Other agency information follows below.

### **Agency Partner Supports for Students and Families**

#### **Mental Health and Addictions School Team:**

Funded by: Prairie South, Mental Health/SHA, Holy Trinity. Prairie South contributes \$82,000 annually. This partnership has been in place since 2007

Requirements from Prairie South: space to work, internet access. Staff are employed by SHA who provide supervision, office, phone, travel, pd

Provides: For Prairie South 1.2 FTE mental health and addictions workers in schools to provide counselling and support services at Peacock, Central and Riverview. Also support for special projects and requests (SOS suicide screening) when given enough notice and fits in mandate. Students self-refer and are seen at the school or the clinic (their preference).

From September 2019 to April 2020 there were 143 intakes into this service. This does not reflect actual number of students receiving counselling supports, it is the number of students who went through the intake process. Students could have also been involved in other group therapies, have self-referred through the general intake (not through the school process) or could have gone through intake but then refused counselling.

#### **Family Outreach Program (FOP)**

Funded by: Ministry of Social Services, SHA, Prairie South, Holy Trinity. Prairie South contributes \$30,000 annually.

Requirements from Prairie South: attend intake meetings to review referrals, follow up with school when needed

Provides: Supports for families who are struggling to meet the needs of their children. Referrals are made from the school and a committee of partners meets once per month to review referrals. Staff are all employed by SHA and housed there. Staff include a social worker and family support worker, the bulk of the work is in the city however they are now willing to travel outside of the city to our former Thunder Creek, Davidson and Herbert Schools. Internally Lenea Okraincee does this work in the south part of the division. Generally, about 20 families from Prairie South are on the case load. The staff will go into the home and provide parenting support and coaching, attend meetings and doctor appointments with the family, support food security.

#### **Shared Services Mentorship Program**

Funded by: Prairie South, Holy Trinity, Social Services. Prairie South contributes \$30,000 annually.

Requirements from Prairie South: attend intake meetings to review referrals, follow up with school when needed

Provides: small group outings for male and female children who would benefit from a positive adult role model. The staff are employees of the SHA and all needs are met through SHA. Generally, there are 20 elementary aged children benefitting from this program mostly in the city of Moose Jaw however at times rural referrals have been accepted.

#### **Steps 4 Success**

Funded by: Prairie South and the Regina YMCA. Prairie South contributes \$8000 annually.

Requirements from Prairie South: when the MJ YMCA was open there were no requirements. This fall the program moved into 2 rooms in the John Chisholm building and the funding provided was negotiated in with the rent agreement between the Regina YMCA and Prairie South. Staff are all employees of the YMCA who provides materials, supplies, phones, resources, pd.

Provides: students from Peacock, Riverview and Central can be referred to the program when student behavior is becoming unmanageable at the school, but a full suspension is not warranted. Students can stay for up to 3 days, they work on their homework with a support person and work on other 'life lesson' materials provided by the YMCA. When returning to the school a reintegration meeting is held including the student, parents, YMCA staff member and school administration. The number of students accessing the program varies year to year however an average number would be 50-70 students per year. City of Moose Jaw only.

#### **Enhanced Behavior Supports (EBS)**

Funded by: Prairie South and SHA. Prairie South contributes \$6000 annually.

Requirements from Prairie South: none

Provides: when a student behavior is challenging, and no progress is being made via accessing internal supports and there is a need to support in the home the child can be referred to EBS. A psychologist from SHA then works directly with parents in the home and the school – attempting to bridge the two. Generally, 3-6 students per year are referred for this support. City of Moose Jaw only.

#### **Autism Spectrum Disorder Program (ASD)**

Funded by: SHA. This is a provincial program.

Requirements from Prairie South: attend team meetings, implement recommendations, allow SHA staff access to children in the school setting, purchase recommended equipment if needed

Provides: Assessment, consultation, programming and support for children and their families with an autism diagnosis. Aged 3-21 is the focus but all ages can access support. Employ an OT, SLP, social worker and support workers. Accessible to all children and their families in the province. Generally, there are about 60 children and families receiving supports (in total) and a large majority are Prairie South, mostly from the city of Moose Jaw.

### **Cognitive Disabilities Strategy (CDS)**

Funded by: Ministry of Social Services provincially

Requirements: Attendance on intake and referral committee, follow up at the school

Provides: Financial support to access programming, services, supports, assessment, supplies for children and their families who have a diagnosed cognitive disability. Referrals can be made by any agency. Income tested. Generally, 30-35 Prairie South students are receiving this funding annually. Prairie South never holds the funds, they are held by parents or in trust for the children. This is available to any person in the province however most of the recipients are in the city of Moose Jaw.

### **3.Administrative Challenges**

The situations are very individualized and often quite complex. The process requires commitment to collaboration and a willingness to dig in for extended periods of time with one child. Many times, teachers and parents are hoping for a quick fix which often is not possible these situations.

### **4.Governance Implications**

That the Board of Education support the Behavior Learning Cycle as established in Prairie South.

# AGENDA ITEM

<b>Meeting Date:</b>	June 2, 2020	<b>Agenda Item #:</b>	04.4
<b>Topic:</b>	Notice of Motion – South Hill School Location		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

<b>Background:</b>	<p>At the May Meeting of the Board of Education, Trustee Radwanski provided the following Notice of Motion:</p> <p>“That since there was no opportunity for the general public to examine the finalized site selection process for the new proposed joint use school location in Westheath (specifically west of 1700 blocks of Glendale St. and Spadina Dr), that the PSSD provide public presentations (virtually if needed) and the opportunity for formal input by citizens to the Board into the site selection process and the possible expenditure of \$2,541,848 for the purchase of City of Moose Jaw lands before any transaction on the purchase of lands is completed.”</p> <p style="text-align: right;">-Radwanski</p>
<b>Current Status:</b>	<p>The Boards of Education at Prairie South Schools and Holy Trinity Catholic School Division and the Ministry of Education have chosen Westheath as the preferred location for the joint use school scheduled to open in Moose Jaw in September, 2023. Additional information about the selection process is available at <a href="http://www.prairiesouth.ca">www.prairiesouth.ca</a> under the South Hill School Project button. The City of Moose Jaw has agreed to proceed with an Expression of Interest process to determine if there is developer interest in purchasing the Westheath parcel and developing it in collaboration with the City. The EOI process is based on the commitment by the school divisions and Ministry of Education that the new school will be built at Westheath. The South Hill School Steering Committee has moved forward with the guidance provided from all stakeholders; the site selection process is complete at this time.</p> <p>In terms of input at this time, trustees from Prairie South and Holy Trinity, as well as representatives from the Ministry of Education are in the process of design engagement. Data has been collected from students and families related to goals and aspirations for the new school. Citizens who wish to provide additional input connected to their hopes and dreams for the new school may provide this to either school division, and this information will be forwarded to the prime consultant for the project. Boards of Education have shared their vision, and the prime consultant will present a design plan that incorporates as many of these ideas as possible.</p>

	As any financial transaction related to the Westheath subdivision would be between the City of Moose Jaw and a developer, it is inappropriate for the school division to place any restrictions on the transaction.
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	
<b>Legal Implications:</b>	
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	02 June 2020	

***Recommendation:***

That the Board consider the Notice of Motion presented by Trustee Radwanski.

# AGENDA ITEM

<b>Meeting Date:</b>	June 2 <sup>nd</sup> , 2020	<b>Agenda Item #:</b>	04.5
<b>Topic:</b>	<b>Proposed 2020-2021 Budget</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

<b>Background:</b>	The Board of Education provides strategic direction during the budget development process, and has reviewed the proposed budget for the 2020-2021 at planning sessions on April 28 <sup>th</sup> , 2020 and May 26, 2020
<b>Current Status:</b>	The Ministry of Education requires Board of Education to submit their 2020-2021 budget for approval prior to June 30, 2020
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	
<b>Legal Implications:</b>	In accordance with <i>The Education Act 1995</i> , the Minister of Education must approve the School Division budget before it is implemented.
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Steve Robitaille	May 28, 2020	Provided in meeting

## ***Recommendation:***

The following two motions:

Motion 1: "That the Board approve the 2020-2021 Budget as presented with revenue of \$85,212,674 operating expenses of \$89,023,353 and capital purchases of \$2,447,660."

Motion 2: "That the Board alter the current restriction of funds of \$1,458,762 from "designated for tangible capital asset expenditures" to "designated for classroom composition mitigation"

## AGENDA ITEM

<b>Meeting Date:</b>	June 2, 2020	<b>Agenda Item #:</b>	04.6
<b>Topic:</b>	<b>Monthly Reports</b>		
<b>Intent:</b>	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

<b>Background:</b>	The Board has requested monthly updates regarding staff absences and tenders awarded.
<b>Current Status:</b>	Current Information is attached.
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	
<b>Legal Implications:</b>	
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	June 2, 2020	<ul style="list-style-type: none"> <li>• Staff Absence Summaries</li> <li>• Tender Summary</li> </ul>

***Recommendation:***

That the Board receive and file the monthly reports as presented.

<b>Teacher Absences &amp; Substitute Usage</b>					
<b>Date Range:</b>	<b>April 27, 2020 - May 26, 2020</b>				
<b>Absence Reason</b>	<b>Days</b>	<b>% of Total Absences</b>	<b>Sub Days</b>	<b>% Needed Sub</b>	<b>% of possible days</b>
<b>LINC Agreement</b>					
Compassionate Leave	3.95	3.23%	0	0.00%	0.04%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
Earned Day Off	0	0.00%	0	#DIV/0!	0.00%
Education Leave	0	0.00%	0	0.00%	0.00%
Emergency Leave	0	0.00%	0	0.00%	0.00%
Executive Leave	0	0.00%	0	0.00%	0.00%
Prep Time	1.08	0.88%	0	0.00%	0.01%
Pressing Leave	4.6	3.76%	0	0.00%	0.05%
PSTA	0	0.00%	0	0.00%	0.00%
Leave Without Pay	0	0.00%	0	#DIV/0!	0.00%
<b>SUB TOTAL</b>	<b>9.63</b>	<b>7.88%</b>	<b>0.00</b>	<b>0.00%</b>	<b>0.11%</b>
<b>Provincial Agreement/ Education Act/ Employment Act</b>					
Court/Jury	0	0.00%	0	0.00%	0.00%
Illness - Teacher	5.08	4.16%	0	0.00%	0.06%
Illness - Long Term	87.80	71.84%	0	0.00%	0.98%
Medical/Dental Appt	11.31	9.25%	0	0.00%	0.13%
Paternity/Adoption Leave	2	1.64%	0	0.00%	0.02%
Secondment	1.4	1.15%	0	0.00%	0.02%
STF Business - Invoice	0	0.00%	0	0.00%	0.00%
Unpaid Sick Leave	0	0.00%	0	0.00%	0.00%
<b>SUB TOTAL</b>	<b>107.59</b>	<b>88.03%</b>	<b>0.00</b>	<b>0.00%</b>	<b>1.20%</b>
<b>Prairie South</b>					
Extra/Co-curr Teach	0	0.00%	0	0.00%	0.00%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	0	0.00%	0	0.00%	0.00%
Internship Seminar	0	0.00%	0	0.00%	0.00%
IT Meet/PD	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	1	0.82%	0	0.00%	0.01%
PD DEC Teachers	4	3.27%	0	0.00%	0.04%
School Operations Meet/PD	0	0.00%	0	0.00%	0.00%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
<b>SUB TOTAL</b>	<b>5.00</b>	<b>4.09%</b>	<b>0.00</b>	<b>0.00%</b>	<b>0.06%</b>
<b>Total Absences</b>	<b>122.22</b>	<b>100.00%</b>	<b>0.00</b>	<b>0.00%</b>	<b>1.36%</b>

Teachers (FTE)

427.19

# of teaching Days

21

Possible Days

8970.99

**Long Term Illness:** When a temporary contract is issued for an illness leave of 20+ days.

## CUPE Staff Absences & Casual Usage 2019 - 2020

Date: April 27, 2020 - May 24, 2020

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
<b>CUPE Agreement</b>					
Act of God	0	0.00%	0	0.00%	0.00%
Bereavement Leave	4.5	2.52%	0	0.00%	0.09%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	0.5	0.28%	0	0.00%	0.01%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
CUPE Business - Invo	2.86	1.60%	0	0.00%	0.00%
Earned Day Off	0.5	0.28%	0	0.00%	0.01%
Executive Position	0	0.00%	0	0.00%	0.00%
Family Responsibilities	4.75	2.66%	0	0.00%	0.09%
Illness - Support	68.61	38.42%	15.5	22.59%	1.35%
Med/Den Appt Support	7.07	3.96%	0	0.00%	0.14%
Parenting/Caregiver	2.85	1.60%	0	0.00%	0.06%
Pressing Leave	2.55	1.43%	0	0.00%	0.05%
Service Recognition Days	0	0.00%	0	0.00%	0.00%
TIL Support	8.25	4.62%	0	0.00%	0.16%
Without Pay Support	0	0.00%	0	0.00%	0.00%
<b>SUB TOTAL</b>	<b>102.44</b>	<b>57.36%</b>	<b>15.5</b>	<b>15.13%</b>	<b>2.02%</b>
<b>Employment Act</b>					
Court/Jury Duty	0	0.00%	0	0.00%	0.00%
Paternity Leave	0	0.00%	0	0.00%	0.00%
Vacation Support	41.14	23.04%	1.63	3.96%	0.81%
Workers Compensation	35	19.60%	15	42.86%	0.69%
<b>SUB TOTAL</b>	<b>76.14</b>	<b>42.64%</b>	<b>16.63</b>	<b>21.84%</b>	<b>1.50%</b>
<b>Prairie South</b>					
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	0	0.00%	0	0.00%	0.00%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	0	0.00%	0	#DIV/0!	0.00%
LRNG Meet/PD	0	0.00%	0	0.00%	0.00%
PD DEC In Province Support Staff	0	0.00%	0	#DIV/0!	0.00%
PD Out of Province Support Staff	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%
<b>SUB TOTAL</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>#DIV/0!</b>	<b>0.00%</b>
<b>Total Absences</b>	<b>178.58</b>	<b>100.00%</b>	<b>32.13</b>	<b>17.99%</b>	<b>3.53%</b>

### Possible Days

April 27, 2020 - May 24, 2020

Days

19.00

FTE

266.5

Total Days

5063.50

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

\*\* Noon Supervision and Recognition of Service Days are now Service Recognition Days.

## Bus Driver Staff Absences & Casual Usage 2019 - 2020

Date: April 27, 2020 - May 24, 2020

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
<b>Conditions of Employment</b>					
Act of God	0.00	0.00%	0.00	0.00%	0.00%
Bereavement Leave	0.00	0.00%	0.00	0.00%	0.00%
Community Service	0.00	0.00%	0.00	0.00%	0.00%
Compassionate Care	0.00	0.00%	0.00	0.00%	0.00%
Competition Leave	0.00	0.00%	0.00	0.00%	0.00%
Convocation Leave	0.00	0.00%	0.00	0.00%	0.00%
Family Responsibilities	0.00	0.00%	0.00	0.00%	0.00%
Illness - Support	0.00	0.00%	0.00	0.00%	0.00%
Med/Den Appt Support	0.00	0.00%	0.00	0.00%	0.00%
Parenting/Caregiver	0.00	0.00%	0.00	0.00%	0.00%
Pressing Leave	0.00	0.00%	0.00	0.00%	0.00%
Without Pay Support	0.00	0.00%	0.00	0.00%	0.00%
<b>SUB TOTAL</b>	<b>0.00</b>	<b>0.00%</b>	<b>0.00</b>	<b>0.00%</b>	<b>0.00%</b>
<b>Employment Act</b>					
Court/Jury Duty	0.00	0.00%	0.00	0.00%	0.00%
Paternity Leave	0.00	0.00%	0.00	0.00%	0.00%
Vacation Support	0.00	0.00%	0.00	0.00%	0.00%
Workers Compensation	0.00	0.00%	0.00	0.00%	0.00%
<b>SUB TOTAL</b>	<b>0.00</b>	<b>0.00%</b>	<b>0.00</b>	<b>0.00%</b>	<b>0.00%</b>
<b>Prairie South</b>					
ACCT Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
BUSI Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
Extra/Co-Curricular	0.00	0.00%	0.00	0.00%	0.00%
FACI Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
HUMA Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
LRNG Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
SCHOOL OPERATIONS MEET/PD	0.00	0.00%	0.00	0.00%	0.00%
TRAN Meet/PD	0.00	0.00%	0.00	0.00%	0.00%
<b>SUB TOTAL</b>	<b>0.00</b>	<b>0.00%</b>	<b>0.00</b>	<b>0.00%</b>	<b>0.00%</b>
<b>Total Absences</b>	<b>0.00</b>	<b>0.00%</b>	<b>0.00</b>	<b>0.00%</b>	<b>0.00%</b>

### Possible Days

April 27, 2020 - May 24, 2020

Days

19.00

Staff

107.00

Total Days

2033.00

\*\* 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.

\*\*There were no bus driver absences due to Covid 19

## Out of Scope Staff Absences & Casual Usage 2019 - 2020

Date: April 27, 2020 - May 24, 2020

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
<b>Conditions of Employment</b>					
Act of God	0	0.00%	0	0	0.00%
Bereavement Leave	0	0.00%	0	0	0.00%
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	9.27	15.58%	0	0	1.09%
Med/Den Appt Support	2.2	3.70%	0	0	0.26%
Parenting/Caregiver	0	0.00%	0	0	0.00%
Pressing Leave	0.13	0.22%	0	0	0.02%
Without Pay Support	0	0.00%	0	0	0.00%
<b>SUB TOTAL</b>	<b>11.6</b>	<b>19.50%</b>	<b>0</b>	<b>0.00%</b>	<b>1.36%</b>
<b>Employment Act</b>					
Court/Jury Duty	0	0.00%	0	0	0.00%
Paternity Leave	0	0.00%	0	0	0.00%
Vacation Support	30.4	51.09%	0	0	3.57%
Workers Compensation	17.5	29.41%	0	0	2.06%
<b>SUB TOTAL</b>	<b>47.9</b>	<b>80.50%</b>	<b>0</b>	<b>0.00%</b>	<b>5.63%</b>
<b>Prairie South</b>					
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	0	0.00%	0	0	0.00%
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%
PD Out of Province	0	0.00%	0	0	0.00%
<b>SUB TOTAL</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0</b>	<b>0.00%</b>
<b>Total Absences</b>	<b>59.5</b>	<b>100.00%</b>	<b>0</b>	<b>0.00%</b>	<b>7.00%</b>

### Possible Days

April 27, 2020 - May 24, 2020

### Days

19.00

### FTE

44.758

### Total Days

850.40

\*\* 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 29, 2020 to May 27, 2020**

### Background:

- Board has requested a monthly report of tenders awarded.
- 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:

The following competitive bids were awarded for the reporting period:

- A tender was issued for window and door replacement at Kincaid School. The tender was awarded to C+S Builders for a cost of \$206,405 before taxes.
- A tender was issued for window and door replacement at Mankota School. The tender was awarded to Southern Design for a cost of \$159,000 before taxes.
- A tender was issued for window and door replacement at Glentworth School. The tender was awarded to C + S builders for a cost of \$173,409 before taxes.

# AGENDA ITEM

<b>Meeting Date:</b>	June 2, 2020	<b>Agenda Item #:</b>	06.1
<b>Topic:</b>	SSBA 2019 Adopted Resolutions Work Plan and Assignments		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

<b>Background:</b>	The Saskatchewan School Boards Association maintains a work plan related to governance items adopted at SSBA Annual General Assemblies.
<b>Current Status:</b>	The SSBA has published an update on the progress of resolutions adopted over the past three years.
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	Prairie South Schools is a member Board of the Saskatchewan School Boards Association. Prairie South trustees participated in the adoption process for all resolutions listed in the SSBA update.
<b>Legal Implications:</b>	
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	June 2, 2020	<ul style="list-style-type: none"> <li>2019 Adopted Resolutions Work Plan and Assignments, April 2020</li> </ul>

## ***Recommendation:***

That the Board review the materials provided by the SSBA.

## 2019 Adopted Resolutions Work Plan and Assignments

### April 2020 Update

1. Bylaw Amendment No. 4.1 (13) – **no further action required**
2. Bylaw Amendments No. 4.1 (14) – **no further action required**
3. Budget Resolution – **no further action required**
4. AGM 19-01 Position Statement 1.2 – **no further action required**
5. AGM 19-02 Position Statement 2.1 – **no further action required**
6. AGM 19-03 Position Statement 2.3 – **no further action required**
7. AGM 19-04 Position Statement 3.1 – **no further action required**
8. AGM-19-07 WHEREAS some municipalities expect school divisions to cover the costs for local improvements near public schools (i.e., roadwork, infrastructure) and whereas the school division does not receive provincial funding for these unexpected costs, BE IT RESOLVED that the Saskatchewan School Boards Association ask the Minister of Education to work with other government departments, including the Minister of Government Relations, to develop a remedy to provide relief to school divisions regarding local improvement costs. *Jill Welke – issue has been raised and meetings with both the Minister of Education and Minister of Government Relations in November 2019. Continued advocacy and follow-up required.*
9. AGM-19-08 BE IT RESOLVED that the Saskatchewan School Boards Association ratify a standing Advisory Committee on Inclusive and Special Education to provide advice and recommendations to the Executive on matters related to the funding and provision of programs and services to students requiring specialized supports in Saskatchewan. *Darren McKee – Committee yet to be established as we await the findings of the Class Size and Composition Committee's work. A phase- two Class Size and Composition Committee is currently being established.*
10. AGM-19-09 BE IT RESOLVED that the Government of Saskatchewan be urged to review the level of funding to be distributed through the First Nations and Métis Education Achievement Fund component of the Funding Distribution Model to ensure it is sufficient for “ensuring equitable outcomes and improving student achievement for First Nations, Métis and Inuit students” (excerpt from 2019-20 Funding Manual – Prekindergarten to Grade 12 Funding Distribution Model), and to ensure that the available funding component pool is distributed to school divisions based on current First Nations, Métis and Inuit enrolment data. *Ted Amendt - The Ministry is updating FNMI enrolment data, and this data is currently being reviewed by the Operating Grant Advisory Committee.*
11. AGM-19-10 BE IT RESOLVED that the Saskatchewan School Boards Association advocate to the Ministry of Education to work collaboratively with school divisions to review and update the Relocatable Classroom Program. *Catherine Vu – Initial letter has been sent to Minister – response received January 27, 2020: <https://saskschoolboards.ca/wp-content/uploads/Government-Response-to-Resolutions-2019.pdf>. Follow-up with Ministry required.*

12. AGM-19-11 BE IT RESOLVED that, with the exception of CSF, the Saskatchewan School Boards Association support School Division collaboration with Municipalities in administration of General Election proceedings. Jill Welke – This was discussed at a meeting in January with SUMA and SARM Communications and there was interest in collaboration. Follow-up letters were sent in February 2020 from President Shawn Davidson to both President's of SUMA and SARM. Further follow-up required.
13. AGM-19-12 BE IT RESOLVED that the SSBA advocate to the Ministry of Education for a commitment of a trilateral funding agreement that includes Boards of Education (Trustees, LEADS & SASBO members), SSBA and the Ministry. This resolution supports the participation of all Trustees, LEADS & SASBO members to complete the 4 Seasons of Reconciliation, a 3.5 hrs on-line professional development training unit that provides a basic foundational knowledge of Truth and Reconciliation, the Treaties and supporting connections to some of the TRC's Calls to Action. Ted Amendt - This resolution was discussed with the Ministry who has declined funding this resolution. Ongoing discussion with Boards will occur to determine a path forward.
14. AGM-19-13 BE IT RESOLVED that the Saskatchewan School Boards Association request that the Government of Saskatchewan provide guidance to school divisions as it relates to the accommodation of immune-compromised students, staff, and volunteers, as well as those who are electively unvaccinated. Darren McKee – Initial letter was sent to Ministry and follow-up discussion with Deputy Minister of Education occurred. response received January 27, 2020: <https://saskschoolboards.ca/wp-content/uploads/Government-Response-to-Resolutions-2019.pdf>. Further follow-up required.
15. AGM-19-14 WHEREAS the promotion and marketing of vapes and vaping products should be treated like other tobacco products. BE IT RESOLVED that the Saskatchewan School Boards Association commend the Minister of Health and Members of the Legislative Assembly for passing legislation to limit the marketing, visibility and availability of vaping products to minors and advocate to the Ministries of Education and Health to establish a proactive public education initiative to reduce the use of vaping products by young people. Darren McKee – Initial letter sent to Minister of Education of all resolutions, response received January 27, 2020: <https://saskschoolboards.ca/wp-content/uploads/Government-Response-to-Resolutions-2019.pdf>. Specific follow-up with Minister of Health under development.

# Saskatchewan School Boards Association








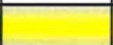
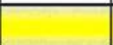






## ADOPTED RESOLUTIONS PROGRESS

Updated April 2020






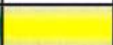
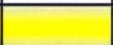



	Complete		In progress		Early stages	PS = Position Statement
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For detailed information on resolutions, visit: <http://saskschoolboards.ca/about-us/resolutions/>
















### 2019 — workplan online at <http://saskschoolboards.ca/wp-content/uploads/2019-Adopted-Resolutions-Work-Plan-and-Assignments-April-2020.pdf>

Bylaw Amendment No. 4.1 (13)	Bylaw Amendment No. 4.1 (14)	Budget Resolution	AGM 19-01 Position Statement 1.2	AGM 19-02 Position Statement 2.1	AGM 19-03 Position Statement 2.3	AGM 19-04 Position Statement 3.1	AGM-19-07 Local Improvement	AGM-19-08 Inclusive Education	AGM-19-09 FNME Achievement	AGM-19-10 Relocatable Classrooms	AGM-19-11 Election Proceedings	AGM-19-12 Trilateral Agreement	AGM-19-13 Immune Guidance	AGM-19-14 Vaping Marketing
														

### 2018 — workplan online at <http://saskschoolboards.ca/wp-content/uploads/2018-Adopted-Resolutions-Work-Plan-and-Assignments-April-2020.pdf>

Bylaw Amendment No. 4.1 (c) (vii)	Bylaw Amendment No. 4.1 7. (5)	Bylaw Amendment No. 4.1 7. (7)	Budget Resolution	AGM 18-01 Position Statement 1.1	AGM 18-02 Vulnerable Children	AGM-18-03 Recruitment Strategy	AGM-18-04 Treaty Education	AGM-18-05 Campaign Donations	AGM-18-06 Executive Composition	
										

### 2017 — workplan online at <http://saskschoolboards.ca/wp-content/uploads/2017-Adopted-Resolutions-Work-Plan-and-Assignments-April-2020.pdf>

Bylaw 17-01 Bylaw Amendment	Bylaw 17-02 Bylaw Amendment	Budget Resolution	AGM 17-01 PS 3.3 Equity	AGM 17-02 PS 4.1 Bargaining	AGM 17-03 PS 5.2 Partnerships	AGM 17-04 Vulnerable Check	AGM 17-05 Repeal Clause	AGM 17-07 Governance Funding	AGM 17-08 Personal Finance	AGM 17-09 Cannabis Legislation	AGM 17-10 Treaty Symbol	AGM 17-11 Indigenous Studies	AGM 17-12 Funding Conditions	AGM 17-13 PST Exemptions
														

# AGENDA ITEM

<b>Meeting Date:</b>	June 2, 2020	<b>Agenda Item #:</b>	06.2
<b>Topic:</b>	SCC Meetings with the Ministry of Education		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

<b>Background:</b>	The Ministry of Education facilitated meetings between MLA Terry Dennis, and SCCs throughout Saskatchewan from November 2019 to January 2020.
<b>Current Status:</b>	A brief summary of key themes from the meetings has been provided by the Ministry of Education.
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	The document states that the data collected will be used as decisions are made regarding the future of public education in Saskatchewan. The nature of contemplated decisions is not provided.
<b>Legal Implications:</b>	
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	June 2, 2020	<ul style="list-style-type: none"> <li>Summary of Meeting Minutes, April 2020</li> </ul>

## ***Recommendation:***

That the Board review the materials provided by the Ministry of Education.

**School Community Council and Conseil d'écoles Meetings with the Ministry of Education:**  
*Summary of Meeting Minutes*  
April 2020

**Introduction**

The Honourable Terry Dennis, Member of the Legislative Assembly for Canora-Pelly and Legislative Secretary to the Minister of Education, and parent Nicole Philp met with the School Community Councils (SCCs) and conseils d'écoles of all 27 school divisions from November 2019 to January 2020. The purpose of these meetings was to better understand how parents can be meaningfully engaged in their children's learning in the school context by listening to the successes SCCs and conseils d'écoles have had and the opportunities that might exist.

Attendance at the meetings ranged from 6 to 45 participants and included SCC and conseil members, parents, community representatives, school staff, as well as division administration and board members. A total of 360 people attended the meetings, with 185 schools being represented. The discussions were based on the roles and responsibilities of SCCs and conseils d'écoles as outlined in the *Education Act, 1995*.

This document provides an overview of the themes that were commonly discussed throughout the province. The valuable information gathered at these meetings will be considered as decisions are made regarding the future of public education in Saskatchewan.

**Key Themes**

*Effectiveness of School Community Councils and Conseils d'écoles*

- Councils provided numerous examples of successful contributions they have made to support the school level plan in their schools, such as: hosting events (cultural fairs, literacy evenings, math nights, etc.); providing healthy breakfast or lunch programs; "One book, One school"; coffee nights to welcome newcomers; sponsored "City Survival Day" where SCC members took rural grade 12 students to the city to teach them about the transit system and other city life skills; mental health workshop day where specialists offered sessions on nutrition, sleep, finance, art, yoga, etc.; surveyed parents and community members to create a database of available skills and hobbies people would be interested in sharing with students.
- SCCs felt that school principals are key to the effectiveness of SCCs and conseils d'écoles in achieving their mandates. Principals and school staff who desire and value parent engagement will not only encourage it but will seek it.

*Roles and Responsibilities:*

- It became apparent in the many conversations around the province that there is a large variance in the understanding of the roles and responsibilities of SCCs and that more work needs to be done to clarify and communicate the mandate of SCCs.

- Although SCCs were not intended to be fundraising parent groups, many SCCs felt the only way they could support their school level plan (L.I.P.) was by fundraising to purchase resources. A request was made for more clarification on the financial responsibilities of SCCs.
- In addition to the discussions regarding the roles and responsibilities of SCCs and conseils d'écoles, parents also brought up extenuating factors that they interpret as preventative to the work they would like to do in their schools, including funding adequacy and policy input.

#### *Parent Engagement*

- Parents and school representatives commented on how the mere presence of SCC or conseil members and volunteers in the school underscores the value of education in the community. Family engagement does not mean parents have to become educators; for example, simply being present and reading, or listening, to a student is all that is required for them to sense the value of literacy and education.
- Many council members commented on the personal rewards of being engaged in their children's learning. Engagement on the SCC or conseil increases parents' understanding of how the school system works as well as provides opportunities for personal and professional development.
- Factors that can contribute to parental disengagement include: being seen as volunteers for activities rather than advisors, lack of awareness of their role, too much "edu-jargon" in the school level plan, not having their voice heard in school planning, and being consulted without any further action taken as a result of the consultation.
- Potential suggestions for engaging parents include: base the school level plan on a holistic model of child development; clearly communicate the role of SCCs and conseils d'écoles to each member; provide professional development opportunities for parents, school staff, and board members on how to work together for the betterment of the school; and seek parental advice in policy development.
- Create comfortable and welcoming spaces in schools that reflect students' cultures.

#### *Communication*

- A variety of tools are used to communicate within councils, with the school community, and with the school division. Technology serves as a significant medium for much of the communication, particularly to span geographical challenges.
- Appreciation was expressed for any networking opportunities provided for parent council members to engage with each other, including division-wide workshops and provincial conferences.

#### *Understanding Community and Providing Advice*

- As representatives for their schools, SCCs and conseils d'écoles members discussed ways in which SCCs and conseils d'écoles can engage parents and support the school staff in addressing some of the challenges youth may face.
- SCCs and conseils d'écoles may engage parents by seeking their input on the school level plans.
- SCCs and conseils d'écoles may engage parents regarding school course offerings.

- Some SCCs described the success they had in addressing students' mental health in their communities by bringing in speakers or facilitating workshops to educate both parents and students on how to recognize the signs of someone struggling with mental health, how to support people struggling with mental health, and habits and routines that promote positive mental health.
- SCC members value the opportunity to network with others at conferences and workshops. They find that talking with other parents who face common challenges to be an effective catalyst for solutions.

### **Conclusion**

Thank you to all who were able to attend one of the meetings or send in your ideas. The work you do in schools is valuable and contributes to the learning experiences of the students in your communities. Your input will inform the future direction of SCCs and conseils d'écoles and their role in Saskatchewan education.

If your SCC has further thoughts to contribute to the discussion after you have had a chance to review this summary, please feel free to direct your comments to Nicole Philp: [strategicpolicyplanning@gov.sk.ca](mailto:strategicpolicyplanning@gov.sk.ca).

For more information on School Community Councils, please refer to the Ministry SCC Support Centre: <https://www.saskatchewan.ca/residents/education-and-learning/prek-12-education-early-learning-and-schools/school-community-councils-support-centre> .

# AGENDA ITEM

<b>Meeting Date:</b>	June 2, 2020	<b>Agenda Item #:</b>	06.3
<b>Topic:</b>	Mosaic Extreme School Makeover Challenge		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

<b>Background:</b>	Mosaic and the Saskatchewan School Boards Association have partnered to provide funding for the Extreme School Makeover Challenge since 2006.
<b>Current Status:</b>	A Media Release including the names of successful applicants for the challenge is attached.
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	
<b>Legal Implications:</b>	
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	June 2, 2020	<ul style="list-style-type: none"> <li>Mosaic/SSBA Media Release May 7, 2020</li> </ul>

## ***Recommendation:***

That the Board review the materials provided.

# **EXTREME SCHOOL MAKEOVER CHALLENGE**

## **MEDIA RELEASE**

For immediate release

May 7, 2020

### **Recipient Schools Announced for 2020 Mosaic Challenge**

REGINA – Ten schools in Saskatchewan will each receive a \$10,000 grant to support student nutrition after being selected to win this year's Mosaic Extreme School Makeover Challenge.

"The success of this program grows year over year, thanks in large part to the commitment from educators in our province," said Sarah Fedorchuk, The Mosaic Company's Vice President, Public Affairs & Government Relations, North America. "Now, in its 14th year, Mosaic remains committed to funding the Mosaic Extreme School Makeover Challenge to ensure 10 more schools can provide healthier school environments for their students."

The grants will support winning projects that have goals including building or renovating kitchen, garden and other indoor and outdoor facilities; enhancing, through courses, clubs and other efforts, the learning opportunities available for students, families and communities about topics including nutrition, cooking, Indigenous traditional knowledge and environmental sustainability; promoting reconciliation and celebrating cultures; and, implementing or increasing breakfast, lunch and other programs.

Schools from across the province submitted their projects to compete for the total of \$100,000 in prizes, provided by Mosaic. Schools receiving grants this year are part of the Good Spirit, Greater Saskatoon Catholic, Horizon, North East, Prairie South, Regina Catholic, Saskatchewan Rivers, Saskatoon Public and South East Cornerstone school divisions and the Muskoday First Nation.

To encourage grassroots initiatives to help improve student nutrition, the Mosaic Challenge began in 2006. Mosaic and the SSBA have continued to partner for the initiative since then.

"Mosaic has been a very generous partner in support of improved nutrition environments for the students of our province and we are pleased to continue this program during these unprecedented times," said Dr. Shawn Davidson, president of the SSBA. "Saskatchewan's 27 school boards are thankful for Mosaic's ongoing commitment."

-30-

*For a list of the winners, see the backgrounder accompanying this media release.*

For more information, please contact:  
Joe Couture  
Saskatchewan School Boards Association  
306-502-3546  
jcouture@saskschoolboards.ca



# **EXTREME SCHOOL MAKEOVER CHALLENGE**

## BACKGROUND

### 2020 Mosaic Extreme School Makeover Challenge Winners

<i>SCHOOL</i>	<i>PROJECT HIGHLIGHTS</i>
<b>Avonlea School</b> (Avonlea) Prairie South School Division	<ul style="list-style-type: none"> <li>• Redesign existing food lab</li> <li>• Implement Food Studies course</li> <li>• Develop gardening and lunch programs</li> </ul>
<b>Big River Public High School</b> (Big River) Saskatchewan Rivers School Division	<ul style="list-style-type: none"> <li>• Implement universal breakfast program</li> <li>• Empower students to run programs</li> <li>• Buy healthy food for vending machine</li> </ul>
<b>Central Park Elementary School</b> (Nipawin) North East School Division	<ul style="list-style-type: none"> <li>• Renovate existing servery</li> <li>• Celebrate First Nation and Métis cultures</li> <li>• Purchase commercial dishwasher</li> </ul>
<b>Kamsack Comprehensive Institute</b> (Kamsack) Good Spirit School Division	<ul style="list-style-type: none"> <li>• Provide and support outdoor education</li> <li>• Include teachings of Saulteaux Elders</li> <li>• Engage parents in activities / workshops</li> </ul>
<b>Mount Royal Collegiate</b> (Saskatoon) Saskatoon Public School Division	<ul style="list-style-type: none"> <li>• Enhance universal breakfast program</li> <li>• Use data to promote sustainability</li> <li>• Increase environmental sustainability</li> </ul>
<b>Muskoday Community School</b> (Muskoday) Muskoday First Nation	<ul style="list-style-type: none"> <li>• Implement reconciliation project</li> <li>• Develop community garden</li> <li>• Teach traditional food practices</li> </ul>
<b>Oxbow Prairie Horizons School</b> (Oxbow) South East Cornerstone School Division	<ul style="list-style-type: none"> <li>• Increase frequency of breakfast program</li> <li>• Implement afterschool cooking classes</li> <li>• Host nutrition education workshops</li> </ul>
<b>St. Luke Alternative School</b> (Regina) Regina Catholic School Division	<ul style="list-style-type: none"> <li>• Increase frequency of lunch program</li> <li>• Provide access to fresh produce daily</li> <li>• Focus on Indigenous cultures</li> </ul>
<b>St. Mary's Wellness &amp; Education Centre</b> (Saskatoon) St. Paul's Catholic School Division	<ul style="list-style-type: none"> <li>• Promote reconciliation and cultures</li> <li>• Expand outdoor education</li> <li>• Implement cooking classes</li> </ul>
<b>Watson School</b> (Watson) Horizon School Division	<ul style="list-style-type: none"> <li>• Renovate existing kitchen</li> <li>• Implement Food Studies course</li> <li>• Develop cooking club</li> </ul>

# AGENDA ITEM

<b>Meeting Date:</b>	June 2, 2020	<b>Agenda Item #:</b>	06.4
<b>Topic:</b>	Prairie South Supplemental Learning Plan		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

<b>Background:</b>	Prairie South Schools has developed a supplemental learning plan to provide guidance for staff, parents and students during the suspension of classes related to COVID-19.
<b>Current Status:</b>	The Supplemental Learning Plan consists of five phases, three of which have been fully deployed at this point. Each phase responds to the current needs of students and families during a specific range of dates in collaboration with the Ministry of Education and Government of Saskatchewan. Phase 3 extends until June 30 <sup>th</sup> .
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	
<b>Legal Implications:</b>	
<b>Communications:</b>	Upcoming phases of the plan are communicated to families and staff on the last school day of the current phase.

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	June 2, 2020	<ul style="list-style-type: none"> <li>Supplemental Learning Plan – Phase 1 - 3</li> </ul>

## ***Recommendation:***

That the Board review the attached materials.

*A One-Stop Resource for  
Prairie South Parents*

*...#learningtogether in a different way...*

Supplemental Learning Plan  
COVID-19 Pandemic Response 2020

26 March 2020

## *A Note From Tony...*

Dear Prairie South Parents and Caregivers,

My name is Tony Baldwin, and it's my privilege to be the Director of Education at Prairie South Schools. I work every day with the most committed group of educators to serve the needs of 6500 of the most amazing kids in Saskatchewan and their families.

We are going to have an interesting time in the coming days and weeks, and we are going to be okay. Your kids are going to be okay. Our staff is going to be okay. You are going to be okay.

Please read this entire document. The messages I hope you will find are these:

1. We are going to be there for you and your kids.
2. You need to give yourselves permission to do your best and have it be good enough.
3. It doesn't matter what your neighbour is doing – you know what fits best for your kids.

Please don't fall victim to expensive scams; I have seen lots of advertising on Facebook for products that are being sold as something to make your life easier. We can support your students' learning for as long as we need to without you having to make any significant purchases.

I have three adult (most of the time!) daughters. If you asked them what they would have thought about learning from home in this situation they would tell you that it would be fine as long as I wasn't the teacher. Many of your kids will feel the same way. This will be more of a challenge if your kids are older than 10 than if they are younger but it's a challenge that everyone who is or has ever been a parent understands. Talk with your kids about what you want for their learning in the coming weeks. Listen to what they want. Don't be afraid to split the difference.

Your child(ren)'s wellness will be important in the coming days and weeks. The obvious importance of taking precautions regarding COVID-19 aside, your kids will be worried about any number of things. Spend some time talking openly with your kids about things they are worried about, and encourage them to talk about these things with their teacher when they are in contact with them. We don't need to solve all of these worries, but we do need kids to know that we are there with them and that together we are going to be okay.

When I visit schools, I always hear laughter because kids are funny people. Take the opportunity to enjoy your kids while they are at home.

Take care of yourselves,

Tony

*Prairie South Commitments: Students and Families; Learning Environments; Inclusive Communities; Our People*

## Introduction and Plan Structure

On March 16<sup>th</sup>, 2020 the Government of Saskatchewan announced an indefinite suspension of classes in all provincial schools response to the global COVID-19 pandemic. Following this announcement, a provincial Response Planning Team was established to provide high level guidance for school divisions related to student learning matters during the indefinite suspension.

Prairie South Schools implemented our Pandemic Preparedness Response Plan concurrent with the government's announcement of the suspension of classes. A component of this plan is connected to continuity of services during an interruption caused by a global pandemic. As a school division, our most important function is learning; this document pertains only to the Supplemental Learning Plan for Prairie South students during the suspension of classes.

Prairie South's Supplemental Learning Plan describes learning opportunities divided into two general sections. The first section relates to learning opportunities for Grades PreK-9 students and the second section pertains to learning opportunities for Grades 10-12 students. Each of these sections includes an introduction on responsibilities for staff, parents and students during the indefinite suspension; responsibilities differ with the age and maturity level of the students in different grades.

During Phase 2 of Prairie South's Supplemental Learning Plan, the Saskatchewan Teachers' Federation (STF) informed the Government of Saskatchewan that labour sanctions in place at the beginning of the plan would end. The Prairie South Schools Supplemental Learning Plan is consistent with the direction provided by the Government of Saskatchewan through the provincial Response Planning Team.

For information related to COVID-19, please visit [www.saskatchewan.ca/coronavirus](http://www.saskatchewan.ca/coronavirus).



### Remember to:

- ▶ wash your hands often for at least 20 seconds and avoid touching your face
- ▶ cough or sneeze into the bend of your arm
- ▶ avoid touching surfaces people touch often

*"Parents are the child's first teachers; they understand their children better than anyone else and they love them unconditionally. What learning environment could be better than that?"*

*Lori Meyer  
Prairie South Superintendent*

### **Responsibilities:**

***Prairie South Schools:*** Develop a Supplemental Learning Plan consistent with provincial requirements to ensure ongoing learning opportunities for Grades PreK-9 students. Provide support for staff as the plan is implemented across the school division.

***School Staff:*** Complete implementation of the plan as directed by the school division under the supervision of the principal. Provide learning opportunities for all students and support students and families as the plan is implemented. Take care of your own health.

***Parents and Guardians:*** Assist your children by providing a structured schedule, offering encouragement, supporting direct communication between your child and their teacher(s) and working directly with your children as they are learning when you are able to. Take care of your own health.

***Students:*** Follow the schedule provided by your parents or guardians. Keep a list of things that you want to talk to your teacher about. Do your best and have fun learning in a different way. Take care of your own health.



*Prairie South Commitments: Students and Families; Learning Environments; Inclusive Communities; Our People*

## *Supplemental Learning Options - Grades PreK-9*

Different families will have different amounts of time available to support student learning, and that's okay. We know there will be days where there isn't a lot of formal learning, and days where there is more. We know that big brothers and sisters can help out, but that they didn't sign up to be full-time teachers either!

There are 2 different learning options that parents of PreK-9 children can choose from as we move forward. Neither will look like regular school, and that is okay too! Parents should feel free to add any additional learning and activity that they think their kids will be interested in, and even some that are less fun – household chores are a great way for all children, regardless of age, to pitch in and lend a hand.

### **Option One: Working with your Teacher**

#### **Prekindergarten:**

Parents can expect a call from your child's teacher on March 30<sup>th</sup> or 31<sup>st</sup> to talk about how the teacher can best support your family moving forward. Your teacher will have some questions and information:

1. Does your family have access to technology and internet in order to receive learning materials?
2. Teachers will be providing families with information/ideas on how to continue to develop language, literacy and play and exploration skills. Prekindergarten is focused on what parents can do WITH children, not lessons delivered TO children.
3. Teachers will commit to a starting date so that parents know when to expect to receive the first information.
4. Teachers will invite parents to contact the teacher should they have questions or concerns. Your teacher is available to help you!
5. For students who have IIPs or individual goals in specific areas parents will receive information from their teacher about how to support the goals at home.
6. Your teacher will be in regular contact with you and your child, and will arrange a schedule to check in.

While parents can expect to receive ideas and suggestions for working with their children in an ongoing manner, we want to assure parents that they are not expected to work through everything at a certain pace. We realized that parents have many pieces to handle during this time and we want to be sure that you are enjoying your time together as much as possible.

### **Kindergarten to Grade 9:**

Parents can expect a call from your child's teacher on March 30<sup>th</sup> or 31<sup>st</sup> to talk about how the teacher can best support your family moving forward. Your teacher will have some questions and information:

1. Does your family have access to technology and internet in order to receive learning materials? If not, what is the best way for your family to receive learning materials? Pick up at school? Drop off at home? Other?
2. Your teacher will be in regular contact with you and your child, and will arrange a schedule to check in and find out about the best way to communicate with your family.
3. Your teacher will be starting their supplemental lesson planning with ELA and Math for the first couple of weeks and will add outcomes from other subjects once things are underway. Subjects/lessons might be alternated (ELA one day and then Math next) until the bumps are worked out and we are ready to add outcomes from other core subjects.
4. Teachers will commit to a starting date so that parents know when to expect to receive the first information.
5. Teachers will invite parents to contact the teacher should they have questions or concerns. Your teacher is available to help you!
6. Your teacher will provide information about how to support goals at home that can be managed outside of the school setting for students who have IIPs or individual goals in specific areas.
7. Your teacher will provide feedback for your child as they complete supplemental learning activities, and your child will receive a report card as usual in June. Your teacher will talk more about this when they contact you on March 30<sup>th</sup> or March 31<sup>st</sup>.

While parents can expect to receive ideas and suggestions for working with their children in an ongoing manner, we want to assure parents that they are not expected to work through everything at a certain pace. We realized that parents have many pieces to handle during this time and we want to be sure that you are enjoying your time together as much as possible.



*Prairie South Commitments: Students and Families; Learning Environments; Inclusive Communities; Our People*

## **Option Two: Prairie South Facebook and Website Activities**

- As teachers are preparing their lessons and communication plans, parents and families may access some general curriculum-related ideas for learning at home beginning on March 30<sup>th</sup>.
- These ideas will not require additional materials that you wouldn't normally have at home.
- Facebook and Website activities will include both online options and options for those who do not have access to online apps and websites.
- Facebook and Website activities can be found at [www.prairiesouth.ca](http://www.prairiesouth.ca) (click the Supplemental Learning button on the left side of the homepage) or on the top of our Facebook page every morning.
- A sample activity is found below.

### **AT HOME LEARNING OPPORTUNITIES**



*Prairie South Schools*

## **MATH (ENGLISH/FRENCH)**

### **Kindergarten- Grade 2**

#### **How Much**

**Materials Needed:** Bag of coins & bills, paper and pencil

- Give your child a bag of coins & bills, and a piece of paper and pencil.
- Take turns picking 6 coins out of the bag.
- Work together to count the coins and write down the total.
- If you want a challenge, ask them to order everyone's totals from greatest to least or least to greatest.
- Make sure to wash your hands afterwards!
- Don't want to use real money? Use Monopoly money or cut out slips of paper with values written on them and pick them out of hat.



Item	Estimate	Actual cost
L'objet	L'estimation	Le prix actuel

### **Grades 3-5**

#### **Estimating Values**

**Materials Needed:** Paper and pencil

- Ask your child to choose 5 items from their room or kitchen.
- On their paper, have them create three columns, one that says, "Item", one that says "Estimate" and one that says "Actual"
- Have them list all of their items in the "Item" column.
- Ask them to estimate how much each item costs and jot it down in the "Estimate" column.
- Have them go through flyers or search online for the actual cost of the items. As an extension get them to figure out the difference between their estimates and the actual costs.

### **Grades 6-8**

#### **Calculating Tax**

**Materials needed:** Paper and pencil (Optional- calculator)

- Make a wishlist for a party you're going to throw (supplies, food, gifts, decorations etc.)
- Make an estimate for all of your items.
- Use flyers or search online for the actual cost of the items and total them.
- Calculate the tax for your items.



*Prairie South Commitments: Students and Families; Learning Environments; Inclusive Communities; Our People*

## Handy Hints – Grades PreK-9

### Things You Need to Know to Support Your Child's Learning:

1. *Your house doesn't need to be a school. There will be things about your child's learning that will be different in the coming days, and that's okay.*
2. *Literacy in language and math is the most important thing. The regular conversations that your child has with other children and teachers at school will need to be replaced with conversation with you.*
3. *Choose a structured schedule and stick with it for a week at a time. Sundays can be a day where you decide together with your child if the structure needs to change for the coming week. Sample schedules are included for you to use if you wish.*
4. *There is no reason not to use computer or other screen time as part of your schedule, but it can't be the whole thing. The most important thing to replace from school is human interactions, and an iPad won't do the job.*
5. *Kids can't learn when they are anxious. Be calm and flexible, answer questions that your child has honestly, remind them that are helping by staying home and washing their hands and enjoy the time with your child.*

### Sample Learning Schedules:

Pre-k and K  
9:00 am - noon

**15 minutes** – Morning Opening: review today's schedule, talk about the weather, calendar, sharing –this can be a toy or game the little one would like to play with in child directed time

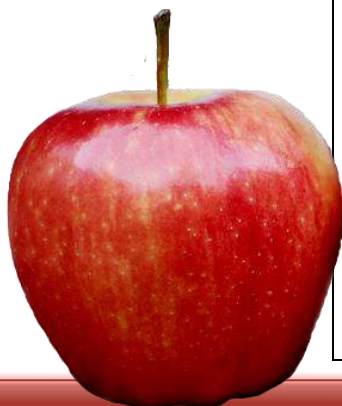
**45 minutes** – Story: read together and talk about what you read, draw a picture about it

**30 minutes** – Child Directed Time: activity could be related to what was shared today in morning opening. Let the child choose. Important opportunity to play and talk together

**15 minutes** – Snack, movement break, and outdoor time

**30 minutes**- Table Time Activity: printing, math, literacy program, games, reading eggs, athletics

**45 minutes**- Creative Time: art, songs, fingerplays



*Prairie South Commitments: Students and Families; Learning Environments; Inclusive Communities; Our People*

Grades 1-3  
9:00 am - noon

*"My kids love structure. Sometimes they say they don't, but things are always smoother when we build a plan together and stick to it."*

*Ryan Boughen  
Prairie South Superintendent*

**9:00 am-9:15 am** - Morning Opening: review today's schedule, check the weather forecast, share something you are looking forward to doing today

**9:15 am-9:30 am** - Read Aloud: ask your child questions while they listen to you read to ensure they are understanding

**9:30 am - 10:00 am** - Reading Practice: have your child read to you out loud or silently (books, sight words, poems, reading apps); have your child do at least one activity after reading to respond to the text – draw a picture of what was read, do some journal writing about the reading

**10:00 am - 10:30 am** - Writing Time: printing practice, write about a book you read, story writing, letter writing

**10:30 am - 10:45 am** – Break: snack, move, go outside

**10:45 am - 11:15 am** - Math Practice

**11:15 am - noon** - Creative Activity: draw, create art, music, create a dance, cook, science experiments

Grades 4-6  
9:00 am - noon

**9:00 am - 9:15 am** - Morning Opening: stretch and review today's schedule and today's weather

**9:15 am - 9:45 am** – Reading: silent reading, read with a partner, listen to a story alone or together (inside or outside!)

**9:45 am - 10:00 am** – Sharing Time: everyone take turns sharing and discussing what they read or listened to during reading time

**10:00 am - 10:30 am** - Writing Time: a letter, poem, journal, story, research, blog, newspaper/web article

**10:30 am - 10:45 am** - Break Time: stretch, snack, move, or go outside

**10:45 am - 11:15 am** - Math Practice

**11:15 am – noon** - Creative Time: art, music, dance, act, science experiments, build something, code

Grades 7-9  
9:00 am - 2:00 pm



9:00 am - 9:30 am - Reading Time: choose a piece of literature to read silently or together; discuss the literature before, during and after reading

9:30 am - 10:00 am - Writing Time: letter, poem, journal, story, newspaper article, essay

10:00 am - 10:30 am - Social Studies: discuss current events, research a key moment in history, examine current politics or the upcoming provincial election, play a geography game

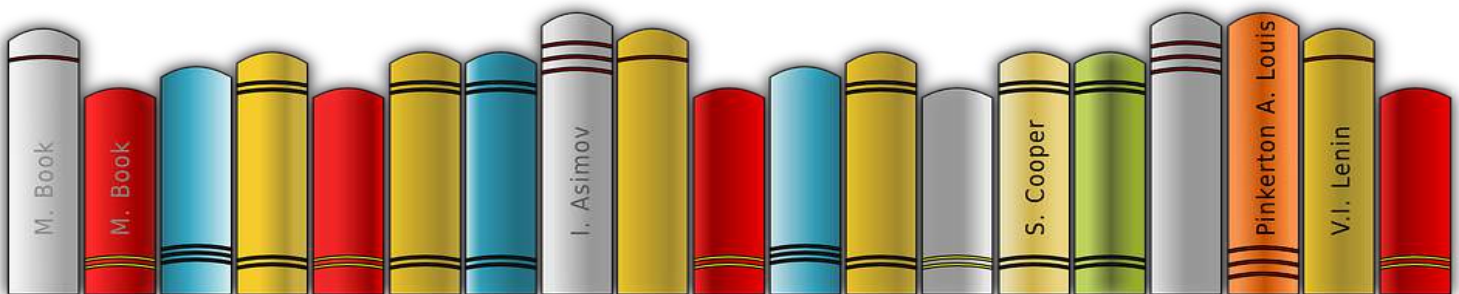
10:30 am - 10:45 am - Break Time: stretch, snack, move, or go outside

10:45 am - 11:45 am - Math Practice

11:45 am - 12:30 pm - Lunch Break

12:30 pm - 1:30 pm - Creative Time: art, music, dance, drama, science experiments, code, build something

1:30 pm - 2:00 pm - Physical activity



*Prairie South Commitments: Students and Families; Learning Environments; Inclusive Communities; Our People*

### **Responsibilities:**

**Prairie South Schools:** Develop a Supplemental Learning Plan consistent with provincial requirements to ensure ongoing learning opportunities for Grades 10-12 students. Provide support for staff as the plan is implemented across the school division.

**School Staff:** Complete implementation of the plan as directed by the school division under the supervision of the principal. Provide learning opportunities for students and support students and families as the plan is implemented. Take care of your own health.

**Parents and Guardians:** Assist your teen by providing direction regarding expectations for student participation, communicating with teachers, offering encouragement and working directly with your children as they are learning when you are able to. Take care of your own health.

**Students:** With your parents or guardians' support, make a decision about which classes you will participate in supplemental learning. Inform the school about your choice. Stick with your choice and do your best. Take care of your own health.

*"We often underestimate teenagers. They are bright, motivated and love to learn; it's just a matter of getting them to learn the things that adults want them to! That's not a teenager problem – it's a grown-up problem – if we let the kids lead, they'll get it right."*

*Derrick Huschi  
Prairie South Superintendent*



## Supplemental Learning Options - Grades 10-12

### Grades 10-12:

School administration will contact students and families via a letter through MSS and/or School Messenger early in the week of March 30<sup>th</sup>. Our goal is to determine which courses students will continue learning through supplemental learning opportunities. Our focus will be on outcomes that are necessary for success at the next level. Those students who do not wish to continue with supplemental learning opportunities will receive the mark that they had as of March 13, 2020 or 50%, whichever is greater.

Because of the content associated with some subject areas, we will not be able to continue with supplemental learning in all courses. In these cases, the student will receive the mark they had earned as of March 13, 2020 or 50%, whichever is greater.

Once we determine who is continuing with supplemental learning, our teachers will make contact with students. They will have some questions and information:

1. Does your family have access to technology and internet in order to receive learning materials? If not, what is the best way for your family to receive learning materials? Pick up at school? Drop off at home? Other?
2. The teacher will be in regular contact with each student and they will arrange a schedule to check in and find out about the best way to communicate.
3. Teachers will commit to a starting date so that students and parents know when to expect to receive the first learning materials.
4. Teachers will invite students to contact the teacher should they have questions or concerns. The teacher is available to help parents too, and you should feel free to contact the teacher at any time.
5. The teacher will provide information about how to support goals at home that can be managed outside of the school setting for students who have IIPs or individual goals in specific areas.
6. The student and parent portal on MSS will continue to be used for posting marks.

*"This will be a tricky time for kids, and they'll need our help to make good decisions that match what they want in the future and what they are able to work on at home. A good conversation at the kitchen table would have helped my kids in this situation"*

*Darran Teneycke  
Prairie South Superintendent*

## Phase Two – April 20<sup>th</sup> – May 15<sup>th</sup>

### **Next Steps:**

The Supplemental Learning Plan has been implemented in homes throughout Prairie South thanks to the commitment and hard work of parents and staff. Evidence of meaningful student learning can be seen at kitchen tables, in conversations with friends and relatives and on social media. Thank you.

The focus for Phase Two of the Supplemental Learning Plan is family well-being and planning for the future. We know that juggling kids and work at home and managing a variety of remote learning is placing a significant burden on many families. Part of the regular planning that teachers do is differentiation, a fancy word that means different kids need different things. Families need different things as well, and the best people to describe these needs are parents and caregivers.

*"The best way to manage chaos is one step at a time. If we try to solve everything at once, it will be a long haul – get through today, and then we'll see what tomorrow brings!"*

*Diana Welter  
Prairie South Superintendent*

### **Family Well-Being:**

School staff will be reaching out early in the week of April 20<sup>th</sup> to check in with parents and students about how remote learning is working for families. This is an opportunity for parents to identify anything that will be a support for their children and for them. We know we won't be able to solve every challenge, but we are committed to solving as many as we can.

### **Locker Pick-Ups**

Did your child leave a tuna sandwich or other possessions in their locker? Your principal will be making arrangements for items to be picked up from school by appointment.

### **Planning for the Future:**

While the suspension of classes continues to be indefinite, we know it will be safe to return to school at some point in the future. In order to help us prepare for next year, we are asking families to take a minute to complete any of the following that are necessary for them:

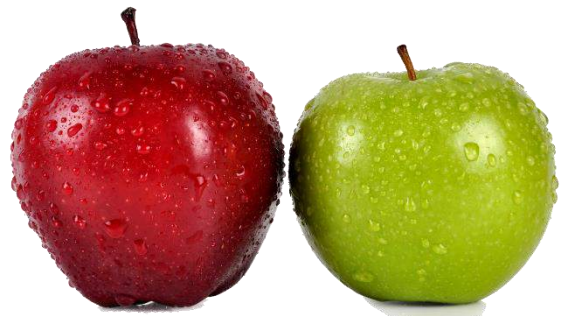
1. Prekindergarten Application – please apply by June 1<sup>st</sup>, 2020.
2. Kindergarten Registration – for students beginning kindergarten at any Prairie South school – please register by April 24<sup>th</sup>, 2020.
3. Grade 9 Registration – for students beginning Grade 9 at a Moose Jaw high school – please register by April 24<sup>th</sup>, 2020.
4. New Student Registration – for any students new to Prairie South. Welcome to our school division!

*Prairie South Commitments: Students and Families; Learning Environments; Inclusive Communities; Our People*

All of these forms are available online at <https://www.prairiesouth.ca/schools/student-registration/> in three versions. Forms can be completed and submitted directly online, opened, completed and emailed to [cartman.elizabeth@prairiesouth.ca](mailto:cartman.elizabeth@prairiesouth.ca) or printed and submitted on paper. Paper registrations can be dropped off at the Prairie South office at 1075 9<sup>th</sup> Avenue NW in Moose Jaw, S6H 1V7 (mail slot by the front door), mailed to the same address. If you are using paper and don't have access to the office, please call 1(306)694-1200 and we will support you!

### **Scholarships:**

Prairie South has an amazing variety of scholarships available to graduating students who have demonstrated commitment and leadership at school. Please apply online by May 1<sup>st</sup>, 2020. Applications forms are available online at <https://www.prairiesouth.ca/students/scholarships/> . If you are unable to access the forms, please contact your principal who will arrange for a paper application process.



*"Every parent and caregiver in Prairie South deserves an apple and a hug for the work they are doing for and with their children. Thank you!"*

Steve Robitaille  
Prairie South CFO

For information related to COVID-19, please visit [www.saskatchewan.ca/coronavirus](http://www.saskatchewan.ca/coronavirus).



### **Remember to:**

- ▶ wash your hands often for at least 20 seconds and avoid touching your face
- ▶ cough or sneeze into the bend of your arm
- ▶ avoid touching surfaces people touch often

*Prairie South Commitments: Students and Families; Learning Environments; Inclusive Communities; Our People*

## Phase Three – May 19<sup>th</sup> – June 30<sup>th</sup>

### **Graduation:**

The Chief Medical Health Officer has provided direction to the Ministry of Education related to graduation activities. In a nutshell, we have been asked to either postpone graduations until next fall or celebrate in a virtual fashion before the end of June. We have some concerns about planning fall events, as we have no way of knowing what restrictions might be in place then and we know that many of our students will be unavailable in their home communities in the fall as they begin the next stages of their education or join the workforce. Principals have been told they may explore May or June options including online ceremonies, publication of photographs, and mailed diplomas but that they are to avoid any plans where the student would be away



from their home during the event. This has been difficult work, as we are very proud of the successes of the Class of 2020 and we know many students will be disappointed not to have a less socially distant grad. On behalf of the Board of education and staff at Prairie South Schools, I want to extend my very best wishes to the Class of 2020 in all of our schools. The opportunity for *#learningtogether* with all of you has been amazing – thank you!

### **Report Cards:**

Final report cards will be available through the MySchoolSask Parent Portal on June 26<sup>th</sup>, 2020. Please contact your school if you have difficulty accessing your child(ren)'s report card(s).

### **Scholarship Processes:**

The scholarship application process in Phase 2 was very successful, and we received more applications than usual for many scholarships. The selection process is underway, and scholarship recipients will be notified by mail and will receive their scholarship funds directly from Prairie South rather than through their school. Congratulations in advance to our scholarship recipients!

*"While teachers are preparing learning opportunities for students weekly, parents are the decision-makers...we support each family's journey."*

*Eyebrow School on Twitter  
April 29, 2020*

### **Fall Registration:**

We are still accepting applications/registrations for fall programming. All registration forms are available online at <https://www.prairiesouth.ca/schools/student-registration/> in three versions. Forms can be completed and submitted directly online, opened, completed and emailed to [cartman.elizabeth@prairiesouth.ca](mailto:cartman.elizabeth@prairiesouth.ca) or printed and submitted on paper. Paper registrations can be dropped off at the Prairie South office at 1075 9<sup>th</sup> Avenue NW in Moose Jaw, S6H 1V7 (mail slot by the front door) or mailed to the same address. If you are using paper and don't have access to the office, please call 1(306)694-1200 and we will support you!

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### **Final Steps in 2019-2020:**

As supplemental learning winds down in Prairie South over the final weeks of the year, our thoughts are turning to next fall and building a program that will meet the needs of students and families regardless of what restrictions may be in place then. Some principles are already in place for the fall:

- ✓ The safety of our students and staff is the most important consideration; our planning will be guided by the direction of the Chief Medical Health Officer.
- ✓ As a system, we have an obligation to learn from our experience since March 16<sup>th</sup> and continue to improve the service we provide for students and families.
- ✓ Our students are Prairie South students, and we will provide quality instruction and assessment opportunities regardless of whether children are at school or at home.

In Phase 3, the work of Prairie South staff will focus on maintaining support for students who are participating in the Supplemental Learning Program this year and developing capacity to meet the needs of our students in the fall. Please continue to be in contact with your child's school when you need support.



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# AGENDA ITEM

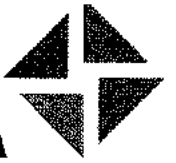
<b>Meeting Date:</b>	June 2, 2020	<b>Agenda Item #:</b>	06.5
<b>Topic:</b>	Johnson Shoyama PD Opportunity for Trustees		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

<b>Background:</b>	Johnson Shoyama is affiliated with the University of Regina and provides professional development services for governance boards.
<b>Current Status:</b>	A governance professional development opportunity is attached.
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	Funds exist to support this inservice opportunity because of the reduced expenditure on governance PD due to COVID-19.
<b>Governance/Policy Implications:</b>	
<b>Legal Implications:</b>	
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	June 2, 2020	• Johnson Shoyama Information

## ***Recommendation:***

That the Board review the materials provided by Johnson Shoyama.



## **Governance During a Pandemic**

**Presented by**

**DICK CARTER, Chairperson, Saskatchewan Health Authority,  
KAREN LAUTSCH, Phoenix Residential Society Board Member  
and RAY MORRISON, Saskatoon Public Schools Trustee  
Moderated by Doug Moen and Ken Acton, JSGS**

Governance during a world-wide pandemic requires some creative thinking and steady leadership. How are boards carrying out critical responsibilities such as risk, human resource stewardship and strategic oversight during this time? How are boards adjusting their meetings, decision-making processes and communication during the crisis?

Join us for a governance professional development session that will address these areas and others and allow experienced professionals to share their advice for ensuring good governance during a pandemic.

\* \* \* \* \*

**June 17, 2020**

**Virtual Zoom Session**

**Session runs from 8:00 am to 10:00 am**

*Registration Now Open*

Session Cost \$100 per person

Contact us at [js\\_training@uregina.ca](mailto:js_training@uregina.ca)

Visit us online and click *Executive Education*, then *Public Sector Governance Program* to register.

# AGENDA ITEM

<b>Meeting Date:</b>	June 2, 2020	<b>Agenda Item #:</b>	06.6
<b>Topic:</b>	<b>SSBA Position Statements Update</b>		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

<b>Background:</b>	<p>Information from the Saskatchewan School Boards Association:</p> <p><i>Pursuant to the requirement to review SSBA position statements every five years, there are none that require review this year beyond the Facilities Funding Position Statement work that is already underway via a SSBA Working Advisory group (WAG). As such, there will be no position statements coming to the Fall AGM from the RPD Committee, but you can expect to hear from the Facilities Funding Position Statement WAG this fall as they begin their feedback process.</i></p>
<b>Current Status:</b>	Current SSBA Position Statements are attached.
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	Prairie South Schools is a member board of the SSBA.
<b>Legal Implications:</b>	
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	June 2, 2020	<ul style="list-style-type: none"> <li>Current SSBA Position Statements</li> </ul>

## **Recommendation:**

That the Board review the materials provided by SSBA.



## Position Statements

Association position statements address key issues for Pre-K-12 education and describe the shared beliefs that direct united action by boards of education/Conseil scolaire fransaskois and their Association.

The Saskatchewan School Boards Association represents the locally elected boards of education/Conseil scolaire fransaskois responsible for the delivery of public education in Saskatchewan. It is appropriate that boards of education/Conseil scolaire fransaskois and their Association develop reasonable and thoughtful positions on education issues for the benefit of students and to inform the public.

In Saskatchewan School Boards Association Position Statements:

“Board of Education means a board of education and Conseil scolaire fransaskois as established pursuant to *The Education Act, 1995*;

“Association” means the Saskatchewan School Boards Association.

Index of Association Position Statements	
<b>1. Organizational Development</b> 1.1 Development of Position Statements 1.2 Local Governance of Education	<b>3. Operations and Facilities</b> 3.1 Education Finance 3.2 Facilities Funding 3.3 Education Equity
<b>2. The Education Program</b> 2.1 Student Achievement 2.2 Assessment of Student Achievement 2.3 Digital Literacy and Citizenship	<b>4. Human Resources</b> 4.1 Collective Bargaining 4.2 Teacher Education and Certification
	<b>5. Public Engagement and Partnerships</b> 5.1 Public Engagement 5.2 Partnership Agreements

Other Key Documents: Board Member Code of Ethics

<b>Adopted Position 1.1:</b> <b>Development of Position Statements</b>	<b>Date Approved: November 2018</b>
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Association position statements address key issues for PreK to 12 education and describe the shared beliefs that direct united action by boards of education/Conseil scolaire fransaskois and their Association. Boards of education/Conseil scolaire fransaskois through their Association develop positions on education issues for the benefit of students and to inform the public. Position Statements will guide executive and staff in developing strategic plans that are consistent with and support the position statements.

**A. Development of Position Statements**

1. An approved resolution from a General Meeting or the Executive may identify the need for the development of a statement of position.
2. The Executive will establish a working committee to gather information, consult the membership and draft the statement of position.
3. The draft statement will be circulated to all member boards for input.
4. Position statements will be considered and voted on at a General Meeting under the sponsorship of the Executive. A vote of not less than two-thirds of the votes cast is required for adoption of a position statement.
5. The Executive may after appropriate consultation with the membership adopt an interim position on any matter under which to operate until an approved statement of position is approved by the membership at the next available opportunity.

**B. Review of Position Statements**

1. Each position statement will be reviewed on a five-year cycle, however, a position may be reviewed at any time upon the direction of the Executive.
2. A position will be reviewed when a resolution at a General Meeting is adopted which is inconsistent with the current position.

<b>Adopted Position 1.2:</b> <b>Local Governance of Education</b>	<b>Date Approved: November 2019</b>
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Locally elected boards of education/ Conseil scolaire fransaskois (CSF) act to reflect the interests and educational needs of the communities they serve.

1. Governance decisions are guided by what is in the best interest of student learning for all students in the school division within the board of education's financial resources.
2. Boards of education/CSF operate with autonomy and authority within a legislated framework and act to fulfill their responsibilities. In addition, the CSF operates within the framework of section 23 of the *Canadian Charter of Rights and Freedoms* to fulfill its constitutional responsibilities and its triple mandate of academic success, cultural identity and community involvement.
3. Board of education/CSF meetings are open to the public and board information is accessible to the public within the context of the law.
4. Boards of education/CSF communicate information about the operation of the education system and establish procedures for public engagement.
5. Boards of education/CSF support students, family and community engagement in the education of students for success in school.
6. Boards of education/CSF engage and support School Community Councils/Conseils d'écoles as partners in improving student learning.
7. Board members engage in networking and learning opportunities to fulfill their responsibilities as stewards of public education.
8. Boards of education/CSF are the voice of publicly funded education in Saskatchewan. Saskatchewan's education system is best served by a partnership of provincial and local level of governance with shared responsibility for publicly funded education.

<b>Adopted Position 2.1:</b> <b>Student Achievement</b>	<b>Date Approved: November 2019</b>
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Facilitating the provision of high quality education is the primary mission of boards of education/Conseil scolaire fransaskois (CSF).

1. Saskatchewan curriculum should provide lifelong learning skills, affirm each student's individuality, and engage them in community. Saskatchewan's curriculum creates these opportunities and promotes lifelong learning. Student achievement is defined as the attainment of the developmentally appropriate educational outcomes of Saskatchewan's curriculum.
2. Boards of education/CSF, school community councils, Conseils d'écoles, students, families and educators must be engaged and have a voice in defining student achievement.
3. Boards of education/CSF are individually responsible for developing an accountability framework to establish standards, assess, monitor and report on student achievement. Boards of education/CSF are responsible for partnering with senior levels of government to develop strategic plans establishing province-wide objectives for education.
4. The role of boards of education/CSF is to provide leadership and allocate adequate resources to maximize student achievement.
5. Student engagement, as well as parent and community support for education are important components of student success.
6. Boards of education/CSF work as advocates for education and promote partnerships to enhance student achievement.

<b>Adopted Position 2.2:</b> <b>Assessment of Student Achievement</b>	<b>Date Approved: November 2016</b>
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The board of education/CSF, as the governing body accountable for the education of children, has a critical interest in student achievement. Boards of education/CSF require valid and reliable information concerning student achievement to inform decisions and the allocation of resources for the improvement of student learning within their school divisions.

The Association strongly supports the work of Boards of Education/CSF in strengthening the capacity of the publicly funded school divisions to establish policies and procedures to:

1. Adopt clear expectations for student achievement to focus board/CSF resources on the improvement of student learning;
2. Monitor student achievement data on a predetermined timeframe from a variety of perspectives;
3. Support professional staff in the work of appropriately assessing and reporting student achievement information.
4. Support professional staff in the planning and organization of increasingly effective programs and learning environments designed to further strengthen student learning;
5. Ensure appropriate administrative procedures are established for ethical data handling, including, collecting, analyzing, reporting and using assessment data to monitor and improve student achievement;
6. Engage parents in assessment of student achievement reporting processes to increase opportunities for student success, and ensure student achievement information is communicated to students and parents in a format that is easily understood, accurate and of practical value;
7. Ensure achievement information is reported to the public in a clearly written and illustrated format to display significant change over time.

**Adopted Position 2.3:**

**Digital Literacy and Citizenship**

**Date Approved: November 2019**

Digital literacy refers to fluency in the use and security of interactive digital tools and searchable networks. Digital citizenship is defined as the norms of safe, respectful, responsible and ethical behaviour when using technology.

Boards of education/Conseil scolaire fransaskois (CSF) want students to be well-prepared to be successful in an evolving society where people use digital technology regularly as an important part of connectedness. Fundamental to such success is the ability to use digital technology responsibly to access, gather, evaluate, construct, and share knowledge in a contemporary context. Students need to learn to use digital technology safely, effectively, ethically, and respectfully. More succinctly put – to think critically, be safe, and act responsibly. It is imperative that boards of education/CSF support students as learners, as well as digital citizens and creators.

Boards of education/CSF embrace digital technological innovation as an important component of educational strategy for the province of Saskatchewan, and work in partnership with the Saskatchewan Ministry of Education to create a vision for digital literacy and citizenship that:

1. Focuses on engaging and inspiring students and fosters creative and innovative minds, embracing the enabling role of digital technology in expanding how, when and where learning takes place.
2. Recognizes that we exist in a connected world requiring a global set of competencies for a digital age – creativity and innovation, critical thinking, communication and collaboration, as well as safe and ethical behaviours for responsible digital citizenship.
3. Is centred within a provincial curriculum that reflects these values, aspirations, and practices.
4. Is founded on the principles of equity of access and opportunity.<sup>1</sup>

This vision for digital literacy and citizenship is situated in a learning environment where teachers are supported to be professionally competent and appropriately fluent, embracing digital technology, resources and instructional strategies that enhance student

<sup>1</sup> This position statement is adapted from C21 Canadians for 21<sup>st</sup> Century Learning & Innovation – *Shifting Minds 3.0 – Redefining the Learning Landscape in Canada* (2015), as well as the Ontario Public School Boards' Association – *A Vision for Learning and Teaching in a Digital Age*.

learning, safety, and digital fluency and engagement. Investments in education are required to enable boards of education/CSF to implement a vision for digital literacy and citizenship and keep current with changing digital environments.

<p><b>Adopted Position 3.1:</b></p> <p><b>Education Finance</b></p>	<p><b>Date Approved: November 2019</b></p>
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Saskatchewan's elected boards of education/ Conseil scolaire fransaskois (CSF) require funding for education to maximize student achievement, develop the potential of all students, affirm the worth of each individual, create responsible citizens and lay the foundation for learning throughout life.

Education funding is best provided unconditionally to boards of education/CSF in order to meet local needs. A balance between the following fundamental principles guides all decisions for education finance:

1. **Sufficiency:** The amount of funding provided to boards of education/CSF by the provincial government must be sufficient to respond to the actual costs of mandated provincial goals and priorities, to provide a high quality education to all students, and to accommodate opportunities for local programming, innovation and initiatives.
2. **Autonomy:** Boards of education/CSF derive their authority from *The Education Act, 1995* which gives them the authority to manage the school division in a way that reflects local needs and priorities. In addition, the CSF derives its authority from section 23 of the *Canadian Charter of Rights and Freedoms*.
3. **Equity:** Funding is allocated so that all elected boards of education/CSF have the resources they need to provide opportunities for each student to achieve at the highest levels regardless of where they live in the province and their personal circumstances.
4. **Engagement:** Boards of education/CSF are equal partners, along with the provincial government, in meaningful decision making regarding funding formulas, accountability processes and resolving issues.
5. **Predictability:** Clearly defined, predictable, and unconditional funding formulas are needed to enable long-term and sustainable program planning by boards of education/CSF.
6. **Reciprocal Accountability:** Elected boards of education/CSF are responsible for achieving mandated provincial goals and priorities and the provincial government is responsible for providing the resources needed to achieve those goals and objectives. The funding model is reviewed on a regular basis to ensure it is functioning as intended.
7. **Sustainability:** Reliable, factual data is used to establish funding.
8. **Transparency:** Straightforward information about education funding is monitored, available to the public, and the process is entirely transparent.

<b>Adopted Position 3.2:</b> <b>Facilities Funding</b>	<b>Date Approved: November 2014</b>
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Boards of education/Conseil scolaire fransaskois (CSF) work with the Ministry of Education to jointly develop and periodically review a transparent, sufficient, predictable and sustainable funding formula for the planning, building and maintenance of education facilities that maximize student learning. All decisions related to facilities funding should be transparent, equitable and informed by good data in support of a provincial comprehensive, multi-year capital plan.

1. The Minister of Education is responsible for providing required funding for the construction and maintenance of school facilities.

2. Facilities funding in Saskatchewan should be determined according to the five categories set out below. In addition, facilities funding for CSF schools must meet the requirements of section 23 of the *Canadian Charter of Rights and Freedoms*:

- a) **Major Capital Projects:** The Ministry of Education should continue to fund major capital projects including new schools, major renovations, roofing and portable classrooms. This applies in growth areas of the province, as well as in communities with existing schools requiring modernizing where enrolments are stable and the schools are viable.
- b) **Infrastructure Renewal:** Each year, the province should prudently allocate a sufficient budget to school divisions for the purpose of ongoing infrastructure renewal, including minor upgrades and renovations<sup>2</sup>. Boards need to develop a 3 year PMR Maintenance Plan as well as a detailed annual report and reconciliation of PMR expenditures.
- c) **Ongoing Operation and Maintenance:** The Ministry of Education should prudently allocate a sufficient budget to school divisions for the operation and maintenance of facilities including general upkeep and repairs as well as expenses incurred to keep facilities operating such as monthly utility expenses.
- d) **Non-school Facilities:** Sufficient funding must be provided for the construction and maintenance of non-school facilities including sheds, transportation and administrative facilities, and for the CSF community spaces.
- e) **Provincially Protected Schools:** Funding must be provided for the operation and maintenance of schools that are protected from closure. This includes the cost of decommissioning space that is no longer required.

<sup>2</sup> In 2009 it was recommended that the province annually allocate 2% of Current Replacement Value to school divisions for the purpose of ongoing infrastructure renewal. Saskatchewan School Boards Association. (2009). Facilities Funding: Working Advisory Group Recommendations.

3. **Capital Funding Backlog:** A long-term, sustainable plan must be developed to address the current capital funding backlog. A prudent and sufficient budget should be allocated annually to address the backlog.<sup>3</sup>
4. **Ministry Support:** The Ministry of Education must maintain sufficient qualified expertise to provide appropriate and adequate support for school divisions, according to their needs. This may include supports for school capital projects including project management, technical, site development and cost management.

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<sup>3</sup> In 2009, it was recommended that a minimum of 10% of the shortfall be allocated annually to address the backlog. Saskatchewan School Boards Association. (2009). Facilities Funding: Working Advisory Group Recommendations.

<p><b>Adopted Position 3.3:</b></p> <p><b>Education Equity</b></p>	<p><b>Date Approved: November 2017</b></p>
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Education equity for students is a fundamental principle of public education. Equity is about outcomes, results, and opportunities.

1. Boards of education are proactive in defining, assessing and taking steps to achieve equity of opportunity and of outcomes for their students regardless of students' individual or family circumstances.
2. Education Equity for Saskatchewan boards of education requires the fair distribution of necessary resources to ensure all students have access to school programs, facilities and services for students to achieve to their full potential regardless of where they live in the province and their personal circumstances.
3. Education equity recognizes that some students need additional or specialized programming to achieve to their full potential.
4. Education equity recognizes that boards of education operate with very different circumstances and situations.

Boards of education are responsible to their constituents for transparency of education in Saskatchewan. Funding should be monitored for adequacy and equity and should be publicly reported on a regular basis by the Province and by boards of education.

<b>Adopted Position 4.1:</b>  <b>Collective Bargaining</b>	<b>Date Approved: November 2017</b>
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- . Elected boards of education are responsible and accountable for the delivery of educational services. Boards as employers hire professional and support staff to carry out this responsibility and ensure that education is provided for all their students. As part of their governance responsibilities, boards enter into collective bargaining agreements with their employees.  
  
As well, representing boards of education, the Saskatchewan School Boards Association has a statutory role in collective bargaining with respect to the Provincial Collective Bargaining Agreement for teachers.
- B. Principles according to which collective bargaining by the Association should be undertaken, and that are also recommended to boards as they approach their collective bargaining:
  1. The education interests and welfare of students must guide the collective bargaining process.
  2. The collective bargaining process must respect the integrity of the board of education in its role as employer.
  3. The local and provincial collective bargaining processes must provide for adequate representation of the interests of the board(s) of education.
  4. There should be an effective and efficient bargaining process, characterized by the highest standard of labour relations professional practice.
  5. Productive and harmonious working relationships between board of education and their employees are critical to the success of the educational endeavour, and the collective bargaining process should reflect the importance of those relationships and be directed to support and sustain them.
  6. Collective bargaining must be conducted with a clear understanding of the impacts of finances on boards of education. Collective bargaining agreements must be sustainable in relation to education funding and consistent with the fundamental principles described in the Adopted Position Statement 3.1: Education Finance.
  7. Collective bargaining must be done prudently, in compliance with legislated requirements, and in conformity to currently accepted labour relations practices, and professional and ethical standards.
- C. In working according to these principles, the Association undertakes in particular that:

1. The Association will endeavour to have representatives on the provincial bargaining team who have experience in labour relations negotiations.
2. Representatives of boards of education on the provincial bargaining committee will utilize an effective strategy for encouraging and gathering input from boards of education in approaching the collective bargaining process, and communication with boards of education during collective bargaining, in order to provide adequate representation of board interests.
3. The Association's staff is available to support boards of education in their collective bargaining processes.
4. The Association will advocate for boards of education to be fully consulted by the Province and that the Province be transparent regarding local agreements.
5. The Association will advocate to ensure that the boards of education's representatives on the provincial bargaining committee are an effective voice on that committee.

<b>Adopted Position 4.2:</b> <b>Teacher Education and Certification</b>	<b>Date Approved: November 2016</b>
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Boards of education/ Conseil scolaire fransaskois (CSF) support high standards for teacher education and certification in Saskatchewan.

1. Only the Saskatchewan Professional Teachers Regulatory Board (SPTRB) is responsible for regulating teacher certification and registration, including issuing, suspending, or revoking a teacher's certificate. Teacher education and certification requirements are approved by the Teacher Education and Certification Committee of the SPTRB, a committee of representatives from educational stakeholders including the SSBA. The Certification Decision Review Committee of the SPTRB, a committee of representatives from education stakeholders including the SSBA, hears certification decision appeals from teachers.

2. Boards of education/CSF expect teacher education programs that reflect the requirements of publicly funded school systems and that are based on current educational research and effective practices that develop teachers to focus on the skills and knowledge students need to succeed in work, life and citizenship.

3. Boards of education/CSF co-operate with teacher education programs to facilitate practice teaching and internship programs.

4. Boards of education/CSF, as employers, have high expectations of teachers as professionals and therefore have a critical interest in defining and supporting the development of competencies for effective teaching including:

- a) Teachers value and care for the whole child by developing positive relationships and acting in the best interests of their students.
- b) Teachers facilitate the engagement and support of parents and the community.
- c) Teachers are committed to education as a profession and to engaging in ongoing professional development to remain current and effective, and apply these learnings in their work.
- d) Teachers demonstrate specialized knowledge in the level and subject area of their teaching as directed by the Saskatchewan curriculum.

<b>Adopted Position 5.1:</b> <b>Public Engagement</b>	<b>Date Approved: November 2016</b>
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Boards of education/CSF value and support meaningful parent, school community council/conseil des ecoles and public engagement to enhance schools in Saskatchewan and higher levels of student achievement.

1. Parents and guardians are acknowledged as the child's first teacher and play a significant role in student success.
2. School community councils/conseil des ecoles are supported as valued partners in education to mobilize their communities to strengthen student achievement.
3. Locally elected boards provide a strong mechanism for the public to be engaged in public education.
4. Boards engage in constructive partnerships with public stakeholders (e.g. business, local municipalities, non-profit organizations, etc.) to enhance student achievement.

<b>Adopted Position 5.2:</b>	<b>Date Approved: November 2017</b>
<b>Partnership Agreements</b>	

Individual Boards of Education and the Association can work effectively with partners from the education sector and from the community to create opportunities for furthering board of education capacity to enhance student achievement.

1. Partners will include those agencies and organizations whose goals and objectives are compatible with the goals of the boards of education or the Association.
2. Partnership agreements will be consistent with the strategic plans of the board of education or the Association.
3. Allocation of resources to partnerships will not compromise the standards of services and administration of the boards of education or the Association.
4. Partnership agreements will be transparent and clearly defined and committed to in writing.

<b>Code of Ethics</b>	<b>Date Approved: November 1993</b>
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The commitment of each board member to high ethical standards is required to ensure that the school board can responsibly fulfill its obligations and discharge its duties.

As a school board member.

1. I will be motivated by an earnest desire to serve my school division to the best of my ability to meet the educational needs of all students.
2. I will recognize that the expenditure of school funds is a public trust, and I will endeavour to see that the funds are expended efficiently, in the best interests of the students.
3. I will not use my position for personal advantage or to the advantage of any other individual apart from the total interest of the school division, and I will resist outside pressure to so use my position.
4. I will act with integrity, and do everything possible to maintain the dignity of the office of a school board member.
5. I will carry out my duties objectively, and I will consider all information and opinions presented to the board in making my decisions, without bias.
6. I will work with other board members in a spirit of respect, openness, co-operation and proper decorum, in spite of differences of opinion that arise during debate.
7. I will accept that authority rests with the board and that I have no individual authority outside the board, and I will abide by the majority decisions of the board once they are made, but I shall be free to repeat the opinion that I upheld when the decision was made.
8. I will express any contrary opinion respectfully and honestly, and without making disparaging remarks, in or outside board meetings, about other board members or their opinions.
9. I will communicate, and conduct my relationship with staff, the community, other school boards and the media in a manner that focuses on facts.

10. I will not divulge confidential information, which I obtain in my capacity as a board member, and I will not discuss those matters outside the meetings of the board or the board's committees.
11. I will endeavour to participate in trustee development opportunities to enhance my ability to fulfil my obligations as a school board member.
12. I will not conduct myself in a manner which is intended to be to the detriment of another school board.
13. I will support the value of public education, and will endeavour to participate, and encourage my board to participate, in activities that support or promote public education in Saskatchewan.

# AGENDA ITEM

<b>Meeting Date:</b>	June 2, 2020	<b>Agenda Item #:</b>	06.7
<b>Topic:</b>	South Hill School Monthly Update		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

<b>Background:</b>	Prairie South Schools is building a new joint-use school in Moose Jaw. The school is scheduled to open in the fall of 2023.
<b>Current Status:</b>	An update of activities from the past month is included.
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	
<b>Legal Implications:</b>	
<b>Communications:</b>	

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	June 2, 2020	• May 2020 Update

## ***Recommendation:***

That the Board review the attached materials.

## PROJECT STATUS REPORT

To:	Project Steering Committee & Working Group	Contact:	Sean Chase & Tony Baldwin
From:	Mike Sazynski	Ref:	860672-0110 (2.0)
Project:	Moose Jaw Joint-Use School	Date:	May 27, 2020
Report Period:	Monthly Status Report: May 2020		

### 1. Project Dashboard

Status	Overall Status	Scope	Budget	Schedule
This Period				

**Green** = On track. **Yellow** = moderate risk. **Red** = high risk, likely to affect project outcome.

### 2. Completed Activities this Period (May 2020)

Major activities were advanced during this reporting period. The table below shows details of those activities and when they were completed. The focus this period has been the Expression of Interest (EOI) for the Westheath site and engagement sessions.

Description	Owner	Completed
1. Issue EOI For Westheath site	Mike Sazynski / City	30-Apr-2020
2. Virtual Engagement approved for distribution	SPRA	01-May-2020
3. Educator Engagement Submitted	PSSD/HTCSD	19-May-2020
4. SPRA contract finalized	Mike Sazynski	19-May-2020
5. Close EOI	Mike Sazynski	22-May-2020
6. EOI Evaluation Began	Mike Sazynski	22-May-2020
7. Student/Parent Engagement Submitted	PSSD/HTCSD	27-May-2020

### 3. Planned Activities next Period (June 2020)

A number of activities related to the acquisition of Westheath site and engagement sessions are planned for May.

Description and Information Required	Owner	Due By
1. 1st OPR Development Meeting	SPRA	27-May-2020
2. EOI Evaluation Ends	Mike Sazynski	29-May-2020
3. Commissioning Authority RFP Posted	Mike Sazynski	01-Jun-2020
4. EOI Evaluation Review Meeting	Mike Sazynski	04-Jun-2020
5. Commissioning Authority RFP Closes	Mike Sazynski	23-Jun-2020

# AGENDA ITEM

<b>Meeting Date:</b>	June 2, 2020	<b>Agenda Item #:</b>	06.8
<b>Topic:</b>	Administrative Procedure Renewal		
<b>Intent:</b>	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

<b>Background:</b>	On a yearly basis, administration reviews school division Administrative Procedures to ensure they are current, consistent with Board Policy and expectations from the Ministry of Education.
<b>Current Status:</b>	In 2020, the Administrative Procedure review process was modified as a result of COVID-19. In internal review was completed, resulting in minor edits to several APs and the addition of one AP. APs that were adjusted or added during this process are attached, and will be added to the Administrative Procedure section of the Prairie South website for implementation by school and division staff in September 2020.
<b>Pros and Cons:</b>	
<b>Financial Implications:</b>	
<b>Governance/Policy Implications:</b>	
<b>Legal Implications:</b>	
<b>Communications:</b>	APs will be formally implemented in September, 2020 after they are added to the Prairie South website.

<b>Prepared By:</b>	<b>Date:</b>	<b>Attachments:</b>
Tony Baldwin	June 2, 2020	<ul style="list-style-type: none"> <li>Modified AP 130, 180, 185, 200, 220, 451 and 544.</li> <li>New AP 165</li> </ul>

## ***Recommendation:***

That the Board review the materials provided.

## Administrative Procedure 130

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# 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 Superintendent of Operations ~~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, 163, 164, 165, 166, 167, Education Act  
~~June 2, 2020~~ September 1, 2006

## Administrative Procedure 130 – Appendix A

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### 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 following implementation.

June 2, 2020

## Administrative Procedure 180

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# 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 ~~Superintendent-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: <https://www.saskatchewan.ca/government/municipal-administration/tools-guides-and-resources/access-to-information>

June 2, 2020 ~~June 7, 2016~~

## Administrative Procedure 185

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# 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 or software. 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 Human Resources ~~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, 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, 2020 ~~July 23, 2019~~

## **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 graduation, the Ministry of Education recognizes three Special Project Credits per student for out of school initiatives, on the basis of work proposed and completed by an individual student.
- 3.2 Granting of credit for approved out of school initiatives recognizes student achievement in areas outside of the regular Secondary Level program. It encourages students to become involved in the selection, planning and organization of their own programs.

- 3.3 The Special Project Credits shall be named Special Project 10, 20 or Special Project 30, and may be used to fulfill elective requirement(s) for graduation. Students must complete the credit(s) during grades 10 - 12. Special Project(s) may be used up to three times as electives to meet the 24 credit requirement or once to meet the Adult 12 required at the Secondary Level.
- 3.4 Special Projects must require a minimum of 100 hours of work.
- 3.5 Each project shall be carried out under the supervision of a teacher.
- 3.6 The Special Project Proposal Template from the Registrars Handbook must be completed and approved prior to the student(s) beginning the project.
- 3.7 The school and school division shall retain a copy of each Special Project Proposal on file for a minimum of five years.

#### **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, 175, 176, 177 of the Education Act  
Sections 21-25, 37 Education Regulations

~~June 2, 2020 August 13, 2019~~

# ONLINE LEARNING

## Background

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

Prairie South Virtual School provides:

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

## Related Definitions

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

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

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

Small schools – our K-12 rural based schools.

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

## Procedures

### 1. Program Characteristics

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

### 2. Registration and Withdrawal of Students

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

### 3. Primary School Responsibilities

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

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

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

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

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

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

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

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

| June 2, 2020 ~~July 19, 2019~~

### CENTRAL ADMINISTRATIVE COUNCIL (CAC)

#### Background

The Central Administrative Council (CAC) is comprised of Superintendents, ~~the Superintendent of Human Resources~~ 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 Education Act  
Section 45 School Division Administration Regulations

June 2, 2020 ~~July 11, 2019~~

## SCHOOL COMMUNITY DEVELOPMENT FUND

### Background

School community development funding requests are those items which, due to their amount and non-routine nature, cannot reasonably be expected to be funded from decentralized budget allocations. School groups and School Community Councils who are contemplating a special initiative or playground at the school that requires funding assistance are to work in conjunction with their Principal, Business Department and Facilities Manager.

#### Criteria:

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

### 1. Application Process

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

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

June 2, 2020 ~~August 23, 2019~~

## Administrative Procedure 165

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# DANGEROUS/INFECTIOUS DISEASES - PANDEMIC

## Background

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

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

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

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

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

## Procedures

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

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

June 2, 2020

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