

Prairie South Schools
BOARD OF EDUCATION

DATE: June 1, 2021
1:00 p.m. – 4:00 p.m.
Central Office, 1075 9th Avenue NW
Moose Jaw

AGENDA

- 1. Call to Order**
- 2. Adoption of the Agenda**
- 3. Adoption of Minutes**
 - 3.1.** Regular Board May 4, 2021
- 4. Decision and Discussion Items**
 - 4.1.** PEP 2021-2022 Focus Area Endorsement Request
 - 4.2.** Board Annual Work Plan
 - 4.3.** Approval of 2022-2024 Preventative Maintenance Renewal Plan
 - 4.4. Monthly Reports**
 - 4.4.1.** Teacher Absence and Substitute Usage Report
 - 4.4.2.** CUPE Staff Absence and Substitute Usage Report
 - 4.4.3.** Bus Driver Absence and Substitute Usage Report
 - 4.4.4.** Out of Scope Absence and Substitute Usage Report
 - 4.4.5.** Tender Report
- 5. Delegations and Presentation**
 - 5.1.** 1:30 pm - Kristin Schafer, Transportation Question
- 6. Information Items**
 - 6.1.** Administrative Procedure Renewal
 - 6.2.** Board Annual Work Plan – Schedule of Meetings
 - 6.3.** Confirmation of Board Chair Review
 - 6.4.** Deferred Reporting
- 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 9th Avenue North West, Moose Jaw, Saskatchewan on May 4, 2021 at 1:00 p.m.

Attendance:

Mr. R. Bachmann; Mr. J. Bumbac; Dr. S. Davidson; Ms. C. Froese; Mr. B. Hagan; Mr. T. Johnson; Ms. M. Jukes; Ms. D. Pryor; Ms. G. Wilson; Mr. L. Young; R. Purdy, Business Manager; D. Teneycke, Superintendent of School Operations; A. Johnson, Superintendent of Human Resources; A. Olson, Superintendent of Learning; D. Huschi, Superintendent of School Operations; R. Boughen, Superintendent of School Operations; T. Baldwin, Director of Education; H. Boese, Transportation Manager; R. Dueck, Executive Assistant

Regrets:

S. Robitaille, Superintendent of Business and Operations

Delegations:

Tannis Brideau

Motions:

- | | | |
|-------------------|---|---------|
| 2021-05-04 - 3560 | That the meeting be called to order at 1:03 PM
- Bachmann | |
| 2021-05-04 - 3561 | That the Board adopt the agenda as presented.
- Froese | Carried |
| 2021-05-04 - 3562 | That the Board adopt the minutes of the April 6, 2021 Board meeting.
- Jukes | Carried |
| 2021-05-04 - 3563 | That the Catchment Area recommendations from the Rural Catchment Committee be approved as presented.
- Bumbac | Carried |
| 2021-05-04 - 3564 | That the Board ratify the LINC Agreement with a term from August 1, 2021 to July 31, 2024, and direct the members of the negotiating team to sign the agreement on behalf of the Board of Education.
- Jukes | Carried |
| 2021-05-04 - 3565 | That the Board approve the 2021-2022 Budget as presented with revenue of \$93,149,219, operating expenses of \$90,796,547 and capital purchases of \$9,861,542.
- Wilson | Carried |

- 2021-05-04 - 3566 That the Board receive and file the monthly reports as presented. Carried
- Davidson
- 2021-05-04 - 3567 That the meeting be adjourned at 3:12 PM Carried
- Johnson

R. Bachmann
Chairperson

S. Robitaille
Superintendent of Business and Operations

Next Regular Board Meeting:

June 1, 2021
Prairie South School Division Central Office, Moose Jaw

AGENDA ITEM

Meeting Date:	June 1, 2021	Agenda Item #:	04.1
Topic:	PEP 2021-2022 Focus Area Endorsement Request		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	<p>Work has been underway by school divisions and education authorities since 2018 to develop a long term education plan to guide, develop and implement a long-term plan for education in Saskatchewan. A Provincial Education Council (Council) was established in 2020 to provide strategic guidance to the development and renewal of a provincial education plan (PEP). A Provincial Education Plan Implementation Team (PEPIT) works to establish the outcomes, measures and key actions to operationalize the plan. The PEPIT includes directors of education, participating First Nations and Métis education authorities, two representatives of Saskatchewan Teachers' Federation Professional Learning, and senior Ministry of Education officials.</p>
Current Status:	<p>A one-year interim PEP has been developed to respond to the pressures experienced by school systems as a result of the COVID-19 pandemic. The interim PEP includes three priorities for the 2021-22 school year and includes provincial-level key actions to meet the needs of all students in the areas of reading, learning response, and mental health and well-being. The priorities of the interim PEP are aligned with the four pillars of the <i>Provincial Education Plan Framework</i> (2019): skills and knowledge; mental health and well-being; connections and relationships; and, inclusive, safe and welcoming learning environments.</p> <p>The interim PEP was informed by feedback from Council and PEPIT member organizations during mid-February to mid-March. It is now being presented to all PEPIT member organizations for endorsement so that work may begin on these important priorities. Prairie South is a member of the PEPIT and has been fully involved in the development of the draft interim plan presented for your consideration today.</p>
Pros and Cons:	
Financial Implications:	<p>The priorities in the 2021-2022 PEP were considered in detail as part of the work related to the 2021-2022 budget approved by the Board of Education in May. The approved budget aligns with the PEP priorities.</p>


Governance/Policy Implications:	During the 2021-2022 school year, the Board of Education in Prairie South will be participating in a strategic planning process. The PEP will be one contextual item to be considered during planning to ensure that Prairie South is both aligned with the educational landscape in the rest of the province and nimble enough to respond to the unique needs in our schools and our school division.
Legal Implications:	
Communications:	The PEPIT will meet to discuss plans for implementation and monitoring of the interim PEP in early June. The PEPIT will also continue to develop a long-term provincial plan to guide education to 2030. Boards of education and the Minister of Education will have future opportunities to review and endorse the long-term plan.

Prepared By:	Date:	Attachments:
Tony Baldwin	June 1, 2021	<ul style="list-style-type: none"> • DRAFT Provincial Planning Documents: Mental Health and Wellbeing, Reading, and Learning Response

Recommendation:

That the Board endorse the 2021-2022 PEP priorities as attached.

Provincial Level 1 Priority Action Plan: Learning Response

<div></div> <div><p>Which PEP pillars and goals does this action plan support?</p><p>Skills and Knowledge pillar</p><p>Relationships and Connections pillar</p></div>		<p>Leader (this is a member of the operational structure):</p> <p>Luc Lermينياux</p> <p>Lori Jeschke</p>	<p>Secondary Leader (a member of the operational structure who is back-up for the leader):</p> <p>Aaron Hiske</p> <p>Tracey Young</p>	<p>Project Manager (this is the person who facilitates the work):</p> <p>Julie Smith</p> <p>Delise Pitman</p>
N/A		<p>Team Members:</p> <p>Nicole Bear, Vincent Brittain, Greg Chatlain, Maria Chow, Randy Emmerson, Randy Fox, Stacey Gherasim, Cathy Herrick, Rory Jensen, Rick Johnson, Bob Kowalchuk, Lynn Little, Ed Mirasty, Janet Mitchell, Trisha Rawlake, Quintin Robertson, Kevin Tonita, Lorel Trumier, Flo Woods</p>		
<p>Date of Original Draft: January 18, 2021</p> <p>Date Last Updated: April 27th, 2021</p>				
<p>Date Approved (by the PEP Implementation Team):</p>				
<p>1. Current Situation</p> <p>What is the reason action is needed?</p>	<p>2. Future State</p> <p>What will the future state look like when the need is successfully addressed?</p>	<p>3 Conditions for Success/Strategic Considerations</p> <p>Are there any barriers in achieving this priority? How will those be overcome? What needs to be in place prior to starting this work?</p>	<p>4. Progress Monitoring</p> <p>What are the success indicators (short, medium, long term) that will measure progress?</p>	
<p>Students have experienced significant academic learning interruptions as well as widely varied contextual and personal experiences as a result of the education sector’s response to the COVID-19 pandemic. This has created a situation where many students have experienced amplified disparities in learning achievement upon their return to an in-school environment in 2021.</p> <p>The pandemic has created a situation where some students were isolated, stressed out, unable to engage in learning, unable to access resources, lonely, in unstructured environments, lacking supervision, and struggling to engage in the opportunities available to them. We also have students/families who have thrived in spite of everything. They’ve explored new ways of engaging online, created virtual communities, engaged in hands on learning opportunities in their yards and communities, reading every book they could get their hands on, and have flourished as learners.</p> <p>Also, some students and families may elect to continue learning in the home environment rather than return to school in the fall of 2021.</p>	<p>K-12 students will successfully transition from one grade level to the next, and graduates will successfully transition from school to higher education or the work world.</p> <p>Students will be supported with strength-based and focussed intervention and instruction in reading, writing and math to increase their individual academic learning achievement.</p> <p>Teachers will be well-versed in pedagogies that build literacy through subject area disciplines, including high-impact strategies identified by Hattie (2017).</p> <p>Families are engaged in students’ learning journey, including in school and out of school experiences.</p> <p>Students and parents/caregivers will know what they are learning, why they are learning it, their next steps in learning and when they have achieved their learning goals.</p>	<p>Teachers and students are able to compare their reading, writing and math skills to existing provincial or educational organization exemplars.</p> <p>All educational organizations, including the ministry, will continue to offer options to support students in obtaining necessary high school credits, e.g., offering courses out-of-sequence or online, special project credits.</p> <p>Learning environments will encourage students and families to be engaged and to feel safe, cared for and valued.</p> <p>Increased staff professional knowledge of trauma informed classrooms and schools will contribute to student success.</p> <p>Engaging families in the co-creation of conditions for successful transitions that align with trauma informed practices will contribute to student success.</p> <p>Increased professional development opportunities related to intensive language instruction and cross-curricular planning, will include in school and out of school experiences.</p>	<p>An assessment of student grade level achievement at the end of the 2021 school year would provide a reference point for the further adaptation of pedagogy to suit the current needs of students. A full return to provincial data collection in 2022 would then provide a clear indication of the extent of further adaptations required.</p> <p>Student perceptual survey data can be used to shed light on student engagement and anxiety at the provincial, school organization, and school level.</p> <p>Teachers, students and parents/caregivers, will monitor what students are learning, why they are learning it, their next steps in learning and when they have achieved their learning goals.</p>	

5. Implementation							
Deliverables What specific process result(s) or work product output(s) are required to complete the action and move the project forward? What data are required and how are they collected?	Actions What are the key actions that will be taken to achieve the deliverables and lead to the described Future State?	Lead Who will provide leadership/management of the work related to each action?	Resources Required (human and financial) <i>Estimate</i> the FTEs and other resources required to complete the work.	Stakeholders to be Engaged Who needs to be involved in the activity (e.g., children, parents, teachers, community members, etc.?) How will they be engaged in the activity described?	Timeframe for Completing the Actions and Deliverables		Key Risks and Responses: What are the risks to achieving the action on time? What can be done to reduce the probability and/or impact of the risks?
					Start Month/Year	End Month/Year	
Connections Gap (Social and Academic)							
1. Increased student literacy and numeracy levels	1.1. Identification of crucial literacy and numeracy outcomes in grades 1-9. 1.2. Focus on intensive literacy instruction and pedagogy in all subject areas grades 1-12. 1.3. Develop professional development opportunities to increase pedagogical knowledge of intensive language instruction and cross-curricular planning (begin resource bank development). 1.4. Promising practice appendix (co-creating and sharing of resources and practices among school divisions, parents/caregivers, and education partners). 1.5. Provincial-level analysis will indicate the extent to which pedagogical adaptations (to be further defined) are to be continued.		SaskMath SaskReads The Adaptive Dimension for Saskatchewan K-12 Students Inspiring Success Provincial comparison of 2019 and June 2021 grade-level learning results (OurSCHOOL, Lost Student list, On-time to Graduate etcetera)		ASAP	June 2021	
2. Co-create communication strategies to develop and share to engage students, parents/caregivers and school communities.	2.1. Identify strategies to re-engage and support students at all grade levels (with an emphasis on importance of face to face instruction, but also include home based, virtual school, delayed registrants, and non-attenders.) 2.2. Develop a provincial public awareness campaign to reengage students (schools are safe, importance of a flexible graduation plan and timeline, message of hope, trauma informed pedagogy), including messaging to be used in local context. 2.3. Additional provincial messaging customizable for school divisions. 2.4. Engage critical friend to craft public messaging and PD opportunities for systems to share through school communities (i.e., Kevin Cameron).	Ministry of Education, Parents/Caregivers and Education Sector Partners	Social media messaging, newsletter items, posters, radio ads, newspaper ads, etcetera Human resources, such as Kevin Cameron, Debbie Pushor and parents		ASAP	September 2021	


Provincial Level 1 Priority Action Plan: Learning Response - Reading

	Which PEP pillars and goals does this action plan support? Skills and Knowledge		Leader (this is a member of the operational structure): Sean Chase	Secondary Leader (a member of the operational structure who is back-up for the leader): Tony Baldwin	Project Manager (this is the person who facilitates the work): Julie Smith & Delise Pitman	
N/A			Team Members: Nicole Bear, Mark Benesh, Kelli Boklaschuk, Terri Fradette, Kevin Garinger, Duane Hauk, Davin Hildebrand, Karen Hrabinsky, Donna Johnson, Kevin Kusch, Nigel McCarthy, Tricia McEwen, Susan Nedelcov-Anderson, Amanda Olson, Katherine Oviatt, Cory Rideout, Kathy Robson, Shane Skjerven, Kevin Tonita, Mike Walter, Flo Woods, Lisa Wotherspoon, Lorel Trumier			
Date of Original Draft:	January 15, 2021	Date Last Updated:				April 27, 2021
Date Approved (by the PEP Implementation Team):						
1. Current Situation What is the reason action is needed	2. Future State What will the future state look like when the need is successfully addressed?	3. Conditions for Success/Strategic Considerations Are there any barriers in achieving this priority? How will those be overcome? What needs to be in place prior to starting this work?	4. Progress Monitoring What are the success indicators (short, medium, long term) that will measure progress?			
Some students' reading results/levels have not progressed over the past two years due to pandemic-related disruptions in learning.	Reading levels in June 2022 will be as high or higher than reading levels in June 2019, the last year that scores are available that were uninterrupted by COVID-19. Parent/caregiver experiences from at-home learning situations will form the basis for a greater level of engagement in the teaching and learning process.	<ul style="list-style-type: none">Collecting reading data for students in grades 1-3 in June 2021 (using existing tools).Reviewing reading proficiency of students in grades 4 and 5 in September 2021.Reviewing literacy skills with emergent readers as necessary.Teachers in older grades will increase knowledge of (early) literacy strategies.A clear picture of which children need skill development is needed. This will require time to identify who needs additional support and time for focused literacy instruction.A provincially sanctioned increased emphasis on English Language Arts grades 1-3 curricular outcomes, as well as instructional time, will be necessary to meet the desired future state.	June 2022 reading results.			

5. Implementation							
Deliverables What specific process result(s) or work product output(s) are required to complete the action and move the project forward? What data are required and how are they collected?	Actions What are the key actions that will be taken to achieve the deliverables and lead to the described Future State?	Lead Who will provide leadership/management of the work related to each action?	Resources Required (human and financial) <i>Estimate</i> the FTEs and other resources required to complete the work.	Stakeholders to be Engaged Who needs to be involved in the activity (e.g., children, parents, teachers, community members, etc.?) How will they be engaged in the activity described?	Timeframe for Completing the Actions and Deliverables		Key Risks and Responses: What are the risks to achieving the action on time? What can be done to reduce the probability and/or impact of the risks?
					Start Month/Year	End Month/Year	
1. Provincial Data Analysis	1.1. Re-share June 2019 reading data and identify students who were below reading level. Reassess and provide reading support.	Ministry School Systems	Work previously completed	School Systems Ministry	March 2021	June 2021	Accuracy and timeliness of data sharing
	1.2. Collect at the system level interim (mid-year) reading data for grades 1-3 from 2020-2021. School systems consider analysis of available school system data from recent years. Review reading proficiency of students in grades 4 and 5 in September 2021.	School Systems	Work is likely already underway, however some school systems may not have collected interim data this year.		March 2021	September 2021	Availability of interim data Determining reading proficiency of grades 4 - 5 students will increase teacher workload.
	1.3. Collect and prepare June 2021 grades 1-3 reading data using the usual process for sharing in the same format as June 2019.	Ministry School Systems	Regular work cycle		June 2021	July 2021	Collecting reading data of students who have been learning from home.
2. Provincial Communication	2.1. Provide high level provincial messaging related to the anticipated challenges in building language and reading skills in our current context that sets the stage for a one-year focus on reading (and other) literacies with clear language on: <ul style="list-style-type: none"> ○ The COVID-19 pandemic is a major cause of the current challenge; we will meet students at their individual skill levels; ○ Setting a moral imperative; one opportunity in Saskatchewan in 2021-2022 to focus efforts on closing literacy gaps caused by implications of education in pandemic times but recognize this will require an ongoing focus in the Provincial Education Plan (September 2022); and, ○ Acknowledging professional flexibility at the classroom level to alter academic schedules to 	PEP Implementation Team	Ministry Communications Staff	Sector Partners SCCs School and school system administration teams	April 2021	June 2022	

	emphasize literacy in the primary grades.						
3. Post-COVID Literacy Research Summary	3.1. Develop and share e-scan summarizing national and North American impacts of the COVID pandemic on literacy development.	Ministry			March 2021	April 2021	Availability of data/research.
4. Reading Intervention Plans for Grades 1-5	<p>4.1. Implement reading intervention plans for grades 1-5 that identify every child by name/strength/need related to literacy at each grade level based on the following process:</p> <ul style="list-style-type: none"> ○ review reading proficiency of all grades 1-5 students. ○ provide intensive support for students below grade level. ○ implement highly effective instructional strategies for reading (SaskReads) including early literacy strategies. <p>4.2. Reference research-based literacy skills continua with a focus on literacy behaviours to support teachers in taking students from where they are at and moving them as far along as possible. E.g., F&P, SaskReads</p>	School-based administration, teachers and support professionals	<p>School systems will resource grades 1-5 classrooms according to need, with additional FTE as required and available to address the goals.</p> <p>Incorporate reading selections that infuse Indigenous content, perspectives, values, and lessons.</p>	School systems	September 2021	June 2022	<p>Student physical attendance</p> <p>Family engagement</p> <p>Resource availability</p> <p>Unknown pandemic effects</p>

Provincial Level 1 Priority Action Plan: Mental Health and Well-Being

 <p>Which PEP pillars and goals does this action plan support?</p> <p><i>Mental Health and Well-Being Priority in Response to COVID-19 Pandemic</i></p> <p>Mental Health and Well-Being pillar</p>		Leader (this is a member of the operational structure): <i>Vince Cable</i>	Secondary Leader (a member of the operational structure who is back-up for the leader): <i>Gwen Keith and Ward Strueby</i>	Project Manager (this is the person who facilitates the work): <i>Felice McKay and Shea Duncan</i>
Date of Original Draft: <i>January 28, 2021</i>		Date Last Updated: <i>April 28, 2021</i>		
Date Approved (by the Implementation Team):		Team Members: Robert Bratvold, Pat Bugler, Maureen Johns, Ronald Ajavon, Darrell Paproski, Thomas Sierzycki, Todd Robinson, Gerry Craswell, Angella Pinay, Domenic Scuglia, Joanna Landry, Chad Holinaty, Kevin Kleisinger, Tricia Wuschenny, Flo Woods, Sandy Pinay-Schindler, Brenda Green, Shaun McEachern, Brenda Vickers, Barbara Mackesey, Linda Greyeyes-Highway, Glenda Kary, Gerry Guillet, Nancy Schultz		
1. Current Situation What is the reason action is needed?	2. Future State What will the future state look like when the need is successfully addressed?	3. Conditions for Success/Strategic Considerations Are there any barriers in achieving this priority? How will those be overcome? What needs to be in place prior to starting this work?	4. Progress Monitoring What are the success indicators (short, medium, long term) that will measure progress?	
Current state: There is an urgent need to address the mental health and well-being (MHWB) of Saskatchewan staff and students in response to the COVID-19 pandemic. The COVID-19 situation has exacerbated mental health concerns. The topic of MHWB and its challenges have been priorities and of key interest to all of the province's school systems (includes both First Nations education authorities and provincial school divisions) for some time, as evidenced by: Saskatchewan lens:	Resources committed to by inter-ministerial collaborations and partnership with other stakeholder organizations. School systems have an autonomous action plan based on the provincial plan to articulate MHWB and are supported by ministries that impact the implementation of the plan. <ul style="list-style-type: none"> • Post pandemic plan • Professional development • Community collaboration • Classroom/staff/family support 	Barriers: <ul style="list-style-type: none"> • COVID-19 fatigue • Sector overload • Lack of high impact inter-ministry collaboration • Lack of awareness of shared services These pieces must be in place: <ul style="list-style-type: none"> • Template for action plans 	Monitoring Options: <ul style="list-style-type: none"> • New baseline data to inform the long term plan • Spring 2021 and Spring 2022 symposium surveys • Sharing of plans with school systems <ul style="list-style-type: none"> ○ How many school systems have plans as part of their work? • School system, Ministry of Education and school based accountability plans • Reporting on the number and types of shared services and resources Potential avenues for data:	

<ul style="list-style-type: none"> • About 1 in 4 Saskatchewan students (23 per cent) considered suicide in 2019 (Saskatchewan Alliance for Youth and Community Well-being, 2019) (MHWB Policy Brief, p. 5, 2021). • The 2019-20 Saskatchewan <i>OurSCHOOL</i> grades 7-12 data (MHWB Policy Brief, p.5, 2021) • Saskatchewan data from Kids Help Phone (2019) <p>National lens:</p> <ul style="list-style-type: none"> • The World Health Organization (2018) (WHO) describes mental health as “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community” (MHWB Policy Brief). • The Public Health Agency of Canada defines it as “the capacity of each and all of us to feel, think, and act in ways that enhance our ability to enjoy life and deal with the challenges we face.” • Students who experience mental health challenges often struggle academically, experience social difficulties at school, are less engaged in the classroom, have lower levels of academic performance and achievement and are more likely to drop out of school (Government of Canada, 2020) (MHWB Policy Brief). • The Mental Health Commission of Canada (2020) estimates that about 1.2 million children and youth in Canada are affected by mental illnesses each year, and that about one in five will experience a mental illness by age 25 (para. 1) (MHWB Policy Brief). <p>Root Causes:</p> <ul style="list-style-type: none"> • The impacts of COVID- 19 and the fatigue it has created • Insufficient coordination between sectors; problems around sharing • Amounts of funds allocated to mental health • Stigma towards mental health issues 	<p>The Spring 2021 Symposium has provided information for school systems to inform the development of their plans.</p> <p>The Spring 2022 Symposium has provided best practices and will inform the development of a long-term PEP MHWB plan.</p> <p>Goals to be considered in long-term MHWB planning:</p> <ul style="list-style-type: none"> • Students are welcomed and included and feel a sense of belonging and caring at school; • Students learn skills that help them to identify emotions and cope with stress; • Students learn about mental health and know when and how to ask for help; • Students receive timely and responsive evidence-based prevention and early intervention services at school; and, • Students, parents and/or caregivers know where to turn for more intensive support when needed. <p>(Source: School Mental Health Ontario, www.smho-smso.ca)</p>	<ul style="list-style-type: none"> • Sustainable funding for mental health supports beyond the pandemic • Spring 2021 symposium to help school systems plan for 2021-22 • Role and scope of entities 	<ul style="list-style-type: none"> • OurSCHOOL • SAYCW • <i>Measuring Hope</i> – other measures – Gallop survey, tools that go with it • Graduation rates • Attendance data <p>Long-Term:</p> <ul style="list-style-type: none"> • Research professional with a background in MHWB to collect data for a baseline <p>Consideration:</p> <p>How will we address the issues around federal and provincial data with regards to First Nations education organizations and provincial systems?</p>
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5. Implementation

Deliverables What specific process result(s) or work product output(s) are required to complete the action and move the project forward? What data are required and how are they collected?	Actions What are the key actions that will be taken to achieve the deliverables and lead to the described Future State?	Lead Who will provide leadership/management of the work related to each action?	Resources Required (human and financial) <i>Estimate</i> the FTEs and other resources required to complete the work.	Stakeholders to be Engaged Who needs to be involved in the activity (e.g., children, parents, teachers, community members, etc.? How will they be engaged in the activity described?	Timeframe for Completing the Actions and Deliverables		Key Risks and Responses: What are the risks to achieving the action on time? What can be done to reduce the probability and/or impact of the risks?
					Start Month/Year	End Month/Year	
1.A. Divisions will determine current year offsets in order to apply those funds to support this area. 1.B. Engage in multi-ministry conversations regarding MHWB in school systems.	1.A.1. Explore additional resources and funding from the Ministry of Education, federal government, as well as other sources from local to national, for the MHWB initiatives. 1.A.2. Request Deputy Ministers to look at joint partnerships (funding and staffing) to address MHWB.	Vince Cable Gwen Keith Deputy Minister and Assistant Deputy Ministers of Education	Multi-ministry staff participation School system leadership advocate for funding	<ul style="list-style-type: none"> Ministries of Health, Education, Social Services First Nations Authorities Indigenous Elders and Knowledge Keepers 	April 2021	June 2022	<ul style="list-style-type: none"> Continue to be reactive as opposed to proactive Coordinated efforts, understandings, and funding among ministries Funding for MHWB
	1.B.1. Explore multi-ministry joint partnership to secure funding and or support for the MHWB priority, such as: <ul style="list-style-type: none"> Resources Professional development Shared services <ul style="list-style-type: none"> Multi-ministerial mental health liaison Shared positions <ul style="list-style-type: none"> Counsellors, psychologists, mental health workers, social workers 		Multi-ministry mental health liaison				
2. Each school system will develop a plan to address the added pressures on MHWB as a result of the pandemic.	2.1. Develop a template (i.e., exemplars) that school systems can use as a reference to create their own plan. 2.2. Provide guidance and support to the provincial school systems (Level 1 organization in the PEP) to create their own local action plans around MHWB. <ul style="list-style-type: none"> 2021/22 school system plan/post-pandemic plan 	Ward Strueby	Developed by MHWB team members	<ul style="list-style-type: none"> Education Organizations Medicine Wheel concept - teachers and students (Indigenous/non-Indigenous) sessions on Mental Wellness. e.g., Thunderbird Lodge mental 	March 2021 May 2021	June 2022	

	<ul style="list-style-type: none"> Professional development Community collaboration (Indigenous and critical friends) Relationship building Classroom/staff/student/parent and caregiver support 			wellness workshops online			
3. Spring 2021 Symposium aimed at school systems sharing information/resources, as well as SHA, so each system can be informed to develop plans for the fall.	3.1. Sharing & Refinement - Plan and coordinate a symposium where school systems and the SHA will share best practices, draft action plans and discuss future long-term goals.	Symposium subcommittee	Symposium subcommittee Ministry / PEP Secretariat (technology support) Honoraria for Elders and critical friends	<ul style="list-style-type: none"> Critical friends (i.e., Kevin Cameron) Indigenous Elders EdCan Wade Repta Coralee Pringle-Nelson 	The week of May 10-14 2021	May 2021	
4. Spring 2022 Symposium	4.1. Celebration & Innovation - Plan and develop a post-symposium to celebrate and help validate ideas for the long term plan.	Symposium subcommittee	Symposium subcommittee Ministry / PEP Secretariat (technology support) Honoraria for Elders and critical friends	<ul style="list-style-type: none"> Indigenous Elders Critical Friends 	Spring 2022	May 2022	

AGENDA ITEM

Meeting Date:	June 1, 2021	Agenda Item #:	04.2
Topic:	Board Annual Work Plan		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	On an annual basis, the Board of Education confirms a Board Annual Work Plan as an appendix to Board Policy 2.
Current Status:	The Board has reviewed time commitments, accountability report requirements and areas of focus for 2021-2022. Approval of the Board Annual Work Plan will provide initial direction for administration as planning for 2021-2022 continues.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	Board Policy 2, Role of the Board, provides Board direction related to governance responsibilities in Prairie South, and the Annual Work Plan emerges from this direction.
Legal Implications:	Governance responsibilities are described in <i>The Education Act, 1995</i> , <i>The Education Regulations, 2019</i> and <i>The School Division Administration Regulations, 2017</i> .
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	June 1, 2021	• BP2, Appendix A: Board Annual Work Plan

Recommendation:

That the Board confirm the 2021-2022 Board Annual Work Plan.

BOARD ANNUAL WORK PLAN

SEPTEMBER

Regular Board Meeting Agenda Items

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

Events/Action

- SSBA Board Chairs' Meeting
- Trustee Competencies Self-Assessment
- Chair completes Committee Appointments
- Public Section Executive Meeting
- Receive teacher list by school

Budget Considerations

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

OCTOBER

Regular Board Meeting Agenda Items

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

Events/Action

- Education Week
- Receive SCC Chair information (final)

NOVEMBER

Regular and Special Board Meeting Agenda Items

- Review School and Division Improvement Accountability Report
- Appoint Voting Delegates and allocate votes for the SSBA Fall General Assembly
- Approve Annual Report for submission to Ministry of Education
- Approve Annual Financial Statements
- Review audit report and management letter (ensure deficiencies from previous year have been remedied to the satisfaction of the auditor)
- Review ESSP Outcome Plans

Events/Action

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

Budget Considerations

- Review implications of Audited Financial Statements on budget planning

DECEMBER

Regular Board Meeting Agenda Items

- Review Facilities Accountability Report
- Review Strategic Plan

JANUARY

Regular Board Meeting Agenda Items

- Approval of budget assumptions
- Review Progress, Board Advocacy Plan and Board Development Plan
- Review Legal Update of any outstanding cases
- Review Human Resources Accountability Report
- Review First Quarter Financial Accountability Report

Budget Considerations

- Review Budget Work Plan including dates
- Draft Budget Assumptions/Priorities

FEBRUARY

Regular Board Meeting Agenda Items

- Review initial projected enrollment for next year
- Review draft school year calendar
- Review Transportation Accountability Report

Events/Action

- SSBA Board Chairs' Council Meeting
- Public Section Executive Meeting
- Staff Appreciation Week
- Receive retirement celebration list (initial)

MARCH

Regular Board Meeting Agenda Items

- Approve school year calendar
- Review Early Learning Accountability Report
- Engage with VTEC Student Group

Events/Action

- Rural Congress
- Provincial Budget

Budget Considerations

- Review funding from Ministry
- Review school level staffing

APRIL

Regular Board Meeting Agenda Items

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

Events/Actions

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

Budget Considerations

- Mid-year review and realignment
- Review draft budget

MAY

Regular Board Meeting Agenda Items

- Budget
- Transportation catchment requests

Events/Action

- SCC Inservices
- Graduation ceremonies
- Alignment of planning for upcoming year

JUNE

Regular Board Meeting Agenda Items

- Review Third Quarter Financial Accountability Report
- Review Student Achievement (II) Accountability Report
- Approve Board Revisions to Annual Work Plan

Events/Action

- Public Section General Meeting
- Graduation ceremonies
- SHSAA General Meeting
- Receive SCC Chair information (initial)
- Receive retirement celebration list (final)

ONGOING

- Consider new developments and directions from Ministry of Education
- Attend meetings as determined by the Board
- Engage in individual trustee development approved by the Board
- Engage in celebration/recognition of students, staff and community
- Attend School Community Council meetings as scheduled and upon invitation
- Attend Board Committee meetings as assigned
- Complete other duties as described in Board Policy
- Budget considerations – review operations and priorities
- Receive Director's message to staff when published
- Receive principals' directory when published

AGENDA ITEM

Meeting Date:	June 1 2021	Agenda Item #:	04.3
Topic:	Approval of 2022-2024 Preventative Maintenance Renewal Plan		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background: The Ministry Infrastructure Branch receives annual maintenance submissions for the grant allocation of funds that go towards maintenance repairs of facilities. The submissions are at the discretion of Prairie South Schools 210. The plan must be submitted with Board approval for Ministry funding process to get started.

Current Status: A draft 3-year PMR plan is attached.

Pros and Cons : -grant funding will improve facilities for staff and students within the division

Cons: -will provide building efficiencies for better operations

Financial Implications:

Governance/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Darren Baiton	June 1, 2021	2022-2024 Preventative Maintenance Renewal Plan

Recommendation:

That the Board approve the 2022-2024 PMR plan as presented so it can start the Ministry process of grant funding for the upcoming year.

Request	Project	Audit	Facility #	IBN	Facility Name	Summary	Activity Type	Construction Start	Cost
FR004884	641.001		2251304	921001	Albert E. Peacock Collegiate	Asphalt and (Concrete cap)	Site	2022-09-01	\$100,000
FR000795	419.001	69	510251	921003	Assiniboia Elementary School	Washroom Upgrade (North)	Architectural Systems - Interior Finishes	2022-09-01	\$200,000
FR000797	422.001	51	610513	921015	Glentworth Central School	upgrade student and staff washrooms in the center of the facility .	Architectural Systems - Interior Finishes	2022-09-01	\$380,000
FR000806	430.001	66	2251402	921009	Central Collegiate	Asphalt Replacement Parking lots	Site	2022-09-01	\$200,000
FR006970	793.001				Transportation Shop Moose Jaw	Fence Relocation Transportation and extra electrical	Site	2022-09-01	\$30,000
FR006976	797.001		410113	921006	Bengough School	Change Room Upgrade	Architectural Systems - Interior Finishes	2022-09-01	\$350,000
FR006977	798.001		410113	921006	Bengough School	Roof / Facia / Soffit	Architectural Systems - Building Envelope	2022-09-01	\$200,000
FR000849	433.001	58	3110413	921012	Craik School	Final Phase HVAC / lighting upgrade	Mechanical Systems - HVAC	2022-09-01	\$265,000
FR000851	435.001	57	3110613	921014	Eyeblow School	Lighting /Ceiling upgrade LED (CAIF 2021)	Electrical Systems - Electrical Fixtures	2022-09-01	\$200,000
FR000852	436.001	51	610513	921015	Glentworth Central School	Concrete Floor replacement	Architectural Systems - Interior Finishes	2022-09-01	\$100,000
FR000856	440.001	56	610713	921020	Lafleche Central School	Flooring Upgrades	Architectural Systems - Interior Finishes	2022-09-01	\$100,000
FR006342	716.001		2251304	921001	Albert E. Peacock Collegiate	Roof Replacement Section 2	Architectural Systems - Roofing	2022-09-01	\$450,000
FR003535	508.001	75	2251304	921001	Albert E. Peacock Collegiate	Gym backboard safety straps	Architectural Systems - Interior Finishes	2022-09-01	\$15,000
FR006382	745.001		510813	921024	Mossbank School	Change /Washroom Upgrades	Architectural Systems - Interior Finishes	2022-09-01	\$350,000
FR006383	746.001		2250701	921025	Palliser Heights School	Flooring Replacement	Architectural Systems - Interior Finishes	2022-09-01	\$50,000
FR006390	752.001		2210311	921007	Caronport Elementary School	Lighting Upgrade LED (CAIF 2021)	Electrical Systems - Secondary Electrical	2022-09-01	\$100,000
FR006391	753.001		410513	921028	Rockglen School	Washroom Upgrade -Hall	Architectural Systems - Interior Construction	2022-09-01	\$200,000
								Total:	\$3,290,000

Request	Project	Audit	Facility #	IBN	Facility Name	Summary	Activity Type	Construction Start	Cost
FR000854	438.001	50	610613	921018	Kincaid Central School	Flooring upgrades	Architectural Systems - Interior Finishes	2023-09-01	\$100,000
FR000859	443.001	79	2250701	921025	Palliser Heights School	Roof replacement section 6	Architectural Systems - Roofing	2023-09-01	\$200,000
FR000861	445.001	49	410513	921028	Rockglen School	HVAC phase 1	Mechanical Systems - HVAC	2023-09-01	\$1,000,000
FR005744	219.002	69	510251	921003	Assiniboia Elementary School	Flooring upgrade (Asbestos Removal)	Architectural Systems - Interior Construction	2023-09-01	\$150,000
FR006347	721.001		2210311	921007	Caronport Elementary School	Flooring upgrades	Architectural Systems - Interior Construction	2023-09-01	\$180,000
FR006359	729.001		2251502	921027	Riverview Collegiate Institute	Asphalt Upgrade	Site	2023-09-01	\$85,000
FR006371	734.001		2251402	921009	Central Collegiate	Flooring Upgrades	Architectural Systems - Interior Finishes	2023-09-01	\$150,000
FR006374	737.001		3110413	921012	Craik School	Partial Roof Replacement Section -	Architectural Systems - Building Envelope	2023-09-01	\$150,000
FR000744	408.001	55	2211013	921029	Rouleau School	interior door and frame replacement	Architectural Systems - Interior Construction	2023-09-01	\$75,000
FR009193	831.001		410313	921011	Coronach School	HVAC valve upgrade	Mechanical Systems - HVAC	2023-09-01	\$75,000
FR006385	748.001		2251502	921027	Riverview Collegiate Institute	Change Room Upgrade	Architectural Systems - Interior Construction	2023-09-01	\$100,000
								Total:	\$2,265,000

Request	Project	Audit	Facility #	IBN	Facility Name	Summary	Activity Type	Construction Start	Cost
FR000796	421.001	57	3110613	921014	Eye brow School	phase 2 HVAC pulled from previous Budgt	Mechanical Systems - HVAC	2024-09-01	\$450,000
FR000798	423.001	56	610713	921020	Lafleche Central School	crawlspace remediation	Architectural Systems - Health, Fire & Life Safety	2024-09-01	\$400,000
FR000858	442.001	53	510813	921024	Mossbank School	Homec lab upgrade	Architectural Systems - Interior Construction	2024-09-01	\$150,000
FR006345	719.001		510262	921002	Assiniboia Composite High	Change room Renovation	Architectural Systems - Interior Construction	2024-09-01	\$200,000
FR006358	728.001	79	2250701	921025	Palliser Heights School	Asphalt -Staff Parking lot	Site	2024-09-01	\$150,000
FR000732	397.001	48	410113	921006	Bengough School	HVAC phase 2	Mechanical Systems - HVAC	2024-09-01	\$1,000,000
FR000735	400.001	57	3110613	921014	Eye brow School	relocate front entrance	Architectural Systems - Building Envelope	2024-09-01	\$125,000
FR000737	268.001	56	610713	921020	Lafleche Central School	check pre k lighting	Electrical Systems - Electrical Fixtures	2024-09-01	\$100,000
FR006372	735.001		410313	921011	Coronach School	Flooring Upgrades	Architectural Systems - Interior Finishes	2024-09-01	\$100,000
FR006378	741.001		2250601	921019	King George School	Fencing Replacement	Site	2024-09-01	\$20,000
FR006381	744.001		2210913	921024	Mossbank School	Flooring Upgrade	Architectural Systems - Interior Finishes	2024-09-01	\$150,000
FR000756	411.001	75	2251304	921001	Albert E. Peacock Collegiate	univent replacements -classrooms	Mechanical Systems - HVAC	2024-09-01	\$350,000
								Total:	\$3,195,000

AGENDA ITEM

Meeting Date:	June 1, 2021	Agenda Item #:	04.4
Topic:	Monthly Reports		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

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

Prepared By:	Date:	Attachments:
Tony Baldwin	June 1, 2021	<ul style="list-style-type: none"> Staff Absence Summaries Tender Summary

Recommendation:

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

Teacher Absences & Substitute Usage					
Date Range:	April 27, 2021 - May 25, 2021				
Absence Reason	Days	% of Total Absences	Sub Days	% Needed Sub	% of possible days
LINC Agreement					
Compassionate Leave	21.58	1.85%	20.07	93.00%	0.24%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
Earned Day Off	32.69	2.80%	27.96	85.53%	0.37%
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	117.92	10.09%	111.46	94.52%	1.34%
Pressing Leave	26.79	2.29%	23.65	88.28%	0.30%
PSTA	0.5	0.04%	0.5	100.00%	0.01%
Leave Without Pay	7.5	0.64%	6.97	92.93%	0.09%
SUB TOTAL	206.98	17.70%	190.61	92.09%	2.35%
Provincial Agreement/ Education Act/ Employment Act					
Court/Jury	0	0.00%	0	0.00%	0.00%
Illness - Teacher	297.93	25.48%	217.79	73.10%	3.38%
Illness - Long Term	114.54	9.80%	0	0.00%	1.30%
Medical/Dental Appt	119.85	10.25%	101.4	84.61%	1.36%
Paternity/Adoption Leave	0	0.00%	0	0.00%	0.00%
Quarantine	365.45	31.25%	166.72	45.62%	4.14%
Secondment	2	0.17%	1.5	75.00%	0.02%
STF Business - Invoice	15.32	1.31%	11	71.80%	0.17%
Unpaid Sick Leave	5	0.43%	4.5	90.00%	0.06%
SUB TOTAL	920.09	78.69%	502.91	54.66%	10.43%
Prairie South					
Extra/Co-curr Teach	3.19	0.27%	2.6	81.50%	0.04%
FACI Meet/PD	0	0.00%	0	0.00%	0.00%
HUMA Meet/PD	3.08	0.26%	3.08	100.00%	0.03%
Internship Seminar	0	0.00%	0	0.00%	0.00%
IT Meet/PD	0	0.00%	0	0.00%	0.00%
LRNG Meet/PD	17.54	1.50%	15.92	90.76%	0.20%
PD DEC Teachers	18.38	1.57%	17.2	93.58%	0.21%
School Operations Meet/PD	0	0.00%	0	0.00%	0.00%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
SUB TOTAL	42.19	3.61%	38.80	91.96%	0.48%
Total Absences	1169.26	100.00%	732.32	62.63%	13.26%

Teachers (FTE)

441.04

of teaching Days

20

Possible Days

8820.8

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

CUPE Staff Absences & Casual Usage 2020-2021

Date: April 26, 2021 - May 23, 2021

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
CUPE Agreement					
Act of God	0	0.00%	0	0.00%	0.00%
Bereavement Leave	13.83	1.65%	8.83	63.85%	0.25%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	6.86	0.82%	5	72.89%	0.12%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
Covid Close Contact Leave	105.87	12.66%	28.61	27.02%	1.93%
CUPE Business - Invo	7	0.84%	7	100.00%	0.13%
Earned Day Off	3.65	0.44%	2.72	74.52%	0.07%
Executive Position	0	0.00%	0	0.00%	0.00%
Family Responsibilities	21	2.51%	17.46	83.14%	0.38%
Illness - Support	409.99	49.04%	194.71	47.49%	7.46%
Med/Den Appt Support	60.86	7.28%	33.25	54.63%	1.11%
Parenting/Caregiver	19.84	2.37%	7.85	39.57%	0.36%
Pressing Leave	15.34	1.83%	4.54	29.60%	0.28%
Quarantine Leave	55.76	6.67%	12.71	22.79%	1.01%
Service Recognition Days	3.74	0.45%	3.49	0.00%	0.07%
TIL Support	2.15	0.26%	0.38	17.67%	0.04%
Without Pay Support	18.44	2.21%	8.78	47.61%	0.34%
SUB TOTAL	744.33	89.03%	335.33	45.05%	13.54%
Employment Act					
Court/Jury Duty	0	0.00%	0	0.00%	0.00%
Paternity Leave	0	0.00%	0	0.00%	0.00%
Special Vaccination Leave	11.86	1.42%	4	33.73%	0.22%
Vacation Support	60.96	7.29%	33.28	54.59%	1.11%
Workers Compensation	16.82	2.01%	15	89.18%	0.31%
SUB TOTAL	89.64	10.72%	52.28	58.32%	1.63%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0.00%	0.00%
BUSI Meet/PD	0	0.00%	0	0.00%	0.00%
Extra/Co-curr Sup	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%
LRNG Meet/PD	0.5	0.06%	0	0.00%	0.01%
PD DEC In Province Support Staff	1.57	0.19%	1.07	0.00%	0.03%
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%
SUB TOTAL	2.07	0.25%	1.07	0.00%	0.04%
Total Absences	836.04	100.00%	388.68	46.49%	15.20%

Possible Days

April 26, 2021 - May 23, 2021

Days

20.00

FTE

274.93

Total Days

5498.60

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

Bus Driver Staff Absences & Casual Usage 2020-2021

Date: April 26, 2021 - May 23, 2021

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
Conditions of Employment					
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	4.50	2.37%	4.50	0.00%	0.21%
Competition Leave	0.00	0.00%	0.00	0.00%	0.00%
Convocation Leave	0.00	0.00%	0.00	0.00%	0.00%
Covid Close Contact	35.00	18.42%	13.50	38.57%	1.64%
Family Responsibilities	5.00	2.63%	5.00	100.00%	0.23%
Illness - Support	58.50	30.79%	33.00	56.41%	2.73%
Med/Den Appt Support	15.00	7.89%	10.00	66.67%	0.70%
Parenting/Caregiver	2.50	0.00%	0.00	0.00%	0.12%
Pressing Leave	3.00	1.58%	3.00	100.00%	0.14%
Quarantine Leave	5.00	2.63%	5.00	100.00%	0.23%
Without Pay Support	51.50	27.11%	30.50	59.22%	2.41%
SUB TOTAL	180.00	75.00%	104.50	58.06%	8.41%
Employment Act					
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%
Special Vaccination 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	10.00	5.26%	9.00	90.00%	0.47%
SUB TOTAL	10.00	14.74%	9.00	90.00%	0.47%
Prairie South					
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%
SUB TOTAL	0.00	0.00%	0.00	0.00%	0.00%
Total Absences	190.00	89.74%	113.50	59.74%	8.88%

Possible Days

April 26, 2021 - May 23, 2021

Days

20.00

Staff

107.00

Total Days

2140.00

** 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.

Out of Scope Staff Absences & Casual Usage 2020-2021

Date: April 26, 2021 - May 23, 2021

Absence Reason	Days	% of Total Absences	Sub Days	% Received Sub	% of possible days
Conditions of Employment					
Act of God	0	0.00%	0	0.00%	0.00%
Bereavement Leave	0	0.00%	0	0.00%	0.00%
Community Service	0	0.00%	0	0.00%	0.00%
Compassionate Care	0	0.00%	0	0.00%	0.00%
Competition Leave	0	0.00%	0	0.00%	0.00%
Convocation Leave	0	0.00%	0	0.00%	0.00%
Covid Close Contact	7	0.00%	0	0.00%	0.81%
Family Responsibilities	0	0.00%	0	0.00%	0.00%
Illness - Support	19.96	22.97%	0	0.00%	2.31%
Med/Den Appt Support	3.72	4.28%	0	0.00%	0.43%
Parenting/Caregiver	3.47	3.99%	0	0.00%	0.40%
Pressing Leave	1.03	1.19%	0	0.00%	0.12%
Quarantine Leave	0	0.00%	0	0.00%	0.00%
Without Pay Support	5.33	6.13%	0	0.00%	0.62%
SUB TOTAL	40.51	46.63%	0	0.00%	4.69%
Employment Act					
Court/Jury Duty	0	0.00%	0	0.00%	0.00%
Paternity Leave	0	0.00%	0	0.00%	0.00%
Special Vaccination Leave	0.58	0.00%	0	0.00%	0.07%
Vacation Support	45.79	52.70%	0	0.00%	5.30%
Workers Compensation	0	0.00%	0	0.00%	0.00%
SUB TOTAL	46.37	53.37%	0	0.00%	5.36%
Prairie South					
ACCT Meet/PD	0	0.00%	0	0.00%	0.00%
BUSI Meet/PD	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%
LRNG Meet/PD	0	0.00%	0	0.00%	0.00%
SCHOOL OPERATIONS MEET/PD	0	0.00%	0	0.00%	0.00%
TRAN Meet/PD	0	0.00%	0	0.00%	0.00%
PD Out of Province	0	0.00%	0	0.00%	0.00%
SUB TOTAL	0	0.00%	0	0.00%	0.00%
Total Absences	86.88	100.00%	0	0.00%	10.05%

Possible Days

April 26, 2021 - May 23, 2021

Days

20.00

FTE

43.22

Total Days

864.40

** 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 28, 2021 to May 26, 2021

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 done:

- A quote was issued for hail and wind damage repairs at Assiniboia Composite High School. The quote was awarded to Harbuilt construction for a quoted cost of \$214,800 before tax.
- A quote was issued for hail and wind damage repairs at Assiniboia 7th Ave. School. The quote was awarded to Arnil Construction for a quoted cost of \$167,000 before tax.
- A tender was issued for the purchase of school buses. The quote was awarded on points to Legacy Bus sales.
- Quotes were obtained for Smart Boards and carts for King George School. The quote was awarded to Inland Audio Visual for a cost of \$36,956 before tax.

AGENDA ITEM

Meeting Date:	June 1, 2021	Agenda Item #:	06.1
Topic:	Administrative Procedure Renewal		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	On a yearly basis, administration reviews school division Administrative Procedures to ensure they are current, consistent with Board Policy and expectations from the Ministry of Education.
Current Status:	On April 28 th , the Administrative Procedures document was reviewed by five teams made up of CAC Administrators and trustees. As a result of this review, minor updates were made to a number of APs. Copies of revised Administrative Procedures are attached.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	Prairie South Administrative Procedures are consistent with relevant legislation and regulations for education in Saskatchewan and are in alignment with policies of the Board of Education.
Legal Implications:	
Communications:	APs will be formally implemented in September 2021 after they are added to the Prairie South website in August.

Prepared By:	Date:	Attachments:
Tony Baldwin	June 1, 2021	<ul style="list-style-type: none"> • AP Changes Summary • AP 110 • AP 111 • AP 112 • AP 164 (Appendix B) • AP 212 • AP 270 • AP 280 • AP 314 • AP 360 • AP 500 • AP 511 • AP 553 • AP 556

Recommendation: That the Board review the materials provided.

Prairie South Administrative Procedure Updates - Spring, 2021

Administrative Procedure	Change
AP 110	Addition to Reference
AP 111	Addition to Reference
AP 112	Addition to Reference
AP 164 (Appendix B)	Addition of paid leave for COVID-19 Vaccine
AP 212	Changed Aboriginal to Indigenous
AP 270	Updated Link and changed attendance area to catchment area
AP 280	Change to 4 and 7.1
AP 314	New AP
AP 360	Change to 1.1; Addition to Reference
AP 500	Change to 1.2.2 and 1.2.3
AP 511	Changed useful life years for asset
AP 553	Language Changes
AP 556	Change to 1.2, 1.5, 1.6, and 1.7

Administrative Procedure 110

SCHOOL COMMUNITY COUNCILS – DUTIES

Background

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

Procedures

1. Learning Improvement Plans

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

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

2. Community Engagement

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

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

3. Role of the Director or designate

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

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

4. Role of the Principal

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

Reference: Part V of The Education Regulations

[Board Policy 16](#)

~~June 13, 2017~~ [May 3, 2021](#)

Administrative Procedure 111

SCHOOL COMMUNITY COUNCILS – MEETINGS AND ELECTIONS

Background

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

Procedures

1. Regular Meetings

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

2. Roles and Responsibilities of School Community Council Officers

- 2.1 The Chair will:
 - 2.1.1 conduct meetings of the School Community Council;
 - 2.1.2 ensure that all members have input to discussion and decisions;
 - 2.1.3 prepare meeting agendas in consultation with other School Community Council Members and the Principal;
 - 2.1.4 oversee operations of the School Community Council;
 - 2.1.5 establish networks that support the School Community Council; and,
 - 2.1.6 act as the spokesperson for and the representative of the School Community Council.
- 2.2 The Vice-Chair will:
 - 2.2.1 support the Chair in his/her duties, taking over when the Chair is unable to attend; and,
 - 2.2.2 perform responsibilities assigned by the Chair.
- 2.3 The Secretary will:
 - 2.3.1 take minutes at School Community Council meetings;
 - 2.3.2 receive and send correspondence on behalf of the School Community Council;
 - 2.3.3 take charge of any official records of the School Community Council; and,
 - 2.3.4 ensure that appropriate notice is given for all meetings of the School Community Council.
 - 2.3.5 Send minutes of all meetings to Director of Education, Superintendent of School Operations and Subdivision Trustee(s) after each meeting.

3. Annual General Meeting (AGM)

- 3.1 Each School Community Council shall hold an AGM in April.
 - 3.1.1 The Annual Meeting will be advertised in the school newsletter a minimum of 30 days prior to the meeting. The notice will set out the time, place and purpose of the meeting. This will include the presentation of the SCC Annual Report and the Level Three Strategic Improvement Plan, the election of Representative Parent and Community Members, and other business as determined by the School Community Council.
 - 3.1.2 The school principal shall act as Election Supervisor at the annual general meeting.
 - 3.1.3 Minutes of annual general meetings of School Community Councils are to be forwarded to the Director of Education, Superintendent of School Operations and the Subdivision Trustee(s) as soon as practicable after each meeting.

4. Membership

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

“Parents of students who are enrolled in the school (including parents who do not reside within the attendance area of the school) and electors that reside within the school attendance area. These provisions specifically do not limit or restrict the election or participation in voting of parents of students who may be employed by the School Division and work in the particular school.”
 - 4.1.2 The constitution of each School Community Council outlines the number of Representative Parent and Community Members. The number of Representative Members range from 5 to 9 persons, of which the majority must be parents of students attending the school.
- 4.2 Representative Secondary Students
 - 4.2.1 For schools offering a Grade 10, 11 and 12 program, individual SCC constitutions outline the number of Student members (1 or 2) and the selection process.
- 4.3 Permanent Members
 - 4.3.1 The school principal is an appointed member of the School Community Council
 - 4.3.2 The teacher member will be appointed by the principal.
- 4.4 Other Permanent Members
 - 4.4.1 The constitution of the SCC may outline “Other Permanent Members” as suggested by the School Community Council and approved by the Board of Education.

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

References: Part V of The Education Regulations

[Board Policy 16](#)

~~July 23, 2019~~ [May 3, 2021](#)

Administrative Procedure 112

SCHOOL COMMUNITY COUNCILS – FINANCES

Background

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

Procedures

1. Allocation of Operational Grant Funds

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

2. Allocation of Professional Development Funds

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

3. Allocation of School Development Fund

- 3.1. School groups and School Community Councils who are contemplating a special initiative at the school that requires funding assistance are to work in conjunction with their principal, Superintendent and central office staff. School development funding requests are those items which, due to their amount and non-routine nature, cannot reasonably be expected to be funded from decentralized budget allocations. See Administrative Procedure 544.

4. Annual Statement

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

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

[Board Policy 16](#)

~~May 11, 2020~~ [May 3, 2021](#)

Staff & COVID-19

Background

On June 9, 2020, the Government of Saskatchewan announced that in-classroom learning will resume for the 2020-21 school year. To help school divisions prepare for the return of students and staff, provincial guidelines have been developed to inform local planning. This procedure has been created to ensure a safe return to the workplace for all staff. These protocols will continue to be adjusted as necessary following the direction of the Chief Medical Health Officer of Saskatchewan.

Procedures

1. General Guidelines

- 1.1 When practical, physical distancing between individuals should be maintained. If this is not possible, other measures should be used, such as the use of appropriate personal protective equipment and the self-monitoring of personal health.
- 1.2 Proper hand hygiene is expected from all employees. Practices include using soap and water when hands are soiled and hand sanitizer when visibly clean. Cough and sneeze into your elbow and avoid touching your face, mouth, nose and eyes.
- 1.3 Employees are encouraged to bring their own hand sanitizer for personal use to supplement what the school division will be providing.
- 1.4 Mask usage will be in accordance with school division protocols.
- 1.5 Employees shall limit physical contact throughout the school day and avoid close greetings such as handshakes.
- 1.6 Employees are expected to keep their personal workspace(s) clean and free from clutter.
- 1.7 Employees are expected to keep their own desk space clean and sanitized. Disinfectants will be provided by the school division.
- 1.8 Sharing food, drinks or other personal items is to be avoided.
- 1.9 Employees shall not enter private residences or provide personal transportation to students.
- 1.10 Employees shall avoid unnecessary work-related travel.

2. Guidelines for Illness

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

- Fever
- Cough
- Headache
- Muscle and/or joint aches and pains
- Sore throat
- Chills
- Runny nose
- Nasal congestion
- Conjunctivitis
- Dizziness
- Fatigue
- Nausea/vomiting
- Diarrhea
- Loss of appetite
- Loss of sense of taste or smell
- Shortness of breath
- Difficulty breathing

2.2 If an employee has symptoms of COVID-19 illness they are to stay home and call Healthline 811. The employee shall follow the recommendations and directions provided.

2.2.1 The employee must request their absence using the normal process established at the school level and enter the absence into Atrieve selecting “illness” leave. If the employee does not have sufficient sick leave credits they are to enter their absence using unpaid sick leave, pressing leave, vacation leave, time in lieu, earned day off or service recognition days.

2.2.2 The employee should stay home for 48 hours after symptoms have resolved or when public health advises it is safe to return.

2.2.3 If it is determined that the employee is eligible for quarantine leave as outlined in section 3, contact human resources to request quarantine leave and provide the required documentation. Such leave will be retroactively changed to quarantine leave if the conditions in section 3 are met.

2.2.4 If an employee feels well enough to work and the supervisor confirms the employee can continue to perform meaningful work while at home then the supervisor is to email the applicable Superintendent of School Operations and the Superintendent of Human Resources.

2.3 If an employee has an existing or underlying medical condition, or the employee is the primary caregiver for a family member that has an existing or underlying medical condition, and feels they are unable to perform their duties without an accommodation, the employee is to contact their principal/supervisor and the Superintendent of Human Resources. Additional information regarding the duty to accommodate process can be found in Administrative Procedure 403, [STF Duty to Accommodate Guidelines](#) or [CUPE Duty to Accommodate Guidelines](#).

3. Public Health Order

3.1 All employees will follow the directives outlined in the most recent Public Health Order available at www.saskatchewan.ca/coronavirus. A medical health officer refers to a public health officer designated as such under *The Public Health Act, 1994*. Family doctors and other medical personnel are not medical health officers and do not have the authority and cannot order mandatory self-isolation.

3.2 The following employees will be eligible to access quarantine leave:

- 3.2.1 Employees that have been identified by a Medical Health Officer as having novel coronavirus disease (COVID-19). These employees shall go into mandatory self-isolation until such time as a Medical Health Officer determines that they no longer pose a public health threat.
- 3.2.2 Employees that have been identified by a Medical Health Officer as a close contact of a person or persons with COVID-19. These employees shall go into mandatory self-isolation for 14 days from the date of last having been exposed to COVID-19.
- 3.2.3 Employees who are household members or contacts of a person with COVID-19. These employees shall go into mandatory self-isolation for 14 days from the date of last having been exposed to COVID-19.
- 3.2.4 Employees who are symptomatic that have been directed to receive a test for COVID-19 or are awaiting test results. These employees shall go into mandatory self-isolation until such time as a Medical Health Officer determines that they no longer pose a public health threat.
- 3.2.5 If clauses 3.2.1 to 3.2.4 apply to an employee, the employee shall:
 - 3.2.5.1 Enter the absence into Atrieve selecting “illness” leave for the entire duration they have been advised to self-isolate;
 - 3.2.5.2 Email the Superintendent of Human Resources the following information:
 - 3.2.5.2.1 Evidence of direction from Public Health directing the employee to self-isolate. Evidence includes a minimum of written details of the phone call including date, time, Public Health official spoken to, and details of information provided.
 - 3.2.5.2.2 The first and last day the employee has been directed by Public Health to self-isolate.
 - 3.2.5.2.3 A request to have this period of illness leave changed to quarantine leave.
 - 3.2.5.2.4 Confirmation from the supervisor, if applicable, that the employee can perform meaningful work from home.
- 3.3 Until further notice, staff who have out-of-Canada travel scheduled should cancel travel plans. In the event that the staff member considers travel to be essential, contact with the Superintendent of Human Resources is required prior to travel. Employees who have traveled internationally and are subject to the mandatory 14 days self-isolation period upon their return to Canada will not have access to quarantine leave during that self-isolation period.
 - 3.3.1 Employees may apply in advance for any other leaves for which they may be eligible in order to cover the 14 days self-isolation period. If an employee does not make arrangements, in advance of travel, for leave to cover the 14 days self-isolation period, the employee may be considered on an unauthorized absence.

- 3.3.2 The employee must not return to work during the 14 day mandatory self-isolation period.
 - 3.3.3 The employee must provide the division with the following documentation:
 - i. request for leave in advance of travel; and
 - ii. the date of return to Canada.
- 3.4 Any documentation required to be provided to the division by the employee may be provided by:
 - 3.4.1 paper copy;
 - 3.4.2 electronic copy;
 - 3.4.3 screen shot of information or message;
 - 3.4.4 copy of an email;
 - 3.4.5 written details of phone call including date, time, Public Health official spoken to, and details of information provided.

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

4. Additional Health Supports

- 4.1 Healthline 811 (All Staff)
- 4.2 Member and Family Assistance Program (STF members) 1-833-485-4245
- 4.3 PSTA Counselor (STF members) Evelyn Steginus 1-306-529-4235
- 4.4 Employee Family Assistance Program (CUPE Members and Out of Scope Staff) 1-833-515-0766.

5. Guidelines for Work Refusal Due to COVID-19

- 5.1 Section 3-31 of *The Saskatchewan Employment Act* states that an employee may refuse to perform any particular act or series of acts at a place of employment if the employee has reasonable grounds to believe that the act or series of acts is unusually dangerous to the employee's health or safety or the health or safety of any other person at the place of employment until:
 - 5.1.1 Sufficient steps have been taken to satisfy the employee otherwise; or
 - 5.1.2 The occupational health committee has investigated the matter and advised the employee otherwise.
- 5.2 An employee's right to refuse to perform work as a result of COVID-19 will be contingent upon factors including (but not limited to) the following:
 - 5.2.1 the state of the COVID-19 situation in the employee's particular community and workplace at the time the refusal to work is being exercised;

- 5.2.2 the age and health of the specific employee;
 - 5.2.3 the type of workplace where the employee usually performs their functions;
 - 5.2.4 the specific field of work and their normal duties or tasks;
 - 5.2.5 the measures adopted by the Prairie South Schools to prevent the transmission of COVID-19, including workplace hygiene and personal protective equipment (PPE), where applicable;
 - 5.2.6 whether or not there has been a diagnosed case of COVID-19 within the school community;
 - 5.2.7 whether the employee or the circumstances fall in one of the legislative exceptions to the right to refuse unsafe work; and
 - 5.2.8 any other factually relevant considerations in assessing whether there is a hazard, a risk or a danger.
- 5.3 If an employee has reasonable grounds to believe they have been asked to perform an unusually dangerous act, the employee shall notify their principal/supervisor, the applicable Superintendent of School Operations and the Superintendent of Human Resources.
- 5.4 If an employee has refused to perform an act or series of acts pursuant to section 3-31, the employer shall not request or assign another employee to perform that act or series of acts unless that other employee has been advised by the principal/supervisor, in writing, of:
- 5.4.1 the refusal and the reasons for the refusal;
 - 5.4.2 the reason or reasons the employee being assigned or requested to perform the act or series of acts may, in the employer's opinion, carry out the act or series of acts in a healthy and safe manner; and
 - 5.4.3 the right of the employee to refuse to perform the act or series of acts pursuant to section 3-31.
- 5.5 Following notification, the school OHS committee will investigate the concern and communicate the decision to the above noted central office staff. The OHS committee should consider the following questions:
- 5.5.1 Does the employee have an underlying health concern that puts them at greater risk if infected?
 - 5.5.2 Are the job duties being assigned outside of the normal duties or tasks of the position?
 - 5.5.3 Has the workplace implemented strategies in alignment with the most recent Re-Open Saskatchewan guidelines for educational institutions and the current Public Health Order for that type of workplace?
 - 5.5.4 Is the workplace unsafe even with increased hygiene and personal protective equipment?
 - 5.5.5 Does the workplace have an employee or student who has been diagnosed with COVID-19?

- 5.5.6 Are there any other factually relevant considerations in assessing whether there is a hazard, a risk or a danger?
- 5.6 Upon the conclusion of the investigation of the refusal, the school OHS committee will report their findings to the applicable Superintendent of School Operations and the Superintendent of Human Resources.
- 5.7 If the concern cannot be resolved within the school or workplace (the vote by the school OHS committee must be unanimous for or against the refusal), the Superintendent will contact an occupational health officer at the Occupational Health and Safety Division. The officer will investigate the refusal and rule on the matter.

Reference: Re-Open Saskatchewan: A plan to re-open the provincial economy
Primary and Secondary Educational Institution Guidelines June 18, 2020
The Saskatchewan Employment Act
AP 159 Health and Safety
AP 160 Student and Staff Safety
AP 164 Communicable Diseases
AP 403 Duty to Accommodate

November 30, 2020

Administrative Procedure 212

RELIGIOUS EDUCATION

Background

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

Notwithstanding the above, the school division recognizes:

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

Procedures

1. Subject to the provisions of *The Education Act, 1995*, teaching is to occur in an inclusive manner. Inclusiveness is to apply to all curriculum and extra-curricular activities including preparation for and involvement in all school concerts, programs and school community events.

2. Opening Activities

- 2.1 Opening activities are to be inclusive and may include: opportunities for personal reflection through a moment of silence; writing in a personal journal; students sharing a thought for the day which may include diverse religious, spiritual or cultural readings; and, or the singing of "O Canada".
- 2.2 Pursuant to the provisions of the constitution (Saskatchewan Act, 1905), the Board may also direct that the Lord's Prayer be recited during opening activities.
 - 2.2.1 The Board shall complete a review process before directing the recitation of the Lord's Prayer in a school community.
 - 2.2.2 The Board shall undertake the review process in a school community when requested to do so by the School Community Council.

3. Religious Instruction

- 3.1.1 Pursuant to the provisions of the constitution (Saskatchewan Act, 1905), the Board may permit that religious instruction take place during the last half hour of the school day to a maximum of 2.5 hours per week.

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

4. Indigenous Teachings

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

References: Sections 85, 87, 175, 182, 184 Education Act

~~July 19, 2019~~ May 26, 2021

HOME BASED EDUCATION

Background

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

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

Procedures

1. Registration

- 1.1 The Superintendent of Operations is responsible for the registration of home-based education students.
- 1.2 Parents or guardians are to register the student with the Superintendent of Operations by August 15 of each year.
- 1.3 Parents or guardians establishing residence in the school division during the school year are to notify and register with the Superintendent of Operations within thirty days of their intent to register.
- 1.4 The following items are required to complete the registration process:
 - 1.4.1 A **Notification of a Home-Based Education Program** form listing the names of each student on the program.
 - 1.4.2 A written education plan containing the following:
 - 1.4.2.1 The philosophical approach of the home-based education program;
 - 1.4.2.2 The areas of study and learning objectives for each student on the home-based education program. At a minimum of three broad annual goals in each area of study for language arts, science, social studies and mathematics
 - 1.4.2.3 The means of assisting and recording the educational progress of each student on the program; Parents must maintain a portfolio of work for each home-based learner that includes: a periodic log and a detailed summative record and/or sample of work for each of the broad annual goals identified. For details, refer to the provincial Home-Based Education Policy Manual available in your school division office or on line at:
<http://education.gov.sk.ca/Home-Schooling>.
<https://www.saskatchewan.ca/residents/education-and-learning/prek-12-education-early-learning-and-schools/home->

schooling

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

2. Annual Progress Report

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

3. Activities

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

- 3.1 Provincial curriculum guides on loan.
- 3.2 Textbooks and learning resources used in division schools on loan if available.
- 3.3 Access to school division libraries.
- 3.4 Standardized testing in relation to the annual progress report.
- 3.5 Assessment and diagnostic testing of an intensive needs student.
- 3.6 Access to Speech/Language Pathologist or Psychologist upon request to the Superintendent of Learning and a subsequent referral to the Superintendent of Operations.
- 3.7 Driver Education shall be provided to an eligible student when it is offered at the school in the student's **attendance catchment** area. Registration costs will be paid by the school division.
- 3.8 Provided registration has taken place by September 15 of the school year, the school division will allow for reimbursement of up to \$200 per student for program materials to support the Home Based Education Program. Reimbursement can be claimed by submitting the **Reimbursement Form**.
- 3.9 Partial or full payment for distance education courses in accordance with *Administrative Procedure 341 – Purchase of Services for Students*.

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

The following services may be provided by the school division:

1. Access to individual courses in a school through application to the Superintendent of Operations.
2. Participation in extra-curricular activities through application to the Superintendent of Operations.
3. Use of school-based software programs (Raz Kids and Mathletics) through application to the Superintendent of Operations.

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

~~July 19, 2019~~ May 26, 2021

CREDIT COMPLETION

Background

Foundational Beliefs

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

Additional Background

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

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

Glossary

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

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

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

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

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

Credit Completion Procedures

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

2. When used, Credit Recovery, must be completed within 30 days of the semester start following the course end date of the unsuccessful course.
3. When used, Credit Extension can be initiated by the school-based personnel at any time prior to the end of the course.
4. Consultation for Credit Recovery or Credit Extension will include the student, parent/guardian (unless the student's age is 18 or greater), the principal and/or vice- principal, subject area teacher, guidance and/or career counsellor, and the ~~special-education resource teacher~~. Student Support Teacher. Once Credit Recovery is determined as the appropriate course of action the **Request for Credit Recovery Plan** must be completed.
5. Credit Enhancement requests must ensure the rigor of the course is intact and that evidence of outcome achievement is on record.

6. Implementation Reminders

- 6.1 Credit Recovery or Credit Extension can occur using a variety of formats, including, but not limited to:
 - 6.1.1 Classroom teacher providing differentiated learning opportunities and assignments that allow for student choice.
 - 6.1.2 Classroom teacher providing assignments/projects/completion of work.
 - 6.1.3 Extension of time.
 - 6.1.4 Distance or blended learning.
- 6.2 Upon successful course completion and submission of required forms, the student will earn one credit.
- 6.3 The interventions described in this document may result in students completing a course before the end of a semester. In order to make use of remaining instructional hours in that semester, a continuous intake approach may need to be considered for the student's registration in future courses.

7. Assessment Reminders

- 7.1 Continuous Assessment practices, that provide for the ~~collect~~-collecting and recording of evidence regarding which outcomes have been achieved by a student as the course progresses, will support the successful implementation of the credit completion interventions described in this document.
- 7.2 Previous assessment information from teacher gradebooks may be accessed by administrators to inform the planning and decision making process.
- 7.3 Grade changes must also have the associated marks/documentation entered in the teacher gradebook that resulted in the grade change.

8. Mark Submission Reminders

- 8.1 Credit Recovery or Credit Extension **must** be completed and the mark change submitted as follows:

- 8.1.1 Schools submitting secondary level marks information via XML or through the SDS website may make corrections electronically (up to 30 days after the course end date).
- 8.1.2 If more than 30 days after the course end date, submit corrections [using Form 8 - Secondary Level Mark Corrections \(SDS\)](#). Indicate the reason for correction by checking off "Credit Recovery (school based)". All Mark Correction forms must include a written explanation of the circumstances behind the correction and the reason that the addition/correction was not made by the school within 30 days after the course end date.
- 8.1.3 Credit Recovery must be completed within the same school year that the original course was taken. For courses that end in June, credit recovery must be completed within the first 30 days of the next school year. The mark will replace the existing mark on the SDS. For Credit Extensions beyond this time frame, the original mark will remain on the transcript, but a student may be re-enrolled in a course with the updated final mark appearing in addition to the original mark on the transcript.

Additional Considerations for Implementation of Credit Completion Strategies

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

~~July 19, 2019~~ May 26, 2021

Administrative Procedure 314

Provision of Menstrual Products to Students

Background

The Board of Education of Prairie South Schools believes that students in Saskatchewan should have access to healthy and effective learning environments. The school system is expected to promote gender equality and create an inclusive learning experience. Lack of access to menstrual products can negatively impact students' school attendance and their social-emotional well-being. Providing all students with convenient access to free menstrual products helps to support their full participation in school activities, reduces stigma and promotes gender equality. The Board of Education of Prairie South Schools, in keeping with Ministry of Education Policy, will ensure that schools provide menstrual products to students of all gender identities and expressions using delivery methods that:

- Are free of charge;
- Protect privacy;
- Are barrier free, consistent in delivery, and easily accessible;
- Are non-stigmatizing;
- And that take into account the developmental levels of the student population.

Procedures

1. The Principal will ensure that products are made available to students of all gender identities or expressions in a manner that protects student privacy.
 - 1.1. Menstrual products will be provided in:
 - 1.1.1. Elementary Schools
 - 1.1.1.1. K to grade 8 available in baskets in a designated washroom and available in the office.
 - 1.1.2. Kindergarten to Grade 12 Schools
 - 1.1.2.1. Two dispensers per school in designated washrooms.
 - 1.1.2.2. One basket in the universal washrooms.
 - 1.1.2.3. Available in the Office
 - 1.1.3. Secondary Schools
 - 1.1.3.1. Up to 5 dispensers per school based on size of school in designated washrooms.
 - 1.2. Caretaking staff at each school will maintain and monitor stock and replenish as needed.
2. The Division will provide menstrual products at no cost to students:

Reference: Sections 85, 87, and 190 of the Education Act 1995
The Canadian Charter of Rights and Freedoms
The Saskatchewan Human Rights Code

February 2021

STUDENT ASSESSMENT

Background

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

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

Procedures

1. General

- 1.1 Each school is required to have a systematic and articulated program for evaluating student progress based on the Division's Grading Practices.
<https://www.prairiesouth.ca/division/grading-practices/>
- 1.2 The assessment process is to be diagnostic, formative, and summative.
- 1.3 Teachers are to report student progress to parents or guardians by means of Student Led Conferences, report cards, and personal contact. Modern information technology may also be used to assist the communicative processes regarding student progress between students, parents or guardians and teachers.

2. Student Led Conferences

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

3. Written Report

- 3.1 Parents will be provided with access information needed to review their child's progress within the chosen software program. A written progress report may be available to parents upon request.

Reference: Sections 85, 87, 175, 231 Education Act
[Grading Practices](#)

~~July 23, 2019~~ [May 4, 2021](#)

BUDGET

Background

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

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

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

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

Procedures

1. Management and Procedures

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

undertakings and continuous monitoring of the budget.

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

2. Calendar

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

3. Decentralized Funding Allocation

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

Reference: Sections 85, 87, 282 Education Act

~~July 24, 2019~~ May 17, 2021

TANGIBLE ASSETS AND AMORTIZATION

Background

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

Procedures

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

Class of asset	Threshold	Tracking method	Amortization method	Useful life (years)
Land	10,000	By asset	N/A	N/A
Land Improvements (pavement, fencing, lighting, etc.)	25,000	By asset	Straight line	20
Buildings	50,000	By asset	Straight line	50
Buildings-short term (portables, storage sheds, outbuildings, garages)	10,000	By asset or pooling	Straight line	20
School Busses	10,000	By asset or pooling	Straight line	12
Other Vehicles – passenger	10,000	By asset or pooling	Straight line	5
Other vehicles- heavy (graders, 1 ton trucks, etc.)	10,000	By asset or pooling	Straight line	10
Furniture and Equipment	1,000	Pooling	Straight line	10
Computer hardware and audio visual equipment	1,000	Pooling	Straight line	4-5-3-5
Computer Software	1,000	Pooling	Straight line	5
Assets Under Construction	5,000	By asset	N/A	N/A

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

References: Education Act: Sections 85, 87, 175

July 24, 2019 May 17, 2021

CLOSURE – SEVERE WEATHER AND STUDENT TRANSPORTATION

Background

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

The Director of Education is authorized to dismiss students, discontinue transportation services, and/or close school in emergency situations.

Procedures

1. Responsibility of the Director of Education

- 1.1 The Director of Education, in consultation with the principal(s), may close one or more schools in the Division.
- 1.2 The Director of Education is to instruct the Transportation Manager, who shall inform bus drivers when classes have been rescheduled, students have been dismissed, or a school has been closed.
- 1.3 The Director of Education shall receive, review, and maintain on file reports from the Transportation Manager and principals regarding the stopping of any operation of buses or schools.
- 1.4 The Director of Education will cancel applicable bus routes when the temperature including wind chill reaches -40°C or lower.
- 1.5 Buses may be cancelled pending consideration of the following factors:
 - Severely drifted or extremely icy roads
 - Limited visibility because of fog or blowing snow
 - Other environmental conditions are typically announced by Environment Canada through its telephone information services, web site or on a local radio station.
- 1.6 The decision to cancel morning buses shall be made by 6:00 a.m.
- 1.7 The decision to cancel afternoon buses shall be made no later than 2:00 p.m.
- 1.8 If a bus is cancelled in the morning due to ~~extreme temperature~~ cold weather it will not operate in the afternoon.
- 1.9 School buses provided for out-of-school curricular and extracurricular activities are also cancelled on days that transportation services are cancelled.

2. Responsibility of Principals

- 2.1 In consultation with the Director of Education, principals are responsible for deciding when to relocate students or, when applicable, to reschedule classes to ensure the safety and well-being of students.
- 2.2 When students are relocated, the principal is to arrange for each student to be directed to a safe, supervised location and then inform respective parents or guardians either directly or indirectly.
- 2.3 The principal is to inform the principal(s) of any other school(s) and other appropriate authorities affected by the decision.
- 2.4 If necessary, the principal is responsible for billeting students and staff at the school. The Division will assume any costs incurred.
- 2.5 The principal is to maintain a record of emergency residences for all bus students.
- 2.6 The principal is to ensure that the school is accessible to students during normal school hours when classes have been dismissed or when the school has been closed.
- 2.7 Due to the diversity of weather conditions within the Division, the principal may contact the Director of Education seeking direction for school closure in response to local weather conditions.

3. Responsibility of Bus Drivers

- 3.1 Each bus driver **in rural areas** is responsible for canceling a route to ensure the safety and well-being of his/her passengers. This includes school buses used for transporting students for other educational and school related activities.
- 3.2 Having made such a decision, the bus driver is to inform the Transportation Manager **or designate by text, email or telephone. ~~or radio.~~**
- 3.3 Under no circumstances should buses start on the route at the height of a winter storm.
- 3.4 Under no circumstances shall bus drivers commence their routes prior to normal departure time.
- 3.5 If the decision is made before students have been picked up from home in the rural area, the driver is to inform parents or guardians of all passengers that the bus will not operate.
- 3.6 If the decision to stop operation is made after students have been picked up, the driver is to arrange to deliver each student to a safe, supervised destination. In the rural area, drivers are to inform parents or guardians directly or indirectly of the location of the students. The driver must also inform the principal and Transportation Manager.
- 3.7 Local radio stations will be informed of bus cancellations when an entire school is affected. Bus cancellation information shall be available on the Prairie South Schools website at www.prairiesouth.ca and on social media **pages.**

4. Responsibility of Transportation Manager

- 4.1 The Transportation Manager is to facilitate communication among schools, bus drivers, and parents or guardians.
- 4.2 The Transportation Manager is to inform the Director of Education whenever bus operations have been cancelled due to weather conditions.
- 4.3 In the event bus service is cancelled pursuant to 1.5, the Transportation Manager shall notify the bus drivers and schools through local radio stations, social media and internal communication.
- 4.4 The Transportation Manager is to ~~post to social media~~ **is to update website, social media pages and** to notify news media to broadcast pertinent information for parents and students.

5. Responsibility of Teacher and Other School Personnel

- 5.1 Except when notified that the school is closed, all teachers and personnel are expected be in attendance for the purpose of performing their normal or related duties. Personnel are not to lose pay when informed that the school has been closed.
- 5.2 Upon receipt of a written explanation, the Superintendent of Human Resources may deal with individual instances of absence due to weather or other hazardous situations.

6. Responsibility of Parents or Guardians

- 6.1 Parents or guardians of all bus students are to arrange for appropriate emergency residences for the individual students and to inform the school and bus driver of those arrangements.
- 6.2 Parents and guardians always have the right to keep their children at home during severe weather conditions or when in the considered opinion of the parent or guardian, they have concern regarding the safety of their children. They also have the right to drive their children to school if the bus does not run.
- 6.3 Parents or guardians are responsible to ensure that their children are appropriately dressed for weather conditions.

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

~~November 9, 2020~~ May 17, 2021

CONVEYANCE ALLOWANCE

Background

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

Procedures

1. Eligibility for Conveyance Allowance:

- 1.1 Conveyance allowance may be available to eligible students:
 - 1.1.1 Students warranting special consideration based on their particular special needs. Each case will be considered on its merits/unique situation/student's specific needs.
 - 1.1.2 French Immersion Program:
 - a. For students residing outside the Palliser Heights and Gravelbourg Schools catchment areas, a conveyance allowance may be paid from their residence to the nearest existing stop on a route located within those catchment areas.
 - b. The allowance will only be paid if the student(s) is transported on a school bus. If a student only rides the bus one way then the authorized amount paid will be one half of the daily rate.
- 1.2 ~~The daily rate of conveyance allowance is determined by the per kilometer amount established by the Board. The daily maximum limit for authorized conveyance allowance will not exceed \$50. Parents seeking conveyance allowance exceeding \$50 may submit a request for review by the Board.~~

The daily rate of conveyance allowance is \$0.30/km. The daily maximum limit for authorized conveyance allowance will not exceed \$50. Parents seeking conveyance allowance exceeding \$50 may submit a request for review by the Board.
- 1.3 Applications for travel in previous years are not eligible and will not be approved.
- 1.4 Eligibility for conveyance allowance is subject to approval on an annual basis. The approval may be subject to change or be discontinued if the original circumstances warranting the service have changed and/or a divisional assessment of service warrants discontinuation of service.
- 1.5 ~~The actual amount of conveyance allowance which will be paid monthly is calculated by multiplying the daily rate by the number of days in each calendar month on which the student, or at least one of the students in a~~

~~family, was in attendance at school.~~

The actual amount of conveyance allowance, which will be paid monthly, is calculated by multiplying the daily rate (as per 1.2) by the daily number of kilometers driven (as per 1.6) by the number of days in each calendar month on which the student, or at least one of the students in a family, was in attendance at school.

For example: 13 km from home to closest stop = 26 km return times twice daily = 52 km times \$.30/km = \$15.60/day times 16 days at school for \$249.60.

- 1.6 Measuring the daily number of kilometers driven: ~~:- Measurement is from the residential property to the closest stop on current route.~~ The distance from your residential property to the school or closest stop is measured by the shortest trafficable route over roads open for public use and will be measured using Bus Planner.
- 1.7 Mileage must be driven in order to claim the allowance. Where carpooling occurs, only the person doing the actual driving may make a claim. If additional kilometers are required to pick up the second child those kilometers can be added to the claim.
- 1.8 Only one conveyance allowance will be paid per family.
- 1.9 Conveyance allowance is only available from one address and to one school facility. This address must be the principal place of residence of the student's parent or guardian. For students under shared guardianship, parents must decide from which address they will apply for assistance.

2. Responsibility of Transportation Manager

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

3. Responsibility of Parent

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

reimbursement.

Reference: N/A

Related: Board Policy 17

~~July 24, 2019~~ May 17, 2021

AGENDA ITEM

Meeting Date:	June 1, 2021	Agenda Item #:	06.2
Topic:	Board Annual Work Plan – Schedule of Meetings		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	On an annual basis, the Board of Education determines a meeting schedule for public meetings and Committee of the Whole Planning and Inservice sessions.
Current Status:	Currently, the Board of Education meets monthly on the first Tuesday and on other days as required. The yearly meeting schedule will be passed by resolution at the Board's Organizational Meeting in September so the attached information is for consideration only.
Pros and Cons:	
Financial Implications:	The recommended schedule of meetings will satisfy the needs of the 2021-2022 budget passed in May, 2021.
Governance/Policy Implications:	
Legal Implications:	Public meetings are required in accordance with <i>The Education Act, 1995, S80</i> and <i>The School Division Administration Regulations, 2017, S15</i> .
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	June 1, 2021	<ul style="list-style-type: none"> DRAFT Board of Education Work Plan – Board Meetings and Committee of the Whole Planning Meetings, 2021-2022

Recommendation:

That the Board review the information provided.

Board of Education Work Plan – Board Meetings and Committee of the Whole Planning Meetings, 2021-2022

September 2021	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, September 7 • Organizational Meeting, 1:00 pm – 4:00 pm, September 7 • Regular Meeting, Immediately Following Organizational Meeting, September 7 • Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, September 28
October 2021	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, October 5 • Regular Meeting, 1:00 pm – 4:00 pm, October 5 • Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, October 26
November 2021	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, November 2 • Regular Meeting, 1:00 pm – 4:00 pm, November 2 • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, November 23 • Special Meeting, 1:00 pm – 4:00 pm, November 23
December 2021	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, December 7 • Regular Meeting, 1:00 pm – 4:00 pm, December 7
January 2022	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, January 4 • Regular Meeting, 1:00 pm – 4:00 pm, January 4 • Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, January 25
February 2022	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, February 1 • Regular Meeting, 1:00 pm – 4:00 pm, February 1 • Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, February 22
March 2022	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, March 1 • Regular Meeting, 1:00 pm – 4:00 pm, March 1 • Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, March 22
April 2022	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, April 5 • Regular Meeting, 1:00 pm – 4:00 pm, April 5 • Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, April 26 • Committee of the Whole Planning Meeting, 10:00 am – 4:00 pm, April 27
May 2022	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, May 3 • Regular Meeting, 1:00 pm – 4:00 pm, May 3 • Committee of the Whole Planning Meeting, Director Performance Appraisal / Positive Path Forward, 10:00 am – 4:00 pm, May 24
June 2022	<ul style="list-style-type: none"> • Committee of the Whole Planning Meeting, 10:00 am – 12:00 pm, June 7 • Regular Meeting, 1:00 pm – 4:00 pm, June 7

Note: August Meeting Placeholder – DATE TO BE DETERMINED at the call of the Chair

Note: This document was approved by the Board of Education on DRAFT DOCUMENT ONLY

AGENDA ITEM

Meeting Date:	June 1, 2021	Agenda Item #:	06.3
Topic:	Confirmation of Board Chair Review		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	A facilitated Board Chair performance review was completed during planning sessions of the Board on May 25 th .
Current Status:	Chair Bachmann has been provided with data from the Board related to his work as the Board Chair during the 2020-2021 school year. On behalf of the Board, Trustee Wilson has provided a summary letter for Chair Bachmann.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	The Board Chair performance review process is consistent with the requirements of Board Policy 2.
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	June 01, 2021	<ul style="list-style-type: none"> Letter of Summary to R. Bachmann

Recommendation:

That the Board review the materials provided.

AGENDA ITEM

Meeting Date:	June 1, 2021	Agenda Item #:	06.4
Topic:	Deferred Reporting		
Intent:	<input type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Information

Background:	The Board Annual Work Plan includes reference to two accountability reports that the Board is to receive in June: 3 rd Quarter Financial and Student Achievement (II).
Current Status:	<p>Both of these Accountability Reports are delayed in June, 2021. The Student Achievement (II) Accountability Report contains data from OurSchool, the perceptual survey used by schools throughout Saskatchewan to gather information on student engagement from grades 4-12. The COVID-19 situation has changed the dates associated with the OurSchool surveys and the data for Prairie South is not yet available. As the first accountability report in the fall is the Student Achievement (I) Accountability Report, administration intends to add the OurSchool data to that report in order to meet the reporting requirements of the Board of Education. The OurSchool schedule should return to normal in the 2021-2022 school year.</p> <p>The June 1st date of this meeting precludes 3rd Quarter data, as May 31st was the end of the 3rd Quarter and several days are required in order to collate the report. This information will be available to the Board in September, 2021.</p>
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Tony Baldwin	June 01, 2021	

Recommendation:

That the Board review the information provided.