

ADMINISTRATIVE PROCEDURES MANUAL

Saskatchewan Rivers Public School Division

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

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

100	General Administration
200	Instructional Programs and Materials
300	Students
400	Personnel and Employee Relations
500	Business Services
600	Facility Services
700	Transportation Services
800	Technology Services

Procedures placed in the 100 section are those of a general administrative nature or those which have applicability to at least two other categories in the Manual. The procedures in 200, 300, 400, 500, 600, 700 and 800 are specific to each of the titles.

A logical flow of procedures is attempted in the categories. For example, criteria for student admission is followed by attendance area requirements, by various safety considerations, by the maintenance of records, by daily attendance, by supervision and discipline, and lastly, by evaluation procedures.
Gaps in the numbering sequence facilitate the insertion of additional administrative procedures that may be developed at a future time.

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GENERAL ADMINISTRATION 100

Administrative Procedure 100

ORGANIZATIONAL STRUCTURE

Background

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

Procedures

1. The Director will determine and keep current the overall organizational chart for the Division.

2. The Director is responsible for the functioning of the administrative structure within the approved budget.

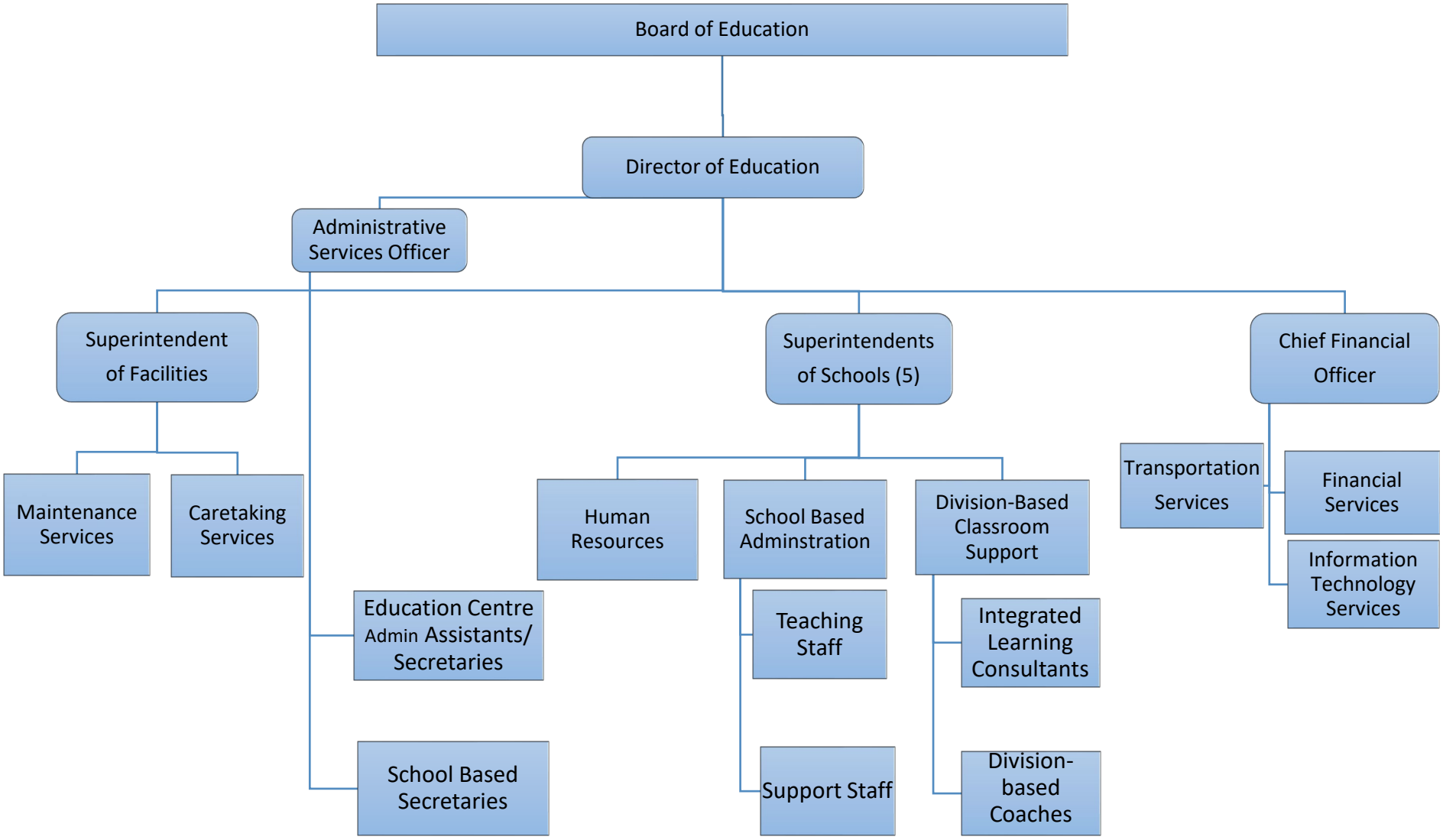
3. The organizational chart outlines employee responsibilities and details to whom employees will report.

4. The Director is responsible for ensuring the organizational structure is supported within the approved budget.

References: Sections 85, 87, 109, *The Education Act, 1995*

Approved: May 12, 2014

Administrative Procedure 100 – Appendix A



Revised: August 1, 2022

Administrative Procedure 106

ACCOUNTABILITY REPORTING

Background

The Director Evaluation Process Criteria and Timelines as detailed in Appendix A of Board Policy 12 – Board Delegation of Authority requires that the Director provide the Board with evidence that the roles delegated to the Director have been completed in an appropriate manner and have achieved the desired results. Accountability reporting is one means employed to provide such evidence. Other means include reports from external sources such as an external auditor and direct Board observations. The Board Annual Work Plan in Policy 2 – Board Annual Work Plan Appendix A indicates when each required accountability report will be presented to the Board for review and assessment.

Procedures

The Director will assign responsibility for each accountability report. The administrator assigned such responsibility shall be responsible for analyzing objective and subjective data and trends, researching current realities and options, taking appropriate actions to achieve desired results and reporting results.

1. A draft report must first be submitted to the Director for review. The report will then be submitted for inclusion on the Board agenda as noted in the Board Annual Work Plan for Board assessment as to whether the quality indicators have been achieved. Since accountability reporting is a significant component of the Director's evaluation evidence it is the responsibility of the administrator assigned to each accountability report to ensure timelines are met and sufficient opportunity for Director review and redirection is provided.

2. Where deficiencies are identified by the Board the administrator shall remediate them in a timely fashion to the satisfaction of the Director.

3. The format for accountability reports shall be as follows:
   - 3.1 Identification of source documents which have created the required accountability. This usually will reference a policy or policies from the Board Policy Handbook.
   - 3.2 A description of how the required accountability has been met. This will typically include quantifiable data which allows comparisons to Division results over time and to external standards where appropriate.
   - 3.3 Identification of administrative issues and challenges which are related to the area of accountability and actions being taken or required.
   - 3.4 Identification of any governance issues related to the area of accountability. These clearly are areas which are the responsibility of the Board as defined in the current Board Policy Handbook, legislation, collective agreement or contract.

4. Accountability reporting will form part of the evaluation criteria for individuals assigned such responsibility.

Reference: Section 85, 87,109,159, *The Education Act, 1995*
Approved: May 12, 2014

Administrative Procedure 108

COMMUNITY ENGAGEMENT

Background

The Division strongly supports and encourages healthy community relations and involvement in the Division schools. It recognizes the importance of creating meaningful avenues for providing information and receiving feedback to support the Division's priorities and initiatives through an informed and engaged public. In addition to this the Division encourages parents to discuss their interests regarding their children's education as early as possible beginning these conversations with the staff member most closely associated with the concern (for example the classroom teacher).

In general, the Division's objectives with respect to the community shall be:

- To promote effective and open engagement with the community and within the Division itself, on all matters pertaining to the operation of schools.
- To make freely available information that pertains to programs and practices that are concerned with the educational welfare of students in our schools.
- To foster and encourage effective two-way communications between each school and its parent community, ensuring that the information received from the Division is consistent.
- To encourage community involvement directly in the schools in such a way as to enhance learning opportunities.

Procedures

1. The Division promotes effective, balanced and civil communications, and will use the Division's Community Engagement Framework (Appendix A) to ensure the purpose, and planning of the engagement is going to meet the desired outcomes of the Board. School Community Councils will be the primary vehicles for this at the school level.

2. The Division recognizes the need to be sensitive to the needs and concerns of the community and to encourage the multi-directional exchange of ideas between and among the Board, administration, staff, students, parents, non-parents and the community at large.

3. The Division favours and encourages consultation and advisory through established school and division committees, associated with a school (SCC) or with a specific program or service.

4. When an incident occurs and is such as to arouse public questions or indignation, the administrators of the school(s) involved are to convey the complete facts to their Superintendent.

5. The Superintendent of Schools in charge of Community Engagement will coordinate a comprehensive community engagement program and communications plan in consultation with the Director.

Approved: June, 5, 2023

Administrative Procedure 110

SCHOOL COMMUNITY COUNCILS

Background

School Community Councils (SCC) are an integral, purposeful and valued component of the Saskatchewan Rivers School Division.

A SCC shall be established at each school in the school division.

In many schools, committees have been established to support specific activities such as graduation or the band program. The SCC shall act in a coordination role for committees operating in support of the SCC and the school program.

School Community Councils wishing to merge should make application to the Board. The Board may then recommend to the Minister of Education that the applicant SCC be merged.

Procedures

1. Representative Members
   1.1 Representative Parent and Community Members
   The following individuals are eligible to run to become a representative parent and community member:

   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.

   The constitution of each SCC 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.

   1.2 Representative Secondary Students
   For schools offering a Grade 10, 11 and 12 program, the SCC constitution outlines the number of Student members (1 or 2). Student representatives will be selected by the Student Representative Council (SRC) for a one year term.

   1.3 Representatives from First Nations
   The constitution of each SCC will outline which, if any, First Nation representatives are members of the SCC. First Nations are eligible to have representatives on the SCC if there are students who live on reserve and attend a school within the Saskatchewan Rivers School Division. The First Nation will select one representative member for a two year term.

2. Permanent Members
   2.1 The principal;
   2.2 A teacher
   The teacher member will be appointed by the principal. It is acceptable for various teachers to share this role on a rotating schedule.
   2.3 Other Permanent Members
   The constitution of the SCC outlines Other Permanent Members as suggested by the SCC and approved by the Board as per legislation.

3. Election Procedures
   One-half of the representative Parent and Community Members of SCCs will be elected each year. In the first year, one-half of the members should be elected for two-year terms with the remaining representative members being elected for one-year terms to establish the staggered terms.

   Upon the recommendation of the each principal, the Division will appoint an employee, other than any member of that school community council, to be returning officer for the election of members of the school community council. The superintendent responsible for the SCCs will act as returning officer for the school division. This role involves ensuring a returning officer is selected for each school and the appropriate training has been delivered.

   Election procedures for Representative Parent and Community Members are outlined in the School Community Council Election Manual.

   If, following the nomination process, there are vacant positions on a SCC, the Board can reduce the number of members of that SCC. However, if there are fewer than five (5) members, the Director can appoint members to fill the vacant positions.

   For the initial election no special procedures will be used to ensure the Representative parent and community members are representative of the student population. If following the initial election some SCCs are not representative of the student population, this concern could then be addressed though an amendment to this procedure.

4. Constitution
   An initial constitution was developed for each SCC. The SCC may amend its constitution by sending suggestions for change in writing to the Superintendent responsible for SCCs.

5. Operations
   A SCC shall meet at least five times each year, have an annual general meeting and meet any other time at the call of the Chairperson. Minutes of each SCC meeting will be kept and made available to school trustee upon request.

   The SCC will prepare an annual budget. All SCC funds will be administered by the school principal and secretary using procedures outlined in the School-based Funds Operation and Procedures Manual.

6. Roles and Responsibilities
   Undertake activities to enhance its understanding of the community's economic, social and health needs, aspirations for pupils' learning and wellbeing, and resources and supports for the school, parents, guardians and community.

   SCC participate in the Continuous Improvement Framework by focusing on the same outcomes that are established by the province, the school division and each school represented by the SCC. For example, if the school has a focus on improving student literacy, the SCC will consider ways of assisting parents and the community to improve student literacy.

   School Community Councils will communicate annually to the parents, guardians and community members about its plans, initiatives and accomplishments;

   School Community Councils will account publicly for the expenditure of funds related to the operation of the school community council;

   Members of SCCs will participate in orientation, training, development and networking opportunities in order to enhance its capacity to fulfill its responsibilities; and,

   Members of SCCs will not discuss or be given access to personal confidential information about or complaints about any pupil, family member or guardian of any pupil, teacher, administrator or other employee of or member of the Board.

   School Community Councils may provide advice on certain matters including:
   - Advice and recommendations to the Board respecting policies, programs and educational service delivery, including fundraising, school fees, pupil code of conduct, grade discontinuance, school closure, religious instruction, and language of instruction but not including educational service delivery by a specific teacher;
   - Advice to the school staff respecting school programs; and,
   - Advice to other organizations, agencies and governments on the learning needs and well-being of pupils.

7. Support
   7.1 Senior Administrative Contact
   A Superintendent shall be assigned duties to facilitate the SCC, supervise the election process and plan and implement Division-wide development opportunities for members of SCCs. If an individual SCC wishes to see a Superintendent, the principal will invite the Superintendent responsible for that school to become involved.
   7.2 Financial Support
   The Board will provide an annual grant to each SCC.

8. The Board will support SCC through an annual grant of $1,800.00.
   8.1 The CFO is responsible to ensure that grants to parent groups are paid in accordance with Board motions and administrative procedures.
   8.2 The CFO is responsible for authorizing all grant payments to parent groups.
   8.3 The Hutterite school SSC allocation will be 1/10 of the annual grant.

9. A grant in the amount of $1,800.00 shall be paid to each SCC operating within the Division.
   The grant will be paid to the school upon receipt of a year-end financial report, in the format determined by the Education Centre.

   The SCCs are consolidated with the schools' banking and accounting processes. The school principal and secretary will administer the Council's funds based on existing policies, procedures and reporting methods.

Reference: Section 140.1, 140.5, *The Education Act, 1995*

Approved: May 12, 2014; August 21, 2018; February 8, 2021

Administrative Procedure 120

POLICY AND PROCEDURES DISSEMINATION

Background

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

Procedures

1. The Administrative Services Officer will ensure that up to date versions of the Board Policy Handbook and the Administrative Procedures Manual are available on the Division web site.

2. When updates to the Board Policy Handbook and Administrative Procedures Manual are made, the Administrative Services Officer will ensure that superintendents and principals are advised in a timely manner. These individuals are responsible to advise the appropriate education stakeholders as required.

3. Principals shall convey to school staff Board Policy and Administrative Procedures.

4. Any changes made to the Administrative Procedure Manual will be included in the staff meeting agenda by the principal.

Reference: Sections 85, 108, 109, 175, *The Education Act, 1995*

Approved: May 12, 2014

Administrative Procedure 121

REVIEW OF ADMINISTRATIVE PROCEDURES

Background

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

Procedures

1. A review of administrative procedures (AP) will be carried out by the Director on a regular basis.

2. Senior administrators are assigned responsibility for implementing and monitoring the effectiveness of selected AP's related to their role descriptions. The senior administrator assigned such responsibility shall bring forward issues related to areas of assigned responsibility and shall propose edits, deletions or additions of AP's where warranted to ensure AP's are effective, current, legal and operational.

3. Review of a specific AP also may be initiated at any time by a formal request from the Board, a School Community Council, a school administrator or an employee who is personally affected by that procedure. The request for such a review shall detail the issues and concerns associated with the AP and is to offer suggestions for revision.

4. The Director shall determine an appropriate process for reviewing a specific AP when a request to do so is received and will ensure that fair and reasonable consideration is given to the request. Such a review will be carried out by a committee which includes the Director, a senior administrator with direct responsibility in that area, and a school-based administrator selected by the Director.

5. Any decisions arising from a review of AP will be communicated expeditiously to all affected stakeholders. Any substantive changes made to the Administrative Procedures Manual will be included as information in the Board agenda and updated on the Division website in a timely fashion.

Reference: Sections 85, 87, 108, 109, *The Education Act, 1995*

Approved: May 12, 2014

Administrative Procedure 130

HOURS OF OPERATION/SCHOOL YEAR/SCHOOL DAY

Background

Annually, the Director is required to recommend for Board approval a school year calendar. The recommended calendar must: comply with the guidelines established by the Minister of Education, the requirements of *The Education Act, 1995,* and any direction provided by the Board.

Procedures

1. School Year
   - 1.1 The Division will strive to provide for a balance between maximizing the number of pupil-teacher contact days and the provision of appropriate staff development. In doing so the number of non-student days will not exceed 16.
   - 1.2 The proposed calendar shall be recommended to the Board prior to April 1.
   - 1.3 A committee may be appointed by the Director to assist in the development of the proposed calendar.
   - 1.4 Consultations with other area school divisions is encouraged.
   - 1.5 On or before the first day of May in each year employees, parents and students shall be notified regarding the approved calendar for the upcoming year.

2. School Day
   - 2.1 The principal, in consultation with their superintendent shall determine the starting time, breaks and recesses, lunch hour, and dismissal of his or her assigned school.
     - 2.1.1 The school day shall be structured to incorporate 315 minutes of instructional time and the required breaks as per The Education Regulations.
     - 2.1.2 When there is a change to start or end times of the school day, the principal shall consult with the transportation department.
     - 2.1.3 No later than May 31, the principal shall confirm their school day structure for the upcoming school year to their Superintendent of Schools.
   - 2.2 Parental and transportation concerns are to be considered.
   - 2.3 Normally, kindergarten students are to attend the minimum of an equivalent of ninety school days.
   - 2.4 Prekindergarten students attend 12 to 15 hours per week which includes family engagement time. The start and end dates for Prekindergarten coincide with the regular school calendar.

3. School Opening and Closing
   - 3.1 Principals, in consultation with their superintendent, may dismiss school at any time before the usual dismissal time where the health, safety, or well-being of students or staff is threatened. Refer to AP 551 – Bus Cancellations: Cold or Extreme Weather Conditions.
   - 3.2 Schools will remain open – regardless of inclement weather or bus cancelations – unless closed for cause by the Director of Education. Staff members are expected to report to their scheduled work site unless an appropriate leave request has been approved.

Reference: Sections 87, 109, 163, 164, 165, 166, 167, *The Education Act, 1995*
Revised: December 15, 2014; November 22, 2024

Administrative Procedure 140

STAFF, PARENT AND STUDENT CONCERNS

Background

The Division recognizes that a staff member, parent/guardian, or student may on occasion have a concern that needs to be resolved. The Division believes these matters must be resolved using the problem solving protocol and in a manner respectful of those involved.

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

Staff members who wish to file a grievance under a collective bargaining agreement must follow the grievance procedures as outlined in the agreement.

Procedures

1. General

1.1 Concerns are to be addressed in a timely and appropriate manner.

1.2 Efforts to address and/or redress concerns are to be carefully documented in order to ensure and enhance a fair and consistent response.

1.3 Concerns regarding school operation and treatment of students may be made by:

- 1.3.1 A parent or guardian who is acting on behalf of the student.
- 1.3.2 A student who is:
  - 1.3.2.1 Sixteen years of age or older and living independently or,
  - 1.3.2.2 Eighteen years of age or older.

1.4 The concerned party should attempt to resolve his/her concern with the staff member with whom the concern rests.

1.5 If the concern is not resolved as per No. 1.4 above, the concerned party may then move to the next level. The concern is to be addressed at each level before proceeding. The levels are as follows:

- 1.5.1 For a parent or student:
  - 1.5.1.1 School-based administration;
  - 1.5.1.2 Superintendent/division-based manager;
  - 1.5.1.3 Director;
  - 1.5.1.4 Board.

- 1.5.2 For a staff member:
  - 1.5.2.1 Staff member's school-based supervisor;
  - 1.5.2.2 Superintendent / immediate supervisor;
  - 1.5.2.3 Director;
  - 1.5.2.4 Board.

It is the responsibility of the staff member receiving the concern to facilitate the complainant taking their unresolved issue to the next level of protocol.

1.6 If a complaint cannot be resolved with the Director or the Director's designate, the student or parent may make a written statement of the complaint to the Board, as the Board has retained its authority as the final level of appeal in the Division.

1.7 Complaints may be made directly to the Board in the event of conflict of interest with the Director.
1.8 Any meeting to resolve a concern must be respectful of all involved. Abusive language and/or behavior are not acceptable and, if such should occur, the most senior employee present should adjourn the meeting.

Reference: Section 85, 87, 109, 148, 151, *The Education Act, 1995*

Approved: May 12, 2014

Administrative Procedure 145

EVENT PROTOCOL

Background

The Director will develop and maintain positive communications internal and external to the Division. Proper protocol shall be followed for events organized by the Division or its schools. When trustees are in attendance at a school event, they shall be introduced and where possible a connection between their role and the event at hand shall be made. Schools are requested to make arrangements to provide a respectful, hospitable welcome to trustees and all other dignitaries.

Procedures

1. Order of introductions:
   - 1.1 Senators
   - 1.2 Members of Parliament – Cabinet Ministers first
   - 1.3 Premier of Saskatchewan
   - 1.4 Members of the Legislative Assembly – Cabinet Ministers first
   - 1.5 Clergy
   - 1.6 Elders, Chiefs, Vice Chiefs
   - 1.7 Board Chair
   - 1.8 Other trustees
   - 1.9 Mayor; other civic councillors
   - 1.10 Elders and Hutterian Brethren
   - 1.11 Senior bureaucrats and heads of other organizations
   - 1.12 Prominent community members

2. Contact shall be made with the Communications Department from the appropriate level of government who may provide details and assist with planning protocol. The Saskatchewan Table of Precedence and contact information is available Table of Precedence.

3. When organizing an event within the Division, the Board Chair and the subdivision trustee will be invited and the introductions will take place in the following order:
   - 3.1 Clergy
   - 3.2 Elders, Chiefs, Vice Chiefs
   - 3.3 Board Chair
   - 3.4 Vice-Chair
   - 3.5 Trustees in attendance
   - 3.6 Director
   - 3.7 Superintendent(s)
   - 3.8 Principal and vice-principal

4. When organizing the list of speakers, dignitaries speak in the order prescribed for introductions in procedure 1 above.

5. Seating shall be arranged so that the most senior dignitary is closest to the podium at all times.

6. The Director shall be contacted if a speaker is requested from the Board or Division level.

7. The Board or schools may be included in royal visits (Canada's Governor-General and/or Saskatchewan's Lieutenant Governor); visits by the Prime Minister or Premier, senior cabinet ministers, ambassadors, or other prominent dignitaries.
   7.1 The Formal Protocol of either the Government of Canada or the Province of Saskatchewan takes precedent.
   7.2 Information on proper protocol in these special circumstances can be obtained from the Government of Canada and the Government of Saskatchewan protocol websites.
   7.3 The Director shall be contacted in the event of a Dignitary visit to a school.

References: Sections 85, 87, 109, *The Education Act, 1995*

Approved: June 16, 2014

Administrative Procedure 150

SECURING THE FACILITY PROTOCOL

Background

Saskatchewan Rivers Public School Division is committed to providing a safe and caring learning and work environment for all students and staff. Environmental dangers, verbal threats or behavior that may pose a risk to others will be taken seriously and responded to in a proactive way. Efficient preparation and effective responses have been developed through collaboration with community emergency partner agencies.

In some emergent instances, a safe evacuation from a school or facility may be required to protect students and staff. The response may be to initiate an action to secure the facility.

Procedures

1. Three different measures may be used, depending on the emergency situation:
   1.1 Shelter in Place ensures that all occupants of the facility are secure from an external environmental threat, such as a severe storm, pipeline or hazardous material explosion near or on school property. The school remains accessible to the public.
   1.2 Hold and Secure is used when an emergency happens near a school/facility and an increased level of security is required. In this scenario, the threat is known to be outside the facility or school. The exterior doors are locked to ensure that individuals do not leave nor enter the building. With approval from administration, people are only allowed to enter or exit the school/facility through the front doors.
   1.3 School/ Facility Lockdown is used when a threat is inside or thought to be inside the school or facility and alerts staff and students of imminent danger.

2. School administrators are responsible for educating staff and students regarding the procedure to follow during perimeter and school/facility lockdowns.

3. One “Hold and Secure” drill is to be practiced each school year.

4. A minimum of two school/facility lockdown drills are to be practiced each school year.

5. Inform parents the same day that a drill or any of the three above-mentioned emergency measures has been enacted.

Approved: May 12, 2014
Revised: June 6, 2016; August 26, 2024

Administrative Procedure 151

SERVICE DOGS IN SCHOOLS

Background

Saskatchewan Rivers Public School Division is committed to the delivery of high quality educational programs, supports and services that allow students with diverse needs to maximize their learning and achievement. The Division recognizes that the diverse needs of some students and employees may require unique accommodation(s). These accommodations may include the use of Service Dogs in situations where there is a physical disability, such as blindness or low vision, deafness or hearing impairment, as well as seizure disorder, or autism spectrum disorder. The approval of a Service Dog is decided after extensive consultation and is not automatically approved.

Definition

"Service dog" means a dog that has been trained and accredited by Assistance Dogs International to provide assistance to an individual with a disability.

Procedures

1. A request for a service dog to accompany an individual must be made in writing, to the Principal and Superintendent of Schools using Form - Parent/Guardian Request for a Service Dog.

2. The Request for Service Dog application must be accompanied by supporting medical documentation regarding the need for accommodation. Decisions regarding approval of a service dog are made on a case-by-case basis.

3. The parents/guardians or employee must co-operate with the school division and provide appropriate information about the individual's medical restrictions and define the benefit of a service dog in order for the school division to determine if other accommodations would address the restrictions of the individual during school hours.

4. Before approving the presence of a service dog in the school the principal shall, with the support of the Superintendent of Schools, make enquiries as to whether or not the introduction of the service dog into the school will affect the medical restrictions of other students in the school.

5. If the presence of a service dog is approved by the principal and the Superintendent of Schools the following shall apply:
   - 5.1 If other students/staff with medical restrictions will be affected by the presence of the service dog:
     - 5.1.1. The principal shall determine how the accommodations of all students/staff can best be achieved.
     - 5.1.2 The parents/legal guardian of the student, or the individual, requesting the Service Dog will cooperate with the school to minimize any possible effects of the presence of the Service Dog on the medical restrictions of other students;

5.1.3 The principal shall make best efforts to accommodate all students in consideration with all students' learning needs.

6. The parent/legal guardian or employee requesting the presence of the service dog must:
   6.1 Accept all liability that might be incurred as a result of the behaviour of the service dog while being present at a school;
   6.2 Provide appropriate insurance coverage (third party liability coverage of not less than $2,000,000) naming and stating the Division's interest therein, for any damages caused by the service dog or any damages or injuries caused to the service dog and shall provide proof of such coverage annually;
   6.3 Pay for any training of school personnel regarding the use and care of the service dog in the school;
   6.4 Participate in an annual review of the presence of the service dog at the school;
   6.5 Provide information in writing from the service agency who trained the service dog indicating details around the personal care and physical needs of the service dog, including the safest and most environmentally sound place for the dog to relieve itself, the safe removal and disposal of dog waste, and considerations for seasonal changes and inclement weather;
   6.6 Provide evidence of up-to-date vaccinations and licensing of the service dog annually;
   6.7 Indicate who will accompany and handle the service dog both inside and outside the school and what arrangements have been made with regard to alternate handlers when necessary;
   6.8 Make arrangements for the service dog to visit the school to familiarize it with the school site, and indicate how and when initial and ongoing training will be provided for staff;
   6.9 Allow school division staff and volunteers to touch, feed, or deal with the service dog in any way that may be required to ensure appropriate care of the service dog and the safety of students and staff.

7. Considerations and limitations include:
   7.1 The school division may impose reasonable conditions or restrictions relating to:
      7.1.1 Transportation of the service dog to and from school;
      7.1.2 Restricting the presence of the service dog to specific areas in the school;
      7.1.3 Exclusion from access to specific areas where required by other laws (i.e., food preparation areas).
   7.2 The right to be accompanied by a service dog does not apply if the student and/or handler is not in control of the behavior of the service dog. The service dog will also be denied access to the school if it:
      - Is not clean or has an offensive odor
      - Urinates or defecates in inappropriate locations
      - Vocalizes unnecessarily: barking, growling, howling, whining
      - Shows aggression toward people
      - Solicits or steals food or other items
   7.3 The agreement to accommodate a service dog is reviewed annually and may be modified as required following the same process set out in this administrative procedure.
   7.4 If the student or employee moves to a different school, the request for a

service dog must be resubmitted to the principal at the new site for consideration.

7.5 The agreement to accommodate a service dog may be terminated by the Division if the dog does not meet the needs of the individual or have up to date Assistance Dog International accreditation documentation or licensing.

8. The principal and parents/guardians or employee will work together to complete Form 331-2, Service Dog Planning Checklist, to ensure all factors have been considered and planned for.

9. The application, insurance and related documentation will be retained on file at the school and submitted to the Superintendent of Schools.

10. The principal will initiate the annual reviews and receipt of necessary documentation.

Reference: Section 85, 175, 178, *The Education Act, 1995*
Saskatchewan Rivers Public School Division Administrative Procedures 152, 153 and 214
Section 9, 13,16, *Saskatchewan Human Rights Code, 2018*
Assistance Dogs International

Approved: November 8, 2021

Administrative Procedure 151 – Appendix A

PARENT/GUARDIAN REQUEST FOR A SERVICE DOG

Student Name: _____

School: _____ Grade: _____

Parent/Guardian Name: _____ Phone: _____

Name/Contact of Physician: _____

Insurance Company/Coverage: _____

Reasons for Requesting a service dog:

What medical needs of your child will be met by a service dog? How will the service dog provide access to educational services that existing resources are not providing?

Length of time the student and service dog have worked together?

As a parent(s)/guardian(s), I/we acknowledge and understand that it is our responsibility to:

1. Provide the principal with all required documentation, reports, certificates, including:
   - 1.1. A letter from a physician confirming that the student's need for the use of a service dog in school is essential and directly related to the learning needs of the students.
   - 1.2. Provide up-to date proof of vaccinations, licensing, insurance and liability coverage.
   - 1.3. Provide documentation of service dog training and proof of certification by Assistance Dogs International.
2. Assume financial responsibility for the service dog's training, veterinary care, city/town/country license and other related costs.
3. Participate in a collaborative meeting to inform the principal of all relevant information that may affect our child, other students, staff, and/or visitors to the school.
4. Assist the principal to communicate relevant information to the school community.
5. Work cooperatively with school staff to make this accommodation a success.
6. Organize or cooperate with the division to arrange appropriate transportation for the service dog.
7. Provide the required equipment and dog care items.
8. Provide food, water, and "bio-breaks" to the service dog as required, and remove and dispose of animal waste in a safe and environmentally friendly manner.

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

I/we acknowledge having read a copy of the Saskatchewan Rivers Public School Division Administrative Procedure 151: Service Dogs in Schools and agree to the responsibilities outlined above.

Name of Parent/Guardian: _____

Signature of Parent/Guardian: _____

Date: _____

Administrative Procedure 152

THERAPY ANIMALS IN SCHOOLS

Background

Saskatchewan Rivers Public School Division is committed to the delivery of high quality educational programs, supports, and services that allow students with diverse needs to maximize their learning and achievement. The Division recognizes that the use of therapy dogs can be beneficial to student learning and an individual's well-being in the right circumstances and with careful planning. Research supports the use of therapy dogs in the following areas: anxiety, self-regulation, trauma, social skills, compassion and empathy, self-esteem, and motivation to move. Responding to the needs of individuals in these areas can lead to improved cognitive performance, memory, and problem solving.

"Therapy dog" is a dog that has been certified by St. John's Ambulance Therapy Dog Program or another nationally certified program to provide support and services as outlined above**.**

Procedures

1. Before approving the presence of a therapy dog in the school the principal shall, in consultation with their Superintendent of Schools, make enquiries as to whether or not the introduction of the therapy dog into the school will affect the medical restrictions of other students in the school.

2. The Division is not responsible for any fees or costs associated with the therapy dog.
   2.1. If the presence of a therapy dog will affect other students and staff with medical restrictions, then the principal will need to determine how the accommodations of all staff and students can be best achieved.
   2.2. The principal and therapy dog handler will complete the School and Therapy Dog Agreement (Appendix A), as part of the planning prior to the dog beginning to provide therapy services in the school.
   2.3. The therapy dog handler will be part of all planning as to the services the dog will provide in the school.
   2.4. The therapy dog handler will be considered the Handler at all times and in control of the Dog when it is in the school.
   2.5. The therapy dog handler will train staff and students as to how to appropriately interact with the dog.

3. The therapy dog handler must:
   3.1 Accept all liability that might be incurred as a result of the behaviour of the therapy dog while being present at a school; Provide proof of appropriate insurance coverage (third party liability coverage of not less than $2,000,000) for any damages caused by the therapy service dog or any damages or injuries caused to the therapy dog, and shall provide proof of coverage annually;
   3.2 Participate in an annual review of the presence of the therapy dog at the school;
   3.3 Provide up-to-date proof of vaccinations and licensing of the therapy dog annually;

3.4 As part of planning, make arrangements for the therapy dog to visit the school to familiarize it with the school site.

4. Considerations and limitations include:
   4.1. The school division may impose reasonable conditions or restrictions relating to:
      4.1.1 Restricting the presence of the therapy dog to specific areas in the school;
      4.1.2 Exclusion from access to specific areas where required by other laws (i.e., food preparation areas).
   4.2 The right for a handler to be accompanied by a therapy dog does not apply if the handler is not in control of the behavior of the therapy dog. The therapy dog will also be denied access to the school if it:
      4.2.1 Is not clean or has an offensive odor
      4.2.2 Urinates or defecates in inappropriate locations
      4.2.3 Vocalizes unnecessarily: barking, growling, howling, whining
      4.2.4 Shows aggression toward people
      4.2.5 Solicits or steals food or other items
   4.3 The agreement to have a therapy dog in school may be terminated by the Division if the dog's certification and/or licensing is not up to date.

5. The principal and therapy dog handler will complete Form 332-2 Therapy Dog Planning Checklist, to ensure all factors have been considered and planned for prior to the dog being present in the school with students.

6. The completed agreement, insurance, and related documentation will be retained on file at the school and submitted to the Superintendent of Schools responsible for Student Services.

7. The principal will initiate annual reviews of the agreement and receipt of necessary documentation.

Reference: Section 85, 175, 178, *The Education Act, 1995*
Saskatchewan Rivers Public School Division Administrative Procedures 152, 153 and 214
Therapy Dog Program, Saint John's Ambulance
CompanionPaws, The Lifeline Canada

Approved: November 8, 2021

Administrative Procedure 152 - Appendix A

SCHOOL AND THERAPY DOG HANDLER AGREEMENT

Therapy Dog Handler Name: _____

School: _____ School Year: _____

Rationale for therapy dog services in this school:

Length of time the therapy dog and handler have worked together: _____

Therapy dog handler acknowledges and understands the responsibility to:

1. Provide the Principal with all required documentation, certificates, including:
   - 1.1 Provide up-to-date proof of vaccinations, licensing, insurance, and liability coverage of not less than two million dollars.
   - 1.2 Provide documentation of Therapy Dog certification through St. John Ambulance or another approved Canadian association.
2. Assume financial responsibility for the Therapy Dog's training, veterinary care, city/town/country license and other related costs.
3. Assist the principal to communicate relevant information to the school community.
4. Work cooperatively with school staff to make this service a success for students.
5. Work cooperatively with school staff to make this service a success for students.
6. Provide the required equipment and dog care items.
7. Provide food, water, and "bio-breaks" to the Therapy Dog as required, and remove and dispose of animal waste in a safe and environmentally friendly manner.
8. Remove the dog immediately from the school, should it exhibit any unprovoked behaviours (i.e.. Growling, scratching, nipping, biting, etc.) until the plan is re-evaluated to ensure the safety of staff, students, and visitors.
9. Remove the dog immediately from the school, should it exhibit any unprovoked behaviours (i.e.. Growling, scratching, nipping, biting, etc.) until the plan is re-evaluated to ensure the safety of staff, students, and visitors.

I acknowledge having read a copy of Saskatchewan Rivers Public School Division Administrative Procedure 151: Service Dogs in Schools.

Name of therapy dog handler: _____

Signature of therapy dog handler: _____

Signature of principal: _____

Date: _____

Administrative Procedure 152 – Appendix B

THERAPY DOG PLANNING CHECKLIST

The principal provides a copy of *AP 152 Therapy Dogs in Schools* and this checklist to the therapy dog handler and reviews the documents together.

The principal receives proof from the therapy dog handler of training certification, up-to-date vaccinations, dog license, and proof the dog is in good health and forwards this information to the Superintendent of Schools.

The principal shares the rationale for the inclusion of a therapy dog with staff, invites staff input around planning considerations based on students in classes where the therapy dog may be present, and gathers information regarding allergies, phobias, or other concerns. A therapy dog may be excluded from the school or parts of the school when there is a risk to the health or physical and/or mental well-being of students or staff

The principal sets up a team meeting to discuss concerns or questions brought forward by the staff. Target classrooms and students should also be discussed**.**

A planning meeting with the therapy dog handler should be arranged with the following discussed:

1. The purpose and function of the therapy dog and the support it will provide students in areas such as thefollowing: anxiety, self-regulation, trauma, social skills, compassion and empathy, self-esteem, memory, problem solving, and/or motivation to move.
2. Clarification that the handler is solely responsible for the overall care and any costs associated with the therapy dog.
3. Plan for personal care of the therapy dog during the school day including bio breaks and disposal of waste.
4. Plan for educating the school staff on the role of the therapy dog and the rules of conduct concerning interactions with the dog. Include plans for classroom and other areas of school such as hallway and recess if applicable. Consider routines that need to be established and expectations/rules of conduct for students and staff around the therapy dog.
5. Discuss which areas of the school the therapy dog will have access to and what entrance will be used.
6. Discuss dates/plan for integration of the therapy dog to the school and/or classes.

The principal will ask the therapy dog handler to complete the Agreement for Therapy Dog Service and will forward a copy to the Superintendent of Schools.

Once the plan to integrate a therapy dog has been established, the principal will send a letter home to parents/guardians of students in the school to inform them, and offer to answer questions or address any concerns. The principal will also inform the School Community Council.

Arrange for the therapy dog to first visit the school when students are not present in order to familiarize the dog to the school site and facilitate planning**.**

Collaborate with the handler to develop an appropriate emergency plan that will include a plan for evacuation, lock down, fire drills, and any other relevant procedures**.**

Ensure signage is placed on each entry door of the school to inform visitors of the presence of a therapy dog (Please be aware a Certified Therapy Dog may be present in our school to support various student learning and well-being goals).

Monitor and review documentation annually to ensure that all certification, vaccination, licenses, and agreement is updated.

Maintain open communication with parents/guardians, staff, and School Community Council to proactively address concerns as they arise.

Administrative Procedure 153

STUDENT AND STAFF SAFETY

Background

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

Procedures

1. General
   - 1.1 Principals are ultimately responsible for the safety of students and employees at the school.
   - 1.2 The principal is required to conduct an investigation into all potential and reported incidents of unsafe conditions and establish a plan to alleviate the safety concern.
   - 1.3 The principal is responsible for establishing and communicating clear processes for the development, review and communication of safety plans.
   - 1.4 The principal is to ensure that all exterior doors are locked during the school day.
     - 1.4.1 The main door entrance may remain unlocked if not equipped with an electronic door locking system.
     - 1.4.2 The principal may approve leaving an exterior door entrance unlocked and monitored for special events or circumstances.
   - 1.5 The principal is to maintain adequate conditions of safety and sanitation in the school and on school grounds.
   - 1.6 The principal is to comply with established local, provincial or divisional administrative procedures to ensure that general and emerging repair work meets acceptable safety and sanitary standards.
   - 1.7 The principal is to arrange for the establishment and maintenance of an Occupational Health Committee in the school in accordance with The Saskatchewan Employment Act.

2. The division directs that all employees who have reasonable grounds to believe that there is a child in need of protection from abuse report the matter immediately to an appropriate authority in accordance with *The Child and Family Services Act* and/or *The Emergency Protection of Victims of Child Sexual Abuse and Sexual Exploitation Act.* All employees shall follow the Saskatchewan Child Abuse Protocol Saskatchewan Child Abuse Protocol.

3. Student Safety Plan
   - 3.1 The principal shall ensure that a Student Safety Plan is developed for each student whose repeated and/or predictable behaviour is considered at risk of significant harm to self or others in the school.
     - 3.1.1 The classroom teacher, Educational Support and Principal shall collaborate with other relevant school team members, parents and members of the SRPSD Inclusive Learning Team in elaborating the Student Safety Plan.

3.1.2 The principal shares the Student Safety Plan with all persons responsible for carrying out the plan (including substitutes and others who may supervise the student) in order that everyone understands their role in ensuring the student's safety.

3.1.3 The principal shall ensure distribution of the Student Safety Plan as follows:

3.1.3.1 a copy is inserted the student's cumulative file

3.1.3.2 a copy is given to the parents/guardians

3.1.3.3 a copy is forwarded to SSS Superintendent for inclusion in the student's SSS file.

3.1.4 The principal shall ensure that a flag is added to the student's profile in the Student Information System to indicate the existence of an active safety plan

3.1.5 The SSS superintendent shall confirm the existence of a flag in the student's profile in the Student Information System to indicate the existence of an active safety plan.

3.1.6 The Educational Support Teacher shall ensure that the Student Safety Plan is a component of the student's Inclusion and Intervention Plan.

3.1.7 The principal will document that all employees who have direct, regular contact with students with a history of violent aggressive behaviour in school are informed of the risk of injury and related information.

3.2 The principal shall offer to employees having to do physical interventions when managing violent student behaviours associated with an active Student Safety Plan training in Non-Violent Crisis Intervention (NVCI).

3.2.1 The principal shall contact the Student Support Services Consultant to coordinate NVCI training for employees.

4. Transition of students with student safety plans

4.1 When a student with an active student safety plan leaves a school, the principal shall follow the procedures listed on the "Sending Principal's Checklist".

4.2 A principal who is to receive a student from within SRPSD who has an active student safety plan will be notified through the following process:

4.2.1 Notification by the Student Support Services consultant;

4.2.2 Notification by the sending Principal.

4.3 When a principal is informed of the upcoming arrival of a student with an active safety plan, the principal shall follow the procedures listed on the "Receiving Principal's Checklist".

5. Emergency Response Plan-Violence Threat Risk Assessment (VTRA)

5.1 The superintendent in charge of safety shall ensure that the School Division Emergency Response Plan/ VTRA protocol is current and is followed.

5.2 The principal is to be familiar with and have a working knowledge of the school division's Emergency Response Plan.

5.3 In consultation with their superintendent, the principal shall ensure that the VTRA is followed when any student displays worrisome or threating behavior.

5.4 At the beginning of the school year, principals shall establish a School Emergency Response Team (SERT) and review the VTRA protocol with them. The principal shall inform staff members, students, parents, and SCC members of the school division's VTRA protocol using the Letter of Fair Notice which is on the School Division website: Letter of Fair Notice.

6. Emergency Plan – Crisis Response
   - 6.1 The Superintendent of Schools in charge of safety shall ensure that the Emergency Response Plan is current and followed.
   - 6.2 The principal shall be familiar with and have a working knowledge of the SRPSD Emergency Response Plan.
   - 6.3 At the beginning of the school year, principals shall review crisis response procedures with the established SST.
   - 6.4 The principal is to inform staff members and SCC members of the school's Emergency Response procedures.

7. Emergency Plan-Tragic Events
   - 7.1 The Superintendent of Schools in charge of safety shall ensure that the Emergency Response Plan is kept current and up to date.
   - 7.2 At the beginning of the school year, principals shall review traumatic incidents and loss guidelines with the established SERT.
   - 7.3 The principal is to inform staff members, parents, and SSC members of the purpose and function of the SERT.

8. Emergency Response Plan Lockdowns
   The appropriate number of lockdown exercises are to match the number of fire drills in accordance with Administrative Procedure 161.

9. Other Emergencies
   In any school emergency, the principal shall follow the School Division Emergency Response Plan and take whatever immediate action appears to be reasonable and necessary to ensure the safety of students, employees or visitors to the school.

10: First Aid
   - 10.1 The principal shall ensure that a supply of first aid materials is available in the school and stored in a location known to all members of the staff.
   - 10.2 The principal shall ensure that *at least* one member of the staff has current certification and training in first aid and Cardio Pulmonary Resuscitation and AED deployment.
   - 10.3 The principal shall ensure that WHMIS (Workplace Hazardous Materials Information System) manuals are current and staff member in-service and materials meet the requirements of The Saskatchewan Employment Act and *Regulations of the Act, 1996*.

11. Hospital Emergency Treatment
   - 11.1 When a student is taken to hospital for treatment of illness or injury or aggressive behavior, the following conditions are to apply:
     - 11.1.1 Attempts are made to notify the parent or guardian
     - 11.1.2 If the parent or guardian cannot be contacted, the hospital is to be advised accordingly.
     - 11.1.3 In the absence of the parent or guardian, hospital procedures for consent and treatment are to be followed.
     - 11.1.4 The Emergency Response Plan has a sample letter to parents and protocol to follow when aggressive behavior is exhibited.
   - 11.2 If an ambulance is required, it is to be called and the expense is the responsibility of the Division.

12. Physical Activities

12.1 Procedures for physical activities safety are stated in SRPSD Safety Guidelines for Physical Activities.

12.2 It is the responsibility of the superintendent responsible for athletics to ensure that the guidelines are kept current and includes direction specific to the following:

12.2.1 Standard of care
12.2.2 Facilities
12.2.3 Equipment
12.2.4 Instruction
12.2.5 Supervision
12.2.6 Clothing and footwear and,
12.2.7 Approved activities.

12.3 Concussion protocol

It is important that all education and sport stakeholders understand the facts about concussion as the risk of concussion extends beyond high school sports into physical education classes, playground activities, and elementary school sports. Therefore, the following concussion protocol shall be in place in all schools:

12.3.1 Every physical education teacher, every school administrator, and at least one coach per team must complete the free concussion management course located at Coaching Association of Canada: Making Head Way Concussion eLearning and/or Concussion Awareness Training Tool.

12.3.2 Students participating in all school sports and their parents/guardians shall be made aware of the symptoms of concussion through the Concussion Recognition Tool. The document shall be a part of the regular communication process to students and parents.

12.3.3 School principals will maintain a record of those staff members who have completed a concussion management course.

12.3.4 An athlete suspected of suffering a concussion must be removed from play immediately and not return to activity until they have followed the six steps of recovery and are symptom free.

12.3.5 Students diagnosed with a concussion must progress through the Six Steps of returning to sports outlined below.

12.3.5.1 No activity - mental and physical rest until symptom-free
12.3.5.2 Light aerobic activity like walking or stationary cycling
12.3.5.3 Sport-specific activity like running or skating.
12.3.5.4 Training drills without body contact
12.3.5.5 Training drills with body contact — only once cleared by a physician
12.3.5.6 Game play

Note: Each step must take a minimum of one day.

If an athlete has any symptoms of a concussion (e.g., headache, feeling sick to his/her stomach) that come back either with activity, or later that day, he/she should stop the activity immediately and rest until symptoms resolve, for a minimum of 24 hours. The athlete should be seen by a doctor and cleared before starting the six-step protocol again. This protocol must be individualized to the athletes, their injuries, and their respective sport.

12.3.6 Additional Resources:
- 12.3.6.1 Parachute Canada
- 12.3.6.2 Acquired Brain Injury Partnership Project
- 12.3.6.3 Ministry of Health: Acquired Brain Injury Services
- 12.3.6.4 Saskatchewan Brain Injury Association.

13. Protective Equipment
- 13.1 Teachers shall require students to wear safety and protective equipment as recommended for use in their instructional program and other school-approved activities.
- 13.2 Specific guidelines for sporting and physical activities equipment shall be adhered to as outlined in the school division's SRPSD physical activity guidelines.

14. Bus Loading
- 14.1 The principal shall establish procedures and arrange for supervision of bus loading and unloading at the school.
- 14.2 If alterations to existing bus or parking signage is required at any time, the principal shall contact the Superintendent of Facilities.

15. Motorized Vehicular Traffic

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

Reference: Section 85, 87, 109, 150, 151, 175, 231, *The Education Act, 1995;* Section 264.1 Criminal Code of Canada; Section 2.8 of the National Fire Code

Approved: May 12, 2014
Revised: December 15, 2014; September 6, 2016; August 21, 2018; November 26, 2018; February 28, 2022

Administrative Procedure 155

TOBACCO AND THE USE OF TOBACCO PRODUCTS

Background

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

Procedures

1. All buildings and property owned by the Division shall be free from the use of tobacco and tobacco/nicotine related products.

2. All buses and other kinds of vehicles, either contracted or privately owned, will be free from the use of tobacco or tobacco/nicotine related products while traveling to or from school related or Division related activities.

3. This prohibition does not apply to the use of tobacco for ceremonial events.

Reference: Sections 85, 87, 108, 109, 150, 151, 152, 153, 154, 175, *The Education Act, 1995*

Approved: May 12, 2014
Revised: October 27, 2014

Administrative Procedure 156

COMMUNICABLE DISEASES

Background

The Division believes it has a responsibility, to the extent possible, to protect students and staff from risk of contagion by communicable diseases.

In the course of providing protection from communicable diseases, the well-being and rights of all students and staff shall be duly considered.

Communicable diseases are defined as follows

- *Category I diseases includes, among others, those that are common and can often cause large outbreaks. These include Pertussis, Measles, Hepatitis A, influenza, etc.*
- *Category II diseases include Tuberculosis, Hepatitis (B, C and D), Sexually Transmitted Diseases (STD's), and Human Immunodeficiency Virus (HIV).*

Procedures

1. Through the principal, school staffs shall be required to notify the local Medical Health Officer as soon as possible but within 48 hours if they become aware that someone has a communicable disease, Public Health Act, 1994.

1. In like manner, the Medical Health Officer has a responsibility to notify the school administrators of the existence of communicable diseases within schools.

2. In the event that a student or a staff member is infected with a Category I communicable disease which may present a significant health risk to others if transmitted, or where school officials have a reasonable basis to believe that a student's or a staff member's physical condition may pose a significant health risk to others, said student or staff member will be required to undergo a medical assessment by a physician at the Division's expense, if necessary, to determine the nature of the student's or staff member's physical condition and the extent of any health risk to others as a result thereof. Such medical exam shall be undertaken with all due haste. If there is any communicable disease present the physician will notify the Medical Health Officer according to the provisions of the *Public Health Act, 1994* and provide a medical certificate to the Director stating whether the physical condition or behaviour of the student or a staff member poses a significant threat to the health and welfare of the students or staff of the Division.

3. In the event that the physician examining a student or a staff member determines, in consultation with the Medical Health Officer, that the physical condition or behaviour of the student or staff member poses a significant threat to the health and welfare of the students or other staff of the Division.
   4.1 The student will be required to withdraw from attendance at school and shall not be readmitted to school until the Medical Health Officer has determined that the student's condition no longer poses a risk of contagion in the school environment.

4.2 The staff member will be placed on a leave for medical reasons until the Medical Health Officer has determined that the staff member's condition no longer poses a risk of contagion in his/her working environment. Such medical leave will qualify the staff member for any sick leave compensation to which he/she may be entitled by virtue of his/her employment contract with the Division.

4. The superintendent responsible for human resources is hereby authorized to seek medical advice to determine if there is a reasonable basis to believe that a medical examination may be required of a student or a staff member and to direct that such an examination be performed.

5. Staff:
   5.1 Upon receipt of a medical diagnosis that a staff member has a Category II communicable disease, the superintendent responsible for human resources shall inform the local Medical Health Officer of the situation. The Medical Health Officer shall be requested to consult with the staff member's attending physician.
   5.2 Dissemination of information regarding the affected staff member shall be determined by the patient's physician. Such health information as is held by the Division will be treated in confidence and not shared without the written consent of the staff member.
   5.3 A staff member infected with a Category II communicable disease shall not be prevented from working for the Division except on the recommendation of the Director, following consultation with the Medical Health Officer and the staff member's attending physician.

6 Students:
   6.1 Upon receipt of a medical diagnosis that a student who is enrolled or seeking enrolment in the School Division has a communicable disease, the appropriate superintendent shall consult with the Local Medical Health Officer. The Medical Health Officer shall be requested to consult with the student's parent(s) or guardian(s) and the attending physician.
   6.2 Dissemination of information regarding the infected pupil shall be determined in consultation with the local Medical Officer or the Medical Health Office nurse responsible for Communicable Diseases. Such health information as is held by the Division will be treated in confidence and not shared without the written consent of the parent or guardian.
   6.3 A student infected with a Category II communicable disease shall not be excluded from the regular educational program except on the recommendation of the Director following consultation with the Medical Health Officer and the student's attending physician.
   6.4 When an infected student is excluded from school, every attempt shall be made to provide an alternate educational program. Decisions regarding appropriate educational settings shall be made on a case by case basis.

7. Precautions:
   7.1 The principal shall review with teachers appropriate ways of educating all students about the proper ways of dealing with potentially infectious agents, and specifically in standard (universal) precautions against exposure to blood and body fluids. In each school a definite plan shall be articulated by the principal so that all students and all other staff in the building on a regular basis, will know the expected means of dealing with potentially infectious body fluids such as blood, vomit, or other secretions.

7.2 As a matter of course, open lesions on an individual who requires attention shall be covered using established first-aid procedures.
7.3 Any caregiver shall avoid unprotected exposure to blood or body fluids by taking adequate precautions (e.g. wearing rubber gloves, etc.).
7.4 A supply of disposable gloves will be distributed by the Education Centre to all schools and kept in a place designated by the principal so that they are available to be worn when needed by a caregiver.
7.5 Gloves must be worn if open lesions are present on the hands of any caregiver. These gloves must be immediately disposed of by discarding them into a plastic bag, along with any materials used in the clean-up of a spill of body fluids, if that material has not been satisfactorily disposed of by flushing into a school's sewage system. In any event, the soiled gloves and residue from the clean-up will be sealed in a plastic bag and placed, by the staff (not a student) or a custodian, in an appropriate place for refuse collection.
7.6 Good hand-washing, using hot water and soap shall be an established practice for all caregivers, staff and students.
7.7 Any soiled surfaces shall be cleaned with a disinfectant such as Javex, or its equivalent, diluted one part bleach to nine parts water.
7.8 Whenever possible, disposable towels or tissues shall be used in the clean-up.
7.9 Mops shall be rinsed in a solution of disinfectant as indicated in No. 8 above (or Hydrox). Disinfected and rinsed mops shall be stored dry rather than being left in a solution.

Reference: Section 85, 87, 109, 141, 175, 178, 190, 231, *The Education Act, 1995*
Public Health Act

Approved: May 12, 2014

Administrative Procedure 158

ENTERPRISE RISK MANAGEMENT

Purpose

The purpose of the Enterprise Risk Management (ERM) administrative procedure is to establish ERM roles and responsibilities within Saskatchewan Rivers Public School Division's risk management strategy. The Division will identify and manage its enterprise risks in support of its vision, values, guiding principles, goals and strategic plan. The elimination of all risk is not possible; rather, SRPSD will ensure that existing and emerging risks are identified, communicated, and effectively managed.

Background

The Division is committed to ensuring that risk management practices are embedded into key processes and operations to drive consistent, effective and accountable actions in management practice and Board governance. The Board of Education has ultimate responsibility for risk and provides governance oversite of the Division's ERM program. This ERM procedure guides staff and integrates with other Administrative Procedures related to risk.

ERM is designed to identify potential events/risks that may significantly affect the division's ability to achieve its vision, values, guiding principles, goals, and strategic plan. Through the ERM process, identified risks are assessed based on likelihood and impact. Management processes and controls are used to provide reasonable assurance that significant risks are sufficiently mitigated to support the achievement of the division's objectives.

Procedures

1. Staff members will identify risks, mitigate them as much as possible within their role and report significant risks to their supervisor whenever appropriate.

2. Supervisors and Administrative Council are responsible for:
   - 2.1 Identifying and evaluating key risks;
   - 2.2 Documenting and managing the response to key risks;
   - 2.3 Facilitating appropriate risk-response decisions at all levels of management;
   - 2.4 Communicating risks, responses and priorities to all relevant staff; and,
   - 2.5 Reporting ERM activities and progress on at least an annual basis.

3. The Administrative Council will perform the following specific ERM roles:
   - 3.1 Director of Education is accountable to the Board of Education and is responsible for ensuring the ERM framework that has been approved by the Board is implemented and operational through:
     - 3.1.1 Championing risk management within the division to ensure the division remains focused on risk.
     - 3.1.2 Integrating of ERM into the development of strategic, business and operational plans and operational decisions.

3.1.3 Ensuring effective risk identification, risk assessment, risk management and risk monitoring processes within the division.
3.1.4 Consulting, as required, with the division's employees or external consultants to effectively manage all aspects of risk.
3.1.5 Providing ERM status updates (either directly or via a designate) as required and at least once per year to the Board, on risk management activities, as well as if any significant risk changes or issues arise.

3.2 Administrative Council members are responsible for:
3.2.1 Developing, monitoring and revising the ERM administrative procedure.
3.2.2 Coordinating the risk identification, risk assessment, risk management and risk monitoring processes.
3.2.3 Preparing status updates at least once per year to the Director of Education on risk management activities, as well as if any significant risk changes or issues arise within their areas of responsibility.
3.2.4 Identifying risks that affect the division's strategic goals and objectives.
3.2.5 Assisting in the ranking of risks based on the division's impact and likelihood criteria.
3.2.6 Promoting the division's ERM Administrative Procedure and Framework as well as expectations for the management of risk.
3.2.7 Monitoring progress in managing risks and implementing improvement opportunities.
3.2.8 Reporting on the status of risk items delegated to specific risk owners at Administrative Council meetings and at other appropriate times.
3.2.9 Communicating the expectations of staff impacted by the identified ERM risks.
3.2.10 Communicating ERM results to all staff.

4. All risks are to be identified, assessed, managed, monitored and reported in a thorough and systematic fashion in accordance with the division's Enterprise Risk Management Framework outlined in Appendix A.

Reference: Section 85 (1); 87(1) (bb) of *The Education Act, 1995;*

Approved: December 13, 2021; November 22, 2024

Administrative Procedure 158 – Appendix A

SRPSD ENTERPRISE RISK MANAGEMENT FRAMEWORK

ENTERPRISE RISK MANAGEMENT FRAMEWORK

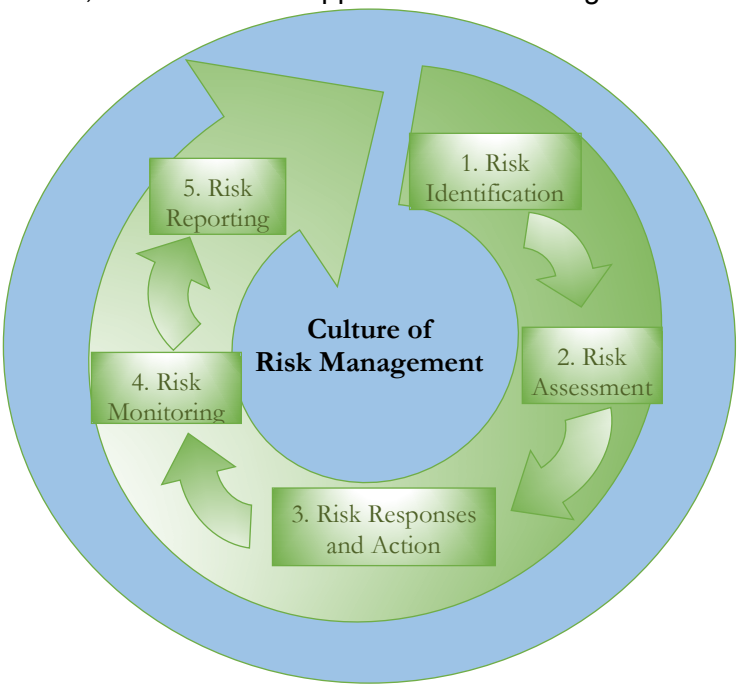
This framework is supplementary to the Enterprise Risk Management (ERM) Administrative Procedure, and attempts to:

- Anticipate and respond to the changing business environment;
- Manage risk in accordance with leading practice and demonstrating due diligence in decision making;
- Balance the cost of controls with the anticipated benefits; and,
- Provide understanding of the need for enterprise wide risk management.

APPROACH TO RISK MANAGEMENT

Risk is to be identified, assessed, managed, monitored and reported in a thorough and systematic fashion in accordance with the risk management procedures outlined in this framework. As depicted in the diagram below, SRPSD's ERM approach has five stages:

1. Risk Identification;
2. Risk Assessment;
3. Risk Responses and Action;
4. Risk Monitoring; and;
5. Risk Reporting.



1 RISK IDENTIFICATION

Identification of risks should occur on an on-going basis (at least annually) and on an ad-hoc basis as required for significant changes or new processes, programs and initiatives. The process involves identification of key risks on a functional or strategic basis which are then integrated to derive key enterprise-wide risks.

On an annual basis SRPSD discusses and modifies, as necessary, the top risks SRPSD faces at the system/organizational level. The top risks are enterprise level risks that may

prevent or restrict the division from achieving its Strategic Plan goals. To help with the risk identification process, risks are may be categorized into various operational areas.

When identifying risks, SRPSD shall consider:

- Current and future expected risks.
- Risks associated with recent internal changes in the business.
- Risks associated with external change in the business or political environment.
- The root causes for the risks (i.e., the source of the risk: why, how, and where the risks originate, either outside the organization or within its processes or activities) in order to achieve a more rigorous risk assessment and to better position SRPSD to manage the risks.

2 RISK ASSESSMENT

Risk assessment will identify the significant of events that might affect the achievement of SRPSD's objectives. Risk assessment includes consideration of the **likelihood** of a risk occurring and the **impact** of a risk on the achievement of the SRPSD's objectives.

Likelihood

The likelihood of identified risks is to be assessed by estimating the probability of the risk occurring during the planning horizon as:

Rare	Unlikely	Moderate	Likely	Almost Certain
Event may occur in exceptional circumstances: • The event has not yet occurred in the past, but has occurred elsewhere. **OR** • The event is likely to occur once in a 5-year period. **OR** • The event has less than 10% chance of occurrence.	Event is expected to occur infrequently: • The event has not yet occurred in the past, but might occur. **OR** • The event is likely to occur once in a 3- to 4-year period. **OR** • The event has 10% - 29% chance of occurrence.	Event is expected to occur occasionally: • The event has occurred in the past and could occur again. **OR** • The event is likely to occur once in a 2-year period. **OR** • The event has 30% - 59% chance of occurrence.	Event is expected to occur in some circumstances: • The event has occurred in the past and is likely to occur again. **OR** • The event is likely to occur once in a 1-year period. **OR** • The event has 60% - 89% chance of occurrence.	Event is expected to occur frequently in most circumstances: • The event has occurred in the past and is expected to occur frequently. **OR** • The event is likely to occur more than once in a one-year period. **OR** • The event has more than 90% chance of occurrence.

Impact

The impact of the identified risk is assessed by estimating how the impact would be characterized if the risk occurred:

- **Insignificant** - The consequences might be meaningful, but are dealt with by normal day-to-day operational actions and procedures.
- **Minor** - The consequences would threaten the efficiency or effectiveness of some aspects of SRPSD, but would be dealt with internally.

- **Moderate** - The consequences would not threaten SRPSD's viability, but the administration of SRPSD's strategy would be subject to significant review or changed ways of operating.
- **Major** – The consequences would threaten the survival of SRPSD in its current form or continued effective function of a strategic area, or require the direct intervention by the Director of Education or the Board of Trustees.
- **Catastrophic** – The consequences would likely result in significant organizational or structural changes at SRPSD, or likely cause major problems for SRPSD's Stakeholders or the Ministry of Education.

The impact of identified risks is to be assessed by considering the following impact factors:

	1: Insignificant	2: Minor	3: Moderate	4: Major	5: Catastrophic
Financial	• Revenue impact of less than $50K • Budgeted expense variance less than 2% • Accumulated surplus impact less than $50K	• Revenue impact between $50K and $250K • Budgeted expense variance between 2% and 5% • Accumulated surplus impact between $50K and $100K	• Revenue impact between $250K and $500K • Budgeted expense variance between 5% and 8% • Accumulated surplus impact between $100K and $500K	• Revenue impact between $500K and $1M • Budgeted expense variance between 8% and 10% • Accumulated surplus impact between $500K and $1M	• Revenue impact of more than $1M • Budgeted expense variance of more than 10% • Accumulated surplus impact of more than $1M
Operations	• Interruption to technology and / or data resulting in negligible disruption to normal operations less than one day. • Disruption at one facility that does not require closure or evacuation of a building.	• Interruption to technology and / or data resulting in minor disruption to normal operations up to two days. • Disruption at one facility that requires closure or evacuation of a facility for up to one day.	• Interruption to technology and intermittent loss of access to important data resulting in disruption to normal operations up to one week. • Disruption at one facility that require closure or evacuation for up to three days or multiple facilities for up to one day.	• Interruption to technology and prolonged loss of access to important data resulting in disruption to normal operations up to two weeks. • Disruption at one facility for up to a week or multiple facilities that require closure or evacuation for up to three days.	• Interruption to technology and permanent loss of critical data resulting in disruption to normal operations for more than two weeks. • Disruption at one facility for more than a week or multiple facilities that require closure or evacuation for more than three days or all facilities for two days or more.

	1: Insignificant	2: Minor	3: Moderate	4: Major	5: Catastrophic
Students	• Disruption to normal delivery of instructional programs and other services resolved within less than a day • Insignificant impact on students' needs, experience, or achievement. Less than 10% of high school or elementary students impacted.	• Disruption to normal delivery of instructional programs and other services up to two days. • Minor impact on students' needs, experience, or achievement. 10% to 30% of high school or elementary students impacted.	• Disruption to normal delivery of instructional programs and other services up to one week. • Moderate impact on students' needs, experience, or achievement. 30% to 60% of high school or elementary students impacted.	• Disruption to normal delivery of instructional programs and other services up to two weeks. • Major impact on students' needs, experience, or achievement. 60% to 90% of high school or elementary students impacted.	• Disruption to normal delivery of instructional programs and other services for more than two weeks. • Catastrophic impact on students' needs, experience, or achievement. More than 80% of high school or elementary students impacted.
Staff	• Unexpected leave of absence of a single admin council team member. • Unexpected loss of a single school administrator. • Single short-term non-disabling injury requiring medical attention.	• Unexpected loss of a single admin council team member. • Unexpected loss of two school administrators at different schools. • Multiple short-term non-disabling injuries requiring medical attention.	• Unexpected loss of up to two admin council team members. • Unexpected loss of three school administrators at different schools or two at a single school. • Single short-term disabling injuries.	• Unexpected loss of up to three admin council team members. • Unexpected loss of four school administrators at different schools or two school administrators at two schools. • Multiple short-term disabling injuries.	• Unexpected loss of more than three admin council team members. • Unexpected loss of more than five school administrators. • Single long-term disabling injury or fatality.
Reputation	• Event has limited impact on reputation and stakeholder confidence • Limited attention in local news or social media	• Modest impact on reputation and impact on stakeholder confidence fades over time • Short-term (1-2 days) negative attention in local news or social media only	• Moderate impact on reputation and stakeholder confidence • Short-term negative attention in national news or medium-term (3-4 days) negative attention in local news or social media	• Major impact on reputation and stakeholder confidence that is challenging to regain • Long-term (more than 5 days) attention in local and national news or social media	• Serious, sustained, impact on reputation and stakeholder confidence. Viability is at risk. • Long-term, intense negative attention in the local and national news or social media

3 RISK RESPONSE AND ACTION

A Risk Evaluation Matrix is used to calculate the residual risk exposure with a score of 1 – 25, based on the risk likelihood and the risk impact. The risk evaluation matrix is used to determine the top risks for SRPSD. For each identified risk, Admin Council should establish an appropriate "response option" in order to optimize risk management. Four possible response options are identified below.

- Accept – SRPSD accepts, manages and monitors the level of risk and takes no action to reduce the risk (e.g. cost of mitigation is great than the benefit).
- Mitigate – SRPSD accepts some risk by implementing control processes to manage the risk within established tolerances.
- Transfer – SRPSD transfers the risk to a third party (e.g. obtaining insurance).
- Avoid – SRPSD feels the risk is unacceptable and will specifically avoid the risk (e.g. cease the activity).

The diagrams below depict the Risk Evaluation Matrix and "response options" to residual risk ratings. SRPSD's Senior Management will consider matrix results in determining key risks and will use other knowledge or "reality checks" prior to finalization.

Risk Rating Matrix Legend

Risk Rating		Risk Treatment Guidelines
1 to 3	Low Risk	Accept and monitor. Manage by routine procedures
4 to 7	Moderate risk	Accept or mitigate. Risk Owner to review specific monitoring procedures at least every 12 months
8 to 14	High Risk	Mitigate or transfer risk. Risk owner to develop and implement appropriate risk mitigation strategies and plans within 12 months
15 to 25	Extreme Risk	Mitigate, transfer or avoid. Immediate risk treatment action is required with collective leadership team involvement. Appropriate risk treatment strategies and mitigation plans should be developed and implemented within six months.

The Risk Register

All top enterprise-wide risks identified and assessed will be listed and described in a risk register. With the risk register, SRPSD will also identify the lead person (Risk Owner) accountable for managing that risk as well as key risk mitigation processes or controls that are in place to address the top enterprise-wide risks. This will take the form of a succinct description of what is actually being done to manage the risk, and should only include key controls that comprise actions and processes which are demonstrably managed and clearly relate to the risk in question.

Business Planning Process Integration

SRPSD will ensure that the top enterprise-wide risks, and corresponding action plans, mitigating processes and controls, as documented in the risk registry are formally discussed and considered during the development of SRPSD's strategic, business and operational plans.

4 RISK MONITORING

ERM requires periodic monitoring and updating of SRPSD's risk profile to identify and react to changes in key risks affecting the organization on a timely basis. Such a monitoring process also helps ensure that risks are being analyzed to identify patterns and accumulations of risk, and help ensure that enterprise-wide responses are effectively planned and implemented where necessary.

SRPSD will engage in a high-level review of the risk register once per year to identify whether new key risks have emerged or changes in existing key risks or mitigating processes have arisen since the last annual risk assessment.

5 RISK REPORTING

Internal and external ERM reporting minimum requirements are as follows:

Internal Reporting

- **Annual Reporting of Risk Assessment Results**:

  Upon the completion of the annual risk assessment process, as noted in the Roles and Responsibilities portion of the ERM Admin Procedure, the following is reported to the Board of Trustees:
  - Prioritized risk register displaying the top organization-wide risks;
  - The corresponding key risk mitigation processes or controls; and
  - Strategies developed to address key risks that were insufficiently mitigated.

- **Status Reporting**:

  At least once per year, SRPSD will engage in high-level reviews of the risk register. The following is reported to the Board:
  - That the review has been undertaken;
  - Any new risks that have been identified, including ranking the new risk based on the impact a likelihood criteria; and
  - Significant changes in existing key risks or mitigations processes.

Administrative Procedure 159

EQUITY, DIVERSITY AND INCLUSION

Background

In keeping with the spirit and intent of the *United Nations Universal Declaration of Human Rights, the United Nations Convention on the Rights of the Child, the Canadian Charter of Rights and Freedoms,* and *The Saskatchewan Human Rights Code*, Saskatchewan Rivers Public School Division (SRPSD) subscribes to the fundamental principle that all persons are equal in dignity and rights as per Policy 1: Foundation Statements. The development and implementation of procedures, practices and programs shall reflect and promote everyone's right to equal concern and respect, and provide an environment which promotes and fosters growth, harmony, and equality of opportunities for all students and staff members.

Demonstrating commitment and action toward a more equitable, diverse, and inclusive community requires reflection and active learning. As such, application of this procedure will focus on providing the education, resources, and supports so that all SRPSD staff understand equity, diversity, and inclusion and are responsible for the implementation of such within their scope of influence and authority.

Definitions

1. Diversity refers to the existence of variations of different characteristics in a group of people. These characteristics make each person unique, such as cognitive skills and personality traits, along with the things that shape identity like race, age, gender, religion, sexual orientation, and cultural background.
2. Equity is about fairness in access to education and employment and in the opportunity to succeed. Taking equity as a guiding principle means that SRPSD will respect and value the differences of our students and staff by actively identifying and removing barriers.
3. Inclusion means that SRPSD values and cultivates full and meaningful engagement of all individuals.

Procedures

1. All SRPSD staff and students share the responsibility for creating a supportive and inclusive environment and shall:
    - 1.1 Support, acknowledge and encourage diversity through the identification and removal of barriers and biases, and the creation of workplaces and learning environments that are free of harassment and discrimination.
    - 1.2 Foster a culture of belonging that embraces equity, diversity, and inclusion.
    - 1.3 Display respect as they seek to understand each other's perspectives by inviting and exploring various points of view.
    - 1.4 Welcome and foster positive, informed, and inclusive attitudes towards each other.
    - 1.5 Use inclusive and respectful language and approaches in all interactions.
    - 1.6 Answer the Calls to Action of the Truth and Reconciliation Commission that pertain to education.

1.7 Strive for communications that reflect the diversity of SRPSD and our communities and use inclusive language.
1.8 Foster environments that are free of discrimination and harassment, and inclusive of all individuals.
1.9 Report matters of harassment and discrimination in compliance with AP 160: Discrimination/Harassment/ Workplace Violence.

2. Saskatchewan Rivers Public School Division is responsible for:
2.1 Creating an organizational culture and environment that both values and benefits social and cultural diversity.
2.2 Promoting procedures and practices to support equity, diversity, and inclusion.
2.3 Providing opportunities and/or resources for stakeholders to develop knowledge, skills, and attitudes to deepen understanding of equity, diversity and inclusion.
2.4 Encouraging staff to seek opportunities to enhance their professional growth and development of knowledge, skills, and attitudes to deepen understanding of, and support for, all staff and students regarding equity, diversity, and inclusion.
2.5 Providing resources and professional development to ensure all staff understand and enact direction related to answering the Calls to Action of the Truth and Reconciliation Commission that pertain to education.
2.6 Embedding anti-racist and anti-oppressive practices into the Division's educational and operational functions so that actions associated with beliefs such as racism, sexism, homophobia, transphobia, and other forms of oppression are not tolerated.
2.7 Providing a safe accommodation for change room use by any student or staff member who desires increased privacy. The school administration will work with the student and parent/guardian when appropriate, to create a changeroom plan. Safe accommodations may include, but are not limited to:
- Use of a private area within the public area (e.g. room with a door off the corridor);
- Having a separate changing schedule in the private area (either utilizing the change room before or after the other students);
- Using a nearby private area (e.g. a nearby washroom).
- When traveling to schools or facilities outside the school division, supervising staff will ensure students have access to an alternate private change room if needed.

References: The Education Act, The Saskatchewan Human Rights Code, The Saskatchewan Employment Act, The Occupational Heath and Safety Regulations, Criminal Code of Canada, Canadian Charter of Rights and Freedoms, Calls to Action of the Truth and Reconciliation Commission, United Nations Universal Declaration of Human Rights, United Nations Convention on the Rights of the Child, AP 153: Student and Safety, AP 160: Discrimination/Harassment/Workplace Violence, AP 214: Intensive Supports for Diverse Learner Nees, AP 300: Student Code of Conduct; AP 405: Employee Expectations and Code of Conduct

Approved: *March 18, 2024; June 16, 2025*

Administrative Procedure 160

DISCRIMINATION/HARASSMENT/WORKPLACE VIOLENCE

Background

The Division believes that every employee is entitled to employment free of discrimination, harassment, and workplace violence. The Division has a responsibility, insofar as reasonably practicable, to ensure that no employee will be subjected to discrimination, harassment, or workplace violence with respect to any matter or circumstance arising out of employment.

Discrimination, harassment and workplace violence constitute a disciplinary infraction that shall be dealt with through the appropriate measures. Disciplinary actions for violations will take into consideration the nature and impact of the violations. Appropriate measures could range from written reprimands up to and including termination.

This Administrative Procedure does not restrict or inhibit the right of employees to file a complaint with other authorities such as the Saskatchewan Human Rights Commission and Saskatchewan Labour, Occupational Health and Safety Branch. In the event of a conflict between any provision of this administrative procedure and applicable law, the applicable law shall apply.

This Administrative Procedure outlines the procedures to be followed regarding allegations of discrimination, harassment, and workplace violence so that employees will know that complaints will be treated in a confidential, consistent and effective manner and that incidents may be reported without fear of retaliation or reprisal.

Procedures

1. Definitions
   - 1.1 Discrimination: is unfair action taken against others because they belong to a certain group. It denies people benefits and opportunities that are necessary for a decent life. Discrimination can flow from prejudice, negative stereotypes, or a failure to consider the needs of others.
     It is against the law for someone to discriminate in the workplace based on the prohibited grounds including race or perceived race, creed, religion, colour, sex, sexual orientation, marital status, family status, disability, physical size or weight, age (over 18 years), nationality, ancestry, place of origin or receipt of public assistance
   - 1.2 Harassment: is defined as any inappropriate conduct, comment, display, action or gesture by a person that either:
     - 1.2.1 Is based on any of the prohibited grounds of discrimination; or
     - 1.2.2 Has a lasting, harmful effect on the employee that adversely affects the worker's psychological or physical well-being and that the person knows or ought reasonably to know would cause a worker to be humiliated or intimidated; or

1.2.3 Constitutes a threat to the health and safety of the worker.
To constitute harassment there must be:

- Repeated conduct, comments, displays, actions or gestures must be established; or
- A single, serious occurrence of conduct, or a single serious comment, display, action or gesture that has a lasting, harmful effect on the worker must be established.

Harassment does not include any reasonable action that is taken by an employer, or a manager or supervisor employed or engaged by an employer, relating to the management and direction of the employer's workers or the place of employment.

1.3 Sexual Harassment: is a form of discrimination. It is unwarranted sexual conduct that interferes with rights guaranteed by *The Saskatchewan Human Rights Code*. It may be verbal, physical or visual. It may be one incident or a series of incidents. It is always unsolicited and unwelcome behaviour, and can take many forms.

1.4 Workplace Violence: means the attempted, threatened or actual conduct of a person that causes or is likely to cause injury, and includes any threatening statement or behaviour that gives an employee reasonable cause to believe they are at risk of injury.

1.5 Personal Harassment or "Bullying": is an extreme form of workplace violence. It is a form of non-physical violence which can lead to physical violence. It is psychological warfare. It is intended to intimidate, offend, humiliate, degrade or demean. Sometimes it's directed at one employee; at other times it's not aimed at anyone in particular but is part of generally hostile behaviour that has a toxic effect on the workplace. The "bully" can be a supervisor or any other employee and is not gender specific.

2. Scope
   2.1 This administrative procedure applies to all employees.
   2.2 Not only during working time, but to any activities on or off school division premises which could reasonably be associated with the workplace.

3. Responsibility
   3.1 All employees, and particularly employees in management and supervisory positions, are responsible for ensuring discrimination; harassment and workplace violence are not tolerated and, where possible, are redressed.
   3.2 Any employee who becomes aware of situations where discrimination, harassment or workplace violence may be occurring is requested to notify their manager or supervisor and proceed through the concern protocol in Administrative Procedure 153.
   3.3 All employees are responsible for being sensitive to the impact as well as the intent of their actions and are required to: refrain from participating in discrimination, harassment and workplace violence; and cooperate with any person investigating and /or seeking to resolve complaints filed under this policy.
   3.4 Managers and supervisors are responsible for providing a work environment that is free from discrimination, harassment and workplace violence. This responsibility includes actively promoting a positive, harassment-free work environment and intervening when problems occur. Additionally, managers and supervisors are responsible for dealing with inappropriate actions of others that come to their attention.

4. Confidentiality
   4.1 All complaints will be handled in a confidential manner with the understanding that respondents named in a complaint have the right to know the allegations being made against them.
   4.2 The investigation will be limited to only those individuals who must be contacted to fulfill the Employer's legal duty to investigate and to resolve the situation.
   4.3 Those involved in the investigation are prohibited from discussing the complaint outside the official restorative or investigative process. Breaches of confidentiality may result in disciplinary action up to and including termination.
   4.4 Information concerning a complaint, or action taken as a result of the investigation, will not be released to anyone who is not involved with the investigation.
   4.5 Notwithstanding the above clauses, information relating to the investigation may be subject to subpoena for court, legal or arbitral purposes.

5. Correspondence
   5.1 All correspondence and reports relative to alleged infraction(s) shall be held separately in a confidential file to be retained by the Manager of Human Resources.
   5.2 If allegations are not supported, the file shall be destroyed one (1) year after the person in authority's ruling is rendered.
   5.3 If the investigation supports the allegations, copies of all supporting documentation shall be placed on the offender's personnel file in a sealed envelope with restricted access.

6. Unsubstantiated Complaints
   6.1 Where a complaint has not been substantiated, no action will be taken against an employee who has made a complaint in good faith. It is important to note that an unproven allegation does not mean that discrimination, harassment or workplace violence did not occur or that there was a deliberate false allegation. It simply means that there is insufficient evidentiary basis to proceed or that while the complainant may have genuinely had reason to believe that there was discrimination, harassment or workplace violence, investigation has not borne out the complaint
   6.2 If, upon investigation, it is found that false accusations were made knowingly and with malice, the Director may impose disciplinary action upon the employee making the false accusations up to and including termination.

7. Steps to Follow
   7.1 Step 1: Individual Problem Solving and Resolution
   Employees are encouraged to attempt to resolve their concerns by direct communication with the person(s) engaging in the unwelcome conduct.
      7.1.1 Where employees feel confident or comfortable in doing so, clearly make known to the person(s) whose conduct or comments are offensive that the behaviour is objectionable and must stop.
      7.1.2 Keep a written record of the date, time, details of the conduct, and witnesses, if any.
      7.1.3 If resolution is achieved, both the complainant and the respondent should keep a record of the agreed-to resolution.

   7.2 Step 2: Management Support and Intervention
   Employees who are not confident or comfortable with Step 1 and who believe they are victims of discrimination, harassment or workplace violence, or become

aware of situations where such conduct may be occurring, are encouraged to report these matters to any of the following: the employee's manager or supervisor, the Manager of Human Resources, or the Director.

7.2.1 The person in authority who receives an informal verbal complaint shall take action to ensure the complaint is addressed, or at minimum is being investigated, within ten (10) working days from the date the complaint was received.

7.2.2 The person in authority shall take the following actions:

7.2.2.1 Provide the complainant and respondent with information regarding discrimination, harassment, or workplace violence.

7.2.2.2 Discuss issues of confidentiality and limits to confidentiality when a complaint is received.

7.2.2.3 Attempt to bring resolution to the situation by:

- Assisting the complainant in speaking to the respondent directly; or
- Speaking to the respondent directly on the complainant's behalf to outline the allegations and attempt to resolve the complaint informally; or
- If both parties are willing to enter into voluntary mediation, the person in authority shall act as or appoint a neutral third party acceptable to both.

7.2.2.4 If an acceptable resolution is achieved, the person in authority shall monitor the status of the resolution to ensure it is satisfactorily implemented and maintained.

7.2.2.5 If an acceptable resolution is not achieved, a formal investigation may be initiated.

7.2.2.6 As part of the Step 2 process the following documentation will be held separately in a confidential file:

- The names of the complainant and respondent;
- The nature of the alleged infraction;
- A record of all meeting dates and attendees; and
- The present disposition of the complaint.

7.3 Step 3: Formal Complaint

If informal attempts at resolving the issue are not appropriate, or proving to be ineffective, a formal complaint may be filed. To file a formal complaint:

7.3.1 Provide a letter of complaint that contains a detailed account of the offensive incident(s) including:

7.3.1.1 Name of Complainant.

7.3.1.2 Home and Work phone numbers of the complainant.

7.3.1.3 Type of Harassment (on what prohibited grounds did the harassment occur).

7.3.1.4 Respondent: alleged harassers' name.

7.3.1.5 Details of the complaint, including:

- Dates, times and location of each occurrence;
- The persons involved, and names of witnesses, if any
- What has been done in response to the behaviour;
- Has the respondent or another appropriate person been advised that the behaviour is objectionable and must stop;
- Any other details of the incident(s); and
- The remedy sought.

7.3.1.6 The formal written complaint must be signed and dated by the complainant. By signing a formal complaint, the complainant is

agreeing to have the actual complaint provided to the respondent.

7.3.2 A formal complaint is to be filed with the Manager of Human Resources.

7.3.2.1 The person receiving the complaint, if other than the Director, shall immediately report the complaint to the Director.

7.3.2.2 In the event the Director is the subject of the complaint or is the complainant, the person receiving the complaint shall report it directly to the Board Chair who shall immediately bring it to the attention of the Board.

7.3.2.3 The Manager of Human Resources shall facilitate investigation of the complaint immediately upon receipt of the complaint. This may include:

- Contracting out the investigation;
- Appointment of an out-of-scope staff member; or
- Investigation by the Manager of Human Resources.

7.3.2.4 In the event the Director is the subject of the complaint or is the complainant; the Chair of the Board shall appoint another person to be in charge of the investigation.

7.3.3 The person who investigates the complaint shall ensure that the following is completed:

7.3.3.1 Notify and provide a copy of the complaint to the respondent;

7.3.3.2 Request the respondent to respond in writing to the complaint;

7.3.3.3 Interview the complainant, the respondent and any relevant witnesses (witnesses must be informed that the evidence provided will be shared with the complainant and respondent);

7.3.3.4 Collect relevant documents or other physical evidence.

7.3.4 The investigator will submit a written report to the Director. The report will detail the following:

7.3.4.1 The complaint;

7.3.4.2 Statement of respondent(s);

7.3.4.3 A list of witnesses;

7.3.4.4 Witness statements;

7.3.4.5 Relevant documents;

7.3.4.6 Findings of the investigation; and

7.3.4.7 The investigator's conclusion as to whether harassment, discrimination or workplace violence did or did not occur.

NOTE: The investigator's report will not include recommendations regarding disciplinary action. Disciplinary action will be determined by the Director or Board as appropriate.

7.3.5 Both the complainant and the respondent shall have the opportunity to have someone present to provide advice or assistance throughout the investigation.

7.3.6 Either party may, after receiving the results of the investigation, appeal to the Board if dissatisfied with the resolution of a formal complaint.

7.3.7 All records relating to the complaint and investigation shall be kept in a confidential file to be retained by the Manager of Human Resources.

Reference: *Saskatchewan Employment Act; Saskatchewan Human Rights Code Act;* Section 85, 87, 108, 109, 175, *The Education Act, 1995;* Canada Criminal Code; Canada Labour Code;Canadian Charter of Rights and Freedoms; STF Code of Ethics; Child Welfare Act

Approved: May 12, 2014

Administrative Procedure 165

LOCAL AUTHORITY FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Background

All information provided to individuals upon request must be done in accordance with the provisions of the *Local Authority Freedom of Information and Protection of Privacy Act*. LAFOIP
The Director has appointed a Superintendent of Schools as the LAFOIP Coordinator.

Procedures

1. Subject to the limitations in the *Local Authority Freedom of Information and Protection of Privacy Act*, upon application to the LAFOIP Coordinator, upon payment of the prescribed fee, and subject to the limitations of section 5 below, every person shall be permitted access to records that are in the possession or under the control of the Division. The fee schedule shall be that as contained in the Local Authority Freedom of Information and Protection of Privacy Act as determined from time to time by the Government of Saskatchewan.

2. Each applicant shall make application on the prescribed form specifying the subject matter of the record requested, along with sufficient particularity as to the time, place, and event LAFOIP Form.

3. The LAFOIP Coordinator shall consider each application and give written notice to the applicant within 30 days regarding the disposition of the request.

Reference: *Local Authority Freedom of Information and Protection of Privacy Act*

Approved: May 12, 2014

Administrative Procedure 168

EXTERNAL RESEARCH REQUESTS

Background

The Division recognizes the value of research to advance learning and also recognizes the limited time and resources available to its staff.

Procedures

Staff participation

1. External requests for voluntary staff surveys (those not requiring student participation or instructional time) will be distributed to schools at the discretion of the superintendent with responsibility for that area related to the survey topic.

2. Prior to approving the distribution of the survey, the Superintendent will consider the:
   - 2.1 alignment of the survey with the Division's Strategic Plan and priorities;
   - 2.2 potential demands the survey will place on staff;
   - 2.3 nature of the questions and the potential value of the survey to the Division or to the community; and
   - 2.4 other factors that the Superintendent consider appropriate.

3. The superintendent will seek the advice of Administrative Council as needed for potentially sensitive or demanding surveys.

Parent/student participation

1. External requests for surveys or similar research that requires instructional time, or requires student or family participation will be distributed to schools at the discretion of the Director.

2. Prior to approving the distribution of the survey or similar tool, the Director will consider the:
   - 2.1 alignment of the survey with the Division's Strategic Plan and priorities;
   - 2.2 potential demands the survey will place on students and family;
   - 2.3 nature of the questions and the potential value of the survey to the Division or to the community; and
   - 2.4 other factors that the Director consider appropriate.

3. The Director will seek the advice of Administrative Council, and inform the Board for potentially sensitive or demanding surveys.

Other

1. Research of a more intensive or invasive nature will be considered by the Director and approved or rejected based on the following information:
   - 1.1 an outline of the purpose and anticipated outcomes and how those outcomes align with provincial curricular outcomes and/or the Division's Strategic Plan priorities.
   - 1.2 a summary of the expected process (including what demands will be placed on students and on the time and energy teacher/staff/principal/Division).
   - 1.3 the letter indicating proposal was approved by the Ethics Board of an accredited university.
   - 1.4 copy of the survey instrument or other research tools.
   - 1.5 an expected timeline.
   - 1.6 any additional information the Director considers appropriate.

2. The Director will seek the advice of Administrative Council and inform the Board for potentially sensitive or demanding research.

New: February 23, 2015

Administrative Procedure 170

RETENTION AND DISPOSAL OF RECORDS

Background

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

Procedures

1. The Division requires that all its official records and public documents shall be preserved and/or disposed of in accordance with legislation and under the supervision of the Director.

2. The Minister of Education has ordered that boards not dispose of public documents before the end of the retention periods listed in the Records Retention and Disposal Schedule. This Schedule was prepared by the Saskatchewan School Boards Association and the Saskatchewan Association of School Business Officials Records Retention Guide
   2.1 Cumulative Folders are to be retained until the student turns 30 years of age rather than the 25 years of age listed in the Schedule.

2. Election Records

   3.1 To be retained permanently.
      3.1.1 Revised Voters' List (if prepared by the board);
      3.1.2 Poll Map (if prepared by the board);
      3.1.3 Nomination Forms;
      3.1.4 Poll by Poll Election Results;
      3.1.5 Returning Officers' summary of results.
   3.2 Ballots to be retained in accordance with section 112 of *The Local Government Election Act.*
   3.3 All other election materials (one year after election day).
   3.4 Where co-operation between the school division and municipality results in a single set of election records, such records must be retained in whole or in part by the co-operating jurisdictions in such manner that all of the election records are retained in accordance with this administrative procedure.

3. Human Resources

   The Human Resources department will maintain all records in accordance with the provisions of all applicable collective bargaining agreements pertaining to those personnel files, and with *The Local Authority Freedom of Information and Protection of Privacy Act.* All documentation used for the hiring and retention of employees will follow the appropriate disposal periods as outlined in the Records Retention Guide

4. Any confidential records approved for disposal must be secured during storage or transportation for disposal purposes and must be destroyed using the most appropriate method for the record type.

Reference: Section 85, 87, 108, 109, 369, *The Education Act, 1995;* Section 112, *Local Government Election Act*
Section 15, *Archives Act;* Records Retention and Disposal Schedule

Revised: September 2, 2014

Administrative Procedure 173

COPYRIGHT

Background

The Division recognizes the rights of creators and undertakes to ensure staff members are aware of these rights as required by the Copyright Act of Canada. The Division will not accept responsibility for a staff member who willfully and knowingly contravenes the *Copyright Act*.

Definitions

In this Administrative Procedure:

Copyright means the legal protection of a creator's original work. Copyright law does not protect ideas, only the form in which they are expressed.

Copyright Infringement means publishing, adapting, exhibiting, translating, editing, performing in public, communicating by telecommunication, copying or converting to another medium without permission of the creator.

Works Covered by Copyright mean all original literary, dramatic, musical and artistic works.

Examples include: movies, books, music, writings, encyclopedias, photographs, films, dictionaries, statistical data, newspapers, reviews, magazines, translations, tables, compilations, examination questions, speeches set down in writing, any piece that can be recited, choreographs, harmony, melody, lyrics, paintings, drawings, sculptures, works of artistic craftsmanship, engravings, architectural works of art, maps, plans, charts, records, cassettes, tapes, sound recordings, television programs and electronic resources such as computer software, online programs, CD-ROMs, laser disks and computer programs stored on any media.

Dubbed Off-Air means making a copy of any television program during broadcast. A copy of the newscast can only be made at the time the newscast/commentary aired. If the news agency posts it on the internet it is the users right to view the items posted on the internet however sources should be checked and rights credited.

Procedures

1. Works covered by copyright may only be reproduced for Division Office, class or school use with oral or written permission from the copyright owner or if they are covered by an agreement entered into by the CFO or on behalf of the Division by the Ministry of Education.

2. Print Resources
   The Ministry of Education has entered into the *Access Copyright Elementary and Secondary School Tariff agreement* on behalf of Saskatchewan School Divisions which allows copying under certain conditions. An individual may reproduce print

resources in accordance with the fair dealings guidelines found in this agreement.
Video Resources

The Copyright Act permits showing an audiovisual work such as a DVD or video as long as the work is not an infringing copy or the person responsible for the showing has no reasonable grounds to believe it is an infringing copy. Teachers can show audiovisual works purchased or rented from a retail store, a copy borrowed from the library, a copy borrowed from a friend, and a YouTube video.

Showing movies from subscription services in the classroom is governed by the terms of the agreement between the subscriber and the subscription service. If the agreement provides that use is limited to "personal" or "household" use, for example, then classroom use is not permitted under the agreement.

3. Electronic Resources
   - 3.1 Electronic resources such as computer software, CD-ROMs, on-line programs, electronic bulletin boards, freeware, shareware, and computer programs stored on any media may only be used according to conditions specified on the site or jurisdictional license.
     The Division will make every effort to purchase multiple copies of electronic resources or to purchase site or jurisdictional licenses for electronic resources.
   - 3.2 One (1) back-up copy, adaptation or translation of a computer program is permitted by law and does not require special permission from the copyright owner.
     Schools (school libraries) may only lend the original program, not the back-up copy.
   - 3.3 Educational institutions, teachers, and students may save, download, and share publicly available internet materials, as well as use that material in the classroom and communicate to students or others within their education circle.
     "Publicly available" materials are those posted on-line by content creators and copyright owners without any technological protection measures, such as a password, encryption system, or similar technology intended to limit access or distribution, and without a clearly visible notice prohibiting educational use.

4. Music Resources
   The schools purchase music resources following copyright guidelines. An individual may reproduce music resources in accordance with the guidelines found in this agreement *Copyright Act*.

5. "Public Domain" Resources
   - 5.1 Staff members may reproduce works that are in the "Public Domain".
   - 5.2 If a work is in the "Public Domain" it means that reproduction is allowed without requesting permission.
   - 5.3 Fifty (50) years after the death of a creator, a work becomes part of the "Public Domain", except when rights are passed to others.
   - 5.4 If the work is reprinted in a new edition, only the original text is in the "Public Domain".

6. Ownership of Copyright
   - 6.1 The Division owns copyright in any works produced by a staff member in the course of his/her employment.

6.1.1 The Director may grant others the right to reproduce work copyrighted by the Division under such terms as may be appropriate. The reproduction must include the copyright and give acknowledgment to the authors.

6.1.2 The Director may enter into an agreement with others to produce, in part or in whole, a work for the Division. This agreement shall specifically address copyright of the work produced.

6.1.3 The Division may market Board material at a cost that shall cover printing, mailing and royalty.

6.1.4 The Division may enter into an agreement with a private publisher to publish Division material for sale and distribution.

6.1.5 If the Division markets a resource profitably, it may choose to compensate the creative staff member.

6.2 Students own the copyright on anything that they create and parental permission to reproduce their work shall be obtained if the student is under sixteen (16) years of age. Student permission is required if the student is sixteen (16) years of age or over. Permission is not required to display student work within the school.

6.2.1 The principal will request and file permissions from parents/guardians at the beginning of each school year to record and/or tape their child(ren) for possible performance.

6.2.2 Parental approval shall be obtained to display any student work outside the school at such sites as teachers' conventions, conferences, public libraries, Division office or on the school website.

6.2.3 The copyright in photographs taken by students for school publications with equipment and supplies provided by the school is usually the property of the school.

7. Adherence to Copyright Law

Staff members will not be required by their supervisors to perform any service that is a violation of this Administrative Procedure.

7.1 Principals and supervisors shall ensure that copyright information shall be offered to all staff members, to ensure they are made aware of Copyright Law, the copyright agreements, and this Administrative Procedure.
The Director may appoint a committee to review copyright procedures periodically and will continue to provide updated information to all schools.

Reference: Copyright Act of Canada
Copyright Matters! 3rd Edition 2012

Approved: May 12, 2014

Administrative Procedure 175

OUTSIDE ORGANIZATIONS ACCESS TO SCHOOLS

A. Outside Organizations Providing Instruction to SRPSD Students

Background

The school division receives numerous offers from organizations to come into schools during instructional time to instruct students on a variety of activities. The number of offers from outside organizations far exceeds what schools have capacity to accommodate. The division supports partnerships that improve learning experiences for students but access to schools must be managed by principals and senior administration.

Procedures

1. The services provided must align with curriculum-based instruction.
2. The organization must not use the school to directly promote or expand commercial ventures.
3. The organization must use employs/uses appropriately trained instructors.
4. The activity and instruction must align with the division's administrative procedures around approved activities, student safety and liability.
5. The access to schools will be at the discretion of the principal unless otherwise directed by the Director of Education.

Preference will be given to organizations that:
1. Operate locally,
2. Contribute directly to students within the division,
3. Have a history of service to the school division or community.

B. Outside Organizations Promoting Services in SRPSD Schools

Procedures

Promotional materials such as posters or pamphlets may be distributed in schools under the following guidelines:

1. The activity or organization's mandate is consistent with the values, goals, mission and vision of the school division,
2. The organization must not use the school to directly promote or expand commercial ventures.
3. Access to schools will be at the discretion of the principal unless otherwise directed by the Director of Education.

Approved: June 20, 2016

Administrative Procedure 177

EXTERNAL SERVICE PROVIDERS IN SCHOOLS

Background

Saskatchewan Rivers Public School Division recognizes that the school, parents/guardians, and community health professionals share a common goal to pursue, within their defined roles, the best interest of the child. Hence, the school division has established guidelines and procedures to clarify the relationship between the school and public and private third party service providers when one or both of the following apply.

- Parents/guardians have retained and/or compensated such community professionals to support their child.
- Staff from another agency and/or ministry request to observe and/or work with a student at school.

Principles:

1. Schools have a) the right to determine, and b) the obligation to provide education programs and services in schools as stated in *The Education Act, 1995*.
2. Schools are responsible for ensuring a) student safety, liability, confidentiality, and supervision; and b) availability of adequate space for school-based programs and services.
3. The school is the primary provider of school-based programs and services.
4. Saskatchewan Rivers Public School Division provides a continuum of services. A description of special education programs and services is outlined on the Student Support Services webpage - SRPSD Student Support Services.
5. School division staff work in partnership with parents/guardians to ensure that the needs of the child are identified, considered, and met. To that end, collaboration with community agencies and private therapists is valued.
6. Parents may decide to secure additional support for their child through community agency staff or private therapists, consultants, educators, or interventionists. When parents opt for additional support for their child, it is the parents' responsibility to arrange for these services to be offered in the home, community, or practitioner office setting.

Definitions:
Direct services are services delivered by SRPSDs staff including teachers, educational associates, Student Support Services personnel, and/or individuals contracted by SRPSD.

Third party services are services delivered by individuals from an external organization. There are two types of third party services including public and private.

- *Public third party services* are those delivered by staff from an agency or other public organization where needed and requested by SRPSD. This could also include not for profit charitable organizations. An agreement, memorandum of understanding, or contract will detail the services provided and conditions related to the provision of those services.
- *Private third party services* are those retained and/or compensated by parents or guardians. They have not been requested by SRPSD.

Procedures

1. Private third party services delivered directly to students during the instructional day are not normally permitted in the school setting.

2. Private third party professionals may, at the discretion of the school division, be permitted in schools solely for observation where a) it assists the privately retained professional or community agency staff to set appropriate goals for the child in non-school environments, and b) to ensure consistency of programming outside of the school environment.

3. The following conditions must be met before a private third party professional is permitted in a school.
   - 3.1 The parent informs the school that they have arranged private third party professional support for their child and request an in-school observation by the professional/agency.
   - 3.2 A request by a private third party professional or community agency staff to observe a student in a classroom must be made to the principal (Appendix A).
   - 3.3 The school principal will determine if the requested observation can be carried out in such a manner that:
     - 3.3.1 Will not negatively impact the educational environment.
     - 3.3.2 Will not interfere unduly with the privacy rights of other students and staff.
   - 3.4 If approved, the principal will sign to approve the request.
   - 3.5 A parent-signed SRPSD *Release of Confidential Information* form is required.
   - 3.6 The principal will determine and schedule the number and duration of third party requests in an effort to minimize the disruption to the delivery of the instructional program.
   - 3.7 Whenever a parent/guardian requests that school staff share information about their child with a private therapist or agency, the parent/guardian must complete a SRPSD *Release of Confidential Information* form. Students over 15 years of age of sufficient maturity must also sign the consent.

Reference: Section 85, *The Education Act,1995*

Approved: June 20, 2016

Administrative Procedure 177 – Appendix A

REQUEST FOR CLASSROOM OBSERVATION

Date: _____

Dear Principal,

RE: _____
(Name of Student)

I, _____, hereby request to visit
_____
(Professional/Agency) *(Name of school)*

to observe _____ on _____.
(Name of Student) *(Date)*

Terms and Conditions:

1. I understand the purpose of the visit is for classroom observation only in order to assist in setting appropriate goals for the child in non-school environments.
2. I understand that the school division and the school retain responsibility for the educational program of the student.
3. I will not review or comment on the performance of the teacher or other school and/or school division staff.
4. I will not interrupt the flow of instruction.
5. I will keep confidential any information I observe or otherwise learn about in relation to staff and/or other students. I will not make any specific comments about students or staff in oral or written reports.
6. I will provide a copy of the written report regarding observations to the attention of the school principal for inclusion in the student's cumulative file.

I agree to the Terms and Conditions as set out above.

_____ _____
(Professional/Agency) *(Date)*

I hereby approve the observation request. A parent has signed a SRPSD Release of Confidential Information form confirming support of the in-school observation.

_____ _____
(Principal) *(Date)*

Administrative Procedure 180

PROCEDURES FOR ELECTION OF BOARD MEMBERS

Background

The Board shall make available to its electors appropriate information with respect to school board elections.

1. Informing Electors

The Director of Education shall implement these procedures to inform electors.

The Board of Education shall provide through school newsletters, information regarding eligibility of electors in Saskatchewan Rivers Public School Division elections. The Returning Officer for civic elections provides similar information in the local press.

At least one month prior to nomination day, the Board of Education shall publish in at least one local daily newspaper an announcement of the election, giving nomination and election dates and qualifications needed by the candidates and the electors. The announcement will inform the candidates that an information package is available to them at the offices of the Saskatchewan Rivers Public School Board of Education.

2. Trustee Election Package

The trustee election package shall include, but not be limited to, the following:

- The most recent Annual Report of the Saskatchewan Rivers Public School Division Board of Education.
- Excerpts from the Local Government Election Act.
- The current edition of the School Locations map.
- A copy of the Nomination form.
- A copy of the Notice of Call for Nominations.
- Information regarding the nomination and election of school board members
- Schedule of Trustee Meetings
- Trustee Expense and Remuneration Schedule

3. Orientation Workshop

The Board of Education shall hold a new board member's orientation workshop following a general election.

4. Advertising on School Board Property

The Saskatchewan Rivers School Division wants to ensure that the election process does not negatively impact on the operation of our schools. The following restrictions have been approved by the Board of Education:

1.3 Candidates or their agents in a Federal, Provincial, Municipal, or School Board election are not allowed to advertise either directly or indirectly on school property.

1.4 Candidates or their agents in a School Board election are allowed to post a self-provided advertisement on a designated bulletin board in the school. This advertising is limited to a small poster or brochure no larger than 11" X 17".

1.5 Candidates or their agents in Federal, Provincial, Municipal, or School Board elections are not to campaign or make speeches at schools during the day. An exception may be made, with the approval of the Director.

5. Advertising in a School Board Election

Every person who distributes an advertisement in a manner that is not in accordance *The Local Government Election Act, 2015* is guilty of an offence and liable on summary conviction to a fine of not more than $5,000.00, to imprisonment for a term of not more than two years or to both.

Approved: April 18, 2016
Revised: October 5, 2020

INSTRUCTIONAL PROGRAMS AND MATERIALS 200

Administrative Procedure 200

ORGANIZATION FOR INSTRUCTION

Background

The Division strives to provide a quality program of studies for all students for which it has responsibility. All programs and services offered shall be in accordance with provincial requirements and within the parameters of the Division's foundational statements – refer to Board Policy Handbook, Policy 1.

Procedures

The Division supports programming that:

1. Promotes high expectations in educational programming.
2. Promotes the acquisition of the basic learning skills.
3. Encourages the growth and development of responsibility and citizenship.
4. Emphasizes a positive self-concept and genuine feelings of self-worth among students.
5. Develops a knowledge ~~regarding of God~~ of respect for family, religion, ***diversity*** and culture in a pluralistic society.
6. Delivers a balanced Special Education Program to assist students who are experiencing learning or coping difficulties.
7. Provides for relevant career education and counselling.
8. The Division's program of studies shall strive to include:
   - 8.1 A strong emphasis on staying current in Core Curriculum implementation and maintenance.
   - 8.2 Rich and varied instructional strategies as an integral part of the delivery of Core Curriculum.
   - 8.3 A broad range of resource material for the use of staff and students.
   - 8.4 Provision for meeting the individual needs of students as an important element of the teaching and learning process in all schools.
9. Curriculum research and development efforts will be supported on the basis that:
   - 9.1 The basic responsibility for curriculum development lies with Ministry of Education.
   - 9.2 Support services will be provided in the form of a program and classroom consultants and teacher release time for pilot and implementation initiatives upon the approval of Superintendents of Schools.
   - 9.3 Financial support will be considered for special initiatives in curriculum development upon the recommendation of Superintendents of Schools.
10. Each school, in collaboration with Superintendents of Schools and consultants, shall adapt the curriculum to meet the needs of their students.

Reference: Section 85, 87, 109, 175, 177 *The Education Act, 1995*
Section 21-25, 37, Education Regulations
The Ministry of Education – Registrar's Handbook
http://www.education.gov.sk.ca/registrarshandbook
Core Curriculum – Principles, Time Allocations and Credit Policy
http://www.education.gov.sk.ca/policy

Approved: May 12, 2014

Administrative Procedure 201

MODIFIED, ALTERNATIVE, FUNCTIONAL AND LOCALLY DEVELOPED PROGRAMS

Background

The Division believes in the importance of meeting the individual needs of students and recognizes that in specific circumstances students may require special programs. The Ministry of Education provides for the development of locally developed and modified courses within the provincial core curriculum.

Procedures

1. The principal, in consultation with their superintendent, consultants and staff members, shall determine and document the need for such programs.

2. A thorough communication process shall be in place for informing child's parents about the programs.

3. Approval of the parent/guardian of student candidates for such special programming shall be requested before they are entered into such programs.

4. Schools shall adhere to the regulations as outlined, in the Ministry of Education document entitled "*Policies and Procedures for Locally Developed and Modified Courses of Study, and Alternative Education Programs"* Ministry LDC current edition.

5. The superintendent responsible for curriculum shall review and approve such programming.

Reference: Section 87, 109, 176, 186, *The Education Act, 1995*
Ministry of Education Policy and Procedures for Locally Developed Courses of Study

Approved: May 12, 2014

Administrative Procedure 206

FAMILY LIFE AND HUMAN SEXUALITY

Background

The Division delivers a well-rounded Health program, including family life and human sexuality which incorporates attitudes and practices that are sensitive to and encourage responsible choices within the context of personal, family and societal values that lead to healthy outcomes. When addressing controversial issues relating to sexuality, equitable and balanced representation of divergent viewpoints is required.

Procedures

1. The Human Sexuality program will be delivered according to the Saskatchewan Health Curriculum.

2. Responsible decision-making, self-assertiveness and the sexuality theme of abstinence will receive primary emphasis at all ages.

3. The implementation of the sexuality unit, among other topics includes proper contraception skills, issues leading to and implications of high risk behaviour and strategies promoting the reduction of high risk behaviour.

4. The delivery of the Human Sexuality program will be age appropriate and presented in a timely and sensitive manner.

5. Teachers shall inform parents about the program two weeks prior to the beginning of instruction (commencement/completion dates, objectives, scope and sequence of content, resources, and activities) and give them the opportunity to ask questions, get clarification, and express concerns.

6. Parents shall be given the opportunity to opt out of all or part of the Human Sexuality unit. The withdrawal shall be expressed in writing.

7. Partnerships will be encouraged among educators, the home, and Ministry approved personnel. In all cases, the presentations of resource personnel shall align with and support the contents of the Saskatchewan Health Curriculum.

8. Respect of all students' personal and family beliefs regarding family life and human sexuality will be the foremost objective. The primary response to a student who raises a controversial issue will be to refer that student to family to clarify personal and family beliefs. Further counsel offered to a student will be considered only with expressed, written parental/guardian consent.

Reference: Section 85, 87, 108, 109, 175, 177, *The Education Act, 1995*

Approved: May 12, 2014; January 15, 2024

Administrative Procedure 208

RELIGIOUS AND SPIRITUAL INSTRUCTION

Background

The Division recognizes in the importance of Canada's religious and spiritual heritage and supports the traditional role of spirituality in society and in education.

Procedures

1. In all matters pertaining to religious and spiritual instruction, the Division shall be guided by Section 182 of *The Education Act, 1995*.

2. The Division recognizes the pluralistic nature of Canadian society and therefore supports an approach, in the context of the Core Curriculum, to religion and spirituality that is sensitive to and encouraging of the presentation of an equitable and representative cross section of points of view.

3. Working within the established curriculum, the Division encourages schools to develop in students:
   3.1 An appreciation of such universal values as honesty, caring, respect and tolerance;
   3.2 An understanding of the purpose and worth of human existence;
   3.3 A respect for family, religion, and culture in a pluralistic society;
   3.4 An appreciation for and understanding of world religions.

4. Where topics of religion or spirituality are covered in Core Curriculum, the focus shall be on teaching about versus teaching in a specific religion.

Reference: Section 85, 87, 109, 175, 182, 184, *The Education Act, 1995*

Approved: May 12, 2014

Administrative Procedure 211

DISTANCE LEARNING

Background

The Division encourages students to participate in face-to-face instruction. However, in some circumstances it may be beneficial and necessary for students to enroll in distance learning. Students must meet the Ministry of Education student enrollment requirements.

Procedures

1. The Division is able to provide access to the Saskatchewan Distance Learning Corporation (Sask DLC) as the only option for distance learning courses with a variety of methods:
   - 1.1 Registration in Sask DLC:
     - 1.1.1 Students can register as full-time students in Sask DLC through their community school. Grades 9-12 Students are required to take a full course load in order to meet the requirements for graduation. Distance learning is offered by Sask DLC, and as such students will have to adhere to the corporation's policies for online learning.
   - 1.2 Secondary registration within Sask DLC:
     - 1.2.1 Students can register with Sask DLC as a secondary school to take courses and remain registered in their school. If students wish to register for a course with Sask DLC, they must contact their school administration to begin the registration process. Once approved by the Superintendent of Schools responsible for distance learning, the principal will arrange for the registration and provide guidance at the school for those students enrolled in any Sask DLC courses.
     - 1.2.2 Approval for this type of request is made by the Superintendent of Schools responsible for distance learning in collaboration with the school administration team. Approval may be given:
       - When the student possesses the independent ability to successfully complete the courses;
       - To support a legitimate need for the student's graduation plan;
       - When the school has exhausted their ability to deliver the programming required at the school level.

2. Access to SRPSD School Division services for full time Sask DLC students:
   - 2.1. The Division will provide Sask DLC students with access to common educational resources, such as libraries, provided they do not interfere with school-based operations.
   - 2.2. The Division will provide Sask DLC students with access to driver education through the school in their attendance area.
   - 2.3. Upon request of the Sask DLC student support team, the Division may consider providing direct therapeutic services by Division-employed professional service providers if such services are necessary. The direct therapy services shall occur on a prioritized basis at a location chosen by the Division-employed professional services providers.
   - 2.4 Sask DLC students may participate in extracurricular activities providing:
     - 2.4.1 Sask DLC students participate as part of the school in their attendance area.
     - 2.4.2 Travel costs are born by the parent.
     - 2.4.3 Participation is limited to availability of space on teams and clubs. Opportunities to participate will only be granted if there are positions open – positions on teams of clubs will be filled first by students attending the school as regular students.

2.4.4 Participation in any co-curricular or extracurricular activity can be ended at the discretion of the principal.
2.4.5 Students in Grades 9 – 12 are subject to the rules and regulations of the SHSAA. Home-based education students begin the process of participating in school sports by contacting the principal.

2.5 Sask DLC students may participate in co-curricular events providing:
2.5.1 Co-curricular events are activities that support the provincial curricula.
2.5.2 The supervision of the student is the responsibility of the parent.
2.5.3 Fees and travel costs are born by the parent.
2.5.4 Sask DLC students obey the rules and comply with the expectations of all students participating in the event.
2.5.5 Principals have the authority to end the participation of the Sask DLC student in any school-based activity at their discretion. Sask DLC students begin the process of participating in co-curricular events by contacting the principal.
2.6 A student may attend graduation ceremonies at their attendance area school by notifying the principal by March 1.

Reference: Section 85, 87, 109, 176, *The Education Act, 1995*
Section 8 Regulation Act

Revised: September 8, 2015; August 30, 2021; May 1, 2023: August 28, 2023; September 18, 2023

Administrative Procedure 213

THE HUB (INTER-MINISTERIAL COLLABORATIVE SUPPORT)

Background

The Division supports inter-ministerial collaborative support to better meet the needs of students and/or their families deemed to be at acutely elevated risk across multiple human service providers. The Hub is a multi-agency, inter-ministerial team designed to mobilize the delivery of human services to individuals and/or their families in order to provide an immediate, coordinated and integrated response to mitigate the acutely elevated risk in order to reduce harm, crime and victimization.

Procedures

1. SRPSD employees will refer students to the Hub through the principal.

2. The principal will consult with school and/or school division personnel to determine whether or not all of the school and school division resources have been exhausted in order to mitigate the acutely elevated risk of a student and/or their family.

3. When it has been established that all of the school and school division resources have been exhausted and that an inter-ministerial response is needed to mitigate the acutely elevated risk then the principal or designate will complete the Hub Referral Form. The principal may inform their superintendents about the Hub referral if deemed necessary.

4. In situations where consent is required, a consent for the referral will be sought using a Hub Release of Confidential Information Form Consent Form. In situations where a student's mental health or physical safety need to be protected consent is not required.

5. The principal will sign the referral form and email it to the CMPA Education Representative and the Superintendent of Schools responsible for the Hub.

6. After consultation between the parties identified in procedure 4 and 5 has been completed and it has been determined by all parties that that the referral has met the requirements to be discussed at the Hub then the SRPSD hub member will present the referral to the Hub.

7. Following the Hub meeting, inter-ministerial decisions and intervention plans will be shared with the principal and/or designate. Collaboration between the Hub and the school may determine the school-based team's involvement in mobilizing the plan.

8. Schools will engage in cooperation with Hub interventions with the highest priority.

Reference: Section 87, *The Education Act, 1995*

Approved: May 12, 2014

Administrative Procedure 214

SPECIAL EDUCATION

Background

The Division recognizes that Special Education programs address diverse learner needs. Diverse learners may require programs of study that are adapted, modified, or altered. To this end, the Division will provide programming that seeks to draw the greatest potential from every student.

Procedures

1. The superintendent responsible for student support services shall keep current an electronic Special Education Master Plan Student Support Services Information. This plan shall be aligned with the Saskatchewan Education Special Education policies and include the following:
   1.1 Roles and responsibilities;
   1.2 Strategies and resources;
   1.3 SRPSD special programs;
   1.4 Forms and referral process;
   1.5 Inclusion and intervention plan (IIP)
   1.6 Community resources.

2. The Division shall seek to balance the needs of special education programs with the needs of general programming. Prior to special education programming placements, parents shall be consulted to determine the most suitable placement for their child.

3. The principal shall ensure that parents or guardians with a student with IIP have an opportunity to provide input, to review and to approve the IIP.

4. Parents and guardians, or students who have reached 18 years of age, shall have access to a process to Review Decisions Regarding Students with Intensive Needs as per Board Policy 14.

Reference: Section 5, 148, 150-155, 158, 178.1, 186.1, 231, *The Education Act, 1995*
Section 48, 49, 50, 50.1, 52, Education Regulations
Human Rights Code
Canadian Charter of Rights and Freedom

Approved: May 12, 2014

Administrative Procedure 217

FRENCH IMMERSION

Background

In that French is one of Canada's two official languages, the Division encourages students to study in the French language where numbers warrant.

Procedures

1. The French Immersion program shall be the Type B French Immersion/Bilingual program.

2. Any student living within the boundaries of Saskatchewan Rivers Public School Division may be registered in the French Immersion program designated to their attendance area.

3. Transportation to those schools offering a French Immersion program shall be provided for those students living within the identified attendance area of their designated French Immersion program.

4. The French Immersion program shall be operated under the regulations and guidelines as prescribed by Ministry of Education.

Reference: Section 85, 87, 109, 180, *The Education Act, 1995*
Section 38, 40, 42, 44, 45, 46 Education Regulations

Approved: May 12, 2014
Revised: June 21, 2021

Administrative Procedure 225

VOLUNTEERISM 30 CREDIT

Background

The Division recognizes the value of volunteering. Volunteerism refers to the act of volunteering through community service activities. Volunteerism enhances the well-being of self and others while providing meaningful service to the individual, organization and community.

Procedures

1. Schools shall establish procedures to communicate to parents/guardians and students the availability and the requirements for credit attainment for volunteerism.
   1.1 The volunteerism plan template must be completed by the student and approved by the principal or designate prior to the student starting the volunteer work. Volunteerism 30 credits will be awarded following the process outlined in the Volunteerism 30 Policy document.
   1.2 All volunteerism credits are to be submitted to the Ministry following the procedures outlined in the Volunteerism Policy document, available from the Ministry of Education.
   1.3 Schools shall retain a copy of the volunteerism plan and log and supporting documentation on file for a minimum of five (5) years.

2. To earn a volunteerism credit, the student must be enrolled in a regular twenty-four (24) credit program in the Division.

3. Volunteerism hours must be completed in Grades 10 to 12.

4. Volunteer hours must be undertaken and completed outside of the regular school program hours.

5. The volunteerism credit requires a minimum of one hundred (100) hours of volunteerism for one or more community service activities.

6. Students are not eligible to earn a Volunteerism 30 credit for any activities listed in the Appendix B: *Ineligible Volunteerism Activities* listed in the Ministry of Education's Volunteerism Policy 2023.

7. This policy is not applicable to the Adult 12 program requirements.

References: Sections 4(1), (1.1)(c), 4.02 and 149(1), *The Education Act, The Saskatchewan Employment Act, 2013 Occupational Health and Safety Regulations, 1996,* Section, 14, *Occupational Health and Safety Act, 1993;* Ministry of Education Volunteerism Policy, 2023.

Approved: May 13, 2024

Administrative Procedure 228

SPECIAL PROJECT CREDIT

Background

The Division believes in the importance of providing an opportunity for secondary students to obtain out-of-school credits towards graduation.

A Special Project credit is designed to recognize student achievement in areas outside of or beyond regular Secondary Programs.

A Special Project may be used three times as an elective to meet the minimum 24-credit requirement at the secondary level.

The Special Project Credit allows students to become involved in the selection, planning and organization of their own programs in consultation with a teacher mentor. Students learn in areas in which they have considerable interest or ability; outside the regular secondary program.

Procedures

1. Student activities that would be considered a normal part of extra-curricular or co-curricular activities generally offered by a school may not be given Special Project Credit recognition (i.e., school team sports, school newspaper, yearbook, S.R.C., etc.)

2. Course work:
   2.1 Course approval shall be based upon work proposed by the student.
   2.2 Course credit shall be based upon work successfully completed by the student.

3. When a project takes a student off site, the provisions of the Work Study Guidelines for coordinating and monitoring shall apply, as appropriate.

4. The Special Project Credit shall be named Special Project 10, 20 and 30.

5. The proposal shall clearly demonstrate independent (self-directed) learning, extension beyond what would normally occur in the class or organization and be an in-depth, intensive exploration of the topic chosen.

6. The project proposal must be in place and approved prior to the student beginning the project.

7. Each project shall be carried out under the supervision of a teacher.

8. The content of the special project need not be related to a specific school subject.

9. If a Special Project is related to a specific school subject, the content of the project shall be distinct from and in addition to regular course requirements.

10. Students are required to submit a clearly planned proposal to the principal for approval. The proposal shall include:
    10.1 A description or outline of the project;
    10.2 The number of hours of work expected to complete the project (minimum 100 hours);
    10.3 A method by which the project will be carried out;
    10.4 A description of the expected result;
    10.5 A description of planned objectives/outcomes;
    10.6 The evaluation procedures jointly developed by the student and supervising teacher;
    10.7 The expected completion date;
    10.8 The name of the supervising teacher; and
    10.9 A list of required resources.

11. Students who successfully complete projects will be granted one credit for a minimum of 100 hours of work on the approval of the principal. The registration and mark shall be submitted to Ministry of Education in the same manner as for other courses of study.

12. The school shall retain a copy of each Special Project proposal on file for a minimum of two years.

Reference: Section 85, 87, 108, 109, 175, 176, *The Education Act, 1995*
Ministry of Education Policy

Approved: May 12, 2014

Administrative Procedure 229

WORK EXPERIENCE EDUCATION

Background

The Division believes that Work Experience Education is an important element of the Program of Studies offered to our students.

Procedures

1. The principal, in consultation with staff members, shall determine and document the need for such a program.

2. A thorough information program shall be in place for informing parents, the community, and affected businesses or agencies about the program.

3. Adequate supervisory procedures shall be in place for all students involved in the program.

4. Schools shall adhere to procedures and regulations as specified in the most current Work Experience curriculum guide and Division protocols.

5. The superintendent responsible for curriculum shall review and approve such programming.

Reference: Section 85, 87, 109, 175, *The Education Act, 1995*
Workers' Compensation Act
Career and Work Exploration Curriculum Guide (10, 20, A30, B20)
A Practical and Applied Art 2002
Workers' Compensation Form E-1
Workers' Compensation Form W-1

Approved: May 12, 2014

Administrative Procedure 230

CITIZENSHIP EDUCATION

Background

The Division believes that the teaching of Canadian citizenship is an important function of each school in the Division. To that end students shall receive instruction in Canadian citizenship and participate in patriotic observances and exercises.

Procedures

1. It is a goal of the Division to foster the growth of young Canadian citizens such that they are able to take their place as secure and productive members of society. Specifically, young citizens need to be given the proper tools to be able to accomplish the following:
   - 1.1 Assume responsibility for their own actions.
   - 1.2 Respect the rights and property of others.
   - 1.3 Act with honesty, integrity, compassion and fairness.
   - 1.4 Work with others to achieve individual and group goals.
   - 1.5 Participate in the democratic processes of government and perform the duties of citizenship.
   - 1.6 Develop a sense of national pride and acknowledge the need for international understanding.
   - 1.7 Work toward greater social justice.
   - 1.8 Assume responsibility for dependent persons in a manner consistent with their needs.
   - 1.9 Respect law and authority.
   - 1.10 Exercise the right of dissent responsibly.
   - 1.11 Recognize today's choices determine tomorrow's reality.

2. The teaching of citizenship shall occur within the framework of the Core Curriculum.

3. In addition to formal instruction in Canadian citizenship, schools shall provide opportunities for informal instruction in citizenship through such activities as the following:
   - 3.1 The display of the Canadian flag inside and outside of schools.
   - 3.2 The singing of the National Anthem at patriotic exercises and special events such as concerts, graduation exercises and sporting events.
   - 3.3 Participating in special programs for the observance of such nationally recognized days as Remembrance Day and Victoria Day.
   - 3.4 Students may be excused on the basis of religious or personal beliefs upon request by a parent or guardian.

Reference: Section 85, 87, 109, 175, 184, *The Education Act, 1995*
Section 47, Education Regulations
Flag Protocol- http://www.gr.gov.sk.ca/protocol/practice/flag_procedures.htm

Approved: May 12, 2014

Administrative Procedure 232

DRIVER EDUCATION

Background

The Division believes it has an educational and societal responsibility to provide a training program for eligible students in the elements of safety and competence in the operation of a motor vehicle. The Division shall offer only the driver education course of study that is issued by Ministry of Education. The driver education program shall be contracted to a reputable driver education firm approved by the Board.

Procedures

1. The CFO shall arrange for the provision of driver education services.

2. Students 15 years of age and older who are registered in a Division High School shall be eligible for enrolment in the Division driver education program.

3. Reimbursement, at current contract rates, for middle years students who successfully complete the Division driver training program will be paid provided the students register for Grade 10 in a Division high school.

4. The principal, in consultation with the driver training instructor, shall establish the schedule of in-class instruction.

5. The principal, in consultation with the driver training instructor, may include July and/or August in the training schedule.

6. The driver education instructor shall provide:
   6.1 30 or more hours of classroom instruction; and
   6.2 Six or more hours of in-car instruction.

Reference: Section 85, 87, 109, 175, 189, *The Education Act, 1995*
Section 53-56, Education Regulations

Approved: May 12, 2014

Administrative Procedure 235

NUTRITION EDUCATION

Background

A comprehensive school community health approach, healthy eating, and proper nutrition can help students attain their full academic potential, full physical and mental growth, and life-long health and well-being. This will be a shared process of change with schools, home, and community. Health and education are interdependent as healthy students are better learners. This procedure complements the Ministry of Education's learning objectives and guidelines.

Nutrition education must be linked to instruction and curriculum.

A healthy lifestyle, which includes eating foods with a maximum nutritional value, should be promoted and role modeled in all schools.

Working together all stakeholders can promote healthy eating, nutrition awareness, and access to nutritious foods.

The Division supports a comprehensive school health program, including Teaching and Learning, a Healthy Physical Environment, Supportive Social Environments and Community Engagement and Partnerships.

Procedures

1. Schools shall ensure that nutritious foods will be available and promoted whenever and wherever food is offered or served including school breakfasts, snack and lunch programs, school canteens, cafeterias, vending machines, fundraising, field trips, sporting events, classroom celebrations, and with vendors and caterers.

2. Vending machines shall provide healthy and nutritious food choices.

3. Nutritious foods shall be reasonably priced and appropriately promoted.

4. Schools shall work towards creating a serving and eating environment that is clean and safe and includes supervision, adequate space, and time to eat.

5. School administrators, teachers, support staff, SCCs, and community partners are encouraged to promote and model the consumption of nutritious food choices.

6. Schools shall promote their nutrition policy and develop procedures to inform students, staff, and community how it applies. The Division will offer guidance and review of school nutrition policies.

7. Schools will adhere to Public Health Food Safety standards.

8. Schools shall refer to the reference listed below for specific direction.

Reference: Towards Comprehensive School Community Health: Policy for Saskatchewan Schools (Ministry of Education) (Primary Document) – see Appendix B
Healthy Foods for my School (Ministry of Health)

Canada's Food Guide (Health Canada)
Section 85, 87, 109, 175 of *The Education Act, 1995*
Nourishing Minds: Eat well. Learn well. Live well. (2009) Ministry of Education (http://www.education.gov.sk.ca/nourishing-minds/)
Healthy Eating and Food Safety Guidelines (2009) based on "Canada's Food Guide", Healthy foods for my School (http://www.heartandstroke.sk.ca/atf/cf/%7B6C89E785-1760-4813-9070-FF7CFFCE319D%7D/SK_Nutrition%20Food%20Safety%20Guidelines.pdf
Healthy Foods for My School (Government of Saskatchewan, 2009) (http://www.health.gov.sk.ca/healthy-foods-school)

Approved: May 12, 2014

Administrative Procedure 251

CHALLENGES TO LEARNING RESOURCES

Background

While the Division is responsible for the approval of all programs and instructional materials used in schools, it believes in the right of an individual or group of individuals to challenge the inclusion or exclusion of specific instructional materials in schools.

Procedures

1. School-Based Procedure
   - 1.1 The school receiving a challenge shall, under the direction of the principal, cooperate in a full and open manner with the challenger in an attempt to resolve the issue locally.
   - 1.2 A summary of each challenge shall be reported to the Director in a timely manner.

2. Division-Based Procedure
   - 2.1 Should the matter not be resolved locally, the challenger shall complete a "Request for Consideration/Reconsideration of Materials" form (Appendix A). The principal shall forward the document to their Superintendent of Schools.
   - 2.2 The Superintendent of Schools receiving the form shall investigate the challenge and convene a meeting with the challenger if appropriate. The Superintendent of Schools shall have the option of forming an investigative committee to assist in the investigation.
   - 2.3 The Superintendent shall present the findings of the investigation to the Director with a recommendation for resolving the issue.
   - 2.4 Any decision to remove materials through the Division-based procedure shall be approved by the Director.

Reference: Section 85, 87, 109, 175 *The Education Act, 1995*
Section 37, Education Regulations

Approved: May 12, 2014

Administrative Procedure 251 – Appendix A

SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION
REQUEST FOR CONSIDERATION/RECONSIDERATION OF MATERIALS

Title: _____ Book _____ Periodical _____ Other

Author: _____

Publisher: _____

Request initiated by: _____

Address: _____

Postal Code: _____ Telephone: _____

Do you represent: Yourself _____ A group or organization: _____

Consideration of New Materials

1. Why are you recommending the material?

   _____

   _____

2. Did you read, view, or hear the entire work? _____

3. In what age group would you recommend the material? _____

Reconsideration of Present Materials

1. To what in the material do you object? (Please be specific. Cite pages or sections)

   _____

   _____

   _____

2. Did you read, view, or hear the entire work? _____

3. Are you aware of judgements of this material by literary or other criteria?

_____

4. What would you like the school to do about the material?

_____

Signature(s): _____

_____

Date: _____

Please return to the local school.

HOME-BASED EDUCATION

Background

The Division recognizes the right of parents to register their children in a home-based education program with the school division. The Division also recognizes that the costs of a home-base education program rest with parents who choose this form of education for their children.

Procedures

1. The superintendent responsible for home-based education will ensure that:

- Home-based education programs are registered, administered and monitored in accordance with *The Education Act, 1995,* and Home-Based Education regulations and policy guidelines of the Ministry of Education. Home-based Education Informational Package
  - A permanent record for each home-based education program is maintained.
  - The Special Education Plan addresses services for special needs students enrolled in a registered home-based education program.

2. The Division will provide funds to each home-based learner who is registered with the school division by September 30th and continues their home-based education through to June 30th of each school year. This funding will be payable to the student's parents/guardians following the receipt of an approved Education Plan in September of each school year and ***a yearend*** report on or before June 30th of each school year. This funding is intended to defray some of the cost of a home-based education program and is set annually in consultation with the Administrative Council.

   Home-based educators wishing to receive the home-based education grant must comply with the following requirements:

   2.1 A Saskatchewan Rivers School Division Home-based Registration Form must be completed and submitted to the school division.

   2.2 An Education Plan must be completed following the guidelines in the Registration Package. The plan must be submitted to the superintendent overseeing home-schooling by the date identified in the Home-Based Informational Package. Arrangements for extensions must be made with, and are subject to the discretion of, the superintendent.

   2.3 A ***yearend*** report following the division's stated requirements must be submitted to the Superintendent on or before the date identified by the school division. Arrangements for extensions must be made with, and are subject to the discretion of, the superintendent.

   2.4 Four hundred dollars ($400) per school year will be granted to home-based educators for each student in grades 1 to 12 who are in compliance with the requirements cited above. Kindergarten students are eligible to receive a grant of $200.

3. The following services will be made available to registered home-based learners:

   3.1 The school division will provide funds to each registered home-based learner to help defer some of the cost of a home-based education program.

3.2 The school division will provide a standardized test once each school year for a home-based learner if it is requested by the home-based educator. The school division will provide the home-based educator with the results of the standardized test and an interpretation of the results.

3.3 Instructional resources may be borrowed by home-based educators from the Teacher Resource Centre and from the school library of the home-based educator's community or neighbourhood school pursuant to borrowing and usage policy of these libraries;

3.4 Textbooks surplus to the school program may be borrowed from the home-based educator's community or neighbourhood school;

3.5 Driver training for high school aged students will be made available upon application;

3.6 Home-based Education students may participate in extracurricular activities providing:

3.6.1 Home-based students participate as part of the school in their attendance area.

3.6.2 Travel costs are born by the parent.

3.6.3 Participation is limited to availability of space on teams and clubs. Opportunities to participate will only be granted if there are positions open – positions on teams of clubs will be filled first by students attending the school as regular students.

3.6.4 Participation in any co-curricular or extracurricular activity can be ended at the discretion of the school principal.

3.7.4 Students in Grades 9 – 12 are subject to the rules and regulations of the SHSAA.

Home-based education students begin the process of participating in school sports by contacting the school principal.

3.7 Home-based education students may participate in co-curricular events providing:

3.7.1 Co-curricular events are activities that support the provincial curricula. Home-based education students must submit a written learning plan to the principal that identifies the learning outcomes supported by the activity.

3.7.2 The supervision of the student is the responsibility of the parent.

3.7.3 Fees and travel costs are born by the parent.

3.7.4 Home-based students obey the rules and comply with the expectations of all students participating in the event.

3.7.5 Principals have the authority to end the participation of the home-based student in any school-based activity at their discretion.

Home-based education students begin the process of participating in co-curricular events by contacting the principal.

3.8 Home-based students may access a needs assessment provided by the school division. The results of the assessment will be shared with the parents and/or, if appropriate, with the student along with recommendations for educational support.

4. In the case of a disagreement between the school division and the home-based educator relating to a home-based education program, the matter can be referred to the home-based education dispute resolution process. This dispute resolution process is described in the regulations of *The Education Act, 1995.*

Reference: Section 156, *The Education Act, 1995*
Revised: June 16, 2014; June 6, 2016

SCHOOL FEES

Background

Saskatchewan Rivers School Division will not charge fees, levies or other costs for instructional materials and supplies required to meet the mandatory course requirements at each grade level.

The Division recognizes that a local school community may wish to enhance the learning program by having students participate in special projects, elective course offerings, extracurricular programs and field trips.

Schools may levy fees for special projects, elective courses, field trips and extracurricular activities, provided such fees are reasonable and used only for the recovery of actual costs to the school.

Guidelines

Saskatchewan Rivers School Division is committed to offering a diverse learning program to students. When fees are levied to enhance programming, this must be carefully balanced with the stated desire to provide a publicly funded education to students without charging fees. Every effort will be made to ensure additional fees levied are reasonable and do not place an undue burden on families.

Definitions

"School Fees" includes any and all fees, levies or charges levied on and payable by a student or by the student's parents for any course or any activity at the school or organized or sponsored by the school or the school division.

"Instructional Materials and Supplies" means supplies, materials, deemed by the Board of Education to be necessary to the instruction of students, including textbooks, workbooks, novels and other written materials.

"Off-site Activity" means an educational, cultural or recreational excursion away from the school taken by the students under the direction and supervision of a teacher.

"Optional Items and Events" means items or events available at or sponsored by a school which are not necessary to the instruction of students.

Procedures

1. No school fees, levies or charges of any kind may be levied by schools on students or parents, other than those set out in this Administrative Procedure.

2. In any matters related to school fees, no student will be denied access to course of instruction solely for reason of financial inability to pay the fees levied for such course and every effort will be made to safeguard the dignity of each family and to ensure the confidentiality of each situation.

3. Schools may not charge any fees for instructional materials and supplies required to meet the course of instruction for compulsory classes at each grade level, provided however, that students may be required to provide a reasonable selection of consumable instructional materials and supplies required for a course and not ordinarily provided by the Board such as paper, pencils, notebooks or personal items of a general nature. Schools may bulk purchase consumable supplies on behalf of students with a reasonable fee applied to families wishing to purchase such supplies.

4. Schools may levy student organization fees to be collected and administered by the local student representative council provided that such fees are reasonable in amount and are used solely for the purposes of the student council and its related activities.

5. Schools may charge for transportation costs and entry fees for off-site activities provided that such charges are reasonable and based on recovery of actual costs to the school.

6. Schools may charge for optional items, events or supplies approved by the principal, provided, however, that:
   6.1 Such charges are reasonable;
   6.2 Students are given the opportunity to opt out of the item or event and not pay the charges;
   6.3 Such items or events or activities are not compulsory in a mandatory course of instruction;
   6.4 The items are taken home or consumed by the student.

7. Schools may charge a fee for items that can be used by students and then returned to the school. Schools will refund the fee upon return of the undamaged item or will withhold some, or all, of the fee to cover any damages incurred. The amount withheld will be proportional to the extent of the damage and the value of the item.

Approved: June 5, 2017

STUDENTS 300

Administrative Procedure 300

STUDENT CODE OF CONDUCT

Background

The Division believes in providing all students with a safe and secure learning environment.

A safe and secure school learning environment is one that is physically, emotionally and psychologically safe, characterized by:

- Caring,
- Respect for law and order,
- Respect for democratic values, rights and responsibilities,
- Respect for cultural diversity,
- Community, family, student and staff involvement,
- Appropriate modeling by staff and students,
- Clear, consistent expectations for behavior and consequences for misconduct which are communicated to students, staff and parents.

A Division Code of Conduct as provided in Appendix A is an effective structure for providing such an environment in that it addresses the shared expectations of students, staff and parents.

Each school in the Division shall maintain a school-based Code of Conduct that is in alignment with the School Division Code.

A Code of Conduct is the foundation for developing positive behaviors in the learning environment. In general, it is rooted in the rights and responsibilities of a democratic society and in particular it reflects the values of the School Division.

Within school settings students, parents, guardians, administrators and community members interact with one another. To enable those interactions to be supportive of safe, well-ordered and welcoming environments there is a need to be aware of expectations.

- What is expected of us.
- What can we expect of others.
- The consequences we can expect if we don’t act in accordance with expectations.

It is important that all adults in Division schools act in a thoughtful and responsible manner to ensure the safety and security of all young people.

It is important that all students are required to be responsible citizens and demonstrate an understanding of the relationship between their rights and their responsibilities.

The Code of Conduct in Appendix A shall be reviewed with students and staff periodically during each school year. It shall be posted in classrooms and in an area of high visibility for visitors to see.

Procedures

1. The Division's approach to discipline is based on the belief that students learn to discipline themselves if they are allowed to experience the logical consequences of their actions. Wide ranging consequences may be applied depending on the severity of each individual incident of misbehavior and the frequency of that misbehavior.

2. The expected behavior of students shall be clearly communicated to the students, the parents and the community by the principal and staff of each school.

3. Effective discipline of students hinges on a cooperative approach between school and the parent/guardian. The parent/guardian will be involved as early as possible without calling home every time a student misbehaves. The parent/guardian will be encouraged to communicate with the school to establish individual guidelines.

4. Every student's right to learn will be safeguarded through this approach to student discipline. A teacher's right to maintain a safe and orderly classroom is also safeguarded and supported through this approach. The list of consequences noted below, while generally escalating in severity, will not necessarily be followed in a lock-step fashion. In fact, some steps may be omitted, repeated or only partially applied.
   - 4.1 Informal Interview
     School personnel will talk with the student to reach an agreement regarding the student's behavior. The parent/guardian may be contacted in some circumstances.
   - 4.2 Support Personnel Involvement
     A conference or series of conferences will be held with the teacher and/or support personnel with the specific goal of developing a plan for changing attitudes and improving student behavior. The parent/guardian will be involved.
   - 4.3 Parental Involvement
     Contact will be made with the parent/guardian to discuss the specific behavior of the student and steps which must be undertaken to change the behavior. The nature of contact will vary from a telephone conversation to a formal conference at the school with parent/guardian, student and school personnel.
   - 4.4 Formal Interview
     A conference will be held with the student, the teacher and an administrator and/or guidance counsellor and the parent/guardian to develop a plan for changing the student's behavior.
   - 4.5 Withdrawal From Classroom Setting
     Where specific unacceptable behavior will be deemed to have a negative impact upon the classroom learning environment, the student will be withdrawn to a supervised alternate location to complete his/her assignments. Such withdrawal will normally be temporary, but when a prolonged withdrawal is recommended, the parent/guardian will be contacted.
   - 4.6 Behavioral/Performance Contract
     In some instances, the student will be required to meet specific behavioral standards in order to avoid more severe levels of consequence. Such expectations will be developed between the school, the parent/guardian and the student. Expected outcomes will be defined in order to meet the behavior standards agreed upon. Such an agreement will be documented, with copies provided for all concerned parties.
   - 4.7 Removal of Privileges
     Privileges in the nature of access to playground, lunch-room, library, extracurricular activities and/or bus transportation will be removed under certain circumstances. The school administrator will ensure that the parents are notified when such removal of privileges occurs.

4.8 Detention of Student
The student will be detained within the school for specific unacceptable behavior. Where such detention occurs beyond regular school hours, appropriate arrangements will be made with the parent/guardian.

4.9 Restitution
The student and/or parent/guardian will be required to compensate for damages incurred by the student. Such restitution may be monetary in nature, but could take alternative forms such as community service.

4.10 Student Support Services Department
Student Support Services personnel will be available to assist in the development of prevention and intervention strategies. In some cases involvement may include alternate placement and/or access to treatment beyond the school.

4.11 Outside Agency Involvement
In some circumstances, the student's behavior may involve violation of the law (e.g. drugs, theft or assault) and police involvement: parents will be informed as soon as possible of any such action. Other circumstances (e.g. alleged abuse**)** may result in a referral to Saskatchewan Social Services.

4.12 Suspension
Suspension from school is a serious consequence which is imposed subject to Board Policy No. 14 and Section 154 of *The Education Act, 1995, 1995*. The principal shall inform their Superintendent of out of school suspensions when they occur.

4.13 Expulsion
Expulsion requires official action by the Board and is carried out in accordance with Section 155 of *The Education Act, 1995,* and Board Policy 14.

5. Staff who are not in alignment with the Code of Conduct will be referred to their supervisor for appropriate intervention.

6. Parents who are not in alignment with the Code of Conduct will be asked to meet with school and/or Division personnel as appropriate.

Reference: Section 85(1)(b), 141(1), 142(1), 151(1), 152, 153, 231(2)(i), 175(2), 231(2), *The Education Act, 1995*

Administrative Procedure 300 – Appendix A

THE DIVISION CODE OF CONDUCT

Students can expect that:
- Staff will treat them with courtesy, respect, consistency, and fairness.
- Clear, relevant lessons will be presented along with explanations for the evaluation procedures to be used.
- They will be able to work in a school atmosphere which is safe, secure, non-threatening and conducive to their learning.
- School personnel will be accessible to students for help concerning courses, assignments, remedial assistance, personal and career decisions, and other school matters.
- Teachers will prepare for class, mark, and return assignments within a reasonable time.
- School administration and staff will monitor students.
- They will have the opportunity to participate in a range of activities offered in the Division.

Students can be expected to:
- Attend school regularly and punctually.
- Be prepared for all classes by bringing the required materials and completed assignments.
- Complete work missed due to absence.
- Develop self-discipline and show courtesy for all people in the school and in the community.
- Make the most of educational opportunities through active classroom participation and involvement in other school activities, both in and out of class.
- Take pride in their work and what they have accomplished.
- Resolve interpersonal conflicts and difficulties through discussions or by seeking assistance from school personnel.
- Show respect for school property and the personal property of others.
- Demonstrate behavior that contributes to an orderly, supportive and safe learning environment.
- Respect and demonstrate consideration for other cultures.

Staff can expect that:
- Students will treat them with courtesy, respect, and fairness.
- Students will attend class regularly.
- Students will attend classes with assignments completed, and with appropriate materials.
- Students will behave appropriately on the way to and from school, at school, and at school sponsored activities.
- School administration will provide leadership and support.
- They will have the assistance and cooperation of students, parents, colleagues, and the Board in the performance of their duties.
- Everyone associated with the school will be treated with courtesy.
- Parents will communicate openly with them about matters that might affect the performance of their son or daughter.
- Students will work to the best of their ability.
- They will work in an environment that is safe, secure and non-threatening.

Staff can be expected to …
- Establish and maintain a safe, secure, non-threatening learning environment.
- Evaluate student achievement and explain the evaluation procedures to be used in each course.

- Communicate information about student progress, attendance and behavior to students, parents and administration.
- Establish and maintain an orderly, safe environment while travelling on the bus.
- Maintain open communication.
- Treat students fairly and consistently.
- Respect the rights of all individuals.
- Teach the Saskatchewan curriculum diligently and provide the programs and services prescribed by the Division.
- Challenge each student to perform to the best of his/her ability.
- Participate in the Division's striving for optimum quality of education and personal development.
- Respect and demonstrate consideration for other cultures.

Parents can expect that …

- Teachers will teach the required Ministry of Education Core Curriculum as well as provide the assigned programs and services and use appropriate teaching practices and methods.
- Staff will abide by, support and promote the Code of Conduct.
- Staff will communicate with the home whenever there is a problem with respect to discipline, learning progress or attendance.
- Administration will provide leadership and support, and monitor instruction in the school.
- Students will receive fair and consistent treatment.
- The school will give clear directions concerning extra-curricular activities and out of school activities.
- Staff will cooperate to create an atmosphere that is conducive to a positive learning environment which is orderly, supportive, safe and challenging.

Parents can be expected to …

- Instill in their son or daughter:
  - The desire to work to the best of his/her ability
  - An understanding of the importance of education
  - Respect for the rights of fellow students and staff
  - Respect for property and resources
  - Recognition of the authority of the school staff to ensure a safe, secure, non-threatening learning environment.
- Maintain regular communication with their son or daughter about school matters.
- Ensure that their son or daughter attends regularly and punctually.
- Attend their school's events and meetings, and give constructive input and support to their school.
- Maintain open communication with all staff.
- Provide the equipment their son or daughter needs for school/learning.
- Respect and demonstrate consideration for other cultures.

Administrative Procedure 302

DUTIES OF STUDENTS

Background

It is necessary and appropriate for students to assume personal responsibility for carrying out their duties in the course of receiving an education in the Division.

Procedures

For purposes of clarification, the duties of students as outlined in *The Education Act, 1995* are as follows.

1. In the exercise of his or her right of access to schools and to the benefits of educational services; every pupil shall co-operate fully with all persons employed by the Board and any other persons who have been lawfully assigned responsibilities and functions with respect to the educational program of the school or any special or ancillary services that may be provided or approved by the Division or the department.

2. Every pupil shall:
   - 2.1 Attend school regularly and punctually;
   - 2.2 Purchase any supplies and materials not furnished by the Board that the principal considers necessary for any particular course of instruction;
   - 2.3 Observe standards with respect to:
     - 2.3.1 Cleanliness and tidiness of person;
     - 2.3.2 General deportment;
     - 2.3.3 Obedience;
     - 2.3.4 Courtesy; and
     - 2.3.5 The rights of other persons.
   - 2.4 Be diligent in his or her duties;
   - 2.5 Conform to the rules of the school; and
   - 2.6 Submit to any discipline that would be exercised by a kind, firm and judicious parent.

3. Every pupil is accountable
   - 3.1 To the teacher for the student's conduct on the school premises during school hours and during those hours that the teacher is in charge of the pupil in class or while engaged in authorized school activities conducted during out-of-school hours;
   - 3.2 To the principal for the student's general deportment at any time that the pupil is under the supervision of the school and members of the teaching staff, including the time spent in travelling between the school and the student's place of residence;
   - 3.3 Subject to the stated procedures of the Division, to the driver of the school bus and to any other person appointed by the Division for the purposes of supervision during hours when pupils are in the personal charge of those employees of the Division, and those employees are accountable to and shall report to the principal in accordance with the procedures in this manual.

4. The principal shall be responsible for appropriately communicating to students and parents the duties of students and expectations of the school

Reference: Section 150, 151, *The Education Act, 1995*
Approved: May 12, 2014

Administrative Procedure 310

STUDENT SUPERVISION

Background

A safe supervised environment must be provided for students during all school functions and activities. The principal shall establish regulations and procedures which ensure that students are adequately supervised when engaged in school authorized activities whether on school premises or elsewhere.

Procedures

1. The principal shall arrange for the indoor and outdoor supervision of students each school day commencing in the morning at such time as is determined by each school and continuing throughout the school day including the two recesses and the noon hour plus the after school period until such time as the students have departed for home via school bus, walking, or by some other means. Supervision schedules shall be communicated to parents each academic year.

2. Lunch time supervisor allocations will be approved by the superintendent responsible for human resources.

3. The principal shall arrange for the supervision of bus students as per Administrative Procedure 700: Student Transportation Services.

4. The principal shall arrange for supervision of students during authorized school activities conducted during out-of-school hours. These arrangements shall be approved by their superintendent.

5. Administrators will:
   - 5.1 Inform parents of school approved sport and other activities that will be supervised by teachers and/or adults other than teachers. Such other adults shall be given clear directions concerning established standards of care and approved procedures.
   - 5.2 Include teachers as part of the supervisory team where outside agencies and organizations are involved.

6. Expectations: Extra-curricular Supervision of Students by Non-Teachers
   The primary supervisor of all extra-curricular activities shall be a Saskatchewan Rivers Public School Division teacher. It is appropriate for parents or other adults to assist with school-approved activities provided that:
   - 6.1 Primary supervisor is present at all times.
   - 6.2 Such personnel are instructed on how to provide the same behavioral and organizational standards that teachers would provide.
   - 6.3 Procedures relating to such items as fire safety, food handling, discipline, etc. are the same whether a teacher or a volunteer is involved in supervision.
   - 6.4 Such personnel have adequate training and/or experience to properly supervise the designated activity as determined by the principal.

Reference: Section 175, *The Education Act, 1995*

Approved: May 12, 2014

Administrative Procedure 315

STUDENT ASSESSMENT, EVALUATION AND PROMOTION

Background

Maintaining a comprehensive system of student assessment and evaluation is an integral component of the teaching-learning cycle.

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

- Provides clarity regarding expectations related to assessment, evaluation, academic integrity and responsibilities to students, teachers, administrators, parents/guardians and trustees; and,
- Supports consistency in all grades and subject areas within the school division

The main purpose of assessment and evaluation is to guide and improve learning and instruction. This process comprises three distinct, yet related purposes; assessment for, assessment as, and assessment of learning.

A planned program of ongoing assessment and regular evaluation is required for all students.

Sound assessment results only when there is a clear purpose for assessment, clear and appropriate targets (as defined by curricular outcomes, proper methods, multiple sources of assessment of outcomes, and elimination of bias and distortion in measurement). (Stiggins, 2001)

All stakeholders have a responsibility to ensure growth in students' integrity, responsibility, and academic achievement.

A planned program of student placement and promotion is required for each school in the Division

Definitions:

Academic integrity is providing evidence of one's own learning through demonstration of responsibility, honesty, trust and respect. Actions such as cheating; plagiarism; having others complete the work; buying papers from the internet or resubmission of previously submitted work indicate a lack of academic integrity.

Assessment is gathering data, on a continual basis, about student learning and/or skills, either through informal methods, such as observation or through formal methods, such as testing.

Assessment as learning is assessment used as a metacognitive process involving students setting their own learning goals and reflecting on and adjusting their own learning.

Assessment for learning is assessment designed primarily to promote learning. It includes both initial, or diagnostic, assessment and formative assessment. Early drafts, first tries, and practices assessments are all examples of assessment for learning.

Assessment of learning- assessment primarily designed to determine students achievement at a given point in time. Summative assessments are assessments of learning. Report card grades should be based on a summary of data from assessments of learning.

Evaluation is the process of making judgements about student learning needs and demonstrated knowledge and/or skill.

Grading is the act of summarizing and judging assessment data for reporting purposes in the form of a letter or numerical grade

Plagiarism is the unacknowledged use of someone else's words, ideas or creations as one's own whether deliberate or accidental; it is the process of taking another person's work, ideas or words, and using them as if they were one's own.

Student responsibility is assuming responsibility for one's learning, including getting to school/class on time; attending regularly; submitting work on time; doing one's best on exams and assignments.

Procedures

1. Assessment and evaluation of student progress shall be carried out in order to:
   - 1.1 Determine student progress toward achieving the learning outcomes in each subject area
   - 1.2 Inform students, parents/ guardians, and others of current progress
   - 1.3 Increase the effectiveness of instructional strategies
   - 1.4 Increase the degree to which programming is meeting individual student needs,
   - 1.5 Enhance student progress toward achieving all learning outcomes

2. Effective assessment and evaluation requires that:
   - 2.1 The School Division will:
     - 2.1.1 Ensure that students have the opportunity and support to meet provincial curriculum outcomes;
     - 2.1.2 Ensure that schools have an assessment and evaluation policy in place which includes guidelines with respect to grading, reporting, student responsibility, and academic integrity
     - 2.1.3 Work with stakeholders to ensure effective communication and implementation of the Student Assessment, Evaluation, and Promotion Policy;
     - 2.1.4 Implement processes/structures to support effective assessment practices and use of student achievement data;
     - 2.1.5 Share appropriate Division assessment data with educational stakeholders.
   - 2.2 Schools will:
     - 2.2.1 Develop and communicate an assessment policy which includes:
       - Clear protocols and expectations with respect to the determination of final marks for students according to Division guidelines; and
       - Clear expectations of students with regard to plagiarism, timeliness and student responsibility.
   - 2.3 Principals will:
     - 2.3.1 Ensure that effective and regular assessment and evaluation are carried out for all students and ensure that proper records are kept;
     - 2.3.2 Supervise each teacher's implementation of the school protocol and expectations for determination of marks for students
     - 2.3.3 Work collaboratively with teachers to ensure common and equitable grading practices that follow Division policies;
     - 2.3.4 Communicate with teachers, students and parents/guardians and SCCs to ensure they understand the Student Assessment, Evaluation, and Promotion Policy, including making the policy accessible in writing, and providing opportunities for verbal explanation and discussion among teachers and students.
     - 2.3.5 Share school assessment data with appropriate educational stakeholders;

2.3.6 Communicate and reinforce expectations of academic honesty with students; and
2.3.7 Respond appropriately to academic dishonesty.

2.4 Teachers will:
2.4.1 Incorporate a balance of assessment for learning, as learning, and of learning strategies to assess and evaluate student achievement and growth;
2.4.2 Ensure students have meaningful involvement in monitoring/tracking, reporting, and communicating their learning status;
2.4.3 Align assessment with curricular outcomes, instructional practices, and learning experiences;
2.4.4 Use quality assessments and properly record evidence of achievement;
2.4.5 Base all assessment and evaluation of student achievement on the outcomes of the provincial curriculum and report student achievement based solely on achievement of curriculum outcomes;
2.4.6 Determine student grades using evidence and professional judgement. The grades will reflect the student's most recent achievement level with consideration given to the most consistent evidence;
2.4.7 Collect information which is not related to outcomes (e.g., attendance, behaviour, general attitude, completion of homework, effort) and report to complement the reported achievement related to the outcomes,
2.4.8 Administer standardized or other tests as determined by the Division and record data in Division database to be used for instructional planning and reporting;
2.4.9 Communicate expectations of students regarding timelines of assignments and plagiarism verbally and in writing (e.g., within "Classroom Expectations" or the "Course Syllabus";
2.4.10 Use their professional judgement to provide students who have missed deadlines due to exceptional circumstances with alternative arrangements to complete assignments. Actions related to late assignments may include the following:
- Meet with the student and parent/guardian to discuss the reasons for noncompletion and to develop a plan to complete the work;
- Develop an agreement with the student to complete the assignment;
- Complete the work outside of school hours such as lunchtime or after school;
- Provide peer support for the student;
- Provide an alternative assignment to accommodate a diverse learning need;
- Determine a mark that reflects the level of achievement demonstrated by the student on that particular assignment; and/or,
- Include late assignments as part of extended reporting as a complement to the reported achievement related to the curriculum outcomes.

2.4.11 Use his/her professional judgment to determine an appropriate course of action when a student plagiarizes, taking into account factors such as age and maturity of the student, medical status, other personal circumstances, grade level and past behaviour. Actions related to plagiarism may include the following:
- Create an open environment for discussion in the classroom, and responding to students' questions about plagiarism; and,
- Teach students how to conduct research, properly cite information sources, use quotations in their work and develop paraphrasing skills.

2.5 Students will be expected to:
2.5.1 Reflect on and monitor their own progress toward curriculum outcomes, with the support of their teachers and parents;
2.5.2 Fulfill their responsibilities within the school's learning environments;
2.5.3 Take responsibility for their own work and avoid plagiarism; and
2.5.4 Submit assignments on time.

3. Student placement and promotion shall be determined on the basis that:
   - 3.1 Each school will develop an intervention protocol for students who are not experiencing academic or social success. The intervention protocol will describe:
     - 3.1.1 Classroom based adaptations, differentiation and interventions;
     - 3.1.2 Support from the school-based processes and personnel (principal, student support teacher, counselor, or others);
     - 3.1.3 Communication with and engagement of the parent; and
     - 3.1.4 Consultation with Division-based support services (coach, consultant Superintendent, or others).
   - 3.2 In the fall of each school year, the principal shall communicate the intervention protocol to the staff, students and parents in the school community.
   - 3.3 Decisions regarding student placement and promotion are informed by the protocol and are the responsibility of the principal in consultation with teachers, parents, students and others as appropriate.
   - 3.4 Elementary and Middle Years students (Kindergarten to Grade 9) shall not be retained nor accelerated without consulting their superintendent.
   - 3.5 Secondary students promotion and placement is by course and subject to the schools promotion and placement policy

Reference: Section 85, 87, 109, 175, 227, 231, *The Education Act, 1995*

Approved: May 12, 2014

Administrative Procedure 316

COMMUNICATING WITH PARENTS/GUARDIANS

Background

Effective communication between parents/guardians and the school is a fundamental pillar of a successful and nurturing educational environment. Strong home-school communication enhances student outcomes, promotes collaborative partnerships, and ensures the holistic development of students.

Procedures

Student Progress Reporting

1. A report card will be made available to parents twice during the course of an unsemestered school year and at the end of the term of a semestered/blocked/continuous intake course. Ongoing reporting will occur throughout the school year through the use of the school division's learning management system. Portfolios, anecdotal records and direct student participation are valid and necessary components of the reporting process.

2. The principal will determine the dates and times of report card distribution and progress conferences as outlined by the reporting windows

Parent/Guardian Consent for the Use of Preferred First Name and Pronouns by Students

1. When a student requests a change from use of the given name that is identified in the registration form to the use of their preferred name, gender identity, and/or gender expression in the school environment, parent/guardian consent will be required for students under the age of 16.

2. Parent/guardian consent can be confirmed with:
   2.1 The submission of an updated and signed Student Registration Form.
   2.2 The submission of a signed Parent/Guardian Consent Form – Appendix A.

3. For students 16 years of age and over, parent/guardian consent is not required.
   3.1 The principal will ensure that students over the age of 16 have submitted a signed consent form – Appendix A.

4. Consent forms (Appendix A) will be stored securely in keeping with the division's records management procedures and *The Local Authority Freedom of Information and Protection of Privacy Act.*

5. Once consent is received, school administration shall inform school staff of the use of the student's preferred first name and pronouns.

6. If a student requests assistance in gaining parent/guardian consent, supports will be provided to assist the student in developing a plan to speak with their parents/guardians.
   6.1 The plan to gain parent/guardian consent will be created with a primary commitment to the student's needs and interests.
   6.2 The student should be made aware that, until parent/guardian consent is confirmed, their preferred name and pronouns cannot be used in the school environment.

7. Once a signed consent form is received, the student's official record will be changed to reflect their preferred name and pronouns. All school forms and records shall be changed to ensure that a student's preferred name and gender markers are current on class lists, timetables, student files, identification cards,

Reference: Section 85, 87, 109, 175, 227, 231, *The Education Act, 1995;*
Government of Saskatchewan, Use of Preferred First Name and Pronouns by Students

Approved: May 12, 2014; Revised: November 20, 2023

Administrative Procedure 316 – Appendix A

PARENT/GUARDIAN CONSENT FOR USE OF STUDENT'S PREFERRED FIRST NAME AND PRONOUNS

Saskatchewan Rivers Public School Division
Excellence for Every Learner

I (We), the undersigned, consent that _____
(Student's Legal Name)

I (We), the undersigned, consent that _____
{Student's Legal Name}

be referred to by the following name(s):

_____
{Student's Preferred Name(s)}

AND / OR

be referred to by the following pronoun(s):

_____
{Student's Preferred Pronoun(s)}

and authorize that the above change(s) be reflected on the student's official record.

Signature of student (if 16 years of age or older):

_____ _____
(Student Signature) (Date)

Signature of parent(s)/guardian(s) (if student is younger than 16 years of age):

Administrative Procedure 318

CREDIT COMPLETION

Background

The Saskatchewan Rivers Public School Division believes that students should be offered multiple opportunities to complete a secondary level credit. Credit completion is an opportunity for students to earn an academic credit without repeating an entire course. The terms “credit completion” and “credit recovery” will be used interchangeably.

Credit completion strategies should be considered by teachers and students within the context of each student’s individual graduation plan. The strategy for credit completion is individualized and may vary from student to student.

It is essential that credit completion processes and expectations are clearly communicated to students and their parent/guardian by their teachers and/or principal/vice-principal so that students can exercise all options available to them in obtaining credits to graduate.

Definitions

- *Course Score (School Mark)* – refers to the overall score achieved and awarded by the teacher.
- *Credit Completion (Credit Recovery, Credit Extension)* – refers to an opportunity for a student to complete a 10, 20 or 30 course, after the end of the reporting period, without starting over from the beginning.
- *Credit Completion Nomination* – refers to the action taken by the original teacher to indicate to principal/vice-principal and/or designates that the original teacher supports that the time allotted for a student to complete the credit extends beyond the course end date. The credit completion nomination is completed via the report card process.
- *Credit Completion Plan* – refers to a document which includes a summary of achievement of outcomes and any relevant evaluation that has been done, commitment of the student, credit completion strategies, timeline, check ins, and support available for the student to complete the credit. The credit completion plan is co-constructed by the original teacher and the student. The original teacher, in consultation with the principal/vice-principal, will determine a reasonable timeline for credit completion.
- *Credit Completion Strategies* – refers to the ways in which students can show evidence of learning to earn a course credit. The credit completion strategies will include the learning task(s) and assessment criteria. The credit completion strategies should be co-constructed by the original teacher or their designate and the student. Strategies may include but are not limited to; completion of previously assigned evaluations, completion of evaluations that target outcomes where learning evidence has not been provided, scaffolding to support student’s time management, and/or availability of support from teacher or designate.
- *End of Course Date* – also known as “*course end date*”, refers to the date set in MySchoolSask (MSS) as the scheduled end of formal instruction of the course. End of course date may also be referred to as the “*end of the reporting period*”. Should a continuous intake (CI) transcript definition be used in MSS (TransDef>Name), the course end date is the date the final score is sent to the Student Data System (SDS).
- *Original Teacher* – refers to the teacher who nominated the student for credit completion.

- *Outcomes* – refers to what a student is expected to know and be able to do at the end of the secondary level course. It may also refer to objectives when curricular outcomes are not available in the curriculum for a course.
- *Provincial Departmental Exam* – refers to the test taken to determine 40% of a student's scores in a provincially examinable courses whereby a teacher is not accredited, the teacher chooses to have their students write the provincial examination, or a student/students choose to write the provincial examination.
- *Report Card Process* – refers to the workflow to create and publish a student's report card as well as export a student's final score to their transcript as per the division's current teacher gradebook and student information system software.
- *Transcript* – refers to a students record of academic achievement according to the Student Data System (SDS).

Eligibility for Credit Completion

1. The original teacher nominates the student for credit completion and will consider demonstration of learning, engagement in the learning process, exceptional circumstances, and the potential for success through the credit completion process.

2. Students who withdraw from a course but continue to complete other courses in the school are not eligible for credit completion in the withdrawn course.

3. Credit completion must be completed within the same academic year that the original course was taken. For courses that end in June, credit completion must be completed within the first 30 days of the next school year.

Procedure

<u>For courses that do not require a provincial examination:</u>

1. Prior to the end of the reporting term, the teacher and student will discuss the student's options for credit completion if the student is a candidate for credit completion.

2. The teacher notifies the student's parent/guardian of the student's credit completion status.

3. If the student does not complete the credit by the end of the reporting term, the teacher nominates the student for credit completion via the report card process.

4. The credit completion plan will be co-constructed by the teacher and the student.

5. Through the report card process, the principal/vice-principal and guidance/transition staff will be notified of the nomination for credit completion. The principal/vice-principal or designate will be required to approve or decline the nomination.

    - If the credit completion nomination is <u>declined</u>, the teacher, student, and the student's parent/guardian will be notified by the principal/vice-principal.
        - If the student's score is 48% - 49%, the student will be awarded a 50%. This aligns with section 3.1.1 Mark Adjustment of the Registrar's Handbook for School Administrators.
        - If the student's score is 44% or lower, no final score will be submitted to the SDS. The student's graduation plan will need to be amended accordingly.

- If the credit completion is approved, the teacher, student, and the student's parent/guardian will be notified and a credit completion strategy will be communicated to the student and their parent/guardian by the teacher.
    - If the credit is completed, the original teacher or designate will indicate the credit is completed and the final score earned through the report card process. The principal/vice-principal or designate will send the final score to the SDS within ten (10) business days.
    - In the event the original teacher is no longer employed at the school, the principal/vice-principal will determine the final score.
        - The school has 180 days from the course end date to submit an original final score for a student via the SDS.
        - If a final score was submitted to the SDS and a correction needs to be made, the school has 30 days from the course end date to submit a corrected score.
            - If it is more than 30 days past the course end date, the school is required to submit a Secondary Level Mark Correction form with a copy of the credit completion plan to the SRPSD IT help desk at ITHelpdesk@srsd119.ca Division L1 staff will submit the documentation to the Ministry of Education.

    - If the credit is not completed, the teacher, student, and the student's parent/guardian will be notified.
        - If the original score was 48% - 49%, the student will be awarded a 50%. This aligns with section 3.1.1 Mark Adjustment of the Registrar's Handbook for School Administrators.
        - If the original score was 44% or lower, no final score will be submitted to the SDS. The student's graduation plan will need to be amended accordingly.

- The credit completion nomination form, completed, incomplete, or declined, should be printed and a copy kept in the student's cumulative record indefinitely.

- Credit attempt will be indicated in MySchoolSask (MSS) in the Student > Transcript. Credits that were attempted but were not earned will appear without a final score.

For courses that require a provincial examination, credit completion is not an option.

1. The student's course score, at the end of the reporting term, will be reported on the student's report card with a report card comment indicating that the score represents the school-based portion of the student's final score and that the remainder of the score will be determined by their achievement on the provincial departmental exam.

2. The student's final score, after factoring in the provincial departmental exam and as it appears on the student's transcript, should be reported to the student and their parent/guardian in a timely manner.

Documents/Forms
- Credit Completion Nomination Process – Edsby Work Flow Document
- Secondary Level Mark Corrections – Form 8

Reference: Sections 3 (1), (2)(a)(b), 4 (1)(f)(g), 87 (1)(aa), 88(1)(z), *The Education Act, 1995;* Sections 30,31,32*, The Education Regulations,* Registrar's Handbook for School Administrators, Credit Recovery Policy – Government of Saskatchewan

Approved: February 6, 2023

Administrative Procedure 320

STUDENT CUMULATIVE RECORDS

Background

The Division believes that while it is imperative for confidentiality of student records to be maintained, there is a countervailing duty to provide reasonable access to student information when requested by individuals who have a legitimate right or need to know.

Responsibility for controlling access, maintaining confidentiality and seeing to the proper preservation of student records rests with the principal. Full and complete cumulative records must be maintained for every student within the Division.

The Cumulative Record contains a student's academic records, attendance reports, achievement reports and special reports related to the student's educational program. As the term "cumulative" implies, information is added to the record each year as the student progresses through the grades. When a student moves from one school to another, the expectation is that the Cumulative Record follows the student.

The Cumulative Record shall be the official working record for students currently enrolled in the Division. The Cumulative Record is the property and responsibility of the Division while the student attends school in this school division.

Procedures

1. To support smooth transitions and to ensure that students have the best possible opportunities for success, the Cumulative Record shall be transferred as soon as possible after a student enrolls in a new school.

2. Federal and provincial privacy and information sharing legislation shall be followed in the creation, maintenance and use of Cumulative Records.

3. All personal information is subject to the provisions of *The Local Authority Freedom of Information and Protection of Privacy Act* *LAFOIPP*

4. Every student in the Division shall have a Cumulative Record.

5. The Cumulative Record shall be the property and responsibility of the School Division until the student transfers to another division or the record is destroyed according to disposal schedule. Refer to AP 185 – Retention and Disposal of Records.

6. The Cumulative Record shall contain at minimum the following:
   - 6.1 The student's name as registered under *The Vital Statistics Act, 1995* or, if the student was born in another jurisdiction, the student's name as registered in that jurisdiction;
   - 6.2 Other names by which the student is known;
   - 6.3 The birth date and gender of the student;
   - 6.4 The student's provincial Learning Identification Number (DEN);
   - 6.5 The name(s), address(es) and telephone number(s) of the student's custodial parent(s) or guardian(s);

6.6 The names of other parents/guardians who may have custody orders that restrict access to their child or the child's personal information;
6.7 A summary or report of achievement along with a summary of attendance at the end of each grade or semester; term progress reports may be included;
6.8 The student's results of diagnostic tests or other assessments pertinent to program planning, including but not limited to psychological reports, speech and language pathologists' reports, occupational therapists' reports, etc., including related parental consent forms;
6.9 For a student who has an Inclusion and Intervention Plan (IIP) as described in the Children's Services Policy Framework, a copy of the current and previous plan.
6.10 A notice of the existence of a Violence Threat Risk Assessment, if one has been administered within the last five years, using the SRPSD VTRA Notification Form Referral form.
6.11 A copy of the most recent Student Safety Plan, if one has been created within the last five years.

7. The principal shall be responsible for the collection, maintenance and release or transfer of student Cumulative Records under the supervision of their superintendent.

8. The classroom teacher shall be responsible for entering data in the Cumulative Record.

9. The principal shall be responsible for managing annual updates to the Cumulative Record and removing unnecessary and outdated information.

10. Items to be omitted or removed from the record:
10.1 Scores from screening tools that assess preschool-aged children's readiness for formal learning (e.g., the Early Development Instrument and Early Years Evaluation, among others) should not follow the child through his or her school career and, accordingly, should not be retained in the Cumulative Record after Grade 1.

11. Personal counselling notes regarding the student and information related to the student's involvement as a young offender should not be included in the Cumulative Record. Counselling notes should be stored separately by counselling staff. Provisions in Section 125(7), *Youth Criminal Justice Act* specify that information related to a student's involvement in the justice system should be stored separately from the student's other records in a secure location and destroyed when the information is no longer required for the purpose for which it was disclosed.

12. Access to Cumulative Records
Given that the information is collected primarily for the purpose of providing educational services and supports to the student, only those individuals involved in delivering educational services or supports to the student should have access to the student's Cumulative Record. As well, individuals involved in overseeing the delivery of services and in meeting the Ministry of Education's reporting requirements (employees, the principal and the support person in the school/Education Centre) may require access to all Cumulative Records in their possession. Students and their parents may also have access to their Cumulative Records and may consent to have other persons access their Cumulative Records.

13. Information contained in the permanent student record is to be readily accessible by current teachers, school administrators, and Student Support Services consultants.

14. In all cases where access to the permanent student record is granted, access will be through the principal responsible for the record. As well, a record of access including the name of the individual granted access, date and reason for access shall be made and kept in the permanent student record.

15. Students 18 years of age or older, and parents or guardians where a student is less than 18 years of age, shall be given the opportunity to review the permanent student record upon request to the principal responsible for the record provided one day's advance notice is given. In all cases, the review shall occur in the presence of a professional staff member.

    Under the *Local Authority Freedom of Information and Protection of Privacy Act* *LAFOIPP*, the above individuals have the right to obtain a copy of the information.

16. Cumulative records may be stored at the school where the student last attended for a period of up to five years before being transferred to the Education Centre.

17. On an annual basis, cumulative records may be transferred to the Education Centre on or about the last day of school in June.

18. When students transfer to another school within the Division or other school jurisdictions, the permanent student records are to be transferred to that jurisdiction upon request by the receiving school.

19. When cumulative records are transferred to another school or jurisdiction, the principal shall ensure that the record contains only educationally relevant material.

20. When a new student arrives from an external jurisdiction, the principal is to forthwith request the cumulative records from the last school attended by the student.

21. Release of information contained in the permanent student record to third parties, including registrars of post-secondary educational institutions, external organizations and employers, is strictly prohibited, unless written authorization for information is obtained from the parents, guardians or student where the student is eighteen years of age or older. All letters of authorization for release of information shall be retained in the permanent student record. A list of such information shall also be retained.

22. Agencies with a legal mandate that require access to student records, regardless of parental/guardian approval (Health, Justice, Social Services, Public Health, Shared Services, etc.) shall be granted access provided that a written request is made which includes the legal basis for claiming access. If there is any doubt about the validity of the claim, administrators shall obtain legal advice before proceeding with the request.

23. Access to Education Support Services files shall be determined by the Superintendent responsible for Student Support Services, recognizing that there is a parental right of access to such material under *Local Authority Freedom of Information and Protection of Privacy Act*.

    Should the superintendent determine that the release of specific items in the file could cause harm to individuals involved, such information may be withheld but is subject to a parental appeal to the Privacy Commissioner.

24. Documents to be retained according to disposal requirements per AP 185 – Retention and Disposal of Records.
25. Access to documents stored at the Education Centre shall be through the superintendent responsible for cumulative records as per the terms and conditions of this policy.

Reference: Section 85, 87, 109, 175, 231, *The Education Act, 1995; Local authority Freedom of Information and Protection of Privacy Act; Vital Statistics Act; Youth Criminal Justice Act; The Archives Act*

Approved: May 12, 2014; August 21. 2018

Administrative Procedure 324

TEMPORARY EXCLUSION OF STUDENTS FOR SAFETY OR MEDICAL REASONS

Background

In the process of accommodating students with a disability who have medical restrictions, a temporary exclusion from school may need to be enacted until the division receives appropriate medical information clearly setting out any medical restrictions faced by the student, and the student is stabilized and able to access an education. The division will do the following to support this accommodation process:

- Commit to creating environments that are physically and emotionally safe.
- Consult with parents or guardians, staff, and students, as well as any outside agencies that may be involved, on an ongoing basis to ensure that learning occurs in a safe, orderly, and nurturing environment.
- Collaborate with medical professionals and agencies to identify medical restrictions in determining accommodations for students.

Procedures

1. The Superintendent of Schools, in consultation with the principal and the Intensive Supports Consultant in connection with the student's programming, may exclude a student from school for a temporary period of time if the team reasonably believes that:
   1.1. The student's behavior is of such a nature that the school cannot ensure the safety of the student and/or the safety of others due to the behaviour of the student; or
   1.2. The student has a disability as defined under *The Saskatchewan Human Rights Code* and the school does not have sufficient medical information to put appropriate supports in place to assure the safety of the student.
      1.2.1. An exclusion of a student for safety or medical reasons shall immediately trigger application of *The Accommodation Process for Students*.

2. The temporary exclusion may continue only until such time as:
   2.1. The Division receives appropriate medical information clearly setting out any medical restrictions faced by the student; and
   2.2. The Division has prepared a plan for the safe return of the student to the school or program with any required accommodations in place.

3. The Superintendent of Schools shall ensure the parent or guardian is immediately informed of the temporary exclusion and that a formal letter is sent to the parent or guardian which addresses:
   3.1. The reason for the temporary exclusion;
   3.2. What medical information they are required to provide to the Division
      3.2.1. Use Appendix A - Physician's Report: Student's Medical Restrictions as the initial request for information;
      3.2.2. The school division may require additional medical information in order to clarify or provide details with regard to the medical restrictions or if the medical information initially supplied is not sufficient to identify the medical restrictions requiring accommodation.

3.3. The ways in which they can provide input to the plan so that the school can best prepare for the safe return of the student; and
3.4. The ways in which educational supports may be available during period of exclusion.

4. The Division will make its best effort to provide education supports to the student while the student is excluded from the school, which may include but are not limited to:
4.1. Providing access to distance education;
4.2. Providing parents or guardians with information, assignments and other instructional materials for the student; and
4.3. Providing parents or guardians with access to a teacher to discuss student work and assignments.

5. Immediate Serious Threat:
5.1. In situations where the principal reasonably believes that the behaviour of a student is causing an immediate and serious threat which endangers the safety of students and/or staff, the student may be immediately removed from school, pre-empting the Temporary Exclusion process.
5.2. The principal will then follow appropriate actions contained within Administrative Procedure 153 Student and Staff Safety, specifically Section 5 Emergency Response Plan - Violence Threat Risk Assessment.

References: Section 2, 13, *The Saskatchewan Human Rights Code, 2018;*
Section 141, 142, 157, 178, 192 *The Education Act, 1995;*
Section 53, 54, 55, 56, *The Ministry of Education Regulations, 2007*
The Accommodation Process for Students, Saskatchewan School Boards Association (available upon request)
Duty to Accommodate Students Guide, Saskatchewan School Boards Association (available upon request)

Approved: *March 9, 2020*

Administrative Procedure 325

ADMINISTERING MEDICATION AND MEDICAL TREATMENT OF STUDENTS

Background

The provision of a safe school environment may include the administration of prescription medication to students or the provision of health-related services. The Division has a duty to accommodate, to a reasonable extent, those students who require health and personal care practices in order for them to attend school regularly.

The principal and staff shall not consider themselves to be experts in the administration of medication and shall not be required to administer prescribed medication to students. It is recognized that some staff members may not feel comfortable administering medication and may be excused from such activity.

Whenever possible every effort is to be made for prescribed medication to be administered at home or at school by a parent/guardian. If this is not possible, Division personnel may assist in the provision of medication to pupils.

Under no circumstances shall a student be assisted in taking prescribed medication without a doctor's prescription and direction from the parent/guardian.

Employees of the Division shall not dispense non-prescription drugs to students.

School personnel have a duty to render assistance in helping students who experience emergency health problems, resulting from an accident or from a pre-existing physical or mental condition. There is a duty to do what is reasonable under the circumstances.

Upon the administration of medication in an emergency situation, school staff shall quickly notify the parents/guardians and/or the physician of record depending upon the availability of either.

The Division is committed to working with the Health District in educating school personnel regarding student medical conditions, procedures and preventative measures.

Procedures

1. “Administration” of medication may occur at the school level. Administration, for example, refers to opening a container, taking out a pill, and giving it to a student.

2. “Management” of medication shall not occur at the school level. Management requires knowledge and information about the interactions between drugs and potential impact on students depending on their medical condition.

3. A student's medical condition may require health-related services during the school day including tube feeding, ostomy care, postural drainage, or administration of injections. When a student cannot self-inject and the parent/guardian cannot come to the school to inject, a designated Division employee may be provided with in-service from qualified medical personnel for the administering of injections.

When a student requires medication or health-related services during the school day, the following steps are to be undertaken:

3.1 The principal, in consultation with staff, parents/guardians, shall make a clear effort to establish a mutually acceptable protocol for administering the medication or providing health-related services.

3.2 If the principal cannot negotiate a protocol, the matter is to be referred to the designated superintendent responsible for student support services.

3.3 The superintendent, in consultation with the principal, staff, parents/guardians, medical personnel and other stakeholders shall establish a protocol for administering the medication or providing health-related services.

3.4 Current staff may be trained to specifically administer the medication or provide the health-related service. In some cases, additional staff may be required.

4. When it is determined that medication is to be administered by Division personnel, the family or agency involved must notify the principal in writing, using the "Prescribed Medication Form" – Appendix A. A copy of the form must be submitted to their superintendent.

5. Division personnel shall provide for the safe storage of prescription drugs. The amount of medication held at the school shall be determined on a case by case basis. The parent/guardian or agency involved is responsible for delivering medication to designated Division personnel.

6. Each school shall maintain a Medical Readiness Plan based on site-specific circumstances and in consideration of:
   6.1 Occupational Health Safety issues and practices;
   6.2 First Aid readiness and procedures;
   6.3 An emergency medical response protocol.

7. The principal shall maintain a registry of all medication provided to a pupil on the Medication Registry – Appendix B. The registry shall include the student's name, date, time of day, name of medication, dosage given, and the name of the Division employee providing the medication.

8. Whenever practical, medication shall be administered in the presence of another staff member, and this fact shall be noted on the Medication Registry.

9. Unused medication shall be returned to parents or to a pharmacy for safe disposal a) at the end of the school year, or b) when a child moves schools during the year.

Reference: Section 85, 87, 109, 175, 188, 190, *The Education Act, 1995*

Revised: October 6, 2014

Administrative Procedure 325 – Appendix A

PRESCRIBED MEDICATION FORM

Student: _____ Grade: _____

Date of Birth: _____ School: _____

Name of Family/Agency: _____

Home Address: _____

Telephone: (Home) _____ (Work) _____

REQUEST AND AUTHORIZATION:

I hereby authorize and request the administration of the following prescribed medication for my child,

_____*, by non-medically trained staff at* _____*School.*

Date: _____ Signature: _____

Name of Student's Doctor: _____ Telephone: _____

Name of Student's Pharmacist: _____ Telephone: _____

Medication Prescribed	**Dosage**	**Side Effects**
1.		
2.		

Other Pertinent Information (time of day, 2 weeks, etc.):

_____

_____

Annual Validation

This authorization is valid from _____ to _____
(maximum of 12 months)

NOTE: Parents may be requested to provide pertinent written medical data to be obtained from the pharmacist before the administration of medication can occur. (e.g. information sheets on specific medication)

I hereby acknowledge receipt of a copy of this form.

Signature of Student's Physician/Pharmacist: _____
Date: _____

NOTE:

1. Families/agencies are required to contact the principal of the school if there is a change in medication and/or dosage.
2. It is expected that only small quantities of medication will be sent to school.
3. After initial completion of the form, annual validation (signature) from the student's physician or pharmacist is not required for Epipens.

MEDICATION REGISTRY

_____ SCHOOL

NAME OF STUDENT:

MEDICATION(S) PRESCRIBED (please list):

DATE	TIME	MEDICATION GIVEN	DOSAGE GIVEN	GIVEN BY

Administrative Procedure 330

Physical Restraint and Seclusion

Background

The School Division believes that all children and youth have the right to be treated with dignity and strives to ensure that all students and staff are provided with a safe and caring learning environment. Hence, the school division has established guidelines and procedures for the safe and respectful use of physical restraint and seclusion.

The following related principles are adapted from the Council for Exceptional Children's (CEC's) *Policy on Physical Restraint and Seclusion Procedures in School Settings* (Behavior Disorders, 34(4), p. 226).

Principles

- Behavioural interventions for children consider the right of all children and youth to be treated with dignity.
- All children and youth receive necessary educational programming and supports in a safe and least restrictive environment.
- Positive and appropriate educational interventions include behavioural supports that are proactive and preventative.
- Early intervention promotes the academic and behaviour success of all students.
- Schools are staffed with appropriately trained personnel who employ conflict de-escalation techniques to avoid and defuse conflict and crisis situations.
- Children and youth whose patterns of behaviour impede their learning or the learning of others receive appropriate educational assessment. This includes a functional behaviour assessment and a subsequent proactive behavioural intervention plan.
- Positive behavioural intervention plans include a) targeted instruction in appropriate behaviour, and b) strategies to self-regulate and de-escalate behaviour.

Procedures

1. Definitions
    - 1.1 Physical Restraint: A physical restraint is defined as any method of one or more persons restricting another person's freedom of movement, physical activity, or normal access to his or her body (Council for Exceptional Children, 2009).
    - 1.2 Seclusion: Seclusion is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. This includes situations where a door is secured, blocked by other objects, or held by staff (Council for Exceptional Children, 2009).

2. Guidelines
    - 2.1 Seclusion or physical restraint procedures are used in school settings only when the physical safety of the student and/or others is in imminent danger.
    - 2.2 Seclusion or physical restraint procedures are viewed as *last resort* interventions that maintain a reasonable concern for student dignity. Last resort implies that all other available interventions have been implemented with fidelity but a) have failed to prevent or de-escalate a situation, and b) there is significant concern for the personal safety of the student and/or others.
    - 2.3 The purpose of seclusion and physical restraint is to redirect misbehaviour that has resulted in a) repeated and directed aggression or hostility, and b) compromised safety.

2.4 Seclusion and physical restraint is not used as a) punishment, b) discipline, or c) a substitute for appropriate educational support.

3. Seclusion/Timeout Room Safety Requirements
   3.1 Meet National Building Code of Canada (i.e.; regulations regarding door release hardware).
   3.2 Allow students to exit in an emergency.
   3.3 Provide the means by which adults can visually monitor the student at all times.
   3.4 Contain no furniture or other items that may be harmful to students.
   3.1 Are well ventilated.

4. Processes
   4.1 Ensure that all seclusion environments are safe, consider the dignity of the child, and meet programming and safety guidelines (i.e.; reasonable location, size, no furniture or baseboards, small window, foot lock).
   4.2 Provide staff involved in physical restraints with regular training in Non-Violent Crisis Intervention.
   4.3 Inform and engage parents as appropriate when planning for the use of physical restraint and seclusion for individual students. When physical restraint and seclusion are included in the behaviour or safety plan of a student with intensive needs, informed signed parental consent is required. These individual behaviour or safety plans are appended to the student's IIP.
   4.4 Ensure that a student in seclusion is carefully and continuously observed and monitored by an adult throughout the entire period of seclusion.
   4.5 Document student behaviour at 5 minute intervals collecting specific data for follow-up analysis.
   4.6 Notify administrator as soon as a student is placed in seclusion or physical restraint.
   4.7 Inform parents promptly when physical restraints or seclusion have been utilized for their child.

5. Follow-Up by School-Based Team
   5.1 Debrief the use of physical restraint and seclusion.
   5.2 Use the completed documentation form to a) debrief current situation including antecedent or triggers, b) review effectiveness of current interventions, and c) problem solve to determine additional processes or supports required to prevent future escalation of such behaviour.
   5.3 Meet with parents as appropriate to collaborate and formulate future intervention plans to prevent such escalation.
   5.4 Consider request for support from SRPSDs student support services (SSS) team which may include a) a risk assessment, and/or b) further consideration of behaviour interventions as required by the presenting situation.

Reference: *Saskatchewan Human Rights Code Act*
Section 152, *The Education Act, 1995*
The United Nation Convention on the Right of The Child, Articles 19, 28, 37
The National Building Code of Canada, 2010 – 3.4.6.16 (door release hardware)
Council for Exceptional Children

Approved: January 12, 2015

Administrative Procedure 335

STUDENT SEARCH AND SEIZURE

Background

The Division believes that to maintain order and discipline in schools and to protect the safety and welfare of students and staff it is sometimes necessary to engage in search and seizure procedures.

Other than in cases where the health or welfare of a student is in immediate danger or where a crime has been committed or where there is reasonable belief that a crime may be committed by a student and the well-being of other persons is in immediate jeopardy, the Board does not approve of outside personnel coming to the school to question, search or apprehend students unless the parents/guardians are aware of such proceedings or a legal document can be produced authorizing such action to take place.

This procedure applies to situations which arise during school hours and also during the course of any school-sponsored activity.

Procedures

1. It is a matter of law that student lockers and desks are school property and remain, at all times, under the control of the schools, and students shall have no expectation of privacy therein. Searches of lockers or desks may be undertaken for any reason, at any time, without notice and without student consent.
   1.1 Parents and students shall be advised of this reality when they are assigned a locker.
   1.2 Principals shall ensure that students are so advised on an annual basis.

2. Any search for prohibited substances will be done with due regard for the law. Rules of evidence and respect for the rights of the individual shall be respected at all times.

3. If a properly conducted search yields illegal or contraband materials, the proper legal authorities shall be notified and such material shall be turned over to them for ultimate disposition.

4. A principal or staff member is required to act under reasonable belief or cause that a student is in possession of a prohibited substance or object.

5. The principal shall ensure that sufficient and appropriate records are maintained with respect to all situations governed by this policy.

6. The legality of a search depends upon reasonableness in all circumstances.
   6.1 Determining reasonableness is a twofold step:
      6.1.1 Whether the action was justified at its inception; and
      6.1.2 Whether the search actually conducted was reasonably related in scope to the circumstances which justify the interference in the first place.
   6.2 The search must not be excessively intrusive.

7. When there is an issue of custody of children, school staff members shall communicate only with the parent who has legal custody. In order to prevent a misunderstanding, students shall be advised early in the school year that questioning and searches are a possibility if there is reason to suspect that a wrong has been done. It is also recommended that students be so advised through the Student Handbook.

8. In accordance with such provisions as are outlined in various provincial and federal statutes, teachers and principals shall permit social services personnel to investigate a complaint that a child is abused, neglected, exploited or treated cruelly and is in need of protection.
   8.1 Principals shall request proof of identity prior to granting permission to question or apprehend a student if there is any doubt concerning such identity.
   8.2 Principals shall adhere to procedures detailed in the Division protocol document entitled, "Students at Risk, Child Protection - Abuse & Neglect", when dealing with Social Services personnel, police officers or others involved in the investigation.
   8.3 When a student is being apprehended, the principal shall require the apprehending social worker to submit a letter or similar document indicating that the worker is acting in an official capacity in apprehending the student.

9. In accordance with such provisions as are outlined in various provincial and federal statutes, teachers and principals shall permit probation officers to deal with students who have been judicially placed in their charge in such manner as they (the probation officers) deem necessary.
   9.1 Principals shall request proof of identity prior to granting permission to question, search, or apprehend a student if there is any doubt concerning such identity.
   9.2 When a student is being apprehended, the principal shall require the apprehending officer to submit a letter or similar document indicating that the officer is acting in an official capacity in apprehending the student.

10. In that teachers and principals hold a position of "in loco parentis" while children are at school, it is their responsibility to look after all aspects of the children's well-being. When a law enforcement officer comes to the school to question, search or apprehend a student, the teacher or principal shall:
   10.1 Discourage interrogation, searches or apprehension during school hours and on school premises.
   10.2 Put forth a best effort to contact the parents/guardians so they can be informed and to ask them to be present if at all possible prior to contact with the student. Should the parents/guardians not be present, remain with the student at all times while the student is in the presence of a law enforcement officer.
   10.3 Disallow, other than in cases where a student has committed a serious criminal offence whereby a law enforcement officer has authority to arrest without a warrant, the taking of a student away from the school premises without parent/guardian consent or legal authorization. If legal authorization (warrant or court order) is presented, it is recommended that a copy be taken.
   10.4 Put forth a best effort to see that the student is advised of what is taking place and encourage the student to wait until the parents arrive before engaging in discussion with the police.

11. If it is suspected that a student is in possession of an illegal material and therefore should be searched, the principal may:
   11.1 Contact the police immediately and also notify the parents/guardians, or
   11.2 Notify only the parents/guardians immediately.

12. Search of Property:
    12.1 The locker is the property of the Division and may be searched by the principal in the presence of another Division employee.
    12.2 The police, with reasonable cause, may conduct a locker search either with or without a search warrant. Authority to search should be requested from the police before a search takes place.
    12.3 School-based administrators with reasonable cause may search a vehicle on school property if one of the following conditions exist:
        12.3.1 The search is a result of a threat to safety;
        12.3.2 The search is performed with the consent of the vehicle operator;
        12.3.3 There are grounds to believe that a criminal act has occurred in which case the search should be done with the assistance of the police.

13. Search of a Person:
    13.1 The principal is to be convinced that a search is reasonable, based on observation and/or preliminary investigation.
    13.2 Any search conducted at the school shall have the principal as well as an adult witness present. The principal shall respect propriety and modesty.
    13.3 A principal must not conduct a total body search. Such a search is only within the purview or authority of the police.
    13.4 When it is necessary to conduct searches involving female students such searches shall be done by female staff members. When it is necessary to conduct searches involving male students such searches shall be done by male staff members.

14. Police Interrogations and Searches
    14.1 In general, all searches by police officers shall be by search warrants. However, police may conduct drug searches, searches for prohibited weapons, restricted weapons, or firearms, or searches under the Customs Act and the Liquor Act without warrant as provided by law. In each such case, the principal will report the circumstances immediately to the Director.
    14.2 In all circumstances the parents or guardians are to be notified of any searches before they take place if possible, or as soon after the search as is possible.
    14.3 Where, in the course of their duties, police officers find it necessary to search an area of the school, the principal or a teacher designated by the principal shall accompany the officers on their search. Authority to search is to be requested from the police before a search takes place.
    14.4 When a member of the police detachment finds it necessary to interview a student during school hours, the officer will be expected to report to the office of the principal and make known the purpose of the visit. Authority to interview is to be requested from the police before an interview takes place.
    Any infraction of the procedures set out above must be reported to the Director.
    When interviews are conducted on school premises, the police officer in charge shall inform all witnesses or suspects of their legal rights before such interviews take place.
    14.5 If a student is to be removed from the school by police officers, the principal or another staff members shall provide sufficient information to the police to enable them to contact the parents/guardians. Should the police not contact the parents/guardians, the principal shall do so except in circumstances which would jeopardize the investigation.
    14.6 Whenever legally permissible, the principal or a teacher assigned by the principal shall be present at any interviews which take place between police officers and students in school.
    14.7 Where the police wish to conduct an interview with a student on the school premises, the following guidelines shall be in effect:
    - Prior permission is to be obtained from the parents, or
    - The police are to provide evidence of authority to conduct the interview.

14.8 Where the police wish to conduct an interview with a witness/potential witness on the school premises, it is not necessary to follow the procedure outlined above. Witnesses/potential witnesses are not suspects and therefore do not run the same risk of having rights violated. However, it is still expected that an attempt to contact parents/guardians will be made prior to an interview. It is advisable for the principal or vice-principal to be present at such an interview if it is deemed desirable that it be held on school premises. Where a serious crime is involved, an alternate location for the interview, determined in consultation with the parent/guardian, may be more appropriate.

14.9 Where the principal conducts a search or interview with a student and the student is subject to school-initiated disciplinary action only, the following guidelines are in effect:

- The search or interview shall be conducted in a respectful manner which recognizes the right to a fair hearing and avoids threat/duress.
- The reason and purpose of the search or interview should be clearly stated.
- All searches are to be conducted in the presence of another adult.

Reference: Section 85, 87, 109, 175, 231, *The Education Act, 1995*
Section 11, 12, 81, Child and Family Services Act
Emergency Protection of Victims of Sexual Abuse and Exploitation Act
Provincial Child Abuse Protocol 2006

Approved: May 12, 2014

Administrative Procedure 336

VIOLENCE AND STUDENT HARASSMENT

Background

The Division is committed to providing students with a safe and secure environment. Therefore, acts of violence, threats of acts of violence, intimidation, or harassment on or by any person will not be tolerated. The Division is committed to the concept of zero tolerance of violent behavior, i.e., there will be consequences for all acts of violence, including harassment.

The Division supports the provision of training for staff that includes:
- The means to recognize potentially violent situations;
- Procedures and practices to minimize or eliminate risks to students;
- The appropriate responses of staffs and students to incidents of violence, including harassment.

Definitions:

1. *Violence* means the attempted, threatened, or actual conduct of a person that causes or is likely to cause injury, and includes any threatening statement or behavior that gives a person reasonable cause to believe that he or she is at risk of injury within Division-operated facilities, on Division property, at any school-related activity or event and travelling to and from school. Violence, therefore, is any verbal or physical action taken which threatens or results in the inflicting of physical, emotional or psychological distress or bodily harm on a person.

2. A *weapon* is any object which is either designed or intended for use in threatening or inflicting body harm on a person.

3. *Personal harassment* is any behavior that has as its intent or effect to alarm, annoy or belittle a person.

4. *Sexual harassment* is any unwelcome behavior which is sexual in nature. It can include but is not limited to the following:
   - Unwanted physical contact;
   - Unwelcome remarks or compromising invitations;
   - Verbal abuse;
   - Display of suggestive pictures;
   - Leering, whistling, innuendoes, jokes or other behaviors or gestures of a sexual nature;
   - Demands for sexual favours.

5. *Zero tolerance* means zero *tolerance* of violent behavior. It means there will always be consequences for all acts of violence. It does not mean zero tolerance of the student who commits a violent act wherein one incident automatically means expulsion. It means that judgement and common sense will be applied to each situation.

Procedures

1. Staff at all levels shall respond firmly, decisively, and without delay to behavior which causes or threatens to cause harm to any student.

2. All staff members are responsible for all students and all students are responsible to all staff members with regard to the maintenance of a safe and secure environment.

3. It is important to note that while safety and security violations commonly revolve around student violence against other students, all staff members must be aware of two other dimensions of possible violations - student violence against teachers and teacher violence against students.

4. Staff are directed to take particular note of the most common safety and security violations faced by students:
   4.1 Bullying and threatening;
   4.2 Physical violence;
   4.3 Harassment and mistreatment;
   4.4 Vandalism, theft and extortion;
   4.5 Sexual abuse;
   4.6 Drug and alcohol offenses, and
   4.7 Possession of weapons.

5. School expectations concerning student conduct with respect to violence/harassment, and the possible consequences of serious or repeated misconduct, are to be communicated to students, parents and staff.

6. The onus is on the victim, student/staff witness, or parent/guardian to report incidents of violence as soon as is reasonably possible.

7. Reported cases of violence/harassment shall be investigated by the appropriate school-based or system administrator in keeping with the requirements of Division procedures. The investigative procedures shall include:
   7.1 A review of the complaint, interview of the complainant and, if possible, interview of the alleged perpetrator or perpetrators, as well as any witnesses, and determination of whether to proceed on a formal or informal basis,
   7.2 A decision by the school-based administrator in consultation with their superintendent to proceed with formal action would follow one or more of the following:
      7.2.1 School-based discipline procedures;
      7.2.2 Division policy and procedures on suspension and expulsion;
      7.2.3 The convening of a Board Student Discipline Committee hearing;
      7.2.4 Involvement of the police or other agencies.

8. As part of the investigation:
   8.1 The victim and the alleged perpetrator shall be requested to provide a statement;
   8.2 The victim and/or witness shall be made aware of their right to report the incident to the police;
   8.3 School principals are authorized to report incidents directly to the police;
   8.4 In case of students, the parent/guardian of both the complainant and perpetrator shall be advised of the reported incidents.

9. Written records of the incident shall be retained by the investigator.

10. Where possible, student victims and perpetrators shall be provided with counselling and support from system personnel.

11. Offenders may be asked to obtain external counselling.

Reference: Section 75, 151-155 *The Education Act, 1995*
*The Saskatchewan Employment Ac*t, (14)

Approved: May 12, 2014

Administrative Procedure 337

ALCOHOL AND DRUGS

Background

The Division has an educational and societal responsibility to prohibit the student use or possession of alcohol or drugs on school premises, at other locations while involved as a participant or spectator in a school-sponsored activity, or while in transport to and from school or a school-sponsored activity.

The Division prohibits the use of alcohol or drugs by students while on Division property or at events sponsored by the Division and its schools. The possession of these substances, with the exception of tobacco and tobacco/nicotine related products, is also prohibited. (Note: While students 18 years of age may legally possess tobacco and tobacco/nicotine related products, this provision recognizes that it is the Board's legal right to prohibit or restrict its use on school property or at school-sponsored events.)

Violations can occur in five ways:

- Use of tobacco and tobacco/nicotine related products in a restricted area,
- Use or possession of alcohol,
- Use or possession of inhalants or other non-regulated substances for the purpose of intoxication,
- Use or possession of illicit drugs,
- Being intoxicated by alcohol or drugs.

While the Division recognizes the need for professional and resource staff to provide intervention, assistance and support to students who may be involved with chemical substance use or abuse, the Division believes that other community agencies have the major responsibility for providing counselling and rehabilitative programs for those who abuse alcohol and drugs. The schools of the Division will assist these agencies in fulfilling their responsibilities wherever possible, and refer students to them whenever necessary.

Procedures

1. Students Under the Influence of Alcohol and Drugs
   Definition: *"Under the Influence" means when the use of an alcoholic beverage or illegal drug has a discernible effect upon a student.*

   The process to be followed when a student is reasonably believed to be under the influence of alcohol or an illegal drug.
   - 1.1 The student will be referred to the principal and/or vice-principal.
   - 1.2 The principal and/or vice-principal will:
     - 1.2.1 Question the student about the incident;
     - 1.2.2 Document the "discernible effect" the substance has upon the student;
     - 1.2.3 Contact the parents/guardians immediately and require them to take the student out of the building. The student will be detained at the school until safe departure from the building can be arranged;
     - 1.2.4 Explain the suspension process to the student and the parents/guardians as soon as reasonably possible;
     - 1.2.5 Determine whether to contact the police for advice and/or assistance.

2. Students in Possession of Alcohol or Drugs
   Definition: *"Possession" means when a student has illegal drugs or alcoholic beverages on his or her person or in her or his control.*

The process to be followed when a student is discovered to be in possession of alcohol or drugs.

2.1 The student will be referred to the principal and/or vice-principal.

2.2 The principal and/or vice-principal will:

2.2.1 Question the student about the incident;

2.2.2 Conduct a reasonable search of the student's person, the student's property and school property for evidence of the offence;

2.2.3 Seize all material evidence;

2.2.4 Contact the parents/guardians immediately and require them to take the student out of the building. The student will be detained at school until safe departure from the building can be arranged.

2.2.5 Explain the suspension process to the parents/guardians as soon as reasonably possible;

2.2.6 Consult the police for advice and/or assistance if it is deemed to be in the best interests of the student or the school.

3. Student Trafficking in Drugs or Supplying Alcohol

Definition: *"Trafficking in drugs" and "supplying alcohol" means when a student gives, sells or delivers alcoholic beverages or illegal drugs to another student.*

The process to be followed when a student is reasonably believed to be trafficking in drugs or supplying alcohol:

3.1 The student will be referred to the principal and/or vice-principal;

3.2 The principal and/or vice-principal will:

3.2.1 Use their professional judgement to have the student remain at school.

3.2.2 Advise the student of what is taking place and encourage the student to wait until the parents arrive before engaging in discussions with the police.

3.2.3 Seek the advice of police in every case involving trafficking in drugs or supplying alcohol;

3.2.4 Co-operate with police in the investigation;

3.2.5 Inform the parents/guardians of the police action and the suspension process as soon as reasonably possible;

Note:

Possession of controlled drugs (e.g. valium) is not an offence. Possession of restricted drugs (e.g. LSD, MDA) and narcotics (e.g. marijuana, hashish) is an offence (*Narcotic Control Act* and *The Food and Drugs Act*).

Where a principal strongly suspects that alcohol or drugs are being "pushed" on school premises, by students or by others, the police shall be notified.

4. Student Possession and/or Trafficking in Cigarettes or Other Tobacco/nicotine related Products

Definition: *"Possession" mean students under the age of 18 having cigarettes or other tobacco/nicotine related* products *under their control. "Trafficking" means when a student gives, sells, or delivers cigarettes or other tobacco/nicotine related products to students under the age of 18.*

The process to be followed when a student under the age of 18 is reasonably believed to be in possession of and/or trafficking in cigarettes or other tobacco/nicotine related products, or students of any age who are trafficking in cigarettes or other tobacco/nicotine related products to students under the age of 18:

4.1 The student will be referred to the principal and/or vice-principal;

4.2 The principal and/or vice-principal will:

4.2.1 Question the student about the incident;

4.2.2 Conduct a reasonable search of the student's person, the student's property, and school property for evidence;

4.2.3 Seize all material evidence;
4.2.4 Contact the parents/guardians about the incident to explain the disciplinary process as soon as possible;
4.2.5 Determine whether to contact the police for advice and/or assistance.

5. When students are not acting in a usual or acceptable manner, procedures commonly used for illness shall be applied. A student obviously under the influence of alcohol or other drugs may require special and immediate protective attention.

6. Particularly when drug abuse is suspected, care shall be taken to concentrate on specific behaviour when communication with parents and other individuals takes place. School personnel are not to make a diagnosis or state a suspected cause for such behaviour.

7. As school buses are the property of the Division, possession, distribution, and sale of alcohol and/or drugs is prohibited on these vehicles. Students on school buses are subject to all the applicable policies and procedures of the Division with respect to transgressions related to alcohol and or drug offences.

Reference: Section 85, 87, 109, 150, 151, 152, 153-154, 175 T*he Education Act, 1995*
Criminal Code
Saskatchewan Alcohol Control Act
Narcotic Control Act
Charter of Rights and Freedoms
Youth Criminal Justice Act
Food and Drug Act

Approved: May 12, 2014
Revised: October 24, 2022

tobacco/nicotine related products

Administrative Procedure 338

WEAPONS AND EXPLOSIVES

Background

The Division recognizes its educational and societal responsibility to prohibit students from bringing weapons, explosives or other dangerous instruments or materials to school.

A weapon is defined as any instrument designed to inflict injury or intimidate another person, or any instrument that is used in this manner.

It shall be the responsibility of the principal to confiscate any dangerous items brought to the school.

Dangerous weapons brought into a school for the purposes of an organized activity such a Hunter Safety shall not be regulated by this section of this Administrative Procedure.

Procedures

1. Dangerous items that have been seized shall either, be turned over to the police or returned to parents/guardians.

2. A partial list of dangerous items specifically excluded from schools includes: rifles, pistols, pellet and cap guns, knives including small pocket knives, dynamite, fireworks, firecrackers as well as chemical or biological irritants (pepper spray, etc.) and laser pointers.

3. Where a school administrator reasonably believes that a person on school premises is in possession of a weapon or has used a weapon, that administrator shall:
   - 3.1 Immediately notify the Director,
   - 3.2 Make reasonable attempts to minimize risk of injury to any person,
   - 3.3 Ensure that the weapon and/or person involved is removed from school premises as quickly as is prudent,
   - 3.4 Contact parent/guardian; and explain the disciplinary process as soon as possible,
   - 3.5 Immediately notify the police if it is in the best interests of the student and the school.

Reference: Section 91, 191, *The Education Act, 1995*

Approved: May 12, 2014

Administrative Procedure 345

ADMISSION OF RESIDENT STUDENTS

Background

The Division believes in providing a clear admissions protocol for all students resident in the Division. Resident is defined in *The Education Act, 1995,* Section 173(1) as follows:
"*Resident means a person whose place of residence is inside the boundaries of the school division in which the person seeks or is provided with educational services*."

Every resident person who has attained the age of six years but has not attained the age of 22 years has the right to attend school in the Division and to receive instruction which is in alignment with his or her educational achievement in courses of study approved by the Division.

Procedures

1. Subject to terms and conditions contained in *The Education Act, 1995,* no school official shall deprive or attempt to deprive a student of access to services approved and provided by the Division.

2. When a student enrolls in a Saskatchewan Rivers Public school for the first time, the principal shall require the student to submit documentation verifying age. The following documents may be used:
   2.1 Birth Certificate,
   2.2 Baptismal Certificate,
   2.3 Passport,
   2.4 Saskatchewan Health Services Card or equivalent.

3. The principal shall normally be responsible for the decision on the admission of students to the school. In consideration of the general interests of the Division, in exceptional circumstances the final decision may revert to their superintendent for appropriate school placement.

4. Principals shall be authorized to assess, collect, and record such information as is required for the admission of students to school. Furthermore, it shall be the responsibility of the parent/guardian to submit information as may be required by the principal.

5. In those cases where appropriate instruction cannot be provided within the Division, the required services may be obtained from agencies outside the Division.

6. Early Entrance
   In a school community where there is no Prekindergarten, children who (a) are age appropriate for Prekindergarten as described below, (b) qualify as intensive needs, and (c) have atypical development, may be enrolled in school-based or community-based early learning programming, provided the following conditions are met:
   6.1 Space and resources are available.
   6.2 Student Support Services conducts an individual assessment in conjunction with medical and early childhood psychologists.
   6.3 The superintendent responsible for student support services approves the enrolment request.
   6.4 Placement is determined by Student Support Services team in collaboration with the principal (See Appendix A).

7. Prekindergarten
   Prekindergarten is a targeted program available in designated schools for students who are three and four year old children. ~~and will not be five years before or on December 31.~~

   The Prekindergarten application process follows.
   7.1 Application forms may be submitted for children who are three or four years old by December 31 in the year of enrolment.
   7.2 Space is limited in Prekindergarten programs. A school-based selection committee prioritizes the enrolment of children. From the submitted applications, children may be selected to begin Prekindergarten following their third birthday.
   7.3 A continual entry policy permits new children to enter Prekindergarten when openings occur during the school year.

8. Kindergarten
   Children may enroll in Kindergarten provided they are five years old by December 31st in the year of enrolment. If a child will be six years old on or before December 31, the recommended placement is Grade 1. However, if parents chose to put a pause on having their child start school and that child has never been in Kindergarten, conversations with the school administrator will take place to determine placement. This will only be a consideration if the child will not be six years old prior to September 1.

9. Grade 1-12
   Students from Grade 1-12 will be placed in the appropriate grade based on the following considerations:
   a) Age appropriate for that specific grade based on age of child by December 31 in the school year of enrolment.
   b) Previous grade level registered in, if registered within the past school year.
   c) Credits achieved and graduation plan for Grade 10-12.

10. For all Prek-12 grade placements that need further discussion the principal will bring the information to the school superintendent for a decision based on the criteria outlined in AP 345. For unique circumstances and situations that fall outside of the clarity of AP 345, the school superintendent will bring the information to the Administrative Council to determine the appropriate grade placement.

Reference: Section 2, 85, 87, 91(f), 109, 110, 141, 142, 145, 155(j), 156, 169, 171, 173, 175, 186, *The Education Act, 1995*
Section 20, Education Regulations

Approved: May 12, 2014; Revised: April 20, 2026; November 2, 2026

Administrative Procedure 345 – Appendix A

EARLY ENTRANCE ADMISSION

Background

Upon SRPSD approval, a child who a) is between the ages of 3 and 5, and b) meets Ministry of Education criteria for a student with a designated intensive need may enter a school or community-based early learning program. The following procedures guide the approval process.

Procedures

1. Early Entrance Requests and Referral Process

Agencies or parents/guardians may request early entrance support by contacting a SRPSD student support services (SSS) consultant. Requests will be followed by a referral process:

- Parents will
  a) sign a Release of Confidential Information Form, and
  b) provide existing support documentation including diagnoses and relevant assessment reports (e.g.; psychology, speech language, medical, occupational therapy, physical therapy).
- An SSS team will complete an educational impact assessment to determine child's priority areas of need along with educational supports required to meet those needs.
- A team meeting with parents and/or other professionals will be coordinated as required.
- Early learning program options that are available in the community will be considered to determine the most appropriate learning environment for the child. Options may include child care, preschool, playschool, Aboriginal Head Start, Prekindergarten, or kindergarten.
- When Prekindergarten is an option, a selection process and vulnerability criteria will apply.
- An SSS team of superintendent and consultants will review referral information and make program decisions or recommendations in accordance with SRPSDs policies and procedures.
- When a program is recommended, an SSS consultant will contact the principal or program manager for further exploration.
- An SSS consultant will contact parents and/or agencies with respect to program decisions.

2. Early Entrance Programming

- Upon SRPSD approval, parents or guardians may register their child as an early entrant at the approved school or early learning program.
- The SSS consultant will schedule an intake meeting with a collaborative team consisting of parent(s)/ guardian(s), administrator, educational support teacher, classroom teacher, other SRPSD SSS personnel, and/or referring agency personnel as appropriate.
- Parents will provide any additional reports from assessments including speech language, psycho-educational/early childhood psychology, occupational therapy, physical therapy and/or medical assessments.
- The collaborative team will develop an Inclusion and Intervention Plan (IIP) that includes
  a) interventions and supports,
  b) timelines and processes for progress review, and
  c) transition plans.

New: September 8, 2015

Administrative Procedure 347

NON-RESIDENT, FOREIGN AND ADULT STUDENTS

Background

The Division believes that it may be appropriate to accept non-resident and adults students into Division schools subject to clearly prescribed conditions.

Procedures

1. A non-resident student is a person whose declared place of residence is defined as being outside the boundaries of the Division in which that person seeks or is provided with educational services.

2. The admission of non-resident and adult students is subject to the approval of the Director, and the following conditions:
   2.1 That adequate space is available to accommodate the students;
   2.2 That the students can be provided with suitable courses of study within the existing instructional program;
   2.3 That the students can be enrolled without disruption to the overall well-being of the school division;

3. The CFO shall submit the schedule of tuition fees to Ministry of Education for approval annually:
   3.1 Pupils who are not resident within Saskatchewan Rivers Public School Division;
   3.2 Applicable adult students such as those students who have not yet obtained the age of 22 years at the commencement of the school year.

4. No student who resides outside of the Saskatchewan Rivers Public School Division shall be registered in a school of the Division unless authorization from another school division, jurisdiction or person to provide tuition fees has been received.

5. First Nation students who do not reside within the Saskatchewan Rivers School Division may be admitted to a Division school provided:
   5.1 A tuition agreement is in place between the First Nation and the Saskatchewan Rivers School Division, or
   5.2 A written agreement to pay tuition fees for each designated student has been received from the First Nation or Indian and Northern Affairs Canada.

6. Foreign students including those sponsored by Saskatchewan Rivers Public School Division supporters may be enrolled in a designated school upon payment of non-resident tuition fees established, provided the students are issued a visa by Immigration Canada.

   "Landed Immigrants" who have established residence in the Saskatchewan Rivers Public School Division shall be considered resident pupils.

7. Where initiatives of the Department of Education or non-government organizations meet with the approval of the Director or Division itself initiates one-on-one student exchanges with students from another province or country, tuition fees shall not be levied. A maximum of six such exchanges shall be permitted during each school year.

   Application for enrollment of foreign exchange students must be submitted to the Director by May 1st of each year.

8. The principal shall follow Administrative Procedure 705 for students outside of the boundaries of the school division and shall also report these students to the CFO.

9. Secondary pupils who last attended school in another country may, prior to admission to school, be required by the principal to have their previous educational standing evaluated by their Superintendent.

10. Adults who have not yet reached the age of 22 wishing to enroll in the Division shall make application to their Superintendent, who shall consult with the affected principal before rendering a decision.
    10.1 Adults who have not yet reached the age of 22 may be required to pay a tuition fee as per Regulation 20 of *The Education Act, 1995*.
    10.2 Registered students who turn 22 during a school year are not affected by this policy.

Reference: Section 173(1), *The Education Act, 1995*
Section 20, Education Regulations

Approved: May 12, 2014

PERSONNEL & EMPLOYEE RELATIONS 400

Administrative Procedure 400

RECRUITMENT, SELECTION AND PLACEMENT

Background

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

Saskatchewan Rivers Public School Division is an equal opportunity employer. We are committed to creating an inclusive workplace and having a workforce representative of the diverse communities we serve. We welcome diversity and encourage applications from all qualified individuals.

The Director shall be responsible for Administrative Council employment contracts and all other contracts shall be managed by Superintendents responsible for human resources.

Procedures

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

    - 1.2 Division-Initiated Teacher Transfers
        - 1.2.1 Consideration of reassignments of teaching duties through transfer to another school may be initiated by the Director, their superintendent or by the principal.
        - 1.2.2 Upon confirmation of the transfer the teacher is to receive notice in writing.

2. In-School Administrators
   2.1 The Superintendent(s) responsible for human resources are responsible for determining the process that will be used for filling vacant in-school administrative positions following Board Policy 16: Recruitment and Selection of Personnel.
   2.2 All in school administrator position shall be filled by the vice-principal and principal pools created by the Superintendent(s) responsible for human resources and the hiring committee.
   2.3 Administrative selections shall be reported to the Board after appointments have been made and before public announcement.
   2.4 The Director retains the prerogative to initiate transfers of in-school administrators.

3. Non-Teaching Staff – Division-Based
   3.1 Superintendent(s) responsible for human resources, in consultation with the appropriate Administrative Council member, are responsible for hiring non-teaching staff – division-based.
   3.2 The recruitment, selection, and placement procedures are determined by the Superintendent(s) responsible for human resources.
   3.3 Vacant positions are to be advertised as per the CUPE 4195 agreement where applicable. If it is a non-unionized position the position will be advertised both internally and externally.
   3.4 Staff members are to be employed under the conditions of the applicable employment contract with the division.

4. Non-Teaching Staff – School-Based
   4.1 Superintendent(s) responsible for human resources, in consultation with the appropriate Administrative Council member, is responsible for hiring non-teaching staff – school-based.
   4.2 The recruitment, selection, and placement procedures are to be determined by the Superintendent(s) responsible for human resources in consultation with the principal and appropriate supervisor.
   4.3 Vacant positions are to be advertised as per the CUPE 4195 agreement where applicable. If it is a non-unionized position the position will be advertised both internally, and externally.
   4.4 Staff members are to be employed under the conditions of the applicable contract with the division.

Reference: Sections 85, 87, 109, 174, 175 *The Education Act, 1995*
Human Rights Code

Approved: May 12, 2014: March 18, 2024

Administrative Procedure 405

EMPLOYEE EXPECTATIONS AND CODE OF CONDUCT

Background

The Division believes that there should be guidelines in place to encourage appropriate behavior from all employees. The processes outlined can be used to help our employees make the best decisions when confronted with any type of situation. Employees are responsible for demonstrating professional conduct and upholding the strong reputation of the Division; therefore, adhering to these expectations and the Code of Conduct are a part of each employee's terms and conditions of employment.

Procedures

1. At the time of hire, all new staff members will be provided with access to this information. Please refer to the General Expectations of Employees document and refer to the Code of Conduct document on the SRPSD website.

2. Existing staff are expected to be aware of both the Employee Expectations and Code of Conduct documents as linked above.

3. Other Administrative Procedures that connect with Administrative Procedure 401 include:
   - Administrative Procedure 160 Harassment, Discrimination, Workplace
   - Administrative Procedure 165 Local Authority Freedom of Information and Protection of Privacy
   - Administrative Procedure 408 Reporting Criminal Charges
   - Administrative Procedure 410 Criminal Records Checks
   - Administrative Procedure 415 Conflict of Interest
   - Administrative Procedure 417 Employee Violence
   - Administrative Procedure 620 Occupational, Health and Safety
   - Administrative Procedure 805 Acceptable Use of Technology for Employees

Approved: October 6, 2014

Administrative Procedure 408

REPORTING CRIMINAL CHARGES

Background

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

Procedures

1. Reporting Criminal Charges

1.1 All new employees of the Saskatchewan Rivers Public School Division are required to provide a current criminal records check upon hire. See Administrative Procedure 410: Criminal Record Checks.

1.2 No later than two working days after having been charged with an offense, any person referenced in this AP's statement is to inform verbally, and subsequently in writing, the superintendents responsible for human resources of all charges laid.

1.3 A submission outlining relevant circumstances may be attached by the person to the written information.

1.4 Upon receipt of the information, the superintendents responsible for human resources are to investigate the circumstances.

1.5 Failure to disclose charges, provide a written statement, or submission of inaccurate, false, or misleading statements, constitutes grounds for disciplinary action, up to and including termination of employment, in accordance with the provisions of the employee's contract of employment, or refusal to act as a volunteer for school sponsored activities.

1.6 Any action taken by the Division with respect to an employee shall be conveyed to the employee in writing, a copy of which shall be placed in the employee's personnel file.

1.7 Any appeal of the decision of the Division shall be made in accordance with the provisions of the employee's collective agreement, or where no collective agreement applies, within fifteen days of notification of the Division's decision.

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

1.9 Notwithstanding any of the above regulations, an employee may, at any time, seek legal advice or counsel from his/her employee group or from independent sources at the employee's expense. Should the employee so wish, he or she may be accompanied or represented by a representative of the appropriate employee group at any and all meetings that the employee attends regarding the process.

Reference: Section 85, 87, 108, 109, *The Education Act, 1995,*

Approved: May 12, 2014

Administrative Procedure 410

CRIMINAL RECORD CHECKS

Background

The Division is committed to providing a safe school environment for students and staff.

In addition to staff, student supervisors, volunteers, interns, practicum students**,** and contract employees fulfill positions of trust and therefore constitute an essential component of a safe school environment.

Criminal record checks will be completed for all prospective employees, contract employees, volunteers, interns and practicum students who by the nature of their employment, volunteer activity, internship, or practicum shall be responsible for the well-being of one or more children or vulnerable persons or if the position is one of authority or trust relative to those children or vulnerable persons.

Procedures

1. Guidelines – Prospective employees, contract employees, volunteers, interns and practicum students:
   - 1.1 The objectives of the criminal record checks are to:
     - 1.1.1 Determine if a candidate has been convicted of a criminal offense;
     - 1.1.2 Obtain information related to the candidate's suitability for the opportunity for which they are being considered; and,
     - 1.1.3 Determine if a risk is posed to children or vulnerable persons.
   - 1.2 The applicant candidate is responsible for any costs associated with obtaining the criminal record check including the vulnerable sector check.
   - 1.3 Criminal record checks, including the vulnerable sector check, must be submitted prior to commencement of employment, volunteer activity, internship, or practicum.
   - 1.4 If a criminal record or charge(s) exists, superintendents responsible for human resources shall assess whether the conviction(s) or charge(s) is relevant to the job and whether the interests of the employer would be prejudiced as a result of an appointment.

2. Staff, Internship, Practicum:
   - 2.1 Prior to commencement of employment, staff, internship or practicum candidates shall be informed of the need for a criminal record check, including a vulnerable sector check and shall be provided with the appropriate documentation (RCMP or PAPS).
   - 2.2 If the candidate already has a criminal record check, including the vulnerable sector check, it will be accepted as long as it is not more than one (1) year old. If it is more than one (1) year old, it shall not be accepted.
   - 2.3 The candidate is not to commence employment, internship, or practicum until the criminal record check or Affidavit Respecting Criminal Record (Appendix A) is received by personnel responsible for human resources. If the original document is presented, it is to be returned to the candidate and the copy shall be placed in the candidate's personnel file.
   - 2.4 If there is indication that there may be or is a criminal record the candidate is not to commence employment, internship or practicum. The candidate must proceed with the fingerprinting process. Upon receipt of the official document from the RCMP identifying the criminal record(s), superintendents responsible for human resources shall determine an appropriate course of action.
   - 2.5 If there is indication that there may be a sexual offense for which a pardon has been granted, the candidate must proceed with the fingerprinting process. If the candidate chooses to

provide an Affidavit (form attached) it will be reviewed by superintendents responsible for human resources to determine the appropriate course of action. If the decision is to allow the candidate to commence employment, internship, or practicum, the candidate is still required to provide the results of the fingerprinting process immediately upon receipt of the results. Upon receipt of the results of the fingerprinting, superintendents responsible for human resources shall determine the appropriate course of action.

2.6 If an employee, intern, or practicum student notifies the employer, or if information is received, as per Administrative Procedure 408: Reporting Criminal Charges, this must be reported to the superintendents responsible for human resources immediately. Upon receipt of information, the superintendents responsible for human resources will investigate the circumstances and take the appropriate action in accordance with the relevant Collective Agreement, Acts and/or Regulations.

3. Volunteers:

3.1 Prior to the commencement of volunteer activity, candidates shall be informed of the need for a criminal record check including a vulnerable sector check and shall be provided with the appropriate documentation (RCMP or PAPS).

3.2 Where volunteers are concerned, the request for the criminal record check and vulnerable sector check shall be at the principal's discretion unless a volunteer is working alone with a student or vulnerable person or alone with a group of students for an extended period of time, such as an overnight trip, in which case the criminal record check and vulnerable sector check shall be required.

3.3 If the candidate already has a criminal record check, including the vulnerable sector check, it will be accepted as long as it is not more than one (1) year old. If it is more than one (1) year old, it shall not be accepted.

3.4 If the original document is presented, it is to be returned to the candidate. The copy is to be kept on file at the school. The candidate is not to commence volunteer activity until the requested criminal record check and vulnerable sector check is received by the principal.

3.5 If there is indication that there may be or is a criminal record,

- The candidate is not to commence volunteer activity. The candidate must proceed with the fingerprinting process;
- The principal informs the superintendents responsible for human resources;
- Upon receipt of the official document from the RCMP identifying the criminal record(s), superintendents responsible for human resources, along with the principal shall determine the appropriate course of action.

3.6 If there is indication that there may be a sexual offense for which a pardon has been granted, the candidate must proceed with the fingerprinting process. If the candidate chooses to provide an Affidavit (form attached in Appendix A) it will be reviewed by the superintendents responsible for human resources along with the principal to determine the appropriate course of action. If the decision is to allow the candidate to commence volunteer placement, the candidate is still required to provide the results of the fingerprinting process immediately upon receipt of the results. Upon receipt of the results of the fingerprinting, the Superintendents responsible for human resources along with the Principal shall determine the appropriate course of action.

3.7 If a volunteer notifies the school, or if information is received, as per Administrative Procedure 402, this must be reported to the superintendents responsible for human resources immediately. Upon receipt of information, the superintendents responsible for human resources will investigate the circumstances and take the appropriate action in accordance with the relevant Collective Agreement, Acts and/or Regulations.

Reference: *Labour Standards Act;*
The Local Authority Freedom of Information and Protection of Privacy Act

Approved: May 12, 2014; September 11, 2017; September 1, 2021

AFFIDAVIT RESPECTING CRIMINAL RECORD

I, _____, make oath and say:

1. THAT I have never been convicted of, nor do I have any outstanding, charges under the Criminal Code of Canada or the Controlled Drugs and Substances Act, except for the following:

   _____

   _____

   _____

   _____

2. THAT I have received a Pardon for the following offence/offences:

   _____

   _____

   _____

   _____

3. THAT I make this Affidavit knowing it will be relied upon by the Saskatchewan Rivers School Division regarding my Application for Employment, my Practicum, my Internship, or to Volunteer, until such time as Saskatchewan Rivers Public School Division has obtained the results of a search pursuant to the *Criminal Records Act*.

SWORN BEFORE ME at the City of _____, in the Province of Saskatchewan, this _____ day of _____, 20___.

_____
A Notary Public/Commissioner for Oaths in and for Saskatchewan.
My Appointment Expires:
- or – Being a Solicitor.

_____
Signature

NOTE: Providing false information could lead to immediate termination of employment and criminal charges.

Administrative Procedure 415

CONFLICT OF INTEREST

Background

Employees of the Division in the performance of their roles and responsibilities are prohibited from being in a position of a conflict of interest. The school division endeavours to maintain an unimpeachable standard of integrity in all of its business relationships.

Procedures

1. Employee refers to all persons who are currently engaged in active service with the Division regardless of the employer-employee relationship.

2. Conflict of interest is defined as any direct or indirect interest in, connection with, or benefit from outside activities, especially business activities in which involvement might adversely affect the Division or benefit the employee directly or indirectly as a result of the employee's position or connection with the Division.

3. "Family member" shall have the same meaning as a "related person" defined under *The* Income Tax Act and includes a spouse, child, grandchild, parent, grandparent, parent-in-law, son-in-law, daughter-in-law, brother, sister, brother-in-law, sister-in-law, or anyone for whom the employee stands in loco parentis.

4. Employees the Division shall be knowledgeable of the Code of Ethics of their respective association.

5. Employees of the Division shall remain free of any such obligation, interests or distraction that may adversely affect or interfere with the employee's judgement and/or objectivity in the performance of duty as an employee of the Division.

6. With respect to business transactions, Division employees:
   - 6.1 Shall not use their position or special knowledge to gain an advantage not otherwise available to members of the general public;
   - 6.2 Shall not grant any special consideration, treatment, or advantage relative to the business of the Division to any individual, organization, or corporation beyond that which is available to every other individual, organization, or corporation;
   - 6.3 Shall not engage in outside activities, for which compensation is received, during regular working hours or accept outside employment or unpaid positions that places them in a conflict of interest;
   - 6.4 Shall not sell products or services from outside activities to the Division;
   - 6.5 Shall not use the property (including automated resources), equipment, resources (including financial, technical and human resources), or facilities (including communications channels) of the Division to promote or benefit personal business or political interests unless prior approval has been obtained in writing from the Director; or

6.6 Shall not accept any gift of benefit, whether in the form of goods, services, loans, or favours, from any individual organization or corporation which is intent on securing business transactions, either directly or indirectly, with the Division, subject to the 'normal exchange of hospitality' between persons doing business together. The Director shall define "normal exchange of hospitality" in individual circumstances. Where there is any question the employee shall seek direction from the Director.

7. With respect to family members and personal associates, employees of the Division:
   7.1 Shall not hire a family member to work for them directly in any capacity;
   7.2 Shall not be precluded from hiring staff who is a member of another employee's family; and
   7.3 Shall not be precluded from supervising, either directly or indirectly, a family member.

8. All resources developed by an employee of the Division in the course of their employment or provided by third parties shall be considered as property of the Division. This requirement extends to information held on magnetic media which places the Division in breach of copyright laws is strictly prohibited.

9. Goods and services provided by outside vendors, which in turn will be sold to students either by direct sale or through payment of school fees, will be awarded through an official tender process.

10. Employees who become aware they are in a potential or actual conflict of interest have a duty to notify their supervisor immediately.

11. Where unique circumstances exist within a business relationship, employees of the Division shall request a conflict of interest ruling from the Director.

12. Violation of this policy by employees constitutes grounds for disciplinary action up to and including dismissal of the employee.

Reference: *Income Tax Act*

Approved: May 12, 2014

Administrative Procedure 417

EMPLOYEE VIOLENCE

Background

The Division has a responsibility to ensure that employees operate in an environment that is free of violence.

Procedures

1. Violence is defined as:
   "the attempted, threatened or actual conduct of a person that causes or is likely to cause injury, and includes any threatening statement or behavior towards an employee made by any person, which gives the employee reasonable cause to believe that he or she (or other employee) is at risk of injury."

2. The Division is committed to informing employees with respect to awareness of situations in which violence may occur and procedures to be followed in the event of a violent incident.

3. Employees who work in circumstances such as the following could be at some risk of being exposed to violent incidents:
   3.1 Employees who work with pupils who have a history of violence;
   3.2 Employees who work with pupils who suffer from specific medical conditions which can increase the probability of those pupils being the perpetrators of violent acts;
   3.3 Employees who provide services to a pupil whose parent(s)/guardian(s) have a history of violence or who have previously threatened school staff.

4. Primary areas of potential risk of violence centre on classrooms, hallways, playgrounds and personnel assigned to these locations.

5. All personnel who believe they have been subjected to a violent act will immediately report the incident to the principal or supervisor and complete the Optic Risk Intake form Optic Risk Intake Form.

6. If an employee believes that a student, fellow employee or visitor to the school or other workplace represents a danger to the security of the school or other workplace, the employee shall immediately notify the principal or supervisor.

7. Superintendents shall inform the Occupational Health and Safety committee of all reports of violent incidents.

8. Principals or supervisors shall investigate all reports of violent incidents and submit them to the appropriate Superintendent for possible further investigation.

9. No employee shall threaten, cause or participate in a violent act against another employee.

10. Employees shall be informed, within the context of legal protocols, of potential risks of violence by some or all of the following means:
    10.1 Review of relevant reports and documents in consultation with the principal, supervisor or Special Education personnel;

10.2 Briefing by the principal or supervisor with respect to background, procedures and strategies;
10.3 Consultation with Special Education personnel with respect to background, procedures and strategies.

11. Workshops and information for employees in the area of violence will be provided with a focus on:
    11.1 Ways and means of recognizing potentially violent situations;
    11.2 Proactive approaches to preventing or minimizing violence;
    11.3 Procedures for dealing with incidents of violence and how to obtain assistance;
    11.4 Reporting, investigation and documentation of violent incidents.

12. An employee who has been exposed to an incident of violence will be given the opportunity to consult with a physician for treatment or referral for post-incident counselling without loss of pay or benefits. If an employee seeks medical assistance or misses work as a result of a violent incident in the workplace, the employee and the Division must file a report of injury using the appropriate forms:
    Employer's Initial Report of Injury (WCBE1) – completed by employer.
    Worker's Initial Report of Injury (WCB W1) Worker's Injury Report Form
    Optic Risk Intake form Optic Risk Intake Form.

    Compensation for medical expenses, time loss or disability to which any employee may be entitled to pursuant to *The Workers' Compensation Act* will not be duplicated.

13. Nothing in this policy shall discourage or prevent an employee from referring a violent incident to the Occupational Health and Safety Division pursuant to the most current *Saskatchewan Employment Act*, initiating a complaint under the *Saskatchewan Human Rights Code*, the Saskatchewan Teachers' Federation, or exercising any other legal rights available under any other law, including filing a complaint with the police.

14. Incidents of employees experiencing reprisals or threats of reprisals as a result of filing a complaint or being directed to be part of an investigation are not acceptable and shall be reported to the Director for investigation.

15. Investigation of complaints:
    15.1 If an employee chooses to make a complaint, it will be in writing and will include the following information:
        15.1.1 Where and when the incident occurred,
        15.1.2 What exactly was said and done,
        15.1.3 Whether there were any witnesses,
        15.1.4 Any other details of the situation.
    15.2 The person receiving the complaint will immediately report the complaint to the appropriate superintendent or supervisor.
    15.3 Investigation of the complaint will be undertaken by the appropriate superintendent or supervisor as soon as possible upon receipt of the complaint.
    15.4 The person who investigates the complaint will:
        15.4.1 Notify the alleged perpetrator of the complaint and provide the alleged perpetrator with information concerning the circumstances of the complaint, including a copy of the written complaint,
        15.4.2 Request the alleged perpetrator to respond in writing to the complaint,
        15.4.3 Interview the complainant, the alleged perpetrator, and any other persons who may have knowledge of the purported conduct complained of,
        15.4.4 Make a written report of the complaint and the results of the investigation of the complaint to the Manager of Human Resources and,

15.4.5 Inform the employee and the alleged perpetrator in writing of the results of the investigation.

15.5 At any stage of the investigation, the complainant and the alleged perpetrator may choose to be accompanied by a friend, union representative, association representative or other persons of their choice.

15.6 Either party may, after receiving the results of the investigation, make a further submission in writing and such written submission shall be placed in the file.

15.7 Complaint Supported:
Where the results of the investigation support a specific complaint of violence, remedial actions such as the following may occur: education and training, review and/or modification of policies, procedures and practices, and on-going monitoring.

15.8 Complaint Unsupported:
Where the results of the investigation do not support allegations of violence made by the complainant, the complaint shall be closed.

16. Consequences for Perpetrators of Violence

16.1 When the perpetrator is an employee, the Director will administer appropriate discipline and corrective action which may include a reprimand, suspension or make a recommendation of termination of employment to the Board.

16.2 When the perpetrator is a student, the Director will administer disciplinary action in accordance with *The Education Act, 1995,* which may include suspension of the student, assignment of the student to another school, or make a recommendation of expulsion to the Board.

16.3 When the perpetrator is a parent of a student, the Director will take actions necessary to minimize the risk of another incident, which may include restricting the access of that parent to school property, or reporting of the incident to the police.

16.4 When the perpetrator is a member of the public who is not a parent, the Director may report the incident to the police and may restrict the access of that person to school property.

17. Administrative Procedures and actions designed to minimize or eliminate the risk of violence.

17.1 Administrative Procedures:

17.1.1 Parent and Student Concerns
17.1.2 Employee Harassment
17.1.3 Student Conduct on Buses
17.1.4 Code of Conduct (Safe Schools)
17.1.5 Suspension and Expulsion
17.1.6 Violence and Student Harassment
17.1.7 Search and Seizure
17.1.8 Alcohol and Drugs
17.1.9 Weapons and Explosives

17.2 Actions

17.2.1 On-going in-service and professional development programs such as Anger Management, Social Skills Development, Conflict Resolution, and Peer Coaching
17.2.2 Division Crisis Intervention Handbook
17.2.3 Behavior modification classes such as STAR and Lucy Baker
17.2.4 Assessment and evaluation prior to student registration in the school
17.2.5 Items in school newsletters

Reference: Section 85, 87, 116, 150, 157, 193, *The Education Act, 1995*

Approved: May 12, 2014

EMPLOYEE ALCOHOL AND DRUGS

Background

The Division has an educational and societal responsibility to prohibit the employee use or possession of alcohol and drugs at all buildings and property owned by the Division. The use of drugs and alcohol can create unacceptable safety risks to everyone at the workplace.

Definitions

Alcohol Dependence is defined as: "The habitual drinking of intoxicating liquor by an employee, whereby the employee's ability to perform his/her duties is impaired or his/her attendance at work is interfered with, or he/she endangers the safety of others."

Drug dependence is defined as: "The habitual taking of drugs by an employee other than drugs prescribed by a physician, whereby the employee's ability to perform his/her duties is impaired, or his/her attendance at work is interfered with, or he/she endangers the safety of others."

Possession is defined as: "When an individual has illegal drugs or alcoholic beverages on his or her person or in her or his control."

The Division strongly encourages employees who abuse alcohol or use illegal drugs to seek assistance to stop abusing alcohol or using illegal drugs before they have an incident. There is an expectation to report the addiction to their employer. Failure to do so, as set out below, could result in the termination of their employment.

Note: While an individual may legally possess a drug substance, this provision recognizes that it is the Board's legal right to prohibit or restrict its use on school property or at school-sponsored events

Procedures

1. In order to minimize the risk of impaired performance, the following are strictly prohibited for all staff members while engaged in assigned duties or while in direct supervision of students, on school premises or at school sponsored events:
   - 1.1 The use, possession, distribution, offering or sale of alcohol, illicit drugs, illicit drug paraphernalia or un-prescribed drugs for which a prescription is legally required in Saskatchewan;
   - 1.2 The presence in the body of alcohol, illicit drugs or un-prescribed drugs for which a prescription is legally required in Saskatchewan;
   - 1.3 Intentional misuse of prescribed medication, over-the counter medications or other substances;
   - 1.4 Being unfit for work due to the after-effects of alcohol, illicit drugs, un-prescribed drugs and/or prescribed drugs for which a prescription is legally required in Saskatchewan or the intentional misuse of medications; and
   - 1.5 Consumption of alcohol during working hours, on or off school premises, including meal times or other personal work breaks, whether or not they are considered to be paid time.

2. Such prohibitions do not apply to a prescription drug where:
   2.1 Such drug is being used for its intended purpose as currently prescribed for the person possessing it, and
   2.2 The use of such drug doesn't carry any warnings or precautions that may be relevant to the performance of their duties or doesn't affect their safety or the safety of others while working

3. The Division reserves the right to request a physician's statement confirming that the use of such drugs has been prescribed and that the use of such drug will not adversely affect the performance of the staff member or the safety of students and/or other staff members.

4. Any employee found in violation of procedure 1 may be subject to disciplinary action, up to and including termination, referral to criminal prosecution, and/or may be referred to an assistance or rehabilitation program at the discretion of the Director.

5. Employees experiencing or who suspect they have a problem with drug or alcohol abuse or dependency are encouraged to seek counselling assistance and report the addiction to their employer.
   5.1 No employee will have his/her job security or promotion jeopardized by requesting counselling, however, the employee is expected to perform his/her duties in a competent manner. Failure to do so will result in appropriate corrective or disciplinary action.
   5.2 The responsibility for correcting unsatisfactory job performance or behavior resulting from alcohol or drugs rests with the employee.
   5.3 Employees may be granted a leave of absence at the discretion of the Director to participate in a drug or alcohol abuse rehabilitation program.
   5.4 Information concerning an employee's involvement in the treatment agencies will be held in the strictest confidence and will not be disclosed except:
      a) As authorized in writing by the employee,
      b) As required by law,
      c) Where there is a serious and imminent risk that the health or safety of the employee or others would be jeopardized.

Approved: June 19, 2017

Administrative Procedure 420

LEAVES OF ABSENCE

Background

The Division shall grant leaves of absence to employees in accordance with legislation, collective bargaining agreements and the following procedures Leave of Absence Guidelines

Procedures

1. General Leave Provisions
   - 1.1 Supervisors shall be responsible for ensuring that necessary coverage is in place before recommending or granting leave for an employee.
   - 1.2 Principals shall ensure that teachers approved for any discretionary leave(s) will not be away for more than five consecutive school days.
   - 1.3 Requests for leave shall be made in writing on the appropriate form to the employee's immediate supervisor. Completion of a leave form is required when any of the following circumstances prevail:
     - The employee travels outside the School Division boundaries;
     - The employee is not providing contracted service to the Division;
     - Substitute coverage is required for the employee.
   - 1.4 The placement of staff returning from approved leave shall be determined by the appropriate Superintendents responsible for human resources. Such a placement will be considered an initial placement and will not be subject to the Teacher Transfer procedures.
   - 1.5 Leaves may be prorated for part time employees.

2. Supervisor Approved Leaves:
   - 2.1 Leave Without Pay
     The supervisor of an employee may grant leave without pay to a maximum of five days per school year (July 1 to June 30).
   - 2.2 Graduation/Convocation Leave
     The supervisor of an employee may grant the employee, when necessary, up to one day's leave with pay when the employee or the employee's child or spouse is graduating from a recognized secondary or post secondary program. The employee attending such an event outside Saskatchewan may be granted one additional day with pay.
   - 2.3 Medical Appointments Leave
     It is expected that medical appointments (ie: doctor, dental, optical) will be scheduled outside the work day to minimize absences. If the appointment cannot be made outside of the work day, the supervisor will refer to the Medical Appointment Approval Flow Chart to make the decision as to whether leave will be granted.

3. Superintendents Responsible for Human Resources Approved Leaves:
   - 3.1 Family Support Leave
     The superintendents responsible for human resources may grant leave without pay for up to one year for staff to attend to parenting or care giving for immediate family members.
   - 3.2 Extended Leave
     The superintendents responsible for human resources may grant an employee leave without pay (after all earned leave is taken) for up to one year once every seven years.

3.3 Community Service Leave

The superintendents responsible for human resources may grant Community Service Leave to a maximum of five days per school year for each employee.

3.3.1 Community service leave with pay may be granted to enable an employee to participate in events that involve and benefit students of the Division.

4. Witness/Jury Duty Leave

The superintendents responsible for human resources shall grant leave to an employee who is subpoenaed as a witness or called for jury duty. The employee shall be paid normal salary while absent subject to the following conditions:

4.1 The employee shall pay to the Division any remuneration, other than expenses, which the employee receives for such absence. With respect to the Court of King's Bench, the employee, if appearing as a witness, shall make application in accordance with "The Court of King's Bench Fees Regulations" for witness fees.

4.2 The employee shall provide written notice to the superintendents responsible for human resources as soon as possible after receipt of notice for such absence.

4.3 This leave does not apply to an employee who:

4.3.1 Has a direct or indirect interest in the outcome of any proceedings; or

4.3.2 Appears as an accused in any proceedings.

5. Leave With or Without Pay

5.1 Employees can request personal leave without pay (LWOP) to a maximum of five days per year. (All other earned days must be used first.). Supervisors may deny LWOP based on operational feasibility.

5.2 The Director may grant an employee leave with or without pay for up to 10 days per school year (this leave is to accommodate the occasional exceptional circumstance).

6. Family Support Leave:

6.1 The following shall be factors when considering a Family Support Leave request:

6.1.1 The leave is required to provide care to a pre-school child or a family member needing support because of a medical condition;

6.1.2 The application is submitted at least 50 school days (or the earliest possible date that circumstances allow) prior to the desired commencement date;

6.1.3 Availability of replacement personnel;

6.1.4 Natural transition points in the school year (e.g., school start-up, reporting periods, semester/block start-ups);

6.1.5 The employee commits not to accept a position with another employer or engage in entrepreneurial activity.

7. Extended Leave:

7.1 The following shall be factors when considering an Extended Leave request (leave greater than five (5) consecutive days in duration):

7.1.1 The employee has a minimum of three years' experience with the Division;

7.1.2 An Extended Leave has not been granted to the employee in the previous seven years (with the exception of bus drivers). Note: An employee taking partial leave of absence from his/her contractual time will also be limited to one Extended Leave every seven years;

7.1.3 The application is submitted at least 50 school days prior to the desired commencement date;

7.1.4 Availability of replacement personnel;

7.1.5 Natural transition points in the school year (e.g., school start-up, reporting periods, semester/block start-ups);
7.1.6 The employee commits not to accept a position with another employer or engage in entrepreneurial activity without the written permission of the Director.

Reference: *The Labour Standards Act;;* LINC; CUPE Collective Agreement
Approved: May 12, 2014; Revised: July 15, 2017; March 24, 2025

Administrative Procedure 421

WORK FROM ALTERNATE LOCATION

Background

The Division recognizes that, in certain unique circumstances, the use of flexible working arrangements can be beneficial to both the employee and the school division. As such, the Division supports the concept of working at an alternate location, such as the employee's home. Typically, if a work from an alternate location arrangement is approved, a blend of working at an alternate location and on site will be the standard. Typically, this will be applied to out of scope employees but in unique circumstances, other employees would be considered.

Procedures

1. Principles, Criteria and Guidelines for Working in Alternate Locations
   - 1.1 The Division recognizes that working at an alternate location should be beneficial to both the employee and the employer.
   - 1.2 An alternate working location can be initiated by the Division or by the employee. However, the supervisor and the appropriate human resources personnel are responsible for the decision regarding the alternate arrangement.
   - 1.3 Arrangements to work at an alternate location can either be temporary or can be longer term.
   - 1.4 Working at an alternate location shall be compatible with the employee's job duties and responsibilities and/or personal circumstances, as determined by the employee's supervisor.
   - 1.5 When assessing working at an alternate location, the following factors will be considered; nature of position/tasks, operational needs, ability to maintain appropriate service levels, performance and productivity of the employee and the ability to work independently with minimal supervision.
   - 1.6 Employees who work from an alternate location are required to follow regular work hours.
   - 1.7 Employees who have received approval to work from an alternate location are to participate in meetings or report to the office as requested by their supervisor.
   - 1.8 If working at an alternate location is approved, the arrangement does not change the employee's basic terms and conditions of employment with the Division under the applicable collective agreement, employment contract, policies, and legislation.
   - 1.9 Working at an alternate location arrangement will be reviewed on a regular basis. The employer reserves the right to change or end the arrangement at any time and will ensure reasonable notice to the employee is provided.

2. Requesting Leaves
   - 2.1 The normal processes apply for seeking approval for vacation, illness, or other absences. (i.e.: if the employee has a scheduled medical appointment, the employee must submit a medical leave).
   - 2.2 Employees are expected to follow the regular leave processes which includes communicating with their Supervisors and the Receptionist.
   - 2.3 Employees who are uncertain whether such requests are compatible with the working from an alternate location arrangement can contact Human Resources for clarification. For clarity, working at an alternate location, in and of itself, shall not trigger overtime.

3. Information Security
   3.1 The employee who works at an alternate location is responsible for protecting the Division's data by adhering to AP 805 Acceptable Use of Technology for Employees. The employee must comply with all division guidelines to protect the Divisions data and the use of computer hardware and software.

4. Expenses
   4.1 Working from an alternate location provides flexibility for employees and therefore is seen as benefit. As it is not a condition of employment for employees to work remotely, Canada Revenue Agency form T2200 will not be completed. However, on a case by case basis, an employee may be reimbursed for additional expenses incurred for items required by the school division.

5. Safety
   5.1 It is the expectation of the Division that the employee shall maintain their workspace in a safe condition, free from hazards and other dangers to the employees and or the Division's equipment.

Approved: September 1, 2021

Administrative Procedure 425

EMPLOYEE PERSONNEL RECORDS

Background

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

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

Procedures

1. Personnel File Contents
   1.1 All items in a personnel file shall be there with the knowledge of the employee.

2. Access to Personnel File
   2.1 Access to personnel files is permitted subject to the following:
      2.1.1 A request by an employee to view his/her file shall be directed to the Director.
      2.1.2 The file shall be examined in the presence of the appropriate supervisor.
      2.1.3 The file may not be removed from the office.
      2.1.4 Approval of the appropriate supervisor is necessary for an employee request for amendment, deletion, or copying of any material contained in the file. This request shall be responded to in accordance with the *Local Authority Freedom of Information and Protection of Privacy Act*.
      2.1.5 The employee is to acknowledge the examination of the file by signing a dated statement to that effect.
      2.1.6 Access is limited within the Division Office to payroll and human resources staff and supervisors on a need to know basis.
      2.1.7 Access to information on employees by any other person is subject to compliance with *The Local Authority Freedom of Information and Protection of Privacy Act*, Administrative Procedure 180.

Reference: Section 22, 65, 85, 87, 108, 109 *The Education Act, 1995*
Local Authorities Freedom of Information Protection of Privacy Act

Approved: May 12, 2014

Administrative Procedure 428

EVALUATION OF EMPLOYEES

Background

Performance evaluation is a planned, documented and fair process, distinctly different from professional growth and development. Its aim is to establish a written record of professional service, to help celebrate staff's strengths, to assist staff to grow and develop in areas requiring improvement and to assist in decisions regarding the retention of staff. In other words evaluations have two major purposes, to provide for growth and accountability.

Procedures

1. The Director or evaluators responsible for the performance appraisal of teaching staff (including coaches and division-based consultants), school-based administrators, and Administrative Council.

2. A performance evaluation report shall be prepared for any:
   - 2.1 Teacher, administrator or consultant during his/her first and second years of appointment,
   - 2.2 Teacher, administrator, CUPE member or consultant who makes a request,
   - 2.3 Teacher or vice-principal when it is requested by the principal,
   - 2.4 School-based administrator when it is requested by a Superintendent,
   - 2.5 Teacher, administrator, CUPE member, consultant, or Administrative Council at the request of his/her immediate supervisor or the Director.
   - 2.6 CUPE member during probation or trial periods.

3. The Director and evaluators are committed to supporting each individual who participates in the performance appraisal process.
   - 3.1 The performance appraisal is to be based upon established criteria. The appraisal is to be achieved and supported through formative and summative processes.
   - 3.2 The employee is to be informed of the evaluation process.
   - 3.3 Observations, professional dialogue, self-assessment, and a variety of other mutually agreed upon strategies are to constitute an integral part of the evaluation.
   - 3.4 The evaluator shall complete a written report. Provision is to be made for employee comments on the report.
   - 3.5 A copy of the performance appraisal is to be provided to the employee, the principal/supervisor, and one copy placed in the employee's personnel file.

4. If, during an evaluation, or supervision of staff, an employee's performance does not meet acceptable standards, he/she will be placed in either a program of Intensive Assistance or will be taken through the steps of the progressive discipline process up to and including termination. The Intensive Assistance and the opportunity to raise their level of performance to acceptable standards within a reasonable time frame will be led by the principal/supervisor and monitored by the appropriate superintendent. The progressive discipline process will be led by the appropriate human resource personnel.

5. If the Intensive Assistance plan does not lead to acceptable standards, the employee may be placed On Review.
   - 7.1 The nature of the difficulty will be clearly identified and discussed and noted formally with the employee in an effort to clarify and identify what changes are expected.

7.2 The Director or appropriate human resource personnel will notify the employee by letter that a process of intensive assistance will be initiated. This letter will identify the area(s) which require improvement and the time frame for such improvement. The letter will also outline that if improvements are not made discipline will be considered up to and including termination of the employees contract.

7.3 The employee will be required to submit a written plan to the principal/supervisor and the appropriate superintendent for improvement of the deficiencies, providing specific strategies and a time frame for effecting the improvement. The principal/supervisor will work collaboratively with the employee to design the written plan for improvement. The plan will be implemented and carefully monitored on a regular basis. If, after a suitable period of Intensive Assistance, the employee's performance has shown no more than marginal improvement, that employee shall be placed On Review.

7.4 The Director or appropriate human resource personnel will officially notify the employee in writing that s/he has been placed On Review and that dismissal will be recommended unless certain improvements are made within a specified time frame.

7.5 If progress is judged unsatisfactory at the conclusion of the specified time period, the employee will be advised of the recommendation for dismissal under the provisions of *The Education Act, 1995,* or other relevant legislation.

Reference: Section 85, 87, 109, 175, 231, 210, *The Education Act, 1995*

Revised: September 2, 2014
September 11, 2017
October 23, 2017

Administrative Procedure 430

SUPPORTING PROFESSIONAL PRACTICE (TEACHERS, SCHOOL-BASED ADMINISTRATORS, CONSULTANTS)

Background

The Division supports:

Teachers, consultants, and administrators as they provide quality service to students and demonstrate their desire to continue to improve skills and understandings to attain the highest level of competence. Learning is a continuous process all educators need to pursue. Professional growth is an individual's professional responsibility that is enhanced when supported by colleagues. Professional growth is most significant when fostered in a trusting environment. Classroom, school and/or workplace observations are an essential element of the support of professional practice.

The superintendents of schools are responsible for facilitating and supporting the professional practice of principals, vice-principals and consultants. Principals and vice-principals, in turn, are responsible for providing the same to teachers.

Procedures

1. Professional Growth Plan:
   - 1.1 All educators are at different stages of professional growth and shall adopt a professional growth plan to benefit themselves and their students.
   - 1.2 The purpose of a professional growth plan is to:
     - 1.2.1 Focus thinking
     - 1.2.2 Develop a basis for professional activities
     - 1.2.3 Measure personal progress
     - 1.2.4 Foster reflective practice
   - 1.3 Growth plans will include goals, indicators of success, and strategies for achieving the goals.
   - 1.4 Among other strategies, educators may choose from the following to pursue achievement of their professional growth:
     - 1.4.1 Peer coaching
     - 1.4.2 Mentoring
     - 1.4.3 Administrative coaching
     - 1.4.4 Professional portfolio development
     - 1.4.5 Professional reading
     - 1.4.6 Conferences
     - 1.4.7 University classes
   - 1.5 An educator will have the opportunity for at least one classroom or work site visit per year by his/her supervisor. The visit will focus on one or more aspects of the professional growth plan.
   - 1.6 Professional growth plans will be developed on an annual basis with a copy given to one's supervisor by October 15. Supervisors will meet with their staff member to review the growth plan before the end of November and near the end of the academic year, with at least one other contact in between. Any teacher that is in the 5th year or longer in the same school should begin a transfer conversation with in-school administrator(s) during the initial professional growth plan meeting as outlined in Administrative Procedure 443: Teacher Transfer.

1.7 Superintendents of schools, principals, and vice-principals will maintain records of visits. Any data collected will be given to the teacher, principal, vice-principal or consultant. No information from this process will be placed in the personnel file at the Education Centre.

2. Novice Situations
   2.1 Teachers, principals, vice-principals and consultants new to the position shall be provided additional support. To accommodate this support, the following procedures will occur at the first meeting of the year:
      2.1.1 Teachers in the first and second year with the Division shall participate in an induction program.
      2.1.2 The supervisor will give a copy of this Supporting Professional Practice Administrative Procedure to the educator.
      2.1.3 Educators new to the profession will receive a copy of the Saskatchewan Teachers' Federation's (STF) *A Handbook for Beginning Teachers* and information on the STF Beginning Teacher Conference.

Reference: Section 85, 109, 175, 231, 233, 370, *The Education Act, 1995*

Approved: May 12, 2014

Administrative Procedure 435

CONSULTATIVE SERVICES PROVIDED BY STAFF

Background

The Division recognizes the importance of professional development, and may grant permission for staff to provide consultative services to other organizations upon request.

Procedures

1. The decision to provide services to other organizations requires the support of the staff member.

2. Staff may be granted up to five (5) days leave per school year for consultative services to other organizations under the following conditions:
   - 2.1 Staff may be seconded by Ministry of Education for consultative services with salary and expenses paid by Ministry of Education
   - 2.2 Staff may provide consultative services to “for profit” organizations with salary and expenses paid by the organization receiving the service.
   - 2.3 Staff may provide consultative services to “non profit” organizations with expenses and salary or a charge equivalent to the cost of a substitute teacher paid by the organization receiving the service.
   - 2.4 In exceptional circumstances the Superintendent responsible for human resources may make other arrangements deemed reasonable after consultation with the Director.

3. Requests for release of staff to provide consultative services will be forwarded in writing by the requesting organization to the Superintendent responsible for human resources.

4. The superintendents responsible for human resources will outline the terms of release to the requesting organization, those being:
   - 4.1 Remuneration to the school division of:
     - 4.1.1 Secretarial assistance, materials, and staff member's daily salary or a charge equivalent to the cost of a substitute teacher; or
     - 4.1.2 Other mutual arrangements as agreed upon.
   - 4.2 Remuneration to the staff member of expenses for travel, meals and accommodation as negotiated between the staff member and the contracting organization.
   - 4.3 The staff member, as recognition for preparation time, may accept an honorarium for service from the contracting organization.
     - 4.3.1 Typically, other school divisions will be charged for the full salary and expenses of staff. When staff are utilized by organizations such as Ministry of Education, the Saskatchewan School Boards Association, or the Saskatchewan Teachers’ Federation to do work that will benefit others as well as our Division, expenses and a charge equivalent to the cost of a substitute teacher will be billed.

5. A leave request form must be endorsed by the superintendent responsible for human resources.

6. Upon completion of the consultative services, an outline of charges will be forwarded by the superintendent responsible for human resources to the contracting agency. Remuneration shall be directed separately to the school division and to the professional staff member as appropriate.

7. Supervisors may approve staff to provide consultative services of one half day or less to local organizations (within Saskatchewan Rivers Public School Division) at no charge.

Reference: Section109, *The Education Act, 1995*

Approved: May 12, 2014
Revised: September 6, 2016

Administrative Procedure 438

STAFF ALLOCATION

Background

The Division is committed to engaging the best quality employees available. It recognizes the need to provide strong teaching and non-teaching staff in sufficient numbers to meet the needs of students and their schools.

This recognition must be balanced annually against the resources available to the Division for this component of the budget.

Procedures

1. Staffing Formula

1.1 A base staffing formula will be developed annually by the Director in consultation with the CFO for Board approval as part of the annual budget process.

1.2 Superintendents, supervisors, and principals are to use the formula guidelines in determining staff allocation for each school.

1.3 Approvals for any increase in staff numbers beyond those provided in the annual budget allocation must be made by the Board as the Board has retained authority to approve the annual budget.

Reference: Section 85, 87, 108, 109, *The Education Act, 1995*

Approved: May 12, 2014

Administrative Procedure 440

TEACHING STAFF REDUCTION

Background

The Division believes all students attending its schools are entitled to the best instructional and other school services possible. Therefore, the Superintendent responsible for human resources shall strive to employ teachers of the highest quality.

The Division also recognizes there are times when its ability to provide services may be constrained.

In such cases, the Board through its budget process may find it necessary to reduce the number of teaching staff. These circumstances may include but are not limited to:

- Student enrolments, both current and projected;
- Student educational needs;
- Provincial and/or local financial support for education;
- New and/or revised curricula;
- Program reduction.

The Division will effect the reduction in a manner which considers the educational interests of students to be of paramount importance.

Procedures

1. As part of the budget process the Director provides recommendations to the Board to assist in determining the number of full time equivalent teaching positions for the Division taking into account current and projected enrolments, financial resources, program offerings and any special needs and circumstances.

2. When professional staff reduction becomes necessary, the Superintendent responsible for human resources will be guided by the following to determine which teachers will be retained on staff.
   - 2.1 The principle of attrition will first be applied. Teachers who resign or superannuate will not be replaced.
   - 2.2 Temporary teaching contracts will not be renewed.
   - 2.3 It is recognized that it is necessary to consider the school program to be offered and the teacher knowledge and skills required to offer that program. The Superintendent responsible for human resources will ensure that appropriate staff is retained to carry out the programs of the school division.
   - 2.4 Where the above criteria do not determine which professional staff is to be retained in the Division, teaching service will be the deciding factor. Teaching service is defined by the Provincial Collective Bargaining Agreement expressed in full-time equivalent years.

     Teaching service will be determined on the following priority basis:
     - Teachers who have served the greatest number of full-time equivalent years in their most recent actual uninterrupted service with the Division.
     - Teachers who have served the greatest number of full time equivalent years in total with the Division.
     - Teachers who have served the greatest number of full time equivalent years in total.

3. Notwithstanding any of the foregoing, if there is no teacher currently under contract who is available to satisfactorily meet the needs of a particular assignment in terms of knowledge and skills, it may be necessary to hire a new teacher to fill the position.

4. A teacher who is surplus in a particular school according to the priorities set out in this policy will be assigned to an appropriate position within the Division only where such a position is vacant.

5. When no position is vacant in the Division, then the Director will declare the teacher redundant and terminate the contract of employment with the teacher according to the appropriate provisions in *The Education Act, 1995* and the Provincial Collective Bargaining Agreement.

6. In the event that there is no appropriate assignment for a teacher who is surplus to the needs of the Division, the teacher's contract will be terminated in accordance with section 210 (1)(b) of *The Education Act, 1995.*

Reference: Section 85, 87, 108, 109, 110, 174, 175, 210, 213, 215, 216, *The Education Act, 1995*
Human Rights Code
Saskatchewan Teachers' Provincial Collective Bargaining Agreement

Approved: May 12, 2014

Administrative Procedure 443

TEACHER TRANSFER

Background

The division believes that the teaching and learning environment of a school is enhanced when there is a mixture of new and long service teachers on any one school staff. The purpose of this policy is to maximize the opportunities for teacher movement within the system while providing an excellent learning environment for students throughout the division.

Of note:

- Teachers in Saskatchewan Rivers Public School Division are hired to the system and not to a particular school, grade level or subject area.
- Teacher transfers are changes in teaching location (building) and may be initiated by either the division or the teacher.
- The term 'teacher' refers to both school-based administrators and teachers.

Procedures

1. The following statements will guide all teacher transfers:
   - 1.1 Teachers will be treated in a fair and equitable manner.
   - 1.2 The needs of both students and teachers will guide such transfers.
   - 1.3 For teacher initiated transfer, the superintendent responsible for human resources will strive to accommodate teachers requesting a transfer.
   - 1.4 For division initiated transfers, the superintendent responsible for human resources, will strive to have teachers remain in a location for a reasonable amount of time to enhance relationships and consistency in a school community.
   - 1.5 A teacher assigned to a new location will be supported in terms of appropriate services as requested by the teacher and available by the school division.
   - 1.6 Teachers can expect they will serve students in a variety of school communities throughout their careers.

2. Considerations when making teacher transfers include the following:
   - 2.1 Career goals and professional growth opportunities.
   - 2.2 Training and experience.
   - 2.3 Current residency and commuting distance.
   - 2.4 Personal circumstances.
   - 2.5 Grade level and subject area preference(s) as indicated on the teacher survey.
   - 2.6 Grade level and subject area needs of the Division.
   - 2.7 Staffing based on enrolment and /or projection.
   - 2.8 Length of service in the present school and assignment.
   - 2.9 Placement of teachers returning from leaves.

3. Discussions related to this Administrative Procedure may be held with the teacher, school administrator(s) and/or the superintendent responsible for human resources. On an annual basis, teacher should begin a transfer conversation with the school administrator(s) during the initial Professional Growth Plan (PGP) meeting as outlined in AP 430.

4. All teaching staff will be surveyed each school year as to their desired placement for the following school year.

5. Assignment of staff will be made by superintendent responsible for human resources according to the needs of the division.

6. In the event that a teacher is to be transferred, the school administrator or the superintendent responsible for human resources will provide information regarding the transfer location to the teacher, prior to the transfer being confirmed.

7. The teacher and the school administrator(s) will be given confirmation in writing at the earliest possible date.

Reference: *The Education Act, 1995*

Revised: November 24, 2014; November 26, 2018; November 4, 2019; August 28, 2023

Administrative Procedure 445

TEACHER ACCREDITATION

Background

The Division believes in the value and importance of accreditation for secondary teachers. To be accredited means that a teacher has been granted the responsibility for determining the final mark of students in their charge in a specified level 30 (Grade 12) subject.

Procedures

1. Accreditation is a privilege extended to teachers who have demonstrated and continue to demonstrate a commitment to their profession and to their students.

2. Successful accreditation and renewal of accreditation will be dependent upon submission of evidence of ongoing professional engagement and renewal particularly with respect to adherence to the theory and practice of the Core Curriculum including but not limited to;
   - 2.1 Coverage of the relevant curriculum
   - 2.2 Assessment and evaluation techniques
   - 2.3 Instructional strategies and the adaptive dimension
   - 2.4 Maintenance of a safe and respectful classroom environment
   - 2.5 Maintenance of a positive working relationship with students, parents, staff and administration.

3. Granting of accreditation/renewal of accreditation:
   - 3.1 Attendance at accreditation seminars will normally occur in July/August.
   - 3.2 Upon the recommendation of the principal and the approval of the Superintendent responsible for accreditation, teachers may receive authorization to attend accreditation seminars during the school year on the basis of the following exceptional circumstances; pressing Division need for the teacher to obtain or maintain accreditation status during the school year, or attendance at a summer seminar would impose unusual personal hardship on the teacher.
   - 3.3 Teachers apply for accreditation through their principal.
   - 3.4 Application deadlines for accreditation/renewal of accreditation are September 30th of each school year, or September 30th and February 28th of each semester.
   - 3.5 The principal forwards the application, with an attached recommendation, to the superintendent responsible for accreditation for consideration.
   - 3.6 Following approval the superintendent responsible for accreditation forwards the application to the Regional Director for Departmental approval.

4. Initial accreditation
   - 4.1 Teachers are not eligible to apply for accreditation privileges until they have completed a minimum of two years of successful teaching experience in Saskatchewan.
   - 4.2 Teachers may be accredited in the following subjects or subject areas: Biology, Chemistry, Physics, English, and Mathematics.

5. Renewal of accreditation

5.1 Accredited teachers are required to apply for renewal of accreditation every five years.
5.2 It is the responsibility of accredited teachers to apply for renewal of accreditation in the fourth year of their accreditation cycle if they wish to maintain their accreditation.
5.3 Each secondary school principal will be provided with a status report on accredited teachers in their school by February 1st of each year.
5.4 Teachers requesting accreditation renewal are required to demonstrate appropriate professional development activities as outlined in Ministry of Education Accreditation (Initial and Renewal) Policy Procedures) in one of two ways as follows:
5.5 There is no requirement to attend a renewal seminar given the number of equivalent service options available.

6. Funding of accreditation
6.1 To be eligible to receive funding for accreditation a teacher is required to obtain prior approval for funding from the Superintendent responsible for accreditation.
6.1.1 Accreditation funding: July/August Seminar
Funding to a maximum of $650.00 including:
6.1.1.1 Registration fee
6.1.1.2 Mileage and accommodation at Board rates
6.1.2 Accreditation funding: school year
Funding to a maximum of $450.00 including:
6.1.2.1 Registration fee
6.1.2.2 Substitute teacher cost
6.1.2.3 Mileage and accommodation at Board rates.
6.1.3 On-site accreditation renewal:
In a school year when on-site accreditation renewal seminars are offered by the school division, the above funding guidelines would not apply.

Reference: Section 85, 87, 109, 175, 231, *The Education Act, 1995*
Section 30, Education Regulations
Accreditation (Initial and Renewal) Policies and Procedures

Approved: May 12, 2014

Administrative Procedure 448

DEFERRED SALARY LEAVE PLAN - TEACHERS

Background

The Division provides a deferred salary plan to allow teachers opportunity for self-renewal to benefit both the teacher and students.

Procedures

1. The Deferred Salary Leave Plan is a plan managed by the Division, in which a full time teacher with a minimum of five years experience with the Division can choose to defer a portion of his/her salary for four years. The deferred salary is then paid out monthly in the fifth year, while the teacher is on leave for 12 months. The amount of salary that has been deferred will not be included in the teacher's income in the year earned, but will be considered income in the year paid.

2. Should a discrepancy arise between the plan and the *Income Tax Act*, the Act will prevail.

3. Upon entering the plan, the teacher shall have the option of deferring 12%, 15% or 20% of net salary during the four years of employment prior to the leave of absence.

4. The teacher must make application to the superintendent responsible for human resources not later than June 30th. The application will be for a leave of absence for one year, commencing the start of the fifth school year following the date of application.

5. The Division will maintain applicable pension and group life benefits coverage during the leave of absence, provided the teacher continues to pay his/her portion of the cost of benefits.

6. Interest earned by the plan will be paid to the teacher during the leave of absence and will be considered as employment income for income tax purposes.

7. During the leave of absence the teacher will not accumulate, nor be entitled to, the following:
   7.1 teaching experience for salary increments;
   7.2 statutory holidays, maternity, sick or other leaves.

8. In extenuating circumstances, such as financial hardship, the teacher may withdraw from the plan upon giving not less than six months notice of intent prior to the commencement of the leave of absence. Within 60 days of such withdrawal, the Division will pay to the teacher the deferred compensation total to date.

9. A teacher who ceases to be employed by the Division must withdraw from the plan. Within 60 days, the Division will pay to the teacher the deferred compensation amount.

10. The teacher must return to work after the leave for a period that is not less than the length of the leave.

11. Should the teacher die, the Division will pay the deferred compensation total to date to the teacher's estate, subject to the Division receiving the necessary clearances and proofs normally required for payment to estates.

Reference: *Income Tax Act*
Revised: December 13, 2021

Administrative Procedure 450

TEACHER EARLY RESIGNATION INCENTIVE

Background

The Division believes teacher staffing is facilitated by acquiring retiring teacher resignations early on each year. The Division reserves the right to approve an incentive when individual circumstances are different from those listed below.

Procedures

1. Funding for incentives shall be reviewed annually during the budget process and adjusted, if necessary, to take into account the current financial situation of the Board.

2. To qualify for an incentive, teachers must meet the following criteria:

   Option A - Standard

   2.1 Be eligible for a pension allowance under the provisions of *The Saskatchewan Teachers' Superannuation Plan* or *The Saskatchewan Teachers Retirement Plan.*

   2.2 Have a minimum of 15 years of contributory service with Saskatchewan Rivers Public School Division and have been on a 0.5 or greater full time equivalent contract (or an approved leave of absence) for a minimum of 15 consecutive years prior to the effective date of the resignation or have a minimum of 5 years of contributory service with Saskatchewan Rivers Public School Division and have been on a 0.5 or greater full time equivalent contract for a minimum of 5 consecutive years with a combined total of 25 years or greater of service prior to the effective date of the resignation.

   2.3 Have an accumulated sick leave balance of at least 140 days, effective their resignation date.

   2.4 Submit a letter of resignation by February 1 of the year in which the resignation is effective June 30. Teachers wishing to resign at a time other than the end of the school year may contact the Director to explain their circumstances.

   2.5 The amount of the incentive will be $7,500.

   Option B – Early Declaration

   2.6 Staff members who contribute to the Teachers' Pension Plan and are eligible to retire on or before January 31st, this route is available to them.

   2.7 In return for voluntarily agreeing to retire the teacher must provide their notice of retirement by the first Monday in January that is an instructional day of the current school year, the Division will rehire such teachers on temporary contracts (same assignment) for the remainder of the school year.

   2.8 Teachers qualifying for the incentive will be able to commence their superannuation February 1st of the current school year, but will also be able to continue receiving salary for being employed on a temporary contract until June 30th. The Division will know that these who qualify will not be returning the following school year to teach.

3. Payout of Option A will be made as per Federal Government regulations in a manner that is mutually agreeable to the recipient and the Division.

4. Applications for an incentive shall include the following:
   4.1 A letter of resignation (complete with the teacher's name and year of resignation) with the following wording:

   I, _____(teacher)_____, hereby resign my contract with the Saskatchewan Rivers School Division No. 119 effective *(last day of continuous contract)*, subject to the condition that I receive the Incentive outlined in Option *(A or B)* to which I am entitled.

   4.2 A temporary contract will be in place from February 1 until the end of June of the current school year.

5. Applications for an incentive shall be made to the superintendent responsible for human resources by February 1st for Option A and the first Monday in January that is an instructional day for Option B.

Reference: Section 85, 87, 108, 109, 211, 212, *The Education Act, 1995*
Labour Standards Act
Collective Agreement

Revised: November 3, 2014; December 10, 2018; February 3, 2020

Administrative Procedure 455

CUPE EMPLOYEE PENSION & BENEFITS

Background

The Benefit Plan offered through the Saskatchewan School Boards Association (SSBA) is available to all permanent and temporary CUPE employees. Employees will be automatically enrolled in the Benefit Plan with Manulife for life insurance, accidental death and dismemberment, long term disability, extended health and vision and dental insurance.

Employees will also be eligible to participate in the Municipal Employee's Pension Plan where the Employee and Board will contribute equally. Eligibility as a casual (substitute) employee is based on the hours worked in the previous calendar year; the range of hours worked is defined within the *Saskatchewan Employment Act* and the Employment Standards Regulations.

Procedures

1. Permanent and temporary full-time employees will automatically be enrolled in the Saskatchewan School Boards Association (SSBA) Benefit Plan with Manulife for life insurance, accidental death and dismemberment, long term disability, extended health and vision and dental insurance.

2. Coverage will begin after a one-month waiting period has been served.

3. Casual employees will be required to participate in the Benefit Plan if they meet the minimum hours of work in the previous calendar year.

4. The hours worked for eligibility include statutory day recognition.

5. All employees who reach the age of 75 are no longer eligible for employee benefits through the SSBA Benefit Plan.

6. For those employees who retire and then choose to return for re-employment, hiring preference will be given to non-retirees within the division.

Disclaimer:
The Benefits Plan is administered through the Saskatchewan School Boards Association and is subject to change at any time.

New: January 26, 2015; September 14, 2018

Administrative Procedure 460

COMPENSATION FOR STUDENT SUPERVISION

Background

The Division believes proper student supervision constitutes an essential component of a safe school environment.

Further, the Division provides compensation for those teachers, substitute teachers, support staff, and community members who volunteer to provide student supervision.

Procedures

1. Compensation will be provided for teachers who volunteer to supervise in the following circumstances:
   1.1 More than 15 minutes prior to the beginning of the instructional day;
   1.2 During the meal break;
   1.3 More than 15 minutes after the end of the instructional day.

2. Teachers and support staff who provide voluntary supervision will have the choice of being compensated in one, or a combination of, the following manners:
   2.1 Earn one day of leave with pay (to a maximum of five days per school year) for each 15 hours of supervision.
   2.2 Be paid at the hourly rate established by Administrative Council.

3. Substitute teachers and community members who volunteer to supervise will be paid an honorarium at the hourly rate established by the Administrative Council.

4. Student Supervision Leave (as well as all other leaves) will be approved, subject to operational requirements, upon written application to the employee's principal.

5. Earned supervision days (in combination with extra-curricular and personal days) may be carried forward to the next school year to a maximum of five days.

6. Partial earned days (hours) can be carried over (to a maximum of 14 hours) to the next school year if the employee has four or less days accumulated at the end of the current school year.

7. Employees who have not taken their supervision days during the school year in which they are earned, will have those days carried forward to the maximum allowed. Days in excess of the maximum will be paid out at the hourly rate.

8. When a contract terminates (i.e., temporary employees, resignations, etc.) the employee will be paid out for accumulated supervision time at the hourly rate.

Reference: Section 175, *The Education Act, 1995*
Section 59, Education Regulations

Approved: May 12, 2014, August 21, 2018

Administrative Procedure 465

EMPLOYEE RECOGNITION

Background

The Division believes employees should be recognized for their years of service with the Division.

Employees shall be recognized:
- In an appropriate and personal manner;
- In a manner that is consistent across the school division;
- During a recognition event to be scheduled for an appropriate date during the school year. The extent of the event will be determined on an annual basis during the budget process.

Procedures

1. Uninterrupted years of service will be counted from the date of the employee's most recent hire by any of the following school divisions:
   - Saskatchewan Rivers Public School Division
   - Prince Albert Public School Division
   - Prince Albert Rural School Division
   - Kinistino School Division
   - Parkland School Division
   - Carlton Comprehensive High School Board

2. Recipients of 20, 25 and 30 years of service and retirees will be honoured at an annual recognition event.

3. All other long service recipients will receive their recognition at their work location.

4. The Division is committed to recognizing the service and contributions of employees upon their retirement. Employees who have completed five (5) or more years of continuous service with the Division by the time of retirement are eligible for recognition.

5. Recognition awards are as follows:
   - 10 years bronze pin/certificate
   - 15 years silver pin/certificate
   - 20 years gold pin/certificate
   - 25 years marble apple/engraved holder
   - 30 years gold diamond pin/certificate
   - retirement $50.00/certificate

Approved: May 12, 2014; April 16, 2018; April 8, 2019; June 15, 2026

Administrative Procedure 468

DEPARTING EMPLOYEES

Background

The Division is committed to ensuring an exceptional workplace. In an attempt to create value and efficiency, departing employees will be requested to partake in an Exit Survey. The Board will also maintain an employee checklist to ensure all property of the Division is handed back and each department is implementing appropriate departure procedures.

Procedures

1. All departing employees will receive a letter acknowledging their request to end employment. The letter sent out to the departing employee will acknowledge their last day of work, and will also contain information about the Exit survey to be completed within a required time frame. The survey link will be emailed out at the time of the letter being sent out.

2. The letter will also contain a checklist of items that the employee is responsible to return to their immediate supervisor and/or appropriate department Exit checklist.

3. The immediate supervisor will ensure that the checklist is completed prior to the employee's last day.

New: September 2, 2014

Administrative Procedure 470

PRACTICUM PLACEMENTS

Background

The Division supports the placement of practicum students in Division schools.

The Division recognizes the duties of principals and teachers in regard to the training of teachers as outlined in *The Education Act, 1995,* and encourages those with exemplary teaching skills to accept interns and student teachers into their classrooms as professional staff share in the responsibility for the development and induction of new members to the profession.

The Division also recognizing the importance of practicum placements in non-teaching roles.

Procedures

1. Teacher Practicum Placement
   - 1.1 Applications by teachers to act as co-operating teachers should be made to the superintendent responsible for human resources.
   - 1.2 The superintendent responsible for human resources will coordinate the distribution and completion of forms from various universities.
   - 1.3 The release time necessary for co-operating teachers to participate in seminars and/or designated meetings will be arranged through the principal.
   - 1.4 A placement will be assigned in co-operation with the teacher, the principal, and the superintendent responsible for human resources.
   - 1.5 Before being placed in a school, each intern or student teacher requires evidence of a recent criminal records check acceptable to the superintendent responsible for human resources.

2. Non-Teaching Practicum Placement
   - 2.1 Applications by non-teachers to act as co-operating teachers should be made to the superintendent responsible for human resources.
   - 2.2 The superintendent responsible for human resources will coordinate the distribution and completion of forms from various post-secondary institutions.
   - 2.3 A placement will be assigned in co-operation with the teacher, the principal, and the superintendent responsible for human resources.
   - 2.4 Before being placed in a school, each practicum student requires evidence of a recent criminal records check acceptable to the superintendent responsible for human resources.

Reference: Sections 85, 87, 109, 175, 231, *The Education Act, 1995*

Approved: May 12, 2014

Administrative Procedure 473

VOLUNTEERS

Background

The Division values the contributions of volunteers in enhancing learning opportunities for students while still recognizing its responsibility to provide a safe and caring environment for staff and students alike.

Definitions

Volunteer – is someone who assists the school and/or students in curricular activities, not including Division employees, guest speakers, presenters, special visitors to the school or School Council members in their role as School Council members.

Visitor – is a person who visits the school as a guest speaker, presenter, and /or special person (on a non-regular basis).

Procedures

1. The principal and staff are encouraged to promote the participation of volunteers in the life of the school.

2. Volunteers participating in the activities of schools are expected to:
   - 2.1 Share relevant areas of volunteer interest or expertise to assist the school in identifying volunteer assignments;
   - 2.2 Abide by the rules of confidentiality;
   - 2.3 Act in an assisting capacity with teachers and not assume functions considered responsibilities of the teacher;
   - 2.4 Seek the counsel and take the direction of the principal or designate in any decision area(s) which may be unclear to the volunteer.

3. The principal is responsible for:
   - 3.1 Recruiting and screening volunteers keeping in mind the safety and wellbeing of students and staff;
   - 3.2 Ensuring that volunteers act in an assisting capacity and do not assume the teacher functions normally performed by the classroom teacher;
   - 3.3 Developing school processes and procedures regarding the use of volunteers in schools;
   - 3.4 Approving all volunteer positions in the school, in accordance with this administrative procedure and with school-based procedures.

4. Administrative Procedures 408: Reporting Criminal Charges and 410: Criminal Records Check applies to all volunteers.

5. The principal may deny or revoke permission for a volunteer to work in school(s) if the volunteer is deemed unsuitable for a volunteer position, is in breach of Board policies or behaves in a way that is contradictory to the Division mission, vision and/or principles.

6. If an individual has his/her application for a volunteer role denied because of a principal's decision based on criminal record check information, the individual may appeal the decision to the superintendents responsible for human resources.

Reference: Section 20, 27, 60, 61, 113 *The Education Act, 1995*
Local Authority Freedom of Information and Protection of Privacy Act

Approved: May 12, 2014

BUSINESS ADMINISTRATION 500

BUDGET

Background

The Director is required to present a proposed annual operating and capital budgets for approval by the Board.

With respect to the actual, ongoing financial operations of the Division, the Director shall not cause or allow budgeting for any fiscal year or the remaining part of any fiscal year to deviate materially from Board priorities, risk fiscal jeopardy, fail to demonstrate a generally acceptable level of foresight, or allow assets to be unprotected or inadequately maintained. The CFO is responsible for ensuring the above occurs.

The annual budget reflects the Statement of Mission and Educational Commitment of Division.

Procedures

1. The CFO directs the preparation of the budget, guides and supervises activities and personnel in the budget process and coordinates educational and financial planning in consultation with and directed by the Director.

2. The standard revenue and expenditure classifications shall be those prescribed by the Province of Saskatchewan.

3. Expenditures shall not exceed the amount budgeted in the major expenditure classification.

4. Monies from a special fund shall be expended only for the purpose for which the fund was established.

5. The Director has been provided authority by the Board to approve emergency expenditures up to an amount of $100,000.00 in excess of budget as per Board Policy 2.

6. When it is necessary to establish emergency expenditures in excess of $100,000.00, such expenditures shall be approved by the Board as per Board Policy 2.

7. The budget appropriation for each classification constitutes authorization for making expenditures for that item up to the amount budgeted.

8. Decentralized expenditures will be determined annually. Principals shall participate in the effective control of expenditures within the budgetary limits established for their school.

9. The CFO, in consultation with the Director, shall initiate procedures to accomplish all planned undertakings and continuous monitoring of the budget.

10. The CFO is responsible for managing budget control and for the preparation of monthly reports to the Board.

11. The CFO shall recommend principles and guidelines for developing budget estimates, to be approved annually by the Director who in turn must make such recommendations to the Board.

12. The CFO shall direct an annual review of the Board Governance budget with the Director and student enrolment analysis for the Division.

13. The Director shall annually direct a five-year school facilities plan for the school division.

14. The CFO is responsible for the determination and management of administration, technology and student transportation services budgets, processing budget data, developing the budget document, and preparing the budget for presentation to the Board.

15. Superintendents of Schools are responsible for the determination and management of the budget for instruction and school operational items.

16. The Superintendent of Facilities is responsible for the determination and management of capital construction and renovation projects and for plant operations and maintenance.

17. The Administrative Services Officer is responsible for the determination and management of the budget for the Education Centre support staffing and school clerical staffing.

Reference: Section 85, 87, 109, 110, 278, 279, 282, *The Education Act, 1995*

Approved: May 12, 2014

Administrative Procedure 505

INSURANCE MANAGEMENT

Background

The CFO shall ensure continuous property and liability insurance as required by *The Education Act, 1995* is maintained.

Responsibility:
The CFO is responsible for insurance management functions of the Board and school division.

1. Specifications:
   All specifications for the procurement of insurance shall be in accordance with the following:
   - 1.1 Appraisal of buildings and contents: To establish insurable values the services of a professional appraisal firm is to be retained.
   - 1.2 The appraisal shall be current and updated on an annual basis.
   - 1.3 Coverage for schools and Division facilities shall be based of replacement value, less non-insurable or excluded items.
   - 1.4 Liability insurance shall indemnify the Board and its employees in respect to claims for damages to property or for personal injury or death arising from any activity or service authorized by the Division.
   - 1.5 Student accident insurance shall assist in indemnifying guardians when a student is injured in a school sponsored activity.

2. Loss or Damage
   - 2.1 When any property covered by insurance is lost, damaged, or destroyed, a notice and details concerning the loss is to be sent to the Manager of Corporate Services.

Reference: Sections 85, 87, 109, 110 *The Education Act, 1995*

Approved: May 12, 2014

Administrative Procedure 510

PETTY CASH FUNDS – SCHOOL-BASED

Background

A petty cash fund shall be established in school and department centres.

Petty cash funds are to permit the direct purchase of minor items.

Procedures

1. Petty cash funds are to be administered by the principal and are subject to audit at any time.

2. The limits for elementary and high schools shall be determined annually by the CFO.

3. Petty cash funds are to be used solely for payment of postage, minor office supplies, consumables, and other incidentals as may be necessary from time to time.

4. Claims for petty cash reimbursement are to be made on the authorized forms and are to be accompanied by pertinent sales slips.

5. Petty cash funds may be subject to audit at any time.

Reference: Section 85, 87, 109, 110, 175, *The Education Act, 1995*

Approved: May 12, 2014

Administrative Procedure 515

EXPENSE REIMBURSEMENT

Background

The Division will reimburse staff for travel for Division sanctioned activities.

The following procedures are to ensure a reasonable cost is incurred by the Division.

Procedures

1. The following meetings will qualify for reimbursement:
   - 1.1 Administrative meetings;
   - 1.2 Curriculum and program support committees;
   - 1.3 Employee groups;
   - 1.4 Ad hoc committees;
   - 1.5 System initiated professional development workshops, with the exception of system-wide in-service days;
   - 1.6 Any other meetings approved by the Director.

2. The CFO will budget for staff travel to meetings based on the following:
   - 2.1 Reimbursement will be made only when normal travel between the employee's home community and work community does not take the employee by the location of the meeting.
   - 2.2 The employee will be reimbursed for the lesser of:
     - 2.2.1 The distance between the meeting and school
     - 2.2.2 The distance between the meeting and home.
   - 2.3 Employees will be reimbursed for travel at the rates specified in their collective agreements or, if none is stated, at the Division approved rate.

3. Requests for reimbursement must be submitted in a timely fashion and prior to August 31st each year.

Reference: Section 85, 87, 109, 110 *The Education Act, 1995*

Approved: May 12, 2014
Revised: January 23, 2023

Administrative Procedure 520

PURCHASING

Background

The Division requires that all procurement of goods and services are handled with consideration of, the total acquisition cost including life cycle cost, and adheres to the principles of non-discrimination, access by qualified suppliers, fair acquisition processes, and transparency of policy and procedure to the best overall value of the organization.

In certain specific circumstances, schools and suppliers need to be aware of the procurement obligations of the school division and that goods and services are obtained in accordance with the requirements of this administrative procedure.

Procedures

1. Procurement up to $10,000 – Any one item, or an accumulation of items, not exceeding $10,000 in value may be purchased based on the department/school knowledge of an experience with the supplier, or based on the department/school's knowledge of last purchase price or verbal quotation. These purchases should be made using the Procurement Card (PCard) and are subject to the terms and conditions contained in the Purchasing Card Manual.

   In all procurement circumstances, Administrative Procedure 414: Conflict of Interest applies.

2. Procurement over $10,000 and up to $75,000 – Any one item or an accumulation of items over $10,000 but not exceeding $75,000 in value may be purchased on the basis of written competitive quotations from no fewer than three (3) suppliers.

   If the school/department obtains the quotations, all original quotations must be forwarded to Financial Services for review, prior to the issuance of a contract.

3. Procurement over $75,000 – Any one item, or an accumulation of items, exceeding $75,000 in value must be purchased through a formal competitive bid process managed by Financial Services.

   Financial Services will determine the best formal competitive bid process to use, subject to the following externally-imposed requirements:
   - 3.1 *The Education Act, 1995* and the Education Regulations, 1986.
   - 3.2 New West Partnership Trade Agreement (NWPTA) – an accord between the Governments of British Columbia, Alberta and Saskatchewan.
   - 3.3 Canadian Free Trade Agreement (CFTA) – an intergovernmental trade agreement within Canada.
   - 3.4 Canada-European Union Comprehensive Economic and Trade Agreement (CETA) – a trade agreement between Canada and the European Union (EU).

   A formal competitive bid process for goods or services valued at less than $75,000 and for construction valued at less than $200,000 may include invitational Requests for Proposals and/or posting on Sasktenders.ca website.

   A formal competitive bid process for goods or services valued at $75,000 or more and at $200,000 or more for construction will require posting on Sasktenders.ca website.

4. Time to Prepare and Submit Formal Competitive Bid Processes – A reasonable period of time will be offered to proponents to submit a formal competitive bid taking into account the nature of and complexity of the procurement per the requirements under section 3.

5. Sole or Single Source Purchases - The intent is to conduct a competitive bid process for all purchases over $10,000, however if the following conditions exist, the Chief Financial Officer may approve sole or single source purchases, considering value analysis and applying appropriate negotiation methods:
   5.1 An emergency situation exists or urgent purchase is required.
   5.2 A confidential situation exists.
   5.3 The goods and/or services are supplied by a sole source.
   5.4 It is in the best interest of the school division, for example compliance with Ministry-recommended purchases.
   5.5 It is in the best interest of the school division, for example if the extension or renegotiation of an existing contract, whose services or supply are satisfactory and the costs of a competitive process do not justify its expense.
   5.6 Proprietary acquisition, warranty requirements, patent rights, license agreements or other obligations exist which may prevent using normal competitive processes.

6. Compliance – All employees are responsible for knowing, understanding and complying with this Administrative Procedure. As well, orders will not be 'split' for the purpose of circumventing limitations contained in these procedures.
   6.1 Failure to comply may result in disciplinary action.
   6.2 Instances of non-compliance are to be reported to the Chief Financial Officer. Financial Services will manage reporting of non-compliance, follow-up with staff and resulting actions.

7. Criteria for considering award - Competitive bid processes will indicate the criteria for evaluation; this may include but is not limited to: price, quality, conformance to specifications, references and previous experience, warranty, lead time/availability.

8. Responsibilities and Delegated Authorities - the following responsibilities and authorities will apply to the various purchasing functions:
   8.1 The Chief Financial Officer is responsible for general supervision of the purchasing services and procedures.
   8.2 Financial Services is authorized to affect all purchases and establish procedures to ensure conformity.
   8.3 Budget managers have authority for purchases in accordance with the requirements outlined in this and other Administrative Procedures.
   8.4 The Board of Education must approve and authorize new initiatives or goods and services that are material in substance or value.
   8.5 Financial Services is authorized to negotiate the purchase with the successful proponent from a previous competitive bid process, if the same goods or services are required within six months of awarding the previous competition.
   8.6 Financial Services will, whenever it is reasonably possible and advantageous, to coordinate common requirements from all schools. Group buying with outside agencies (i.e., other municipal authorities, educational institutions or school divisions) will occur whenever it is advantageous to do so.

9. Complaints – The Chief Financial Officer shall be designated as the Complaints Officer. A complainant shall submit their complaint in writing within 30 days from the date of the disputed award to the Complaints Officer for consideration. If the Complaints Officer determines that the complaint has merit, the Complaints Officer shall investigate the matter and make

recommendation to the Director of Education and the Board of Education for resolution. If the Complaints Officer believes that the complaint does not have merit, he or she will advise the complainant in writing of the decision.

The complainant may make a further request in writing to the Complaints Officer for mediation of the matter. Mediation shall take place within a further 60 days from request date and shall be conducted by a licensed mediator.

If mediation does not result in agreement between the parties the complainant may, within a further 30 days from the date of mediation, make a request for arbitration. The arbitration shall be before a single arbitrator chosen by both parties and shall be conducted in accordance with the provision of *The Arbitration Act, 1992* of Saskatchewan. The costs of the arbitration shall be borne by the unsuccessful party.

Reference: Section 69, 85, 87, 109, 110, 349-356, *The Education Act, 1995*
Annex 502 Agreement on Internal Trade
Section 83.1, 83.3, Education Regulations

Approved: May 12, 2014; Revised: January 25, 2016; June 5, 2017; April 15, 2024; January 13, 2025

Administrative Procedure 530

ACCOUNTING FOR SCHOOL BASED FUNDS

Background

The Division recognizes its responsibility to account for and report school based funds its annual financial statements. The CFO will implement Public Sector Accounting Board principles.

In accordance with Section PS 1000 of the CICA Public Sector Accounting Handbook, the financial statements of the Division must reflect the full nature and extent of its resources, obligations, and financial affairs. In this regard, full nature includes school based funds under the control of the Board.

Control is inferred when the Board is in an authoritative capacity such as determining the purpose of the funds and its acceptable dispersal.

School-based funds applies to all funds that are received, raised, or collected in the name of the school or school activities.

Procedures

1. The classification of school-based funds will be determined by the Board considering the direction of the Ministry of Education and the Division's auditors.

2. The determination of control includes activities occurring at the schools such as:
   - 2.1 Fees for student materials, caution fees, activities, trips, band equipment rental;
   - 2.2 Student Representative Councils funds;
   - 2.3 Sale of goods such as yearbook;
   - 2.4 Canteen sales, milk sales, vending machine sales;
   - 2.5 Fundraising (e.g., bake sales, magazine subscription sales, drama performances);
   - 2.6 School Community generated funds (e.g., fundraising, donations) as well as funds transferred from disestablished local boards;
   - 2.7 Grants from third parties (e.g., nutrition program);
   - 2.8 Private donations;
   - 2.9 Other funds meeting the determination of control.

3. The CFO is responsible to the Director for the management of the school based funds processes of the schools and for reporting them in the Division's financial statements. The CFO shall prepare a *School-Based Funds Manual* to be used to govern the accounting and reporting requirements and it shall contain:
   - 3.1 Guidelines for implementation and ongoing accounting and reporting requirements;
   - 3.2 Processes for collections and dispersals;
   - 3.3 School Audit program.

Reference: Section 85, 87, 109, 110, 175, *The Education Act, 1995*
Public Sector Accounting Board Handbook, Section 1000

Approved: May 12, 2014

Administrative Procedure 535

ACCOUNTING FOR TANGIBLE CAPITAL ASSETS

Background

The Division recognizes its responsibility to account for and report tangible capital assets in its annual financial statements. The Division will implement Public Sector Accounting Board, Section 3150 Tangible Capital Assets.

Definitions:

In accordance with Section PS 3150 of the CICA Public Sector Accounting Handbook, the following definitions are applied to tangible capital assets of the Division:

Tangible capital assets are non-financial assets having physical substance that:

- Are held for use in the production or supply of goods and services, for rental to others, for administrative purposes or for the development, construction, maintenance or repair of other tangible capital assets;
- Have useful economic lives extending beyond an accounting period;
- Are to be used on a continuing basis; and
- Are not for sale in the ordinary course of operations.

Procedures

1. The classification of assets will be determined by the CFO considering the recommendations of the Ministry of Education and the Division's auditors.

2. The determination of useful life of tangible capital assets will be based on the expected and prior historic use of the assets.

3. The CFO will amortize the cost of the tangible capital assets over their useful life cycles.

4. The CFO is responsible to the Director for the management of the financial processes involved in accounting for and reporting tangible capital assets in the Division's financial statements. The CFO shall prepare a Tangible Capital Assets Manual to be used to govern the accounting and reporting requirements and it shall contain guidelines for implementation and ongoing accounting and reporting requirements.

Reference: Section 85, 87, 109, 110, 347, 348, *The Education Act, 1995*
Public Sector Accounting Board Handbook (PSAB) PS Section 3150

Approved: May 12, 2014

Administrative Procedure 540

ACCOUNTING STANDARDS

Background

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

Procedures

1. Responsibility
   1.1 The CFO is responsible for maintaining and managing the Board's accounting standards and making recommendation to the Director regarding the allocation of Division proceeds.

2. Restricted Funds Planning
   2.1 The CFO shall annually recommended to the Director internally restricted surplus amounts for the following:
      2.1.1 School budget allocation carry forwards
      2.1.2 SCC budget allocation carry forwards
      2.1.3 School generated funds
      2.1.4 Ongoing Board approved programs

   2.2 The CFO shall annually recommended to the Director internally restricted surplus amounts for the following:
      2.2.1 The purchase of land
      2.2.2 New buildings
      2.2.3 Renovations and additions
      2.2.4 Furniture, equipment, and supplies
      2.2.5 Major building repairs and,
      2.2.6 Replacement of equipment.

   2.3 Externally restricted surplus funds are those provided by government transfer with stipulations that have not been met by the Division.
   2.4 Any restriction on prior years' surplus is to be shown in the audited financial statements.

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

Reference: Sections 85, 87, 109, 110, 286 *The Education Act, 1995*
Public Accounts Regulations

Approved: May 12, 2014

Administrative Procedure 545

INTERNAL CONTROLS

Background

Audits which monitor and evaluate the internal controls of the school division shall be utilized by the Division.
Internal controls are processes, procedures and policies put in place by an organization to assist in accomplishing the goals and objectives of the organization. They are documented, monitored and measured to ensure they are working effectively. Internal controls prevent theft and fraud as well as assist in organizational effectiveness.

They are seen at all levels of the organization from a governance level (Refer to Board Policy 1) down to a transaction level (ensuring a payment is being made to an appropriate vendor or a transaction is being recorded to an appropriate general ledger code and budget).

A detailed understanding of the organization is obtained through documenting all systems, policies and processes at every level. Controls are identified, as well as any risks to the organization.

Definitions:

1. **"Audit" –** independent review of specified activities which is used to assist management in the assessment of whether the organization's plans are carried out; policies and procedures are observed; and assets, liabilities, revenues, and expenses are properly accounted for and reported on a timely basis. The review usually consists of analysis, recommendations and comments regarding the activities audited.

2. **"Internal Control**" - a process, effected by an entity's Board of Directors, management, and other personnel, designed to provide reasonable assurance regarding the achievement of objectives in the following categories: a) Effectiveness and efficiency of operations; b) Reliability of financial reporting; and c) Compliance with laws and regulations.
   - 2.1 Control Environment-sets the tone for the organization, influencing the control consciousness of its people. It is the foundation for all other components of internal control.
   - 2.2 Risk Assessment-the identification and analysis of relevant risks to the achievement of objectives, forming a basis for how the risks should be managed.
   - 2.3 Information and Communication-systems or processes that support the identification, capture, and exchange of information in a form and time frame that enables people to carry out their responsibilities.
   - 2.4 Control Activities-the policies and procedures that help ensure management directives are carried out.
   - 2.5 Monitoring-processes used to assess the quality of internal control performance over time.

Procedures

1. An individual or team of staff will be designated by the CFO with the ability to access and evaluate all school division records.

2. All staff will be required to cooperate with the Internal Control Team and their requests. In addition, School Community Committees and Student Council Representatives may be called upon to provide information and records.

3. Assessment of controls will also be performed through audits, which will include evaluation of a sample selection of data. The following will be evaluated during the audit:
   3.1 Review and appraise the soundness, adequacy, and application of accounting, financial and other operating controls;
   3.2 Review compliance with administrative procedures, Board policies, laws and regulations;
   3.3 Evaluate the timeliness, reliability, and usefulness of the school's records and reports;
   3.4 Ensure that Board assets are properly accounted for and safeguarded from loss;
   3.5 Comment on the extent to which use of resources is being made efficiently and effectively;
   3.6 Ensure the reliability and integrity of the information created by the Division; and,
   3.7 Review accomplishment of established Division goals.

4. Any risks identified will be reported to the CFO. Recommendations for corrective action will be made. The CFO will determine whether controls will be modified or added to improve the reliability of the information created by the school division.

5. The Internal Control Team will prepare a draft report for the CFO. The draft report will be informally discussed and will give those responsible the opportunity to identify any errors or omissions. The draft report will identify where procedures and controls are in place and are adequate and effective. Where such is not the case, the report will provide a description of any deficiency that exist.

6. Once the draft report has been considered a final report will be prepared by the CFO and submitted to the Director.

7. If corrective measures are implemented by Financial Services the internal control team will be responsible for follow-up review to determine the appropriate measures have been implemented and they are achieving the desired results. Where corrective measures have not been implemented it will be reported to the CFO who in consultation with the Director shall determine the next step of action.

8. If a principal or Superintendent of Schools is in disagreement with the draft report, and opportunity to formally respond to any part of the report and its findings will be provided. Such responses generally referred to as "management responses" will be included in the body of the final report.

Reference: Section 277-282, Public Sector Accounting Board

Approved: May 12, 2014

Administrative Procedure 550

FUND RAISING

Background

Subject to the provisions of this procedure, the Division approves school-based fund raising to complement and or supplement the basic educational program, or to support approved charities.

While recognizing its responsibility to provide funds to meet the basic educational program of students, the Division supports School staff and or School Community Council fund raising initiatives to supplement or complement the basic program.

For the purpose of this procedure, school-based fund raising refers to all fundraising activity conducted under the auspices of the school.

Procedures

1. The purpose of the fundraising must be clearly identified to the school community to ensure transparency in process and that all funds including any resulting surplus are only used for the intended purpose.

2. Any funds collected are considered public funds.

3. The Division expects all fund raising to be compatible with the principle of equity and the best interests of students, staff, parents, and the school community.

4. The principal is responsible for informing the School Community Council of the specific nature and purpose of school-based fund raising.

5. Monies raised through school-based fund raising are to be used to enhance school programs related to:
   - 5.1 Costs for approved student excursions or other out-of-school educational programs.
   - 5.2 Approved student activities and special events conducted at the school or under the auspices of the school.
   - 5.3 Equipment and supplies for extra-curricular activities.
   - 5.4 Improvements to school sites or playgrounds.

6. All fund raising shall be approved by the principal including fund raising by staff.

7. Involvement by students in fund raising is voluntary; all participants must consent to such involvement.

8. Consideration must be given to the safety and security of students participating in canvassing.

9. Because funds are public funds, the principal, in consultation with the CFO, shall follow procedures for the safekeeping and accounting of fund as outlined in the School-based Funds Manual

10. Purchase of goods and services from school-based fund raising shall follow the approved procedures of the school division.

11. Conducting fund raising activities must be such as to avoid 'over canvassing' of school communities.

12. All school-based fund raising must comply with municipal and/or provincial Regulations.

13. The designated Superintendent of Schools and Chief Financial Officer shall approve all fund raising campaigns of charitable organizations prior to the fund raising event.

14. Collection of all funds for charitable organizations shall be conducted under the direction of the principal.

15. All charitable organizations shall be prepared to provide evidence of compliance with municipal and/or provincial regulations with respect to fundraising.

Reference Section 85(c), 140.5(e) T*he Education Act, 1995*

Approved: May 12, 2014; Revised: January 12, 2026

Administrative Procedure 555

ACCUMULATED SURPLUS FROM OPERATIONS

Background

The Board is responsible for ensuring that the Division is financially protected from extraordinary circumstances which would negatively impact school division operations and the education of students. Further, a level of financial reserves is an indicator of financial health and can contribute resources to provide for multi-year planning for future educational services, and protection from future financial risk.

An operating surplus represents the extent to which operating revenues in a fiscal year exceed operating expenses in that year. Conversely, an operating deficit occurs when operating expenses in a fiscal year exceed operating revenues in the same year. The Board is responsible to maintain a positive combined restricted and unrestricted accumulated surplus from operations to ensure fiscal sustainability.

Administration has established this procedure in order to address their commitment to business practices that promote a sustainable organization. The purpose of this procedure is to provide:

- guidance and consistency in financial planning
- mitigation of short-term volatility
- protection against future financial risk
- support of thoughtful and effective resource allocation
- a contingency for unexpected costs

Definitions

In this procedure, the relevant financial terms are defined as follows:

- **"***Accumulated Surplus from Operations***"** means the accumulated excess of operating revenues from all prior years over operating expenses from all prior years.
- **"***Accumulated Deficit from Operations***"** means the accumulated excess of operating expenses from all prior years over operating revenues from all prior years.
- **"***Adjusted Annual Operating Revenue***"** is the annual Operating Revenue less capital grants and school based fund revenue.
- **"***Operating Surplus for the Year***"** is the amount by which a fiscal year's operating revenues exceed that same fiscal year's operating expenses.
- **"***Operating Deficit for the Year***"** is the amount by which a fiscal year's operating expenses exceed that same fiscal year's operating revenues.
- **"***Operating Revenue***"** is the total of all revenue in the operating fund as disclosed in the Statement of Operations of the financial statements.
- **"***Operating Expense***"** is the total of all expenses in the operating fund as disclosed in the Statement of Operations of the financial statements.
- **"***Unrestricted Surplus***"** means that portion of the Accumulated Surplus that has not been allocated by the Board for specific uses.
- **"***Internally Restricted Reserve***"** means that portion of the Accumulated Surplus that the Board has designated, via Board motion, for specific uses. These resources may be repurposed at the discretion of the Board through a subsequent Board motion.
- Externally Restricted Reserve**"** means that portion of the Accumulated Surplus that has been restricted for a specific purpose by the contributor of the resource. There is a contractual or fiduciary responsibility to hold these funds until their future purpose is carried out.

The purpose of the Internally Restricted Reserve is to support stable programming and ongoing operations for the benefit of the students served by the division. The Internally Restricted Reserve provides an internal source of funds to access in situations such as an unanticipated increase in expenses, one-time unbudgeted expenses including capital expenses, unanticipated funding reductions or shortfalls in uninsured losses. The Internally Restricted Reserve is not intended to replace a permanent loss of funding.

Procedures

1. The Internally Restricted Reserve will be approved by Board motion annually, following review of the annual financial statements. The balance in the Internally Restricted Reserve will be managed within a reasonable percentage compared to annual operating revenues.

2. The Director is responsible to identify the internally and externally restricted reserves each year and to identify and recommend amounts to access if needed, consistent with the purpose of the reserve as described in this procedure. The recommended amount to access includes analysis of the reason for the shortfall, the availability of any other sources of funds, an assessment of the estimated time period the funds will be required and the strategy and timeframe to replenish the reserve.

3. The Chief Financial Officer is responsible to ensure that the internally and externally restricted reserves are properly recorded, maintained, and used as described in this procedure.

4. The financial statements will record the Internally and Externally Restricted Reserves per the recommendations of the SASBO Accumulated Surplus Reporting Manual. The reserves are available in cash and funds comingled with the general cash and investment accounts of the school division.

5. Surplus unrestricted operating funds are used to fund the Internally Restricted Reserve. Administration may also direct a specific source of revenue, such as donations, fundraising or special grants, to be allocated to the reserve.

6. The Internally Restricted Reserve is dynamic, and the Board will review the reserve annually in conjunction with its review of the audited financial statements for the year.

7. The Board will aim to retain the following operational reserves balances:
   - 7.1 An Unrestricted Surplus between 0.5% and 2% of the Adjusted Annual Operating Revenue.
   - 7.2 Internally Restricted Reserves between 1% and 10% of the Adjusted Annual Operating Revenue. This amount does not include Internally Restricted Reserves designated for capital expenditures, facility related projects, and school generated funds.
   - 7.3 No limit on Externally Restricted Reserve balances as those categories are managed by way of an agreement between the Board and another organization.
   - 7.4 If the school division retains reserve balances that exceed the targeted levels, the Board would approve a detailed plan to spend the excess funds.

Reference: SASBO Accumulated Surplus Reporting Manual

Approved: January 15, 2024

FACILITY SERVICES 600

FACILITIES PLANNING

Background

The Division is committed to providing the high quality facilities in order to meet its mission, vision and beliefs.

The Superintendent of Facilities shall annually prepare and submit to the Director a draft revised Application for Major Capital Funding. The application shall include forecasting expenditures anticipated for new school buildings, major renovations and other major renovations for which borrowing of funds may be necessary.

Procedures

1. The Application for Major Capital Funding is updated by the Superintendent of Facilities in consultation with the CFO and the Director.

2. The Application for Major Capital Funding shall include:
   2.1 Demographic review and enrollment analysis.
   2.2 Current or proposed constructions.
   2.3 Current or proposed additions.
   2.4 Current or proposed alterations and reconstruction.
   2.5 Major repairs.
   2.6 Estimated costs.

3. Administrative support will be provided to ad hoc Board Facilities Committees as required.

4. The Ministry of Education Facilities Guidelines and Policy must be considered in completing the Application for Major Capital Funding.

Reference: Sections 85, 87, 109, 110, 116, 175, 190 *The Education Act, 1995*
National Building Code
National Fire Code

Approved: May 12, 2014; June 5, 2017

Administrative Procedure 602

NAMING OF SCHOOL DIVISION FACILITIES

Background

It is the Board's responsibility to name or rename facilities in the division. The Board may name schools or portions of schools and Division-owned facilities or portions of those facilities. Naming schools and facilities is normally done in recognition of contributions by individuals or organizations associated with the community; people or events of historical significance; geographical features in the area; or other people, organizations, events or reasons that Board considers significant.

Procedures

1. Submission of Facility Naming Suggestions and Requests
   - 1.1 All submissions for naming or renaming suggestions or requests shall be made to the Director of Education and shall include a rational for the name suggestion/request and contact information for the individual or group making the submission.
   - 1.2 School Community Councils (SCCs), schools, community groups, corporations or organizations submitting a proposed name are encouraged to include verifiable support of their membership for the submission.
   - 1.3 The Director shall maintain a list of name submissions and provide the list to the Board for its consideration at appropriate times.

2. Process for Facility Naming
   - 2.1 Any request to consider the naming or renaming of a division facility will be considered by the Board before the formal naming process begins.
   - 2.2 If the Board approves the start of the formal naming process, the Director shall initiate the formation of a Committee for the naming of the facility or a portion of a facility and ensure there is appropriate administrative support for the committee.
   - 2.3 The facility naming committee membership will be representative of the community and may include Elders, SCC representatives, school administration, school staff, parents, students, community members, and representation from historical societies, senior citizens, or groups who may have an interest in being represented.
   - 2.4 The Facility Naming Committee shall:
     - 3.4.1 Determine the inclusive and consultative process that will be followed in soliciting input in the naming process;
     - 3.4.2 Review and establishment of the criteria for naming the facility;
     - 3.4.3 Consult in a manner that is culturally responsive and affirming;
     - 3.4.4 Engage with appropriate stakeholders which may include Elders, students, staff, parents/guardians/caregivers, School Community Councils, educational partners and members of the community;
     - 3.4.5 Consider alternative naming possibilities;
     - 3.4.6 Provide a written Name Recommendation Report to the Director, which includes the top five recommended names, a maximum of five alternatives names also considered, the rational for the five recommendations and a summary of the process used to arrive at the recommendations.
   - 2.5 The Director shall arrange for the Naming Recommendation Report, and a committee presentation when appropriate, to be provided to the Board within six months of Board approval to commence the naming process.

2.6 The decision for the naming of the facility shall be made by motion at a regular meeting of the Board of Education.
2.7 The adoption of a process for choosing the naming of one facility does not necessarily set a precedent for the process of naming other facilities.
2.8 Arrangements and promotion of any naming event or ceremony shall be completed by the division in consultation with the individual, family or organization being honoured.
2.9 The division Facilities Department will arrange for an appropriate sign or plaque which officially names the facility..

3. Criteria for Facility Naming
3.1 The following will be considered by the Facilities Naming Committee and by the Board as potential criteria for the naming recommendations and decisions:
3.1.1 The support of the individual or family being honoured in the naming;
3.1.2 The significance of the area, individual, organization, or event to the education of students in SRPSD or to education more broadly;
3.1.3 The duration, impact and legacy of the individual, organization or event;
3.1.4 The unique qualities, contributions, or service provided by the individual or organization;
3.1.5 The potential for investment into the education system by individuals, organizations or businesses;
3.1.6 The demonstration of alignment with the Board's Mission, Vision, Values and Strategic Plan;
3.1.7 Other criteria as the committee or Board determines.
3.2 Facilities will not be named in honour of Individuals who are currently serving on the Board or who are currently employed by the division.

4. Corporate Naming Rights
4.1 School division facilities may be temporarily named or renamed in recognition of significant donations to the division' s programming.
4.2 Temporary naming rights of school division facilities shall be negotiated with the donor by a committee comprised of Board Chair, Director, Chief Financial Officer and other members as determined by the Board.
4.3 Temporary naming rights shall occur only by Board motion to approve a legal contract that aligns with the policies of the division.
4.4 Temporary naming rights shall be granted only for a defined period of time up to and including, but not exceeding, 10 school years.
4.5 At least one year prior to the expiration of a contract for naming rights, the board shall decide to endeavor to enter a new contract, have the facility revert to its previous name or engage in a new naming process.

Reference: Sections 85, 87 Education Act, 1995
Approved: November 7, 2022

Administrative Procedure 605

FACILITY INSPECTION AND MAINTENANCE

Background

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

Definitions

Service Request (SR)
SR is the day-to-day maintenance of SRPSD facilities. It can range from minor breakdown maintenance to major building component failure.

Preventative Maintenance Request (PM)
PM is the scheduled maintenance of building component integral to the safe efficient operation of SRPSD facilities. PMs can range from furnace filter replacement to scheduled replacement of boilers.

Facility Cost Index (FCI)
FCI is the amount of facilities deficiencies at any given time divided into the total cost of replacements of the facility (CRV) less land cost expressed in % value.

Procedures

1. Responsibility of Superintendent of Facilities
   The Superintendent of Facilities is responsible for ensuring the ongoing operation of clean, safe, well-maintained facilities to support students, staff and public.
   - 1.1 Establish processes to manage facilities, monitor service requests and preventative maintenance projects as well as provide for capital asset management. These processes will include maintaining current data on the status of each facility, including updating the records as major repairs or replacement of facilities and equipment occurs through the use of Asset Planner.
   - 1.2 Monitor service requests and preventative maintenance projects quarterly, or more frequently as required and provide an annual accountability report to the Board that includes a review of the maintenance priorities and a measurement of progress towards the Board's service request completion targets, maintenance project management goals, facilities cost index objectives, and other targets as required.
   - 1.3 Use information obtained from the facility audit as well as annual inspections of all facilities by facilities department staff.
   - 1.4 Meet annually with principals to review the facility with respect to maintenance items, program space as well as any capital works that may be planned for the school facility and grounds.
   - 1.5 Responsible for implementation and compliance of all provisions with the *Saskatchewan Employment Act*.
   - 1.6 Establish safe work procedures and practices as outlined in the Facilities Safety Manuals.

1.7 Work with the Manager of Maintenance to finalize the annual maintenance and repair program with respect to priorities and budget allocations.

1.8 Work with the Manager of Caretaking to ensure at least one formal cleaning and caretaking review is conducted on all schools annually. The results shall be discussed with the principal, head caretaker, and Superintendent of Facilities to confirm the expected level of cleaning in SRPSD facilities is met.

2. Responsibility of principals

The principal is responsible on an on-going and daily basis for the supervision and monitoring of the general maintenance of the school and its grounds.

2.1 Responsible for reporting general maintenance and repairs required in the school and its grounds through the use of Asset Planner.

2.2 Submit requests for facility repair and minor renovations to the Superintendent of Facilities for consideration in the budget process using Asset Planner.

Reference: *The Saskatchewan Employment Act*

Approved: May 12, 2014; June 5, 2017; June 29, 2018

FACILITIES MAINTENANCE PRIORITIES AND PLANNING

Background

Through Policy 12, the Board delegates to the Director the responsibility to determine maintenance priorities and develop a Maintenance Plan to achieve those priorities. The annual Maintenance Priorities and the annual Maintenance Plan for the division will be:

- Congruent with the Policy, Mission, Vision, Core Values and Policy of the Board;
- Aligned with the Division's Strategic Plan;
- Supportive of the Occupational Health and Safety needs of the Division;
- Aligned with the Mission Zero objectives.

Procedures

1.1. The Superintendent of Facilities will establish maintenance priorities and plan for the upcoming school and fiscal year prior to June 30 each year.

1.2. The Superintendent of Facilities will establish the annual maintenance priorities by considering information gathered through the following processes:

- 1.2.1. Review the information and feedback provided by the Board during its approval of the most recent Maintenance Accountability Report; the Preventative Renewal and Maintenance Plan and amendments; the long range Capital Plan; and the other related board agenda items.
- 1.2.2. Review the data in the Division's facility management software including the current Facilities Audit information on each facility in the division, the current Capital Asset Module information and the internal facilities department audit.
- 1.2.3. Review the information from the Administrative Council meeting notes and related discussions with senior administration.
- 1.2.4. Review the information from the annual meeting with principals that determined facilities and maintenance priorities for their program and building.
- 1.2.5. Review the information from the maintenance staff leads meetings that determines their perspectives of priorities.
- 1.2.6. Review the current state and patterns or themes emerging from service requests.
- 1.2.7. Review the scheduled or required Preventative Maintenance items.
- 1.2.8. Discuss the proposed priorities with Administrative Council as required.

1.3. The Superintendent of Facilities will develop the annual Facility Maintenance Plan by:

- 1.3.1. Reviewing the priorities determined
- 1.3.2. Considering budget allocation
- 1.3.3. Determining, as much as possible, the availability of internal and contracted labour and of materials necessary to schedule various projects.
- 1.3.4. Planning the timeline and sequence for the various maintenance projects.

1.4. The Priorities will remain intact, but the Superintendent of Facilities will adjust or revise the Maintenance Plan as necessary to accommodate new Board decisions, emergent health and safety items, changes in labour or material availability, budget impacts of unexpected project costs, or other emergent items.

1.5. The Superintendent of Facilities will review this Administrative Procedure prior to November 1 each year and make recommendations to the Director for any revisions necessary for improvement.

1.6. The Superintendent of Facilities will report annual maintenance plan progress to the Board within in the annual maintenance Accountability Report. Unexpected items that will have significant impact on the achievement of maintenance priorities will be reported to the Director as they emerge.

Reference: *The Education Act, 1995; The School Division Administration Regulations*

Approved: August 13, 2018

Administrative Procedures 608

FACILITIES SECURITY

Background

The Superintendent of Facilities is responsible for the control, the allocation, and the provision of all keys, locks, and securities. In each school, the principal will be responsible to follow the procedures outlined below. In Division-owned non-school facilities, i.e., Bus Maintenance Facility, Board Office, the appropriate Manager or administrator is responsible. All re-keying of schools and other Division-owned facilities will be handled by the Facilities Department.

Procedures

The key allocation shall be as follows:

1. Grand-Master Keys
   All Grand Master keys are kept secure by the Superintendent of Facilities.

2. Master Key
   Master keys for school buildings shall be allocated in the following manner:
   - 2.1 Principal and vice-principal;
   - 2.2 Head caretaker;
   - 2.3 Maintenance personnel;
   - 2.4 Principals' offices will be keyed to allow access to only principal master key and grand master keys.

   Logs of key distribution will be maintained on an annual basis by the principal.

3. Submaster keys
   - 3.1 Teacher Use -teachers shall be issued keys that would provide:
     - 3.1.1 Entrance to the school and;
     - 3.1.2 To their particular area.
   - 3.2 Community use - keys shall be issued to user groups by the principal. A key deposit shall be required for all user groups.

4. Lost Keys
   Lost keys must be reported immediately to the Superintendent of Facilities who will determine course of action i.e.: re-keying.

5. Security Alarms
   All Division facilities have security systems. All staff and user groups have individual access codes which are managed by the Facilities Department.

   Prior to school start up, new hires and staff relocations must be communicated to the Superintendent of Facilities to ensure staff has access to their place of work.

   Superintendents responsible for human resources will provide this information to the Facilities Department in late spring or early summer.

6. Video Surveillance systems
   The Superintendent of Facilities is responsible for installation and management of video surveillance systems in all Division facilities.

Reference: Section 85, 87, 105, 110, 116, 175, 231 Education Act

Approved: May 12, 2014

Administrative Procedures 610

OCCUPATIONAL, HEALTH AND SAFETY

Background

The Superintendent of Facilities shall ensure the Division is compliant with the provisions of The Saskatchewan Employment Act and Regulations including but not restricted to the establishment and functioning of Occupational Health and Safety Committees and the provision of required training.

The Division is committed to the safety and protection of its staff, students and the public from accidents or injury. It is recognized that the responsibilities for the work place safety are shared by management and employees.

Management is committed to provide active leadership and participation in the spirit of commitment and co-operate with workers in order to maintain a safe workplace.

Employees at all levels are responsible for following all procedures as set out in the safety program and, wherever possible, to improve on these safety measures.

The Division's Safety Program is to be posted in a prominent location at all facilities and main office.

The information in this safety program is meant to compliment The Saskatchewan Employment Act in all instances the more inclusive measures shall be followed.

The contents of this manual have been reviewed by Management and the Safety Committee. All changes shall be inserted in the manual where indicated.

Procedures

1. Occupational, Health & Safety Meetings
   - 1.1 All management and employee co-chairs must obtain OHS level 1 certification.
   - 1.2 After each meeting of the facility's Occupational Health and Safety Committee, documentation of the meeting is to be completed. O H & S Minute Form
   - 1.3 It is the management co-chair's responsibility to send a copy of the meeting documentation to the Superintendent of Facilities.

2. Management responsibilities (Superintendent of Facilities)
   - 2.1 To provide required information, instruction and assistance to all safety committee members in order to maintain the health and safety of all employees.
   - 2.2 To maintain overall control of the safety program of the division.
   - 2.3 To incorporate the Division's Safety Program as an integral part of all sub-contractor and supplier contracts.
   - 2.4 To monitor and hold accountable all employees, sub-contractors and suppliers for their safety performance.
   - 2.5 To ensure that all required Personal Protective Equipment (P.P.E.), tools and training are provided to maintain the Division's Safety Program.
   - 2.6 To maintain ongoing safety education programs and approved first aid training courses as required to maintain the safety program.

3. Contractor and Supplier Responsibilities
   - 3.1 To ensure that all levels of their company structure comply with the responsibilities as stated in employee responsibilities.
   - 3.2 To provide all W.H.M.I.S information and M.S.D.S. data sheets as required to comply with the Division's Safety Program and O.H. &S. requirements.

4. Employee Responsibilities
   - 4.1 To understand and incorporate the Division's Safety Program into their daily routine.
   - 4.2 To wear all P.P.E. as required to meet O.H.&S. regulations, the Division Safety Program and to conform to WHMIS and MSDS requirements.
   - 4.3 To ensure that the Division's Safety Program is followed by all fellow employees, sub-trades, suppliers and site visitors.
   - 4.4 To report and correct any unsafe conditions.
   - 4.5 To immediately report any acts that result in personal injury, property loss, or "near miss" incidents to immediate supervisor.
   - 4.6 All employees have the right to know, the right to participate and the right to refuse as per the OHS Act.

Reference: Sections 85, 87, 108, 109, *The Education Act, 1995*
Saskatchewan Employment Act
Public Health Act
Workers' Compensation Act

Approved: May 12, 2014

Administrative Procedure 615

FIRE SAFETY

Background

The Division believes that in order to provide a physically safe environment for students and staff, clear fire safety protocols must be provided and adhered to. Principals shall be responsible for organizing fire drills and training students and staff in proper building evacuation procedures. Each school shall be required to hold at least six fire drills per school year, three of which must be in spring and fall.

Procedures

1. A map detailing primary and secondary fire escape routes shall be on prominent display in all locations where students receive instruction.

2. Teachers or personnel holding class registers or class lists shall remove them from the school during all fire drills and shall utilize them to take student attendance.

3. Each teacher shall be familiar with posted procedures and rules and is responsible for giving fire drill instruction to all students in his/her charge.

4. No entrance or emergency exit doors may be blocked, barred, bolted or locked from the inside in the area of the building being used.

5. The use of natural Christmas trees is permitted provided the trees are treated with a flame-retardant spray. The Superintendent of Facilities will arrange for the application of the flame retardant.

6. The fire alarm system and sprinkler system (where applicable) shall be tested and verified by the caretaker once every three months. Fire extinguishers, standpipe hoses, fire alarm system and sprinkler system, where applicable, are inspected annually by certified contractor.

7. The testing of emergency lighting shall be carried out by the caretaker once every three months.

8. At the first clear sign of smoke or combustion, the alarm shall be sounded, the drill plan carried out, and the Fire Department called.

9. Until it is certain that the fire has been extinguished, students shall not be permitted to re-enter the building.

10. The principal shall maintain a record of each fire drill, noting the date and other pertinent information.

11. After the occurrence of a fire, a report, in writing, shall be submitted to the Superintendent of Facilities as soon as possible.

12. Furnace/boiler rooms and mechanical/electrical rooms shall not be utilized as storage facilities.

Reference: Section 85, 87, 109, 150, 151, 175, 231, *The Education Act, 1995*
Section 2, 8, National Fire Code

Administrative Procedure 618

BREAK-IN, THEFT, VANDALISM

Background

The Division requires that provisions be made for the security of its facilities in order to restrict unauthorized access and vandalism of its property.

Procedures

1. Responsibility of principals:
   1.1 In the case of a break-in, theft, or vandalism, the principal shall report the incident immediately to the police, Superintendent of Facilities and their Superintendent.
   1.2 Measures are to be taken to secure the building. The Superintendent of Facilities shall call in staff to secure if needed.
   1.3 The Principal shall provide a written or electronic report using the Marsh Canada form Marsh Canada Form to their Superintendent copying the Superintendent of Facilities and CFO indicating:
      1.3.1 The date and time of the event;
      1.3.2 A brief description of the vandalism;
      1.3.3 List of items that may have been stolen.

2. Responsibility of the Superintendent of Facilities
   2.1 In the case of a break-in, theft, or vandalism, the Superintendent of Facilities shall report the incident immediately to the police, Director and the CFO.
   2.2 The Superintendent of Facilities shall provide a written or electronic report using the Marsh Canada form Marsh Canada Form to CFO indicating:
      2.2.1 The date and time of the event;
      2.2.2 A brief description of the vandalism;
      2.2.3 List of items that may have been stolen.

3 Replacement and Repair
   3.1 The CFO shall provide direction to the Principal in terms of replacement and repair of equipment.
   3.2 The Superintendent of Facilities shall coordinate all repair and construction to facilities and grounds.
   3.3 The principal may attempt to recover the cost of property replaced or repaired where it is established that there is a basis of claim that can be made against a student or parents concerned.

Reference: Section 85(1)(bb) *The Education Act, 1995*

Approved: May 12, 2014

Administrative Procedures 620

PLAYGROUNDS AND EQUIPMENT

Background

The Division provides for basic well maintained playground equipment in all of its schools and encourages Schools and School Community Councils to work with the Facilities Department to further develop its playgrounds and equipment

Procedures

1. School Community Councils shall work through principal to advise the Superintendent of Facilities of their interest in making improvements to playgrounds.

2. The Superintendent of Facilities shall review the request with the principal and provide any information pertaining to guidelines and regulations applicable as well as approved Playground Equipment Suppliers. All playground equipment purchased and installed on Division property must be CSA approved.

3. Once the principal and the School Community Councils have decided on the equipment they wish to purchase the principal will contact the Purchasing Department who shall expedite the tender process. Equipment will be shipped to the Facilities Department where it shall be received inspected and stored until installation.

4. All playground ground preparation and equipment installation will be done by qualified SRPSD maintenance personnel. The Maintenance Department will cover costs for ground preparation and installation of equipment purchased by the school and the School Community Council.

5. Once installed equipment becomes the property and responsibility of the Division and will be maintained as such.

Approved: May 12, 2014

Administrative Procedure 625

COMMUNITY USE & RENTAL OF SCHOOL FACILITIES

Background

The Division is prepared to make school division facilities available to the community during the school year (September to June), and at times when the facilities are not required for educational or extra-curricular programming. In exceptional circumstances, school division facilities may be made available during the months of July and August.

The primary objective of the Division is to provide for the needs of students attending school within the Division. Facilities owned by the Board are not meant to be in competition with similar commercial or community facilities within the school division. The use of school facilities shall be administered in accordance with the Use of School Facilities Manual SRPSD Rental Manual.

Procedures

1. The Superintendent of Facilities shall prepare a Rental of Facilities Manual that will be used to govern all facility rentals in the school division. The manual shall include the following:
   1.1 Regulations governing the rental and/or use of school facilities;
   1.2 Administrative procedures;
   1.3 Rental rates.

2. The Division may enter into agreements with School Community Councils to manage facility usage and rentals where such facilities serve as the only facility where community events may be held in the community.

Reference: Section 85.1 (x), *The Education Act, 1995*

Approved: May 12, 2014

Administrative Procedures 628

FLAG PROTOCOL AND PROCEDURES

Background

The Community views schools as institutions that assist in maintaining tradition. As the hosts of numerous formal community events, schools require knowledge of the etiquette of the national and provincial flag display. The following procedures will ensure schools follow a uniform practice with regards to displaying both federal and provincial flags.

Procedures

1. The principal of each school is responsible for ensuring that:
   - 1.1 The school flies (outdoors) the Canadian flag each school day
   - 1.2 The school displays (indoors) the Provincial Flag, the Treaty Six Flag, and the Metis Nation Flag.
   - 1.3 Only one flag will be flown on each pole, but if a school has more than one flagpole, the principal will consult appropriate resources to determine protocol for flying additional flags.
   - 1.4 Flags are flown or displayed according to appropriate protocols outlined by the National Flag of Canada Etiquette office and Saskatchewan's Flagging Policy and Procedures.
   - 1.5 Flags flown or displayed are in good condition.

2. The Superintendent of Facilities is responsible for ensuring that:
   - 2.1 The Education Centre flies the Treaty 6 Flag and the Métis Nation Flag on behalf of all Division schools and buildings.
     - 2.1.1 The initial raising of the Treaty 6 Flag and the Métis Nation Flag at the Education Centre will be preceded by an official flag raising ceremony guided by the SRPSD Elders Council, the Office of the Treaty Commissioner, and appropriate local indigenous leaders.
   - 2.2 Flags flown or displayed at the Education Centre or other non-school buildings will be in good condition and displayed according to appropriate protocols.

3. Flag protocols outlined below shall guide the display of all flags in the division. Further flag protocol details are available online from the Government of Canada and Government of Saskatchewan.
   - 3.1 Flags shall be flown or displayed only in a respectful manner.
   - 3.2 The Canadian flag will always be flown in the most senior position, except when a special flag is flown during a visit of the Monarch, a member of the Royal Family, the Governor General or the Lieutenant Governor.
   - 3.3 A flag may be flown on a flagpole or displayed flat.
   - 3.4 It is improper to fly more than one flag on the same flagpole.
   - 3.5 If three flags are flown/displayed, the Canadian Flag is in the center.
   - 3.6 If more or less than three flags are flown/displayed, the Canadian Flag will be flown on the left as seen by observers facing the display. Other flags will be flown to the right of the Canadian flag in order of precedence.
   - 3.7 If a flag or group of flags is flown on a staff at the front of a room or auditorium, the flag(s) shall be placed to the right of the speaker.
   - 3.8 If displayed flat, the flag or group of flags may be hung horizontally or vertically. If hung vertically, the flags shall be placed in order of precedence so that what would be the upper part of the flag when hung horizontally is to the left of someone facing it.

3.9 The order of precedence for the order of display of multiple flags is
- The National Flag of Canada;
- The flags of other sovereign nations, in alphabetical order;
- The flags of the provinces of Canada, in order in which they joined Confederation;
- The flags of the territories of Canada, in order in which they joined Confederation;
- The flags of municipalities/cities;
- The flags and banners of organizations;
- Historical flags.

The Division recognizes the Treaty 6 Flag and the Métis Flag as representing sovereign nations so the order of precedence for the four flags typically displayed in SRPSD facilities is: Canada, Metis, Treaty 6, Saskatchewan. On occasions when other flags are flown, they will be flown in order of precedence.

4. Half-mast flags will be flown as a sign of respect on official days of mourning. Flags are normally flown at half-mast from the time of notification of death up to and including the day of the funeral.
   4.1 When the flag is raised to the half-mast position or lowered from it, it is first raised to full-mast and then lowered.
   4.2 A flag shall be flown at half-mast on the death of a student or staff member, and may be flown at half-mast on the death of an individual associated with the school or community.
   4.3 Flags may be flown at half-mast on any occasion when the flag is being flown at half-mast on local government buildings. The Chief of Protocol from the Saskatchewan Protocol office provides notification for when flags are flown at half-mast on public buildings.
   4.4 Special instructions may be issued by the Director on other occasions where flags are flown at half-mast.

5. Special event flags are not flown but may displayed indoors only upon approval of Division Administration
   5.1 Approved special event flags will not replace the Canadian flag but may be flown at the school or division facility, if the building has more than one flagpole.
   5.2 An application to request the display of special event flags must be submitted and approved prior to displaying a special event flag – Appendix A.
      5.2.1 Applications must be submitted to the school superintendent at least three weeks in advance of the special event flag being displayed. Applications will be assessed by Administrative Council and decisions will be communicated to applicant and school administration.
      5.2.2 Decisions to approve the of displaying special event flags will consider the following criteria:
         5.2.2.1 Alignment with the division's Core Values and other division policy
         5.2.2.2 The intent of raising the special event flag is in recognition of:
            - Indigenous peoples of Canada;
            - Federal, provincial, or municipal government supported initiative or organization;
            - Division initiatives;
            - Curricular outcomes.

5.3 The displaying of special event flags can be requested by:
- 5.3.1 Students;
- 5.3.2 Staff;
- 5.3.3 School Administration;
- 5.3.4 Division Administration;
- 5.3.5 School Community Councils; or
- 5.3.6 Board of Education Trustees.

5.4 Approved special event flags will only be displayed for one week after the initial raising.

Reference: Section 47 (1), *The Education Act, 1995*
Government of Canada, National Flag of Canada Etiquette
(https://www.canada.ca/en/canadian-heritage/services/flag-canada-etiquette.html)
Government of Saskatchewan, Flagging Policy and Procedures
(https://www.saskatchewan.ca/government/visual-identity-and-protocol/protocol-guidelines/flagging-policy-and-procedures#:~:text=Precedence%20and%20Etiquette&text=In%20principle%2C%20the%20flag%20is,18%2000%20hours%2C%20weekdays%20only)
Office of the Treaty Commissioner of Saskatchewan Communication Guide
(http://www.otc.ca/resource/purchase/ayisnowak_a_communications_guide.html?page=1

Approved: May 12, 2014; Revised: November 28, 2022

Administrative Procedure 628 – Appendix A

SRPSD APPLICATION TO DISPLAY SPECIAL EVENT FLAG

Background

If you seek approval to display a flag to mark a special event, the following flags are considered pre-approved as they align with Division Core Values, policy and Admin Procedures:

Pride Flag Fransaskois Flag Community or RM Flags
Every Child Matters/Reconciliation Flag

The above flags do not need special permission to display but need to be displayed according to the flag protocol Administrative Procedure 628.

Applicant Information

Name: _____ Date of Application: _____

Address: _____ Phone Number(s): _____

Role in Division *(please circle role and add requested details)*

- Student (indicate grade and school) _____
- Staff (indicate position and school/location) _____
- SCC Chair (indicate school and the date your SCC approved this proposal) _____
- Trustee (indicate school or committee initiating request, if any) _____
- If you are submitting this application on behalf of an organization indicate the organization that requested your support: _____

Application Details

Have you read the division's administrative procedure on flag protocol and special event flags prior to submission of this request? _____

Name of flag you are requesting be raised (attach an image if possible) _____
Date of intended flag raising _____
Location(s) of intended flag Raising: _____

Special Event Flag raising may be requested at individual schools or at the Education Centre on behalf of the entire division.
Reason for the display of the flag by the school or division: _____

Outline any events, activities or communications that will accompany the flag raising. _____

Signature of Applicant: _____ Date: _____

Division Response/Decision (*for office use only)*

Date Application received: _____

Date of decision: _____

Date Applicant and Principal informed of decision: _____

Rationale for Approval or Denial: _____
_____
_____
_____
_____
_____

Special Event Flag Display NOT Approved: _____

Special Event Flag Approved: _____

Flag Display Dates (one week): _____

Name of Division Official: _____

Signature: _____ Date: _____

Administrative Procedure 630

DISPOSAL OF NON-REQUIRED MATERIALS AND EQUIPMENT

Background

The Division approves of the disposal of furniture, equipment and materials that are no longer required by the school division. Items should only be disposed of when there is no use for the item at any other plant within the school division. Items identified as having no value should be disposed of in the sanitary landfill. Items identified as having value must be offered for sale to the general public. No individual should have any advantage with respect to the purchase of items from the school division.

Procedures

The following procedures shall apply to the disposal of equipment and materials owned by the Division.

1. The Superintendent of Facilities shall ensure that the disposal of equipment and materials is done in accordance with *The Education Act, 1995,* and this Administrative Procedure.

2. All requests for disposal of items not required shall be submitted on the attached form to the Superintendent of Facilities (Appendix A) and shall be signed by the principal or supervisor.

3. A list of items of perceived value shall be compiled by the Superintendent of Facilities and circulated to all principals to allow for further use of these articles at other sites. No cost will be involved in transfers from one site to another.

4. The Superintendent of Facilities shall be responsible for collecting and disposing all items identified as surplus in the appropriate manner. Approved methods of disposal are:
   4.1 By transfer to another facility;
   4.2 By disposal in a sanitary land fill;
   4.3 By sale to the general public.

5. All items disposed of shall be removed from the Division's asset listing and insurance appraisal.

6. Net proceeds from the sale of items shall be placed in general school division revenues.

Reference: Section 85, 87, 347, *The Education Act, 1995*

Approved: May 12, 2014; March 8, 2021

Administrative Procedure 525 – Appendix A

EQUIPMENT/MATERIALS & SUPPLIES DISPOSAL FORM

Provide information on all equipment/material that are no longer required at your school. Please provide as much detail as possible for the subsequent sale/disposal of these items.

Name of School/Facility: _____

EQUIPMENT (IDENTIFY EACH ITEM OF EQUIPMENT INDIVIDUALLY)				
Item	**Make/Model**	**Serial No.**	**Condition**	**Year**

Item	**Description**	**Quantity**	**Condition**

_____

Principal's Signature

Saskatchewan Rivers Public School Division
Education Centre
545 – 11th Street East
Prince Albert, SK S6V 1B1

ATTENTION: Superintendent of Facilities

TRANSPORTATION SERVICES 700

Administrative Procedure 700

STUDENT TRANSPORTATION SERVICES

Background

In order to facilitate the Board's direction regarding Policy 17 Student Transportation, the Manager of Transportation, in consultation with and accountability to the CFO shall ensure the directions provided in Policy 17 are implemented with integrity, and shall ensure role clarity and accountability of all transportation staff.

Procedures

1. Safe and comfortable transportation shall be provided for students who attend Division schools by, hiring trained and qualified bus drivers who are skilled in student management and, providing a modern fleet of well-maintained buses.

2. The transportation system shall be organized in a manner that requires Division students to spend the least amount of time possible on buses given the constraints of annual budgets by, developing the simplest, least complicated bus routes possible and, designing bus routes that minimize the number of time consuming stops and transfer points.

3. The transportation needs of students who attend the Saskatchewan Rivers Public School Division shall be served in an efficient and effective manner by, minimizing the organizational complexity of Division transportation services and, causing no extra hardships for Division students as the result of transportation agreements with other jurisdictions.

4. By June 30th of each year, the CFO in consultation with the Manager of Transportation shall present recommendations for change to the Director with any revisions to be brought forth by October 1st of each year in the following areas:
   - 4.1 The operation of all bus routes.
   - 4.2 The operation of the bus garages.
   - 4.3 Protocols on bus safety of operation and student management on buses.
   - 4.4 Procedures on record keeping and documentation.

5. The Manager of Transportation shall:
   - 5.1 Have operational responsibility for all aspects of student transportation in the Division including transportation personnel, the Division bus fleet, garage operations and contract transportation services.
   - 5.2 Make recommendations on the employment, placement, suspension and termination of all bus drivers, substitute bus drivers and garage staff in the transportation department.
   - 5.3 Provide ongoing training, in-service, and evaluation to all employees of the transportation department to ensure the adherence to the statutes and regulations in *The Education Act, 1995,* and the Board Policy Handbook.
   - 5.4 Work closely with the Director, superintendents, principals, bus drivers and parents to resolve disputes between parents and bus drivers and to aid bus drivers and principals in dealing with student discipline problems on the bus in accordance with AP 152 Staff, Parent and Concerns.
   - 5.5 Complete an evaluation of all employees in the Transportation Department on a regular basis.

5.6 Complete, maintain and submit records, reports and documents as required to assist the Director to be informed in all aspects of the transportation system.
5.7 Complete, maintain and submit records, reports and documents required by Saskatchewan Education and to assist in the preparation of the annual transportation budget.
5.8 Arrange and attend meetings to facilitate a smooth startup of bussing in the fall as well as additional meetings required throughout the year.
5.9 Communicate with the Director regarding closures and bus cancellations during time of inclement weather. It will be the responsibility of the Transportation Supervisor to communicate bus cancellations to local radio stations.
5.10 Prepare a parent/student information handout outlining Division transportation expectations and procedures and make the document available to families accessing the transportation system including parents/guardians are asked to do the following:
5.10.1 Assist and co-operate with the bus drivers in matters related to student behavior management.
5.10.2 Approach the bus driver directly with respect to complaints or concerns.
5.10.3 Advise the bus driver the evening before or in the morning prior to the bus driver leaving home when transportation services are not required.
5.10.4 Advise the principal or bus driver in writing or by telephone if their child is to be dropped off or picked up at any point other than the regular drop off or pick up points. Alternate pick up/drop off locations must be on the regular designated bus route.

6. The principal shall:
6.1 Review expectations and procedures with the student body with respect to student behavior on school buses in September of each year.
6.2 Provide adequate supervision at times of bus loading and unloading including designated transfer points.
6.3 Advise the Manager of Transportation of the enrollment of new students where transportation services are required.
6.4 Advise the Manager of Transportation when there is a student in attendance who requires special transportation such as a student in a wheelchair or other medical or behavior needs.
6.5 Advise the Manager of Transportation and bus drivers of any planned or unplanned school closures unique to their school, i.e., floating in-service day, furnace breakdown, etc.
6.6 Pass on to bus drivers notes or parental information concerning irregular bussing requests such as a different drop off point or permission to travel on a different bus for a special occasion.
6.7 Advise the bus driver and Manager of Transportation of any serious student medical conditions that they have been made aware of by parents.

Reference: Section 85, 87,109,110,121,194,196,197*, The Education Act, 1995*
Highway and Transportation Act
Traffic Safety Act

Revised: November 24, 2014

Administrative Procedure 705

SCHOOL ATTENDANCE AREAS

Background

The Division strives to provide an appropriate education to students within the Division and within designated attendance areas.

The Board has retained in Policy 17, Transportation the authority to determine attendance areas and transportation service areas for each school and any adjustments to these. In specific circumstances the Division may approve the provision of educational services outside of an attendance area.

Procedures

1. When a parental request is received to accept a student from outside an attendance area, the receiving and sending principals make a collaborate decision. Should there not be agreement between the two principals, the matter shall be referred to their superintendents.

   A transfer may occur when:
   - The receiving school has space in the classroom/grade required;
   - The receiving school is able to provide the program and services required;

2. Transportation may be provided by the division if the designated pick-up and drop-off location is in the receiving school's attendance area and significant bus route alteration would not be required. In all other circumstances, the parent provides any necessary transportation to and from school.

2. When a parental request is received to accept a student from outside the division, the receiving principal makes the decision based on the following criteria:
   - The receiving school has space in the classroom/grade required;
   - The receiving school is able to provide the program and services required;
   - The parent provides any necessary transportation to and from school;
   - The admission of the student is compliant with Administrative Procedures 347, 715 and other applicable administrative procedures.

Reference: Section 85, 87, 109, 156, 175, 194, 196, *The Education Act, 1995*

Approved: May 12, 2014; September 4, 2018

Administrative Procedure 710

BUS CANCELLATIONS

Background

Student safety is the Division‘s first priority.

On occasion, weather conditions and/or road conditions may be such that safe transportation services are put at risk.

The Division, therefore, authorizes the cancellation of bus operations as provided in this administrative procedure.

Procedures

1. When the temperature is at or below -40°C, bus runs will be cancelled. When the temperature is at or below -35°C and the wind chill temperature is at or below -45°C, bus runs will normally be cancelled.

2. Wheelchair lifts will not be operated at or below -30°C. When the temperature is at or below -30°C, the developmental education and functional integrated programming buses will normally be cancelled.

3. Bus run cancellations, as determined by the Manager of Transportation, can apply to the entire Division, to clusters of school attendance areas, or to individual schools.

4. Regardless of temperatures or wind chill conditions, bus runs may be cancelled if severe storms or road conditions make travel dangerous.

5. Weather and road conditions information used for purposes of decision-making shall be as reported by the Weather Network and the Saskatchewan Highway Hotline.

6. Bus cancellations will normally only be made in the morning before bus drivers begin their route or at noon if weather conditions deteriorate during the day.

7. Individual drivers have the authority and responsibility to cancel their own run should local conditions warrant.

8. The website - www.srsd119.ca, the Division’s notification service and local media shall be the Division's main communication medium with regard to decisions relative to this policy.

9. The Manager of Transportation may consult with the Director, CFO, weather offices and/or with others, as appropriate, in arriving at a decision regarding the cancellation of bus runs.

10. The Director or designate will announce morning bus cancellations or school closures by 6:30 a.m. Noon cancellations will be announced as soon as the decision is finalized.

11. Noon closures will require further notification to bus garage and driver personnel and all principals of schools attended by Division students. Principals shall arrange to have affected parents notified of any noon closure.

12. In the event that a Weather Watch or forest fire is declared, the Manager of Transportation shall consult relevant sources to determine the severity of the situation. If it is determined that a major storm, forest fire or other threatening situation is imminent, the Manager shall assess which, if any, bus runs are in danger and take action, including the delay, early dispatch or cancellation of bus runs, to avoid putting students at risk. Parents and schools shall be advised accordingly.

13. For the cancellation of individual bus runs, the following steps are required:
    13.1 The bus driver reviews the decision to cancel with the Manager of Transportation of the decision to cancel,
    13.2 The Manager of Transportation will announce individual bus cancellations through the website, and www.srsd119.ca, the Division's notification service and local media.
    13.3 The bus driver informs the principal or vice-principal,
    13.4 Contacts are to be made by 7:00 a.m.

14. Schools will remain open - regardless of inclement weather or bus cancellations - unless closed for cause by the Director of Education. Staff members are expected to report to their scheduled work site unless an appropriate leave request has been approved.

Reference: Section 85, 87, 196, 197, *The Education Act, 1995*
Highway Traffic Act

Approved: May 12, 2014; Revised: December 15, 2014; February 23, 2015; August 29, 2022; March 24, 2025

WIND CHILL CALCULATION CHART

Where T air = Air temperature in ºC and V10 = Observed wind speed at 10m elevation, in km/h.

T air V 10	-20	-25	-30	-35	-40
5	-24	-30	-36	-41	-47
10	-27	-33	-39	-45	-51
15	-29	-35	-41	-48	-54
20	-31	-37	-43	-49	-56
25	-32	-38	-45	-51	-57
30	-33	-39	-46	-52	-59
35	-33	-40	-47	-53	-60
40	-34	-41	-48	-54	-61
45	-35	-42	-48	-55	-62
50	-35	-42	-49	-56	-63
55	-36	-43	-50	-57	-63
60	-37	-43	-50	-57	-64
65	-37	-44	-51	-58	-65
70	-37	-44	-51	-59	-66
75	-38	-45	-52	-59	-66
80	-38	-45	-52	-60	-67

Approximate Thresholds:		**Wind Chill below:**
Risk of frostbite in prolonged exposure at	-27	Warm skin, suddenly exposed. Shorter time if skin is cool at the start.
Frostbite possible in 10 minutes at	-35	Warm skin, suddenly exposed. Shorter time if skin is cool at the start.
Frostbite possible in less than 2 minutes at		-60 Warm skin, suddenly exposed. Shorter time if skin is cool at the start.

Administrative Procedure 715

TRANSPORTATION AND ATTENDANCE AREAS

Background

The Division establishes clearly defined bus transportation services by designated attendance area. The Division believes that its primary responsibilities is to provide transportation to students within the Division and within designated attendance areas.

In exceptional circumstances, the Board may in accordance with Board Policy 17, provide transportation outside of attendance areas, outside of the Division, or permit other jurisdictions to provide transportation.

At no time shall the Division enter into transportation agreements with other jurisdictions with respect to providing transportation services if such arrangements cause undue hardship for resident students or compromise Division programs.

Procedures

1. The Board has retained authority in Policy 17 to determine the attendance areas and transportation service areas for each school and any adjustments to these.

2. Students living in rural attendance areas receive Prekindergarten to Grade 12 transportation provided they are attending school in their designated attendance area.

3. Students living within the City of Prince Albert may be eligible for transportation if one or more of the following conditions exist:
   3.1 The student attends a program recognized by the Board as requiring transportation.
   3.2 The elementary student attends the school in their home attendance area.
   3.3 The Prekindergarten or Kindergarten student lives further than 200m from their designated school, or
   3.4 The grade 1-8 student lives further than 400m from their designated school, or

4. In exceptional circumstances, transportation out of attendance area or out of Division may be provided when appropriate programming is not offered in the designated attendance area.

5. Transportation by external jurisdictions may be permitted in exceptional circumstances.

6. All transportation arrangements for out of attendance area or out of Division shall terminate at the end of the school year in which they were made unless a renewal of the arrangement has been approved.

7. Exceptions include those provided by legislation (French Immersion), specific Board approval (special education - Kinistino and Birch Hills). In addition, out of boundary students may access transportation to or from a drop off/pick up within school division boundaries upon administrative approval being granted. Some examples of current approval include First Nations students on reserve, and residents of a National Park.

8. A 30 day discretionary option shall be available on a case by case basis to provide out of attendance area and out of Division transportation based on programming needs only.

9. Transportation out of attendance area or out of Division requires the written approval of the Director.

10. Transportation by external jurisdictions requires;
    11.1 A written request from the parent/guardian.
    11.2 The written agreement of the Director of the external jurisdiction, and
    11.3 The written approval of the Director.

11. The Manager of Transportation shall obtain the written approval of the Director before providing up to 30 days of discretionary transportation.

12. Discretionary transportation over 30 days requires a written request to the Director by the parent/guardian.

13. It is permissible to transport an out of attendance area student for an overnight or weekend stay with a friend provided it does not affect bus routes. The bus driver has the right to deny transportation if proper arrangements have not been made or if overcrowding is a concern.

14. Transportation, as approved by the Director, may be arranged for students whose parents reside in separate homes provided the bus is not required to travel extra miles as the result of the arrangement.

15. Once each semester a review of new out of attendance area and out of Division arrangements will be provided by the Manager of Transportation as part of the annual Transportation accountability report.

Reference: Section 85, 87, 109, 110, 116, 194, 195, 196, 197, *The Education Act, 1995*
Highway and Transportation Act
Traffic Safety Act

Approved: May 12, 2014; Revised: November 24, 2014; April 15, 2024

STUDENT CONDUCT ON SCHOOL BUSES AND SCHOOL DIVISION VANS

Background

The task of maintaining safe and comfortable transportation for students is the responsibility of bus or van drivers, students, parents, supervisors and principals.

Student transportation includes rides to and from school and rides to and from Division sponsored activities.

Access to student transportation is a privilege not a right.

Procedures

1. It is the duty of every bused student to act in a responsible manner to ensure that the safety of other students, the bus or van driver and the general public is not placed at risk.

2. Students must respect their own privacy as well as the privacy of others and not do anything that might put their privacy or the privacy of others at risk.

3. Each bus or van driver has the authority and the responsibility for maintaining a safe and orderly environment on their school bus or van in a manner similar to that of a classroom.

4. When student behaviour problems escalate beyond the scope of the bus or van driver, the school principal becomes responsible. Referrals from bus or van drivers shall be addressed in a manner similar to that received from classroom teachers.

5. Once referred to the principal, behavioural expectations and consequences shall be consistent with expectations and procedures outlined in the school Code of Conduct.

6. Every bused student is accountable to the bus driver for their conduct;
   6.1 On the school bus or van and,
   6.2 In the area of bus or van pick up, transfer locations and drop off points unless accompanied by a parent, guardian or chaperone.

7. Bus drivers are responsible for supervising students at transfer points during wait times, drop-offs, and pick-ups when students are in the vicinity of buses.

8. In order to maintain consistency in timing at all bus stops, students will be at the bus stop before the regular pick up time. Buses will not usually wait for students past the regular pick up times.

9. It is at the discretion of the bus or van driver or principal to assign seats to students.

10. Students are to board and get off the bus or van quietly and in an orderly fashion.

11. While on the bus or van, students will conduct themselves in a quiet and courteous manner showing consideration for the comfort and safety of others.

12. Unless permission is granted by the bus or van driver, students will remain in their seats at all times.

13. While seated, students will keep their feet, arms, lunch boxes, backpacks, etc. out of the aisle and will have control over their belongings at all times.

14. Students will refrain from eating on the bus or van.

15. Possession or use of drugs, tobacco, vaping products or alcohol on the bus or van or at transfer points is strictly prohibited.

16. Items such as knives or firearms must never be brought on the bus or van.

17. Use of profane language is strictly prohibited.

18. Students must never tamper with, damage, or deface any part of the bus or van or its equipment. Students who willfully damage a bus or van will be held accountable.

19. Windows may not be opened unless permission is received from the bus or van driver. Objects may not be thrown out of the bus, nor is it permitted to have any part of the body or any object extended out of the bus or van.

20. The use of electronic or digital devices for the purpose of recording, storing, or transmitting images, video or audio is strictly prohibited.

21. During inclement weather or extreme weather appropriate clothing is to be worn. The Division reserves the right to deny service to students unsuitably dressed.

22. Where, on an evening run, a student's conduct is unacceptable, the driver has the right to refuse service for the following morning.

23. The driver will report any unacceptable behavior to the principal of the school where the student is in attendance. Misbehavior could result in the suspension of bus privileges and suspension or expulsion from school.

24. Misbehaviour protocol:
    - 25.1 Bus drivers will post behavioral expectations in a prominent place in the bus and will verbally review such expectations and the consequences of violating them with their bus students each September.
    - 25.2 Bus drivers will keep a written log of all behavioral incidents. If it is not recorded, there was no incident.
    - 25.3 If a student behaves inappropriately, the bus driver will speak to the student in an attempt to resolve the matter.
    - 25.4 Should the misbehavior continue, the driver will contact the parents advising them of the situation and the possibility of suspension of bus privileges.
    - 25.5 If there is no change, the bus driver will recommend in writing that the principal suspend the student from transportation privileges as per Administrative Procedure 723.
    - 25.6 If the inappropriate behavior still continues, the bus driver will contact the principal for further investigation and possible action.

25.7 If the student behaviour or violation of rules places anyone in immediate danger the bus driver shall immediately stop the bus and contact the Manager of Transportation.

Reference: Section 85, 87, 94, 197, *The Education Act, 1995*
Highway Traffic Act

Approved: May 12, 2014; August 21, 2018; August 29, 2022

Administrative Procedure 723

BUS DRIVER RESPONSIBILITIES

Background

Effective Bus drivers are key to providing high quality transportation services and have a large influence on the discipline and well-being of a student.

The attributes of strong character, firmness, fairness and courtesy are very important to the effectiveness of a bus driver.

Procedures

1. It will be the responsibility of the bus driver to be thoroughly familiar with and abide by the relevant sections of; the statutes and regulations of *The Saskatchewan Highway Traffic Act* , Board Policy 17 and Transportation administrative procedures and the Division's bus driver job descriptions.
   1.1 All bus drivers must hold a Class 1-5 license with an "S" endorsement prior to operating a school bus with students on board.
   1.2 All bus drivers must pass a medical examination as outlined in Saskatchewan Government Insurance (SGI) guidelines.

2. Bus drivers must operate the bus in a safe and defensive manner at all times and to take no action that could in anyway compromise the safety and well-being of the students in his charge.

3. Bus drivers must keep the bus in a clean, uncluttered and sanitary condition and operate the bus in a manner that promotes low maintenance and extended life of the bus.

4. The bus driver must organize the morning schedule in order to complete the bus route safely and within the confines of *The Saskatchewan Highway Traffic Act*.
   4.1 The bus shall arrive at the school no later than five minutes prior to the first class bell and shall be parked and ready for boarding no later than five minutes prior to the afternoon dismissal as permitted by route constraints.

5. The bus driver shall be aware of school attendance and School Division boundary lines.
   5.1 The bus driver shall confirm any questionable student locations or circumstances with the Manager of Transportation prior to providing transportation services.
   5.2 In the event that a questionable student boards the bus, the bus driver shall provide transportation for that day and confirm further transportation with the Manager of Transportation.

6. The bus driver shall operate the bus in a physical condition unaltered by drugs, alcohol or the side effects of medication.
   6.1 The consumption of alcohol is not permitted for a minimum of ten (10) hours prior to operating the bus.
   6.2 Bus drivers receiving medical treatment are required to verify the safety and side effects of medication with their physician prior to operating a school bus.
   6.3 The Division may require all or any bus driver(s) to undergo drug testing.
   6.4 The Division considers violations of the drug, alcohol or performance altering medication requirements of this policy to be just cause for immediate dismissal without pay.

7. The bus driver is required to submit information ~~reports~~ regarding student numbers and route mileage at the request of the Manager of Transportation or any time a significate change in the route has occurred.

8. The Division will compensate the bus drivers for plugging in their bus at home.
   8.1 Buses must be plugged in for sufficient time to promote easy starting and longer engine life.
   8.2 The use of automatic timers on school bus plug-ins is prohibited.

9. The bus driver is required to submit a written report to the Manager of Transportation on details of all bus accidents and of any incident by a student causing damage to a bus. The bus driver is required to report accidents to SGI and local authorities if necessary.

10. Bus drivers shall be required to attend all Board sponsored in-services, workshops and annual route meetings.

11. The bus driver is the first contact in dealing with student discipline on the bus and at student transfer points.
   11.1 The bus driver shall work closely with parents, the principal and the Manager of Transportation regarding student discipline on the bus.
   11.2 The bus driver shall warn the students, document incidents and contact parents before enlisting the assistance of the principal or Manager of Transportation with discipline on the bus.
   11.3 The bus driver has the responsibility to report serious incidents and recommend in writing that the principal and Manager of Transportation suspend the student from transportation privileges.
   11.4 Suspensions for up to 10 days shall be at the discretion of the principal and Manager of Transportation.
   11.5 Suspensions of more than 10 days shall be at the discretion of the principal and Manager of Transportation in consultation with the Superintendent of Schools.
   11.6 Suspensions shall be communicated to the student and his/her parents or guardians by the principal or Manager of Transportation.

12. The bus driver is authorized to cancel all or part of the bus route during times of inclement weather if the Director or the Manager of Transportation has not cancelled all areas of bus routes for the day.
   12.1 The bus driver will notify the Manager of Transportation and the school when canceling any portion of a bus route.
   12.2 The Manager of Transportation will communicate bus cancellations as per AP 710: Bus Cancellations: Cold or Weather Conditions.

Reference: Section 85, 87, 109, 110, 121, 194-197 *The Education Act, 1995*
The Provincial Vehicles Act
The School Bus Operating Regulations of the Highway Traffic Act
Municipal by-laws (where applicable)

Approved: May 12, 2014; Revised: August 21, 2018; April 15, 2024

Administrative Procedure 725

SPECIAL USE OF SCHOOL DIVISION BUSES AND VANS

Background

The Division believes that the primary use of the Division bus fleet will be for regular student transportation.

The Division authorizes the use of Division buses and vans for other educational and school needs such as sporting events and extracurricular trips.

Procedures

1. All drivers of 15 passenger vans must successfully complete the Division's 15 passenger van training.

2. The Division shall not make buses available to individuals for non-educational purposes on a rental or lease basis.

3. In special circumstances a school bus or van may be used to transport non-students to a place of safety or to a place where private transportation can be provided.

4. The Division will authorize the use of school buses or vans for Emergency Measures Operations providing the times do not interfere with student transportation.

5. Permission may be granted for the transportation of non-student spectators to Division approved functions such as sporting events, band festivals, etc.

6. Division employees and school volunteers may be allowed to ride to and from school provided that bus routes are not altered and there is room on the bus.

7. Parents or other adults are authorized to ride Division buses or vans when acting as chaperones on extracurricular trips.

8. The group or individual requesting transportation services as described in this procedure will submit such requests, in writing, to the Manager of Transportation.

9. The Manager of Transportation will determine if fees will be charged and where applicable, will submit an invoice to groups or individuals utilizing Division buses as described in this policy.

10. When school buses or vans are used for emergency purposes, the bus or van driver will immediately report the use and circumstance to the Manager of Transportation.

Reference: Section 85, 87, 108-110, 194-197, 349 *The Education Act, 1995*
Highway Traffic Act
National Safety Code

Approved: May 12, 2014

Administrative Procedure 730

EXTRA-CURRICULAR BUS TRANSPORTATION

Background

The Division believes that extra-curricular and sport activities are valuable in enhancing the educational and physical development of students.

Procedures

1. Schools are strongly encouraged to arrange transportation for their extra-curricular trips with economy and safety in mind.

2. Trips within the province of Saskatchewan require the authorization of the principal. Teachers shall complete a "Student Travel Request Form" and obtain the principal's signature of approval before undertaking the educational experience with a group of students.

3. Trips outside the province require the authorization of the Director.

4. Regular student transportation will take priority over extra-curricular travel.

5. On occasion of inclement weather, extra-curricular travel will be permitted on a case by case basis. Final approval will require the authorization of the school principal and the Manager of Transportation.

6. Teachers and chaperones are expected to take an active role in keeping the students behaving in a manner that will allow the bus driver to concentrate on driving safely. Normal classroom-like behavior is expected. Teachers and chaperones are expected to stay alert at all times during the trip and be seated throughout the bus in order to better exercise control. The bus driver and teachers or chaperones are expected to discuss noise and activity tolerance levels prior to the start of the trip.

7. All rules and regulations regarding student discipline as specified in Administrative Procedure 554: Student Conduct on Buses and Vans apply while participating in extra trips.

8. Schools outside Prince Albert shall schedule their own transportation for extra-curricular trips. They may make use of division run busing and vans, parent provided transport or external contractors as is necessary and available. Schools in Prince Albert shall schedule extra-curricular trips through the transportation office.

9. The principals of all schools outside Prince Albert using the School Division buses shall complete and submit an "Extra-curricular Trip" form to the Manager of Transportation. Information on the form includes:
   9.1 Date of trip;
   9.2 Name of bus driver;
   9.3 Destination of the trip;
   9.4 Purpose of the trip;
   9.5 Departure and return times;
   9.6 Total kilometres.

10. The Manager of Transportation will complete the Extra-curricular Trip form for trips taken from schools in Prince Albert, as well as the "cost" portion of the forms received from the schools outside of Prince Albert. The Manager of Transportation will submit the forms to the appropriate department at the Education Centre for school invoicing, driver payment and seniority purposes.

11. If a trip requires a spare bus and/or driver, the principal will make arrangements with the Manager of Transportation at least 10 days in advance of the scheduled trip. Spare buses will be allotted on a first come basis.

12. The bus or van driver may, at his/her discretion, deny transporting any equipment that he/she deems dangerous to the well-being of the student. Schools are encouraged to communicate with the transportation office in advance regarding the transport of over-sized equipment.

13. The school division charge rate to schools will be approximately equivalent to fuel and operations costs, plus any driver costs incurred by the trip. This charge rate will be reviewed annually by the Manager of Transportation.

14. Some Division related trips as authorized by a Superintendent may be completed at no cost to the school.

15. Some Division related trips as authorized by a CFO may be completed at no cost to the school.

Reference: Section 85, 87, 108-110, 121, 179, 194-197, *The Education Act, 1995*
Highway Transportation Act
Traffic Safety Act

Approved: May 12, 2014; Revised: November 24, 2014

Administrative Procedure 733

STUDENT TRAVEL (OUT-OF-SCHOOL EDUCATIONAL EXPERIENCES)

Background

The educational benefits that result from out-of-school educational experiences for students are substantial and worthy of support.

Out-of-school educational experiences include, but are not limited to, extra-curricular, academic, cultural, social, sport and athletic activities which occur beyond the confines of the school grounds.

Procedures

1. With approval, all students may travel within Saskatchewan; Grades 6 to 12 students may also travel in Alberta and Manitoba; Grades 9 to 12 students may travel throughout Canada.

2. School-based staff, parents, and students must be informed that, in the interests of student safety, a trip may be cancelled or postponed by the Director at any time.

3. Requests to travel outside of the province must include a listing of the liabilities that would result from cancellation of the trip. Potential Board liability is limited to $30,000.

4. Trips are limited to a maximum of five school days in duration.

5. The Director may approve student travel for special circumstances that do not meet the above criteria.

6. Obtaining Written Parental/Guardian Consent
   - 6.1 Schools may obtain a single written consent for all low-risk student activities that occur during normal school hours (SRPSD Student Registration Form). Parents/guardians must be notified when such trips are actually going to occur.
   - 6.2 A single written consent may also be obtained for extra-curricular travel (School-based form).
   - 6.3 Specific written consent for high-risk activities identified in the Division's Safety Guidelines for Physical Activities must be obtained.
   - 6.4 Specific written consent for an activity not identified in the "Safety Guidelines" shall be approved or denied by the superintendent responsible for athletics.
   - 6.5 All other travel requires specific written consent Student Travel Request Form.

7. Required Conditions
   The principal will ensure the following conditions can be met before approving in-province travel or recommending out-of-province travel to their superintendent:
   At least one teacher, under written contract to the Board, is on the trip;
   - 7.1 Students registered in the school and designated chaperones are the only participants;
   - 7.2 Written parental consent is obtained for each student;
   - 7.3 Objectives are curricular-based, (extra-curricular activities excepted);
   - 7.4 Chaperones are at least 21 years of age, are well known by the principal and/or another employee of the school and are aware of their responsibilities;

7.5 Students, staff, and chaperones are informed that all school rules are in effect, including the non-consumption of alcohol.

Note: Principals may request approval from their superintendent to waive a condition for a particular circumstance.

8. In-Province Travel During School Hours
   8.1 The teacher will submit a Student Travel Request Form – see Appendix A to the principal at least 5 calendar days prior to the proposed date of departure.
   8.2 The principal must indicate approval by signing the form prior to departure.

9. In-Province Travel Outside School Hours
   9.1 The teacher will submit a Student Travel Request Form (or equivalent school based form) to the principal at least 20 calendar days prior to the proposed date of departure.
   9.2 The principal, upon receipt of the Student Travel Request Form, will make a decision and communicate it to the teacher.

10. Out-of-Province Travel
   10.1 The principal will submit a Student Travel Request Form to their superintendent at least 90 calendar days prior to the proposed date of departure. In exceptional circumstances, a Student Travel Request Form may be considered by the director or designate which is submitted less than 90 days prior to the date of departure.
   10.2 The superintendent, upon receipt of the Student Travel Request Form, will make a decision and communicate it to the principal.
   10.3 When a trip is approved, the superintendent will forward the Student Travel Request Form to the CFO.

Reference: Section 85, 87, 109, 151, 175, 179, 231, *The Education Act, 1995*
Safety handbook for Physical Education and Extra-Curricular Sports

Approved: May 12, 2014; Revised: March 9, 2015; December 4, 2017

Administrative Procedure 733 – Appendix A

STUDENT TRAVEL REQUEST FORM

School: _____

Group Information: Grade: _____ Number of Students: _____
Grade: _____ Number of Students: _____
Grade: _____ Number of Students: _____

Teacher Leader: _____ Substitute Leader: _____

Total Number of Chaperones (including leaders): _____

Form of Transportation: (*Circle*) - *School Division Bus* *School Division Van* *Charter Bus* *Private vehicle*
Any additional items to be transported (i.e.: sports equipment) _____

Destination(s):

_____ _____ _____
_____ _____ _____

Departure Date and Time: _____ Return Date and Time: _____

Number of instructional days involved (maximum of 5): _____

Businesses and funds owed to each if the trip is cancelled (e.g. tour operators, transportation companies, hotels, etc.):

_____ _____
_____ _____

Estimated Budget: Attach - showing major revenues and expenses _____

Curricular Connections: _____

Pre and Post Travel Educational Activities: _____

☐ Parents/Guardians, students and chaperones have been informed in writing that the trip may be cancelled by the Director or designate at any time prior to or during the trip:

☐ Parent/Guardian Consent Forms on file at school:

☐ Student and Chaperone names on file at the school:

☐ Chaperone names and their relationship to the school(attached):

☐ Expectations/Responsibilities for Chaperones (attached):

☐ Medical needs of students are with the Teacher leader and on file at the school:

☐ Budget showing major revenues and expenses (attached):

☐ Contact number for Teacher and Substitute leader during trip on file with principal(attached):

☐ Approval granted (Superintendent signature required for out-of-province trips):

_____ _____ _____ _____
Principal Date Superintendent Date

Administrative Procedure 735

STUDENT TRANSPORTATION IN PRIVATE VEHICLES

Background

In certain circumstances, the transportation of students may be provided using private vehicles. The school principal is responsible for the administration of this policy.

Procedures

1. The use of private vehicles for transporting students on approved school sponsored activities should occur only when commercial sources of transportation are not available and when the principal deems the former mode of transportation unsuitable.

2. The Board cannot place primary insurance on a vehicle that it does not own, rent or lease. A minimum personal liability insurance coverage of $2,000,000 is strongly recommended on each private vehicle used to transport students on school approved trips.

3. A parental consent form signed by the parents must be obtained for each student to be transported by private motor vehicle. One consent form may cover a series of trips.

4. No student, irrespective of age, may drive a private vehicle transporting other students to school-sponsored activities during school hours or as school representatives, without additional written permission from their parents.

5. Students representing their school at extra-curricular activities (i.e. sports, debates, drama) shall be transported in school-approved transportation, by their own parents, or by themselves with parent permission. Parents shall advise the principal in advance of the activity if the student is not traveling with the rest of the students. Students who disregard this provision shall be prohibited from participating in the activities.

6. The number of persons transported in any one private vehicle may not exceed the insured passenger capacity rating of that vehicle (i.e., the number of seatbelts provided in the vehicle).

7. All drivers transporting students in private vehicles shall provide the Principal/designate with a copy of a valid Driver’s License and a signed application for driver authorization.

Approved: February 23, 2015; September 8, 2025

Administrative Procedure 735 – Appendix A

Saskatchewan Rivers Public School Division
Excellence for Every Learner

STUDENT TRANSPORTATION IN PRIVATE VEHICLES
PARENTAL CONSENT FORM

Saskatchewan Rivers Public School Division Administrative Procedure 735: Student Transportation in Private Vehicles requires a parental consent form be completed when private vehicles are used for transportation.

Declaration:

I_____Parent/Guardian of _____
hereby give permission for my son/daughter to be transported in a private vehicle.

_____ _____
Signature of Parent (or) Guardian **Date**

_____ _____
Principal's Signature **Date**

Consent and Authorization:

I have read and understand all of the information and consent form. I consent to the participation of my child in all team activities. I give consent for my child to accompany the team as a member on out of town trips and will not hold the school responsible in case of accident or injury whether it is en-route to or from another school, practice, competition, or any school event. If I cannot be reached in the event of an emergency, I also give consent and authorize the school to obtain medical care as is reasonably necessary for the welfare of my child if he/she is injured in the course of school activities

_____

Parent/Guardian Signature

Administrative Procedure 735 – Appendix B

Saskatchewan Rivers Public School Division
Excellence for Every Learner

APPLICATION FOR AUTOMOBILE DRIVER AUTHORIZATION
(For Current School Year Only)

School Name: _____ School Year: 20__ - 20 __

Driver's Name:

1. _____ Driver Lic #_____ Class: ___ Expiry:____

2. *(IF alternate Driver)* _____ Driver Lic # _____Class: ___ Expiry:____

Driver's Address: _____Telephone:_____

Vehicle 1:_____ _____ /_____ Plate # _____ Plate Expiry:_____
Make Model Capacity

Vehicle Owner's Name:_____ Vehicle Owner's Address:_____
(if different from above) (if different from above)

Telephone:_____

Vehicle 2:*(IF ALTERNATE)*_____ _____ /_____ Plate # _____ Plate Expiry:_____
Make Model Capacity

Vehicle Owner's Name:_____ Vehicle Owner's Address:_____
(if different from above) (if different from above)

Telephone:_____

Insurance (package policy) on Vehicle:

Company_____ Policy _____

Agent: _____ Liability Limit: $ _____

Commitments:

I/We agree to abide by the requirements of the Highway Traffic Act and the applicable Traffic Bylaws while acting as a volunteer driver for school functions. I undertake to report to the school principal all incidents and any suspension of my license or change in my insurance status which may occur after the date of this authorization while it remains in force (i.e.: current school year).

I/We agree to operate the automobile referred to herein in a safe manner, to drive in accordance with the Highway Traffic Act, to limit the number of passengers to the number of seat belts which are usable and to comply with the directions of teachers or agents of the Board of Education.

I/We accept the foregoing undertakings and certify that the information contained in this application is accurate to the best of my knowledge:

Driver: _____Vehicle Owner:_____

Driver: _____Vehicle Owner: _____

Parent/Guardian (if driver is under 18 years of age): _____

Notes:

Applications can be approved only when the driver possesses a valid driver's license.

FOR OFFICE USE ONLY:
The above named driver is authorized to drive for the school during the current school year.
The help is appreciated.

Signature of Principal (or Vice Principal):_____ Date:_____

Administrative Procedure 740

VIDEO CAMERAS ON SCHOOL BUSES

Background

Saskatchewan Rivers Public School Division believes the use of video cameras on school buses will enhance the safe operation of its school buses. Video cameras will enable school bus drivers to focus on the safe operation of the bus while improving student passenger identification procedures for disciplinary, medical emergency and other related purposes.

Procedures

1. Video Surveillance on Buses
   - 1.1 Division buses may be equipped for video surveillance system.
   - 1.2 Placement of a video surveillance system on buses may be on a random basis at the discretion of the Division.

2. Notice to Students and Parents
   - 2.1 Parents and students of the Division will be advised that bus passengers may be video-taped. Each school year, every school shall provide this advice to parents in its first newsletter.
   - 2.2 Division buses will have clearly displayed a notice advising that the bus is equipped for the operation of a video surveillance system.

~~3.~~ Access to Video Surveillance
   - 3.1 The following persons shall have the authority to view video surveillance and audio recordings:
     - 3.1.1 Manager of Transportation, Assistant Manager of Transportation and CFO;
     - 3.1.2 Principals/vice-principals;
     - 3.1.3 Superintendent of Schools; and
     - 3.1.4 Director.

4. Storage of Recordings
   - 4.1 Only those persons identified in section 3.1 shall have access to the stored recordings.
   - 4.2 Recordings shall not be edited or selectively erased. Recordings are to be kept intact until erased in their entirety or destroyed.

5. Viewing of Recordings
   - 5.1 All recordings are the property of the Division and will not be made available for public viewing. Those eligible to view recordings shall include: staff of the Division, parents/guardians of the students involved or the students themselves. Among Division staff, only those employees with a direct involvement with the recorded contents of the specific videotape shall be permitted to view it.
   - 5.2 Any parent or legal guardian is entitled to view a recording that includes his/her child/children. Requests to view recording must be made in accordance with section 6 of the *Local Authority Freedom of Information* and *Protection of Privacy Act (*LAFOIPP*)*. Viewing may be refused or limited where viewing would be an unreasonable invasion of a third party's personal privacy, would give rise to a concern for a third party's safety, or on any other ground recognized in the *LAFOIPP Act*.

5.3 Viewing of recordings shall take place at the Division Office or at the school attended by the student for whom the viewing has been requested.

6. Retention of Recordings
   6.1 Recordings will be overwritten within approximately sixty (60) days unless they are retained at the request of a Division staff member identified in section 5.1, or parent/student for documentation related to a specific incident, or as per section 6.3.
   6.2 Recordings retained under section 6.1 shall be erased as soon as the incident in question has been resolved.
   6.3 Where an incident raises a prospect of a legal claim against the Division, a copy of the recording shall be retained at the Division Office.

7. Proper Use
   7.1 Video surveillance on buses is to be restricted to the uses indicated in this administrative procedure.
   7.2 The Division will not tolerate improper use of video surveillance and will take appropriate disciplinary or legal action in any case of wrongful use.

Reference: LAFOIPP

Approved: November 24, 2014; Revised: April 15, 2024

Administrative Procedure 745

TRANSPORTATION OF CARRY-ON ITEMS

Background

School buses have been specifically designed and equipped to carry students and provide the highest level of protection for passengers. School buses are not designed to safely carry cargo along with passengers. It is both prudent and appropriate to take the necessary measures that improve bus passenger safety.

Procedures

1. Carry-On Items
   - 1.1 For safety reasons, items being carried on by students are limited to small articles (placed in a backpack, or small gym or kit bag) that can easily be stored and adequately managed within the student's personal space. These items are easily carried on the lap or stored under the seat occupied by the students. Items cannot be stored on the floor in front of an occupant.
   - 1.2 Only small musical instruments contained in their cases that can be easily carried on the lap or stored under the seat occupied by the student are permitted on a bus.
   - 1.3 All skates must have the blades suitably protected with guards and shall be tied together, stored in a durable bag and kept on the lap of the student or under the seat.
   - 1.4 Electronic games, musical devices with earphones, and cell phones are permitted on the bus as long as they do not create a distraction. Noise level must be kept low. Earphones may not be worn and cell phones may not be used while students are boarding or exiting the bus
   - 1.5 Items must be adequately managed by each passenger in their assigned seating place.
   - 1.6 These items cannot interfere with free access to the exits of the bus. Items cannot stick out into the aisles or above seats or into any other student's space. Aisles must be kept clear and the doors and emergency exits shall remain unobstructed at all times.
   - 1.7 No student carry-on items can obstruct the orderly emergency or non-emergency exiting of the school bus.
   - 1.8 Items cannot be dislodged or move about when the brakes of the school bus are applied, during acceleration of the school bus or in the event of an accident involving a school bus. The interior of the bus shall be free of all unnecessary items likely to cause injury.
   - 1.9 The rear emergency door may be used only in emergency situations, and will not be used for the loading or unloading of items.

2. Items Prohibited for Transportation Purposes
   - Explosives, firearms or other dangerous instruments, weapons or materials. Anything of a dangerous or objectionable nature.
   - Any pet, animals, or any other living creature.
     - Exceptions may be made for approved service animals
   - Any drugs, tobacco, vaping products, alcohol or related items such as lighters, etc.
   - Glass containers or aerosol cans.

- Sport equipment including but not limited to: golf clubs, hockey equipment, hockey sticks, curling brooms, baseball bats, lacrosse sticks, skateboards, snowboards, skis and poles, or other similar items are not allowed.
- Coolers, camping and tenting equipment.
- Oversized objects – an average students backpack would be considered regular size.
- Science boards (e.g. trifold displays).
- Large band instruments such as tuba, sousaphone, baritone, guitars, drums, French horn, tenor sax, bass trombone.
- Extra-large athletic bags.
- Any school project that cannot be held in a student's lap.
- Plants, dirt, sand or other growing projects.
- Any item which cannot be transported safely in the seat with the student or which creates a safety concern.
- Anything that might endanger the lives or safety of persons in the bus, or may pose a hazard to the safe operation of the bus.

3. Notes
   3.1 The above mentioned list of prohibited items is not exhaustive.
   3.2 Schools and students are to make alternate arrangements for the transportation of prohibited items including large quantities of carry-on items.
   3.3 The safety and well-being of our passengers and drivers is paramount. The Transportation Department including the driver has the responsibility and right to reject any item(s) determined to be unsafe or inappropriate for school bus travel.

Reference: Section 85, 87, 194, 196, 197, *The Education Act, 1995*
Highway Traffic Act, Highways and Transportation Act, The Vehicle Administration Act, Traffic Safety Act, School Bus Operating Regulations

Approved: August 29, 2022

TECHNOLOGY SERVICES 800

Administrative Procedure 800

INFORMATION TECHNOLOGY SECURITY

Background

The Chief Financial Officer (CFO) is directed to ensure that information technology security is maintained in order to protect the confidentiality, integrity and effective use of data maintained on staff, students and other individuals or organizations.

Procedures

1. To this end the CFO shall ensure:
   - 1.1 A Disaster Recovery Plan is in place and reviewed on an annual basis to ensure operation integrity and business continuity.
   - 1.2 An Information Technology (IT) Operational Manual is in place and reviewed on an annual basis to document infrastructure systems and IT operations.
   - 1.3 Staff and students receive training resulting in them becoming educated, knowledgeable, and responsible technology users.
   - 1.4 Staff and students are aware of technology policies and the consequences of non-compliance.
   - 1.5 Information technology staff is adequately trained to meet the changing technical issues with respect to technology and security.
   - 1.6 The information technology system is automated to ensure that software patches, virus updates and authentication are maintained in an efficient manner.
   - 1.7 Data retention is secured through the use of effective backups and offsite storage of backup media.
   - 1.8 Information technology networks, related hardware, system users and security are monitored on as required basis to maintain a secure environment.
   - 1.9 All software operated on information technology networks or standalone workstations are properly licensed.
   - 1.10 There is compliance with the information technology security provisions in this AP.

2. All employees of the Division shall be informed of these procedures, and shall comply with, them at all times. All staff currently employed or newly hired staff shall be made aware of this AP.

3. Ensuring Compliance
   - 3.1 The CFO and information technology staff are responsible for ensuring the appropriate use and security of all information. They are responsible for taking all reasonable steps to ensure compliance with this administrative procedure.
   - 3.2 Failure to comply with this policy will result in disciplinary measures.
   - 3.3 The information technology staff are responsible for:
     - 3.3.1 Ensuring that the facilities in their charge are operated according to these APs.
     - 3.3.2 Taking all reasonable measures to ensure the proper operation of the information technology services.
     - 3.3.3 Ensuring the security and integrity of data storage and networks.
     - 3.3.4 Reporting Information Technology Security Policy violations they discover to the Director. Please see the *Reporting and Investigation of Security Policy Violations*.

4. Authorization to Access School Division Information Technology Systems
   4.1 All parties accessing the SRPSD internal network must be authorized by information technology services. The authorized user must exercise due diligence to ensure the security and privacy of their authentication to prevent misuse by third parties. User accounts may not be shared. Users shall access only facilities and information for which authorization has been provided, for the purpose of conducting official business, and other approved functions. Authorization will be terminated immediately upon transfer or dismissal of employees; or change of status of other users.
   4.2 With prior approval of the Director on a per case basis, IT staff may temporarily or permanently withdraw computing access privileges for cause while making allowances for academic penalty.

5. Principles
   5.1 Only SRPSD owned equipment and software may be used or attached to the SRPSD Wide Area Network (WAN).
   5.2 The Division wireless guest networks shall allow access with personal devices.

6. Electronic Security Measures
   6.1 Electronic security (e.g., firewalls, data, computer system or wireless encryption) is required to reduce unauthorized access to information.

7. Physical Security Measures
   7.1 Appropriate physical security (e.g., locked cabinets for routers, card fob swipe, office doors with locks), shall be provided to reduce unauthorized access to critical information technology network hardware.

8. Incidental and Prohibited Use
   8.1 Information technology information and equipment (i.e., databases, laptops, and personal devices) are the property of the Division and shall be used for the purposes for which authorization was granted. The information technology systems shall not be used for commercial, illicit, threatening, discriminatory, harassing or obscene purposes.
   8.2 Confidential information shall not be used for personal or other non-official use nor disclosed to third parties.
   8.3 Individuals using school division computer equipment off premises are subject to the terms and conditions of this policy.

9. Disposal of Hardware and Printed Documents
   9.1 The disposition of information technology equipment must be done in an approved manner. Confidential data on any medium must be securely stored prior to disposal defined in the disposal procedure.

10. Monitoring School Division Information Technology Systems and Information Use
    10.1 Reasonable procedures shall be put in place to monitor the use and access of the information technology systems and information as a means of ensuring compliance with this policy. Users of the information technology systems waive any right to privacy. As appropriate, the results of monitoring will be used in the investigation of violations of this Policy. Please refer to monitoring procedure.

11. Reporting and Investigation of Security Policy Violations
    11.1 Suspected violations of this policy must be immediately reported to the Director. A record should be kept of all reported violations and their disposition. Investigation of the violation may include monitoring and inspection hardware, peripheral devices, files and e-mail of

specific users by authorized internal or external investigating parties at the discretion of the Director. Where reasonable, individuals suspected of being in violation will be invited to cooperate with the investigation process.

11.2 Information available to selected information technology staff by virtue of their authority or privilege shall be held in confidence, except where a violation of the policy is suspected. In such cases, the information technology staff has the duty to report the matter to the Director.

11.3 No individual will disclose confidential data to any external agency without the approval of the Director. *The Local Authority Freedom of Information and Protection of Privacy Act* LAFOIP will guide the disclosure of confidential data.

12. Users have a right to fair and equitable treatment throughout any investigation into violations of Information Technology security policies. Where appropriate, a user being investigated for violations shall be kept informed and shall be invited to cooperate with the investigation.

13. Where a violation has been identified, the Director may apply appropriate sanctions, up to and including dismissal or recommendation for dismissal.

14. Where a violation occurs that might involve possible criminal or legal action, it will be referred to the police for further investigation.

Reference: Section 85, 87, 108, 109, 175, *The Education Act, 1995*

Approved: May 12, 2014

Administrative Procedure 805

ACCEPTABLE USE OF TECHNOLOGY FOR EMPLOYEES

Background

The Division believes that the development and utilization of technological skills by staff should be encouraged and facilitated through the provision of access to a variety of resources for the following reasons:

1. Technological literacy enhances the professional capability of staff, and

2. Equitable access to technological services for educational purposes is a high priority.

The term “acceptable use” means that all users of technology agree to access resources in a manner that is consistent with adopted guidelines and protocols.

This administrative procedure is designed to balance the users’ ability to benefit fully from information technology with the need for secure and effectively allocated technological resources.

The Division reserves the right to restrict or deny access to any user who does not comply with Division guidelines and protocols. Independent access to network services is provided to users who agree to act in a considerate, professional, and responsible manner.

When staff use the Division computer system to further their learning and that of students, a prime outcome will be that students will benefit from having technologically cognizant role models from which to learn.

Procedures

At the time of hire, all new staff members who utilize computers shall be required to accept the Saskatchewan Rivers Acceptable Use Protocol (Appendix A) which consists of two parts – Terms and Conditions of Use and Staff Guidelines. This will appear as a pop-up on the initial sign in to the network, and staff will be required to accept this protocol on an annual basis thereafter.

1. Staff Awareness of Conditions of Use. Supervisors shall ensure staff are made aware of the following:
   - 1.1. Access to and use of the Division computer network may be monitored.
   - 1.2 Because of the nature of network architecture and management, they should not expect any files or electronic communications to be private. Division electronic storage should not be used to store excessive amounts of personal data.
   - 1.3 The computer network is made available to provide independent access for users who act in an ethical, responsible, legal, and professional manner.
   - 1.4 Division computers are provided for appropriate and work related purposes as per Table 1 (Appendix B).
   - 1.5 A breach of the Conditions of Use or Guidelines for Use may result in a temporary or permanent suspension of computer privileges or other sanctions as determined by the Director.

2. Guidelines for use

Staff must utilize Division computers in a professional manner with due regard to the following:

2.1 Preservation of the privacy of login (ID) and passwords.

2.2 Preservation of the security of systems, material, and information to the highest degree possible.

2.3 Reporting of known security breaches to a supervisor or network administrator.

2.4 Sending or perusing of rude or offensive material.

2.5 Honouring of copyright laws and all license agreements.

2.6 Making unjustifiable demands on the Community Net infrastructure, or the school or Division networks, servers, or computers (i.e., online games or streaming media). Making unjustifiable demands on Division network resources and avoiding excessive non-work-related bandwidth use (i.e., streaming media, gaming).

2.7 The recognition that the content of any and all uploaded material reflects on the image of the school division.

2.8 The forfeiture of the right to use Division infrastructure for personal financial gain.

2.9 The required notification and approval of the network administrator prior to making any changes to the setup of school computers.

2.10 Responsibility for the scanning of student and staff removable media for viruses before use on a school computer. Responsibility for scanning all external media (i.e., USB drives) for viruses before use on a Division computer.

3.. All staff are expected to model appropriate use of personal devices during instructional time (i.e., multi-factor authentication, instruction, safety, medical, etc.).

4. Sanctions and definitions will be determined by the Director.

Reference: Section 85, 87, 109, 175, *The Education Act, 1995*

Approved: May 12, 2014; June 16, 2025

Administrative Procedure 805 – Appendix A

Accessing Computers – Acceptable Use Protocol

Part I: Staff Conditions of Use

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

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

Part II: Staff Guidelines

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

a) Preservation of the privacy of login (ID) and passwords.
b) Preservation of the security of systems, material, and information to the highest degree possible.
c) Reporting of known security breaches to a supervisor or network administrator.
d) Avoiding the sending, viewing, or distribution of offensive, inappropriate, or harmful material.
e) Honoring copyright laws and license agreements, including digital resources, streaming services, and software.
f) Using Division network resources responsibly and avoiding excessive non-work-related bandwidth use (e.g., streaming media, gaming).
g) Recognition that the content of any and all uploaded material reflects on the image of the school division.
h) Forfeiture of the right to use Division infrastructure for personal financial gain.
i) Required notification and approval of the network administrator prior to making any changes to the setup of school computers.
j) Ensuring that all external media (e.g., USB drives) are scanned for viruses before use on a Division computer.
k) As an employee, the use of personal electronic devices during assigned work hours should be limited to emergency situations or as necessary to perform work-related tasks. Personal phone calls or texts should be avoided during assigned work hours. Employees must also ensure that their cell phones are secure and protected with a passcode or password to prevent unauthorized access to school division data.
l) All employees are strongly encouraged to complete assigned network security training modules.

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

Administrative Procedure 805 – Appendix B

Examples of Acceptable Technology Use Continuum

Category	Acceptable (Aligned with Educational/Work Purposes)	Incidental (Minimal Use, Not Disruptive)	Unacceptable (Inappropriate or Harmful Use)
Emerging Technologies	Using AI, VR, or AR to enhance learning experiences and engage students in interactive lessons.	Briefly exploring AI tools for personal curiosity, without impacting work productivity.	Using AI to generate assignments without confirming the accuracy of the information and effectiveness of the teaching plan or engaging with VR content unrelated to educational goals.
Social Media Use	Posting school-approved content that promotes learning, engagement, and division initiatives.	Checking personal social media briefly during breaks, ensuring it does not interfere with responsibilities.	Engaging in unprofessional online discussions, posting inappropriate content, or interacting with students in a non-professional manner. This includes posting pictures/videos of students on your personal social media accounts AND posting pictures/videos of students without LAFOIP permission to do so.
Digital Citizenship	Teaching and modeling ethical online behavior, including respecting copyrights and protecting student privacy. Digital Citizenship Education in Saskatchewan Schools- K-12	Accidentally sharing a minor copyrighted image but removing it when notified.	Cyberbullying, sharing confidential information, or plagiarizing content.
Security Protocols	Using strong passwords, multi-factor authentication, and reporting security concerns.	Occasionally using a weak password but correcting it upon reminder.	Sharing passwords, clicking on phishing links, or downloading unauthorized software.

Off-Site Work Guidelines	Using division-approved devices and secure networks to access work-related materials.	Checking emails on a personal device using a secure connection but avoiding storage of confidential data.	Using unsecured public Wi-Fi for accessing sensitive data or using personal devices for confidential work without proper authorization.
Accessibility & Inclusion	Utilizing assistive technology tools to support diverse learning needs and ensuring digital content meets accessibility standards.	Forgetting to add alt-text to an image but fixing it when reminded.	Deliberately ignoring accessibility needs, excluding students from digital learning experiences.
Personal Device Use	Using personal devices for work-related purposes when authorized, ensuring adherence to division policies.	Occasionally checking personal messages during the work day.	Excessive use of personal devices during work hours, disrupting teaching or meetings.
Regular Review & Feedback	Participating in ongoing discussions about technology use policies and contributing to best practices.	Occasionally providing feedback when prompted but not actively engaging.	Ignoring policy updates, failing to follow evolving best practices, or misusing technology despite previous concerns.

ACCEPTABLE USE OF TECHNOLOGY FOR STUDENTS

Background

The development of technological skills by students should be encouraged and facilitated through the provision of access to a variety of resources in a manner that promotes learning and the well-being of members of our school communities.

The Division is committed to the belief that:

- Technological literacy enhances the development of the whole child.
- Equitable access to technological services for educational purposes is a high priority.
- The central purpose of providing computers is for the benefit of student learning.

The term “acceptable use” means that all users of technology agree to access resources in a manner that is consistent with adopted guidelines and protocols.

It is a reality that electronic access to information and networked services significantly increases the information available to students, including information sources that have not been screened in advance. Accordingly it is vital that students be made aware of Division guidelines and protocols on an annual basis.

This procedure is designed to balance the users’ ability to benefit fully from information technology with the need for secure and effectively allocated technological resources. To support this balance, the procedure outlines the use of personal electronic devices in schools. The Division reserves the right to restrict or deny access to any user who does not comply with Division guidelines and protocols. Independent access to network services is provided to users who agree to act in a considerate and responsible manner.

Definitions

Instructional time:
Instructional time is any time in which pupils of a school are in attendance and under teacher supervision for the purpose of receiving instruction in an educational program, including work-experience programs, parent-teacher-pupil conferences, examinations, and other learning activities provided by the division

Personal Electronic Devices:
Personal Electronic Devices include, but are not limited to, any piece of lightweight handheld electronically powered equipment. These devices are typically consumer electronic devices capable of communications, data processing and/or utility. A Personal Device is a device that is owned by the student or family and not the property of the school division.

Procedures

1. Student awareness of Acceptable Use Protocols.
    1.1 All Grade 1 to Grade 12 students are to be made aware of Acceptable Use Technology Guidelines and Protocols on an annual basis.

2. Student Terms and Conditions of Acceptable Use.
Students and parents are to be made aware that:
   2.1 Student access to and use of the computer network is monitored and the network is provided for students to meet school related learning only.
   2.2 Any breach of the Acceptable Use Guidelines and Protocols by students may, while making allowances for academic penalty result in a temporary or permanent suspension of their computer privileges.
   2.3 Some material accessible via the Internet may contain information that is defamatory, inaccurate, illegal, or offensive to some people.
   2.4 Students will be instructed with respect to the appropriate and responsible use of computer-based information resources. Sources of information judged unacceptable will be blocked.
   2.5 Classroom standards of behaviour are expected when students are utilizing computers. Independent access to network services is provided to users who act in a considerate and responsible manner.
   2.6 Access to computers is a privilege not a right. Loss of this privilege is a natural consequence of abuse and may restrict a student's ability to participate in some courses or course activities.
   2.7 The Division reserves the right to review any material stored in files and will edit, report, or remove from its computer system any material which is deemed to be unlawful, abusive, or otherwise in conflict with the views and ethical standards held by the Division.
   2.8 Network administrators and teachers may review files and communications of students at any time to ensure that they are utilizing the system in an acceptable manner.
   2.9 As it is common to use computers in core curricular areas, parents who do not want their child to have access to computers must provide the school with written notice of their wishes.

3. Student Acceptable Use Guidelines
As a student, I understand that using school technology resources and the internet comes with responsibilities. By following these guidelines, I agree to use technology and the internet in a responsible, respectful, and safe manner.
   3.1 I will be responsible for my use of school technology resources and will use them for educational purposes only with permission from my teacher.
   3.2 I will respect the privacy and property of others and will not access, delete, or modify other users' files or accounts without permission.
   3.3 I will use appropriate language and behavior when communicating online or using technology.
   3.4 I will protect the security and integrity of school technology resources by not intentionally seeking to breach security or damage systems or material.
   3.5 I will report any security breaches or incidents of inappropriate behaviour or use of school technology resources to a teacher.
   3.6 I will not send, intentionally receive or look for material that is rude or offensive, or illegal.
   3.7 I will follow copyright laws and obtain permission before using others' work.
   3.8 I will not download or install any unauthorized software, music, or games on school devices.
   3.9 I will not overload the school network, server, or computers with unnecessary activities or demands.
   3.10 I will only download material with the permission and supervision of a teacher.

3.11 I will only upload material that has been specifically approved by a teacher.
3.12 I will not use school technology resources for personal financial gain.
3.13 I will not attempt to modify or alter the setup of any school computer or technology resource.
3.14 I will only use web-based email or chat on school devices for educational purposes with the permission and supervision of a teacher.
3.15 I will ensure that any removable media I use at school is scanned for viruses and content before use.
3.16 I will follow any additional rules or policies set forth by my school regarding technology usage, printing, internet access, and food and drink.
3.17 I will follow my school's policies regarding the use of cell phones and other personal electronic devices. This includes guidelines around when and where devices can be used during the school day, expectations around device etiquette (e.g. not using phones in washrooms or change rooms where there is an increased expectation for privacy), and consequences for violating these policies.
3.18 If I choose to post about school activities or achievements on my personal social media accounts, I will do so respectfully and responsibly, being mindful of how my posts may reflect on my school and my fellow students. I understand that my posts should not contain any inappropriate content, violate any school policies or guidelines, or include other students without appropriate permission.
3.19 It is my responsibility to save any cloud-based documents or other data that I have created or accessed on school division devices to my personal account or storage before leaving the school division. The school division is not responsible for any loss of data that may occur if I fail to follow this guideline.

By following these Responsible Use Guidelines, I acknowledge that I am a responsible digital citizen and that my actions online can impact others.

4. All Division terms and conditions of usage apply to student use of the Community Net where it is operational in a school.

5. Personal Electronic Device Usage:
   5.1 Students in Kindergarten to Grade 12 shall not use personal electronic devices during instructional time
      5.1.1 Teachers of students in grades 9 through 12 who identify a specific instructional need for students to use their personal electronic devices during instructional time may request and gain permission from the principal.
      5.1.2 Exemptions may be approved by the school principal in consultation with division staff for individual students when a personally owned device is required for specific medical conditions or for documented accommodations related to additional needs.

Reference: Section 85, 87, 109, 175, The Education Act, 1995, 1995
Approved: *May 12, 2014*
Revised: *September 16, 2024*

ELECTRONIC SIGNATURES

Background

Saskatchewan Rivers Public School Division wishes to promote effective and efficient use of electronic communications. Under certain conditions electronic records and signatures satisfy the requirements of a written signature when transacting business. Although all electronic signatures are represented digitally, they can take many forms and can be created using many different types of technology. The authenticity and reliability of electronic records and signatures relating to transactions are dependent on the accompanying processes, supplemental records and the overall context in which records are created, transferred, signed and stored. The Division adopts the following procedure with respect to the use of electronic records and signatures in connection with the transaction of Saskatchewan Rivers Public School Division.

Definitions

1. "Attribution" **–** An electronic record or electronic signature is attributable to a person if it was the act of the person. The act of the person may be shown in any manner, including a showing of the efficacy of any security procedure applied to determine the person to which the electronic record or electronic signature was attributable.
1. "Electronic Signature" – An electronic sound, symbol or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.
2. "Electronic Record" – any record created, generated, sent, communicated, received or stored by electronic means.

Procedures

1. Electronic Records:
   Electronic records created or received by Saskatchewan Rivers Public School Division shall be appropriately attributed to the individual(s) responsible for their creation and/or authorization or approval. The Division shall utilize available technology to implement reliable methods for generating and managing electronic records. Any electronic record filed with or issued by the Division shall be given full force and effect of a paper communication if the following conditions are satisfied:
   1.1 The communication is an electronic filing or recording and the Division agrees to accept or send such communication electronically; and
   1.2 If a signature is required on the record or communication by any statute, rule or other applicable law or Division policy, the electronic signature must conform to the requirements set forth in this policy governing the use of electronic signatures.

2. Electronic signature
   An electronic signature may be used if the law requires a signature unless there is a specific statute, regulation, or rule of law that requires records to be signed in non-electronic form. The issuance and/or acceptance of an electronic signature by the Saskatchewan Rivers Public School Division shall be permitted in accordance with the provisions of this policy and all applicable state and federal law. Such electronic

signature shall have the full force and effect of a manual signature only if the electronic signature satisfies all of the following requirements:

2.1 The electronic signature identifies the individual signing the document by his/her name and title;

2.2 The identity of the individual signing with an electronic signature is capable of being validated through the use of an audit trail;

2.3 The electronic signature and the document to which it is affixed cannot be altered once the electronic signature has been affixed;

2.4 The electronic signature conforms to all other provisions of this procedure.

3. Acceptance, Use and Issuance of Electronic Records and Signatures:

3.1 Saskatchewan Rivers Public School Division shall develop and maintain an electronic recordkeeping system that can receive, store, and reproduce electronic records and signatures relating to transactions in their original form. Such system shall include security procedures whereby the Division can:

3.1.1 Verify the attribution of a signature to a specific individual,

3.1.2 Detect changes or errors in the information contained in a record submitted electronically,

3.1.3 Protect and prevent access, alteration, manipulation or use by an unauthorized person, and

3.1.4 Provide for nonrepudiation through strong and substantial evidence that will make it difficult for the signer to claim that the electronic representation is not valid.

3.2 Saskatchewan Rivers Public School Division shall ensure that all electronic records and signatures are capable of being accurately reproduced for later reference and retained until such time as all legally mandated retention requirements are satisfied.

3.3 Saskatchewan Rivers Public School Division shall designate individuals who are authorized to utilize an electronic signature in connection with the Division business and shall require each designated individual to sign a statement of exclusive use.

3.4 Saskatchewan Rivers Public School Division shall maintain a secure hard copy log of the PIN/password or actual signature of any individual authorized to provide an electronic signature in connection with the Division.

3.5 Saskatchewan Rivers Public School Division will receive and accept as original, electronic records and signatures so long as the communication, on its face, appears to be authentic.

3.6 Saskatchewan Rivers Public School Division will retain in its records this Procedure and all statements of exclusive use, until such time as all legally mandated retention requirements are satisfied.

Legal Reference: *The Saskatchewan Electronic Information and Documents Act, 2000*

Approved: February 2, 2015

EMAIL COMMUNICATION

Background

Saskatchewan Rivers Public School Division uses email as a primary vehicle for communication to schools and staff. Official methods of communication include, but are not limited to, emergency notifications, administrative procedure changes, website updates, staff dialogue, research, postings and general business correspondence.

Procedures

1. The Division establishes and assigns for each employee an official school division email address. All Division communications sent via email will use this address. The Division expects that employees will receive and read email sent to this address in a timely manner. Failure to receive and read email communications in a timely manner does not absolve employees from knowing and complying with the content of such communications.

2. The Division is not responsible for the handling of email by other service providers. Redirecting school division email to another email address does not absolve employees from knowing and complying with the content of the communication.

Approved: June 15, 2015