

Administrative Procedures Manual

SASKATOON PUBLIC SCHOOLS





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AP 100 – STRATEGIC PLAN

BACKGROUND

Saskatoon Public Schools' strategic plan identifies the student goals, commitment, and vision for the organization.

STRATEGIC PLAN





Saskatoon Public Schools **STRATEGIC PLAN**

FULFILLING OUR COMMITMENT

RELATIONSHIPS

We will

- foster caring and supportive relationships
- honour diversity
- create welcoming and joyful spaces
- develop and grow community partnerships

EQUITY

We will

- be open to all
- maintain high expectations for all
- enact anti-racist/anti-oppressive practices
- pursue a representative workforce

ACCOUNTABILITY

We will

- respond to student needs through evidence-based practices
- focus on Indigenous student success
- pursue continuous improvement
- ensure safe, caring, and accepting environments





PROCEDURES

1. Planning Guidelines

- 1.1. The Division's strategic plan is approved by the Board and is the foundation for all other planning.
- 1.2. The strategic plan is considered a work in progress, thus is continually revised and refined.
- 1.3. Planning processes for both Division and school planning shall employ common language and templates for strong alignment.
- 1.4. The planning process provides ample opportunity for input and meaningful involvement from stakeholder groups.
- 1.5. Monitoring the progress of the plan and communication to stakeholders regarding the plan and its results are essential components of the planning process.

2. Strategic Plan

- 2.1. The strategic education plan shall be kept current to ensure focused, efficient, and effective change and improvements.
- 2.2. Accountability reports on the strategic plan will be presented at public board meetings.
- 2.3. The strategic plan shall be placed on the Division's website.
- 2.4. The Director will ensure that ongoing communication of the Division's plan and its results is provided to both staff and the public.

Reference:

Date Last Revised: February 28, 2022



AP 101 - ANNUAL REPORT/REPORT TO THE COMMUNITY

BACKGROUND

The Saskatoon Board of Education is required to submit an Annual Report to the Ministry of Education each year. The Annual Report provides a means by which Saskatoon Public Schools can report the results of its educational program to the Ministry of Education and the community. The Board also publishes an Annual Report to the Community annually that is distributed to schools, School Community Councils, and local businesses.

PROCEDURES

1. The Director shall ensure that the Annual Report is prepared for Board approval prior to submission to the Ministry of Education consistent with Section 283(1) of The Education Act, 1995.
2. The Annual Report shall contain the following information for the year:
 - 2.1. a report on the activities of the board of education for the preceding fiscal year;
 - 2.2. a financial statement showing the business of the board of education for the preceding fiscal year, in any form that may be required by the minister; and
 - 2.3. any other information that the minister may direct.
3. The format and additional information in the Annual Report is determined by the Ministry of Education.
4. The Annual Report is tabled in the Legislature and a copy is posted on the Saskatoon Public Schools website within the timeframe determined by the Ministry of Education.
5. The Director shall ensure that the Report to the Community is prepared for Board approval prior to distribution to schools, School Community Councils, local businesses, and posted on our public website.



AP 110 – SCHOOL COMMUNITY COUNCILS

BACKGROUND

Every school division in the province is required by legislation to establish a School Community Council for each school (Associate and Alliance schools are exempt from this requirement). School Community Councils work directly with parents and the community to develop shared responsibility for the learning success and well-being of all children and youth. They encourage and facilitate the involvement of youth, parents, and the community in school planning and improvement processes.

PROCEDURES

1. Membership in School Community Councils:

- 1.1. School Community Councils are encouraged to embrace a wide membership of parents and community so that the membership is as representative of the school community as possible. The maximum number of members shall be 50 people including elected, representative, and appointed positions.
- 1.2. Membership of School Community Councils shall include:
 - a. between five and nine elected members to represent parents or guardians of students in the school and community members as defined in section 6.7.2. If there are fewer than five elected, the Director of Education may appoint members;
 - b. if applicable, one or two students from grades 10-12; and
 - c. representation of a First Nation if there are students who live on reserve and attend a school within the Saskatoon Public School Division.
- 1.3. The majority of elected members in section 1.2 must be parents or guardians of students who attend the school.
- 1.4. Each elected member holds office for two years and is eligible for re-election.
- 1.5. Each School Community Council shall select from its elected members, student members, and First Nation representatives, a chairperson, vice-chairperson, secretary, and any other positions as outlined in the council's constitution.
- 1.6. The Director of Education shall appoint as members to each school's School Community Council:
 - a. the principal of that school; and
 - b. one teacher from that school; and
 - c. any other individuals in consultation with the other members of the council.
- 1.7. Each appointed member of a School Community Council holds office for two years and is eligible for reappointment.
- 1.8. Any student who is appointed as a member of a School Community Council holds office for one year and is eligible for reappointment.
- 1.9. A School Community Council member shall vacate his or her office as a member of the School Community Council if the member:



- a. is convicted of an indictable offence;
 - b. Is absent from three or more consecutive meetings of the School Community Council without the authorization of the School Community Council; or
 - c. ceases to be eligible for election as a member pursuant to *The Education Act, 1995* or the policies of the Board of Education.
2. Some of the functions of councils will be:
 - 2.1. to encourage and facilitate parent and community engagement in the school;
 - 2.2. to enhance its understanding regarding the learning and well-being needs of the students, the needs of the community, and the resources available to support the school and community;
 - 2.3. to provide advice to school administrators to ensure the best possible education for the students in the school; and
 - 2.4. to represent the school community at the school, division, and provincial level by providing advice on the learning and well-being needs of students.
3. Constitution
 - 3.1. The school division recognizes the wide diversity of school communities and supports variance within each School Community Council's constitution.
 - 3.2. Each School Community Council shall develop and submit to the Director of Education for approval a constitution that conforms to legislation and included is:
 - a. subcommittees and officers;
 - b. schedule of meetings;
 - c. means of public communication and consultation;
 - d. code of conduct;
 - e. decision-making processes; and
 - f. complaint and dispute resolutions processes.
 - 3.3 Any proposed substantive changes to the School Community Council's constitution shall be communicated at a public meeting of the School Community Council prior to receiving approval from the superintendent of education.
4. Role of School Administrators - school-based administrators shall:
 - 4.1. support the formation and operation of the School Community Council in their school;
 - 4.2. provide the School Community Council members with a clear understanding of the council's role and responsibilities;
 - 4.3. encourage the work and initiatives of the School Community Council and provide information and resources needed to support their work;
 - 4.4. promote cooperation between the school and the School Community Council;



- 4.5. provide awareness and guidance regarding policies and procedures that guide the work of the School Community Council;
- 4.6. initiate activities and strategies at the school level to promote communication between the school, the home and the community;
- 4.7. establish, facilitate, and encourage opportunities for parent and community engagement;
- 4.8. advise the School Community Council on actions taken in response to questions and recommendations of the School Community Council; and
- 4.9. encourage the school staff to be receptive to parents and community members who wish to be actively involved in supporting the goals outlined by the school and the division.
- 4.10. submit by the end of June the School Community Council annual report.

5. School Community Council Funds

The Board of Education helps to offset the expenses of School Community Councils. Funds are allocated for council operations to facilitate parent and community engagement, and to support continuous improvement in the areas of student learning and well-being.

- 5.1. The budget for council operations and for facilitating parent and community engagement shall be directed toward such expenses as:
 - a. postage, paper and photocopying for School Community Council business and affairs;
 - b. advertising for the public meeting and communication for other School Community Council events;
 - c. professional resources that increase parent knowledge to support student learning and well-being (i.e., books, videos, CD's);
 - d. resources and materials to support the School Community Council's operations;
 - e. conferences, workshops, and other professional development opportunities for School Community Council members;
 - f. refreshments at School Community Council meetings;
 - g. honoraria or payment for Elders and guest presenters for School Community Council planned events;
 - h. babysitting at the school during School Community Council meetings and other School Community Council planned events (i.e., workshops, presentations);
 - i. cost as a barrier to support participation in School Community Council meetings; and
 - j. School Community Council planned events that strengthen the home/school/community bond.



- 5.2. The budget to support the school shall be directed towards planned initiatives and activities that support student learning and well-being. Expenditures shall be guided by the following principles:
 - a. align with the Board's educational objectives, philosophy, policies, and procedures;
 - b. enhance and not replace public funding for education; and
 - c. exclude expenditures for facilities and furnishings, professional development for staff, and technology.
- 5.3. All expenditures from the School Community Council budget line must be approved by the School Community Council.
- 5.4. A standing School Community Council meeting agenda item should be a review of the School Community Council's budget.
- 5.5. A financial statement outlining the expenditure of funds related to the operation of the School Community Council shall be prepared by the School Community Council and provided to the appropriate superintendent of education and the parents, guardians, and community members by June 30th of each year.

6. School Community Election Procedures

The annual meeting to elect the School Community Council is a formal meeting called under the authority of *The Education Act, 1995*, and is convened by the School Community Council. The purpose of the Annual General Meeting is to elect parent/guardian and community members to the School Community Council. The following additional procedures have been outlined for schools in Saskatoon Public Schools.

6.1. Date of Annual Meeting

The time of year for School Community Council elections will vary throughout Saskatoon Public Schools. Some schools may choose to elect their councils in May or June and other schools may choose to elect their councils in the fall. While there are advantages and disadvantages to both times of the year, every school will need to decide that best suits the needs of their school and community.

6.2. Public Notice

A public call for nominations shall precede the annual meeting. Public notice will be given at least four weeks in advance of the annual meeting to elect the School Community Council members. Notice shall be advertised or posted in such a way that it would be reasonably expected to reach the parents or guardians of students for that school and community members (as defined within the school's attendance or geographic area).

6.3. Nomination Forms

Nomination forms will be available from the school office and may be submitted during office hours. Nominees who have submitted the nomination form in advance of the annual meeting are not required to attend the annual meeting to appear on the ballot. Nominees who are nominated from the floor must attend the annual meeting to appear on the ballot.



6.4. Nomination Procedures

Each school will decide on a nomination procedure that best suits their school and community. The nomination procedure shall be stated in the public notice each year. The nomination process may differ from one year to the next year providing the process is clearly outlined in the public notice for the election of the School Community Council.

Option A: Advanced Nominations Only

Nominations will be accepted for four weeks in advance and will close prior to the annual meeting date.

Option B: Advances Nominations and Nominations from the Floor

Nominations will be taken for four weeks in advance of the annual meeting as well as from the floor at the annual meeting.

Option C: Nominations from the Floor Only

Nominations will only be taken from the floor at the annual meeting. Those individuals wishing to have their name stand for an elected position must be present on the evening of the annual meeting.

If there are more nominations than elected seats available, and/or if community members are in the majority, an election would be required at the annual meeting.

6.5. Returning Officer

The returning officer shall be an employee of the Board of Education, and not a member of that School Community Council.

6.6. Acclamation

If the number of nominations is less than the elected seats available, then an election is not necessary providing the number of elected seats have parents/guardians in the majority. The candidates would be acclaimed, and names of the elected members would be posted. At the annual meeting the chair would announce the elected members and call for a motion to acclaim the individuals.

6.7. Receipt and Safe-Keeping of Nominations

The principal or administrative assistant(s) of the school will date and sign the nominations forms as they arrive at the front office. A photocopy of the signed and dated nomination form shall be given to the nominee. This signed photocopy would confirm that the form was appropriately completed, contains the required information and was received prior to the due date. The principal of the school should make provisions for security and safe storage of the nomination forms.

6.8. Withdrawal of Nominations

Nominations submitted to the school office may be withdrawn at any time up to the closing date for nominations. At the annual meeting, nominees may withdraw their nomination until a motion is passed that nominations cease and the chair calls for a vote by secret ballot.



6.9. Eligibility to Vote or Run in a School Community Council Election

Persons eligible to vote or run in the School Community Council election include:

- a **parent/guardian** of a student who attends the school for that School Community Council (including parents/guardians who do not reside within the attendance/geographic area of the school);
- a **community member** who is an elector and resides within the attendance or geographic area for that School Community Council's school as outlined in Administrative Procedure 305, and is not a parent or guardian of a student who attends that school.

6.10. Community Member Eligibility

A community member must be an elector as outlined in The Local Government Election Act, Part III: Electors and Candidates and meet the following criteria:

- is a Canadian citizen on the day of the election;
- is 18 years of age on the day of the election;
- has resided in Saskatchewan for at least six months;
- has resided on land in the school division for at least three months;
- lives within the attendance or geographic area as outlined by Saskatoon Public Schools for the school's School Community Council: and
- is voting or running in only one School Community Council election as a 'community member'.

6.11. Community Member Eligibility in Elementary Schools

The attendance areas for 'community member' eligibility on a School Community Council for elementary schools are outlined in Administrative Procedure 305.

6.12. Community Member Eligibility in Secondary Schools

Elementary schools listed under each collegiate define the total attendance area for 'community member' eligibility on a School Community Council for that collegiate.

a. ADEN BOWMAN COLLEGIATE

- Brunskill School
- Buena Vista School
- Chief Whitecap School
- City Park School
- Hugh Cairns V.C. School
- John Lake School
- Queen Elizabeth School



b. BEDFORD ROAD COLLEGIATE

- Caswell School
- King George School
- Mayfair School
- Pleasant Hill School
- Westmount School

c. CENTENNIAL COLLEGIATE

- Dr. J.G. Egnatoff School
- École Forest Grove School
- École Silverspring School
- Sutherland School
- Sylvia Fedoruk School
- Willowgrove School

d. EVAN HARDY COLLEGIATE

- École College Park School
- Colette Bourgonje School
- Greystone Heights School
- Lakeridge School
- Roland Michener School
- Wildwood School

e. MARION M. GRAHAM COLLEGIATE

- Brownell School
- Lawson Heights School
- North Park Wilson School
- École River Heights School
- Silverwood Heights School

f. MOUNT ROYAL COLLEGIATE

- Caroline Robins School
- Howard Coad School
- Vincent Massey School
- wâhkôhtowin School
- W.P. Bate School

g. NUTANA COLLEGIATE

The attendance area for 'community member' eligibility is the Nutana neighbourhood as defined on the city map.



h. TOMMY DOUGLAS COLLEGIATE

- École Dundonald School
- Ernest Lindner School
- Fairhaven School
- École Henry Kelsey
- James L. Alexander School
- Lester B. Pearson School
- Montgomery School

i. WALTER MURRAY COLLEGIATE

- École Alvin Buckwold School
- Brevoort Park School
- Chief Whitecap School
- Holliston School
- École Lakeview School
- Prince Philip School
- École Victoria

6.13. Voter Registration

School Community Councils shall have eligible parents/guardians and community members sign in on a voter registration form declaring their eligibility to vote before the meeting begins.

6.14. Breaking Election Ties

In the event of a tie vote, and if it is necessary to break the tie to determine the membership of the School Community Council, provision should be made for a candidate's name to be "picked from a hat".

6.15. Contested Election

If any parent/guardian or community member, who is eligible to vote in an election of a School Community Council, has reasonable basis to believe that an individual was not eligible to be elected to or vote in an election of that School Community Council, he or she may challenge that individual's eligibility by contacting the principal of the school. The challenge must be made within 48 hours of the election.

The individual who makes the challenge shall provide his or her name and the basis of the challenge. The principal of the school shall refer the matter to the returning officer who shall promptly investigate and make a ruling. The decision of the returning officer is final.

If the returning officer finds that an individual who was elected to or who voted in the School Community Council election was not eligible, the returning officer shall revise the final results of the election if they are impacted by that finding.

The returning officer shall destroy the ballots cast in an election of a School Community Council:

- if there is no challenge, once the time for making the challenge has expired; or



- if a challenge has been made, and once the returning officer has made a decision with respect to the challenge.

6.16. Destruction of Ballots

Immediately following the annual meeting, the ballots, voter registration, and election results shall be placed in a sealed envelope by the returning officer and given to the school principal. The principal shall store the sealed envelope in the school safe for 48 hours. Once the 48 hours has passed and the election has not been contested, the returning officer shall destroy the ballots.

6.17. Vacancies

If there are vacancies in elected seats throughout the year and/or the minimum number (5) of elected seats are not filled following the election, then an appointment process will take place.

The School Community Council shall endorse the names of the individuals to be appointed into vacant elected seats and communicate the names of those individuals in writing to the appropriate superintendent of education for approval.

7. In order to facilitate communication with the Board, the following will occur:

- 7.1. The School Community Council chair is responsible for informing his/her designated Board trustee of the School Community Council meeting dates for the year.
- 7.2. When a School Community Council desires a ward trustee to attend a School Community Council meeting, the School Community Council chairperson shall extend an invitation to the ward trustee and inform him/her of the meeting's agenda.
- 7.3. Principals shall submit to the superintendent of education responsible for School Community Councils, the names of individuals filling the 5-9 elected seats following their school's election.

8. Confidentiality

- 8.1. No School Community Council and no member of a School Community Council shall engage in discussion or provide advice regarding personal confidential information or complaints about any student, employee of the division, family member or guardian of any student, or any member of the Board of Education.
- 8.2. All members of the School Community Council and the School Community Council will be subject to the provisions of The Local Authority Freedom of Information and Protection of Privacy Act.

Reference: Sections 140.1 – 140.5, Education Act, 1995
Section 5-14, The Education Regulations, 2019
Board Policy 17: School Community Councils
Administrative Procedure 305: School Attendance Areas

Date Last Revised: November 7, 2022



AP 120 – POLICY AND PROCEDURES DISSEMINATION

BACKGROUND

The Director has been given the responsibility for implementing policy and procedures, which includes maintaining the Board Policy Manual, the Administrative Procedures Manual, and their dissemination to the appropriate members of the Division and the public.

PROCEDURES

1. The Director will ensure that the Board Policy Manual and the Administrative Procedures Manual will be available on the school division web page so that all trustees, employees, students, parents, and the general public have access to all Board Policies and Administrative Procedures.
2. It shall be the responsibility of the Principal to convey and interpret policy and administrative procedures for the school staff.
3. When changes to administrative procedures are finalized, principals will be informed of such changes either by email or at an upcoming leadership meeting.

Reference: Section 85(c), Education Act
Policy 11.5 – Director/CEO Roles and Responsibilities
Date Last Revised: January 2021



AP 121 – REVIEW OF ADMINISTRATIVE PROCEDURES

BACKGROUND

A regular review of administrative procedures, with opportunity for input by the appropriate stakeholders, leads to effective operations within the school division.

PROCEDURES

1. A review of administrative procedures will be carried out through the director on an annual basis.
 - 1.1 This review will ensure that each administrative procedure meets the following criteria:
 - Administrative procedures will be reviewed annually to ensure they are up to date.
 - Each procedure is the responsibility of administration as delegated by the board or as defined by legislation.
 - Each procedure is consistent with the division's strategic plan.
 - Each ultimately ensures clear consistent direction for central and school administration.
2. The annual review of substantive issues within administrative procedures shall solicit input from a variety of stakeholders that may include: trustees, employees, and school community councils. 'Housekeeping' issues shall be dealt with on an 'as needed' basis.
3. Review of a specific administrative procedure 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. This review may also be initiated in response to legislative changes or school system needs. The request for such a review shall detail the issues and concerns associated with the administrative procedure and, if possible, offer suggestions for revision.
4. The director will determine an appropriate process for reviewing a specific administrative procedure when requested to ensure that fair and reasonable consideration is given to the request. (see appendix A).
5. Any decisions arising from a review of administrative procedures will be communicated expeditiously to all affected stakeholders.
6. Changes and formatting to any administrative procedures shall be made and tracked by the executive assistant to the board and chief financial officer.



APPENDIX A - REVIEW OF ADMINISTRATIVE PROCEDURES

For New Administrative Procedures:

1. Idea for new administrative procedures (AP) is brought to executive council.
2. If approved by executive council, then the administrative procedures is drafted and taken to administrative council for input.
3. Once administrative council has finalized the draft is given to the executive assistant to the chief financial officer to format in the proper template.
4. Author of the AP sends out the final draft to stakeholders impacted by the change for feedback. Timeline for stakeholders to provide feedback is recommended to be 30 days.
5. Feedback and AP then taken back to administrative council for final approval.
6. Once approved, AP placed in the board file as an information item.
7. AP formally adopted, assigned a number and placed in the administrative procedure manual by the executive assistant to the board and chief financial officer.

For Significant Changes to Administrative Procedures:

1. Follow Steps 1-6 above.
7. Changed procedure updated in manual by executive assistant to the board and chief financial officer.

For Housekeeping Changes to Administrative Procedures:

1. Procedures brought to administrative council for information and input.
2. Changes given to executive assistant to the board and chief financial officer and posted.
3. Inform board once a year of all housekeeping changes.

For Deleting an Existing Administrative Procedure:

1. Present reasons for deleting the procedure to executive council
2. Upon approval of executive council, taken to administrative council for input.
3. Author of procedure sends out to stakeholders impacted by the change for input.
4. Once input is received, take to administrative council to review stakeholder feedback.
5. Notify executive assistant to the board and chief financial officer to delete the procedure.
6. Include in board file as an information item when housekeeping changes are identified.



AP 130 – SCHOOL HOURS

BACKGROUND

School hours are regulated by the provisions of *The Education Act, 1995* and *The Education Regulations, 2019*.

PROCEDURES

1. Hours of Operation

- 1.1. A school day shall consist of not less than 5 hours instructional time; non-instructional time; or a combination of instructional time and non-instructional time.
- 1.2. Each school day on which instruction is given to students must include:
 - 1.2.1. A recess period of 15 minutes, or break periods amounting to 15 minutes in both the morning and afternoon; or
 - 1.2.2. A recess or break period amounting to 30 minutes.
- 1.3. A school year shall provide at least 950 hours of instructional time for grades 1 to 12, and 475 hours of instructional time for kindergarten.
- 1.4. Students may be dismissed in elementary and secondary schools for up to 15 days for the purpose of teacher preparation, professional development, and school operational days.
- 1.5. The director may approve the dismissal of students for any or all classes in addition to the 15 day referred to in 1.4.
- 1.6. In an emergency where the health, welfare or safety of the pupils may be involved, the principal may dismiss school before the usual dismissal time. If time permits, prior approval from the respective superintendent of education should be sought.

2. Adjustments in School Hours

- 2.1. When the principal deems a change in school hours necessary, they shall make a request to the respective superintendent of education giving the reasons for the change.
- 2.2. When considering significant adjustments to a school's hours of operation the principal shall consult with:
 - a) Staff, students, and parents
 - b) The school community council
 - c) Manager of transportation
 - d) Saskatoon Secondary Schools Athletic Directorate
- 2.3. When a change in school hours has been approved, the principal shall advise:



Administrative Procedures Manual ♦ AP 130 – School Hours

- a) Staff, students, and parents
 - b) The school community council
 - c) Manager of transportation
- 2.4. Unless otherwise authorized, any adjustments in a school's operation hours will be implemented at the beginning of a school year.
- 2.5. When the principal deems an adjustment to recess, they shall make a request to the respective superintendent of education.

Reference: Section 164, Education Act
Date Last Revised: April 4, 2022



AP 139 – USE OF SMARTPHONES/PERSONAL TECHNOLOGY

BACKGROUND

Saskatoon Public Schools recognizes the value of educational technology towards improving student learning. In this context, smartphones/personal technology have the potential to be a powerful complement to the learning environment when aligned with responsible use and digital citizenship.

However, a growing body of research points to problematic side effects related to distraction, focus and potential addiction to smartphones. Reflecting Saskatoon Public Schools' strategic plan goals of well-being and engagement, this procedure contends that the visible presence of smartphones in classrooms during instruction will only be permitted when supported by a classroom management plan. This includes passive use, such as listening to music while working in class, to active use, such as online research tied to a curricular outcome. Staff should endeavor to model best practice in their own use of smartphones/personal technology.

The classroom management plan shall be approved by school administration and incorporate the principles of responsible use and distraction management for students.

For the purposes of this procedure, the term 'smartphones/personal technology' shall imply any personal technology such as, but not limited to, smartphones, wearables, tablets, and portable electronic devices.

PROCEDURES

1. Smartphones/personal technology shall be out of sight and on silent mode or off during instruction unless a teacher-initiated classroom management plan has been approved by school administration. Wearable technology may be worn but must be configured to prevent distractions from alerts and/or communication.
2. In the absence of a classroom management plan, smartphones/personal technology should be stored in lockers, bags or left at home. Wearable technology may be worn but must be configured to prevent distractions from alerts and/or communication. While at school, smartphones/personal technology remain the responsibility of the owner.
3. School administration maintains the right to augment this procedure to include non-instructional time (e.g. lunch and recess).
4. Consequences for inappropriate use remain at the discretion of the school.
5. Any other exceptions are at the sole discretion of school administration. Medical documentation may be required.



CLASSROOM MANAGEMENT PLAN PREREQUISITES

To incorporate smartphone/personal technology use in Saskatoon Public Schools classrooms, staff shall undertake the adoption of a classroom management plan that clearly defines expectations for smartphone/personal technology use with strategies that support responsible digital citizenship and self-regulation. Expectations of use during field trips and non-traditional classroom activities should be included, where applicable. The classroom management plan should be shared with school administration and should:

1. Set clearly defined expectations of what constitutes appropriate use and consequences for misuse.
2. Speak to digital citizenship and responsible use best practices.
3. Speak to distraction management strategies.
4. Include parent communication that outlines the intended use of smartphones.

SUPPORTING DOCUMENTATION

Saskatchewan Ministry of Education. Digital Citizenship in Saskatchewan Schools, 2015.

Ribble, Mike. Digital Citizenship in Schools. International Society For Tech, 2011.



AP 140 – COMPUTER / ONLINE SERVICES RESPONSIBLE USE

BACKGROUND

Saskatoon Public Schools believes that the use of technology provides an opportunity for relevant and challenging life-long learning. Technology plays a role in all facets of Saskatoon Public Schools, from curriculum and instruction to facilities and operations.

The use of technology at Saskatoon Public Schools is predicated on the principles of responsible use and digital citizenship, guided by the Saskatchewan Ministry of Education's "Digital Citizenship in Education in Saskatchewan Schools" policy planning guide. ¹ (2015). The internet is vast and continually evolving, and with responsible use, offers countless learning opportunities. To help facilitate, Saskatoon Public Schools will continually affiliate with leading online educational resources that will ensure seamless access for users. This provides the opportunity for scaffolded online learning opportunities in a moderated fashion.

GUIDELINES

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

All student and staff accounts are automatically created and managed with the Human Resources and Student Information management systems. Only employees, with the exception of casual employees, are provided with both systems access and board email accounts.

Staff, students and stakeholders are advised that any matter created, received, stored in or sent from the division's network or Email system is not necessarily private and all material is subject to the LAFOIPP legislation of Saskatchewan. ² The Director or designate reserves the right to access any files to determine whether or not an employee or student is utilizing the network appropriately and within the guidelines found in this procedure.

PROCEDURES

1. Responsible use of computing technology, networks, and online services include:
 - 1.1. Learning activities that support instructional objectives;
 - 1.2. Operational activities that are components of a user's day-to-day work;
 - 1.3. Research supporting educational programs sponsored by the Division;
 - 1.4. Communications between staff, students, parents and others outside of the division containing messages or information, the content of which is not in conflict with board policies and board procedures;
 - 1.5. The use of affiliated online resources, where the individualized Saskatoon Public Schools' account and password is used to authenticate, is preferred. Recognizing the diversity of

¹ <http://publications.gov.sk.ca/documents/11/83322-DC%20Guide%20-%20ENGLISH%202.pdf>

² <http://saskschoolsprivacy.com/central-administration/central-administration-summary/lafoipp-overview/>



resources available online, use of non-affiliated resources and/or personal accounts should be in consultation with Saskatoon Public Schools' Education Technology/Information Technology for best practices;

2. Irresponsible use of computing technology, networks, or online services, specifically includes but is not limited to the following:
 - 2.1. Damaging or altering the operation of the Division's computer network services, or interfering with other users' ability to use these services or other external network services;
 - 2.2. Creating or distributing communications, materials, information, data or images reasonably regarded as threatening, abusive, harassing, discriminatory, obscene, or in violation of or inconsistent with any board policy or administrative procedure;
 - 2.3. Infringing on the rights or liberties of others; using profane or harassing language intending to offend or insult others;
 - 2.4. Illegal or criminal use;
 - 2.5. Causing or permitting materials protected by copyright trademark, service mark, trade name, trade secret, confidentiality or proprietary data, or communications of another, to be uploaded to a computer or information system, published, broadcast, or in any way disseminated without authorization from the owner;
 - 2.6. Use of any hardware, software or services that may pose risk to Saskatoon Public Schools, violate licensing, or is contrary to any board procedures;
 - 2.7. Granting access to division computers, networks, and online services to individuals not authorized by the board either by intentional conduct such as disclosing passwords or by unintentional conduct such as failing to log off;
 - 2.8. Conducting commercial, profit-motivated, or partisan political activities not related to board programs;
 - 2.9. Interfering with other users' ability to use division computing technology, networks, and online services including attempting to read, delete, copy, modify, or forge information contained in the files of other users;
 - 2.10. Promoting the use of drugs or alcohol; or unethical practices that violate law or board policy;
 - 2.11. Disclosing information to individuals or organizations with no written or formal authority to possess such information;
 - 2.12. Accessing data or equipment to which the user does not have authority;
 - 2.13. Storing confidential material with third parties not affiliated with Saskatoon Public Schools or on personally-owned devices that are not registered/vetted by the board;
 - 2.14. Forwarding or redirecting division files, email or communication to third parties not affiliated with Saskatoon Public Schools.



Outcomes of Unacceptable Use

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

Procedural Exceptions

1. Access for Student Interns

Student Intern lists are provided to the Information Systems department for the creation of accounts at the commencement of school activity. Interns will be granted systems access emails and full email capabilities for communicating with parents. Expectation is that all external email by interns should copy the classroom teacher.

2. Access for External Agencies

All individuals or agencies working in division facilities and requiring systems access for communication purposes must complete and submit to the Chief Technology Officer, Information Systems, the “External Agency/Individual Computer/Network Authorization Form”³. They will also be required to abide by the guidelines outlined in this administrative procedure.

3. Authorization for Exceptions to the Above Procedure

All other requests for exemptions from the above outlined procedures must be presented in writing to the Chief Technology Officer.

Reference:

Date Last Revised: September 17, 2018



AP 141 – SOCIAL MEDIA AND ONLINE POSTING

BACKGROUND

Saskatoon Public Schools recognizes the value of educational technology towards improving student learning. Social media provides a contemporary learning and teaching environment that facilitates sharing of resources, unprecedented access to information, instant global communication, and continually evolving methods of collaboration and innovation. Saskatoon Public Schools appreciates that education takes place both in and beyond the school. Students and staff must be provided opportunity to access educational resources at a modern, global level, while maintaining the integrity of the division's core values and policies.

These procedures outline the division's expectations for staff and students who use social media or post online in their work or who choose to use personal social media accounts to comment on division matters.

GUIDELINES

Division staff and students are expected to model ethical and appropriate conduct at all times. The expectations of our digital conduct, whether online, through texting, or any other technology, does not differ from our expectations of conduct in person. What we post online/send to others speaks to our character and reputation. Given the realities of our modern, connected society, all staff and students must be aware that any material posted online has the potential of becoming permanent and viewable by anyone in the world, despite one's best intentions to maintain security and privacy. Consult STF Code of Professional Ethics ⁴, Saskatoon Public Schools' Vision and Values ⁵, AP 450 Harassment (Employees) ⁶, and AP 451 Sexual Harassment ⁷ for guiding principles.

With respect to posting material online, it is expected that:

PROCEDURES

1. All staff and students will follow division procedures on AP140 ⁸ and the *Consent Form for Sharing Student Information and Work with the Public* ⁹.
2. Staff and students are responsible for the content of all references made online, and will be held accountable for material that is defamatory to the school or school personnel, students, parents or any other member of the school community using digital media such as social networking sites, blogs, webpages or email.

⁴ <http://www.skteacherregulation.ca/standards/code-of-professional-ethics/>

⁵ <http://www.spsd.sk.ca/division/visionandvalues/Pages/default.aspx>

⁶ <http://www.saskatoonpublicschools.ca/division/adminproceduresmanual/Pages/default.aspx>

⁷ <http://www.saskatoonpublicschools.ca/division/adminproceduresmanual/Pages/default.aspx>

⁸ <http://www.saskatoonpublicschools.ca/division/adminproceduresmanual/Pages/default.aspx>

⁹ <http://spslearn.spsd.sk.ca/centraloffice/SA/Staff Documents/FORMS FOR SCHOOLS/>



Administrative Procedures Manual ♦ AP 142 – Video Surveillance

3. In the absence of consent (ex: consent form noted in #1), use of digital media must not reveal confidential information about the school, or personal information about its staff, students, parents or other members of the school community.
4. Staff and student use of digital media must not be used to threaten or publicly criticize students, staff, parents, or colleagues. Staff and students must respect the privacy and the feelings of others.
5. Division staff must ensure their online activity does not interfere with their work commitment.
6. Students must ensure their online activity does not adversely affect the learning environment.
7. Division staff and students must show proper respect for the laws governing copyright and fair use of the copyrighted material owned by others.¹⁰
8. Users in violation of this administrative procedure may be subject to a disciplinary process that could include:
 - 8.1. Discipline
 - 8.2. Suspension
 - 8.3. Expulsion
 - 8.4. Termination

Date Last Revised: January 11, 2017

¹⁰ http://cmec.ca/publications/lists/publications/attachments/291/copyright_matters.pdf



AP 142 – VIDEO SURVEILLANCE

BACKGROUND

Saskatoon Public Schools (SPS) places the highest priority on the safety of staff and students. The use of video surveillance contributes to the safe learning and working environments of all staff and students and the protection of school division property. All recorded images are the property of the school division and are used, disclosed, retained, secured and disposed of in accordance with this administrative procedure to protect the privacy of staff and students.

PROCEDURES

1. Considerations prior to using a video surveillance system.
 - 1.1 Before deciding to use video surveillance, the school administration or site manager must have:
 - 1.1.1 Considered other less privacy-invasive alternatives to video surveillance.
 - 1.1.2 Prior knowledge of existing specific incidents of safety concerns.
 - 1.1.3 Consulted with stakeholders, including staff, the School Community Council and the area superintendent.
 - 1.2 The director or designate must approve all requests for video surveillance. A written or email request from the school administrator or site manager must share the rationale for video surveillance which outlines the steps completed in procedure 1.1.
 - 1.3 The privacy officer must also be notified.
 - 1.4 Covert surveillance occurs when surveillance devices are used without notification to the individuals. Covert surveillance may be authorized by the director in exceptional circumstances for limited periods for safety or investigation.
2. Notification of the installation of video surveillance equipment
 - 2.1. The following notification procedures must take place before video surveillance takes effect:

Signs must be displayed in high traffic areas when video surveillance is in use to provide reasonable and adequate warning that video surveillance is in effect.

Example:

Video surveillance is in use to ensure the safe learning and working environments of all staff and students and to protect school division property. Questions about this surveillance should be directed to the school administration or site manager.
 - 2.1.2 The school administration must provide notification at the beginning of each year in a newsletter or school handbook notifying the use of video surveillance on school property explaining the purpose for the surveillance.



Example:

Video surveillance is used on school property to ensure the safe learning and working environments of all staff and students and to protect school division property.

3. Installation of video surveillance equipment
 - 3.1 Video surveillance will be installed only in identified public areas where surveillance is necessary to ensure the safety of staff, students and school division property.
 - 3.2 Video surveillance will only be installed in areas that have been identified as requiring surveillance.
 - 3.3 Video surveillance will not be installed in areas that have a higher expectation of privacy.
4. Access to video surveillance equipment
 - 4.1 Only the school administration or site manager are permitted to have access to video surveillance, its controls and equipment.
5. Review and use of recordings
 - 5.1. Recordings will be subject to review by the school administration or site manager only where a specific incident has been reported or observed, or when investigating a reported or potential incident.
 - 5.2. Recordings may only be viewed in private and used for the purpose of protecting staff or student safety and/or the protection of school property.
 - 5.3. Only the school administration or site manager may designate another school employee to view recordings if needed for the purpose as stated in procedure 5.1 or 5.2.
 - 5.4. A designated employee responsible for technical operations of video surveillance systems may have access to recordings for technical purposes only.
 - 5.5. Video recordings may be used as evidence in any disciplinary action, to deter and detect criminal offences and for the purposes of determining adherence to board policies and school rules.
6. Access to recordings
 - 6.1. An individual whose personal information has been collected by video surveillance has a right to access their personal information under the LAFOIP Act. Access may be granted to an individual's own personal information in whole or in part under this provision unless an exemption applies under the legislation. Access to an individual's own personal information in these circumstances may also depend upon whether any exempt information can be reasonably severed from the recording.
 - 6.2. The legal decision maker of a minor may have a right to access the minor's personal information in accordance with the LAFOIP Act where, in the opinion of the director or designate, would not constitute an unreasonable invasion of the personal privacy of the minor.



Administrative Procedures Manual ♦ AP 142 – Video Surveillance

- 6.3. A student may view segments of a recording relating to themselves if they can exercise their own right to access it under the LAFOIP Act.
 - 6.4. Student and/or parent/guardian viewing of video records must be done in the presence of a school administrator.
 - 6.5. Viewing of a video record may be refused or limited where the 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 any ground recognized in the LAFOIP Act.
 - 6.6. Any requests for a copy of a video recording shall be dealt with in accordance with the provisions of the LAFOIP Act.
7. Disclosure of recordings to third parties
 - 7.1. The recording will not be disclosed to third parties except in accordance with the provisions of the LAFOIP Act and this procedure.
 - 7.2. The school administration or site manager may disclose the recordings to law enforcement agencies to ensure staff and student safety and to protect school division property and/or for the investigation of criminal activity.
8. Retention of records
 - 8.1. Video security surveillance systems create a record by recording personal information and to protect that information the following processes will be followed:
 - 8.1.1 All video records or other storage devices must be secured and only accessible to the school administration or site manager.
 - 8.1.2 Video records are deleted as the footage accumulates.
 - 8.1.3 Video records that are part of an ongoing investigation may be retained as needed.
9. Audit and evaluation
 - 9.1. The school administration or site manager is responsible for the proper use of video surveillance. The director or designate may conduct an audit or evaluation to ensure that:
 - 9.1.1. Administrative Procedure 142 is being followed.
 - 9.1.2. Video surveillance is being used for its intended purpose.
 - 9.1.3. Privacy protections are respected.
10. Violation of Administrative Procedure
 - 10.1. The use of video surveillance is to be carried out in accordance with this administrative procedure. SPS will not accept the improper use of video surveillance and will take appropriate action if this administrative procedure has been violated.
 - 10.2. Each contractor hired by the division who is involved in the operation of video surveillance cameras shall be required to agree in writing that it will comply with the LAFOIP Act and keep any information acquired confidential.



Administrative Procedures Manual ♦ AP 142 – Video Surveillance

Reference: Local Authority Freedom of Information and Protection of Privacy Act
 Administrative Policy 170: Local Authority Freedom of Information and Protection of Privacy
 Video Surveillance Guidelines for Public Bodies – Office of the Saskatchewan Information and Privacy Commissioner

Date Last Revised: January 2024



AP 150 - DIVISION COMMUNICATIONS

BACKGROUND

Saskatoon Public Schools believes that effective and timely communication, both internal and external, is vital to the success of the organization.

Some basic assumptions related to communication are as follows:

- As a public institution, the school division must be transparent and accountable to the community it serves which is supported through strong communication;
- The best avenue of communication to students and families is through our schools;
- Every employee of the division plays a role in effectively communicating with the community;
- The Manager of Communications and Marketing will solicit ideas and suggestions regarding division successes and how to highlight the programs, initiatives, and people that make Saskatoon Public Schools unique.

PROCEDURES

1. The Manager of Communications and Marketing provides division-wide communication advice to senior levels of the organization including Administrative Council, Principals and Vice Principals in the areas of issues management, reputation management, public relations, media relations, crisis communications, and strategic communications planning.
2. The Manager of Communications and Marketing is responsible for implementing division-wide communication policies, practices, procedures, and plans, and helping to promote the overall strategic direction of the organization.
3. News releases shall be the responsibility of the Manager of Communications and Marketing except for the following:
 - 3.1. Sports scores and sports announcements shall be handled at the school level, as approved by the Principal, in consultation with the Educational Consultant: Athletics Education/Out-Of-School;
 - 3.2. School Community Council activities shall be coordinated by the school at the school level.
4. All advertisements will be authorized by the Manager of Communications and Marketing with the exception of the following:
 - 4.1. Employment opportunities
 - 4.2. Tenders
 - 4.3. Debentures, bylaws
5. The Manager of Communications and Marketing oversees the Saskatoon Public Schools' website, school websites and social media accounts, which are important communication and marketing tools for connecting with students, families, and the public.

Reference:

Date Last Revised: February 2021



AP 151 – MEDIA RELATIONS

BACKGROUND

Saskatoon Public Schools has a responsibility to be accountable and transparent and recognizes the valuable role the media plays in informing the public about our schools, programs, initiatives, and board decisions. The division also has an obligation to protect our students and staff members from unwelcome intrusions into the operation of its schools and to ensure privacy legislation is not contravened by any members of the media.

PROCEDURES

1. The Director or designate shall approve all information released to the media from the division.
2. Representatives of the media may, on occasion, be permitted into schools for reporting and promotional purposes pertaining to the learning agenda. This is at the discretion of the Principal in consultation with the Manager of Communications and Marketing.
 - 2.1 Media representatives shall not be allowed to disrupt the normal operation of a school or a class for the sole purpose of information gathering. This includes the interviewing of employees and/or students of Saskatoon Public Schools during regular class times.
 - 2.2 All requests outlined above shall be directed first to the division office for approval by the Manager of Communications and Marketing.
 - 2.3 Media representatives may be asked by the Principal or any other staff member of Saskatoon Public Schools to leave the school building or grounds where it is deemed to be in the best interests of the students and staff to do so. Media representatives are not allowed to access school property and film, photograph or interview students or staff members without permission from the Principal.
3. All students featured in media coverage must have written parental consent for their participation.
4. In the event of emergency or crisis, the Director or designate shall determine what information shall be given to the media, and by whom.
5. If a member of the media approaches an employee of Saskatoon Public Schools for an interview or comments pertaining to their work with the division, the employee shall explain to the reporter that all media requests need to be made through the Manager of Communications and Marketing. The Manager of Communications and Marketing shall determine, in consultation with the Director, the most appropriate person to respond to the interview request.



AP 152 – SCHOOL ANNIVERSARIES

BACKGROUND

Saskatoon Public Schools is proud of its heritage which has developed over a period of more than 100 years. The 10th, 25th, 50th, 75th, and 100th anniversaries of its schools will be celebrated, and such celebrations will be supported by the Division.

PROCEDURES

1. The Communications Office shall develop a register which shows the 10th, 25th, 50th, 75th and 100th anniversary of all public schools and school principals shall encourage their school and community to hold celebrations on these anniversaries.
2. Each school that plans a celebration on the dates listed above shall be given a grant of \$1000 to assist in the organization of the event and the school shall provide a plaque to support the historical occasion.



AP 160 – EVENT PROTOCOL

BACKGROUND

Proper protocol is to be followed for events organized by Division or school personnel.

Protocols will vary from one situation to another, depending on who is involved in the event.

Accordingly, in the planning for an event, the order of introductions and speakers must be given special attention.

PROCEDURES

1. If the event involves dignitaries from outside the school division, introduce the most senior dignitaries first; for example:
 - 1.1. Members of the Senate representing the province of Saskatchewan
 - 1.2. Members of Parliament in the following order
 - 1.2.1. Prime Minister
 - 1.2.2. Cabinet Ministers
 - 1.2.3. Members of Parliament from the governing party
 - 1.2.4. Members of Parliament from opposition parties
 - 1.3. Members of the Legislative Assembly in the following order
 - 1.3.1. Premier
 - 1.3.2. Cabinet Ministers
 - 1.3.3. MLA's from the governing party
 - 1.3.4. MLA's from the opposition parties
 - 1.4. Mayor
 - 1.5. Board Chair
 - 1.6. Other civic councilors and trustees
 - 1.7. Senior bureaucrats and heads of other organizations
 - 1.8. Prominent community members
2. If the event involves only dignitaries from within the Division, the introductions will take place in the following order:
 - 2.1. Board Chair
 - 2.2. Board Vice Chair (if in attendance)
 - 2.3. All trustees in attendance
 - 2.4. Director, Deputy Director(s), Superintendents of Education in attendance
 - 2.5. Principal and Vice Principal



Administrative Procedures Manual ♦ AP 160 – Event Protocol

3. When organizing the order of speakers, protocol typically states that the most senior dignitary speaks first (e.g., if both the Minister of Education and the Board Chair are speaking, the Minister speaks first).
4. Seating should be arranged so that the most senior dignitary is closest to the lectern at all times
5. Please ensure that trustees and other important guests are greeted at the entrance of the school by staff or students and taken to their seats.
6. Please ensure those dignitaries sitting in the audience (and not at the speakers' table) have reserved seating in the front row. Place a reserved sign on the seat of each chair.
7. Invitations to trustees should be issued by an individual invitation and not by a group email. The role and expectation of the trustees during the event should be defined in the invitation. (e.g. making a speech, bringing brief greetings on behalf of the Board Chair, cutting a ribbon, etc.)
8. Please ensure dignitaries and trustees have a parking spot close to the school.
9. Trustees should be notified at least two weeks prior to the event when possible.
10. When no trustee is available to attend, the MC is advised to express regrets on behalf of the Board.



AP 161 – PROTOCOL FOR DIGNITARY VISITS

BACKGROUND

Proper protocol is to be followed for visits that occur within the Division.

PROCEDURES

1. Royal and Other Dignitary Visits

- 1.1. School boards or schools occasionally may be included in royal visits (including those of 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. In such circumstances, the formal protocol of either the Government of Canada or Province of Saskatchewan takes precedent.

- 1.1.1. The Government of Canada protocol for events and ceremonies can be found [here](#).

- 1.1.2. The Government of Saskatchewan's protocol guidelines can be found [here](#).

- 1.2. The Director's office and the Communications Officer will be involved in the planning for all dignitary visits from local, provincial, national, or international officials.

- 1.3. It is expected that local trustees will be properly recognized and included in the event wherever possible.

Reference:

Administrative Procedure 160: Event Protocol

Date Last Revised: January 2021



AP 170 –LOCAL AUTHORITY FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

BACKGROUND

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

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

The Board shall:

1. collect only that personal information which is required for the purposes of the school division and shall use information collected only for the purpose for which it was collected.
2. ensure that appropriate security measures are in place to protect personal information.
3. facilitate access to records by the individuals who are entitled to access.
4. retain and dispose of records in accordance with legal requirements.

DEFINITIONS

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

PROCEDURES

1. Appointment of Head under *LAFOIPP*
 - 1.1. A superintendent of education or any other individual approved by the director, shall act as the head within the requirements of LAFOIPP and shall be known as the privacy officer.
 - 1.2. The head may from time to time delegate, in writing, specific duties related to this administrative procedure to other Board personnel.
2. Education
 - 2.1. The head shall from time to time facilitate educational programs to provide instruction to principals and other staff members concerning the principles and application of *LAFOIPP*.
3. Freedom of Information
 - 3.1. The head shall facilitate the disclosure of public records and other records required to be disclosed pursuant to the provisions of *LAFOIPP*.



4. Collection of Personal Information

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

5. Storage of Personal Information

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

6. Use of Personal Information

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

7. Access to and Disclosure of Personal Information

- 7.1. No member of staff or administration, other than the privacy officer shall give access to or disclose any document, record or personal information to any person unless such access or disclosure is specifically authorized by this procedure or by the privacy officer.
 - 7.1.1. All applications for the access to or disclosure of personal information pursuant to *LAFOIPP* shall be made to the privacy officer and all inquiries about such applications shall be directed to the privacy officer.
 - 7.1.2. The privacy officer shall ensure that each request made pursuant to *LAFOIPP* is dealt with in the appropriate manner in accordance with the provisions of *LAFOIPP*.
 - 7.1.3. All staff shall cooperate fully with the privacy officer and provide to the privacy officer in a timely manner all documents, records, and personal information requested by the privacy officer.
- 7.2. The privacy officer may from time to time provide direction to principals concerning the access to personal information from student files to parents or guardians that shall include:
 - 7.2.1. a description of the types of personal information that may be accessed without formal application under *LAFOIPP*; and
 - 7.2.2. the procedures to be followed when providing access to such personal information.



- 7.3. The privacy officer may from time to time provide direction to supervisors and administrators concerning the access to personal information from employee files to employees that shall include:
 - 7.3.1. a description of the types of personal information that may be accessed without a formal application under *LAFOIPP*; and
 - 7.3.2. the procedures to be followed when providing access to such personal information.
- 7.4. The privacy officer may from time to time provide direction to supervisors and administrators or other employees concerning the disclosure of information relating to contracts that shall include:
 - 7.4.1. a description of the types of contractual information that may be disclosed without formal application under *LAFOIPP*; and
 - 7.4.2. the procedures to be followed when disclosing such contractual information.
8. Disposal of Information
 - 8.1. Personal information shall be retained only for such period of time as it is required for the purposes for which it was collected or for a purpose consistent with that original purpose.
 - 8.2. Records shall be retained for the periods set out in the *Records Retention and Disposal Guide for Boards of Education* together with any additions, deletions, or changes that may be directed from time to time by Board policy, administrative procedures or the privacy officer.
 - 8.3. Disposal of records shall be carried out in accordance with the procedures designated by the privacy officer which shall take into account:
 - 8.3.1. the nature of the records to be destroyed
 - 8.3.2. the need to create a disposal record setting out what records have been destroyed or transferred to the Archives and the date of that destruction or transfer; and
 - 8.3.3. requirements to protect the security of personal information that is to be destroyed, including protecting its security and confidentiality during its storage, transportation, handling and destruction.
 - 8.4. Only those persons authorized by policy or procedure may destroy or otherwise dispose of records.



AP 175 – PRESERVATION AND DISPOSAL OF RECORDS

BACKGROUND

Saskatoon Public Schools require that all its official records and public documents shall be preserved and/or disposed of in accordance with relative legislation and under the supervision of the Director or designate. The Director or designate shall ensure the following:

- Adequate facilities are in place to preserve records for the recommended time periods;
- Appropriate security is in place for records in various formats including paper and digital;
- Records are disposed of in accordance with the retention periods outlined in the latest SSBA (Saskatchewan School Boards Association) Records Retention and Disposal Guide for Saskatchewan Schools;
- Authorization and control logs track the disposition of all records are maintained and preserved;
- Education of division staff on the specifics of records management procedures and assist them with orderly and auditable retention and disposal practices.

PROCEDURES

1. Storage of Records
 - a. Security:
 - i. All records must be stored in a location with adequate security for the type of information the records contain.
 - ii. Access to records containing personal or confidential information, including employee files and student records must be secured at all times through lock and key, encryption, passwords, etc. such that access is restricted to only those who have the proper authority to access the records.
 - b. Paper Records:
 - i. All records must be stored in a clean, dry place and must not be stored in areas where they might be subject to water damage, mold or infestation.
 - ii. The storage containers must be clearly labeled with record identification including year and full record collection description. Record types should not be mixed in the same container.
 - iii. The location of records storage for each physical site within the division, including schools, must be retained centrally.
 - iv. Any transfer of records within the division (e.g. from schools to central office) must be approved and documented.
 - v. Any transfer or storage of records outside of school division property must be approved and details of the transfer and storage agreement must be documented.



c. Electronic Records:

- i. Personal information should not be stored on school division servers, desktops, notebooks or other external storage devices unless the manner of storage, including any safeguards for protection of the information, is approved by the division Privacy Officer. Electronic records should not be printed to paper format and then stored other than those practices that are approved by the division Privacy Officer.
- ii. Storage of electronic records that have been designated as permanent must include regular migration, refreshing, and security backup.

d. E-mail:

- i. Email retention and use practices in the division should:
 - ♦ Provide for archival processes and procedures that ensure educational continuity and disaster recovery for all email artifacts.
 - ♦ Provide for the communication of information not the dissemination of records. Primary records and information artifacts should be referenced from within email with the specific location of the artifact/record hyperlinked linked for access;
 - ♦ Direct users to refrain from storing email (or using personal archives and cloud services) to other forms such as hard-drives, server stores or printing emails;
 - ♦ Provide for audit trails and system logs to capture selected email store access activity and record destruction by authorized personnel.
- ii. Archived email messages should be destroyed in accordance with Administrative Procedure 175

e. Copies of Documents:

- i. For ALL records referenced in the SSBA (Saskatchewan School Boards Association) Records Retention and Disposal Guide for Saskatchewan Schools, only one copy (physical or electronic) of a document should be retained by the party responsible for it.
- ii. Extra copies of documents may be destroyed and the method of destruction used shall be the same method as required in the procedures for destruction for the original document.

2. Disposition of Records

- a. Records disposition is either destruction of records or transfer of records to archives.
- b. Records disposition shall occur only after the expiry of the retention periods outlined in the latest SSBA (Saskatchewan School Boards Association) Records Retention and Disposal Guide for Saskatchewan Schools.
- c. Retention Periods
 - i. All division records both at central office and schools will be maintained in accordance with the SSBA (Saskatchewan School Boards Association) Records Retention and Disposal Guide for Saskatchewan Schools. However, division administrative procedures may set out specific retention periods for specific types of documents not covered in the SSBA guide.



- ii. All questions regarding storage or disposal of records shall be referred to the division Privacy Officer or the person designated by the Board or Director of Education as responsible for the storage and disposal of records.
- d. Transitory Documents
 - i. The following items are not considered records and are considered as transitory documents that can be discarded immediately:
 - ♦ junk e-mail and "spam"
 - ♦ telephone message pad pages
 - ♦ Preliminary drafts of letters, reports, and other documents where the final draft is retained.
 - ♦ Drafts and notes may be destroyed except when such documents are important to official business or action of the school or department, in which case they will be stored in the official file.
 - ii. Transitory documents which do not contain personal or confidential information can be discarded by depositing in waste collection or recycling containers.
 - iii. Transitory documents which may possibly contain personal or confidential information shall be disposed of by the use of division confidential shredding utility only.
- e. Conversion to other media
 - i. Records may be converted from one medium to another if the following conditions are met:
 - ♦ the integrity of the original information can be maintained; and
 - ♦ the medium to which the record is converted is subject to the same level of protection and access as the original documents.
 - ii. The original record may be disposed of in accordance with this administrative procedure if the information has been converted to another format in accordance with the requirements of this administrative procedure.
- f. Student Records
 - i. Each school shall purge cumulative files of unnecessary documents before students go to the next grade level. Secondary Schools should annually execute, in consultation with the Privacy Officer, the purge of cumulative files that have reached the retention periods outlined in the latest SSBA (Saskatchewan School Boards Association) Records Retention and Disposal Guide for Saskatchewan Schools. All documentation related to the destruction of the records should be filed in the division Records Destruction Logs.
 - ii. Discipline records shall be shall be purged when a student goes to the next grade except in the case of disciplinary matters which are not settled or which are deemed by the principal to be significant.
 - iii. The principal shall be responsible for ensuring that files are reviewed and that unnecessary documents are purged from the file on an annual basis.



- iv. The principal may delegate responsibility for this task to a teacher or teachers in the school.
 - v. Any documents purged from a file shall be disposed of in accordance with these administrative procedures.
 - g. Matters Involving Litigation or Potential Litigation
 - i. No record related to pending or anticipated litigation may be destroyed or altered even if the record is technically past its retention date.
 - ii. The storage, preservation and/or retrieval of records when litigation is anticipated or pending shall be under the direction of the Director of Education or designate.
- 3. Disposal of Records:
 - a. Responsibility for Disposal
 - i. All disposals of records shall take place only under the direction of the division Privacy Officer or the person responsible for the destruction of records.
 - ii. The division Privacy Officer or the person responsible for the destruction of records may delegate responsibility for disposal of certain records or certain types of records to other employees of the Board.
 - iii. Any person charged with responsibility for the disposal of records shall ensure that these administrative procedures are followed with regard to such disposal.
 - b. Timing of Disposal
 - i. Records should be destroyed as soon as possible after the approved retention periods have lapsed.
 - ii. If not otherwise specifically provided for, annually schools and Central Office should execute record destruction on items that have lapsed or expired. That destruction should be executed in consultation with the Privacy Officer and all documentation related to the destruction filed in the division Records Destruction logs.
 - iii. All record destructions that include "public documents" under the SSBA (Saskatchewan School Boards Association) Records Retention and Disposal guidelines for Saskatchewan Schools - MUST be presented to the Board for approval prior to the destruction. Documentation on the Board Motion approving the destruction should be filed in the Records Destruction logs along with all documentation related to the actual destruction.
 - c. Methods of Disposal
 - i. Paper Records
 - ♦ Paper records shall be destroyed under controlled and confidential conditions by confidential shredding with the division approved contracted services.
 - ♦ Paper records containing confidential or personal information shall not be thrown out by any person along with regular garbage or normal paper recycling. They should be placed into the confidential shred bins provided at schools and Central Office.
 - ii. Records containing personal information:



Administrative Procedures Manual ♦ AP 175 – Preservation and Disposal of Records

- ♦ Records containing sensitive personal information should be destroyed by employing the use of the division approved and contracted Record Destruction service providers.
- ♦ Records for off-site for destruction must meet the following conditions:
 - ◇ That the contracted services used are the division approved and contracted Record Destruction service providers;
 - ◇ That all disposal events are fully documented and complete destruction information including the destruction certificate filed in the division Record Retention and Disposal logs.

iii. Electronic Records:

- ♦ All destruction of electronic records, if done at school division facilities must be fully documented and complete destruction information filed in the division Record Retention and Disposal logs.
- ♦ Any off-site destruction of electronic records must be done with the division approved and contracted Record Destruction service providers and all disposal events fully documented and complete destruction information filed in the division Record Retention and Disposal logs.
- ♦ Electronic records should be dealt with by use of a utility or process that removes all data so that it cannot be reconstructed.
- ♦ Non-erasable media must be physically destroyed.
- ♦ Storage devices containing electronic records may be disposed of into the locked electronic media bins provided by the division approved and contracted Record Destruction service providers and removed when full. This includes Items such as hard drives from computers and photocopiers, which retain information in memory.

iv. Logs of Record Destruction

- ♦ A log of records destroyed must be prepared and filed by the person who authorizes and/or completes the disposal of the records. That entry should be filed in the division Record Retention and Disposal logs
- ♦ A log of records destroyed off-site by the division approved and contracted Record Destruction service providers must be prepared and filed by the person who authorizes and/or completes the disposal of the records. In addition all required documentation prepared by the company for the destruction event must be retained and filed along with the division authorization in the division Record Retention and Disposal logs
- ♦ A log of records destroyed off-site by the division approved and contracted Record Destruction service providers must be prepared and filed by the person who authorizes and/or completes the disposal of the records. In addition all required documentation prepared by the company for the destruction event must be retained and filed along with the division authorization in the division Record Retention and Disposal logs



- ♦ The division Privacy Officer or the person responsible for the destruction of records shall maintain a centralized permanent archive to preserve destruction logs which shall include a description of the records, the date range, numbers of records, and the date, method and person/service responsible for destruction.

4. Donation of Records to Archives

- a. Definition of Public Record - Public record is defined for the purpose of this section as any record that would be accessible to the public pursuant to the provisions of provincial privacy and freedom of information legislation.
- b. Saskatchewan Provincial Archives
 - i. Any public records which may contain information of archival value may be offered to Saskatchewan Provincial Archives if the records have been approved for disposal.
 - ii. Any record that is not a public record and which may contain information of archival value may be offered to Saskatchewan Provincial Archives if the record has been approved for disposal.
 - iii. If after a one year period the Saskatchewan Provincial Archives does not respond to the offer of information (public or non-public) for archive purposes, the information in question may be destroyed and the destruction logged.
 - iv. The following types of records shall not be offered to archives:
 - ♦ medical information of employees or students;
 - ♦ disciplinary records of students or employees; and
 - ♦ any other personal information that may reasonably be considered of a sensitive nature.
 - v. Determinations of archival value shall be made by the division Privacy Officer or the person responsible for the destruction of records in consultation with employees of Saskatchewan Archives.
- c. Local Archives
 - i. Public records may be offered to local community archives if the Privacy Officer is satisfied that the local community archives are able to provide proper storage conditions.
 - ii. Any record that is not a public record shall not be offered to local archives.

Reference: Saskatchewan Association of School Board Officials
(Records Retention and Disposal Guide for Saskatchewan Schools)

Date Last Revised: June 2, 2014



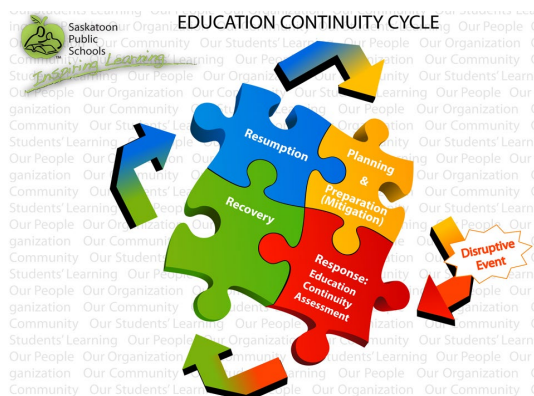
AP 176 -EDUCATION CONTINUITY MANAGEMENT AND EMERGENCY RESPONSE PLANNING

BACKGROUND

- a) The Division is committed to providing safe and caring learning and work environments for our students, staff, parents/guardians and members of our wider learning community who visit or utilize our facilities. We recognize the importance of implementing prevention and mitigation efforts and when necessary acting upon well established procedures when disruptive events threaten safety of person, property or learning. Education Continuity Management includes the processes, procedures, decisions and activities to ensure that Saskatoon Public Schools can continue to function throughout a disruptive event such as an emergency, disaster or crisis.
- b) Emergency – a present or imminent occurrence which has resulted in or may result in serious harm to the safety, health or welfare of people or in significant damage to property.
- c) Disaster – an emergency that has caused widespread and serious harm to the safety, health or welfare of people; or widespread damage to property or the environment.
- d) Crisis - a situation or event that, in the extreme, appears to overwhelm or has the potential to overwhelm existing resources.

Our *Education Continuity Plan (ECP)* includes an ongoing process of risk assessment and management. Saskatoon Public Schools is committed to ensuring we have the capabilities to:

- Attend to student and staff safety and well-being,
- Continue essential critical activities in the event of a disruption,
- Sustain our essential critical activities,
- Recover completely from a disruption and return to the “new normal” delivery of educational services,
- Review, maintain and enhance our Education Continuity Plan capability, and
- Incorporate the Education Continuity Planning Life Cycle in our strategic planning as part of our organizational culture.





Administrative Procedures Manual ♦ AP 176 – Education Continuity Management and Emergency Response Planning

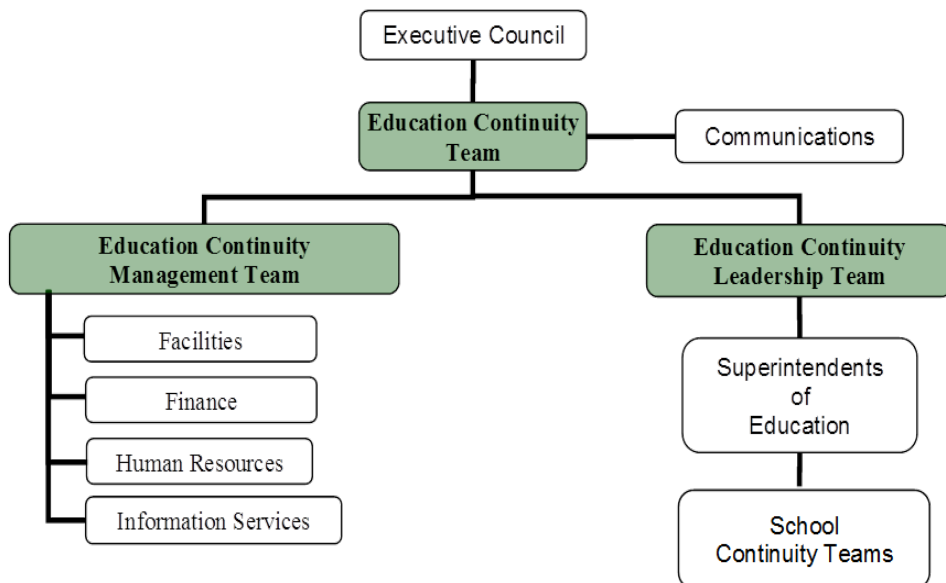
The Education Continuity Lifecycle includes the following elements:

- *Planning and Preparation (Mitigation)* - the preparation of a proactive ECP designed to respond effectively to disruptive events that have the potential to interrupt education continuity. The Mitigation/Prevention component includes initiatives that are preventive in nature (i.e. threat assessment training, Non-violent Crisis Intervention, fire safety.)
- *Response* - the implementation of an education continuity assessment process and appropriate immediate scaled implementation of the ECP that includes the deployment of necessary supports and resources.
- *Recovery* - the prioritized recovery of critical functions to the defined minimal level.
- *Resumption* - resuming “ALL” educational services to the “new” normal levels.

PROCEDURES

1. The Education Continuity Management Program is designed, developed, reviewed and maintained through the Executive Council collaborative process. In an emergency, disaster or crisis leadership and management of the situation will occur through the implementation of the Education Continuity Team command and control structure.

Education Continuity Management Command and Control



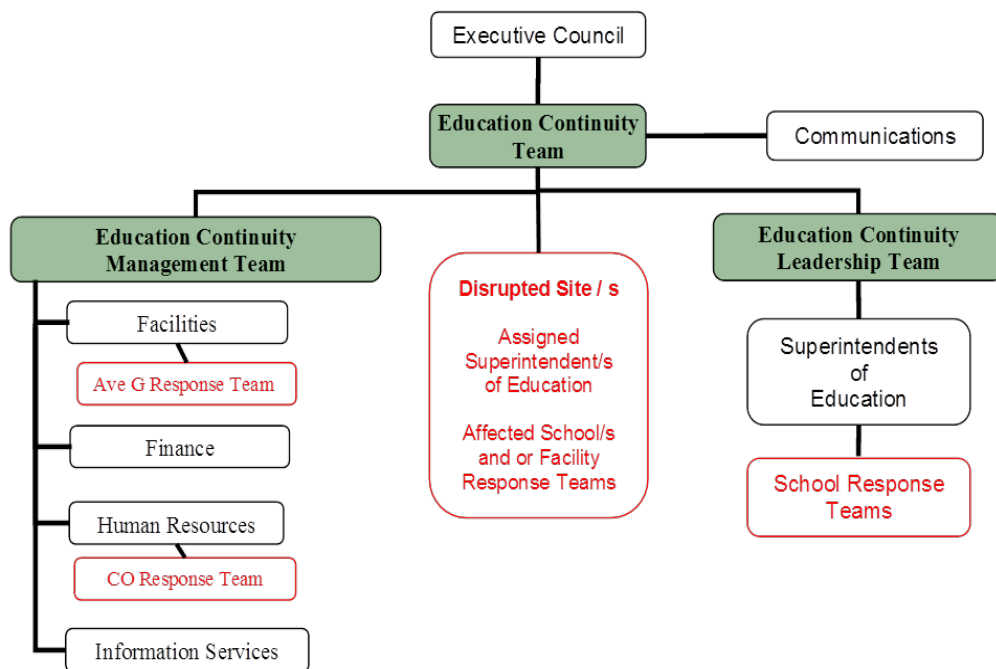


Administrative Procedures Manual ♦ AP 176 – Education Continuity Management and Emergency Response Planning

2. Saskatoon Public Schools ensures the continuity of leadership by establishing and communicating a clear primary and alternate team leader succession process. Each Education Continuity Team Leader and the Principal/Response Team Leader will identify his or her designated alternates at the beginning of each school year. Saskatoon Public Schools will endeavor to ensure that all Leaders will be trained and practiced in their respective roles.
3. The Deputy Director will ensure that the Education Continuity Plan (ECP) is maintained and current. The Business and Education Continuity Team Leads and Continuity Team Members will monitor the existing continuity and response plans to assess suitability, paying particular attention to changes in administration procedures, team structures, education delivery responsibilities and capabilities. Changes to the continuity plan structure, organization objectives and team responsibilities will require the approval of the Education Continuity Leadership Team.
4. The Continuity Team will maintain levels of awareness and competency required to achieve recovery tasks and meet essential activity recovery objectives within established timeframes. In order to assist them in meeting the responsibilities as outlined, training will be provided. To maintain this level of awareness and competency all emergency response plans and education continuity plans will be practiced and tested annually by all teams. Department/School Continuity Teams will be responsible for the development, implementation and maintenance of department/school continuity plans. Superintendents will ensure that school continuity plans are coordinated, maintained and current.
5. A component of Saskatoon Public Schools' Education Continuity Plan (ECP) is the division's Emergency Response Plan (ERP). The objectives of this plan are to:
 - Provide for the safety of students, staff, visitors and building occupants while attending our schools or facilities.
 - Document procedures to facilitate decision making and outline roles and responsibilities.
 - Educate building occupants so that emergency response actions can be accomplished in a safe, rapid and orderly manner.
 - Educate occupants on post emergency response procedures.
 - Describe immediate communication procedures.
 - Complement and support division and school-based EC plans.



SPS Emergency Response Command and Control Structure



6. Ideally prevention is the best defense against the occurrence of a disruptive event, but an ERP is critical in all situations to guide responses, coordinate actions and minimize the disruptive and negative impacts resulting from an event.
7. Saskatoon Public Schools' ECP and ERP plans have been developed with intra-organizational and interagency collaboration in order to benefit from expert advice, knowledge of best practices and to secure expected and coordinated responses. A few of the prominent agencies with which Saskatoon Public Schools has collaborated include: Saskatoon Police Service, Saskatoon Fire and Protective Services, City of Saskatoon Emergency Measures Organization and the Saskatoon Health Region.
8. The effectiveness of our response to an event depends upon well-defined procedures and the preparedness of staff to implement those procedures. Employees of Saskatoon Public Schools are expected to be familiar with the Division ECP and ERP. Each school/facility is to have a well-defined and aligned school/facility-specific response plan.
9. Therefore the Team Leader shall:
 - 9.1 establish on a yearly basis a school/facility-based Response Team charged with the responsibility to develop, review, revise and implement emergency plans and ensure that the plans are based on the administrative procedures, guidelines and templates outlined in Saskatoon Public Schools' *Emergency Response Plan*. This team must include the building operator, administrative support staff, and teachers and include at least one representative from the local Occupational Health and Safety Committee. Response Teams are encouraged to invite School Community Council involvement in the review process if deemed appropriate, students may also be involved in the process.



Administrative Procedures Manual ♦ AP 176 – Education Continuity Management and Emergency Response Planning

- 9.2 establish on a yearly basis a school/facility-based Continuity Team charged with the responsibility to develop, review, revise and implement Education Continuity Plans.
 - 9.3 ensure that school/facility-based Emergency Response Plan and the Education Continuity Plan are communicated to all stakeholders.
 - 9.4 exercise the Emergency Response Plan and Education Continuity Plan so that all stakeholders are aware of, and able to respond with, the appropriate responses.
10. In the event that an emergency, disaster, crisis or tragic event occurs, Team Leader shall follow the procedures outlined in the Response Plan. This includes calling appropriate First Responders (i.e. Saskatoon Police Service, Saskatoon Fire and Protective Services, ambulance services), informing their Superintendent of Education/Deputy director and if necessary following tragic events/TERT Procedure Guidelines and accessing TERT resources.
 11. The Team Leader will work closely with the appropriate Superintendent and the Communications Officer in the development of a communication plan in response to a disruptive event. Every effort will be made to provide students, parents and guardians, staff and other stakeholders with prompt and accurate information.
 12. Following an impact assessment, the Education Continuity Leadership Team will determine if the implementation of an Education Continuity Plan is required and if so the Team Leader will implement school/facility-based Education Continuity Plan.
 13. Following a disruptive event, the Team Leader will prepare an incident report that describes the emergency, disaster or crisis, the actions taken, and the required follow-up. This report will be reviewed by the school's Superintendent of Education and the Education Continuity Leadership Team to assess any required changes to school response plans and division protocols.

Reference: Education Act: Section 85 (w)
SPS Risk Assessment (2009)
SPS Tragic Event Procedural Guidelines
SPS Tragic Events: A Resource Guide for Schools
SPS Education Continuity Plan
SPS Emergency Response Plan
Administrative Procedure 310: Safety
Administrative Procedure 313: Fire Safety
Administrative Procedure 364: Canadian Flag Procedures and Protocol
Administrative Procedure 365: Memorials and Memorial Services
Administrative Procedure 367: Student Bullying and Harassment

Date Last Revised: June, 2014



AP 180 – COPYRIGHT

BACKGROUND

The division recognizes the rights of creators and undertakes measures to ensure employees are aware of these rights as required by the *Copyright Act*. Saskatoon Public Schools supports the use of duplicated or reproduced materials to augment the educational learning environment, with the proviso that all pertinent national and international laws are respected and adhered to. To that end, the division has provided schools with copies of the Access Copyright licensing agreement, including the restrictions and exclusion lists that pertain to copyright procedures.

Under no circumstances will the division accept responsibility for any employee who willingly and knowingly contravenes the *Copyright Act* or who copies materials without permission of the authors or publishers excluded from the Access Copyright license, or who violates the Public Performance Rights license.

PROCEDURES

The following is not intended to be a complete list of the rules that apply to copyright law, only to provide some guidelines for the general areas of copyright procedure.

1. Print resources
 - 1.1. Fair Dealing Guidelines
 - 1.2. The following guidelines describe the activities that are permitted under fair dealing in non-profit K-12 schools: Teachers, instructors, and staff members in non-profit educational institutions may communicate and reproduce, in paper and electronic form, short excerpts from a copyright protected work for the purposes of research, private study, criticism, review, news reporting, education, satire, and parody.
 - 1.3. Unless covered by the Fair Dealing Guidelines, all other print duplication must be done with the written permission of the owner of the copyright. For a complete list of the Fair Dealing Guidelines, click on this link: [Fair Dealing Guidelines](#)
For help deciding if something is allowed under fair dealing, click on this link: [Fair Dealing Decision Tool](#)
2. Video Resources
 - 2.1. Videos may be shown on the premises of an educational institution as long as the following five conditions are met:
 - 2.1.1. The showing must take place on the premises of an educational institution.
 - 2.1.2. The showing must be for an audience consisting primarily of students, instructors, or persons directly responsible for setting a curriculum.
 - 2.1.3. The showing must be for educational or training purposes.
 - 2.1.4. The showing must not be for profit.



- 2.1.5. The copy shown must not be infringing or the person responsible for the performance has no reasonable grounds to believe that it is an infringing copy.
 - 2.2. If all five conditions listed in 2.1 above are met, an audiovisual work may be shown for educational purposes without permission from the owner of the copyright. For more information on copyright law and showing videos in the classroom, click on this link: [Copyright Information](#)
3. Computer software and programs
 - 3.1. Individuals must adhere to procedures as outlined in Administrative Procedure 140: Computer / Online Services Responsible Use.
4. Ownership of Copyright
 - 4.1. The division is the owner of materials and/or resources [Works] created by a staff member within the scope of their employment unless there is an agreement to the contrary.
 - 4.2. The director may enter into a written agreement with employees to produce, in whole or in part, a Works for the division. This agreement shall specifically address the ownership of the Works produced and when possible, shall be entered into prior to their creation.
 - 4.3. The director may grant others the right to reproduce work copyrighted by the division. The reproduction must include copyright and give acknowledgement to the authors.
 - 4.4. The division may enter into an agreement with a private publisher to publish division material for sale and distribution.
 - 4.5. Students are the owner of materials and/or resources [Works] created and legal decision-maker permission to reproduce any Works should be obtained if the student is under 16. Student permission is also required if the student is 16 or over. Permission is not required to display student work within the school.
 - 4.5.1 Each school will request and file permissions from legal decisionmaker(s) at the beginning of each school year in relation to public performance/media consent.
 - 4.5.2 Each school will request and file permissions from legal decisionmaker(s) for approval to display any student work outside the school, such as teacher conventions, conferences, public libraries, central office or retail establishments.
 - 4.5.3 The copyright in photographs taken by students for school publications with equipment and supplies provided by the school is the property of the school.



Administrative Procedures Manual ♦ AP 180 - Copyright

Reference: Copyright Act, R.S.C., 1985, c. C-42
Copyright Matters! 5th Edition

Date Last Revised: May 2023



AP 190 – ELECTION OF TRUSTEES

BACKGROUND

Administrative support is required for the Board electoral process.

PROCEDURES

1. At least one month prior to nomination date, the Chief Financial Officer shall publish in the 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 packet is available to them at the Division office. Included in the announcement shall be a message encouraging electors to present themselves for the office of school trustee. The announcement shall take the form of a display advertisement.
2. The Chief Financial Officer shall provide an electronic package of information for candidates. The Division shall arrange for/or cooperate in arranging for a public meeting in each ward prior to the date of election. At this meeting, each available candidate will be given an opportunity to present his/her platform, and provision will be made for a question period.

Reference: *The Local Government Election Act, 2015*
Date Last Revised: October, 2017



AP 200 – STRATEGIC PLAN

BACKGROUND

Saskatoon Public Schools has a strategic plan that is approved by the Board.

STRATEGIC PLAN





Saskatoon Public Schools **STRATEGIC PLAN** 2019-2024

FULFILLING OUR COMMITMENT

RELATIONSHIPS

We will

- foster caring and supportive relationships
- honour diversity
- create welcoming and joyful spaces
- develop and grow community partnerships

EQUITY

We will

- be open to all
- maintain high expectations for all
- enact anti-racist/anti-oppressive practices
- pursue a representative workforce

ACCOUNTABILITY

We will

- respond to student needs through evidence-based practices
- focus on Indigenous student success
- pursue continuous improvement
- ensure safe, caring, and accepting environments



Saskatoon Public Schools
Inspiring Learning



AP 205 – CURRICULUM

BACKGROUND

Saskatoon Public Schools implements a program of studies which meet the requirements of legislation. In addition, the division encourages the development of modified, innovative and/or alternative delivery programs.

PROCEDURES

1. The superintendents of education shall be responsible for the general supervision of the curriculum of the schools and shall have the authority to delegate the implementation and ongoing development of the program of studies to the professional staff.
2. The superintendent(s) of education responsible for curriculum and instruction or designate shall:
 - determine the division's involvement in provincial curriculum initiatives;
 - develop, monitor and evaluate all locally developed and locally modified courses of study and submit them to the Ministry of Education for authorization;
 - post digital copies of locally developed curricula and maintain links to provincial documents.
3. The principal is responsible for:
 - the organization and supervision of the curriculum of the school;
 - ensuring each teacher has access to the appropriate curriculum guides for which the teacher is responsible;
 - a scheduling process that ensures required minutes/hours of instruction for the programs of studies;
 - provision of instructional resources;
 - securing the necessary professional learning and support to ensure teachers have a sufficient understanding of a variety of powerful instructional and assessment models.
4. Teachers shall:
 - implement provincially approved curricula;
 - adapt provincial curricula to meet the needs of students as required using [The Adaptive Dimension for Saskatchewan K-12 Students \(2017\)](#);
 - provide the time allotment for each subject in accordance with the [Registrar's Handbook for School Administrators](#).
5. Upon the recommendation of the deputy director, the director may submit major modification from the provincial curriculum to the Ministry of Education for approval.

Reference: Education Act Section 85 (e) (f), 175(2)(a), 176,
The Education Regulations (2015) Section 30-32
Registrar's Handbook for School Administrators
The Adaptive Dimension for Saskatchewan K-12 Students (2017)

Date Last Revised: January 20, 2020



AP 207 – PILOT PROGRAMS

BACKGROUND

Saskatoon Public Schools may study new programs as pilot projects before they are approved for general implementation in the division.

PROCEDURES

1. All proposed instructional pilot programs shall be reviewed by the director or designate.
2. Schools wishing to implement a pilot program shall submit an application to the coordinator of curriculum and instruction for review. The application will be approved or denied by the appropriate superintendent(s) of education.

Reference:

Date Last Revised: October, 2014



AP 208 – SELECTION OF LEARNING RESOURCES

BACKGROUND

Saskatoon Public Schools selects learning resources to support and enrich the educational program of its schools. The learning resources for schools shall be selected from Core and Additional Resources or bibliography lists accompanying Ministry of Saskatchewan Curriculum Guides. Teachers or teacher librarians may select additional learning resources to support classroom instruction or student interest using the Learning Resource Selection Guidelines from the Ministry and the Learning Resource Selection Guide for Teachers from Saskatoon Public Schools.

PROCEDURES

1. Selection of Learning Resources

- 1.1. The responsibility for the judicious selection of learning resources for use in schools is delegated to professional personnel. These persons should be guided by the lists of learning resources recommended by the Ministry of Education and the division.
- 1.2. The following general principles serve as guidelines for the selection of learning resources.
 - 1.2.1. A variety of learning resources are needed to support individual and group instruction, to permit both teacher-directed and student-directed activities and to meet the varying needs of students and educators.
 - 1.2.2. Learning resources are recommended based on their overall merit and suitability to support curricula.
 - 1.2.3. Learning resources are fair, equitable and supportive of the belief that each individual has value as a human being and should be respected as a worthwhile person. Some resources, however, contain an inherent bias. For example, many classic works of literature and historical documents reflect viewpoints and biases of the era in which they were written or set. These resources may be used to aid in the development of critical thinking. Lessons may be structured to help students recognize the bias, to interpret it within a historical or cultural framework and to relate it to the world of today.
 - 1.2.4. Resources on controversial issues are necessary to support student achievement of particular curriculum outcomes.
 - 1.2.5. All other factors being equal, resources with Saskatchewan or Canadian content receive preference; however, it is also important to consider resources from other countries to represent diverse perspectives, cultures and experiences.
- 1.3. The following general criteria guide the selection of learning resources within schools.
 - 1.3.1. Curricular Alignment
 - 1.3.2. Instructional Design
 - 1.3.3. Content/Format



- 1.3.4. First Nations, Métis and Inuit Content
- 1.3.5. Social Considerations
- 1.3.6. Physical Quality
- 1.3.7. Qualification of Developer
- 1.3.8. Cost

2. General Guidelines of a Learning Resource Challenge

- 2.1. A group or an individual residing within Saskatoon or who have students attending Saskatoon Public Schools are eligible to challenge the recommendation of a particular learning resource despite the care taken to choose engaging material for students and teachers.
- 2.2. Although it is the learning resources which are challenged, the principles of freedom to read/listen/view must be defended as well.
- 2.3. A parent has the right to determine reading, viewing or listening matter for only their own children.
- 2.4. The challenged learning resource shall remain in circulation during the challenge/reconsideration process.

3. Process for Challenge of Learning Resources

- 3.1. If the resource appears on the curriculum website, the group or individual will be directed to contact the ministry who will respond using a defined process.
- 3.2.
 - 3.2.1. If the resource does not appear on the curriculum website, the group or individual shall first contact the teacher or school administration to discuss the reasons for the objection. This meeting is intended to clarify the nature and details of the challenge and attempt to determine a solution. If the challenge is not resolved at the school level, any eligible group or individual may wish to file a formal challenge by completing the Request for Reconsideration of Learning Resources form (Appendix A).
 - 3.2.2. If a challenge comes directly to the school division, a Coordinator: Learning Supports or designate will contact the group or individual to clarify the nature and details of the challenge and attempt to determine a solution. This challenge may be referred to the school level if warranted. If the challenge is not resolved, any eligible group or individual may wish to file a formal challenge by completing the Request for Reconsideration of Learning Resources form.
- 3.3. All formal challenges to learning resources must be submitted to the school principal (or designate) on the Request for Reconsideration of Learning Resources form. The school principal will notify their superintendent of education of the submission.
- 3.4. The superintendent of education for that school shall be informed of the formal complaint and share the Request for Reconsideration of Learning Resources form with the director.



- 3.5. The director may uphold the school/division decision or establish a Challenged Materials Committee. The Challenged Materials Committee shall consist of:
 - 3.5.1. Superintendent of Education (or designate appointed by the director)
 - 3.5.2. Coordinator: Learning Supports
 - 3.5.3. A member of the community at large
 - 3.5.4. A teacher librarian
 - 3.5.5. A teacher, when appropriate
 - 3.5.6. A principal
 - 3.5.7. A student, when appropriate
- 3.6. The Challenged Materials Committee shall
 - 3.6.1. review the information on the Request for Reconsideration of Learning Resources form.
 - 3.6.2. examine the challenged learning resource in its entirety
 - 3.6.3. consult:
 - educational reviews of the resource
 - division support staff and/or
 - community persons with professional knowledge.
 - 3.6.4. weigh values and faults and form opinions based on the learning resource as a whole rather than passages or sections taken out of context.
 - 3.6.5. judge whether it conforms to the principles and criteria guidelines, and
 - 3.6.6. prepare a written report that provides a decision and/or recommendations to the director concerning the suitability of the material for use in schools.
 - 3.6.7. A decision rendered by the Challenged Materials Committee will be presented to the director.
- 3.7. The director will approve, deny or request further information on the committee's decision.
- 3.8. The director will ensure the complainant is notified of the decision.
- 3.9. The decision made by the director is considered binding for the entire school division.



AP 210 – STUDENTS WITH INTENSIVE NEEDS

BACKGROUND

Saskatoon Public Schools is committed to educating students with intensive needs by providing special programming, services and/or facilities as appropriate. The division supports the inclusion of students with intensive needs within the least restrictive environment.

For the purpose of this administrative procedure, the term *students with intensive needs* shall refer to students who meet division and ministry criteria and require intensive supports to access learning.

PROCEDURES

1. The superintendent of education responsible for special education shall:
 - 1.1. ensure the identification of students with intensive needs, in accordance with Section 178 of *The Education Act* and regulations pursuant to that Act.
 - 1.2. determine the nature and scope of programs to be established in special education,
 - 1.2.1. consistent with students' educational needs and abilities
 - 1.2.2. based on the philosophy of the least *restrictive environment*
2. Referrals pursuant to Section 178 of the *Education Act* shall be made by the principal of the school to the coordinator of special education.
 - 2.1. When students are referred to the coordinator of special education to receive intensive supports, such referrals will be in writing describing the reasons for such intensive supports. Following receipt of the referral, the coordinator of special education shall, in consultation with the principal, teacher, other school division personnel and parent(s) or guardian(s), determine the intensive supports required. Decisions shall be communicated to the principal, teacher, other division personnel and parent(s) and/or guardian(s).
 - 2.2. The coordinator of special education, in cooperation with the respective principal, teacher, other division personnel, parent(s) or guardian(s), initiates and facilitates the inclusion of students with exceptional needs in the least restrictive environment as appropriate.
3. Safety Planning
 - 3.1. For students who require supports to address safety concerns, a Safety Plan shall be completed at the transition meeting with the family upon entry to the school. Safety Plan templates are available in the Transition Handbook, Special Education Department.
 - 3.2. The school and Special Education department, in consultation with the parents/guardians may recommend the use of assistive technology (e.g. reflective vests, gait belts, tethers, tracking devices) as part of the Safety Plan for students who are considered to be a flight risk (runners).
 - 3.3. There may be times where an alternate recess/lunch break and/or alternate location in the school for these breaks is the best option to safely support students.



Administrative Procedures Manual ♦ AP 210 – Students with Intensive Needs

- 3.4. In cases where all elements of the Safety Plan cannot be fully implemented or more information is required, the entry of the student to the school may be delayed or a graduated introduction to the school and/or schedule may be adjusted.
- 3.5. Safety Plans shall be shared with staff members and substitute staff who need this information to do their job and ensure safety for the child(ren). In some cases, this may include the entire staff. Consideration should be given to posting pictures with pertinent information in a secure location in the school or on the staff portal.
4. The coordinator of special education, in consultation with school based and other division personnel and parent(s) or guardian(s), ensures regular monitoring, evaluation, and adjustment of special education programming in the division.
5. All new programs and significant changes to current special programs for students with intensive needs shall require prior approval of the director before being implemented.

Reference: Section, 178, Education Act
Regulations 54, 55, 56
Transition Handbook, Special Education Department, Saskatoon Public Schools

Date Last Revised: September 10, 2018



AP 211 – PHYSICAL EDUCATION PROGRAM: SAFETY GUIDELINES

BACKGROUND

Saskatoon Public Schools is committed to maintaining a safe environment for all students and staff. Physical activity contributes to students' physical, academic and social well-being and thus is an important part of the educational program. The physical education program is deemed to include those physical activities, developmental games and sports that occur in instructional time during the school day. The Division recognizes that no activity is entirely risk-free. The potential benefits and risks of a particular activity must be weighed to determine the appropriateness of the activity.

The Director or designate will prescribe practices and procedures to ensure reasonable standards of care for the safety of students during physical activities, developmental games and sports undertaken within the physical education program.

PROCEDURES

1. Safety Guidelines

- 1.1. Superintendent of Education responsible for Curriculum and Instruction shall be responsible for the development of safety guidelines to be applied within the physical education program.
- 1.2. The safety guidelines suggested in *A Safety Handbook for Physical Education: Saskatoon Public Schools* shall apply to all physical activities, developmental games and sports that occur in instructional time during the school day. Guidelines suggested in *The Yellow Book: Outdoor Education Guidelines for Student Travel, Canoeing, Cycling, Waterfront and Camping; Saskatoon Public Schools* shall apply to outdoor education activities and programs.
- 1.3. Schools are encouraged to consider instructional alternatives to reduce risk in all physical activities. The potential benefits to students of a particular activity should outweigh the potential risks.
- 1.4. Any sport that is deemed high risk in *A Safety Handbook for Physical Education: Saskatoon Public Schools* shall not be implemented in a school without the prior authorization of the Principal.
- 1.5. Sports and physical activities which are not recommended for in-class activity or physical activities not included in *A Safety Handbook for Physical Education: Saskatoon Public Schools* shall require the prior approval of the Superintendent of Education responsible for Curriculum and Instruction and shall require parental consent for student participation.

2. Equipment Safety

- 2.1. Teachers shall require students to wear safety and protective equipment as indicated in *A Safety Handbook for Physical Education: Saskatoon Public Schools*.
- 2.2. The Principal shall have general responsibility for ensuring satisfactory conditions of playground, gymnasium, and personal protective equipment.



Administrative Procedures Manual ♦ AP 211 – Physical Education Program: Safety Guidelines

- 2.3. The Maintenance Services Branch and the Caretaking Services Branch of the Facilities Section will respond directly and expeditiously to requests made by or on behalf of the Principal to address safety concerns.
 - 2.4. The Principal shall ensure that a supply of first aid materials is available in the school.
3. Instruction
 - 3.1. Teachers shall provide appropriate instruction regarding safety procedures and precautions related to specific physical activities, developmental games and sports.
 - 3.2. Teachers shall provide instructional activities which are appropriate to the skill and developmental level of the students and shall be guided by Division safety guidelines, and specific approved activity/sport manuals.
4. Supervision
 - 4.1. Supervision shall be provided that is appropriate to the risk level of the activity, the participants' skill level, and the participants' age and maturity.
 - 4.2. All third-party instructors/supervisors shall be qualified and a teacher shall be present and in charge at all times unless the individual has been approved by the Principal.
 - 4.3. Students shall not be the sole supervisors of any physical activity in the physical education program.
 - 4.4. The Principal shall maintain current medical information on file for all students.
 - 4.5. Regulations cited in Administrative Procedure 310: Safety shall apply to emergencies and accidents.
5. Clothing and Footwear
 - 5.1. Teachers shall be guided by recommendations and requirements for appropriate clothing, footwear, sun protection and jewelry as indicated in *A Safety Handbook for Physical Education: Saskatoon Public Schools*.



AP 220 – SPECIAL PROJECT CREDIT

BACKGROUND

Saskatoon Public Schools recognizes three Special Project Credit per student for out-of-school initiatives, on the basis of work proposed and completed by an individual student.

PROCEDURES

1. A Special Project Credit may include:
 - 1.1. External programs previously credited by Ministry of Education
 - Western Board of Music (Edmonton);
 - cadet training;
 - 1.2. Work proposed and completed by individual students outside the regular and extra-curricular program.
2. General Requirements
 - 2.1. 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.
 - 2.2. A Special Project shall be used up to three times as electives to meet the 24-credit requirement at the secondary level.
 - 2.3. Students shall undertake the course during the year in which they are applying for the Special Project credit.
 - 2.4. The course designation (10, 20, 30) shall be determined by the year of completion of the project.
 - 2.5. Past completion of a course shall not qualify for a Special Project credit.
3. Application and Monitoring
 - 3.1. Students shall submit a clearly planned project proposal.
 - 3.2. The course shall be approved and evaluated by the principal.
 - 3.3. The project proposal shall be approved prior to the student beginning the project. The Special Project will be approved by the supervising teacher and the Principal and shall be carried out under the supervision of the teacher. In the event the project lies outside the expertise of the supervising teacher, a mentor acceptable to both the student and the supervising teacher shall be involved in the supervision, reporting, and evaluation of the project.
 - 3.4. The project shall qualify as part of the minimum required course load during one academic year.
 - 3.5. Provisions of the Work Education Guidelines for coordination and monitoring shall apply when a project requires a student to be off campus.



Administrative Procedures Manual ♦ AP 220 – Special Project Credit

- 3.6. A copy of each Special Project and accompanying documentation shall be kept on file at the school for a minimum of five years.
- 3.7. The coordinator of curriculum and instruction shall annually monitor the number and type of Special Project credits applied for and awarded in each academic year.

Reference: [Special Project Credit](#)
Date Last Revised: March 22, 2017



AP 221 – COURSE CHALLENGE

BACKGROUND

Some students are able to demonstrate a high level of achievement of the learning objectives of a particular course without spending the required hours enrolled in the course. The Ministry of Education allows students to challenge a maximum of two provincially-developed courses at the 10 or 20 level for credit and to demonstrate the course requirements through a rigorous and comprehensive challenge process in order to move on to further learning.

PROCEDURES

1. In keeping with The Ministry of Education guidelines, the following restrictions apply:
 - 1.1. To challenge a course, the student must be enrolled in the division.
 - 1.2. Students registered in home-based education with the division may challenge a course only if they are using the 24 credit option for graduation.
 - 1.3. Only provincially-developed courses at the 10 and 20 level may be challenged.
 - 1.4. Each student may challenge a maximum of two courses.
2. General Requirements
 - 2.1. Students requesting to challenge a course shall be provided with a *Request to Challenge a 10 or 20 Level Provincially-Developed Course Form* and an outline of the course challenge process including course objectives, required evidence that demonstrates readiness to challenge, and assessment strategies to be administered in the course challenge process. The requested materials will be provided by a committee composed of the teacher and principal.
 - 2.2. A variety of assessment techniques that measure the level of student attainment of course objectives shall be included in the course challenge process.
 - 2.3. Students shall attain a minimum of 80% through the course challenge process in order to be granted credit. The percentage mark attained will be recorded on the student's transcript.
 - 2.4. Students who are not successful in the course challenge process shall not be permitted to challenge the same course a second time. In order to receive a credit for the course, these students will be required to register in and successfully complete the course.
 - 2.5. The school shall administer the course challenge process within the Ministry of Education, Course Challenge: policy and procedures and the Saskatoon Public Schools Course Challenge Process.
 - 2.6. A teacher who has previously taught the course at least twice shall administer the course challenge process.
 - 2.7. Only courses offered within the division within a current school year may be challenged.
 - 2.8. Students registered in home-based education with the division will request access to the course challenge process through the resource teacher for home-based education.



Administrative Procedures Manual ♦ AP 221 – Course Challenge

Reference: Course Challenge Process: Policy and Procedure (1998)
Course Challenge Process: A handbook of guidelines and procedures (1999)
Date Last Revised: October, 2014



AP 222 – APPRENTICESHIP CREDIT

BACKGROUND

Saskatoon Public Schools supports the value of Apprenticeship credits to encourage smooth transitions and on-time grade 12 graduation for students. To meet the credit requirements for graduation the following conditions must be met:

- The student is registered in a Saskatoon Public Schools collegiate
- The student is employed under the supervision of a journey person or equivalent
- The student is employed in a trade in which the hours worked are eligible for apprenticeship credit and those hours are documented
- The student learning is documented and the safety of the worksite is assured

Student may earn up to four Secondary Level Apprenticeship credits on the basis of work proposed and completed by the student. The Apprenticeship credits shall be named Apprenticeship A20, B20, A30, and B30 and may be used to fulfill the requirements for graduation. Granting of credit for approved apprenticeships recognizes student achievement in trades outside of the regular Secondary Level program. The apprenticeship need not be related to a specific school subject.

- Apprenticeship credits may be used to meet the Practical and Applied Arts/Arts Education credit requirement or as electives to meet the 24 credit requirements at the Secondary Level.
- Apprenticeship credit(s) may be used up to four times as electives to meet the 24 credit requirement or once to meet the Adult 12 requirement at the Secondary Level.

Students will be granted one credit for a minimum of 100 hours of trade experience hours eligible for Form 6A submission to the Saskatchewan Apprenticeship and Trade Certification Commission on the approval of the principal.

PROCEDURES

1. The application for Apprenticeship credits must be in place and approved prior to the student beginning the work for which he/she will receive credit.
2. The principal and/or designate, in consultation with the student, will identify and secure a teacher supervisor who will supervise the apprenticeship.
3. Students are required to submit a clearly planned proposal to the principal for approval. The proposal shall include:
 - 3.1. Evidence of employment in a trade including name, address, contact information of employer, and supervising journey person.
 - 3.2. A description of the trade-related work.
 - 3.3. The number of hours of work expected to complete the credit (minimum 100 hours).
 - 3.4. Documentation of the hours actually worked and related skills learned or activities completed.



- 3.5. The evaluation procedures jointly developed by the student, supervising teacher, and employer.
- 3.6. The expected completion date.
- 3.7. The name of the supervising teacher.
4. The school division shall retain a copy of each Apprenticeship credit application on file for a minimum of five years with the Coordinator, Curriculum and Instruction. The Coordinator, Career Education, will make final approval of the Apprenticeship credit application. Copies of Form 6A will also be kept on file if submitted.
5. When a project takes a student off-campus, the provisions of the Work Study Guidelines for coordinating and monitoring shall apply, as appropriate. Ensuring completion of said guidelines is the responsibility of the principal or designate.
6. Schools shall establish procedures to communicate to parents and students the availability, procedures, outcomes and assessment strategies for Apprenticeship Credits.
7. Students who successfully complete projects will be granted one credit for a minimum of 100 hours of work on the approval of the principal.
8. The registration and mark shall be submitted to Ministry of Education in the same manner as for other courses of study.
9. All Apprenticeship credits shall comply with Ministry of Education policy.

Reference: Saskatchewan [Apprenticeship Credit Policy](#) (2015); [Saskatchewan Trades](#)
Date Last Revised: May 8, 2017



AP 223 – DUAL CREDITS

BACKGROUND

Saskatoon Public Schools supports dual credits to encourage smooth transitions and on-time grade 12 graduation for students. The *Ministry of Education Dual Credit Initiative* is defined as follows:

Dual credit programs are ministry-approved programs that allow high school students to take post-secondary courses and/or well defined programs offered by other entities and earn credits towards the Saskatchewan Ministry of Education Grade 12 program standing. Students may also get recognition for secondary level courses from post-secondary institutions.

PROCEDURES

1. All dual credit opportunities must be approved by the Ministry of Education. For the most up to date list please visit the Ministry of Education website.
2. Dual credit recognition will only be provided for students that are currently enrolled in a Saskatchewan secondary school (i.e., a student who attends a post-secondary school cannot request recognition for secondary level credits to be added to their secondary level transcripts).
3. Any course or program for which a secondary level credit is being sought must be approved prior to commencement of the course. No secondary level credits will be awarded retro-actively if the course or program is started prior to the approval by the Ministry of Education.
4. Adult students may apply to have post-secondary credit recognition used towards the completion of the Adult 12 program.
5. There will be no indication on the ministry official transcript or on documentation from the post-secondary institution or other entity that the credit was obtained as a dual credit course.
6. The suitability of a student to enroll in a course or program will be determined by the post-secondary institution or other entity. These criteria may include, but not be limited to, age and grade criteria.
7. School administrators/school counsellors will:
 - a. Promote dual credit opportunities and assist students in the registration process (process may vary depending on post-secondary institution and /or other educational entity).
 - b. Determine how the student will complete the dual credit (online, in a blocked off afternoon without scheduled high school courses etc.).
 - c. Submit a list of students intending to attempt dual credits to the Coordinator, Curriculum and Instruction 9-12 at the beginning of each semester.
 - d. Determine the final mark and ensure it is submitted to the Ministry.
 - e. Report the mark on each secondary dual credit to the Coordinator, Curriculum and Instruction 9-12 in June of each year.
8. Coordinator, Curriculum and Instruction 9-12 will:
 - a. Support schools in understanding the dual credit process.



- b. If applicable, complete forms needed by post-secondary in regards to funding.
 - c. Document the number of students completing dual credits each year and archive records for five years.
 - d. Ensure the instructors, if not certified teachers, meet the school division's requirements for criminal record checks.
9. This opportunity is only available for students who have not yet attained their grade 12 standing. Those students who have graduated and those students over the age of 21 are not eligible for this subsidy.

FUNDING

1. Please note that funding of the course is the responsibility of the student.



AP 230 – ALTERNATIVE DELIVERY PROGRAMS

BACKGROUND

Saskatoon Public Schools may approve alternative delivery programs in keeping with the Board of Education's approved delivery of services model (December 15, 2004).

PROCEDURES

1. Alternative delivery programs demonstrate a significant difference in one or more of the following aspects:
 - 1.1. location of learning;
 - 1.2. time for learning;
 - 1.3. relationships for learning, and
 - 1.4. curriculum and instructional approaches to learning
2. Alternative delivery programs shall be consistent with the Division's strategic direction and shall meet the requirements of legislation.
3. Proposals for alternative delivery programs shall be made to the appropriate Superintendent of Education.
 - 3.1. Prior to the implementation of alternative delivery programs, the superintendent shall:
 - when required by legislation, submit the proposed alternative delivery programs to the Board for its approval;
 - when required by legislation, submit the program approved by the Board to the Minister of Learning for approval.
4. The Principal of the school shall be responsible for the delivery, supervision, and evaluation of alternative programs



AP 240 – DRIVER EDUCATION

BACKGROUND

Saskatoon Public Schools approves the provision of education and training programs to eligible students in the elements of safety and competence in the operation of motor vehicles, such program to be consistent with legislation.

PROCEDURES

1. Instructors are expected to devote to the majority of their day to training or instruction with students.
2. The instructional year is comprised of regular school days each year together with summer months, except for four weeks of vacation.
3. The Manager of Driver Education shall schedule the program in the schools as required following consultation with the school's administration.

Reference: Section 189, Education Act
Regulations 53, 54, 55, 56
Date Last Revised: October, 2017



AP 250 – HOME-BASED EDUCATION

BACKGROUND

Saskatoon Public Schools recognizes the legal right of parents to educate their children at home, subject to the provisions of the *Education Act*.

PROCEDURES

1. Home-based education program means an education program:
 - 1.1. that is provided to a student who has attained the age of six years but has not attained the age of 18 years;
 - 1.2. that is started at the initiative of and is under the direction of the parent or guardian of the student;
 - 1.3. in which the student is receiving instruction at and from the home of the student.
2. The home-based education teacher shall invite home-based educators to an initial meeting to discuss matters relating to the home-based educational program including annual progress reports and the services and resources provided by the division.
3. The home-based education teacher will:
 - 3.1. monitor home-based education programs;
 - 3.2. provide educational consultation to home-based educators;
 - 3.3. assess progress on educational plans; and
 - 3.4. develop remedial instruction plans in collaboration with home-based educators.
4. The home-based education teacher may, if requested by the home-based educator, provide materials, information, equipment and access to facilities and selected curricular programs for the purpose of enhancing home-based education programs. When a school has raised funds for an out-of-class activity, the home-based student shall pay the full cost of the school activity on a pro-rata basis. Fees required as part of an elective course shall be paid to the school by the home-based educator.
 - 4.1. Home-based educators can apply for student reimbursement for expenses as stipulated by Board motion. Such expenses are related to the purchase of educational resources and/or supports, the reimbursement is issued in May of each year.
 - 4.2. The division will provide home-based educators with access to textbooks available in the Textbook Centre.
 - 4.3. The division will provide home-based educators with access to common educational resources, such as libraries.
 - 4.4. The division will provide home-based educators with access to individual elective courses: languages, band, music, practical and applied arts, etc.



- 4.5. The division will provide home-based educators with access to education and training in the operation of motor vehicles.
- 4.6. The division will provide home-based educators with access to guidance and counselling services, upon request. Such access shall be made through the principal at their neighbourhood school.
- 4.7. The division will provide registered home-based students with access to participation in extra-curricular, cultural, and athletic programs in the school/collegiate in their neighborhood subject to available space and resources. Arrangement for such participation shall be made through and approved by the principal. Home-based students involved in these programs will abide by the expectations and regulations of the school and will be assessed any fees associated with these programs.
- 4.8. The division will provide home-based educators with access to the use of school facilities for meetings with other home-based educators. Arrangements for such meetings shall be made through the principal.
- 4.9. The director or designate may assign special education staff to provide a special needs assessment as required by provincial regulations.
- 4.10. Home-based students wishing to access courses through SaskDLC:
 - Home-based students can access as many online SaskDLC courses as they wish.
 - Home-based education students who access one or more online courses through SaskDLC are not eligible for the reimbursement for expenses stipulated in 4.1.
5. Home-based education programs will be registered by the home-based education teacher if they are in accordance with the *Education Act* and Regulations.
6. Decisions regarding the access of home-based students to individual elective courses and guidance and counselling services shall be made by the principal. Requests for such access shall originate with the home-based education teacher.
7. Disagreements relating to home-based education programs shall be resolved in accordance with Regulations 17 and 18 of the Home-Based Education Program Regulations.



AP 261 – OUT OF PROVINCE AND INTERNATIONAL STUDENT TRAVEL

BACKGROUND

In recognizing the educational opportunities derived from student travel, our division approves student travel, both in Canada and outside its boundaries, for students pursuant to these administrative procedures.

The division makes no grants towards the support of such projects, nor does the division pay the salary of substitutes for teachers who may be accompanying students who are travelling. Consideration should be made to provide equity of travel opportunity for all students interested in participating. With safety being our first priority, it must be paramount in the planning of all student trips.

For the purposes of this administrative procedure, the division defines “student travel” as trips outside the province of Saskatchewan and/or international travel.

PROCEDURES

1. The division has the authority to cancel any school-organized travel.
2. All student travel organized under the auspices of the division must have the approval of the superintendent responsible for student travel. It is expected student travel time shall normally occur during school breaks.
3. The principal of the school must ensure that the following conditions can be met before recommending student travel:
 - 3.1. only students registered in the school division will be considered;
 - 3.2. the educational benefits from such travel will complement the regular school program and align with curricular outcomes;
 - 3.3. the students will suffer no serious loss in their basic educational program normally provided through the school;
 - 3.4. the proposed travel has the approval of the parents or guardians of the students concerned;
 - 3.5. other staff members whose teaching responsibilities may be affected by the absence of the students and teachers who will be travelling have been consulted and show a willingness to support the proposal;
 - 3.6. adequate provision will be made for the accommodation, supervision and welfare of the students and staff travelling; and,
 - 3.7. adequate and appropriate insurance is provided to protect the students, teachers and division in the event of the accident;
4. The division is not responsible and cannot provide insurance for any terrorism-related incident that occurs during student travel.
5. Staff members leading a student travel excursion must review the Student Travel Emergency Response Plan.



6. The principal must follow the two-step student travel process: Part A is the application for student travel and Part B is the finalized travel plan following approval. For further clarification on the application process, contact the superintendent responsible for student travel. The principal shall submit the Part A form to the superintendent responsible for student travel following the designated timelines.
 - 6.1. Part A for student travel within Saskatchewan must be received six weeks prior to travel date, school calendar permitting.
 - 6.2. Part A for student travel outside Saskatchewan or internationally must be received four months prior to travel date.
7. Following the preliminary approval of Part A, the superintendent will require the completion of Part B to be provided by the principal, which shall include the following:
 - 7.1. an itinerary of the proposed travel, which specifically identifies times, place and modes of travel;
 - 7.2. a list of persons or agencies who have accepted responsibility for developing the trip;
 - 7.3. a breakdown of anticipated costs (i.e., fares, passports, meals, spending money, accommodation, deposits required, etc.);
 - 7.4. a list of chaperones and their job descriptions or relationship to the school system, qualifications as leaders or chaperones of the proposed trip and valid criminal record check;
 - 7.5. a list of participants indicating their grade level, home address and telephone number;
 - 7.6. a statement of anticipated educational benefits including pre-travel and post-travel educational activities, and anticipated trip highlights;
 - 7.7. an indication that the principal has been involved in all steps of the planning;
 - 7.8. an indication of parental involvement to date or an indication of anticipated parental involvement;
 - 7.9. a statement that insurance is in place for all participants;
 - 7.10. a statement of regulations governing student behaviour; and,
 - 7.11. Completion of Part C: Student Travel Emergency Response Plan, if necessary.
8. The superintendent, upon receipt of the Part B form, shall review the request and determine if there is any follow-up required.
9. After superintendent approval has been received for the Part B Form, the principal shall arrange for a meeting of parents, students, chaperones and travel leaders to review the total package submitted and additional information as deemed necessary. For a school program travelling multiple times during a school year, one meeting with parents/guardians is sufficient, along with appropriate follow-up communication. Printed copies of the actual request should be available and should be discussed in its entirety.
10. The principal shall ensure that parental consent forms are signed by parents/guardians and students involved in the trip. This consent form details the expectations for all participating in the trip.
11. Any organization of a trip through an external travel agency or group must be done in coordination with the Manager of Purchasing and align with the division's tender process (refer to AP 515: Purchasing). The principal must explain to all stakeholders that in some extenuating circumstances,



student travel may be altered or cancelled due to significant natural/environmental, health, human or technological events. Such decisions are under the purview of the division.

12. The principal and staff members organizing the trip are responsible for monitoring travel alerts and warnings that may be issued by the [Government of Canada](#) pertaining to the destination.
13. Staff members cannot be benefitting personally from student travel. Any issue arising from this requirement will be brought to the attention of the Superintendent of Human Resources. This excludes staff members leading division supported trips who would have their travel expenses covered.
14. The school division does not condone any student travel that is organized by a third party entity and is not based on curricular outcomes. Staff members participating in such trips will not be supported by the school division.
15. For staff members choosing to participate in trips organized by a third party entity and not support by the division, the following guidelines must be adhered to:
 - 15.1. No school division staff members can be marketing such trips or organizing them on school division property.
 - 15.2. Staff members cannot be approaching students on school property to solicit interest in a non-school based trip.
 - 15.3. The school division accepts no responsibility for the planning and execution of a non-school based trip.

Reference: Section 179, Education Act
 Saskatoon Public Schools Education Continuity Plan

Date Last Revised: October 15, 2018



AP 290 – RESEARCH STUDIES

BACKGROUND

The board recognizes the role of valid research and other projects in the development of educational theories and practices, and acknowledges the need of researchers to work within schools. Research is the systematic examination of particular phenomena through collection, analysis and reporting of qualitative and/or quantitative data. Research also has a variety of purposes including (i) academic (i.e. post-secondary faculty, graduate or undergraduate students, and research associates); (ii) program evaluation (may be internal or external); and (iii) professional growth.

PROCEDURES

1. Research for academic purposes (including post-secondary coursework) and/or research conducted by/for external agencies must be reviewed according to this administrative procedure. External sharing of internal data by employees is not subject to this administrative procedure but should be authorized by the appropriate superintendent in advance.
2. Due to the numerous demands placed on Saskatoon Public Schools, we are unable to comply with every research request.
3. There are periods during the year, during which requests for access to students and/or staff will typically not be accommodated. These times are:
 - 3.1. the month of September;
 - 3.2. the two weeks just before the December break;
 - 3.3. the month of June;
 - 3.4. the two weeks immediately prior to student reporting periods at the elementary level and the two weeks immediately prior to the semester end at the secondary level. These vary slightly from year to year, and specific information is available by communicating with the school administration involved or calling the superintendent in charge of research studies, and;
 - 3.5. during the summer months of July and August.
4. All proposals to undertake research within the school division shall be submitted to the superintendent of education responsible for research studies according to the following deadlines:
 - 4.1. October 10 for research commencing November 1.
 - 4.2. February 10 for research commencing March 1.
 - 4.3. May 10 for research commencing October 1 of the following year.
5. Before research projects are considered for approval, they must be sponsored and supervised by (i) a recognized post-secondary educational institution, (ii) a recognized research institute or (iii) co-sponsored by the school division and partner organizations.
6. The superintendent of education responsible for research studies shall establish a Research Review Committee to review research proposals.



7. The committee will be composed of a minimum of:
 - 7.1. superintendent of education responsible for research studies (chair),
 - 7.2. one coordinator or consultant,
 - 7.3. one elementary principal and
 - 7.4. one secondary principal.
 - 7.5. The Research Review Committee may also call upon additional members appropriate to the subject and/or methodology of the proposed research.
8. The following criteria will be used in reviewing research requests:
 - 8.1. all research applications must adhere to the policies of the [Tri-council policy statement](#) regarding research involving humans;
 - 8.2. the study shall have recognizable value to the school division and/or to education in general;
 - 8.3. the content of any proposed questionnaire or survey instrument should be considered appropriate to staff, students, or parents;
 - 8.4. the involvement of students or teachers shall not require an unreasonable amount of time or be disruptive to the learning environment;
 - 8.5. there must be a willingness from the school principal and the specific subjects to participate in the study
 - 8.6. the breadth and depth of research studies planned or underway in the school division at the time of the request.
9. The committee shall review proposed research and make recommendations to approve, approve with revisions, or deny approval of the proposed research project.
10. If the Research Review Committee supports the research, the superintendent in charge of research studies will inform the researcher by letter that the request has been approved and indicate any terms and conditions regarding the research project. The researcher is then responsible for contacting the appropriate school principal and potential participants to work out the details with respect to the research process. (Please note: the school principal(s) make the final decision with respect to whether the proposed research can proceed in his/her school.) The researcher must provide the school principal with a copy of the approval letter.
11. It is expected that the researcher will notify the superintendent in charge of research studies of any changes they intend to make that differ from the information provided in the application form.
12. Research projects may be terminated at any time if the guidelines established for the study have been violated.
13. Upon completion of the study, the researcher shall submit to the superintendent of education responsible for research studies a report describing the project and the findings.
14. The researcher will be under the jurisdiction of the administration and the principal of the school selected for research in terms of his/her conduct while working in the school.
15. All students under the age of 18 must have parental consent to participate in a research project. Tape recordings, pictures, films, or videotape recordings of student performance shall not be made without the written consent of parents.



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16. Staff members who agree to participate in a research study must sign an appropriate consent form and be informed that they may withdraw from the study at any time without penalty.
17. The confidentiality and anonymity of individuals and schools shall be ensured.
18. Saskatoon Public Schools, as an entity, shall be assured of confidentiality and anonymity unless otherwise approved.

Date Last Revised: February 2024



AP 300 – ADMISSION OF STUDENTS TO SCHOOL

BACKGROUND

Saskatoon Public Schools makes educational programs available to resident students who are of legal age to attend school. Resident students are those whose parents/guardians live within the boundaries of the school division. Students whose parents live outside the boundaries of the school division but within the province of Saskatchewan may be allowed to attend school at the discretion of the school division.

PROCEDURES

1. Every 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 in which he/she resides and to receive instruction appropriate to his/her age and level of educational achievement. Furthermore, no school official shall deprive or attempt to deprive a student of access to services approved and provided by the division. For information on non-resident students please see Administrative Procedure 301. For information on registering students from outside the school attendance area, please see Administrative Procedure 306.
2. Kindergarten Registration:
 - 2.1 For the 2024-2025 school year, children will be eligible for kindergarten if they reach the age of five on or before January 31st of that school year.
 - 2.2 As of the 2025-2026 school year, children will be eligible for kindergarten if they reach the age of five on or before December 31st of that school year.
3. The director or designate shall be responsible for the general supervision of student admission to schools.
4. In case of dispute over the admission of a student to a particular program, the deputy director shall be authorized to determine the program to which the student shall be admitted.
5. Where a student enrolls in a school for the first time, the principal shall require the student to submit documentation verifying age and residency. Normally, verification of age and residency is provided at the time of registration.

The following documents may be used to verify a student's age:

- Certificate of birth,
 - Baptismal certificate,
 - Passport, and
 - Saskatchewan health services card or equivalent.
6. The principal shall be responsible for the decision on the admission of students to school. Principals shall be authorized to assess, collect, and record such information as required for the admission of students to school.



AP 301 – NON-RESIDENT STUDENTS

BACKGROUND

Non-resident students, as defined in the *Education Act*, may be admitted to the Division in accordance with these procedures and subject to any agreements made by the Division.

DEFINITION

As defined in Section 173(1) of the *Education Act*, "A non-resident is a person whose declared place of residence is outside the boundaries of the division in which that person seeks or is provided with educational services."

PROCEDURES

1. Non-Resident Students from within Saskatchewan.
 - 1.1. The Student Information Services Manager shall identify all pupils who reside outside the boundaries of the school division and report such students to the Chief Financial Officer.
2. Non-Canadian Students
 - 2.1. The Newcomer Student Centre will verify the eligibility of all students who are not Canadian citizens, including those who register from outside Canada and within Canada. Staff will provide an orientation and assist with the documents required for registration of those students. If the student speaks English as an additional language, the Newcomer Student Centre will conduct a language assessment.
 - 2.2. Non-Canadian students may be registered as one of the following:
 - 2.2.1. Students (who are not Canadian citizens) accompanying their parent/legal guardian who have been granted study permits or work permits may be registered in schools. Minor students (under 18 years of age) are not required to have a study permit. Parent/legal guardian study permits will be accepted only if the following criteria are met:
 - 2.2.1.1. The parent/legal guardians' study is documented for at least one year,
 - and
 - 2.2.1.2. The area of study is not limited to English as an Additional Language.
 - 2.2.2. Students with permanent resident status who have established residence in Saskatoon with their parent or legal guardian shall be considered resident students.



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- 2.3. Students who do not meet the criteria in 2.2 may apply to study as an international student. A tuition fee must be paid before the student is permitted to register at the school.
- 2.4. The Chief Financial Officer or designate, shall be responsible for the determination of the "residency" status of students wishing to register in the schools of the Division.

Reference: Section 142, 171, 173, Education Act Regulation 20
Date Last Revised: May 18, 2022



AP 305 – SCHOOL ATTENDANCE AREAS

BACKGROUND

The Director of Education shall establish and/or alter school attendance areas. Elementary school attendance areas are defined below. Secondary schools do not have defined attendance areas.

PROCEDURES

1. ELEMENTARY SCHOOLS – ATTENDANCE AREAS

The following map identifies attendance areas for elementary schools. Students have a choice of schools which they may attend, subject to:

- this administrative procedure.
- Administrative Procedure 306: Choice of Schools.

Click on the following link and scroll to Elementary School Attendance Areas

<http://www.saskatoonpublicschools.ca/registration/locator/Pages/default.aspx>

2. ASSOCIATE SCHOOL AND ALLIANCE SCHOOLS ATTENDANCE AREAS

2.1. Charles Red Hawk School

Attendance area open for students from kindergarten to grade four. Students from grades five to eight may attend a Saskatoon Public School.

2.2. Saskatoon Misbah School

Attendance based on family application and approval from the board of the Saskatoon Misbah School.



AP 306 – CHOICE OF SCHOOLS

BACKGROUND

Students living within a given school attendance area will normally attend the school within that area. Parents or guardians may, however, request that their child attend a school outside the home attendance area.

Decisions relating to these requests will be made in accordance with the following procedures:

PROCEDURES

1. School boundaries shall be open and reviewed annually to reflect circumstances that may require adjustment of this status by the Superintendents of Education.

Currently, there are two elementary schools with closed boundaries. Attendance boundaries can be found [here](#)

These schools are:

- 1.1. Ernest Lindner School and Chief Whitecap School
2. Requests for permission to register an elementary student outside the home attendance area after September 30th shall be at the discretion of the Principal. Factors that the Principal may consider in attempting to accommodate parent requests may be:
 - size and complexity of the class to receive the transfer;
 - reason for the request;
 - ability to provide services appropriate to student needs. This may include consultation with their Superintendent of Education.

Factors that will not be taken into consideration include the prohibited grounds of the Saskatchewan Human Rights Code:

- religion;
- creed;
- marital status;
- family status (parent-child relationship) marital status sex (including pregnancy);
- sex;
- sexual orientation;
- disability (mental and physical);
- age (18 or more);
- colour;
- ancestry;
- nationality;
- place of origin;
- race or perceived race;
- receipt of public assistance; and
- gender identity.



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3. Except for new students, resident students shall specify by March 15 of the year preceding the beginning of the next academic year, the secondary school they plan to attend and notify the secondary school of their choice.
4. For students with exceptional needs the principal shall consult with the appropriate Superintendent of Education to determine the appropriate placement.
5. Students who have not graduated and are 21 years of age on or before September 30th, are eligible to study for the entire school year at no cost.
6. Students who have graduated and are 21 years of age on or before September 30th, are eligible to enroll in two credit courses at no cost provided they are registered and attending at least one class by September 30th.
 - 6.1. Students in this category will be required to pay tuition for additional classes.
 - 6.2. Students in this category who register after September 30th will be required to pay tuition.
7. Programming is not provided for students 22 years of age or over on or before September 30th.

Reference: Section 85(g), 186, Education Act
 Saskatchewan Human Rights Code

Date Last Revised: March 14, 2022



AP 307 – STUDENT ACCESS TO SCHOOL PREMISES

BACKGROUND

Saskatoon Public Schools shall be open to students in accordance with these procedures.

PROCEDURES

1. Student access to a school and the implementation of the following procedures shall be the responsibility of the principal in consultation with their area superintendent.
 - 1.1. Building operators are expected to have designated exterior doors open to students a minimum of 30 minutes prior to the start of the school day and closed 30 minutes after the conclusion of the school day. School administration will communicate with the building operator when school and community programming impacts standard hours of operation. Joint-use facilities will refer to their agreement.
 - 1.2 Parents wishing to have students given access to an elementary school on a daily basis before 8:30 a.m. must obtain approval from the principal.
 - 1.3 Student activities before commencement of school's instructional day and after the dismissal of students in the afternoon on school days shall be monitored by the principal who shall provide for the supervision of each activity before access to the school or a part thereof is granted.
 - 1.4 School buildings are made available free of charge to the staff of the school system after school hours and on days when schools are not in session for meetings, activities directly related to the school system, meetings of staff organizations, student extracurricular activities and teachers' in-service meetings. When these activities involve the use of gymnasias, auditoriums, waiting rooms and other areas normally rented, rental permits are required.
 - 1.5 Student activities on weekends shall be administered by the principal who shall provide for the supervision of each activity before access to the school or a part thereof is granted.
 - 1.6 The principal shall require a rental permit for all weekend activities which involve the use of a school gymnasium, auditoriums and waiting rooms.
2. Principals shall keep the Rentals Clerk informed of school related needs for access to the school beyond the regular school day (after 6:00 p.m.).



AP 308 – LUNCH ARRANGEMENTS

BACKGROUND

Saskatoon Public Schools makes provision for student lunch arrangements based on the following.

PROCEDURES

1. The Principal will be responsible for the provision of lunch supervision.
2. Students who remain at school for the lunch period will be responsible for their behavior in accordance with school guidelines, and administrative procedures. Students who cannot demonstrate appropriate behavior may not be permitted to be at school during the lunch period.
3. Lunch areas will be identified by the Principal. Cafeteria service may be provided in secondary schools.
4. The Division will provide, in its annual budget, an allocation for noon supervision for students.

Reference: Section 87(1)(e), 175(e), Education Act
Date Last Revised: February 2019



AP 309 – SERVICE DOGS IN SCHOOLS

BACKGROUND

Saskatoon Public Schools is committed to the delivery of high quality education programs, supports and services that allow students with diverse needs to maximize their learning and achievement. The division recognizes the needs of some students may require unique accommodation(s). These accommodations may include the use of a Service Dog where necessitated by the student's learning profile and/or by medical restriction(s) such as blindness or low vision, deafness or hearing impairments as well as seizure disorder or autism.

Saskatoon Public Schools is also committed to ensuring it operates within the legal mandate of all legislation in meeting the needs of its students. This includes the Education Act, 1995, and the Policy on Service Animals within the Saskatchewan Human Rights Code.

Note: This Administrative Procedure does not pertain to the introduction of Therapy Dogs in schools. Therapy Dogs are specifically trained for Animal Assisted Therapy (AAT) and under the control of a specially trained animal handler at all times. Therapy Dogs are deployed as part of a trained AAT Intervention team directed by a health services professional with specialized AAT expertise. The provision of AAT is a specialized health service that is beyond the scope of the school division.

DEFINITIONS

Service Dog - a dog that has received specialized training and therefore is accredited to assist a person with a recognized disability or medical restriction.

Note: Assistance Dogs International is the recognized and approved entity for training of Service Dogs

PROCEDURES

1. Determine Appropriateness of Service Dog Accommodation
 - a. Prior to applying to have a Service Dog as an accommodation at school, the parents/legal guardians must meet with the school principal to discuss the following:
 - i. the student's needs, medical restriction, and/or learning profile;
 - ii. how existing accommodations or supports could address the student's needs during school hours; and
 - iii. whether the Service Dog would address the student's needs more effectively than other available accommodations.
 - b. The Principal will ensure that the use of a Service Dog is consistent with the needs or recommendations of the IIP process;
2. Application Process
 - a. Where it is determined that available accommodations are not effective, parents may apply to have a Service Dog accompany a student at school. To apply, parents submit the following to the principal:
 - i. *SPS Application for a Service Dog* (Appendix B)



- ii. *Saskatoon Public Schools' Medical* indicating the restrictions for the student (Appendix C).
 - 1) Parents will receive a letter requesting the medical information attached to the Medical Certificate. The letter will be issued by the school's Superintendent and/or the Superintendent of Student Services.
 - 2) Parents must deliver the letter of request and Medical Certificate for completion by their medical doctor.
 - iii. Proof of the Service Dog's accreditation from *Assistance Dogs International*.
 - b. After receiving from the parents the completed application for, the Medical Certificate completed by the physician, and the proof of the Service Dog's accreditation, the principal shall, with the support of the school's Superintendent and/or the Superintendent of Student Services:
 - i. Adjudicate the application and supporting medical documentation;
 - ii. Determine whether the specific medical restriction is best addressed by the introduction of the specific dog as an accommodation at the school;
 - iii. Communicate the results of the application to the parents;
 - 1) Where any of the above criteria are found deficient, communication will be made to the parents that the application does not meet the criteria for approval of the Service Dog.
 - 2) Where the above are found to meet criteria, communication will be made to the parents regarding next steps towards implementation of the Service Dog.
 - c. Where it is determined that the Service Dog is the appropriate accommodation for the student's medical restriction, the principal shall, with the support of the school's Superintendent and/or the Superintendent of Student Services:
 - i. Determine whether or not the introduction of a Service Dog into the school will represent an undue hardship (as per Human Rights Commission Policy) and/or affect the medical restrictions of other students in the school;
 - ii. Provide opportunity for staff and families at the school to express concerns about the introduction of a service dog to the school;
 - iii. Where concerns exist, determine whether complementary accommodations can be made that support both parties;
 - iv. Identify handlers who will fulfil the obligations of that role in accordance with the [Human Rights Commission Policy on Service Animals](#);
3. Preparation for Implementation of Approved Service Dog
Prior to the introduction of the Service Dog at the school the following must be in place:
 - a. The parent/legal guardian must:
 - i. Accept all liability that might be incurred as a result of the behavior of the Service Dog while present at school and indemnify the school division in writing;
 - ii. Provide proof of appropriate insurance coverage (third party liability of not less than \$2,000,000) naming the Division as an additional insured arising out of the named insured (for any damages caused by the Service Dog) and provide proof of such coverage annually;



- iii. Participate in meetings to ensure that the bonding and training are progressing suitably well for the training to agency to recommend the Service Dog's readiness to be at school;
 - iv. Provide information in writing from the organization that trained the Service Dog indicating details around the personal care and physical needs of the Service Dog, including:
 - 1) safest and most environmentally sound place for the dog to relieve itself;
 - 2) safe removal and disposal of dog waste;
 - 3) considerations for seasonal changes and inclement weather
 - v. Provide up-to-date proof of vaccinations and licensing of the Service Dog annually.
 - vi. Cooperate with the school administrators to make arrangements for how and when initial and ongoing training will be provided for staff;
 - vii. Arrange with the training agency for training of school personnel in the use and care of the Service Dog while at school; and assume all costs for the training;
 - viii. Arrange for the Service Dog to visit the school to familiarize it with the school site;
 - ix. Give permission to school division staff and volunteers acting as handlers 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
- b. The school Principal shall:
- i. Consult with the appropriate Superintendent prior to discussing the implementation of a Service Dog at school;
 - ii. Confirm who will be the designated handler(s) for the service dog and ensure training is provided;
 - iii. Ensure the personal care and physical needs of the service dog are met, such as per 3. (a) (iv) above;
 - iv. Consider logistical arrangements in classes and hallways;
 - v. Implement complementary accommodations for staff or other students as needed (e.g. where allergies, phobias etc. exist);
 - vi. Inform all staff, parents and the SCC regarding the introduction of a Service Dog;
 - vii. Arrange for information sessions describing Service Dog procedures for the student body, staff and or the community as deemed necessary to provide education and awareness;
 - viii. Ensure that the Manager of Transportation is contacted regarding any transportation requirements, where applicable;
 - ix. Revise emergency procedures as required to include the service dog (i.e.: notification to the Fire Department regarding the existence of the Service Dog);
 - x. Post signs on each entry door of the school and throughout the school to advise staff, visitors and community of the presence of a working Service Dog and the procedures and rules pertaining to the Service Dog;
 - xi. Retain the application, insurance and related documentation in the student's cumulative folder;



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- xii. Ensure that the Service Dog accommodation is described in detail in the student's Inclusion and Intervention Plan, including a measurement plan with clear indicators of the effectiveness of the accommodation.

4. Considerations and Limitations

Considerations and limitations include:

- a. The school division may impose reasonable conditions or restrictions relating to:
 - i. Transportation of the Service Dog to and from school;
 - ii. Restricting the presence of the Service Dog to specific areas in the school;
 - iii. Exclusion from access to specific areas where required by other laws (i.e.: food preparation areas).
- b. The right to be accompanied by a Service Dog does not apply if the individual is not in control of the behavior of the Service Dog and no other appropriate and trained handler is available.
- c. The agreement to accommodate a Service Dog is reviewed annually and may be modified as required following the same process as set out in this administrative procedure.
- d. If the student moves to a different school, the request for a Service Dog must be resubmitted and initiated in advance, at the new site, with the principal.
- e. The approval of the Service Dog as an accommodation may be terminated by the division if the dog does not have up to date documentation or licensing, or vaccinations.

5. Communication

- a. Letters will be distributed (samples attached) as follows to inform:
 - i. The school community of the arrival of the service dog, its purpose and rules regarding conduct around the service dog;
 - ii. The families of the Service Dog to elicit information concerning allergies, phobias or religious considerations from the students' families;
 - iii. The families of any students who will be sharing transportation where the Service Dog will be present, where applicable.

Appendices

Appendix A: **Service Dog Information Letter**

Appendix B: **Service Dog Application Form**

Appendix C: **Medical Certificate**



APPENDIX A:

Parent Information Letter

(Date)

Dear Ms,

You have requested that your child be allowed to have a service animal attend at the school during classes. In order for us to appropriately address this request we will require you to submit the following documents to the school principal:

- A. The **Service Dog Application Form (Appendix B)** – completed and signed by parents/guardians.
- B. The official SPS **Medical Certificate (Appendix C)** - completed and signed by a physician.
- C. **Proof of the Service Dog's Accreditation** - Certification documents to indicate that you have been provided with a Service Dog that has received specialized training and therefore is accredited to assist your child with his/her recognized disability or medical restriction.

Detailed Information about the Required Documents

A. Service Dog Application Form

This form provides the school principal with your formal signed intent to pursue the introduction of a Service Dog as a support at school for your child. The form outlines the application process and requires parents/guardians to agree to that process. The application form is attached to this letter.

B. Medical Certificate

In order to process the application for permission to have a Service Dog at school, we need a detailed description from your doctor of any medical restrictions your child currently faces. We have prepared the attached letter and medical certificate to assist you and your doctor in providing the information we require. The certificate does require detailed information about the medical restrictions and the reason for requesting to have a Service Dog at school. This helps us to determine whether the service dog and/or other accommodations will be the most effective ways to support your child.

Please note that the medical certificate must be completed by a doctor who is a licensed member of the College of Physicians and Surgeons of Saskatchewan.

C. Proof of the Service Dog's Accreditation

In Saskatoon Public Schools a Service Dog is a dog that has received specialized training from *Assistance Dogs International*, the recognized and approved entity for training of Service Dogs. We also require confirmation that the dog is accredited to assist the child named in the



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application with his/her specific recognized disability or medical restriction. The agency would also provide a detailed description of the specific ways the Service Dog interacts with the child to provide the assistance.

Application Process

Once the school principal has received your official application and accompanying medical certificate and proof of your Service Dog's accreditation, you will be contacted to discuss the status of your application.

- a. If any additional information is required you will have an opportunity to provide it.
- b. If the application and additional documents are complete, the principal will inform you whether:
 - i. the application has been approved and we will proceed with the steps outlined on the application form, or
 - ii. if other accommodations are recommended instead of the Service Dog.

The school principal is your contact person and you will be informed of the status of your application throughout the process.

We look forward to receiving the requested information in the near future.

Yours truly,

Superintendent of Education
Saskatoon Public Schools
Saskatoon, SK
306-683-8422



APPENDIX B:

Service Dog Application Form

Submit the following to the school principal when applying to have a Service Dog accompany a child to school on a regular basis as a support.

School: _____

Student Name: _____

Parent/Guardian Name: _____

In order to assist _____ (students' name) to be successful at school we are requesting that he/she be accompanied at school by a Service Dog.

Terms and Conditions:

Preliminary Meeting

1. Parent(s)/guardian(s) will speak with the school principal about the possibility of using a Service Dog to support their child at school.
 - a. They will discuss with the school principal existing and additional interventions that can be used to effectively support the student at school without a Service Dog.
 - b. Discuss the responsibilities for parent(s)/guardian(s) related to the introduction of a Service Dog at school.

Formal Application

2. To officially apply for the use of a Service Dog at school the parent/guardian will submit three completed documents to the school principal:
 - A. The **Service Dog Application Form** – completed and signed by parents/guardians.
 - B. The official **SPS Medical Certificate** - completed and signed by a physician.
 - C. **Proof of the Service Dog's Accreditation** - Certification documents to indicate that you have been provided with a service dog that has received specialized training and therefore is accredited to assist your child with his/her recognized disability or medical restriction.
3. Once submitted, the application, medical certificate, and proof of Service Dog accreditation are reviewed by the school principal and Superintendent(s). If the information provided is insufficient, the principal will speak with the parents about what additional information is required to proceed with the application. Accommodations other than the service dog may be implemented or the service dog may be approved in principle.
4. If the introduction of the service dog is approved in principle, the principal and superintendents will:
 - a. Inform all staff and families at the school of the possibility of a Service Dog coming to the school on a regular basis.



- i. Anyone for whom the presence of a dog will constitute an undue hardship will be provided with an opportunity to submit medical documentation to support that claim.
 - ii. Where the Service Dog constitutes an undue hardship, accommodations will be planned for those individuals to ensure they are able to be at the school at the same time as the Service Dog. Those accommodations will be in place before proceeding in the approval process.
 - b. Determine whether possible handlers are available who may fulfil the obligations of that role in accordance with the Human Rights Commission Policy on Service Animals. Handlers will be in place before proceeding in the approval process.
5. If the introduction of the Service Dog is approved in principle, the parent/legal guardian requesting the presence of a Service Dog must:
 - i. Accept all liability that might be incurred as a result of the behavior of the Service Dog while present at school and indemnify the school division in writing;
 - ii. Provide proof of appropriate insurance coverage (third party liability of not less than \$2,000,000) naming the Division as an additional insured arising out of the named insured (for any damages caused by the Service Dog) and provide proof of such coverage annually;
 - iii. Participate in meetings to ensure that the bonding and training are progressing suitably well for the training agency to recommend the Service Dog's readiness to be at school;
 - iv. Provide information in writing from the organization that trained the Service Dog indicating details around the personal care and physical needs of the Service Dog, including:
 1. Safest and most environmentally sound place for the dog to relieve itself;
 2. Safe removal and disposal of dog waste;
 3. Considerations for seasonal changes and inclement weather.
 - v. Provide up-to-date proof of vaccinations and licensing of the Service Dog annually.
 - vi. Cooperate with the school administrators to make arrangements for how and when initial and ongoing training will be provided for staff;
 - vii. Arrange with the training agency for training of school personnel in the use and care of the Service Dog while at school;
 - viii. Arrange for the Service Dog to visit the school to familiarize it with the school site;
 - ix. Give permission to school division staff and volunteers acting as handlers 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.
 - x. Participate in an annual review of the effectiveness of the Service Dog accommodation at the school;

As parent(s)/guardian(s) we submit this application for _____ (students' name) to be accompanied at school by a service dog and agree to the Terms and Conditions as set out above.



Administrative Procedures Manual ♦ AP 309 – Service Dogs in Schools

Parent Guardian Name _____ Signature _____

Parent Guardian Name _____ Signature _____



APPENDIX C:

Medical Certificate

(Date)

CONFIDENTIAL

Dear Dr. _____:

Re: _____ (student's name)

(Name) is a student in our school division. We understand that you have attended to (Name) with regard to his/her medical condition. We understand that (Name) has medical restrictions that may require accommodation. A request has been made for a service dog to attend during class time to support (Name).

The Board of Education is committed to working with our students to accommodate disabilities which might affect their access to education and would appreciate any help you can provide in this regard. To assist you to provide the medical information that we require, we have prepared the attached medical certificate.

We ask that you complete the attached form and return it to our office as soon as possible. A self-addressed stamped envelope is included for your convenience.

We thank you for your anticipated cooperation.

Sincerely,

Superintendent of Education



APPENDIX C

Medical Certificate – Service Dog Application

1. Parent Authorization

Student Name:

Parent Authorization

I consent to the release of the following information to Saskatoon Public Schools. The following information is required to assist Saskatoon Public Schools with a decision regarding the request for a service dog to support _____ during the school day.

Parent Signature _____ Date: _____

2. Date on which you first examined _____ (enter students' name)

i. Date of first visit _____

ii. Date of most recent visit: _____

3. Please describe in detail the student's medical restriction(s) and specifically how a service dog will address the medical restriction and support the student at school.

Description of Medical Restriction(s)	How the service dog will address the medical restriction(s)
a.	a.
b.	b.
c.	c.
d.	d.

4. Explain why the service dog is the preferred intervention. For example, explain how the service dog can address the medical restriction(s) more effectively than a school staff member.



5. Please identify any specific procedures that the student may require at school:

Procedure	Frequency Required	Time(s)	Details	Can a non-medical professional be trained to do the procedure?
				Yes__ No__
				Yes__ No__
				Yes__ No__
				Yes__ No__

6. Is the student taking any medication which must be administered during the school day (between 8:30 a.m. and 3:30 pm)? Yes__ No__

If yes:

Name of Medication	Dosage	Time(s)

8. Please provide any additional information that you feel would be pertinent and beneficial to support Saskatoon Public Schools with a decision regarding the request for a service dog to support this student during the school day.



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Name of Physician (please print) _____

Signature of Physician _____ Date: _____



AP 310 – SAFETY

BACKGROUND

The director of education or designate will prescribe practices and procedures to ensure satisfactory standards of safety and sanitation for students and others who use our facilities.

PROCEDURES

1. The principal shall have general responsibility for ensuring satisfactory conditions of safety and sanitation in the school and on school grounds.
2. The general manager of maintenance and operations shall be responsible for inspections of, and corrective actions to, school buildings and school grounds as required to ensure satisfactory conditions of safety and sanitation.
3. The maintenance and operations section will respond directly and expeditiously to requests made by or on behalf of the principal to address safety and sanitation concerns.
4. In any school emergency in which the safety of students may be involved, the principal shall take whatever immediate action may appear to be reasonable and necessary, and shall notify the appropriate superintendent of education of such action.
5. Each principal shall ensure that a supply of first aid materials is available in the school.
6. In the event of an accident or serious illness the principal or designate should not hesitate to call an ambulance.
7. Teachers shall require students to wear such safety and protective equipment recommended for use in their instructional programs and other school-approved activities, where possible. The *Physical Education Program: Safety Guidelines* outlined in Administrative Procedure 211 should be followed at all times.
8. Where in the judgment of an employee or agent of the division it is necessary for a student to obtain treatment at a medical facility, the employee or agent of the division shall attempt to contact the parent or guardian immediately, if time permits, or, as soon as possible after medical assistance.
9. If the parent or guardian cannot be immediately contacted, the employee or agent of the division shall:
 - 9.1. arrange for the transportation of the student to a medical facility;
 - 9.2. attend or arrange for another employee's attendance with the student at the medical facility; and
 - 9.3. remain with the student until:
 - 9.3.1. relieved by the parent or legal guardian, or
 - 9.3.2. relieved by another employee, or
 - 9.3.3. the student is discharged, or
 - 9.3.4. advised by a medical practitioner that there is no further need to remain, as the treatment and safety of the student have been undertaken by the medical facility or institution.
10. Upon arrival at the practitioner's office or facility, the employee or agent of the division shall:
 - 10.1. advise those in authority that he or she is not the parent or guardian of the student;
 - 10.2. refrain from providing any consent for medical treatment of the student; and
 - 10.3. advise the principal of the situation and action taken.



11. The matter of consent for medical treatment shall be resolved in accordance with the procedures of the medical facilities.

Reference: Section 85(w), 175(2)(e)(m), 193, 196(b), Education Act
Date Last Revised: June, 2015



AP 312 – HEALTH SERVICES

BACKGROUND

Saskatoon Public Schools recognizes the importance of the health and welfare of its students.

PROCEDURES

1. The division may make arrangements with the Saskatchewan Health Authority and other agencies or institutions to provide general and specialized health services related to the health and welfare of students in the public school system.
2. The Chief Financial Officer shall be responsible for arranging contracts with outside agencies for approved health services.
3. The Superintendents of Education shall have administrative responsibility for the health services provided for students in schools.



AP 313 – FIRE SAFETY

BACKGROUND

Saskatoon Public Schools complies with the requirements of the national fire safety legislation. Saskatoon Fire and Protective Services has reviewed these procedures and provided additional resources that have been posted on the Safe and Caring Schools' portal as reference documents.

PROCEDURES

Principals play a significant role in ensuring fire safety responsibilities are met and tasks are completed. The following responsibilities and tasks have been assigned to the school principal.

1. School Safety Plan: Each school must have a Safety Plan. An important component to the Safety Plan is the Fire Safety Plan which includes written procedures, including the duties of staff members, and meeting points for the evacuation of each building in case of an emergency or fire drill.
2. The principal shall review the Fire Safety Plan annually with staff during School Opening. Staff members are required to review fire drill procedures with their students.
3. Fire Emergency Procedures must be posted in conspicuous places throughout the school with directions showing all school exits and the routes of egress from the building.
4. The principal or designate shall call 911 and evacuate the building in an emergency arising from a fire hazard or risk of an explosion.
5. The Principal must ensure that all staff, students and other occupants leave the building when the fire alarm is sounded. Teachers are required to take class lists with them to assist with the accounting of students. The Principal will collect the class lists. When First Responders arrive on the scene, the principal will use that information to update the Incident Commander with information as requested.
6. All staff and students shall be familiar with the sounding of the fire alarm system to avoid evacuees returning to a building during an emergency.
7. The principal shall cooperate with personnel from Saskatoon Fire and Protective Services regarding inspections and fire drills.

Principals have specific responsibilities related to fire drills. These responsibilities are outlined below.

8. The Principal shall conduct a minimum of six fire drills throughout the school year at different hours of the day with or without advance warning. At least three fire drills shall be held in the fall prior to November 15.
9. A Shelter in Place Drill, above and beyond the required fire drills, must also be held once during each school year.
10. The Principal shall keep a record of the dates on which fire drills were conducted and the length of time necessary for evacuation.
11. All fire drill alarms shall be sounded on the fire alarm system.
12. The Principal shall use discretion in holding drills during inclement weather.



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13. Excessive amounts of combustible (paper decorations and displays) materials in classrooms, on doors and in hallway corridors are to be addressed with staff as they pose a fire hazard.
14. Excessive amounts of combustible (paper decorations and displays) materials in classrooms, on doors and in hallway corridors are not acceptable.
15. Decorations of cloth, paper or other flammable materials used for special occasions or on Christmas trees shall not be permitted in schools unless flameproof. The use of natural Christmas trees, candles or open flames during special functions is prohibited.

To ensure safety of life the principal and building operator shall attend to the following directives.

16. No entrance or emergency exit doors may be blocked, barred, bolted or locked in occupied areas.
17. Outside fire escapes and exits shall extend to ground level and be kept free from ice, snow and other material which may interfere with their use.
18. All boxes, crates, and other containers used in any school or on school grounds shall be organized to provide clear ingress and egress to and from the school and kept away from any source of fire.
19. No person shall burn combustible material on school property without having obtained a written permit to do so from Saskatoon Fire and Protective Services.
20. Combustible or explosive materials, flammable liquids or hazardous chemicals are to be securely stored in a manner which avoids a fire hazard.
21. Flammable liquids and hazardous chemicals shall not be discharged into the sewer system.
22. The building operator and maintenance personnel shall ensure that fire alarms are maintained so they are audible in all parts of the school and a record kept of each test date and the performance of the system.
23. The Building operator and maintenance operation managers shall ensure that all fire extinguishers are of an approved type, in the appropriate location, and operative. Fire extinguisher checks are to be documented and a record kept at each school.

Reference: Section 85(w), Education Act
 Crisis Management Resource Binder
 National Fire Code – Section 2.8
 Fire Drills 16-12; Fire Safety Plan: Bulletin 17-12

Date Last Revised: June 2, 2013



AP 314 – SCHOOL SAFETY PATROLS

BACKGROUND

School Safety Patrols operate in accordance with these procedures.

PROCEDURES

1. School safety patrols shall be the responsibility of the Principal.
2. In the event that a concern for the need of a safety patrol should arise from the school community or the school staff, the procedures stated below shall be followed:
 - 2.1. The Principal will confer with the Saskatoon Police Service and the City Engineering Department whether, in their opinion, the amount of traffic, or any peculiar needs of the intersection warrant the establishment of a safety patrol. The Principal will present a summary of these findings to the Superintendent of Education who is responsible for safety patrols. If the investigation does not recommend the establishment of a safety patrol at this time, the Principal shall report this finding to the stakeholder(s) who shared this safety concern and to the Superintendent of Education.
 - 2.2. When the investigation supports the need for a safety patrol, and the Principal concurs with the possible need for a safety patrol, he/she should apply to the Superintendent of Education responsible for safety patrols. The application should specify the following details:
 - ♦ location(s) where the patrol is to operate.
 - ♦ type of patrol required (student and/or adult).
 - ♦ times of day that the patrol needs to operate.
 - ♦ tentative starting date, should approval be given.
 - ♦ staff leadership contact information(Due to the number of procedures listed below, ample time will need to be given from the time of application to the tentative starting date.)
 - 2.3. The Superintendent of Education responsible for safety patrols will ask the Saskatoon Police Service or the City Engineering Department for any input which they feel is necessary for a decision on the application. The Saskatoon Police Service has committed to being available to offer support to staff assuming responsibility for the safety patrol.
 - 2.4. The Superintendent of Education responsible for safety patrols will, in consultation with the Principal, decide on the disposition of the application.
3. When establishing a safety patrol, the following procedures will apply:
 - 3.1. The Principal assumes responsibility for publicizing and explaining the patrol to the parents of the school community.
 - 3.2. The Principal, in consultation with the school staff, shall select a school staff member who will be responsible for the supervision and general conduct of the patrol.



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- 3.3. The Principal shall obtain the necessary parental/guardian permission, in writing, for students who are to become patrol members.
4. The staff member responsible for the safety patrol must participate in training provided by the Saskatoon Police Service School Resource Officers. Staff then provide a training program for students who have been selected from grades 5 and upward. Only those students, who meet the training standards established by the School Resource Officers, shall be accepted as active members of the safety patrol.

Reference: Section 188(4), Education Act
Date Last Revised: September 24, 2012



AP 315 –REPORTING OF CHILD ABUSE/NEGLECT

BACKGROUND

All citizens have a duty to report child abuse in accordance with provincial legislation. Accordingly, all employees of the Saskatoon Public Schools have a duty to report suspected child abuse to an appropriate authority (child protection worker, Ministry of Social Services, First Nations Child and Family Services Agency, police officer). The *Saskatchewan Child Abuse Protocol* will assist with meeting these legislative requirements.

PROCEDURES

Any employee who has 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 this Administrative Procedure.

The *Saskatchewan Child Abuse Protocol* summarizes what constitutes child abuse based on section 11 of *The Child and Family Services Act* and the Criminal Code of Canada. The Protocol also describes the roles and responsibilities of service providers and the process by which they should respond. Employees shall collaborate with child protection agencies, police, and any other service providers with authorized involvement.

1. Duty to Report Abuse or Neglect

- 1.1. Any employee of the school division who has reasonable grounds to believe that a child under the age of sixteen is in need of protection shall immediately report this information to a child protection worker, Ministry of Social Services, First Nations Child and Family Services Agency and/or a police officer. See section 12 of *The Child and Family Services Act*.
- 1.2. The circumstances in which a child may need protection include but are not limited to the following examples of abuse or neglect:
 - 1.2.1. Physical abuse.
 - 1.2.2. Sexual abuse and exploitation.
 - 1.2.3. Physical neglect.
 - 1.2.4. Emotional maltreatment.
 - 1.2.5. Exposure to domestic violence or severe domestic disharmony.
 - 1.2.6. The child has committed an act that if the child were 12 years of age or more would constitute a criminal offence and family services are necessary to prevent a recurrence.
- 1.3. Abuse also includes the following as defined in the Criminal Code of Canada and should be reported:
 - 1.3.1. marriage of children under 16 (section 293.2) or removed from Canada for that purpose
 - 1.3.2. female genital mutilation (section 268(4))



- 1.4. Youth age 16 and 17 or vulnerable students over 18:
 - 1.4.1. While it is not legally required, abuse or neglect of a young person aged 16 or 17 or vulnerable students over 18 may be reported to child protection services and/or police in order to obtain assistance for the young person.

2. Duty to Report Sexual Exploitation

- 2.1. Any employee of the school division who has reasonable grounds to believe that a child under the age of 18 has been or is likely to be subjected to sexual exploitation shall immediately report this information to a child protection services worker and/or police.
- 2.2. Child sexual exploitation occurs when a child under the age of 18 has been, or is likely to be, exposed to harmful interaction for a sexual purpose, including involvement in prostitution and/or Criminal Code offenses. See section 4 of *The Emergency Protection for Victims of Child Sexual Abuse and Exploitation Act*.

3. Reporting

- 3.1. Reporting:
 - 3.1.1. Is subjective.
 - 3.1.2. Can be based on personal observation or discussion.
 - 3.1.3. Does not require proof.
 - 3.1.4. Can be based on assumptions or credible second-hand information.
 - 3.1.5. Can take into account the training and experience of the person reporting.
 - 3.1.6. Can still be reasonable even if it turns out eventually to be untrue.
- 3.2. The employee making the report shall take the following steps:
 - 3.2.1. The employee shall make the report as soon as possible by telephone or in-person to a child protection worker, Ministry of Social Services, First Nations Child and Family Services Agency, and/or a police officer.
 - 3.2.2. The employee may enlist the support of the principal and/or school counsellor in making the report.
 - 3.2.3. The duty to report is a personal 'Duty to Report' and cannot be delegated to another individual.
 - 3.2.4. The duty to report is ongoing. An employee who has additional reasonable grounds to suspect child abuse is required to make a further report, even if the employee has already made a previous report or reports related to the same child.
 - 3.2.5. The employee must inform the principal a report has been made unless the principal is the subject of the report. In such cases, the notification that a report has been made shall be provided to the superintendent of the school.
 - 3.2.6. The employee shall also complete and submit the Reporting Suspected Child Abuse/Neglect form to the division.
- 3.3. Employees shall not contact the person suspected of abuse and will not contact parents/caregivers in situations where the parent/caregiver or the partner of the



parent/caregiver is the subject of the report. Any communication regarding the abuse and/or neglect after it has been reported is the responsibility of the investigating agency.

4. Receiving Disclosures of Abuse from a Child

Regardless of the type of abuse a child reports, all disclosures must be treated in a similar manner. If a child makes a disclosure:

- 4.1. Listen openly and control your reaction.
- 4.2. Reassure the child of their right to safety and that this is not their fault.
- 4.3. Do not correct language and let the child report the incident in their own words.
- 4.4. Record what the child has reported and your observations.
- 4.5. Avoid making promises that cannot be kept (e.g., “I won’t tell anyone. I will keep this secret.”).

5. Interviews Conducted by Police/Child Protection Services at School

- 5.1. Any request from an officer of social services to interview a child shall be referred to the principal (or designate).
- 5.2. The principal (or designate) will work with the child protection worker and/or police to make the necessary arrangements for a confidential interview to occur in circumstances where the allegations involve parents/guardians and when having the interview at the school is in the best interest of the child.
- 5.3. The child protection worker and police will determine who will be at the interview and will consider the child’s support needs and comfort level. If a school staff member is requested to attend the interview, they should notify their principal. The principal should seek guidance from the Coordinator of Safe, Caring and Accepting Schools and/or their area superintendent.

6. Confidentiality

- 6.1. Employees shall maintain confidentiality of all information. The fact that there is an investigation in progress is in itself confidential.
- 6.2. All information, reports, and discussions relative to the child abuse or neglect will be treated as confidential by every person employed by the Division.
- 6.3. Records are to be stored, accessed, and disposed of in accordance with board policy.

7. Annual Review

At the beginning of each school year, principals will review this administrative procedure with all staff. Counsellors may assist with this review at the principal’s request.



AP 316 – MEDICAL CERTIFICATES: STUDENTS

BACKGROUND

Saskatoon Public Schools requires medical certificates to be provided in accordance with these procedures.

PROCEDURES

1. Principals shall inform parents or guardians that medical information or certificates shall be submitted to the school for students who have a health condition which may affect the student's work or conduct, or for proof of disability which may necessitate a limiting of the Student's involvement in the school's program or activities. Further, the Principal may request a medical certificate certifying a student's medical fitness, disability or illness.
2. Principals shall require certificates from Public Health Services - Saskatoon District Health or the child's medical doctor confirming that the child may return to school following communicable diseases regulated by Public Health Services - Saskatoon District Health.



AP 317 – ACCIDENTS: SCHOOL REPORTING

BACKGROUND

Principals are required to report accidents resulting in injuries to students, staff and others, which require medical attention and, occur in the school, on the school grounds, and/or during authorized school division activities, and travelling directly to and from school, in accordance with these procedures.

PROCEDURES

1. Within three school days of learning about the occurrence of an accident resulting in injury, the principal shall prepare a report of such accident occurring in the school, on the school grounds, or during activities organized or authorized by the school. The report shall be submitted on the incident report form available online and shall include all details of the accident.
2. The principal shall retain a copy of the incident report form for the school until the end of the current school year.
3. Electronic copies of the report are retained by the school division. Schools are not to contact the insurance provider directly.



AP 318 – ADMINISTRATION OF ESSENTIAL MEDICATIONS AND PROCEDURES FOR STUDENTS

BACKGROUND

It is recognized that the administration of essential medications, procedures, and/or support for potentially life-threatening conditions to students is the responsibility of the parent/guardian and the student's physician/nurse practitioner.

Definitions:

Essential (oral and/or injectable) medication - An essential medication is a physician/nurse practitioner/pharmacist-prescribed medication that must be scheduled during regular school hours and is necessary for the student's health or well-being. Examples of an essential medication could include, but are not limited to insulin, anti-seizure medication, ADHD medication, etc. Sugar, such as juice, cookies, or chewable dextrose tablets when necessary for children with diabetes should not be considered as the administration of medication.

Life-Threatening Condition – Potential life-threatening conditions refer to pre-existing diagnosed medical conditions that have the potential to result in an acute life-threatening incident. Examples of life-threatening conditions could include, but are not limited to asthma, anaphylaxis, diabetes, asphyxiation, seizures, etc.

Essential procedures - An essential procedure is prescribed by a physician/nurse practitioner that must be scheduled for administration to a student during regular school hours and that is necessary for the student's health or well-being. Examples of an essential procedure could include, but are not limited to gastrostomy feed, blood glucose monitoring, suctioning, etc.

It is acknowledged that:

- Students may have health or medical requirements that must be accommodated to function at an optimal level in an educational environment.
- Medical circumstances may arise which lead to a request by a parent/guardian that medications or procedures be administered to their child during school hours.
- Emergency situations may arise requiring an employee of the division to assist a student and administer medications or procedures.

The following procedures are intended to ensure the safe provision of medications, procedures, and/or support for potentially life-threatening conditions.

PROCEDURES

1. Medications may be administered to a student by staff provided that:
 - 1.1. The student is unable to self-administer the medication.



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- 1.2. The student's parent/guardian is not reasonably able to attend school to administer the medication.
 - 1.3. The administration of medication is within the competence of an adult untrained in medical procedures.
2. Should the stated conditions apply, principals must receive written permission from a parent/guardian or physician/nurse practitioner before allowing any prescription medication to be given to a student during school hours. Essential Medications & Procedures form must be completed and signed by the parent/guardian and is valid for only one school year.
3. Medication must be delivered to the school by the parent/guardian in the original prescription container and clearly labeled with:
 - 3.1. The student's name
 - 3.2. Name of the medication ,dosage, frequency, and duration
 - 3.3. The prescribing physician's/nurse practitioner's name
 - 3.4. Expiration date

The student's parent/guardian should provide the principal with written information outlining storage and safekeeping requirements, possible side effects and actions to be taken in the event of missed doses, errors, or side effects.

It is the responsibility of the parent/guardian to ensure that any changes to medication, dosage, or administration should be provided in writing to the principal.

The original copy of the Essential Medications and Procedures form and medication information should be placed in the student's cumulative folder, a copy kept in the school office and a copy provided to the parent/guardian.
4. The principal shall make appropriate arrangements for a primary staff member to administer the medication as outlined by parents/guardians and/or physician/nurse practitioner. Further, the principal shall identify a secondary staff member to administer the medication should the primary staff member be absent.
5. The principal shall ensure proper storage and reasonable security of the medication and inform appropriate staff of its location.
6. The principal will direct the primary and secondary staff members to use the Medication Administration Log to document administration of all essential medications provided to a student . The log shall include the student's name, date, time of day, name of medication, dosage given, and the name of the staff member providing the medication(Medication Administration Log)
7. If a parent/guardian sends self-administered medication to school with a student, the parent/guardian shall:
 - 7.1. Ensure that medications are in quantities for one (1) day only.
 - 7.2. Ensure their child is able to secure the medication and that the medication will not be left where others have access to it.



Administrative Procedures Manual ♦ AP 318 – Administration of Essential Medications and Procedures for Students

- 7.3. Ensure that the school is notified if their child will be self-administering their own medication during the school day.
 - 7.4. Ensure that the child is able to self-administer the medication.
8. The principal shall ensure that current plans for administration of essential medications, procedures, and/or support for potentially life-threatening conditions are:
 - 8.1. Documented and stored in the student's cumulative folder; and
 - 8.2. Accessible to staff in the event of an emergency.
9. The principal, in consultation with superintendent or appropriate consultants, shall ensure that each employee has been sufficiently trained with respect to:
 - 9.1. The nature of the essential medications and/or procedures by the student's parent/guardian and/or physician/nurse practitioner; and
 - 9.2. The needs of the student and the method of administration.
10. All information relating to the medical condition of a student shall be kept confidential and shall be disclosed only to staff members who require the information to administer essential medications and/or procedures. The principal and staff shall ensure that any medication and procedures are administered in a manner which allows for sensitivity and privacy.

Reference: Section 190, Education Act
Essential Medications and Procedures form
Request for Dispensation of Medications
Medication Administration Log
Medical Alert
Emergency Allergy Alert
Emergency Choking Alert

Date Last Revised: December 4, 2023



AP 319 – MEDICAL EMERGENCIES

BACKGROUND

A medical emergency is when a physical injury or ongoing medical condition has severely impacted an individual's health and requires immediate first aid or medical attention. Saskatoon Public Schools recognizes that all students have the right to a safe, healthy, and inclusive school environment, where the daily and emergent health and safety needs of students are met.

To reduce the event of a medical emergency, all staff, students, and parents/caregivers have a role in ensuring the safety of our schools. Saskatoon Public Schools recognizes the authority accorded parents/caregivers of children, and therefore directs staff members to refrain from offering consent for medical treatment of students. However, in cases of injury or illness which occur to students on school grounds, in the school, or on a site where a school-sponsored activity is being held, the staff member is to and seek immediate treatment.

RESPONSIBILITIES OF SCHOOL ADMINISTRATION

1. The principal will ensure that staff check the student information system for students with self-declared medical conditions.
 - 1.1. Explanation of conditions/life-threatening allergies.
 - 1.2. Location of emergency medication if provided by the student or parents/caregivers, (ex. EpiPen).
 - 1.3. Emergency contacts.
2. The principal or designate will inform all staff members, substitute teachers, and other professionals working with a student or child of significant health concerns or life-threatening allergies.
3. The principal will ensure staff are familiar with the location of the nearest first aid kit, AED, and eye-wash station when applicable.
4. Principals must ensure a minimum of two full-time employees are trained to provide CPR (AED)/First Aid. Names and contacts for these certified staff members must be updated yearly in the school's Emergency Response Plan and shared with all staff members. Opportunities for CPR/First Aid Responder training is provided on an annual basis.
5. The principal will ensure Saskatoon Public Schools AP 318 Administration of Medications is reviewed with staff on an annual basis. This includes handling, administering, storage and disposal of medications.



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6. Principals must ensure no staff member signs medical treatment authorizations under any condition.
7. The principal will complete and submit the online School Incident Report form for all medical emergencies. Receipt of the School Incident Report Form will be returned to the principal via the Executive Assistant of Human Resources. The principal will then share the form with their area superintendent. In situations whereby serious injury or exorbitant costs were occurred, provide parents/caregivers with school division insurance forms.
8. The principal will work to protect the privacy of the individual involved in the medical emergency.

RESPONSIBILITIES OF SCHOOL STAFF

1. In an emergent situation, approach the site of the medical emergency if safe to do so and provide emergency first aid and/or call 911 for an ambulance.
2. Where 911 emergency services are not available, transportation by private vehicle is warranted. The principal or designate will either provide transportation to the nearest medical facility or, (time permitting) contact the parent/caregiver to provide transportation.
3. Wear personal protective equipment (PPE) while providing first aid.
4. Remove students not involved in the medical emergency from the area.
5. Notify the principal or designate to immediately contact parent/caregiver or the emergency contact of the student and ask they go to the hospital/clinic to assume responsibility for the student.
6. If a student has had a serious injury that is not immediately life threatening, consultation with a school nurse or qualified/certified first aid individual is to occur prior to moving the student.
7. In other injury or illness cases that do not require emergency attention, the parent of a student is to be contacted and requested to take the student home.
8. All accidents resulting in an injury to a student must be reported to the principal as soon as possible. School staff must assist in completing the ***School Incident Report Form***.



RESPONSIBILITIES OF PARENTS/CAREGIVERS

1. Parent/caregivers and students 18 years and over, are responsible for informing the school of a student or child's health needs or significant health concerns.
 - 1.1. at the time of registration.
 - 1.2. at the beginning of each school year.
 - 1.3. when the student changes schools; and
 - 1.4. when health concerns change.
2. Parents/caregivers are responsible for:
 - 2.1. ensuring all contact information including emergency contacts are kept up to date.
 - 2.2. the timing, dosage, and administration of medication until the student is able to self-administer.
 - 2.3. providing the student with the medical supports, such as monitors, injectors, and inhalers, as prescribed to the by a physician.
 - 2.4. Ensure the student has the medical supports readily available while at school, at off-site activities, on off-campus programs and at other school events and activities, including:
 - 2.4.1. if dietary concerns are present, for diabetes as an example, providing snacks and lunches for the student.
 - 2.4.2. if life-threatening allergies are present, ensuring the dosage of the auto-injector provided to the school is appropriate to the age of the child; and
 - 2.4.3. checking expiry dates of medication and medical supports and replacing them, as necessary.
 - 2.4.4. assisting the principal by providing information about the specific health concern.
 - 2.4.5. working with the school principal to inform the school bus carrier of the student's health needs as required for safe transportation.

RESPONSIBILITIES OF STUDENTS

1. When developmentally appropriate, students with significant health concerns, including diabetes and life-threatening allergies, must:
 - 1.1. be able to communicate with and inform the school of their significant health concerns.
 - 1.2. be aware of the triggers and how to minimize their risk of exposure to them.
 - 1.3. know how to recognize the symptoms of a significant reaction.
 - 1.4. promptly inform a teacher or an adult as soon as they sense a reaction, the appearance of symptoms
 - 1.5. keep medical supports such as injectors, monitors, or inhalers or other medical supports on their person or in a known location at all times.



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- 1.6. know how to monitor their health, use an injector, monitor, or inhaler, or take the required medication.
- 1.7. not share medication.

Reference: The Education Act, 1995, section 85, 86, 175, 190, 232
Ministry of Education Policy Statement: Supporting Students with Potentially Life-Threatening Medical Conditions in Saskatchewan Schools

Date Last Revised: December 1, 2023



AP 320 – STUDENT CUMULATIVE RECORDS

BACKGROUND

The Board of Education is responsible for establishing policies and procedures related to the contents, management and transfer of Cumulative Records.

The Student Cumulative Record Guidelines, June 2022, from the Ministry of Education provides information that boards of education may use to establish procedures for the creation, maintenance, storage, and transfer of Cumulative Records.

DEFINITIONS

Cumulative Record - The Cumulative Record is the official working record for students currently enrolled in the school division and for students who have graduated from the school division. As the term “cumulative” implies, information is added to the record each year as the student progresses through the grades from prekindergarten to grade 12.

The Local Authority Freedom of Information and Protection of Privacy Act (LAFOIP) - LAFOIP is legislation respecting the right of access to documents of local authorities and a right of privacy with respect to personal information held by local authorities. It applies to all records collected, compiled, used and released by school divisions, including all public documents.

Youth Criminal Justice Act - This Act includes specific requirements pertaining to the collection, publication, access and destruction of information pertaining to young offenders.

PROCEDURES

The Cumulative Record contains factual, objective and professional information regarding a student’s academic progress, adaptation, and attendance. When the student moves from one school to another, the expectation is that the Cumulative Record follows the student.

The Cumulative Record is valuable for professionals in planning and delivering appropriate education programs and supports for the student from year to year, and for enabling teachers to better understand the student’s strengths. The Cumulative Record is also valuable for assisting in the successful transition of a student to another school.

1. General Contents

Saskatoon Public Schools require schools to include specific records and information, which is kept as a permanent part of the Cumulative Record. There is also records and information that should not be included in the Cumulative Record. See Appendix A for ‘Contents to Include’ and ‘Contents to Exclude’.

2. Maintenance of Cumulative Records

Under the supervision of the director of education or an official designated by the director, the principal, or a person(s) designated by the principal, may manage Cumulative Records.

Management shall include:



- 2.1. Ensuring that a Cumulative Record folder is provided for every student.
 - 2.2. Ensuring that the contents of the Cumulative Records are maintained appropriately, including managing annual updates and removing unnecessary and outdated information.
 - 2.3. Ensuring that Cumulative Records are kept in a safe, secure area and are protected against destruction or loss and unauthorized access.
 - 2.4. Under the supervision of the Principal, classroom teachers are responsible for entering information in the Cumulative Records.
3. Cumulative Record Access
- 3.1. The principal is responsible for overseeing access to Cumulative Records.
 - 3.2. Access to the student's Cumulative Record is governed by the provision of LAFOIP, section 28(2)(a) that states: *"Subject to any other Act or regulation, personal information in the possession or under the control of a local authority may be disclosed: (a) for the purpose for which the information was obtained or compiled by the local authority or for a use that is consistent with that purpose."*
 - 3.3. Cumulative records may be accessed by school/division personnel involved in overseeing the delivery of services or supports to a student.
 - 3.4. In most instances, parents/guardians of children **under the age of 18 years** have the right to see any school files pertaining to their child(ren) and receive a copy of the record if requested. **Persons 18 years of age or older** have sole right to access their own Cumulative Records. They would need to provide written consent for any parent/guardian or individual outside the school division wishing to access their records. They may also request copies of any school-division generated documents contained in the Cumulative Record file.
 - 3.4.1. Access to view a cumulative file must be done in the presence of a Principal.
 - 3.4.2. If a principal is unsure if they should release a record, they should consult with the division privacy officer or instruct the parent/guardian to make a request to the division privacy officer as per AP 170 – Local Authority Freedom of Information and Protection of Privacy.
 - 3.5. Any review of the Cumulative Record file by non-school based personnel must also be done in the presence of the principal. This may include:
 - 3.5.1. School officials designated by the board of education or education authority;
 - 3.5.2. Duly authorized officers of the Ministry of Education;
 - 3.5.3. A youth worker, as defined in the Youth Criminal Justice Act, who requests access for the purposes of the Act;
 - 3.5.4. Third parties where written authorization for information released is obtained from the parents or guardians of students under the age of 18 years or from students 18 years of age or older. Letters of authorization for information release shall be retained in the cumulative file.
 - 3.5.5. In circumstances involving custody arrangements, it should be assumed that both parents have equal access to information unless a written order has been submitted



to 'prove' which parent has or does not have access to the student information. A copy of the most recent custody order should be in the Cumulative Record.

4. Cumulative Record Requests

- 4.1. Cumulative Record requests to schools within Saskatoon Public Schools can be made through email.

Cumulative Record requests to schools outside the division or province can be made using Appendix B. This form can be sent through Canada Post, emailed, or faxed directly to the school.

5. Cumulative Record Transfer

- 5.1. The principal is responsible for the release of student records.
- 5.2. Upon written request from another school or school division, the Cumulative Record can be sent directly to schools **within** the province of Saskatchewan.
- 5.3. Upon written request, a **copy** of the Cumulative Record can be sent directly to schools **outside** Saskatchewan and Canada as long as the original record is retained in Saskatchewan.
- 5.4. As the Cumulative Record is necessary for the child's education and the transfer is consistent with the purpose for which the information is collected, permission from the student's parent or guardian is **not** required for a school to release a Cumulative Record to another school or school division.
- 5.5. When a Cumulative Record leaves a school, the principal or designate shall review the record to remove and shred unnecessary information and ensure the record contains the appropriate student records and documentation. A record of the cumulative file transfer must be documented.
- 5.6. A school that receives a new student must request the student's Cumulative Record from the previous school as soon as possible after the student's arrival at the school.
- 5.7. When registering a child for kindergarten, principals must determine if the student has attended a prekindergarten program or preschool program in another division. If the child has attended another program that falls under the auspices of a school division or the Ministry of Education, the Cumulative Record shall be requested.
- 5.8. If a student leaves their current school and his/her Cumulative Record is not requested by a new school, the last school the student attended shall retain the Cumulative Record as per section 6.1 below.

6. Cumulative Record Retention

- 6.1. Saskatoon Public Schools shall retain cumulative records for at least three years after the student turns 22 years of age as recommended by *The Records Retention and Disposal Guide for Saskatchewan School Divisions, September, 2019*.

Reference: The Student Cumulative Record Guidelines, Ministry of Education, 2022
The Records Retention and Disposal Guide for Saskatchewan School Divisions, 2019
Local Authority Freedom of Information and Protection of Privacy Act (1991)
Information Sharing Related to the Youth Criminal Justice Act, Ministries of Education and Corrections and Policing, 2019.

Date Last Revised: September 2022



APPENDIX A

CONTENTS TO INCLUDE:

1. 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
2. Other names by which the student is known
3. Birth date and gender of the student
4. Student's provincial **L**earning **I**dentification number (LID)
5. Name(s), address(es) and telephone number(s) of the student's custodial parent(s) or guardian(s)
6. Summary or report of achievement at the end of each grade or term/semester (the most current report of achievement if transferring mid-year)
7. Annual summary of attendance, which may be summarized on the final report card (unless transferring mid-year)

In addition (if applicable):

8. Inclusion and Intervention Plans (IIP) and final progress report
9. Early Years Evaluation (EYE) – please remove from the cumulative record at the end of grade one
10. In cases where there is a custody order in place, the most up to date copy of the custody order and any documentation provided by the Ministry of Social Services related to custody.
11. Medical information including Safety Plans
12. Assessment reports (e.g. School Psych, SLP, OT, PT, Assistive Technology)
13. Standardized test results (e.g. Insight, CAT4)
14. Decline of Support form (EAL, Special Programs)



15. EAL forms: EAL Progress Report (elementary only), EAL Intake Form (provided by Newcomer Student Centre), SSWIS Waiver, EAL Transition Memo, EAL Pre-referral Checklist
19. Violence Threat Risk Assessment Notification (Appendix H in the *VTRA Protocol and Resource Guide* copied on yellow paper).
20. Consent to Release/Obtain Information (must be signed annually)
21. Positive Behaviour Intervention Support (PBIS) plan
22. Collegiate Transition Discussion form
23. Request for Classroom Observation (AP 369 – Appendix A)
24. Resource Achievement Assessment Summaries (e.g. Kaufman, KeyMath)
25. Special Education Consultant Reports
26. Special Program Placement letter and agreement forms
27. Jordan's Principle:
 - Provider Involvement in Schools form
 - Outside provider therapy summaries and/or assessment forms



CONTENTS TO EXCLUDE:

1. Scores from screening tools that assess preschool-aged children's readiness for formal learning should not follow the child through their school career and, accordingly, should not be retained in the Cumulative Record after Grade 3.
2. Personal counselling notes regarding the student. Counselling notes are to be stored separately and securely, by counselling staff.
3. For students involved in the justice system, section 125(7) of the *Youth Criminal Justice Act* specifies 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.
4. Suspension letters
5. Child protection information
6. Impact Assessment Profile (IAP)
7. A complete copy of a Violent Threat Risk Assessment (VTRA). The *VTRA Threat Assessment Notification form* is to be included in the Cumulative Record. (Appendix H in the *VTRA Protocol and Resource Guide*).
8. Classroom assessments and student work samples.
9. Behavior/anecdotal notes
10. Copies of Immigration papers/landing documents
11. Special program referral forms



APPENDIX B

Request for Cumulative Record/Information



AP 321 – STUDENT AWARDS

BACKGROUND

The Board encourages schools and communities to recognize student achievement by presentation of awards. In support of this policy, the Board shall provide cash awards to deserving students.

As highlighted in Board Policy 21: Student Awards, the following awards and criteria are sanctioned by the Board of Education.

PROCEDURES

1. General Proficiency Awards
 - 1.1. The Board shall provide cash award to the students in each school with the highest average in Grades 9, 10, 11, and 12, as follows:

1.1.1.	Grade 9	\$500
1.1.2.	Grade 10	\$750
1.1.3.	Grade 11	\$1,000
1.1.4.	Grade 12	\$1,500
 - 1.2. Each school board scholarship shall be awarded to the student with the highest average in each grade, completed by including the compulsory subjects at that grade level plus such other electives taken at that grade level to a total of eight in Grades 9, 10, 11, and seven in Grade 12.
 - 1.3. When two students have identical averages, each shall receive the full award.
 - 1.4. Board scholarships shall be held in trust by the school division until the student graduates from Grade 12 or leaves the school system.
 - 1.5. Nutana Collegiate and Royal West Campus will be provided the same funding at the school level to reward academic excellence in a manner consistent with their programming.
 - 1.6. Calculation of Student Averages
 - 1.6.1. Grade 9
English 9A and 9B or Français 9A and 9B
Social Studies 9 or Humanities (French)
Science 9 or 10 or Science 9 (French)
Math 9 or 10 or Math 9 (French)*Math 9 use cumulative mark calculated at end of June
Arts Education 9 or Arts Education 9 (French)
Two electives at any grade level

Grade 9 Special Circumstance - In instances where students do not have the correct number of eligible subjects, no fewer than six classes can be used to calculate the average. For example, there are classes that do not receive numerical marks: Phys.Ed.09, Math9+, Resource Room, English as an Additional Language.



- 1.6.2. Grade 10
 - English 10A and 10B or Français 10 and one of English 10A or 10B
 - History 10 or Indigenous Studies 10 or History 10 (French)
 - Math 10 or 20 (In French or English)
 - Science 10 or 20 (In French or English)
 - Wellness 10
 - Two electives at 10 or 20 level
- 1.6.3. Grade 11
 - English 20 or Français 20
 - Math 20 or 30
 - One Science 20 or 30
 - Five credits 20 or 30 level
- 1.6.4. Grade 12
 - English 30A and 30B or Français 30 and one of English 30A or English 30B
 - History 30 or Indigenous Studies 30 or Social Studies (French)
 - One Math 30
 - One Science 30
 - Two electives at 30 level
- 1.6.5. Other
 - Online School marks can be used but correspondence marks cannot be used.
 - Students who transfer from one school to another (in the city or from out of the city): If the student is eligible for the honour roll in the first collegiate, then the new collegiate will place the student on the honour roll.
- 2. Saskatoon Board of Education Award of Excellence
 - 2.1. The Board shall provide a cash award of \$5,000 to be presented annually to the most outstanding graduate from a Saskatoon Public Schools collegiate. As well, as part of the award, a wall plaque will be on display in the school division office to record the engraved name of the winner and a photograph of the recipient will be presented to the school, to the student, and to the Board.
 - 2.2. The Board shall provide a cash award of \$500 to all other Award of Excellence nominees.



- 2.3. Eligibility Criteria – The criteria reflect the school division’s Strategic Plan modelling excellence in academic, character, engagement, and well-being.



The following criteria are weighted as follows:

- Academic Excellence $\frac{1}{4}$
- Character $\frac{1}{4}$
- Engagement $\frac{1}{4}$
- Well-Being $\frac{1}{4}$

2.3.1. Academic Excellence

- 2.3.1.1. The student will achieve success in their learning goals.
- 2.3.1.2. The student will have an academic standing in the top 5% of the graduating class of the collegiate.
- 2.3.1.3. The average (to one decimal point) for the following subjects provides the basis for the academic standing:
 - 2.3.1.3.1. English A30
 - 2.3.1.3.2. English B30
 - 2.3.1.3.3. A Social Science 30
 - 2.3.1.3.4. A Mathematics 30
 - 2.3.1.3.5. A Science 30
 - 2.3.1.3.6. and two electives at the 30 levelthese marks are based on the completed courses as of June 30 of the graduating year.

2.3.2. Character

- 2.3.2.1. The student will demonstrate respect, responsibility, and perseverance.
 - 2.3.2.1.1. Sense of Personal Worth and Dignity
 - 2.3.2.1.2. Moral, Ethical and Spiritual Values

2.3.3. Engagement

- 2.3.3.1. The student will actively participate in relevant and meaningful learning.
- 2.3.3.2. Leadership and participation in the school and community.

2.3.4. Well-Being

- 2.3.4.1. The student will develop the skills to make healthy choices.



2.4. Nomination Process

- 2.4.1. a letter of nomination from the principal;
- 2.4.2. a letter of reference from the principal or a member of the teaching staff;
- 2.4.3. a letter of reference from a member of the community;
- 2.4.4. a personal resume of the student (including all school and community activities);
- 2.4.5. a “separate” statement for marks on only the following subjects:
English A30, English B30, a Social Science, a Mathematics 30, a Science 30, and two electives at the 30 level and the average (to one decimal point) of these subjects.
- 2.4.6. a copy of the latest official academic record of the student (Department of Education transcript or certified school transcript);
- 2.4.7. a photograph of the nominee (to be placed in the Star Phoenix and in a display case at Saskatoon Public Schools).

The nomination packages should be reviewed by the principal and/or designate for their accuracy.

2.5. Selection Process

- 2.5.1. The nominees are chosen by the principal and staff of the school.
- 2.5.2. The selection committee is established by the Director of Education prior to September 30th annually and consists of five members including the Director of Education or his/her designate, one member from Administrative Council, one Trustee, and two others named by the Director.
- 2.5.3. The final selection is made after all final marks have been obtained.

2.6. Method of Payment

- 2.6.1. The financial award is held in trust by the Saskatoon Board of Education until such time as the recipient provides proof of attendance at a post-secondary education institution (a copy of one of the following: letter of acceptance, signed confirmation of class schedule, payment of fees).
- 2.6.2. In the event the student does not attend a post-secondary educational institution immediately following collegiate graduation, the financial award is held in trust by the Board for up to three academic years. If the award is not claimed after three years, the proceeds revert to the Board.

3. Saskatoon Board of Education First Nations, Inuit, and Métis Student Scholarship

- 3.1. The Board shall provide annual \$1,500 scholarships for four Indigenous students who graduate from our collegiates. The scholarships will be named the Academic Achievement Award, the John Dewar Spirit and Resiliency Award, The First Nation Cultural Youth Award, and the Métis Cultural Youth Award. These scholarships shall be presented at the annual Saskatoon Indian and Métis Friendship Centre graduation ceremonies by a Saskatoon Board of Education trustee or delegate.



- 3.2. Eligibility Criteria – The criteria are as follows:
 - 3.2.1. Academic Achievement Award
 - 3.2.1.1. Graduating from a Saskatoon Public Schools' collegiate
 - 3.2.1.2. Must be of First Nation, Inuit or Métis ancestry
 - 3.2.1.3. Has highest overall average in Saskatoon Public Schools
 - 3.2.1.4. Is a positive role model for youth through the practice and promotion of a healthy lifestyle
 - 3.2.1.5. Contributes to community, school, and family
 - 3.2.1.6. Is accepted into a post-secondary program or considering post-secondary education.
 - 3.2.2. John Dewar Spirit and Resiliency Award
 - 3.2.2.1. Graduating from a Saskatoon Public Schools' collegiate
 - 3.2.2.2. Must be of First Nation, Inuit, or Métis ancestry
 - 3.2.2.3. Has shown strength in overcoming adversity during their education
 - 3.2.2.4. Is a positive role model for youth through the practice and promotion of a healthy lifestyle
 - 3.2.2.5. Contributes to community, school, and family
 - 3.2.2.6. Is accepted into a post-secondary program or considering post-secondary education.
 - 3.2.3. First Nation Cultural Youth Award
 - 3.2.3.1. Graduating from a Saskatoon Public Schools' collegiate
 - 3.2.3.2. Good academic standing
 - 3.2.3.3. Active participation in First Nations community
 - 3.2.3.4. Commitment to moral, ethical, and spiritual values
 - 3.2.3.5. Commitment to healthy lifestyle
 - 3.2.3.6. Commitment to lifelong learning
 - 3.2.3.7. Is accepted into a post-secondary program or considering post-secondary education
 - 3.2.4. Métis Cultural Youth Award
 - 3.2.4.1. Graduating from a Saskatoon Public Schools' collegiate
 - 3.2.4.2. Good academic standing
 - 3.2.4.3. Active participation in the Métis community (to be determined in consultation with Central Urban Métis Federation Inc.)
 - 3.2.4.4. Commitment to healthy lifestyle
 - 3.2.4.5. Commitment to lifelong learning
 - 3.2.4.6. Is accepted into a post-secondary program or considering a post-secondary education
4. Saskatoon Board of Education Perseverance Award
 - 4.1. The Board shall provide a cash award of \$1,000 to be presented annually to each high school for students who have shown perseverance in overcoming significant obstacles to completing their high school education. This is a cash award to offset any costs associated with the recipient's efforts to finish high school and access higher education, employment, or training. It could be used for tuition, books, transportation, examination preparation,



housing, or other expenses that support the student's ongoing success.

The award selection committee will be determined by each high school's administration. If a similar award already exists at the school, the cash amount from the Board may be used to support that award. Recognition of the student's achievement will take place at the school in a format deemed most appropriate for that context. The local trustee should be invited to attend.

4.2. Eligibility Criteria – The criteria are as follows:

- 4.2.1. Students, under the age of 22 and including those seeking to graduate with adult status, will be eligible to graduate at the end of the current school year.
- 4.2.2. They will have overcome a significant obstacle to complete their high school education, have participated in the life of the school to the extent they are able, and served as good role models for other students.
- 4.2.3. Sharing of the recipient's story for the purposes of inspiring others will occur after permission is granted in writing from the individual being recognized.

4.3. Application

- 4.3.1. Students will submit a letter of application to their school's award selection committee that describes the obstacles they have overcome, what skills they have developed that helped them reach their goal of graduation and provides encouragement for others facing similar barriers.
- 4.3.2. A reference letter is required from an adult to describe why the student deserves the award.
- 4.3.3. Application deadlines are to be set by the schools, preferable before April 15, but the award should be made before June 30th each year.

PROCESS

The process for payment of awards and information regarding awards to be held in trust are described in the document [“Accounting Proficiency and Other Awards Manual”](#) housed on the division portal. Additionally, completion of the form [“Supplier Payment Form”](#), should also accompany the request from schools.

Reference: Board Policy 21: Student Awards
Date Last Revised: January 2022



AP 329 – STUDENT DRESS

BACKGROUND

Our schools work to ensure students have safe, equitable, welcoming and inclusive school environments. We recognize that decisions about dress reflect individual expression of identity, socio-cultural norms, economic factors and are personal and important to an individual's well-being and health.

School dress policies are meant to create safe, positive learning environments and support equitable educational access. They should not reinforce stereotypes or result in any unnecessary barriers to school attendance.

School dress policies and administrative enforcement should not marginalize or oppress any group based on race, gender, ethnicity, religion, sexual orientation, household income, gender identity or cultural observance.

PROCEDURES

1. All principals will publish the school dress policy in a manner that will ensure staff, parents, and students are aware of its contents, at the beginning of each year.
2. Students must not wear clothing which undermines the division's commitment to a safe and inclusive learning environment. This includes:
 - 2.1. Clothing that promotes the use of tobacco, drugs or alcohol;
 - 2.2. Clothing that advocates illegal activity;
 - 2.3. Clothing, insignias, symbols or adornments that denigrate or promote hatred of a person or persons, including, but not limited to, clothing that denigrates or promotes hate based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity and/or expression, or age;
 - 2.4. Clothing which contains profanity in any language, pornography or obscene images.
3. Student clothing must adhere to health and safety requirements, including requirements arising from participation in specialized programs and events.
4. Other than for religious purposes, health and safety requirements, or where required to accommodate a disability, students must not wear clothing which obscures their face.
5. Staff shall respond to Student Dress policy violations in a manner that:
 - 5.1. Is consultative with the school administration prior to addressing a dress code concern with a student.
 - 5.2. Balances student health, well-being and safety while fostering positive school climates while affirming and respecting student choices and freedom of expression;
 - 5.3. Is discreet, respectful and clearly references the specifics of the dress policy concern;



- 5.4. Allows the student to wear additional clothing of their own or borrowed, to obscure the violating dress choice. If the student does not have additional clothing, some may be offered by the school.
- 5.5. Includes contacting parents or guardians of any student that has violated this Administrative Procedure.

References: Kamloops-Thompson School District No. 73
Toronto District School Board

Date Last Revised: July 2022



AP 330 – ATTENDANCE OF STUDENTS

BACKGROUND

Students are required to attend school in accordance with the *Education Act* and these administrative procedures.

PROCEDURES

1. The Director of Education or designate will appoint local attendance counsellors in accordance with *the Education Act*.
2. The Principal shall:
 - 2.1. be authorized to implement procedures that are consistent with the legislation and other directives issued by the Minister, Board policy, and within the limitations established by the Director or designate.
 - 2.2. ensure that attendance records of students are kept in accordance with Saskatchewan Learning regulations and Board policy.
 - 2.3. ensure that cases of non-attendance are reported to the Principal.
3. The Principal shall investigate reasons for non-attendance, and, if deemed appropriate, involve other school or system personnel such as assistant and vice Principals, school social workers, and guidance counsellors, in such investigations.
4. The Principal shall report cases of non-attendance to the local attendance counsellors in accordance with *The Education Act*.
5. In cases of chronic non-attendance, the local attendance counsellors shall advise parents or guardians, and other persons in charge, by registered mail, of their responsibilities.
6. In cases in which legal proceedings are being considered, the local attendance counsellors, following consultation with the Coordinator of Student Services, shall inform the parents or guardians, and other persons in charge, by registered mail, and shall advise the Director or designate and appropriate Superintendent of Education of this intended action, such action to be carried out in accordance with departmental regulations.

Reference: Section 156, 157, 158, 159, 160, 161, 162, Education Act
Date Last Revised: October, 2005



AP 331 – RELEASE OF STUDENTS FOR PUBLIC DEMONSTRATIONS

BACKGROUND

Saskatoon Public Schools does not normally sanction the release of students from school to permit them to participate in public demonstrations. However, it is expected that Principals will honour bona fide written requests for such a release from parents/guardians to have their children released from school.

PROCEDURES

1. Decisions regarding the release of individual students or groups of students from school for the purpose of participating in public demonstrations shall be made by the Principal in consultation with the student(s) and parents/guardians involved. The Principals, in turn, may wish to consult with the appropriate Superintendent of Education.
2. Before releasing students from school, the Principal may, where deemed necessary, require written requests from parents, or from students who are 16 years of age or older, outlining the reasons for obtaining release from school attendance.

Reference: Section 150(2), Education Act
Date Last Revised: June, 2011



AP 350 – SUPERVISION OF STUDENTS

BACKGROUND

Principals are required to make provision for the supervision of students engaged in school authorized activities whether on the school premises or elsewhere.

PROCEDURES

1. The Principal shall be authorized to assign to teachers and other persons responsibilities for supervision of students, such assignments shall be made in consultation with individuals concerned.
2. The Principal, in consultation with the staff, shall make arrangements for the supervision of all school-authorized activities occurring on school premises during authorized times - before school in the morning, at noon and after school.
3. The Principal shall advise students and parents when supervision will be provided.

Reference: Section 175(e)(i), Education Act
Date Last Revised: March, 2010



AP 351 – MAINTENANCE OF ORDER

BACKGROUND

PROCEDURES

1. The Superintendent of Education shall have authority for ensuring that Principals develop guidelines and rules necessary for providing effective maintenance of order in the school.
2. The Superintendent of Education shall be responsible to work with school staff, to assess needs, to develop appropriate in-service for maintaining order and discipline of students, and to encourage the participation of staff in such in-service opportunities as deemed necessary.
3. Student Services Branch shall provide support for the maintenance of order and discipline of students through the expertise of the Student Services staff and availability of program resources.
4. It is recognized that emergency situations may arise where the use of force by an employee may be justified where harm may come to the student, or to students, or to the employees of the Division, or to other persons, or to the property of the Division. The use of force, however, must be reasonable under the circumstances and any actions should be of the type and nature expected of a responsible citizen and/or as exercised by a kind, firm and judicious parent.
5. The Principal shall, in cooperation with the staff, develop and maintain guidelines describing the expectations of staff and students to promote good order and harmony in school. Furthermore, the Principal shall review annually the school's statement of duties of students (i.e. code of conduct) and advise the appropriate Superintendent of Education of the statement.
6. Teachers shall be responsible for the implementation of the rules and procedures established in each school.
7. Students are accountable to the teacher(s) and the school principal while on school premises, during school hours, during time when teachers are in charge of students in class, during authorized school activities and during travel between the school and the student's residence.
8. Division employees shall be authorized to deal with trespassers in the following manner:
 - 8.1. staff members shall take appropriate action in accordance with procedures established by the Principal;
 - 8.2. the Principal, in consultation with the Superintendents of Education or Saskatoon City Police may decide to seek judicial recourse to deal with individual(s) who persist in trespassing.

Reference: Section 175(2)(l), Education Act
Saskatoon City Police Protocol
Criminal Code of Canada Sections 27, 30, 34, 37, 38, 43

Date Last Revised: March, 2010



AP 352 – DUTIES OF STUDENTS

BACKGROUND

The duties of students enrolled in Saskatoon Public Schools shall be as set out in the legislation.

PROCEDURES

1. Students shall be responsible for conforming to the rules established by the Principal and staff in each school. (See Administrative Procedure 351).
2. For purposes of clarification, the duties of students as outlined in The Education Act are as follows:
 - 2.1. "In the exercise of his or her right of access to schools and to the benefits of the educational services . . . , every student shall cooperate fully with all persons employed by the Board and any other persons who have been lawfully assigned responsibilities and functions with respect to the instructional program of the school or any special or ancillary services that may be provided or approved by the Board or Saskatchewan Learning.

Every student shall:

- 2.1.1 attend school regularly and punctually;
- 2.1.2 purchase any supplies and materials not furnished by the school/school division that the Principal considers necessary for any particular course of instruction;
- 2.1.3 observe reasonable standards with respect to cleanliness and tidiness of person, general deportment, courtesy and respect of the rights of other persons;
- 2.1.4 be diligent in his/her studies;
- 2.1.5 observe the Division's and Ministry's expectations to maintain academic integrity, which includes the timely submission of school work and the avoidance of plagiarism.

Academic integrity is defined by the Ministry as producing: "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."

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

- 2.1.6 conforms to the rules of the school;
- 2.1.7 submit to any discipline that would be exercised by a kind, firm and judicious parent."



2.2. "Every Student is accountable:

- 2.1.1 to the teacher for his/her conduct on the school premises during school hours and during such hours as the teacher is in charge of the Student in class or while engaged in authorized school activities conducted in out-of-school hours;

2.3 "Every Student is responsible for and accountable to:

- 2.3.1 learn and practice the principle of academic integrity, including the timely submission of school work and avoidance of plagiarism.
 - 2.3.2 to the Principal for his/her general deportment at any time that he/she is under the supervision of the school and members of the teaching staff, including the time spent in traveling between the school and his/her place of residence;
 - 2.3.3 subject to the stated policies of the Board, to the driver of a school bus and to any other person appointed by the Board for the purposes of supervision during hours when students are in the personal charge of such employees of the Board, and those employees shall be accountable to and report to the Principal in accordance with the procedures approved by the Board."
3. The Principal shall be responsible for appropriately communicating to Students and parents the duties of students and expectations of the school, including expectations related to academic integrity, which includes the timely submission of school work and avoiding plagiarism.

Reference: Section 150, 151, 175(2)(l), Education Act
Date Last Revised: April, 2016



AP 353 – SECONDARY CREDIT REQUIREMENTS

BACKGROUND

Saskatoon Public Schools expects that, whenever possible, students in secondary school shall take the equivalent of eight or more credits in each academic year.

PROCEDURES

1. The credit acquisition of individual students shall be reviewed regularly by the principal or designate in order to identify students who need supports with on-time graduation.
2. Collegiate staff will hold twice annual meetings to identify students who are not meeting requirements for courses in which they are enrolled, and identify supports to aid the success of those students.

Reference: Section 85(j), 176, Education Act
Regulations 26(c)(2), 27, 32(4)
Date Last Revised: June, 2015



AP 354 – DISCIPLINE

BACKGROUND

Saskatoon Public Schools believes that the disciplining of students should be corrective rather than punitive in nature. Staffs are encouraged to determine the cause of misbehavior and try to rectify it through various means, including consultation with other staff members, parents and/or students. When disciplinary action is required, the principal shall delegate the administration of such disciplinary measures as may be necessary. The level of discipline should reflect that which would be exercised by a kind, firm and judicious parent. Practices involving the application of corporal punishment are forbidden.

PROCEDURES

1. A principal may suspend a student from school for not more than three school days at a time for overt opposition to authority or serious misconduct; and report the circumstances of the suspension and the action taken to the parent or guardian of that student and the superintendent of education.
2. A principal (in consultation with the superintendent of education) may suspend a pupil for a period not exceeding 10 school days where the principal receives information alleging, and is satisfied, that the pupil has:
 - 2.1. persistently displayed overt opposition to authority;
 - 2.2. refused to conform to the rules of the school;
 - 2.3. been irregular in attendance at school;
 - 2.4. habitually neglected his or her duties;
 - 2.5. willfully destroyed school property;
 - 2.6. used profane or improper language; or
 - 2.7. engaged in any other type of gross misconduct.
3. Where a principal suspends a student pursuant to section (2), the principal shall:
 - 3.1. immediately:
 - 3.1.1. report the matter to the superintendent of education;
 - 3.1.2. notify the parent or guardian of the student of the circumstances of the suspension and the action taken; and
 - 3.1.3. inform the student of the reason for his or her suspension; and
 - 3.2. as soon as is practicable (within 48 hours after the suspension begins):
 - 3.2.1. prepare a written report of the circumstances of the suspension and provide it to:
 - 3.2.1.1. superintendent of education; and



- 3.2.1.2. the parent or guardian of the student; and
 - 3.2.2. on the request of either the student or his or her parent or guardian, grant a hearing to the student and his or her parent or guardian.
- 4. The superintendent of education shall confirm, reduce or remove the suspension before the expiration of the period of suspension pursuant to section (2) and:
 - 4.1. after consultation with the principal and any other persons he or she considers appropriate; and
 - 4.2. after granting a hearing to the student and his or her parent or guardian.
- 5. After confirming, reducing or removing a suspension pursuant to section (4), the superintendent of education shall immediately submit a written report to the board of education setting out the circumstances of the suspension.
- 6. A committee comprised of the director of education, deputy director of education, and board chair may choose to investigate the circumstances of a suspension submitted to it pursuant to section (5), the investigation shall be concluded before the period of suspension ordered pursuant to section (4) ends.
- 7. The committee referenced in section (6) may suspend a student from all or any of the schools in the school division for a period not greater than one year where the committee:
 - 7.1. has conducted an investigation pursuant to section (6); and
 - 7.2. is satisfied, based on the investigation, that the student has acted in a manner that warrants suspension for a period greater than 10 school days.
- 8. Where the committee in section (6) pursuant to section (7) makes a decision to suspend a student that decision;
 - 8.1. Is deemed to be a decision of the board of education and has the same force and effect as if it were made by the board of education;
 - 8.2. Shall be reported immediately to the board of education;
 - 8.3. May be altered, amended, or revoked by the board of education at a subsequent meeting of the board of education.
- 9. The student and his parent or guardian shall be given:
 - 9.1. Notice of every investigation pursuant to sections (6) and (7);
 - 9.2. An opportunity to appear and make representations before the committee appointed in section (6).
- 10. Where a student has been suspended pursuant to sections (7) and (8):
 - 10.1. At the expiration of any period that the board of education may specify in the resolution suspending the student, the student and his or her parent or guardian may request the board of education to review and reconsider the suspension of the student; and
 - 10.2. On receipt of a request pursuant to clause 10.1 and where the board of education considers it to be appropriate, the board of education may:
 - 10.2.1. Rescind or vary the resolution suspending the student; and



10.2.2. Admit the student to a school on those terms and conditions that the board of education considers appropriate.

11. Where the actions of a student create a safety risk for another student, Administrative Procedure 357 – Safe and Caring Schools: Violent Threat/Risk Assessment will guide the actions of the school and the division.

12. The expulsion of students is governed by Section 155 of *The Education Act, 1995*.

Reference: Section, 154, 155, Education Act, SPS Administrative Procedure 357.
Date Last Revised: February 18, 2020



AP 355 – VIOLENCE (STUDENTS)

BACKGROUND

Saskatoon Public Schools does not tolerate acts of violence, threats of acts of violence, intimidation, or harassment within Division operated facilities, on Division property, or while under the supervision of the school. The Division expects immediate supervisors to act swiftly, appropriately, and decisively when such acts come to their knowledge. Perpetrators who are students will be subject to reprimand, suspension, expulsion, or other forms of discipline.

DEFINITION

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.

PROCEDURES

1. Reports of violence shall be made directly to one of the following:
 - 1.1. a senior administrator;(the appropriate Superintendent of Education or a member of Administrative Council)
 - 1.2. Principal;
 - 1.3. immediate supervisor;
 - 1.4. a Union or Association representative.
2. The onus is on the victim, staff/student witness, or parent/guardian to report incidents of violence as soon as is reasonably possible.
3. Reported cases of threat/violence shall be investigated by the appropriate school-based or system administrator in keeping with the requirements of the *Education Act*. The investigative procedures shall include:
 - 3.1. 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.
4. As part of the investigation:
 - 4.1. the victim and the alleged perpetrator shall be requested to provide a statement;
 - 4.2. the victim and/or witness shall be encouraged and offered assistance in reporting the incident to the Saskatoon Police Service;
 - 4.3. school Principals are authorized to report incidents of a serious nature directly to the Saskatoon Police Service.
 - 4.4. if the complaint is well-founded, it shall be dealt with in accordance with the *Education Act*, Board policy and administrative procedures;
 - 4.5. the parent(s)/guardian(s) of both the complainant and perpetrator shall be advised of the reported incident(s). (See Administrative Procedure 354: Discipline)



Administrative Procedures Manual ♦ AP 355 – Violence (Students)

5. Violation of this procedure may include verbal warning, a written reprimand, transfer, suspension, expulsion, or other form of discipline.
6. Written records of the incident shall be retained by the investigator. A copy of the records shall be placed in the cumulative folder.
7. Counselling
 - 7.1. Provided they qualify, victims and perpetrators shall be advised of access to counselling through the Employee Assistance Program.
 - 7.2. Where possible, student victims and perpetrators shall be provided with counselling and support from system personnel.
 - 7.3. Repeat offenders may be required to obtain mandatory external counselling.

Reference: Section 151, 152, 153, 154, 155, 175(l), Education Act
O.H.S.A. - 14
Date Last Revised: October, 2005



AP 356 – WEAPONS

BACKGROUND

Saskatoon Public Schools does not condone the possession of explosives, firearms, and/or other dangerous instruments on its property, on the way to and from school, or during any school related activity unless for special purposes in authorized activities where the Principal has granted special permission. The Division expects employees to act swiftly, appropriately, and decisively when contraventions of this administrative procedure occur. Offenders in possession of firearms, explosives, or items of similar danger will be subject to reprimand, suspension, expulsion, or other forms of discipline.

Police involvement shall be requested in dealing with such incidents.

PROCEDURES

1. Investigations and responses regarding students in possession of explosives, firearms, or other dangerous instruments or materials shall be conducted with due regard to Administrative Procedure 354.
2. Explosives, firearms, or any dangerous instruments or materials are forbidden on school property or at school activities.
3. The Principal shall respond decisively and judiciously to students in possession of explosives, firearms, or other dangerous instruments or materials when the incidents occur on school property, during any school activity, or on the way to and from school.
4. Violation of this administrative procedure may result in reprimand, suspension and/or expulsion in keeping with the provisions of the *Education Act*, Sections 151 to 153 and Section 175(i).
5. Students found to be in possession of explosives, firearms, or dangerous instruments and materials shall be reported to the Saskatoon Police Service.

Reference: Section 152, 153, 154, 155, 175(1)(2)(i), 193, Education Act
Saskatoon City Police Protocol

Date Last Revised: October, 2005



AP 357 – VIOLENCE THREAT RISK ASSESSMENT: STUDENTS

BACKGROUND

Student and staff safety are our priority. The division is committed to providing safe, caring, and accepting learning and work environments for our students, staff, parents/guardians/caregivers, and members of our wider learning community who are guests in our facilities. In accordance with this administrative procedure, threats must be taken seriously, investigated, and include an appropriate response. All actions or statements suggesting intent to harm or act violently against someone or something will be considered a threat and will be assessed using division procedures.

Violence prevention in our schools and neighbourhoods is a community responsibility. The division and our community partners are committed to making our schools and community safer and this commitment is evident in the development of the division's *Community Threat Assessment and Support Protocol (CTASP)* which was signed in August 2011.

PROCEDURES

1. Fair Notice

- 1.1. On an annual basis the principal will send a letter to parents/guardians informing them that our division has a Community Threat Assessment and Support Protocol in place, that threat assessments will occur when warranted, and that the threat assessment and support process may involve multiple community partners.
- 1.2. Fair notice may also include but is not limited to: printed material in school and student handbooks and agendas, assembly presentations, postings on websites and parent portals, and discussions in classrooms.

2. Training

- 2.1. Through our Safe, Caring, and Accepting Schools initiative, School Threat Assessment Team (TAT) members and support personnel participate in Violence Threat/Risk Assessment training and understand the protocol for investigating threatening behaviours.
- 2.2. Ongoing training for new administrators, counsellors, designated central office personnel, administrative council members and community partners will be planned by the superintendent with responsibility for Safe, Caring and Accepting Schools. Training will align with the work of the North American Centre for Threat Assessment and Trauma Response.

3. Community Threat Assessment and Support Protocol

- 3.1. Saskatoon Public Schools will respond to student behaviours that may pose a potential risk for violence to students, staff, and members of the community, or towards the school or other property.



- 3.2. As per Saskatoon Public Schools' *Violence/Threat Risk Assessment Protocol*, school threat assessment teams, and if deemed necessary community partners, will assess threatening behaviours and plan for appropriate interventions.
- 3.3. Each school has a multi-disciplinary threat assessment team (School TAT) that includes the school principal and/or vice principal, school counsellor(s), and school resource officer (police officer).
- 3.4. Central office support is provided through the Safe, Caring, and Accepting Schools team and administrative council members.

4. Purpose and Process

- 4.1 The purpose of a Student Violence Threat/Risk Assessment is:
 - 4.1.1 To ensure the safety of students, staff, parents/guardians/caregivers, and others;
 - 4.1.2 To ensure a full understanding of the context of the threat;
 - 4.1.3 To begin to understand the factors that contribute to the threat maker's behavior;
 - 4.1.4 To be proactive in developing an intervention and support plan that addresses the emotional and physical safety of the threat maker; and
 - 4.1.5 To promote the emotional and physical safety of all.
- 4.2 The process for a Student Violence Threat/Risk Assessment is as follows:
 - 4.2.1 Threat making behaviour(s) by students is reported to the principal/vice principal who activates the Saskatoon Public Schools' Violence Threat/Risk Assessment Protocol;
 - 4.2.2 Interviews are held with the threat maker, parents/guardians/caregivers, students and staff as necessary;
 - 4.2.3 An investigation determines the level of risk and directs an appropriate response to the incident; and
 - 4.2.4 Intervention plans are developed and monitored.

5. Duty to Report

- 5.1 Safe schools operate as open systems and promote the appropriate sharing of information. To keep school communities safe and caring, staff, parent/guardians, students, and community members must report all threat-related behaviours to the school principal or vice principal. Any person having knowledge of high-risk student behaviour or who has reasonable grounds to believe there is a potential risk to students, staff or division property shall immediately notify the principal or vice principal.
- 5.2 Principals will ensure that students are made aware of their role in reporting violence and threats of violence to school authorities.



- 5.3 Staff shall report all worrisome behaviours to the principal or vice principal. The principal or vice principal shall consult with members of the School TAT, Central Office personnel, and other appropriate staff as to the level of assessment that needs to be conducted.

6. Duty to Respond- Threat Assessment Process

- 6.1 The principal or vice principal will take immediate action to protect the safety of all students and staff.
- 6.2 The principal or vice principal shall ensure that the appropriate notification and support has been provided for those targeted by the threatening behaviour(s).
- 6.3 The principal or vice principal shall inform the school's superintendent of education of the threatening behaviour(s) and shall keep the superintendent informed through the various stages of the threat assessment process.
- 6.4 The principal or vice principal shall work closely with the school's superintendent of education and division's communications officer regarding internal and external communications.
- 6.5 The principal or vice principal will activate the School TAT and follow the Stage 1 VTRA Report Form.
- 6.6 The principal or vice principal shall share and store copies of the *Threat Assessment Report Form* as per the Division's VTRA protocol.
- 6.7 The principal may also be involved in Stage 2 Violence Threat/Risk Assessment (multidisciplinary risk evaluation and intervention) as per the division's Community Threat Assessment and Support Protocol.
- 6.8 As described throughout the process above, appropriate notification must be provided, whenever possible, at all stages of the VTRA process.

7. Incidents Occurring Outside School Hours

- 7.1. If a Saskatoon Public School employee receives information regarding serious violence, weapons possession or a threat that is "clear, direct, and plausible" during non-school hours, police shall be called immediately.
- 7.2 This information must then be provided as soon as possible to the principal or designate so the threat assessment process can be activated. Parents/guardians/caregivers must be contacted so that the appropriate actions can be taken to notify and protect the target(s).

8. Incidents Involving Employees

- 8.1 The Violence Threat/Risk Assessment Protocol can be initiated when staff display worrisome or high risk behaviours. See Administrative Procedure 482 – Violence Threat Risk Assessment: Employees.



Reference: *The Education Act* (1995): Sections 141,150,151,152-155, 156-162, 175, 191,192, 193
SPS Tragic Event Procedural Guidelines
SPS Tragic Events: A Resource Guide for Schools
SPS Emergency Response Plan
Community Threat Assessment and Support Protocol
Administrative Procedure 354: Discipline
Administrative Procedure 355: Violence (Students)
Administrative Procedure 356: Weapons
Administrative Procedure 367: Student Bullying and Harassment
Administrative Procedure 460: Violence (Employees)
Administrative Procedure 482: Violence Threat Risk Assessment: Employees

Date Last Revised: May 2022



AP 358 – EMERGENCY RESPONSE PLANNING: SCHOOL AND PERIMETER LOCKDOWNS

BACKGROUND

The division is committed to providing safe and caring learning and work environments for our students, staff, parents/guardians/caregivers, and members of our wider learning community who are guests in our facilities. This procedure outlines the expectations regarding implementation and practice of a perimeter lockdown, and a school lockdown.

PROCEDURES

1. Depending on the emergency situation two different lockdown levels may be used:
Perimeter Lockdown: A perimeter lockdown is used when an emergency happens near the school and requires an enhanced level of safety. In this instance the threat or potential threat is outside the school or facility. School exterior doors are locked to ensure that no individuals leave or enter the building. Individuals are only allowed to exit and enter via the front doors of the school with the approval of school administration.
School Lockdown: A school lockdown alerts students and staff that an imminent danger exists. It is implemented when the threat is inside, or thought to be inside, the school or facility. Staff members follow specific procedures as outlined in the school and perimeter lockdown guide on the Emergency Response & Continuity Management portal. On the advice of the Saskatoon Police Service, this guide is available as an internal document.
2. School Administrators are responsible for educating staff and students about the procedures to follow during perimeter and school lockdowns.
3. Each school year a school administrator collaborates with the School Resource Officer (Saskatoon Police Service) to practice both a perimeter lockdown and school lockdown with staff and students. If safe to do so, the school administrator is asked to display the lockdown signage that has been provided by the division whenever a perimeter lockdown is in effect

Reference: AP 176 Education Continuity Management and Emergency Response Planning
Working Together for Safe Schools (link – on public website)
Date Last Revised: May 24, 2022



AP 360 – ASSESSMENT AND EVALUATION OF STUDENTS

BACKGROUND

Saskatoon Public Schools believes that student assessment and evaluation are integral and indispensable parts of teaching and learning. They provide information to the student, parent(s)/caregiver(s), teacher(s) and school regarding the student's personal and social development as well as learning based on the outcomes of provincial curriculum.

PROCEDURES

1. The Coordinator of Student Assessment and Evaluation shall be responsible for the identification and development of materials related to the division-wide evaluation of students.
2. Saskatoon Public Schools values the participation of all students in large-scale division, provincial, national and international assessments.
3. The Principal shall be responsible for:
 - 3.1. the development, in cooperation with staff, of a systematic and articulate assessment and evaluation program consistent with Administrative Procedures and *Saskatoon Public Schools Assessment Principles* included in this document;
 - 3.2. the communication of information regarding student assessment and evaluation to students and parents/caregivers or adult students;
 - 3.3. the monitoring of teachers' professional competencies essential for appropriate student assessment and evaluation;
 - 3.4. the implementation of required large-scale and standardized testing s to evaluate students.
4. Teachers shall be responsible for:.
 - 4.1. the maintenance of professional competencies essential for student assessment and evaluation;
 - 4.2. the assessment and evaluation of students in accordance with the following:
 - 4.2.1. All assessment and evaluation of student learning is based on the outcomes of provincial curriculum.
 - 4.2.2. Non-academics such as attendance and attitude are assessed, evaluated and reported on separate from academic performance.
 - 4.2.3. Comments provided on elementary and secondary progress reports are outcome based and describe the learning as well as the learning.
 - 4.2.4. Assessment and evaluation practices align with *Saskatoon Public Schools Assessment Principles*.
 - 4.3. Clearly articulating to students, in an age-appropriate way, (division expectations regarding academic integrity), and utilizing subject-specific content and practices to teach students how to avoid plagiarism.



- 4.4. Clearly stating his/her expectations and procedures for due dates for assignments and explain possible exceptions and alternative arrangements for submission of work. These may include:
 - 4.4.1. meeting with the student and parent/guardian/caregiver to discuss the reasons for non-completion and developing a plan to complete the work;
 - 4.4.2. developing an agreement with the student to complete the assignment;
 - 4.4.3. having the student complete the work outside of school hours such as lunchtime or after school;
 - 4.4.4. providing peer support for the student;
 - 4.4.5. providing an alternative assignment to accommodate a diverse learning need;
 - 4.4.6. determining a mark that reflects the level of achievement demonstrated by the student on that particular assignment; and/or.
 - 4.4.7. including last assignments as part of extended reporting as a complement to the reported achievement related to the curriculum outcomes.

Reference: Section 175(i)(k), 231(g)(p), Education Act
Date Last Revised: April, 2016



Saskatoon Public Schools Assessment Principles:

Renewed curriculum documents from the Ministry of Education provide learning outcomes in all subjects and at all grades. All renewed curriculum documents provide the same definition of assessment and evaluation:

“Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the provincial curriculum.”

Assessment involves the systematic collection of information about student learning with respect to:

- Achievement of provincial curricular outcomes
- Effectiveness of teaching strategies employed
- Student self-reflection on learning

Evaluation compares assessment information against criteria based on curriculum outcomes for the purpose of communicating to students, teachers, parents/caregivers, and others about student progress and to make informed decisions about the teaching and learning process. Reporting of student achievement must be based on the achievement of curriculum outcomes.”

**Quotation found in the “Assessment and Evaluation of Student Learning”
section of all renewed provincial curricula.**

All renewed curriculum documents also define how assessment should be used:

- **Assessment for learning** involves the use of information about student progress to support and improve student learning, improve instruction and is teacher-driven for student, teacher and parent use.
- **Assessment as learning** actively involves students thinking about their learning and monitoring their progress.
- **Assessment of learning** involves teacher’s use of evidence of student learning to make judgments about student achievement.

**Adapted from the “Assessment and Evaluation of Student Learning”
section of all renewed provincial curricula.**

In our division, we believe that “students will be **engaged** in their learning so they will graduate as active participants in lifelong learning and as responsible and caring citizens in the community, nation, and world.” We are also coming to understand how assessment and evaluation can contribute to student engagement and academic success.

The following assessment principles will guide classroom, school and division practices so that teachers, students and parents experience an honest, fair and, as much as possible, consistent method of assessment and evaluation throughout an academic term.



Commitment to Good Practice

- **Research-based:** Assessment and evaluation procedures are based on current, generally recognized and effective practices which help promote student learning and engagement. Examples of this research are provided in the reference section of all renewed curriculum.
- **Consistency:** Students learn in settings where these principles are publicly, conscientiously, and consistently adhered to.
- **Response to Diversity:** Equitable assessments give all students a fair opportunity to be successful regardless of their gender, socioeconomic, cultural, academic or linguistic background.

Students

- **Engagement:** Engaged learners are able to self-assess and define their own learning goals and evaluate their own achievement; they know how to learn and are able to transfer knowledge to solve problems creatively.
- **Responsibility:** Students clearly describe where they are on their learning journey, what evidence they have of their progress and how they will continue to produce evidence of success and growth.
- **Academic and Personal Excellence:** Students strive for excellence in their learning and in their ability to communicate that learning. Assessments and evaluations are designed to measure and describe that excellence.

Parents

- **Home-School Partnership:** Parents/Caregivers are invited to be actively involved in the home-school partnership and are aware of intended learning, their students' progress and the priorities for continued learning.

Teachers

- **Clear Communication:** Students receive consistent, clear and appropriate descriptive feedback that will assist them on their learning journey. Communication with parents and students is not limited to progress reports but occurs whenever it is appropriate.
- **Separation of Academic and Non-academic Evidence:** As indicated in all renewed curriculum documents, assessments collect information about student achievement of curriculum outcomes. Personal and social behaviours are important and are reported separately from academic behaviour.
- **Balance:** Students experience a number of opportunities to demonstrate successful learning. There are opportunities to practice and opportunities to demonstrate achievement. Classroom assessments and, where available, standardized (CAT/4) and large-scale assessments are used as a part of this balanced assessment.
- **Quality Evidence:** Evidence of student success is gathered over time and includes products, observations and conversations.



AP 361 – STUDENT PROGRESS AND PLACEMENT

BACKGROUND

Saskatoon Public Schools is committed to the concept of continuous progress whereby students are able to proceed through the provincial curriculum in relation to their capabilities and potentials.

PROCEDURES

1. Decisions on progress and placement of students shall be the responsibility of the Principal and may be made at any time during the school year.
2. The Principal shall arrange for consultation with students, teachers and parents regarding student progress and placement, with decisions to be based on factors such as: achievement of curricular outcomes evidences through a variety of assessment strategies and other sources that the Principal deems useful.
3. While communication between the home and the school is an ongoing process, the Principal shall ensure that formal reports are made to parents/guardians as follows:
 - 3.1. Elementary schools:
 - 3.1.1. Shall facilitate three reporting periods during the school year;
 - 3.1.2. All components of the Student Progress Report used to communicate with parents are to be approved at the Division level.
 - 3.1.3. Guidance in the completion of all components of the Student Progress Report are to be taken from Division documents.
 - 3.2. Secondary schools:
 - 3.2.1. Shall facilitate reporting periods during the school year as determined by the Director or designate.
 - 3.2.2. Progress is recorded and communicated based on student achievement of curricular outcomes in a particular subject.
 - 3.2.3. All components of the Student Report Card used to communicate student achievement of curricular outcomes with parents are to be approved at the Division level.
 - 3.2.4. Principals shall regularly inform The Ministry of Education of the standings obtained by each student in Grades 10-12.
4. Generally, acceleration and deceleration are not encouraged. However, particular personal program plans may recommend one of three placement options. Students shall neither be accelerated nor decelerated for one complete year in elementary grades (K-8) without consulting the school's Superintendent of Education. The Principal shall contact parents to discuss the acceleration or deceleration of students.
5. Each teacher shall report regularly under the direction of the Principal, and in accordance with pertinent guidelines, to the parent or guardian of each student with respect to progress or any circumstances or conditions which may be of mutual interest.



6. Each teacher shall promote students in their work in accordance with the promotion policies of the school and under the general supervision of the Principal.
7. Each teacher shall plan the learning activities of the class with due regard for the individual differences and needs of the students.
8. Grade 10 to Grade 12 students who last attended school outside Saskatchewan may be required, prior to placement, to have their previous schooling evaluated by the Associate Director, Assessment and Evaluation Branch, Ministry of Education, Regina.

Reference: Section 168, 169, 170, 175(k)(l), 231(g)(p), Education Act
Date Last Revised: February, 2010



AP 363 – STUDENT PROGRESS CONFERENCE

BACKGROUND

Saskatoon Public Schools believes that Student Progress Conferences form an integral part of the total communication program of the school and the community.

PROCEDURES

1. The Principal shall be responsible for the management of student progress conferences.
2. Students may be dismissed from school for the equivalent of up to one full day per school year for the purpose of holding student progress conferences.
3. The Principal shall encourage ongoing two-way communication between the home and the school.

Reference: Section 175(2)(l), Education Act
Date Last Revised: October, 2005



AP 364 – CANADIAN FLAG PROCEDURES AND PROTOCOL

BACKGROUND

The community views schools as institutions that maintain tradition and as the hosts of numerous formal events that require knowledge of the etiquette of the national and provincial flag display. The following procedures will be useful for protocol purposes.

PROCEDURES

1. All schools shall fly the Canadian flag during the entire school year, including public holidays.
2. Flags on Saskatoon Public Schools property shall be displayed in accordance with Rules for flying the National Flag of Canada found at: <https://www.canada.ca/en/canadian-heritage/services/flag-canada-etiquette/flying-rules.html>
3. The national flag of Canada should be displayed only in a manner befitting the national emblem; it should not be subjected to indignity or displayed in a position inferior to any other flag or ensign.
4. A flag may be flown on a flagstaff or displayed flat.
5. If a flag is flown on a staff at the front of, or on a platform of an auditorium, it shall be placed to the right of the speaker, and when it is flown in the body of the auditorium, it shall be placed to the right of the audience.
6. Flying the flag against a surface, horizontally or vertically:
 - 6.1. If displayed flat, the flag may be hung horizontally or vertically.
 - 6.2. If hung vertically, the flag shall be placed so that what would be the upper part of the flag when hung horizontally is to the left of someone facing it.
7. If two or more flags are flown or displayed together:
 - 7.1. the flags shall be approximately the same size and shall be flown from separate flagstaffs at the same height.
 - 7.2. the order of precedence is:
 - 7.2.1. the Canadian flag,
 - 7.2.2. the flag of Saskatchewan
 - 7.2.3. other flags
 - 7.3. When three flags are flown together, the Canadian flag shall occupy the central position, with the flag of Saskatchewan to the left and third flag to the right as seen by spectators.
 - 7.4. When more than three flags are flown together, the Canadian flag is normally flown on the left of the line of flags as seen by spectators, with other flags, in order of precedence on its right.
 - 7.5. When more than one flag is flown and it is not possible to hoist or lower them at the same time, the Canadian flag shall be hoisted first and lowered last.



8. Half-mast:

- 8.1. On official days of mourning, the flag shall be flown at half-mast, the centre of the flag should be half-way down the staff.
 - 8.1.1. When the flag is raised to the half-mast position or lowered from it, it is first raised to full-mast and then lowered.
 - 8.1.2. Flags are normally flown at half-mast from the time of notification of death up to and including the day of the funeral.
- 8.2. Flags may be flown at half-mast on any occasion when the flag is being flown at half-mast on local government buildings. Flags are flown at half-mast on public buildings on the death of:
 - 8.2.1. the sovereign or member of the immediate family of the sovereign,
 - 8.2.2. the current or a former governor-general of Canada,
 - 8.2.3. the current or a former prime minister of Canada,
 - 8.2.4. a federal cabinet minister,
 - 8.2.5. the lieutenant-governor or former lieutenant-governor of Saskatchewan,
 - 8.2.6. the premier, or former premier, or a cabinet minister of Saskatchewan,
 - 8.2.7. a member of parliament or the provincial legislature from a Saskatoon riding,
 - 8.2.8. a senator from a Saskatoon riding, or
 - 8.2.9. the mayor or a former mayor of Saskatoon.
- 8.3. A flag may be flown at half-mast on the death of a student, staff member, or an individual associated with the school or community. Flags should be flown at half-mast the first school day following the death, up to and including the day of the funeral.
- 8.4. Special instructions may be issued by the Director of Education (or delegate) in other occasions.

Reference: The Education Regulations, 2019 41(1)
[Flag Etiquette in Canada](#) from the Department of Canadian Heritage, Government of Canada

Date Last Revised: January 2021



AP 365 – MEMORIALS AND MEMORIAL SERVICES

BACKGROUND

Tragic events such as the loss of a member of the school community require a thoughtful and coordinated response. School division employees will support staff, students and families who experience this loss, and will assist with connections to appropriate community and school division resources. As places designed primarily to support learning, school sites should not serve as the main venue for the memorializing of students or staff. However, instances may arise in which a school site may be considered an appropriate venue for a memorial service.

PROCEDURES

Memorial Services:

All requests for memorial services in schools should come to the office of the director. The service should be a memorial event; not a funeral. Therefore, there will be no bodily remains permitted at the service. Memorial services may not be appropriate at all in certain types of situations. Each situation will be considered at the time and decisions will be made by the director in consultation with school teams and division staff. The following criteria should be considered when determining whether a facility request for a memorial service is appropriate:

1. Necessity - The potential number of people who wish to attend creates the necessity of a large gym-like space in which to hold the event. The facility booking would be treated as a special form of rental and, therefore, require reasonable attention to fire regulations.
2. Learning - There can be no interruption of student learning. Memorial events must take place on non-student contact days, weekends, or well outside of school dismissal.
3. Celebration of Life - The nature of a memorial service that occurs in a division facility should be that of a Celebration of Life. Symbols of the person's life and positive messages of hope should be major components of such services. Careful consideration should be given to the cultural practices and worldview of the family. Student participation or involvement in such services should remain limited and carefully monitored by school/division representatives.
4. The Individual - The person being memorialized must have been a member of the school community – a student, staff member, or member of the learning community directly related in some manner to the school.



Permanent and Temporary Memorials:

The National Institute for Trauma and Loss in Children encourages that memorials should be in the community where they can either be easily accessed by those who need their comfort and benefits or easily be avoided by those who are activated by the 'reminders'. Community memorials provide comfort while avoiding challenges created when memorials are erected in closed environments such as schools. Memorials should be an opportunity of choice.

1. Schools should not initiate permanent memorials such as pictures, benches, plaques, or trees.
2. During the traumatic response process if students identify a need to express their feelings of loss, school and division staff will work with them to create a temporary memorial that fits student needs. These memorials should include a well communicated plan for movement, such that they do not remain at the school. A temporary memorial may be given to the family of the school community member as a tribute.
3. Events such as graduation ceremonies and documents such as yearbooks may make mention of deceased school community members, but the deceased should receive equal mention in comparison to other students/staff.
4. If the family of a deceased student or staff member approaches a school regarding a memorial scholarship or bursary, the school may consult with the Safe, Caring, and Accepting Schools team.
5. Schools that have permanent memorials that require removal from their school property may consult with the Safe, Caring, and Accepting Schools team.

Reference: The Education Act

Date Last Revised: June 2022



AP 367 – STUDENT HARASSMENT, INTIMIDATION AND BULLYING

BACKGROUND

Saskatoon Public Schools recognizes its responsibility to provide safe, caring and accepting learning environments in our schools. This administrative procedure is explicitly directed toward the conduct of students in their interaction with other students. Harassment, intimidation, and bullying are behaviours that can disrupt students' ability to learn and interfere with the school's ability to maintain an appropriate learning environment.

These behaviours can be in the form of intentional written, verbal, or physical acts which can harm a student or damage the student's property, and/or are so severe, persistent, or pervasive that they create an intimidating educational environment. Harassment, intimidation, and bullying constitute serious misconduct that warrants appropriate intervention should it occur and the implementation of educational programs and administrative measures that are designed to prevent it from occurring. School personnel and communities need to be especially sensitive to situations facing students whose racial or cultural background, sexual orientation, gender identity, appearance, religion, socio-economic status, or ability might make them targets of harassment, intimidation, bullying, and discrimination.

Each school will have a plan that establishes a culture for learning and addresses incidents of student harassment, intimidation, bullying, racism, discrimination, and violence. This plan will consist of proactive and responsive components and procedures. A classroom environment based on respect and rapport is created by teachers through their interactions with students and by the interactions they encourage and model among students. In a respectful learning environment, all students feel safe, valued, and accepted.

DEFINITIONS

Harassment, intimidation, and bullying are separate but related behaviours that require timely and adequate responses in order to be addressed appropriately. The behaviours can be interconnected; therefore, it is important to consider that it is possible for cases that involve one behaviour to also include others.

1. Harassment: Any unwelcome behaviour, physical or verbal/written (including use of technology) directed at an individual's race, religion, sex, gender, age, disability or any other of the grounds of discrimination. The intent or perceived intent is to threaten, intimidate, instill fear, alarm, annoy or belittle a person and could include any unwelcome and/or uninvited sexual or gender-directed behaviour. Harassment may include but is not limited to, unwelcome remarks, jokes, innuendoes or taunting about a person's body, attire, gender, sexual orientation, racial or ethnic background, place of birth, citizenship, ancestry, age, physical size or weight, religion, marital status, family status or ability. It is particularly concerning when such behaviour persists after the aggressor has been asked to stop.
2. Intimidation: Any behaviour, whether physical or verbal/written (including the use of technology), which instills fear in someone as a means of controlling that person. It can include but is not limited to, threats, defacing or stealing an individual's property, coercing an individual to do something dangerous or illegal, extortion (demanding payment or goods for an individual's safety), inciting hatred toward an individual, or setting up an individual to take the blame for an offence.



3. Bullying: Any behaviour, whether physical and/or verbal/written (including use of technology) that is willful, repeated and used by an individual to maintain power over another individual. It can include, but is not limited to physical, emotional, relational, and psychological bullying. Bullying behaviour can take many forms and can be direct (e.g., hitting, throwing things, verbal taunts, teasing or threats) or indirect (e.g., gossiping, spreading malicious rumours, social isolation, or exclusion from the group).

PROACTIVE EDUCATIONAL PROCEDURES

Student safety in Saskatoon Public Schools is a priority for all stakeholders. School and division policies, procedures and protocols are in place to ensure that learning and work environments are safe, caring, and accepting.

A school environment based on respect and rapport is created by school staff through their interactions with students, staff, and the community and by the interactions adults encourage and model among students. In a respectful learning environment all students feel safe, valued, and accepted.

Positive school climates are created through the following practices:

1. Utilizing the Saskatchewan curriculum including outcomes and indicators related to the development of healthy and respectful relationships.
2. Using curriculum and other resources to support digital citizenship and promoting digital citizenship as a key component to address cyberbullying.
3. Emphasizing proactive strategies that invite co-construction, teaching, and support of appropriate student behaviours.
4. Implementing a continuum of positive behaviour supports for all students, taught in classroom and non-classroom settings.
5. Using provincial curriculum and recommended resources to teach students how to negotiate disagreements and manage conflict.
6. Encouraging all staff members to help stakeholders understand the definitions of harassment, intimidation, and bullying in order to work as partners to help students develop healthy and respectful relationships.
7. Maintaining partnerships with parents/caregivers/guardians, the Ministry of Education, Saskatoon Police Service, Restorative Action Program (RAP) and other community agencies to provide support in creating safe, caring and accepting schools.

All Saskatoon Public Schools strive to be naturally open schools. Naturally open schools facilitate the appropriate sharing of information among administrators, staff, students, parents/caregivers/guardians and community partners. It is important that schools use a variety of communication tools to express the shared responsibility of developing safe, caring and accepting classroom and school climates. Students and parents/caregivers/guardians are encouraged to contact the classroom teacher, school counsellor, school administrator or other school staff regarding concerning behaviour.

RESPONSIVE ACTIONS AND PROCEDURES

Saskatoon Public Schools believes that all students have the right to learn and interact in a safe, caring, and inclusive environment. Harassment, intimidation, and/or bullying behaviour will not be tolerated and will be dealt with in a serious and timely manner that respects the dignity and privacy of students at all times. All members of the school community have a “Duty to Report”



incidents and school staff have a “Duty to Respond” to resolve incidents of harassment, intimidation and/or bullying.

Duty to Report

All members of the school community - including students, staff, parents/caregivers/guardians – have a duty to report any act of harassment, intimidation and/or bullying.

- Student and parents/caregiver/guardians should report to teachers, school counsellors, school administrators or other school staff.
- Staff should report any act of harassment, intimidation and/or bullying to school administration immediately.

Duty to Respond

Acts of harassment, intimidation or bullying are not tolerated in Saskatoon Public Schools. Every school has a Safe School Team that will investigate and respond to acts of harassment, intimidation and bullying. This team includes the principal, vice-principal, school counsellor(s) and a member of Saskatoon Police Service, the School Resource Officer.

- All staff involved will support the student who experienced the act by centering and prioritizing their feelings, needs, and voice.
- Parents/caregivers/guardians of the students involved will be notified.
- Responses should emphasize taking responsibility and accountability for actions.
- Restorative and collaborative approaches to responding will be emphasized after responsibility has been taken.
- School staff will extend efforts to provide learning for the student who committed the act to understand the impact of their actions.
- The views of the student who committed the act must be given due weight in context of the student’s age and maturity, and/or special considerations such as any formal diagnoses impacting the student.
- The school-based administrator will follow division discipline procedures when implementing any consequences required.

Reference: PrevNet: Canada’s authority on research and resources for bullying prevention
Saskatoon Public School Board Policy 15
Canadian Charter of Rights and Freedoms
Saskatchewan Human Rights Code

Date Last Revised: June, 2023



AP 368 – NUTRITION

BACKGROUND

Saskatoon Public Schools recognizes that students require access to healthy foods in our schools to help students reach their potential. The Ministry of Education's nutrition guidelines inform our school division's practices. All staff and educational stakeholders will work to follow the provincial nutrition guidelines.

PROCEDURES

Educational nutrition practices will follow the Saskatchewan Ministry of Education's nutrition standards for Saskatchewan Schools found within Nourishing Minds: Eat Well - Learn Well - Live Well.

The principal will work with staff and the learning community to ensure high quality nutritious foods are served and sold while also promoting healthy and safe food practices at the school level.

When foods are offered in schools, they need to meet food safety and nutrition standards as described in the Ministry of Education's Food Safety for my School.

The Director or designate will work to ensure that all school vendors and contractors will offer healthy food choices that follow the Ministry of Education's nutritional guidelines as outlined in Healthy Foods for my School - Nutrition Standards for Saskatchewan Schools.

The Director or designate will monitor cafeteria and community partnership agreements to ensure healthy food choices that follow the Ministry of Education's nutritional guidelines are provided for purchase by students and staff.

Reference: Saskatchewan Ministry of Education Nourishing Minds: Eat Well - Learn Well - Live Well
Saskatchewan Ministry of Education Healthy Foods for my School: Nutrition Standards for Saskatchewan Schools
Saskatchewan Ministry of Education Food Safety for my School

Date Last Revised: September, 2023



AP 369 – EXTERNAL PROVIDER INVOLVEMENT IN SCHOOLS

PURPOSE

The purpose of this procedure is to outline the principles, background and protocol that Saskatoon Public Schools will follow, with respect to involvement of public and private third party providers in schools where such professionals are retained and/or compensated by parents/guardians.

The purpose of the protocol is to clarify the relationship between the school and the public and private third party service providers where:

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

This protocol recognizes that parents/guardians, community health professionals and the school share a common goal to pursue, within their defined roles, the best interest of the child.

PRINCIPLES

It is recognized that it is the exclusive role of the school in partnership with parents/guardians, to be the primary providers of school based programs and services.

Schools have the right to determine and the obligation to provide education programs and services in schools as prescribed by The Education Act, 1995.

Saskatoon Public Schools provides a continuum of services. A description of special education programs and services is outlined in the Special Education document which is posted on the school board website.

School division staff work in partnership with parents/guardians to ensure that the needs of their child are identified, considered and met. To that end, collaboration with community agencies and private therapists is valued.

DEFINITIONS

1. **Direct Services:** Services delivered by Saskatoon Public Schools' staff such as teachers, educational assistants, counsellors, student services' staff and/or individuals contracted by Saskatoon Public Schools.
2. **Third Party Services:** Services delivered by individuals from an external organization. There are two types of third party services – public and private.
 - a. **Public third party services** - Public third party services are those delivered by staff from an agency or other public organization where needed and requested by Saskatoon Public Schools. 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.
 - b. **Private third party services** - Private third party services are those retained and/or paid for by parents/guardians. They have not been requested by Saskatoon Public Schools.



BACKGROUND

Some students may receive additional support through community agency staff or by private therapists/consultants hired by parents/guardians. These services may be beneficial to students, and can be offered to students in the home, community, or practitioner office setting.

Occasionally, schools receive requests from parents/guardians to have private third party services delivered in the school. Some examples of services that have been requested are:

- tutoring
- occupational/physical therapy services
- speech language therapy services
- music lessons
- assessments
- intensive behavior intervention

DIRECTION

1. Due to difficulties with ensuring student safety, liability, confidentiality, supervision, and availability of space within school buildings, private third party services delivered directly to students during the school day are not allowed in the school setting unless specifically allowed under this procedure.
2.
 - 2.1. Private third party professionals may at the sole discretion of the school division be permitted in schools solely for observation, where this assists the privately retained professional or community agency staff to set appropriate goals for the child in non-school environments and to ensure consistency of programming outside the school environment.
 - 2.2. The following conditions must be met before a private third party professional is permitted in a school:
 - 2.2.1. A request by a private third party professional or community agency staff to observe a student in a classroom must be made to the school Principal (Appendix A).
 - 2.2.2. The school Principal will determine if the requested observation can be carried out in such a manner that it:
 - 2.2.2.1. will not negatively impact the educational environment
 - 2.2.2.2. will not interfere unduly with the privacy rights of other students and staff
 - 2.2.3. If approved, the Principal will sign off on the request.
 - 2.3. The school 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.
 - 2.4. If parents/guardians wish school staff to share information about the student with the private therapist or agency, the parent/guardian must complete a 'Consent to Release Information' form or Appendix A. Students over 15 years of age of sufficient maturity must also sign the consent.
 - 2.5. Privately retained professionals or community agency staff must be accompanied by, or in the presence of, a Saskatoon Public Schools' employee at all times during their school visit.



- 2.6. A privately retained professional or community agency staff must keep confidential any personal information obtained about other students, teachers or staff while observing a particular student in a classroom, in accordance with relevant legislation including The Education Act, 1995, and the Local Authority Freedom of Information and Protection of Privacy Act, and other relevant privacy information in accordance with the terms set out in the Request for Classroom Observation (Appendix A).
- 2.7. Privately retained professional or community agency staff member who makes a classroom visit for the purpose of observation must provide a complete copy of the written report of the observation to Saskatoon Public Schools. A copy of the report will be placed in the child's cumulative folder.
3. Private third party providers may be invited to attend meetings with parents/guardians only when the school Principal or Superintendent determines that such attendance is in the best interest of the child. When invited, the third party provider will be required to observe the directions of the Principal or Superintendent with regard to their participation in the meeting.

QUESTIONS REGARDING REQUESTS FOR INVOLVEMENT OF COMMUNITY AGENCY STAFF OR PRIVATELY RETAINED PROFESSIONALS

Questions or concerns regarding requests for involvement of community agency staff or private professionals should be directed to the Superintendent with responsibility for Student Support Services.

Reference: Section 85, 142, 367, The Education Act, 1995
Date Last Revised: December 19, 2016



AP 370 – OUTCOME COMPLETION

BACKGROUND

Outcome Completion is an opportunity for students to have additional time at the end of a semester to complete the outcomes of a course that were not met throughout that semester. Outcome Completion allows students to earn an academic credit without repeating an entire course. The strategy for Outcome Completion is individualized and may vary from student to student.

GUIDING PRINCIPLES

1. Outcome Completion is available for students enrolled in Grade 10, 11, and 12 courses.
2. To be eligible for Outcome Completion a student must have:
 - 2.1 achieved a minimum of 30% in the course, and/or
 - 2.2 provided insufficient evidence of specific outcomes and/or evidence of mastery of some outcomes.
 - 2.3 received a final mark for the course in question which was submitted to the Ministry of Education.
 - 2.4 indicated acceptance of the offer to participate in the Outcome Completion process.
3. The final decision about eligibility for Outcome Completion is made by the school Outcome Completion team in consultation with the original teacher. This team is appointed by the school principal and includes at least one of the school's administrators.
4. It is recommended that students complete the required course work within 30 calendar days of the course end date. If more than 30 days are required, the student's [Outcome Completion Plan](#) will reflect this and be included with the Secondary [Level Mark Correction form](#).
5. The final mark a student receives in Outcome Completion is determined by the Outcome Completion teacher, in consultation with the original teacher, based upon the achievement of the student. In the event the original teacher is no longer employed at the school or otherwise unable to participate in the process, the student's final Outcome Completion mark will be determined by the Outcome Completion teacher in consultation with the principal.
6. At minimum, secondary schools shall offer Outcome Completion for the courses required for graduation.

ROLES AND RESPONSIBILITIES

1. The student shall indicate acceptance of an offer to complete Outcome Completion within five days of the course end date in Semester 1 and within three days of the course end date in Semester 2. This allows for the teacher and administrator to identify the required outcomes that must be achieved and approve an Outcome Completion Plan.
2. The original teacher shall:
 - 2.1. For each student who fails a course, recommend one of the following options:
 - 2.1.1. Outcome Completion
 - 2.1.2. Repeating the entire course at the same level



- 2.1.3. Considering a placement in another level
 - 2.2. Identify students who may be eligible for the Outcome Completion option and notify the Outcome Completion team by the final day of each semester.
 - 2.3. When Outcome Completion is recommended, the original teacher shall provide the following information for the Outcome Completion Plan to the Outcome Completion team:
 - 2.3.1. Final mark for the course, by outcome
 - 2.3.2. A list of Outcomes that have been achieved
 - 2.3.3. A list of Outcomes that need to be achieved
 - 2.3.4. Reasons for Outcome Completion recommendation
 - 2.3.5. Any pertinent information relating to the student's learning needs
 - 2.3.6. Anticipated time required to show evidence of the outcomes
 - 2.4. Have opportunity to consult with the Outcome Completion team and Outcome Completion teacher (if it is not the original teacher) in order to support the student. It is understood that this consultation is voluntary and will be in direct relation to the availability of time and resources.
3. The Outcome Completion teacher shall (this could be the original teacher or another teacher appointed by the principal):
 - 3.1. Receive required information from the original teacher
 - 3.2. Collaborate as required with the Outcome Completion team to create the Outcome Completion Plan
 - 3.3. Provide support for the student to implement and complete the requirements detailed in the Outcome Completion Plan
4. The principal shall:
 - 4.1. Appoint a school team that determines eligibility for Outcome Completion.
 - 4.1.1. The team will include at least one of the school's administrators with other members determined by the principal.
 - 4.1.2. The school Outcome Completion team determines whether to support the request for Outcome Completion.
 - 4.1.3. The school team works in cooperation with the Outcome Completion teacher and the original teacher (may be the same teacher) to support student success.
 - 4.2. Approve the Outcome Plan.
 - 4.3. Assign a teacher or teachers responsible for the Outcome Completion process. This teacher may be the original teacher or one appointed by the principal.
 - 4.4. If Outcome Completion results in a mark change, authorize the final mark record change to the Ministry of Education ([Secondary Level Mark Correction form](#)) and add it to the student's cumulative folder.
 - 4.5. Ensure the Outcome Completion teacher assesses the course work detailed in the Outcome Completion Plan.
 - 4.6. Ensure the Outcome Completion Plan is kept on file for five years, including three years after the student turns 22 years of age, as per Saskatchewan School Boards Association (SSBA) records retention guidelines.



- 4.7. If a mark is changed after 30 days of the original course end date, complete and submit the *Secondary Level Mark Correction form*.
5. Central Office leaders shall:
 - 5.1. Keep records of attempts at Outcome Completion (Coordinator: Curriculum and Instruction).
 - 5.2. Ensure Outcome Completion mark changes are completed within the Student Data System (SDS) by an authorized school official within 30 days of the original course end date (Coordinator: Student Information Systems).
6. The Ministry shall:
 - 6.1. Provide schools and school divisions with the authority to change a final mark records within 30 days of a course end date.

Reference: Saskatchewan Ministry of Education: Credit Recovery Policy (2017)
Date Last Revised: June 18, 2018



AP 372 – ANTI-RACISM AND RESPONSE TO RACISM

BACKGROUND

Saskatoon Public Schools recognizes the diversity of our school communities, commits to establishing environments open to all, and believes that all members of our community have the right to live and work in an environment that protects fundamental human rights and human dignity. We acknowledge that racism, in all its forms (including individual, institutional, cultural, structural) is embedded in our society and we support the ongoing commitment to the elimination of racism. Saskatoon Public Schools commits to breaking down barriers that lead to inequitable outcomes. The staff of Saskatoon Public Schools have a responsibility to ensure that schools do not perpetuate stereotyping, bias, discrimination, racism, or inequality, and to respond with timely intervention when these become evident.

Saskatoon Public Schools has committed to answering the Calls to Action of the Truth and Reconciliation Commission that pertain to education and we believe that our staff and students' hearts and minds are open for learning. We answer the call by enacting division-wide anti-racist/anti-oppressive practices and professional learning that grows our collective understanding about Indigenous identity, histories, worldviews, and systemic barriers. Further, we understand that interventions which seek to eliminate racism and oppression benefit everyone. We commit to the learning and unlearning – as well as the doing and undoing - that is necessary to ensure that every student is known, valued, and believed in.

Proactively addressing racism and oppression requires:

- acknowledgement that certain groups in our society are treated inequitably because of systemic barriers, individual bias, racism, and oppression.
- a clear understanding of how land ownership, and the forced displacement of the original inhabitants of this land, enables the ongoing oppression of Indigenous people.
- acknowledgement and increased awareness and understanding that we each have biases and that systemic and individual bias, racism, and oppression, exist within our school division, and may be perpetuated unless explicit, persistent, and determined action is taken to identify, challenge, and overcome them.
- the application of an equity lens at all levels and areas within school division including, but not limited to, policies, pedagogies, practices, program placements, and decision making.
- knowledge of practices and procedures which operate in school structures such as classrooms, hallways, and on school grounds that contribute to inequitable outcomes, including disparities in how Black, Indigenous, and Students of Colour experience education.
- knowledge of how curriculum and resource selections may reinforce bias and stereotypes.
- development of the skills necessary to recognize and respond effectively to a racist action.

PROACTIVE EDUCATIONAL PROCEDURES

Saskatoon Public Schools commits to equity by embedding anti-racist/anti-oppressive practices into its educational and operational functions to ensure that racism and oppression are not tolerated.



Board of Education Responsibilities

The *Saskatoon Public Schools Human Rights Equity Policy* ([Policy 15](#)) is based on the principles of human rights and equity. It recognizes that all persons are equal in dignity and rights and mandates that learning environments are safe, caring, and inclusive. It is our goal to work together with parents/caregivers/guardians and community partners to ensure that every student is known, valued, and believed in.

Leadership Responsibilities

At all levels, leaders will model and align school operations with [Equity, Anti-Racist/Anti-Oppressive Competencies](#). We commit to equity by embedding anti-racist/anti-oppressive practices into our educational and operational functions to ensure that racism, bias, stereotyping, and discrimination are not tolerated. School-based and central office leaders have an obligation to support educators and support staff in creating learning and work environments that are safe, caring, and that ensure racism and oppression are not tolerated.

Therefore, leaders are expected to:

- understand that learning about anti-racism/anti-oppression will help to broaden and deepen understanding of *how and why* experiences of discrimination, racism, and oppression occur and how this learning can assist in effectively intervening with issues of racism and discrimination.
- engage in ongoing professional learning to increase knowledge of anti-racism/anti-oppression and then incorporate this knowledge into school-based professional development and expectations. Embedded within this professional development should be the goal of fostering reflexivity, the development of critical self-knowledge and self-examination.
- establish consistent, widely understood school-based practices to ensure that members of school communities and families of all races, cultures and ethnicities are welcomed, accepted, and included in all aspects of education and school life. This should include consideration of the ways in which assumptions of inclusivity operate.
- ensure that all schools include in their school codes of conduct clear statements reflecting the commitment to the elimination of bias, discrimination, and racism.
- take timely action and intervene effectively when instances of racism occur as outlined in the responsive components and procedures.
- document incidents of racism and the responses to these occurrences.

Educators and Support Staff Responsibilities

All students need access to an equitable classroom environment and school that shares a commitment to fostering caring and supportive relationships. Students need to see themselves, their lives and the lives of their families positively reflected in all aspects of schools. It is expected that teachers create classrooms where students see a commitment to creating safe, supportive, inclusive, and discrimination free environments. All staff share this collective responsibility.



Therefore, educators and support staff are expected to:

- understand that learning about anti-racism/anti-oppression will help to broaden and deepen understanding of *how and why* experiences of discrimination, racism, and oppression occur and how this learning can assist in effectively intervening with issues of racism and discrimination.
- enact anti-racist/anti-oppressive practices in their classrooms and recognize that this can be accomplished through a variety of methods.
- incorporate curriculum with resources focused on equity and social justice.
- include positive images and accurate information which reflects the accomplishments and contributions of people of diverse racial, cultural, and ethnic backgrounds.
- model and teach inclusive, equitable practices that promote human rights, cultivate critical thinking, and provide students opportunity to question issues of power, identity, and to challenge the status quo.
- follow up on all instances or allegations of racism in consultation with the student(s), school principal, and others as necessary.

COMPONENTS AND PROCEDURES

Individual acts of racism between students will not be tolerated in Saskatoon Public Schools. These incidents will be reported to school administration who will follow up on all allegations of racism based on the response outlined below.

1. Reporting

All members of the school community - including students, staff, parents/caregivers/guardians – have a duty to report any racist act.

- a. Students and parents/caregivers/guardians should report to teachers, school counsellors, school administrators or other school staff.
- b. Staff should report the racist act to school administration immediately.

2. Responding

Individual acts of racism, stereotyping, and discrimination are not tolerated in Saskatoon Public Schools. Our staff will respond in the following manner:

- a. All staff involved will support the student who experienced the racist act by centering and prioritizing their feelings, needs, and voice.
- b. Parents/caregivers/guardians of the students involved will be notified.
- c. Response by schools should include explicitly naming the *act* as racist, followed by taking necessary steps in accountability.
- d. Restorative and collaborative approaches to responding will be emphasized, but only after responsibility has been taken.



- e. School staff will extend efforts to provide learning for the student who committed the racist act on the impact of their actions, and/or observers to the incident, and support from central office can be provided if requested.
- f. The views of the student who committed the act must be given due weight in context of the student's age and maturity, and/or special considerations such as any formal diagnoses impacting the student.
- g. The school-based administrator will follow division discipline procedures when implementing any consequences required for racism.

DEFINITIONS

Saskatoon Public Schools recognizes that providing definitions and context matters and have included several in the list below. However, definitions in equity work are constantly evolving and changing over time so this should not be viewed as a comprehensive or definitive list. Rather, definitions can provide an essential foundation for a common understanding from which the work can grow. There can be tensions about what is, or who has, the right definition or the right language. In response, the focus of definitions could be understood as a method in which people engage in and practice *applying* the work and additionally self reflect on the ways in which the thinking has been absorbed.

Racism

An individualized understanding of racism would define it as thoughts and actions of a person working against another because of their race, the belief that some races are better than others, and the mistreatment of a person based on these beliefs. However, racism can also exist within institutional structures, policies, and procedures. Racism is more than just individualized incidents of racism; rather, it impacts everything at all levels of society and is understood as systems of advantage, power, and oppression based on race.

Oppression

Oppression can be understood as a prolonged system of domination that denies individuals dignity, human rights, social resources, and power. It is the imbalance and misuse of power by a dominant group towards an oppressed target group resulting in the mistreatment of some individuals and groups. This results in inequitable conditions as some individuals and target groups experience ongoing barriers accessing and receiving services such as education, housing, health care, etc. Conversely, individuals from dominant groups can receive unearned social advantages which enables barriers to equal access to remain largely invisible and ignored by dominant groups.

Discrimination

Any practice or behaviour, both individually or institutionally, that results in an unfair action on an individual or group because of religion, creed, marital status, family status, sex, sexual orientation, disability, age, colour, ancestry, nationality, place of origin, race or perceived race, receipt of public assistance, or gender identity. Discrimination can limit access to opportunities or advantages that are available to other members of society.



Intersectionality

Intersectionality recognizes that individual experiences of racism or racial harassment may intersect with other experiences of discrimination, including but not limited to sex, ancestry, ethnicity, language, ability, faith, age, socioeconomic status, sexual orientation, gender identity, and gender expression. To this end, it is essential to understand how experiences of racism intersect with other bases of inequality.

Human Rights

Rights that recognize and promote the inherent dignity and worth of every person and provide for equal rights and opportunities without discrimination regardless of religion, creed, marital status, family status, sex, sexual orientation, disability, age, colour, ancestry, nationality, place of origin, race or perceived race, receipt of public assistance, or gender identity. Human rights violations are harmful to an entire organization and community, not only to those who are directly affected. Every individual has the right to live, work, and learn in an environment free from fear, discrimination, and harassment.

Anti-Racism

Anti-racism is the work of being able to identify and eliminate inequities in the structures and behaviours that perpetuate racism, including structural racism. It names issues of race and difference as issues of power and equity. It can be understood as forms of thought and practices that set out to confront and dismantle structural racism in the pursuit of justice and social change. In this way, it recognizes that racism is more than just racist ideas that are held by individuals who enact racist actions. Anti-racism examines racially inequitable outcomes, the power imbalances between racialized and non-racialized people, and how racism operates as a tool of oppression and colonization.

Anti-Racist Education

Anti-racist education understands race as a socially constructed concept that is used as a tool to advantage and disadvantage; and since these effects are not equally distributed it creates inequitable conditions. Anti-racist education seeks to create equitable conditions through identifying and changing policies, procedures, and practices that sustain inequity, along with any racist attitudes and behaviours that may reinforce these. Because racism can be found everywhere, anti-racism education is necessary in all spaces and places. Anti-racist education investigates 1) how race and racism affect all people and how it disadvantages some and advantages others; 2) how race normalizes human difference into hierarchies that produce, reproduce, and maintain systems of power; 3) how racism operates in different layers, including structurally, and how this enables it to remain largely invisible and unchallenged. 4) how racism operates structurally often through people who are not consciously racist.

Anti-Oppression

Anti-oppression is the way in which systems of oppression (racism, sexism, ableism, ageism, homophobia, etc.) are understood and how these can result in individual discriminatory actions as well as structural inequalities for some groups. It works to disrupt and dismantle discriminatory actions and recognize power imbalances. Anti-oppression actively promotes change, both at the individual and structural level, and seeks to redress the balance of power.



Anti-Oppressive Education

Anti-oppressive education is about developing a deep critical consciousness so that a person can disrupt inequitable systems and practices to create more equitable structures in education. It examines the ways in which many normalized practices in education contribute to oppression in schools. As such, it requires critical questioning and rethinking of current educational organizational structures, teacher pedagogies and practices, curriculum, assessment, school cultures etc. Anti-oppressive education explores issues of power and privilege to reduce inequalities that may be operating at the individual, group, or structural level.

References: Saskatchewan Human Rights Code (HRC)
 The Canadian Charter of Rights and Freedoms
 United Nations Universal Declaration of Human Rights
 Canadian Multiculturalism Act
 The United Nations Convention on the Rights of the Child
 United Nations Declaration of the Rights of Indigenous Peoples

Date Last Revised: March 2022



AP 400 – EMPLOYEE RECRUITMENT AND SELECTION

BACKGROUND

Saskatoon Public Schools shall employ individuals best qualified to meet the diverse needs of our students and maintain our high standards of excellence.

PROCEDURES

1. The Director, or designate, is responsible for employee recruitment and selection.
2. The Director, through Human Resources, shall coordinate employee recruitment and selection in a collaborative manner with those involved in the decision making process
3. The role of Human Resources in the recruitment and selection process is that of coordinator, facilitator, and advisor of human resources best practice.
4. The recruiting program shall maintain positive public relations, the good reputation, and the standards of excellence of the Division.
5. . The division's Representative Workforce Strategy will inform recruitment practices by all those involved in the recruitment process.
6. The Director, or designate, may waive any of the guidelines or procedures where exceptional circumstances may affect the recruitment and selection process
7. Recruitment
 - 7.1. Schools and departments shall advise the appropriate superintendent of staffing requirements.
 - 7.2. Human Resources is responsible, where appropriate, for posting and advertising available positions upon review of the current job description.
 - 7.3. Human Resources is responsible for the development of recruitment plans that adheres to applicable legislation and collective agreements.
 - 7.4. Human Resources is responsible, in consultation with those involved in the decision making process, for ensuring the use of the appropriate contract.
8. Selection
 - 8.1. Interview Panels shall be used in the selection process.
 - 8.2. Successful candidates will be recommended to the Superintendent of Human Resources.
 - 8.3. The hiring supervisor will be responsible for making verbal offers of employment and ensuring unsuccessful candidates who were interviewed are contacted.
 - 8.4. All employment offers and/or contracts shall be confirmed in writing over the signature of the Superintendent of Human Resources.
 - 8.5. All offers of employment shall be conditional upon receipt of a criminal record check and the verification of required qualifications. Documentation shall be provided to Human Resources prior to the employee's first day of employment and must be obtained at the expense of the prospective employee.



Administrative Procedures Manual ♦ AP 400 – Employee Recruitment and Selection

Reference: Section 85(1)(e)(q), Education Act
Date Last Revised: September 17, 2018



AP 401 – STAFFING GUIDELINES

BACKGROUND

Saskatoon Public Schools believes that every person has the right to equitable opportunities based upon bona fide qualifications for employment, employment advancement, or promotion. The school division aims to achieve a representative and culturally competent workforce that is reflective of our school communities.

PROCEDURES

1. Employment Practices
 - 1.1. There will be no discrimination with respect to the screening, recruitment, hiring, or promotion of employees regardless of religion; creed; marital status; family status; sex; sexual orientation; disability; age; colour; ancestry; nationality; place of origin; race or perceived race; receipt of public assistance or gender identity (as defined by the Saskatchewan Human Rights Code).
 - 1.2. Exclusions include:
 - 1.2.1. The school division works towards not having two members of the same family employed in the same section, location or in situations where one exercises a supervisory relationship over the other. Family refers to spouse, parent, sibling, children, or a cohabitation relationship.
 - 1.2.2. No person shall be permitted to hire or be responsible for hiring a member of their own family, a relative or a person about to become a relative.
2. Selection Procedures
 - 2.1. The board selects the director of education.
 - 2.2. The selection of all other staff is the responsibility of the director of education or designate.
3. Requisition for Staff
 - 3.1. Requisitions for new positions or staff replacements for positions not covered by a formula shall be submitted to the human resources department.
 - 3.2. Authority for hiring must be based upon budget, allotments and/or program requirements.
4. Posting and Advertising
 - 4.1. Wherever possible, all permanent positions will be advertised within the division and, when required, externally. It is understood that not all individual teaching or educational assistant positions will be advertised.
 - 4.2. Authorization for the expenditure of monies for advertising must be obtained through the superintendent of human resources.
 - 4.3. All postings will be coordinated by the human resources department and, where required, will follow any guidelines found in the prevailing collective agreement.



5. Selection Process

All candidates short-listed for a position will be interviewed by a staffing panel, staffing superintendents or by human resources personnel.

- 5.2. All costs incurred by persons relative to their attendance at interviews shall be at the expense of the applicants unless prior authorization has been obtained from the superintendent of human resources.
- 5.3. Reference checks will be completed to assess an external candidates qualifications and work history prior to any offers of employment being made.

When evaluating internal candidates, discussions with previous supervisors or review of their personnel file may occur.

- 5.4. The superintendent of human resources or designate, shall be responsible for approving all offers of employment made to selected applicants.

Letters of offer shall be prepared by the human resources department. All offers are subject to the receipt of a satisfactory security check from the local police service including a vulnerable sector search and required educational documents including confirmation of designations (i.e., teaching certificate).

6. Staff Allotment and Allocation

- 6.1. The director of education has responsibility for the determination of the structure of administrative council and for the allocation of staff in the director's office.
- 6.2. The superintendents of education have responsibility for the allocation of professional staff to schools and for the allocation of coordinators and consultants in central office.
- 6.3. The superintendent of human resources has responsibility for the allocation of all other support staff in the division.
- 6.4. Principals will survey their staff regarding teacher intent for the following year (superannuation, resignation, leave, transfer, reassignment) and shall communicate this information to the superintendents of education with responsibility for staffing in their area. They will also make recommendations regarding special qualifications and competencies of staff required to fill vacancies in the school.
- 6.5. Appointments of principals, vice principals, teachers and support staff are deemed to be made to the division. Appointments are not specifically to a given school except in the case of temporary personnel who may be assigned to fill a vacancy for one year or less.
- 6.6. Teacher placements and transfers are reviewed annually by the staffing superintendents in consultation with principals.

Date Last Revised: January 2024



AP 402 – EMPLOYEE FILES

BACKGROUND

Saskatoon Public Schools shall maintain employee files for its entire staff and shall permit access to such files in accordance with legislation and these administrative procedures.

Information shall only be maintained in the human resources files of employees of which they are aware or of which there are reasonable grounds to believe they are aware.

PROCEDURES

1. The Superintendent of Human Resources shall be responsible for the administration and maintenance of employee files as well as decision-making regarding access to employee information.
2. Access to personal information of an employee shall be given in the circumstances permitted under the Local Authority Freedom of Information and Protection of Privacy Act and Administrative Procedure 170.

An employee whose personal information is contained in a record in the possession of the division has a right to access the record upon written application and upon giving sufficient proof of identity to the Superintendent of Human Resources or designate.

Employees may consent to the disclosure of their personal information to a third party in which case written authorization signed by the employee shall be delivered to the Superintendent of Human Resources or designate before disclosure is made.

For purposes related to the administration and maintenance of existing or proposed activities or programs of the division, access to employee information and files shall be given to the following:

- 2.1. authorized human resources staff;
- 2.2. the immediate supervisor of an employee and those who have departmental authority over the employee, with the approval of the Superintendent of Human Resources or designate;
- 2.3. administrative staff to whom the employee has been referred by human resources as a candidate for a position vacancy;
- 2.4. members of administrative council.

Once an employee's employment has terminated, human resources is not required to release any information.

3. An employee shall make arrangements with the Superintendent of Human Resources or designate for an appropriate time and place convenient to both the employee and Superintendent of Human Resources or designate to peruse their file. The employee shall be free to peruse their file during the time arranged.
4. The Superintendent of Human Resources may refuse to disclose to an individual personal information that is evaluative, or opinion material compiled solely for the purpose of determining the individual's suitability, eligibility, or qualifications for employment or promotion.



5. An individual who has access to a record that contains personal information with respect to them are entitled to:
 - 5.1. request, in writing, correction of the personal information contained in the record if the person believes that there is an error or omission;
 - 5.2. require that a notation be made that a correction was requested but not made.
6. Within 30 days after a request pursuant to Administrative Procedure 170 is received, the Superintendent of Human Resources shall advise the individual in writing that:
 - 6.1. the correction has been made;
 - 6.2. a notation pursuant to Administrative Procedure 170 has been made.
7. An employee file could be in electronic or paper format.
8. Information to be contained in employee files should be current and relevant to employment and would be limited to the following:
 - 8.1. Application for employment.
 - 8.2. Current resume, if submitted.
 - 8.3. Medical information form.
 - 8.4. Copies of social insurance number card and birth certificate.
 - 8.5. Signed letters of acceptance of offers of employment.
 - 8.6. Police security clearance letters and supportive documentation.
 - 8.7. Department authorizations of employment.
 - 8.8. Annual supervision reports.
 - 8.9. Performance appraisal forms.
 - 8.10. Disciplinary letters (subject to any limitations that may be present in collective agreements).
 - 8.11. Other relevant and important documents deemed necessary for employment records, i.e.
 - payroll memos
 - transcripts
 - re-classification forms
 - parental leave and long-term leave requests
 - SEB plan application forms
 - change of status forms
 - notification of change of name
 -
9. Employee records maintained by principals/supervisors will be subject to the following conditions:
 - 9.1 These records form part of the record of the division and should be maintained, used and destroyed according to LAFOIP and AP 170 – Access to Information. An employee can access these records as with other records in accordance with this administrative procedure.



- 9.2. Records will be maintained to reflect supervisory and developmental conversations between the principal/supervisor and employee.
 - 9.3. No medical information other than medical restrictions forwarded by the human resources department will be retained by the principal/supervisor.
10. Employee files, whether electronic or paper, will be maintained for a period of time and will be destroyed in accordance with Administrative Procedure 175.

Reference: Local Authority Freedom of Information and Protection of Privacy Act
Form F15-96
Administrative Procedure 170
Administrative Procedure 175
Privacy and Access in Saskatchewan Schools

Date Last Revised: April 2022



AP 403 – STAFF DEVELOPMENT

BACKGROUND

Saskatoon Public Schools is committed to improving service to students through ongoing staff development processes for all employees. All SPS educators engage in continuous professional learning to ensure implementation of effective practices in response to students' learning needs. Staff development areas of focus and action plans at the division, school, and individual employee levels are determined with reference to Saskatoon Public Schools' Strategic Plan and research-based professional practices.

PROCEDURES

A. DIVISION LEVEL

1. The director:
 - 1.1. will designate a superintendent of education to be responsible for staff development processes and initiatives in the division.
 - 1.2. will allocate days in the school calendar for professional learning and authorize the closing of schools for staff to engage in professional learning.
2. The superintendent of education responsible for staff development in collaboration with other superintendents of education, coordinators of various departments and other division level leaders:
 - 2.1. will identify and support the professional learning processes that are required of employees and schools (e.g. the professional learning plan).
 - 2.2. will determine processes through which each central office department identifies, implements, and assesses staff development priorities.
 - 2.2.1. Staff development actions for the division are articulated in plans written by each central office department that align with the division strategic plan and reflect research-based best practices.
 - 2.2.2. The sponsoring coordinator of any division-level staff development event or process is responsible for reviewing each presenter's qualifications and for determining and approving appropriate participants. These are subject to review by the superintendent of education for that department.
 - 2.2.3. Staff development events may be conducted for division employees outside the hours of regular student instruction.
 - 2.2.4. Central office departments will develop and maintain an on-line repository for professional learning resources that is available for use within the division.
 - 2.2.5. Advisory groups may be convened, as required, to ensure effective and responsive planning of professional learning for various employee groups.
 - 2.3. will oversee budget lines for staff development and, where appropriate, arrange for management of those lines by coordinators.



- 2.4. may, where necessary, provide budget for substitute teachers to release teachers from their regular classroom duties for accomplishment of division-level professional learning related to strategic priorities.
- 2.5. will manage and support all division level professional learning in accordance with the approved budget provisions and agreements (e.g. LINC).
- 2.6. may approve administrators, coordinators, consultants, managers, and support staff to attend, at division expense, staff development events that occur in or outside the school division, where those events are aligned with strategic priorities.
- 2.7. will consult with the Saskatoon Teachers' Association, to determine the date for the annual teachers' convention.
 - 2.7.1. The division will determine the extent of participation of SPS educators in the STA convention.
 - 2.7.2. The division shall not be responsible for costs related to the STA convention.
- 2.8. will report periodically to the Board of Education on staff development processes, progress and impact.
- 2.9. will collaborate with the CUPE staff development committee to determine staff development processes and opportunities for support staff.

B. SCHOOL LEVEL

1. The principal:
 - 1.1. will guide professional learning at the school level in response to students' needs and the division strategic plan and expectations.
 - 1.2. will articulate a plan for school-based professional learning in the school strategic plan in the fall of each school year.
 - 1.3. will authorize all school-level professional learning expenditures in accordance with the guidelines for expenditure of school-based PD funds (see appendix A).
 - 1.3.1. Schools receive budget resources to implement school level strategic professional learning goals.
 - 1.3.2. Teaching staff may apply to the principal to receive financial assistance (e.g. substitute teacher support, registration fees) to participate in collaborative learning with colleagues and/or attend conferences, courses, and workshops. Support for this individually requested professional learning, if approved, will come from the school-based professional development budget line. Absence from work on these days shall be coded PD School Supported.
 - 1.3.3. Student funds shall not be used for professional learning activities.
 - 1.3.4. Professional learning funds shall not be used to fund student activities.
 - 1.4. may approve up to five days absence per teacher, per year for professional learning, as per Administrative Procedure 408.



- 1.4.1. The superintendent of human resources may extend leave for professional learning beyond five days in a school year for a staff member, given extraordinary circumstances.
- 1.5. will ensure that each teacher has a plan for professional learning that is updated periodically throughout each school year.
- 1.6. will review in spring, with school staff and area superintendent, the year's school-based professional learning and its impact on teachers' practice and student learning.

C. INDIVIDUAL LEVEL

- 1. All employees:
 - 1.1. are expected to engage in ongoing professional learning.
 - 1.2. will annually complete a professional learning plan that articulates their professional learning actions and impact for the year.
 - 1.2.1. Professional Learning Plans are designed specifically for each role.
- 2. All teachers:
 - 2.1. will implement professional learning actions that address student learning needs as identified through assessments.
 - 2.2. will share their professional learning plan goals, actions and impacts with their school administrators periodically through the school year.
 - 2.3. will collaborate with colleagues to support mutual on-going development of expertise to support student learning.
 - 2.4. will report absence from work for professional learning and on PD days using the division's absence reporting procedures.
- 3. First and second year teachers:
 - 3.1. will participate in the Assessment For Teaching (AFT) process. A professional learning plan in the first two years with the division is optional.

D. STAFF DEVELOPMENT PROCESSES

- 1. Staff may engage in a variety of staff development activities to support their professional learning. Examples include professional inquiry, collaboration with colleagues, leadership of learning, training courses, workshops, research projects, professional growth networks, committee work, mentorship, peer coaching, self-directed study, and professional book clubs.
- 2. All staff development activities supported by the school division are designed to improve service to students.

Reference: Section 87(n), 231(q), 233, Education Act
Date Last Revised: February 24,, 2020



APPENDIX A

GUIDELINES FOR SCHOOL-BASED STAFF DEVELOPMENT FUND DISTRIBUTION

Updated February 2020

School-based staff development funds are dispersed from accounting in October of each school year. Each school receives an equitable amount which is calculated using the number of full-time equivalent staff members.

Purpose of School-Based Staff Development Funds

Professional learning for staff is intended to improve service to students with the ultimate goal of enhancing student learning. All staff members will be involved in continuous professional learning. It is expected that all staff members:

- Participate in the Professional Learning Planning (PLP) process to build professional expertise in response to students' needs. This is done in consultation with their school-based administrator(s).
- Participate in a collegial learning team that engages in collaborative development of expertise.

Specifically, school-based staff development funds are provided to support:

- Teacher learning groups working together to develop teachers' expertise.
- PD projects at the school level that help to realize intended outcomes of the school strategic plan.
- Specific individualized learning needs of staff members as identified in Professional Learning Plans.

Effective use of School-Based Staff Development Funds

School-based leaders determine how the school-based staff development funds will be used within the following guidelines:

a) Funding for Teachers

School-based staff development funds are allocated to cover costs associated with teachers' professional learning:

- Substitute costs
- Professional learning materials
- Costs of hosting PD events (see c. below)
- Conference registration fees
- Travel



School-based PD funds support teachers' professional learning processes such as:

- Collaborative professional inquiry in teams focused on developing instructional best practices
- Instructional visitations to other classes
- Mentorship
- Retreats for reflection on practice and professional learning
- Staff seminars
- Professional book clubs
- Conference/in-service attendance
- Training related to extracurricular responsibilities
- Other staff development processes planned or approved by school leadership

Note: If substitutes are required, the absence is coded PD School Supported

b) Funding for Support Staff (CUPE 8443)

School-based staff development funds may be used to cover costs associated with professional learning of support staff:

- Substitute costs for EA's
- Professional learning materials
- Costs of hosting PD events (see c. below)

This may include:

- Retreats
- Staff seminars
- Professional book clubs
- Collaborative inquiry into best practices
- Other staff development processes planned or approved by school leaders

Note: If substitutes are required, the absence is coded PD School Supported

c) Funding of School-Based Staff Development Activities

School-based staff development funds may be used to cover costs associated with PD events hosted by the school:

- Facility rental
- Equipment rental
- Presenter fees or honoraria (non-employees)
- Professional learning materials
- Nutrition breaks (see [Administrative Procedure 561](#), *Food Policy* for more details on appropriate expenditures)

d) Expenditures Not Supported by School-Based Staff Development Funds

School-based staff development funds may not be used to cover the following costs:



- Student activities
- Purchase of student materials
- Tuition assistance for credited courses for teachers, CUPE 8443 & SCEA members (see note i below)
- Administrator PD/Conference support (see note ii below)
- CUPE 8443 & SCEA PD/Conference registration fees (see note iii below)

Notes:

- Tuition assistance for credited courses is provided through a budget held at central office. Teachers, CUPE 8443 & SCEA members can apply to the superintendent of education responsible for staff development. Please refer to the [PD Central Portal](#) for Tuition Assistance Guidelines and Application Form.
- Administrator PD/Conference support is provided through a budget held at central office. Administrators may apply to the superintendent of education responsible for staff development. Please refer to the [PD Central Portal](#) for guidelines and forms.

Note: Elementary vice-principals who have classroom teaching responsibilities are eligible for support from both the School-based Staff Development Fund and Central Office funds.

- CUPE 8443 & SCEA PD/Conference registration fees are provided through a budget held at central office. CUPE 8443 & SCEA members can apply to the superintendent of education responsible for staff development. Please refer to the [PD Central Portal](#) for guidelines and forms.



AP 404 – STAFF DEVELOPMENT: SENIOR ADMINISTRATION

BACKGROUND

Saskatoon Public Schools is committed to a systematic and comprehensive professional development program for its senior administrative staff to keep such staff informed of major developments in education by visiting other school divisions and by attendance at important conventions related to their spheres of responsibility. The Division shall provide in its annual budget professional development funds to be used for this purpose.

The Division will also consider leave of absence for such personnel to pursue programs of concentrated study in accordance with these administrative procedures.

DEFINITIONS

For the purpose of this policy, senior administrators shall be defined to include the following:

- Deputy director of Education
- Chief Financial Officer
- Superintendents of Education
- General Managers

PROCEDURES

1. Short-Term Leaves

- 1.1. Short-term leaves are leaves granted with the permission of the immediate supervisor. Such leaves may extend for not more than 2 weeks. Conditions relating to salary or financial assistance shall be determined by the immediate supervisor at the time the leave is granted.
- 1.2. Members of the senior administrative staff will, in the case of short-term leave, make requests to the immediate supervisor for leave. Such requests should include details of the leave such as purpose, length of leave and financial implications.

2. Long-Term Leaves

- 2.1. Long-term leaves are leaves granted by the Board, upon the recommendation of the Director, for a period beyond 2 weeks and up to 12 months. Extensions beyond 12 months may be considered by the Board when recommended by the Director.
- 2.2. In granting permission for long-term leave, the Board shall be guided by the following:
 - 2.2.1. Leave may be granted to not more than one administrative official during any one period of time.
 - 2.2.2. The allowance in lieu of salary, if any, to be paid to the employee during the period of leave shall be computed on the same basis as provided for a teacher on professional development leave.
 - 2.2.3. The study program to be pursued by the employee shall be approved by the Director.



- 2.2.4. Normally, a condition of accepting leave for a year with salary or with an allowance in lieu of salary will be that the employee shall return to employment with the Division for 2 years and in default thereof shall refund to the Division on a pro-rata basis, a proportion of the leave allowance according to the undischarged service obligation with the Division.
- 2.3. Members of the senior administrative staff shall, in the case of long-term leaves, make the request in writing to the Director. Such requests must include details related to length of leave, purpose, financial assistance, and other details necessary for the Director to formulate a decision regarding recommendation to the Board.

Reference: Section 87(n), 231(2)(g), 233, Education Act
Date Last Revised: March, 2010



AP 405 – STAFF BENEFITS

BACKGROUND

Employees of Saskatoon Public Schools shall be entitled to staff benefits as provided for in labour legislation, employee agreements or contracts, and such other benefits approved by the Board.

Notwithstanding the foregoing, employees who are not members of a union or the Teachers' Collective Bargaining Unit shall be entitled to employment benefits no less favorable than those granted under union agreements (CUPE Local 8443).

PROCEDURES

1. Employees who are members of the Canadian Union of Public Employees Local 8443 or who are subject to the provisions of the Teachers' Provincial Agreement and LINC shall be subject to the conditions of employment as provided in the applicable collective agreements and shall receive such other benefits as the Board may provide.
2. Employees, other than those governed by Section 1 above, shall each be provided annually with a statement of employment benefits applicable to them. These groups include: senior administrators, mid-management, supportive non-certificated professional staff, driver educators, Saskatoon Community Educators Association, and out-of-scope secretarial staff.
3. All employees employed in a permanent position, other than those enrolled in the teachers' superannuation plan, shall be required as a condition of employment to participate in the Pension Plan for Non-Teaching Employees of the Saskatoon Board of Education.
4. Under the general supervision of the Director, the Superintendent of Human Resources shall be responsible for the administration of employee benefits to ensure compliance with legislation, collective agreements, Saskatoon Public Schools policies and administrative procedures.

Date Last Revised: June, 2016



AP 406 – EMPLOYEE SAFETY

BACKGROUND

Saskatoon Public Schools is committed to ensuring, insofar as is reasonably practicable, the health and safety at work of all its employees. The Division believes that safety is the responsibility of everyone: workers, supervisors and administrators, and that safety is an important component of the workplace.

PROCEDURES

1. Occupational Health and Safety Committees are to be maintained in all locations. Each committee will be responsible for:
 - 1.1. Holding a minimum of four meetings annually;
 - 1.2. Recording minutes of meetings on the approved forms and post minutes at each work site in a location accessible to workers;
 - 1.3. Providing a copy of the minutes to the Occupational Health and Safety Supervisor.
 - 1.4. Taking every reasonable effort to resolve matters in respect to workers' health and safety concerns;
 - 1.5. Conducting workplace inspections on a regular basis and reporting on action required to appropriate individuals;
 - 1.6. Assisting the division to identify and control hazards and to set up educational and training programs;
 - 1.7. Monitoring and updating safety materials such as manuals, MSDS (Material Safety Data Sheets), etc.;
 - 1.8. Reporting and investigating all accidents and near accidents;
 - 1.9. Taking any required training to fulfill their duties as committee members as prescribed under Occupational Health and Safety legislation;
2. Safety training will be provided by the division, as required, during working hours. Employees attending training will be paid their regular salary, and will be replaced with a substitute during their absence when deemed necessary by their supervisor.
3. Adherence to required safety rules and procedures will be a condition of employment. Failure to observe reasonable safety rules and regulations, as well as causing such failure, will be handled through a process of progressive discipline.
4. Unsafe working conditions should first be reported to the Occupational Health and Safety Committee at the respective location. If there is failure to act on the concern in a timely manner, the issue should be reported to the Occupational Health and Safety supervisor.

Date Last Revised: April 7, 2017



AP 407 – OFF-STREET PARKING (EMPLOYEES/NON EMPLOYEES)

BACKGROUND

Saskatoon Public Schools shall provide off-street parking facilities where available adjacent to all schools and offices, and to the extent that such space is provided, parking will be allocated to employees of the Division. Daycare staff parking and non-employees will be provided with parking dependent on availability.

PROCEDURES

1. Employees

1.1. General

- 1.1.1. Employees using a parking space shall be required to pay a parking fee as determined annually. Payment will be via payroll deduction or a payment arrangement approved by the Payroll Department.
- 1.1.2. Employees shall park their vehicles at their own risk and the Division shall not be liable for any damage to vehicles in the parking lots, with the exception of coverage provided under Administrative Procedure 518 : Insurance.
- 1.1.3. Misuse of parking privileges or failure to pay required parking fees may result in the withdrawal of parking privileges.
- 1.1.4. Subletting of allocated parking spaces is not permitted.
- 1.1.5. Special parking stalls for employees with disabilities will be provided on a case-by-case basis.
- 1.1.6. Parking space allocations are neither permanent nor guaranteed.

2. Non-Employees

2.1. General

- 2.1.1. Non-Employees using a parking space shall be required to pay a parking fee of \$20.00/per stall/month. Payment will be payable by cheque to Saskatoon Public Schools and sent into the Accounting Department.
- 2.1.2. Non-Employees shall park their vehicles at their own risk and the Division shall not be liable for any damage to vehicles in the parking lots.
- 2.1.3. Misuse of parking privileges or failure to pay required parking fees may result in the withdrawal of parking privileges.
- 2.1.4. Subletting of allocated parking spaces is not permitted.
- 2.1.5. Parking space allocations are neither permanent nor guaranteed.
- 2.1.6. Parking fee costs for Joint-Use Agreements will be dealt with on a case by case basis.



3. Schools

- 3.1. Priorities for space in school parking lots shall be determined by the school Principals.
- 3.2. At the beginning of each school year, school staff may request the assignment of a parking space through their school Principal. Provisions will be made for any locations covered by the, Child Care Act and Regulations, governing daycares . Any remaining available space may be requested and assigned for non-employees by the school principal.
- 3.3. School Principals shall forward to the Payroll Manager the names of those employees II) in the schools who have been assigned a parking space. They will also forward a list of non-employees who have been assigned a parking space to the Manager of Accounting Services and the Manager of Operations.

4. Administrative Buildings

- 4.1. Parking at Central Office will be provided to employees if and when available, based on the following priorities.
- 4.2. Priorities for space at administrative buildings shall be determined by the Human Resources and Facilities Sections, such priorities shall include:
 - 4.2.1. Space for employees who require a car to perform their duties;
 - 4.2.2. Other employees who regularly use a motor vehicle to travel to and from work at least 50% of the time, based on the following priorities:
 - Member of Administration
 - Mid-management
 - All other employees according to seniority
 - Temporary, part-time and contract employees including employees who are assigned to Central Office on a less than full-time basis.
 - Casual employees will only be provided a parking space if there is one available. There will be no fee associated with the provided parking space. Parking spaces for casual employees are neither permanent nor guaranteed.
- 4.3. Employees requesting parking space at the administrative offices shall make application to the Superintendent of Facilities. The Superintendent of Facilities will forward to the Payroll Manager the names of those employees who have been assigned a parking spot.
- 4.4. Employees on regular contract at Central Office for whom a parking spot is not available or who choose not to be designated a parking spot may be compensated for the cost of a monthly pass based on the current rate with Saskatoon Transit Services.
 - 4.4.1. Employees described above who purchase bus passes should submit their receipts on a monthly basis to the Payroll Manager.



AP 408 – LEAVES OF ABSENCE

BACKGROUND

The superintendent of human resources or designate will grant leave of absence to employees in accordance with legislation, employee agreements, and these administrative procedures.

PROCEDURES

1. Approvals of short-term leaves of absences will occur through the principal/supervisor and the superintendent of human resources or designate. All short-term leaves of absences shall be submitted by employees through the automated dispatching system (ADS), stating the reason and duration of absence.
2. Short-term leaves of absence with pay may be granted as defined below or as outlined in the applicable collective agreement.
 - 2.1 Compassionate leave for the purpose of providing time to care or grieve when an employee experiences a death or serious illness of a member of their immediate family (spouse, child, parent, grandchild, sibling, in-laws).
 - 2.1.1. To attend at the death or serious illness of an immediate family member for a period of up to five days.
 - 2.1.2. To attend at the death or serious illness of a person other than specified in Section 2.1 above. The duration of such leave should be limited to one day except that under special circumstances additional leave may be granted by the superintendent of human resources.
 - 2.1.3. Employees asking for additional time will be required to utilize their sick leave allotment or to apply to the superintendent of human resources for leave without salary.
 - 2.2. Absence due to unavoidable circumstances such as inclement weather, impassable roads, or circumstances that could not have been foreseen by the employee and requires the immediate attention of the employee may be excused with a short-term leave with pay granted for one day at the discretion of the superintendent of human resources.
 - 2.3. Leaves of absences with pay for up to one day for teachers may be granted to attend university or school obligations such as examinations or graduation exercises for self, spouse or child. In special circumstances the superintendent of human resources may extend this limitation for the purposes of travel.
 - 2.4. Special Circumstances

The director or the superintendent of human resources may grant short-term leaves with pay as required for special assignments or other reasons not specified above.
3. Short-term leaves of absence without pay may be granted to an employee for religious or cultural observances of the employee's own faith or culture.



4. Short-term leaves of absence without pay for personal reasons and purposes not included above shall be subject to the approval of the superintendent of human resources or designate. A maximum of five (5) days per school year may be approved.
5. Long-term leave of absence without pay for periods of up to one year may be granted by the director or designate to teachers who have satisfactorily completed at least two consecutive years of full-time employment, or equivalent, subject to the following conditions:
 - 5.1. Applications for leave shall be made through the superintendent of human resources by March 31 of the school year prior to the one for which the application for leave is to apply.
 - 5.2. An employee granted leave will return to the teaching position previously held or to a position as closely similar as possible.
 - 5.3. Unless the director has granted permission, a teacher may not work in the employ of another school board in Canada during the leave granted under this regulation. Any teacher who otherwise accepts a contract of employment with another school jurisdiction while on leave from the division shall be deemed to have terminated employment with the division.
6. Long-term leave of absence without pay for periods of up to one year may be granted by the superintendent of human resources for other employees who have satisfactorily completed at least two consecutive years of full-time employment.
7. Employees who seek election to a municipal, provincial, or federal or band council shall upon request to the superintendent of human resources be granted leave of absence without pay.
8. Employees who have been elected to a municipal, provincial or federal or band council shall upon request to the division, be granted leave of absence without pay.
9. Requests for leaves of absence under Sections 5, 6, 7 and 8 shall be made in writing to the superintendent of human resources. Such requests shall identify the length of time for which a leave of absence is required.

Reference: Section 85, 87(p) *The Education Act, 1995*
The Saskatchewan Employment Act
Date Last Revised: January 2024



AP 409 – MEDICAL CERTIFICATES - STAFF

BACKGROUND

Saskatoon Public Schools shall require medical examinations of its staff as provided in these procedures.

PROCEDURES

1. The division shall retain an external medical advisor(s) as required.
2. The Superintendent of Human Resources or designate may require a medical certificate from an employee if, at any time, he/she considers that the employee may not be in adequate physical or mental health to fully discharge his/her duties.
3. An employee who is absent due to illness for fewer than 5 consecutive working days may be required to submit a medical certificate verifying the illness.
4. An employee who is absent due to illness for 5 or more consecutive working days shall be required to submit a medical certificate verifying the illness; all such absence due to illness shall be reported immediately to the Human Resources Section by the Principal or immediate supervisor.
5. Employees who suffer an incapacitating condition which results in an absence of five (5) days shall provide the Human Resources Section with a statement from a qualified medical practitioner prior to their return to work certifying that they will be able to perform their duties;
6. The Superintendent of Human Resources shall be responsible for the monitoring of sick leave procedures and shall provide such reports as may be required from time to time.
7. The request for documentation in support of an employee's absence may be made by the Superintendent of Human Resources or an employee's immediate supervisor.
8. All employee medical certificates shall be retained in a separate confidential folder within the employee's personnel file. No medical certificates should be retained by the employee's immediate supervisor.
9. All employee absence shall be reported to the Human Resources Section using the division's automated dispatch system.

Date Last Revised: June, 2016



AP 410 – REDUNDANCY

BACKGROUND

Saskatoon Public Schools may periodically face excess or redundant staff situations due to budget shortfalls, declines in enrolment, reduced demands for instruction in specialized areas or other unforeseen circumstances. In these instances, every effort will be made to reassign the staff to other vacancies in the division. As such, attrition is favored as the best way to reduce staff when necessary.

The division will take into consideration known resignations, retirements, and approved leaves of absence, as well as the effect of approved redeployment programs, before implementing procedures for termination. In addition, the employment contracts of temporary teachers will terminate on their expiry dates.

However, if no appropriate placements are available in the division, procedures for terminating contracts of employment will be implemented in accordance with the following procedures.

PROCEDURES

1. The superintendents of education with responsibility for staffing shall name those teachers who are identified surplus to the needs of the school, paying particular attention to:
 - 1.1. the need to retain staff with the teaching expertise necessary for the maintenance of the total school program;
 - 1.2. availability of teaching positions within the school that falls within the teacher's qualifications;
 - 1.3. past teaching assignments of the teacher.

The deputy director shall provide the director with the rationale used in identifying the teacher(s) as surplus to the needs of the division.

2. The respective department shall identify non-teaching staff positions considered surplus to the needs of the division. Positions covered by a collective agreement shall be reduced in accordance with the layoff provisions of the respective agreement. Other staff shall be reduced with consideration of the needs of the division and the knowledge, skills and expertise of the staff affected.

The superintendent of human resources shall provide the director with the rationale used in identifying the staff considered surplus to the needs of the division.

3. When making organizational plans for the school year, the principal, upon receipt of the school's staff allocation and student projection, will make decisions regarding:
 - 3.1. The instruction to be offered to meet the needs of the school population.
 - 3.2. The way in which the school will be organized to best provide the programs.
 - 3.3. The need to retain staff with the teaching expertise necessary for the maintenance of the total school program.
 - 3.4. The distribution of the teaching assignments among the teachers on regular contract known to be remaining at the school.



As soon as staff reallocation or reduction appears imminent for the following year, the principal shall advise the Superintendents of Education responsible for staffing of that possibility.

4. When the total instructional needs for the projected school population are not sufficient to provide assignments to all the teachers, the superintendents of education responsible for staffing, in consultation with the principal, shall identify teacher(s) to be declared surplus.

Teachers declared surplus to the needs of a school shall be considered for placement in other vacant positions within the division. If, after filling all the known vacant positions, there is a surplus of regular contract staff, procedures for termination of teaching staff will be implemented.

The guidelines for termination are as follows:

- 4.1. The superintendent of education responsible for staffing will identify the teacher(s) whose contract(s) will be subject to termination, by considering the following:
 - 4.1.1. teaching requirements or educational programs of the division;
 - 4.1.2. the teacher's ability and qualifications;
 - 4.1.3. the teacher's length and quality of service to the division.
- 4.2. A teacher who is identified surplus to the needs of the division under the provisions of section 210(1)(b) of the *Education Act*, 1995, will be provided with thirty days' notice of termination of contract and will be provided redundancy pay in accordance with the requirements of the provincial teachers' agreement in effect at that time.
5. Unionized staff will be laid off or terminated in accordance with the layoff and/or termination provisions of the applicable collective agreement.
6. When making organizational plans for the school year, the superintendent for each program area will make decisions regarding staff requirements based on system needs, expected workload and budget considerations.
7. Staff declared surplus will be considered for placement in other vacant positions within the division. If no suitable placement can be made, procedures for termination will be implemented.

The guidelines for termination due to redundancy will be as follows:

- 7.1. Unionized staff will be laid off or terminated in accordance with the layoff and/or termination provisions of the applicable collective agreement.
- 7.2. Out-of-scope staff will be terminated by giving appropriate notice or pay in lieu thereof, in accordance with the employee's contract of employment. Severance pay provisions will be made in accordance with the employee's contract of employment.
- 7.3. Teaching staff will be terminated in accordance with the provision of 4.2.
8. All staff subject to termination under this procedure will be provided with information regarding supportive counseling through the employee and family assistance program.

Reference: Section 210(1)(b), 213, 215, 216, Education Act
Date Last Revised: October, 2014



AP 411 – EMPLOYEES ON LOAN

BACKGROUND

In response to requests from agencies and organizations such as the Ministry of Education or similar organizations; the division, in recognizing its responsibilities to provide leadership in education, is prepared to enter into arrangements whereby its full-time permanent staff may be on loan to such agencies or organizations. The division shall normally be reimbursed for the employees while on loan.

PROCEDURES

1. The director may grant leave to teachers for a period of up to 2 years to accept a professional assignment under agreement with a governmental agency such as the Ministry of Education, University of Saskatchewan or similar organizations.
2. Under special circumstances, the director may authorize an employee who has been on leave for 2 years to continue to be seconded from the division. Where such an arrangement is made pursuant to this regulation, it is made only to facilitate the employee's loan to another agency upon the employee's request. Furthermore, the employee's return to the division will be dependent upon a position being available and will be solely at the Director's behest.
3. Employees who are granted leave under this administrative procedure shall not receive financial assistance from the division, nor shall the division contribute financially to the working benefits of these employees while they are on loan.
4. Employees granted a leave under this administrative procedure shall meet with their Superintendent by April 15 of each school year they are on leave to discuss their intentions for the following school year.
5. All contracts considered with external agencies under this administrative procedure shall be reviewed by the Superintendent of Human Resources prior to being signed on behalf of Saskatoon Public Schools.

Reference: Section 87(n), Education Act
Date Last Revised: February, 2015



AP 412 – STAFF MEMBERS: LOANS OF SERVICE

BACKGROUND

Saskatoon Public Schools is committed to provision of professional leadership beyond its jurisdiction through release of staff members to work with other school divisions and external agencies. The following procedures are to be followed when another division or agency requests leadership from a staff member for a period of up to five days.

Note: Administrative Procedure 411: Employees on Loan covers long term secondment of Saskatoon Public Schools division staff.

PROCEDURES

1. Requests from groups outside the division for leadership from a staff member must be made in writing at least 14 days prior to the date of the loan of service. Written requests for loan of service must be sent to the Superintendent of Education responsible for Staff Development and must include:
 - 1.1. Name and address of the requesting organization
 - 1.1.1. Including the name and contact information for the individual sending the request.
 - 1.2. Name of the staff member
 - 1.3. Leadership requested
 - 1.4. Date and time requested
 - 1.5. Agreement to assume costs of the loan of service
2. Requests for loan of service are reviewed by the Superintendent of Education responsible for Staff Development.
3. Billing for approved loans of service is done through the accounting department.
4. The Division shall normally be reimbursed for loans of service as follows: For all other external agencies, reimbursement will be at the rate of teacher cost recovery equal to the daily teacher salary at Class 5, Step 11 plus an administrative fee.
5. Leaves granted under this procedure and leaves without salary granted under Administrative Procedure 408: Leaves of Absence shall not exceed five (5) days per school year.
6. Loan of service procedures do not apply when a staff member applies to lead with an external agency (e.g., present at conference). This would be covered by professional development funds if approved. See PD guidelines for procedures.

Reference: Section 87(n), Education Act
Administrative Procedure 408
Date Last Revised: June 18, 2018



AP 413 – RETIREMENT

BACKGROUND

Employees shall retire from the staff of Saskatoon Public Schools in accordance with the provisions set out in these procedures. The Division, in recognition of the services of its retiring staff members, will present each superannuating staff member with a gift and shall make arrangements for purchase and presentation at an annual service recognition function.

The Division does not make any financial contribution toward social functions arranged by other parties to the retiring staff members.

PROCEDURES

1. Employees who are subject to the conditions and benefits of the Division's Pension Plan shall submit notification surrounding their intentions to retire or remain with the School Division upon the attainment of an employee's 65th birthday.
2. Teachers shall retire according to provisions of the Saskatchewan Teachers' Retirement Plan or the Saskatchewan Teachers' Superannuation Plan. They will provide a minimum of thirty (30) days' notice of their intent to retire to the division.
3. The Division shall recognize each employee who retires with at least 10 years of service with the Division in accordance with Policy 22.

Reference: Teacher Supt. A. 27
Policy 22: Recognition of Employee Service
Date Last Revised: October, 2014



AP 414 – DUTY TO ACCOMMODATE

BACKGROUND

The division's duty to accommodate arises out of the Canadian Human Rights Act and the Saskatchewan Human Rights Code developed to protect fundamental employment rights of certain individuals and classes.

The duty to accommodate recognizes that true equality means respecting people's different needs. Those accommodated needs could be related to a person's gender, age, disability, family, or marital status, ethnic or cultural origin, religion or any of the other human attributes identified in the two human rights laws.

The goal is to provide safe, productive, and meaningful work that continues to meet the needs of the division and respects the medical or other requirements of the employee. Each accommodation is undertaken based upon the unique circumstances of the case. Notably, there is no requirement of the division to create a new position.

PROCEDURES

1. Worker's Compensation –

This section only applies to support staff, out-of-scope employees, substitute support staff and substitute teachers

- 1.1. If an employee is injured at work, the employee is required to immediately report the incident to their immediate supervisor/principal. In their absence, any supervisory or management personnel must be informed. An employee should not leave the workplace without reporting an injury.
- 1.2. The employee would then complete the W1 form (Workers' Report of Injury). The form should then be sent to the Human Resources Department where the E1 form (Employers' Report of Injury) is completed and submitted to the Workers' Compensation Board. The employee should keep a copy of the W1 form for their own records.
- 1.3. If deemed necessary, a report will be made to the Occupational Health and Safety committee and will be placed on the next regular agenda.
- 1.4. If the claim involves lost time from work, the supervisor/principal should contact a member of the Human Resources Department, if necessary, to discuss the work site investigation, cost relief opportunities, modified work opportunities or other pertinent claim issues.
- 1.5. The role of the Human Resources Department is to act as a liaison between the Workers' Compensation Board and the supervisor/principal.
- 1.6. If the employee requires medical attention, the employee should go to a physician or duly qualified registered medical professional immediately. The employee should be given the 'Duty to Accommodate Package' by their supervisor/principal which includes:
 - 1.6.1. Memo to Injured Employee
 - 1.6.2. Abilities Assessment Report
 - 1.6.3. Completed Employee Job Demands Form



- 1.7. The employee should contact their supervisor/principal immediately following their medical treatment to discuss returning to work or possible accommodations and to submit medical information.
- 1.8. The supervisor/principal and employee, along with a union representative, if necessary, would then determine a return to work plan which could include workplace accommodations.
- 1.9. Ongoing communication should be maintained between a member of the Human Resources Department, the WCB Case Manager/Worker, the supervisor/principal and, where necessary, the union based on action plans.
 - 1.9.1. A member of the Human Resources Department will facilitate the modified return to work program with the supervisor/principal.
 - 1.9.2. A member of the Human Resources Department will advise WCB of any changes to the employee's work status and any other pertinent issues.

2. Non-Work Related Injury or Illness

If an employee is ill or injured away from work, the employee is required to notify the supervisor/principal that they will be absent.

- 2.1. Early contact with the employee is essential in starting the process of returning the employee back to work. In many cases the employee simply returns to work and little or no intervention is required.
- 2.2. Support staff and caretaker/maintenance employees away from work for more than 3 days will be required to submit a medical statement from a duly qualified, registered medical professional, certifying that the employee was unable to carry out duties due to illness/injury. Teachers away from work for more than 5 days will be required to submit a medical statement from a duly qualified registered medical professional. A duly qualified registered medical professional may include physicians, chiropractors, physiotherapists, occupational therapists, nurse practitioners, psychologists and others who have specialized training in identifying medical limitations and restrictions.
- 2.3. If there is not enough information to determine a return to work date, a member of the Human Resources Department will send the employee a 'Duty to Accommodate package', where applicable, for their duly qualified registered medical professional to complete. This form provides the employee's work restrictions/limitations and should be returned to the Human Resources Department.
- 2.4. When the Duty to Accommodate package is completed and returned, communication should take place between the supervisor/principal, and a member of the Human Resources Department, if necessary, to determine a return to work plan.
- 2.5. If appropriate, a return to work plan should be developed, documented, and agreed to by all parties. This plan should be developed in discussion with the employee, supervisor, and a member of the Human Resources Department, and a union representative if necessary.
 - 2.5.1. Medical restrictions provided by the duly qualified registered medical professional will be adhered to in the development of the plan.
 - 2.5.2. Medical restrictions describe those limitations of skills and abilities that result from disability and prevent an employee from carrying out some specific aspects of their



work. The division reserves the right to seek clarification on the restrictions provided by the duly qualified registered medical professional. .

- 2.5.3. Recommendations made by the duly qualified registered medical professional about modifications to the workplace are deemed to be recommendations only and are not binding on the division. Final decisions regarding workplace modifications rests with the division.
- 2.6. If the employee is unable to return to work in any capacity for the immediate future, the supervisor/principal and/or a member of the Human Resources Department will set a follow-up date for review.
- 2.7. The employee's supervisor/principal will follow up with the employee during their modified return to work program on a regular basis.
 - 2.7.1. Any issues of deterioration in the employee's condition during their modified return to work program should be documented by the supervisor/principal. Any issue should then be immediately addressed with the employee by their supervisor/principal and where necessary, a member of the Human Resources Department.
- 2.8. Once the plan is completed and the employee is fully returned to work, follow-up should continue as necessary.
3. Contract teacher work-related injury
 - 3.1. Please refer to steps outlined in point #2 above.
4. All medical documentation surrounding the employee's illness/injury should be kept in the Human Resources Department.
5. If an employee makes a request for an accommodation that is not medical in nature (and falls under one of the protected grounds outlined in the human rights laws), the employee will put the request in writing and submit it to their supervisor/principal.
 - 5.1. The supervisor/principal would then contact a member of the Human Resources Department to determine what barriers might affect the person requesting the accommodation, explore options for removing those barriers and determine if an appropriate accommodation is possible.
6. Employees are obligated to cooperate with the division throughout the duty to accommodate process.
7. Undue hardship exists when the steps required to accommodate the employee are so extreme, onerous, or difficult, that it is clear it is unreasonable to expect the division to implement them . If the school division finds that removing the barrier or changing the workplace rule creates an undue hardship on the organization the accommodation request may be denied.

Reference: Canadian Human Rights Act
Saskatchewan Human Rights Code
Date Last Revised: May 2021



AP 420 – COMPENSATION GUIDELINES (OUT-OF-SCOPE STAFF)

BACKGROUND

Saskatoon Public Schools believes it is in its best interest to establish guidelines on how employee salaries will be administered. To that end, this compensation procedure is designed to:

- establish pay levels that are competitive in the employment market in order to ensure that the required human resources and skills are attracted, hired, and retained;
- assign each employee to a salary range that appropriately relates pay to the employee's duties and responsibilities, and to administer salaries within these ranges so that differences in pay levels are consistent with differences in levels of responsibilities, qualifications and job performances;
- provide the means of maintaining proper control over compensation practices and expenditures so that organizational and budget objectives are met.

PROCEDURES

1. The Human Resources Department of the Division shall annually endeavor to gather reliable information regarding salary levels and increases provided by other organizations, both within the education sector and external to the education sector. This information shall be used annually to assist in assessing the need for salary adjustments for all employee groups.
2. Comparisons shall be made with provincial and local organizations, other Divisions in the province and Western Canada, and with other private and public sector employers.
3. The Board shall have responsibility for studying and approving recommendations developed by senior administration on compensation matters.
4. The process and schedule for salary administration activities shall be as follows:
 - 4.1. The Superintendent of Human Resources will annually provide a preliminary report to the Board by December 1 on the compensation issues deemed to be significant for the coming year.
 - 4.2. An annual recommendation on salary and/or benefit adjustments for all non-bargaining unit employees will be made to the Board by February 15 for the current fiscal year.
5. The establishment of salary levels for different positions will be based on the responsibility, educational and experience requirements, and the complexity of the positions. Each position will be assigned to a salary range which reflects the value of the job.
6. As a general guideline, there shall be a minimum of a 7% differential between salary ranges. Wherever possible, a 10% differential in gross salary paid shall be maintained between an employee and the employee's immediate supervisor.
7. The performance of each employee shall be reviewed and appraised at regular intervals in accordance with Administrative Procedure 403.
8. Employees shall receive a minimum 5% increase on promotion to a position in a higher salary range. The Superintendent of Human Resources, in consultation with the appropriate department head,



shall approve the salary range placement of employees receiving promotions (with the exception of Senior Administration positions). The salary placement for Senior Administrative staff shall be approved by the Director.

Date Last Revised: October, 2005



AP 425 – LEARNING COORDINATORS

BACKGROUND

Recognizing the contribution that learning coordinators make toward better educational opportunities and improved instruction and assessment, the Deputy Director or designate approves the appointment of learning coordinators in secondary schools.

PROCEDURES

1. Subject to the provisions of the LINC Agreement where the board provides for a limited number of learning coordinators in schools, the annual amount of money to be set aside for the payment of learning coordinators shall be in accordance with the current LINC Agreement between the board and the teachers of the Saskatoon School Division No. 13.
2. The Deputy Director or designate shall establish guidelines for the allotment of learning coordinators in each school and shall determine the general duties and responsibilities.
3. Any teacher, not including the Principal or Vice Principal, shall be eligible for appointment as a learning coordinator.
4. Each collegiate is responsible for establishing Learning Councils.
 - 4.1. The Learning Councils will be established to reflect the unique learning needs of each collegiate and will be designated by the school's administration.
5. Collegiate Principals may allot learning coordinators to their Learning Council in their respective schools in accordance with the following schedule:

Enrolment	Min	Max
400 - 599	5	8
600 - 1079	6	10
1080 - 1440	7	12
1440 – 1799	10	14
1800 – 2400	12	18

6. Responsibility
 - 6.1. The learning coordinator shall be responsible to the school's administration.
 - 6.2. As a member of the school Learning Council, the learning coordinator will focus on school strategies and procedures that enhance student engagement and success (e.g., share and discuss assessment data with area/group/department members, coordinate professional development opportunities for area/group/department members).



- 6.3. The learning coordinator shall be responsible for representing the area/group/department interests of the school.
7. The distribution of allowances from the money available to each school for the payment of learning coordinators shall be determined by the school's administration subject to final approval of the Deputy Director or designate.
8. The position of learning coordinator will normally be filled by a member of the staff of the school in which a vacancy occurs. Vacant positions will be made known to the teachers through appropriate notice by the school's administration. If the vacant position cannot be filled from current staff of the school, the vacant position may be advertised throughout the school division.
9. Learning coordinators shall be appointed as follows:
 - 9.1. Written applications for the position of learning coordinators are to be addressed to the Principal. The recommended list of Learning Council members of the school is to be forwarded to the appropriate Superintendent of Education for final approval by the end of May each school year.
 - 9.2. The term of office for learning coordinators shall be one year with the commencement date of duties coinciding with school opening in the fall of each year. If a position becomes vacant during the year, the position may be filled on an interim basis by the school's administration in consultation with the appropriate Superintendent of Education.
 - 9.3. It is expected that newly appointed learning coordinators will take every opportunity to promote a smooth transition of coordinator duties during May and June.
 - 9.4. Appointment of learning coordinators shall be made by the appropriate Superintendent of Education upon review of recommendations made by the schools' administration.
10. Each school administration shall:
 - 10.1. ensure consistent implementation of these procedures.
 - 10.2. ensure that specific duties of the learning coordinators as required in the school are communicated clearly and concisely to the staff.



AP 426 – ACTING PRINCIPAL AND VICE PRINCIPAL

BACKGROUND

The Director will appoint an acting Principal and/or assistant/vice Principal where he/she deems it necessary, pursuant to the following procedures.

PROCEDURES

1. The administrative and supervisory duties shall be performed by the assistant or vice Principal of the school in the event of the Principal's absence.
2. Where it is anticipated that a Principal may be absent, or where a Principal has been absent, for a period exceeding 5 successive teaching days, the appropriate Superintendent of Education shall recommend to the Director that the assistant/vice Principal be named acting Principal.
3. Where an assistant/vice Principal has been named acting Principal under Section 2, the appropriate Superintendent of Education shall recommend to the Director that a teacher be named acting vice Principal.
4. If a Principal or assistant/vice Principal is absent for an extended period of time, the appropriate Superintendent may assign teaching and/or administrative assistance as deemed necessary.

Reference: Section 85(q), Education Act
Date Last Revised: December, 2014



AP 430 – POSITION DESCRIPTIONS

BACKGROUND

The Superintendent of Human Resources shall be responsible for preparing position descriptions for the employees in the Division.

PROCEDURES

1. The Director's Office shall prepare and keep current an organization chart which defines the organizational structure of the Division.

The organization chart shall be distributed to the schools and departments in the system, as required.

2. Position descriptions for employees of the Division as approved by the Superintendent of Human Resources, shall be available on-line.

Date Last Revised: October, 2014



AP 440 – EMPLOYEE SUPERVISION AND EVALUATION

BACKGROUND

The Director will develop and implement appropriate procedures for the supervision and evaluation of all employees.

PROCEDURES

1. Deputy directors, Superintendents, Principals, assistant and vice Principals, central office coordinators, and mid-management shall have included in their position descriptions the responsibility for the supervision of employees reporting to them.
2. Supervision of staff shall be consistent with the philosophy, goals and objectives for developmental supervision.
3. Evaluation of staff shall be made from time to time as required, and shall follow naturally as an outcome of supervisory practices.
 - 3.1. Supervision of paraprofessional staff shall be conducted by the immediate supervisor.
 - 3.2. During the period an employee is on probation, the immediate supervisor shall provide the necessary supervisory assistance to allow development of the employee's competency and familiarity with the requirements of the position.
 - 3.3. Prior to the end of the probation period, the immediate supervisor shall evaluate the employee's performance in the assigned position and recommend to the appropriate Deputy director the continuation or termination of the employee's services.
 - 3.4. Evaluation of the employee's performance shall consider the employee's competence, skills and ability to suitably perform the required duties in the assigned position.
 - 3.5. Since the evaluation of an employee's performance is ongoing, it shall be the responsibility of the immediate supervisor to recommend to the Deputy director any action which may be required regarding the continuation or termination of the employee's services.
 - 3.6. Supervision of employees who have been retained following the probationary period shall continue on a regular basis, be developmental in nature, and consistent with the philosophy of providing a high level of productivity and job satisfaction within the department.
 - 3.7. In no instance shall the immediate supervisor act in a manner inconsistent with any working agreement approved by the Division.
 - 3.8. Supervision of professional staff in schools shall be conducted by members of the school's administrative team as assigned by the school Principal. Furthermore, supervision of professionals not located in school shall be conducted by the immediate supervisor.
 - 3.9. During the first and second years of employment, professional staff shall be provided such supervisory assistance to allow for the development of the staff member's competency in carrying out the requirements of the assigned position.
 - 3.10. Prior to April 15, professional staff members in schools in their first and second years of service shall have their performance evaluated jointly by the school's administration.



Professional staff not located in schools shall have their performance evaluated by their immediate supervisor.

- 3.11. Supervision of professional staff, with more than two years of service, shall be continuous and consistent with the developmental supervision model.
- 3.12. Supervisory assistance of the Superintendent of Education may be requested by a school administrator when such an intervention is deemed advisable.

Reference: Section 85(a), Education Act
Date Last Revised: October, 2005



AP 441 – REPRESENTATIVE AND CULTURALLY COMPETENT WORKFORCE

BACKGROUND

Saskatoon Public Schools (SPS) recognizes that First Nations, Métis and Inuit people are underrepresented in its workforce. SPS equally recognizes the importance of diverse ethnic groups and their role/importance in a representative workforce; however, First Nations and Métis people are significantly under-represented in relation to the Indigenous student population of the school division.

Focused strategies to build a culturally competent and representative workforce include recruitment, retention, education, partnerships, communication and supplier diversity. These strategies focus on, but are not limited to, First Nations and Métis people.

The purpose of a representative workforce strategy is to promote cultural competency for all students and staff of Saskatoon Public Schools to increase the engagement, achievement and graduation rates of First Nations, Métis and Inuit students.

PROCEDURES

1. The Superintendent of Human Resources will be responsible for the coordination of the representative and culturally competent workforce (RCCWF) strategy.
 - 1.1. The division will establish and maintain a RCCWF committee made up of internal stakeholders.
 - 1.2. The Human Resources department will provide necessary demographic data to inform the work of the RCCWF committee.
2. Recruitment
 - 2.1. Individuals responsible for making hiring decisions will have received training in cultural competency.
 - 2.2. RCCWF staffing panels will be established at the elementary and secondary level and will contact all Indigenous teaching candidates who apply to the division.
 - 2.3. Interview questions and processes will be reviewed annually to ensure an appropriate level of cultural awareness.
 - 2.4. Human Resources personnel and staffing superintendents will engage in proactive relationships with Indigenous educational institutions, including ITEP, SUNTEP, SIIT, First Nations University and others.
3. Retention
 - 3.1. The division will establish an Indigenous Employees Network through representatives of the RCCWF committee.
 - 3.2. Mentorship program for Indigenous leaders will be established.



4. Education

- 4.1. All employees of the division will receive cultural competency training. This training can take varied forms and can be coordinated through staff development, the First Nations, Inuit and Métis Education Unit or Human Resources.
- 4.2. Leaders in the division will include a cultural competency component in their professional learning plan on an annual basis.

5. Partnerships

- 5.1. The division will promote RCCWF strategies with external partners.
- 5.2. The staff development department will create seats for external partners in division professional development sessions and develop a process to invite participation.

6. Communications

- 6.1. The Communications Manager will develop and implement a RCCWF communications strategy for both internal and external audiences.

7. Supplier Diversity

- 7.1. The Manager of Procurement will create a supplier diversity strategy that will include FNIM ownership and supply chain criteria in tenders.

Reference:

Date Last Revised: June 15, 2020



AP 450 – HARASSMENT (EMPLOYEES)

BACKGROUND

Pursuant to The Occupational Health and Safety Act, 2013, and the Occupational Health and Safety Regulations, 1996, the division considers itself responsible to provide employees with a workplace free of harassment. Any person under the division's direction who engages in the harassment of any employee shall be subject to disciplinary action. The division also recognizes its duty to provide employees with education about harassment.

DEFINITION

1. Harassment

Under the Saskatchewan Employment Act, 2013, harassment in the workplace can be defined as any inappropriate conduct, comment or display by a person that either:

- a. Is based on any prohibited ground as defined in *The Saskatchewan Human Rights Code, 2018* or on physical size or weight ; or
- b. adversely affects the employee'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; and
- c. constitutes a threat to the health or safety of the employee.

2. Bullying

A situation where one or several individuals persistently over a period of time perceive themselves to be on the receiving end of negative actions from one or several persons, in a situation where the target of bullying has difficulty defending themselves against these actions.

PROCEDURES

1. Harassment is an illegal employment practice and is a violation of the law under the province's Human Rights Code and The Saskatchewan Employment Act, 2013. As such, it is a serious offence, subject to a range of disciplinary actions up to and including termination.

The division will make every reasonable effort to ensure that no employee is subjected to harassment.

The division will take corrective action respecting any person under its direction who subjects any employee to harassment.

2. Harassment is not mutually acceptable social discourse or banter that may occur in the work place. However, where another employee is present, and that employee is not of the same view, and that employee makes it known that they find the social discourse/banter offensive, the other employees must refrain from that kind of behaviour in the presence of an employee who finds it, within reason, offensive.



3. Harassment does not include any reasonable action that is taken by the division or administrators employed or engaged by the division relating to the management and direction of employees or the place of employment.
4. Prevention
 - 4.1. Present Employees

At the commencement of each school year, principals shall advise school-based employees of this administrative procedure.

central office managers and coordinators shall advise their respective employees of this administrative procedure.
 - 4.2. New Employees

Human resources shall advise new employees, as part of their orientation, of this administrative procedure.
 - 4.3. Posting of Procedure

A copy of this procedure shall be posted on the division website that is accessible to all employees.
5. If an employee feels they are being harassed, the following actions should be taken:
 - 5.1. The harasser should be told by the employee feeling harassed, that their behavior is unwelcome and asked to stop the behavior.
 - 5.2. The employee who feels harassed should keep a record of each or any incident(s) (each offensive suggestion, remark or incident, including dates, times, locations, possible witnesses, what happened, complainant's response). A record of events does not have to be maintained in order to file a complaint, but such a record can strengthen a complainant's case and help a complainant remember details over time.
 - 5.3. If, after the harasser has been asked to stop their behavior, the harassment continues, the problem should be reported to an appropriate individual as per Section 6.

It should be noted that a single occasion of harassment could be reported, if the nature of the incident was so significant and serious as to make it difficult for the complainant to follow the procedure outlined above.
6. Reports of harassment can be made directly to any of the following:
 - 6.1. The employee's direct supervisor,
 - 6.2. A designated union or association representative (if covered by a collective agreement),
 - 6.3. A member of administrative council (superintendent, deputy director, director).

If the report is made to a person listed above, other than the superintendent of human resources, the recipient of the report shall immediately provide the superintendent of human resources with the details of the incident(s) in writing (a report involving a member of administrative council shall be made directly to the director). In order to protect the individuals involved and to maintain the highest level of confidentiality, individuals receiving reports of harassment shall not discuss such reports with other division staff or administrators.



7. The onus is on the employee to report instances of harassment as soon after the incident as is reasonably possible. Individuals who observe the presence of ongoing harassment in the workplace are encouraged to bring the existence of the harassment to the attention of one of the individuals listed in Section 6.
8. Every effort will be made to ensure that everything is done that is fair and reasonable in the circumstances, to protect staff against complaints or accusations made by other staff members that are trivial, frivolous or made in bad faith. Individuals that have filed a complaint that is found to be made in bad faith may be subject to disciplinary action (see Section 12).
9. Reports of harassment shall be dealt with in strict confidence; however, the complainant must understand that confidentiality must be distinguished from anonymity.
10. Reported cases of harassment shall be investigated by the superintendent of human resources, or designate, in keeping with due process and the rights of the parties involved/affected. Both the complainant and the respondent may be offered assistance through the Employee and Family Assistance Program and either one may be removed from the workplace on a temporary basis while the complaint is being investigated.

The process for investigation of a complaint is as follows:

10.1. Receipt of Complaint

- 10.1.1. receive written complaint
- 10.1.2. interview complainant
- 10.1.3. make a decision to proceed (if not proceeding, a report will be prepared)

10.2. Investigation of Complaint

- 10.2.1. advise and interview respondent
- 10.2.2. interview, if necessary, other individuals
- 10.2.3. review files to determine if the respondent has a previous record of harassment or other related behavior

10.3. Resolution of Complaint

- 10.3.1. prepare a report indicating either:
 - 10.3.1.1. the action and follow up necessary, or
 - 10.3.1.2. the fact that no further follow up is necessary

The superintendent of human resources, upon the completion of the investigation, shall provide a written report to the Director along with a recommendation on the action to be taken, if any, as a result of the complaint.

If harassment is found to have occurred, a letter will be placed in the respondent's file with details of the discipline imposed (See Section 12).

If no harassment has been found to have occurred, the parties to the complaint will be notified in writing.

11. At any step of the investigative procedures, the complainant or respondent may choose to be accompanied by a friend, colleague, relative, or a union representative, or association representative.



Harassment is a form of discrimination and therefore employees also have the right to file a complaint with Occupational Health and Safety or the Saskatchewan Human Rights Commission. The complainant will not be discouraged from exercising any other legal rights pursuant to any other law.

12. Following an investigation, appropriate discipline, if warranted, shall be applied in keeping with natural justice and due process. Such discipline may include verbal warning, written reprimand, transfer, suspension, and/or dismissal. The procedure for imposition of discipline shall be consistent with the provisions of any applicable collective agreement.

The complainant and the respondent shall be advised as to the disposition of the complaint.

13. If deemed to be harassment, a record of the disposition of the complaint, and a copy of the initial complaint shall be kept in the respondent's file for a period of five years or as prescribed in the applicable collective agreement, and then shall be transferred to a secured confidential file in the office of the superintendent of human resources. The respondent's personnel file shall contain reference to the fact that additional information is contained in the secured confidential file.

If no harassment was found to have occurred, no record of the complaint would be kept in the respondent's file.

A confidential file of all harassment reports shall be maintained in the office of the superintendent of human resources.

14. Any interference or attempt at coercion in the investigative process, by or on behalf of the complainant or respondent, shall be considered grounds for immediate disciplinary action in response to the interference or coercion.

Reference: Saskatchewan Human Rights Code, 2018
Saskatchewan Employment Act, 2013
Education Act, 1995 – Section 85
An Employers Guide for Developing a Harassment Policy, 2016, Government of Saskatchewan
Date Last Revised: January 2023



AP 451 – SEXUAL HARASSMENT

BACKGROUND

Saskatoon Public Schools are responsible for the protection of each employee's human rights and dignity. Sexual harassment is contrary to the Human Rights Code and the provisions of collective bargaining agreements between the division and its various employee groups. Sexual harassment of any employee is an intolerable situation which shall warrant disciplinary action up to and including termination of employment. The division also recognizes its duty to provide employees with education about sexual harassment.

DEFINITION

Sexual harassment in the workplace can be defined as any unwanted sexual advance, request for sexual favours, or other verbal or physical contact of a sexual nature which threatens job security, affects advancement opportunities or negatively impacts on the working conditions or employment atmosphere in which any employee works.

Sexual harassment can include such things as pinching, vulgar language, patting, rubbing, leering, dirty jokes, pornographic pictures or materials, demeaning comments related to a person's gender, sexual orientation and suggestions/innuendoes, requests or demands of a sexual nature.

Any of the above behavior need not be intentional in order to be considered sexual harassment. If any of the above are offensive, intimidating or make an employee feel uncomfortable, they would be deemed to be sexual harassment and will not be acceptable behavior within our organization. Sexual harassment will be considered to have taken place if a reasonable person ought to have known that such behavior is unwelcome.

Sexual harassment should not be confused with social interaction. Social interaction between people is based on mutual consent and attraction and does not involve intimidation or negative connotations. Harassment, however, is coercive and one-sided, and leaves one of the parties feeling negative about the experience. When an employee has the perception that submission to a sexual advance is a condition of keeping or obtaining a position, sexual harassment has occurred.

RESPONSIBILITIES

1. Division
The division will actively work towards creating and maintaining a work environment free from sexual harassment. The division will make every effort, consistent with this procedure, to resolve incidents of sexual harassment and provide support and assistance to employees subjected to sexual harassment.
2. Supervisory Staff
Principals and supervisors are obligated to act quickly upon information concerning incidents of sexual harassment.
3. Employees
Each employee has an individual responsibility to support a workplace free from sexual harassment.



4. Other

Students, parents/guardians or other members of the public have a responsibility to refrain from engaging in sexual harassment at the school.

PROCEDURES

1. Sexual harassment may occur either at or away from the usual workplace and could be either on a one-time basis or in a continuous series of incidents. It could involve unwelcome sexual actions by supervisory staff, an employee's peers or those reporting to an employee..

Sexual harassment is an illegal employment practice and is a violation of the law under the province's Human Rights Code and the Saskatchewan Employment Act. As such, it is a serious offence, subject to a range of disciplinary actions up to and including termination.

2. Prevention

- 2.1. Present Employees

At the commencement of each school year, principals shall advise school-based employees of these procedures.

Central office managers and coordinators shall advise their respective employees of these procedures.

- 2.2. New Employees

Human Resources shall advise new employees, as part of their orientation, of these procedures.

- 2.3. Posting of Procedures

A copy of this procedure shall be posted on the division website that is accessible to all employees.

3. Sexual harassment is considered to have taken place if a reasonable person ought to have known that such behavior was unwelcome. If an employee feels they are being sexually harassed, the following actions should be taken:

- 3.1. The harasser should be told that their behavior is unwelcome and asked to stop the behavior.

- 3.2. The employee who feels harassed should keep a record of each or any incident(s) (each offensive suggestion, remark or incident, including dates, times, locations, possible witnesses, what happened, your response). A record of events does not have to be maintained in order to file a complaint, but such a record can strengthen a complainant's case and help a complainant remember details over time

- 3.3. If, after the harasser has been asked to stop their behavior, the harassment continues, the problem should be reported to an appropriate individual as per Section 4 below.

It should be noted that a single occasion of harassment could be reported, if the nature of the incident was so significant and serious as to make it difficult for the complainant to follow the procedure outlined above.

4. Reports of sexual harassment can be made directly to any of the following:

- 4.1. The employee's direct supervisor,



- 4.2. A designated union or association representative (if covered by a collective agreement),
- 4.3. A member of administrative council (superintendent, deputy director, director).

If the report is made to a person listed above, other than the superintendent of human resources, the recipient of the report shall immediately provide the superintendent of human resources with the details of the incident(s) in writing (a report involving a member of administrative council shall be made directly to the director). In order to protect the individuals involved and to maintain the highest level of confidentiality, individuals receiving reports of sexual harassment shall not discuss such reports with other Division staff or administrators.

- 5. The onus is on the employee to report instances of sexual harassment as soon after the incident as is reasonably possible. Individuals who observe the presence of ongoing harassment in the workplace are encouraged to bring the existence of the harassment to the attention of one of the individuals listed in Section 4.
- 6. Every effort will be made to ensure that everything is done, to protect staff against complaints or accusations made by other staff members that are trivial, frivolous or made in bad faith. Individuals that have filed a complaint that is found to be made in bad faith may be subject to disciplinary action.
- 7. Reports of sexual harassment shall be dealt with in strict confidence; however, the complainant must understand that confidentiality must be distinguished from anonymity.
- 8. Reported cases of sexual harassment shall be investigated by the superintendent of human resources, or designate, in keeping with due process and the rights of the parties involved/affected. Both the complainant and the respondent may be offered assistance through the Employee Assistance Program and either one may be removed from the workplace on a temporary basis while the complaint is being investigated.

The process for investigation of a complaint is as follows:

8.1. Receipt of Complaint

- 8.1.1. receive written complaint
- 8.1.2. interview complainant
- 8.1.3. make a decision to proceed (if not proceeding, a report will be prepared)

8.2. Investigation of Complaint

- 8.2.1. advise and interview respondent
- 8.2.2. interview, if necessary, other individuals
- 8.2.3. review files to determine if the respondent has a previous record of sexual harassment or other related behavior

8.3. Resolution of Complaint

- 8.3.1. prepare a report indicating either:
 - 8.3.1.1. the action and follow up necessary; or
 - 8.3.1.2. the fact that no further follow up is necessary



The superintendent of human resources, upon the completion of the investigation, shall provide a written report to the director along with a recommendation on the action to be taken, if any, as a result of the complaint.

If sexual harassment is found to have occurred, a letter will be placed in the respondent's file with details of the discipline imposed (See Section 10).

If no harassment has been found to have occurred, the parties to the complaint will be notified in writing.

9. At any step of the investigative procedures, the complainant or respondent may choose to be accompanied by a friend, relative, colleague or an association representative.

Sexual harassment is a form of discrimination and therefore employees also have the right to file a complaint with provincial Occupational Health and Safety or the Saskatchewan Human Rights Commission. The complainant will not be discouraged from exercising any other legal rights pursuant to any other law.

10. Following an investigation, appropriate discipline, if warranted, shall be applied in keeping with due process. Such discipline may include verbal warning, written reprimand, transfer, suspension, and/or termination. The procedure for imposition of discipline shall be consistent with the provisions of any applicable collective agreement.

The complainant and the respondent shall be advised as to the disposition of the complaint.

11. If deemed to be sexual harassment, a record of the disposition of the complaint, and a copy of the initial complaint shall be kept in the respondent's file for a period of five years or as prescribed in the applicable collective agreement, and then shall be transferred to a secured confidential file in the office of the superintendent of human resources. The respondent's personnel file shall contain reference to the fact that additional information is contained in the secured confidential file.

If no sexual harassment was found to have occurred, no record of the complaint would be kept in the respondent's file.

A confidential file of all sexual harassment reports shall be maintained in the office of the superintendent of human resources.

12. Any interference or attempt at coercion in the investigative process, by or on behalf of the complainant or respondent, shall be considered grounds for immediate disciplinary action in response to the interference or coercion.

Reference: Saskatchewan Human Rights Code, 2018
Saskatchewan Employment Act, 2013
Education Act, 1995 – Section 85
An Employers Guide for Developing a Harassment Policy, 2016, Government of Saskatchewan
Date Last Revised: January 2023



AP 460 – VIOLENCE (EMPLOYEES)

BACKGROUND

Saskatoon Public Schools has, pursuant to Division 3 of the Saskatchewan Employment Act, 2013, and Section 37 of the Occupational Health and Safety Regulations, 1996 developed this administrative procedure to deal with violence against employees in the workplace. The Division recognizes that its employees may, in certain circumstances, be at risk of acts of violence by fellow employees, students, parents of students or members of the public. The Division is committed to making every reasonable effort to identify the possible sources of violence to which its employees may be at risk and to implementing procedures to minimize or eliminate risks of violence. The Division is implementing this procedure to foster and maintain a safe environment for its employees. It is committed to ensuring that its employees are:

- aware of situations in which violence may occur;
- provided with skills training to help them recognize those situations which may give rise to violence and protect themselves in the event of a violent incident.

DEFINITION

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 an employee reasonable cause to believe that he or she is at risk of injury.

PROCEDURES

1. Employees of the Division must follow the procedures outlined in this administrative procedure to reduce the risk of violence.
2. This procedure applies to all work sites in the division including schools, central office and the maintenance shop located on Avenue G, as well as any locations to which employees may be present for out-of-school activities.
3. Reports of incidents of violence against employees can be made directly to any of the following:
 - 3.1. The employee's direct supervisor,
 - 3.2. A designated Union or Association representative (if covered by a collective agreement),
 - 3.3. A member of Administrative Council (Superintendent, Deputy Director, Director).If the report is made to a person listed above, other than the Superintendent of Human Resources, the recipient of the report shall immediately provide the Superintendent of Human Resources or designate with the details of the incident(s) in writing (a report involving a member of Administrative Council shall be made directly to the Director).
4. Employees who work in the following circumstances could be at greater risk of being exposed to violent incidents:
 - 4.1. teachers and educational assistants in classrooms with students who demonstrate current and intense aggressive behaviors;



- 4.2. teachers and educational assistants who work with students who have medical conditions or psychological disorders which can increase the probability of those students demonstrating current and intense aggression.
 - 4.3. student services and special education consultants who work in classrooms with students who demonstrate current and intense aggression;
 - 4.4. school counsellors;
 - 4.5. staff who perform home visits;
 - 4.6. school-based employees who provide services to a student whose parent has a history of violence or who has previously threatened school staff;
 - 4.7. school-based administrators;
 - 4.8. employees working evening or night shifts.
5. In accordance with the Occupational Health and Safety Regulations, 1996, Section 37 (6), this procedure shall be reviewed, and where necessary, revised every three years and/or whenever there is a change of circumstances that may affect the health or safety of workers.
 6. All school-based employees and central office staff working directly with students, who (i) demonstrate current and intensive aggression or (ii) have medical conditions or psychological disorders which increase the probability of demonstrating current and intense aggression, shall be apprised by the Principal of the nature and history of the violent behavior prior to the employee's initial contact with the student and receive further training as relevant.

Except where the disclosure is prohibited by law, all available information shall be provided related to the risk of current and intense aggression from those students or from others who have a history of violent behavior and whom employees are likely to encounter in the course of their work.

7. Employees will have personal protective equipment made available when working directly with students who:
 - 7.1. demonstrate current and intense aggression, or
 - 7.2. have medical conditions or psychological disorders which increase the probability of demonstrating current and intense aggression. It is expected that employees wear personal protective equipment when working with students who demonstrate current and intense aggression.
8. Every employee who has been a victim of a violent incident shall report the incident verbally to their principal/supervisor. They will also complete an Incident Report Form and shall submit the form to the Superintendent of Human Resources or designate. This form can be found on the Human Resources portal. Once submitted, the form will be routed to the principal/supervisor and area superintendent.
9. If an employee believes that a student, fellow employee or visitor to a school or work site represents a danger to the safety of staff and/or the overall safety of the work site, the employee shall immediately notify an administrator or supervisor in that location. Should such a danger occur after hours, the employee should notify their supervisor as soon as possible, and the school administrator (if applicable) as soon as is practically possible. Incidents of violent behavior occurring on weekends or evenings could also include notification to the police.



10. Any employee who has been a victim of violence resulting in any physical injury will be given the opportunity, without loss of pay, to seek medical treatment. As well, post-incident counselling through the division's Employee and Family Assistance Program will be made available to the employee.
11. Employees seeking medical assistance or missing work as a result of a violent incident at work, must fill out a report of injury with the Workers' Compensation Board (with the exception of teachers on contract).
12. The division is committed to providing training for its employees in the following areas:
 - 12.1. recognition of potentially violent situations;
 - 12.2. procedures and work practices to minimize or prevent the risk of violence;
 - 12.3. appropriate responses to violent incidents and how to obtain assistance;
 - 12.4. procedures for documenting and reporting incidents.

Training programs will be offered to employees on an ongoing basis on topics of a violence-related nature. Where an employee attends such in-service sessions, the division will credit the employee's attendance as time at work, and the employee shall lose no pay or other benefits in respect of such attendance.

13. Reported cases of violence committed by employees shall be investigated by the Superintendent of Human Resources, or designate, in keeping with due process and the rights of the parties involved/affected.

Both the alleged offender (if an employee) and the victim of violence may be offered assistance through the Employee and Family Assistance Program and either one may be removed from the workplace on a temporary basis while the incident is being investigated. In cases where an external investigation is also involved, the division will continue its own investigation and co-operate with external authorities where required.

The process for investigation of an incident of violence is as follows:

- 13.1. Receipt of Report of Incident
 - 13.1.1. receive Incident Report Form;
 - 13.1.2. interview victim of incident reported;
 - 13.1.3. if necessary, interview others who may have witnessed the incident;
 - 13.1.4. make a decision to proceed (if not proceeding, a report will be prepared).
- 13.2. Investigation of Incident
 - 13.2.1. advise and interview the alleged offender (if an employee);
 - 13.2.2. interview, if necessary, other individuals;
 - 13.2.3. review files to determine if the alleged offender has been involved in any previous incidents of violence or other related behavior.
- 13.3. Conclusion of Investigation
 - 13.3.1. prepare a report indicating either:
 - the action and follow up necessary; or



- the fact that no further follow up is necessary.

14. Action on Conclusion of Investigation

- 14.1. If the act of violence is found to have been committed by an employee, a letter will be placed in the offender's file with details of the discipline imposed (See Section 15).
- 14.2. If the act of violence has been committed by a student, appropriate disciplinary action will be taken in accordance with Administrative Procedure 355: Violence (Students).
- 14.3. If the act of violence has been committed by a parent or guardian of a student, the Division will take actions necessary to minimize the risk of another incident. This may include restricting the access of that parent or guardian to school property.
- 14.4. The Division may report the incident to the police.

15. At any step of the investigative process, the victim or the alleged offender (if an employee) may choose to be accompanied by a friend, union representative or association representative.

16. Following an investigation, appropriate discipline, if warranted, shall be applied in keeping with natural justice and due process. If an employee, such discipline may include verbal warning, written reprimand, transfer, suspension, and/or dismissal. The procedure for imposition of discipline shall be consistent with the provisions of any applicable collective agreement.

The victim and the offender shall be advised as to the disposition of the complaint.

17. Prevention

17.1. Present Employees

Principals shall annually advise school-based employees of these procedures.

Central Office managers and coordinators shall annually advise their respective employees of these procedures.

17.2. New Employees

Human Resources shall advise new employees, as part of their orientation, of these procedures.

17.3. Posting of Procedure

A copy of this procedure shall be posted on the division website that is accessible to all employees.

Reference: Section 175, The Education Act
O.H.S.A – 14 Division 3 – Saskatchewan Employment Act, 2013
Section 37, Occupational Health and Safety Regulations
Local Authority Freedom of Information and Protection of Privacy Act 28(2)(1), 28(2)(n)
Youth Criminal Justice Act
[SPS Employee Incident Report](#)

Date Last Revised: June 3, 2019



AP 461 – REPORTING CRIMINAL CHARGES

BACKGROUND

The Saskatoon Public School Division values reputable employees and as such requires that criminal charges are reported as per the procedure below.

PROCEDURES

1. All employees of the Saskatoon Public School Division and all persons who have been required to provide a criminal records check are expected to understand and abide by the provisions of this procedure.
2. No later than two working days after having been charged with an offense, any person referenced in this procedure is to inform orally, and subsequently in writing, the Director of Education of all charges laid.
3. A submission outlining relevant circumstances may be attached by the person to the written information.
4. Upon receipt of the information, the Director or designate is to investigate the circumstances.
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 of permission to act as a volunteer for school sponsored activities.
6. Subject to the provisions of *The Education Act, 1995* and the provisions of the relevant collective agreement(s) or contract of employment, the Board may, in its discretion, transfer, reassign, or terminate the employment of an employee who is not in compliance with the provisions of this policy.
7. Any action taken by the Board with respect to an employee is to be conveyed to the employee in writing, a copy of which is to be placed in the employee's personnel file.
8. Any appeal of the decision of the Board is to 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 Board's decision.
9. If, at the conclusion of all proceedings, a criminal records check confirms no conviction(s) resulting from the incident giving rise to the original charge(s), any documentation which has been placed in the employee's personnel file related to the charge(s) for which discipline has not been effected is, at the request of the employee, to be removed and destroyed.
10. 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 employee or the appropriate employee group at any and all meetings that the employee attends regarding the process.

Reference: Section 85, 87, 109, *The Education Act, 1995*
The Criminal Code of Canada
The Criminal Records Act
The Food and Drugs Act
The Controlled Drugs and Substances Act
Date Last Revised: June, 2015



AP 470 – SUBSTITUTE STAFF

BACKGROUND

The Director will employ substitute staff as required.

Saskatoon Public Schools believes in a Representative Workforce that honours our vision that every student is Known, Valued and Believed in. Our vision works in tandem with our commitment to hire people who will create learning experiences that inspire all students to reach their potential. All persons interested in employment in this school division are treated as equals. This belief is carried forward to Saskatoon Public Schools hiring practices.

PROCEDURES

1. The Human Resources Department shall ensure that:
 - 1.1. On-line applications for substitute positions are reviewed regularly.
 - 1.2. Criminal record checks are requested and received prior to employment on the substitute list.
 - 1.3. Substitute employees are dispatched through the Automated Dispatch System (ADS).
2. Superannuated teachers will be considered for the substitute teacher list at the discretion of the Human Resource Superintendent or designate.

Superannuated teachers may be contacted to substitute teach if:

 - 2.1. There is a need for the services of the retired teacher due to the inability to recruit other qualified teacher substitutes, and
 - 2.2. Superannuated teachers will be dispatched if the list of other available substitute teachers is exhausted.
 - 2.3. Superannuated substitute teachers shall only be offered a temporary contract with permission of the Superintendent of Human Resources or designate.

Date Last Revised: March 21, 2022



AP 480 – VOLUNTEERS

BACKGROUND

Recognizing that community involvement is an important part of the educational process, Saskatoon Public Schools encourages the involvement of volunteers in its schools and related programs. Further, recognizing that student safety is highly valued, Saskatoon Public Schools has put in place safety procedures related to volunteers.

DEFINITIONS

1. **Volunteer:** persons who have a relevant area of expertise and/or experience and who are involved on a short-term basis to enhance the educational or extra-curricular programming without compensation. Volunteers do not include division employees, guest speakers, presenters, special visitors to the school, or School Community Council members in their role as a School Community Council member.
2. **Visitor:** persons who visits the school on a non-regular basis as a guest speaker, presenter, or special visitor. Visitors must be supervised at all times when interacting with students.

PROCEDURES

1. The Principal is responsible for ensuring the development of school-based regulations outlining ways in which volunteers can become actively involved in the school.
2. The Principal must approve all uses of volunteers in school activities. If a volunteer is supervising a school activity, the principal will ensure that a letter is sent to parents/guardians prior to the start of the activity indicating that the coach/supervisor is not a faculty member and outlining school expectations regarding behaviour and communication with the volunteer coach and school.
3. The Principal shall deny or withdraw the services of a volunteer where it is deemed to be in the best interests of the students or school to do so.
4. Volunteers' pre-K- 12 must adhere to the following guidelines in order to work with students:
 - 4.1. All volunteers are required to provide a police criminal record check.
 - 4.2. All volunteers who will be involved in the direct supervision of children, and not within the visual range of a Saskatoon Public Schools employee, will also be required to provide the principal with a current police vulnerable sector check.
 - 4.3. There is no legislation that describes the valid length of a criminal record check. For the purposes of our school division, we define the valid length of such a check to be one calendar year. 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.
 - 4.4. Provide evidence to the principal that they have the requisite skills and experience to serve in the volunteer capacity.
 - 4.5. Meet with the school principal to receive expectations pertaining to school philosophy and practices regarding extra-curricular activities.
 - 4.6. Have completed grade 12 or been out of school for a minimum of 2 years.



- 4.7. Be supervised by a Saskatoon Public Schools' employee.
- 4.8. For secondary school athletics involvement, the volunteer shall:
 - 4.8.1. In addition to the police criminal record check and vulnerable sector check, the volunteer must complete the Non-Faculty Coach Declaration. In the case of athletics, the form to be completed is Saskatchewan High School Athletics Association (SHSAA) Form E-14. This form must have the signature of the coach, principal, director, and SHSAA director in order for the coach to independently supervise student athletes. It should be noted that form E-14 is valid for one year only and will require reapplication should the extra-curricular volunteer's services be sought for more than one coaching season. In the case of coaching, the extra-curricular volunteer will also provide proof of National Coaches Certification Program (NCCP) Introduction to Competition- Part A & B and/or evidence of significant coaching experience.
5. Volunteers will only be assigned to a teacher with the teacher's consent.
6. All volunteers are bound by the same code of confidentiality expected of all employees of the Division. It is inappropriate to discuss students collectively or individually outside the school as a result of information gained as a volunteer.
7. Since all volunteers are considered to be agents of the Board, they shall be covered by the Division's third-party liability insurance plan while engaged in their volunteer tasks. Third party liability insurance defends legal costs and pays for court awarded damages caused by the insured vehicle/driver or to other persons or property. This coverage does not provide insurance for injury to the driver or damage to the vehicle being driven.

Date Last Revised: March 2023



POLICE CHECKS FOR VOLUNTEERS (LARGE GROUPS OR BATCH CHECKS):

1. Criminal Record Check Application forms can be accessed and printed at <https://saskatoonpolice.ca/recordcheck/>
2. Criminal Record Checks for residents of Saskatoon can be obtained from the Saskatoon Police Service. Any volunteers who live outside of Saskatoon are required to obtain a record check from the jurisdiction where they reside.
3. Applicants **may choose** to complete the Criminal Record Check and Vulnerable Sector check online. This online process can be accessed 24 hours a day without having to attend at the Saskatoon Police Station. Applicants must be a resident of Saskatoon in order to apply through this service. If there are no concerns or follow-ups required, the police screening documents will be mailed to the applicant. The online process is estimated to take 14 days and there is a processing fee that will be the responsibility of the applicant. The online process can be accessed at: <http://policesolutions.ca/checks/services/saskatoon/>
4. The Vulnerable Sector side of the Criminal Record Check application must be completed if your volunteer activity will cause you to be in a position of Trust or Authority over a Vulnerable Persons (i.e. children, seniors, or people with disabilities).
5. Once these forms are completed, and in order to process at **no charge**, a letter must be submitted including the following:
 - Printed on letterhead of organization
 - Names of the volunteers
 - Type of volunteer position within the school division
 - Signature and name at the bottom of the letter (principal or vice/assistant principal)
6. The school may choose to do the following if applicants are unable to go to the Saskatoon Police Services offices during regular Criminal Check hours:
 - Have a scrutineer or notary public notarize identification of all applicants. A school administrator can serve as the scrutineer.
 - Identification required would be: one piece of valid photo ID and a government identification verifying birth date (e.g., Canadian Citizenship Card, Driver's License, Treaty Card, Health card/ Social Insurance card). Both pieces of ID must be in the same last name.
 - Have applicants photocopy a piece of government issued photo-identification to submit with their application. Photocopy must be readable, and photo, birthdate, and address must be present. The scrutineer (i.e., a school-based administrator) must sign all photocopies.
 - The scrutineer (i.e., a school-based administrator) should compose, on school letterhead, a letter listing the names of all volunteer applicants and state the scrutineer's full name and phone number as part of the submission package. If a notary public is appointed, his or her stamp must be present on each photocopied identification.



7. Submit entire package to:

Saskatoon Police Service

c/o Criminal Record Checks
76-25th Street East
Saskatoon, SK

Mailing address:
c/o Criminal Record Checks
Box 1728
Saskatoon, SK S7K 3R6

8. Package should consist of:

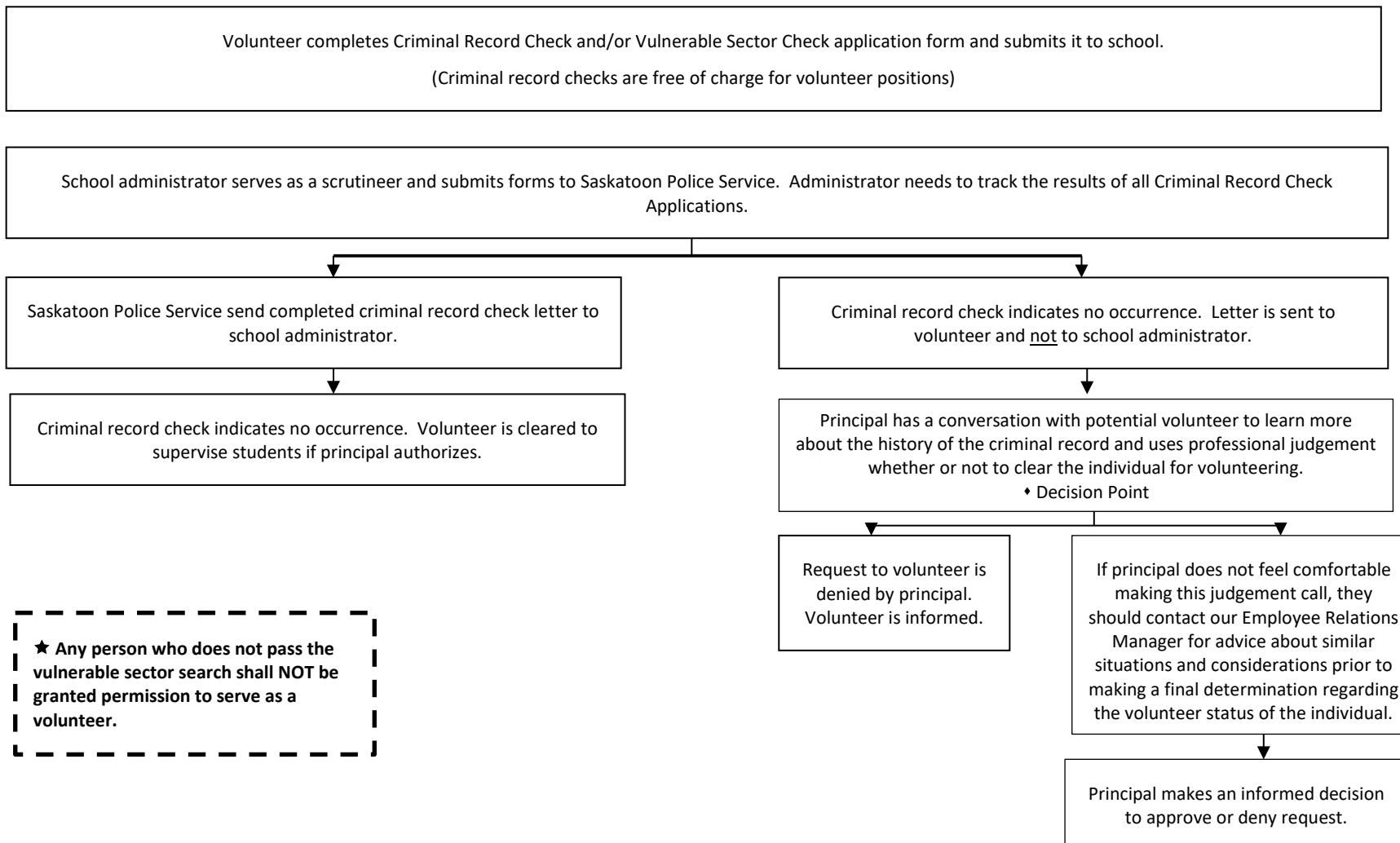
- Letter listing all volunteers (from scrutineer)
- Applications completed in full
- Photocopies identification with a scrutineer or Notary Public's name present.

IMPORTANT NOTES:

- If the school wishes to have all Criminal Record Check letters sent directly to them, then applicants must authorize this on the application form where it states BELOW PORTION FOR POLICE USE ONLY. If a Criminal Record does exist for the applicant, a letter will not be given to the organization but will be sent directly to the individual.
- Applicants must have all signatures present on application form and truthfully answer questions 1-3 listed on first page.
- If certain areas of the application form are not filled out entirely, the applicant will be contacted directly in order to rectify missing information.
- Applicants may choose to complete the Criminal Record Check online. There is a processing fee for online applications that will be the responsibility of the applicant to pay. Applicants can submit Criminal Record Checks in-person or via mail delivery with the appropriate information from their school for no charge.



CRIMINAL RECORD CHECKS: PROCESS AND DECISION POINTS





AP 481 – EMPLOYEES – ALCOHOL AND DRUGS

BACKGROUND

Saskatoon Public Schools 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 Division is also committed to the health and safety of its employees, students, environment, and the public. The use of drugs and alcohol can create unacceptable safety risks to everyone at the workplace.

Employees have the right to work and students have the right to be educated in an environment free of substance abuse and with persons free from the effects of drugs or alcohol. Drugs and alcohol are hazards to the school environment and to the credibility and reputation of the Division.

DEFINITIONS

For the purposes of this administrative procedure the following definitions shall apply:

Addiction - is defined as a compulsive substance use despite harmful consequence; intense focus on using a certain substance such as alcohol or drugs to the point that it takes over a person's life. People who are addicted keep using alcohol or a drug even though they know it will cause problems. Addiction is a disability and must be diagnosed by a medical professional.

Illegal Drugs - fall into two categories: the first category is comprised of those drugs that are illegal to possess, sell, and consume. The second category includes those drugs that are legal to possess, sell, and consume when prescribed by a physician, but are then misused by the person to whom the drugs have been prescribed, or are used by individuals not under a prescribing doctor's care, and who may have obtained the drugs by illegal means.

Impairment - is defined as: the inability to perform essential job functions and interact safely and effectively with others.

The division strongly encourages employees who abuse alcohol or cannabis or use illegal drugs to seek assistance to stop abusing alcohol or 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 employee may legally possess a drug substance, this provision recognized that it is the Board's right to prohibit or restrict its use on school property or at school-sponsored events.

PROCEDURES

1. Use of alcohol and drugs prohibited
 - 1.1. At work or while on school premises or at school sponsored events, including during breaks which may be paid or unpaid, employees shall not:
 - 1.1.1. use, consume, possess, distribute, offer for sale, or sell alcohol, cannabis, illegal drugs, illegal drug paraphernalia, prescribed drugs for which the employee does not have a prescription or prescribed drugs which may cause impairment;



- 1.1.2. be impaired or under the influence or be unfit for work due to drugs, alcohol or other substances which may be illegal or cause impairment;
- 1.1.3. be impaired or under the influence while operating a division vehicle or their personal vehicle for division-related purposes;
- 1.1.4. have a strong odour on their person of alcohol or cannabis.

2. Consequences for Breach

- 2.1. Employees who report to work under the influence or are determined to be under the influence while at work will be sent home via safe transportation with further follow-up required.
- 2.2. Violation of this administrative procedure will lead to disciplinary action up to and including possible termination of the contract of employment.
- 2.3. At the sole discretion of the Board, an employee who is subject to discipline for a breach of this administrative procedure may be required by the Board to do any or all of the following:
 - 2.3.1. commence counselling as recommended by a physician or addictions counsellor;
 - 2.3.2. provide correspondence from the treating physician that the employee can return to work and safely perform the required duties;
 - 2.3.3. provide updates from the employee's physician regarding treatment on a predetermined schedule.

3. Use of Prescribed Drugs at Work for Accommodation Purposes

- 3.1. Possession or use of prescription drugs that may cause impairment may be allowed if required to accommodate an employee with a disability as defined by the *Saskatchewan Human Rights Code*.
- 3.2. In order to determine if an accommodation is required, the employee shall provide to the Board a medical report from the employee's physician setting out:
 - 3.2.1. the medical restrictions which require the use of the prescription medication during work hours;
 - 3.2.2. the details of the prescription including the following:
 - 3.2.2.1. whether or not the prescription drug must be taken during working hours or so close before working hours that impairment would be present during working hours;
 - 3.2.2.2. how the prescription drug causes impairment (i.e. groggy)
 - 3.2.2.3. the name and dosage of the prescription drug that must be taken during working hours;
 - 3.2.2.4. the specific method by which the prescription drug will be administered, i.e. oral, injection, smoking or vaping;
 - 3.2.2.5. the length of time after taking the prescription drug that impairment may persist; and



- 3.2.2.6. the expected duration the prescription drug will need to be taken by the employee.
4. The employee must provide updates to the Board in the event of any changes to the medical information.
5. Upon receiving the required medical information from the employee, the Board shall determine what, if any accommodation is required.
6. As part of an accommodation plan, the Board will set out the requirements for the possession, use and storage, and security of the prescription drug and any associated equipment while on school property.
7. Any prescribed drug allowed as part of an accommodation plan must be used solely for the intended purpose as currently prescribed by the employee's physician and must be used solely by the employee for whom it has been prescribed.

DEALING WITH ADDICTIONS

1. Employees:
 - 1.1. Employees suffering from an alcohol or drug addiction are strongly encouraged to seek medical treatment and rehabilitation.
 - 1.2. Employees are encouraged to utilize the division Employee Family Assistance Program or community programs before the problem interferes with job performance.
 - 1.3. The job security or promotion of an employee will not be jeopardized by requesting counselling; however, the employee is expected to perform all required duties in a competent manner.
2. Employees:
 - 2.1. Any employee who is addicted to alcohol or drugs, whether prescription or non-prescription, shall immediately inform the Board if there is any possibility that their addiction may have an impact on the workplace or their employment.
 - 2.2. The Employee is not required to provide the Board with a diagnosis but shall provide to the Board a medical report indicating any medical restrictions that may exist.
 - 2.3. The responsibility for correcting unsatisfactory job performance or behavior resulting from alcohol or drugs remains with the employee.
3. Employees:
 - 3.1. Employees may be granted a leave of absence as part of an accommodation plan to participate in a drug or alcohol addiction rehabilitation program.
 - 3.2. The Employee shall supply to the Board a medical report from the employee's doctor indicating:
 - 3.2.1. the medial restrictions that require an absence from work.
 - 3.2.2. the expected length of time the employee will be absent from work.



- 3.3. The leave of absence shall be taken as sick leave to the extent that the employee has sick leave available, and the remaining time required for the leave shall be unpaid sick leave.
4. Information concerning an employee's involvement in a treatment program or with treatment agencies will be held in the strictest confidence and will not be disclosed except as authorized in writing by the employee, as required by law, or where there is a serious and imminent risk to the health or safety of the employee.

Reference:

Date Last Revised: October 29, 2018



AP 482 – VIOLENCE THREAT/RISK ASSESSMENT - EMPLOYEES

BACKGROUND

1. Employee and student safety is our first priority. Violence prevention in our workplaces, schools and neighbourhoods is a community responsibility. The division and our community partners are committed to making our workplaces, schools and community safer and this commitment is evident in the development of the *Division's Community Threat Assessment and Support (CTASP) Protocol* which was signed in August, 2011 for students and is now expanded to include employees (The CTASP Protocol is available at <http://www.saskatoonpublicschools.ca>. Look under School and Programs/Safe and Caring Schools.).
2. The division is committed to providing safe and caring work and learning environments for our employees, students, parents/guardians/caregivers and members of our wider learning community who are guests in our facilities. In accordance with this administrative procedure, threats must be taken seriously, investigated, and include an appropriate response. All actions or statements suggesting intent to harm or act violently against someone or something will be considered a threat and will be assessed using division procedures. The threat may be verbal, written, drawn, symbolic, posted on social media or made by gesture. Threats may be direct, indirect, conditional or veiled.
3. Saskatoon Public Schools will respond to employee behaviours that may pose a potential risk for violence to other employees, students, and members of the community, or towards the school or other property. As per Saskatoon Public Schools' *Violence/Threat Risk Assessment Protocol and Resource Guide* (posted on the Safe and Caring Schools portal), employee threat assessment teams (Employee TAT), and if deemed necessary community partners from the Community Threat Assessment and Support Team (Community TAST), will assess threatening behaviours and plan for appropriate interventions.

DEFINITIONS

The following definitions apply for the purposes of this administrative procedure.

1. **Community Threat Assessment and Support Protocol (CTASP):** A protocol developed collaboratively between the division and community partners. The CTASP outlines a comprehensive and multidisciplinary response to assessing threat making behaviours and provides a commitment to the appropriate and timely sharing of information and the development of intervention and support plans for employees, children and youth.
2. **Fair Notice Letter:** This letter informs all employees, students, parents/guardians/caregivers that a violence threat /risk assessment protocol is in place and that the division will not accept a “no response” to a serious threat. This letter explains the division-wide protocol, provides a consistent message regarding its use, and invites employees to contact the Superintendent of Human Resources if they have any questions.



3. **Immediate Risk Situations:** Those situations involving high-risk behaviours that require immediate police intervention (e.g. employee is in possession of a weapon).
4. **High Risk Behaviours:** Behaviours, which express intent to do harm or act out violently against someone or something. High-risk behaviours include but are not limited to: possession of weapon/replica, bomb threat plan, verbal/written or Internet threats to kill/injure self or others, fire setting, threatening violence and hate-motivated violence.
5. **Risk:** Level and frequency of thoughts or behaviours that suggest violence.
 - 5.1. Low: Risk to target(s), employees, students, and school safety is minimal.
 - 5.2. Medium: The threat could be carried out, although it may not appear realistic. Violent action is possible.
 - 5.3. High: The threat or situation of concern appears to pose an imminent and serious danger to the safety of others.
6. **Employee Threat Assessment Team (Employee TAT):** The Employee TAT consists of the principal/supervisor, Human Resources, Consultant: Safe and Caring Schools, and the police school resource officer (SRO) or another assigned investigator from the police agency with jurisdiction. Employee TAT members will respond after the immediate threat to employee/student safety has been contained.
7. **Threat:** A threat is any expression of intent to do harm or act out violently against someone or something. Threats may be spoken, written, drawn, symbolic, posted on social media or made by gesture only. Threats may be direct, indirect, conditional or veiled.
8. **Threat Assessment:** Threat assessment is the process of determining if a threat maker (someone who utters, writes, emails, etc., threats to kill a target or targets) actually poses a risk to the target(s) being threatened.
9. **Worrisome Behaviour:** Worrisome behavior is defined as those behaviours that cause concern and may indicate that an employee is moving toward a greater risk of violent behavior.
10. **Violence:** Violence is a continuing process of thoughts and behaviours that is dependent on the interaction between a person who is inclined to violence; a stimulus that causes the violence; and a setting that allows for violence or does nothing to prevent a violent act from occurring. Violence is dynamic and multidimensional. It is a process that is developed over time.

PROCEDURES

1. Fair Notice
 - 1.1. The principal/supervisor shall take the necessary steps to inform, on an annual basis, all employees of this Administrative Procedure. New employees will receive the Administrative Procedure with their hiring package. The Administrative Procedure will be available on the division website and the Fair Notice letter will be posted on the Human Resources portal.
 - 1.2. As part of the fair notice process employees must be informed that our division has a [Community Threat Assessment and Support Protocol](#) in place, that the threat assessments will occur when warranted, and that the threat assessment and support process may involve multiple community partners.



2. Purpose and process

- 2.1. The purpose of an Employee Violence Threat/Risk Assessment is:
 - 2.1.1. To ensure the safety of employees, students, and others;
 - 2.1.2. To ensure a full understanding of the context of the threat;
 - 2.1.3. To begin to understand the factors that contribute to the threat maker's behavior;
 - 2.1.4. To be proactive in developing an intervention and support plan that addresses the emotional and physical safety of the threat maker; and
 - 2.1.5. To promote the emotional and physical safety of all.
- 2.2. The process for an Employee Violence Threat/Risk Assessment is as follows:
 - 2.2.1. Threat making behaviour(s) by employees is reported to the principal/supervisor who activates the Saskatoon Public Schools' Employee Violence Threat/Risk Assessment Protocol including the Employee TAT;
 - 2.2.2. Interviews are held with those affected and the threat maker;
 - 2.2.3. An investigation determines the level of risk and directs an appropriate response to the incident; and
 - 2.2.4. Intervention plans are developed and monitored.

3. Duty to Report

- 3.1. Safe workplaces operate as open systems and promote the appropriate sharing of information. To keep workplaces safe and caring, employees, students, parent/guardians and community members must report all threat related behaviours to the principal/supervisor. Any person having knowledge of high risk employee behavior or has reasonable ground to believe there is a potential risk to employees, students, or division property shall immediately notify the principal/supervisor.
- 3.2. Principals/supervisors will ensure that employees are made aware of their role in reporting violence and threats of violence to division personnel.
- 3.3. Employees shall report all worrisome behaviours to the principal/supervisor. The principal/supervisor shall consult with members of the Employee Threat Assessment Team (Employee TAT).

4. Duty to Respond - Threat Assessment Summary Process

- 4.1. The principal/supervisor will take immediate action to protect the safety of all employees and students.
- 4.2. The principal/supervisor shall ensure the appropriate notification and support has been provided for those targeted by the threatening behaviour(s).
- 4.3. The principal/supervisor shall inform the Superintendent of Human Resources and their immediate supervisor of the threatening behavior(s) and shall keep them informed through the various stages of the threat assessment process.
- 4.4. The principal/supervisor shall work closely with the superintendent responsible for that worksite and division's communications department regarding internal and external communications.
- 4.5. The principal/supervisor will activate the Employee Threat Assessment Team (Employee TAT).



- 4.6. The human resources representative on the Employee TAT shall follow the Stage 1 VTRA Report Form. The Employee TAT shall share copies of the *Threat Assessment Report Form* with Saskatoon Police Service.
- 4.7. The principal/supervisor may also be involved in Stage 2 (multidisciplinary risk evaluation) or Stage 3 (multidisciplinary intervention) as per the division's Community Threat Assessment and Support Protocol.
- 4.8. Appropriate notification must be provided, whenever possible, at all stages of the Threat Assessment process.
5. After hours cases
 - 5.1. If an employee receives information regarding serious violence, weapons possession or a threat that is “clear, direct, and plausible” during after work hours concerning another employee, police shall be called immediately and principals/supervisors must be contacted so that the appropriate actions can be taken to notify and protect the target(s) and to activate the threat assessment process.

TRAINING

Ongoing training for new principals/supervisors designated central office personnel, administrative council members and community partners will be planned collaboratively by the superintendent with responsibility for Safe and Caring Schools and the Coordinator: Staff Development. All training will align with the work of the North American Centre for Threat Assessment and Trauma Response.

Reference: SPS Tragic Event Procedural Guidelines
SPS Tragic Events: A Resource Guide for Schools
SPS Emergency Response Plan
Administrative Procedure 406: Employee Safety
Administrative Procedure 450: Harassment
Administrative Procedure 451: Sexual Harassment
Administrative Procedure 460: Violence (Employees)

Date Last Revised: December 3, 2018



AP 500 – BUDGET RESPONSIBILITY

BACKGROUND

The Board's budget must address the purpose, vision, goals, principles and beliefs of the system in the best possible manner, meeting the needs of all students in the system at the most reasonable cost to the taxpayer.

PROCEDURES

1. The budget shall be prepared in accordance with provincial requirements as stated in legislation and regulations.
2. The budget shall include estimates of all anticipated revenues and expenditures for the current fiscal year.
3. The annual budget shall identify any new programs to be implemented, as well as programs that are being discontinued.
4. The deputy director, chief financial officer, superintendents and chief technology officer shall be accountable to the director for the effective control of expenditures within the budgetary limits established for their departments.
 - 4.1. Deputy director, chief financial officer, superintendents and chief technology officer shall have the authority to incur expenditures on behalf of the division within budgetary limitations and may extend this authority to their administrative staff.
5. A copy of the budget shall be forwarded to the City of Saskatoon, the division's bank, and such other persons or agencies as may be required.
6. Under the general supervision of the director, the chief financial officer shall prepare and administer the budget of the division.
7. The director, deputy director, chief financial officer, superintendents and chief technology officer shall submit to the chief financial officer the anticipated expenditures for his/her department on or before the date specified annually for this purpose.
8. The chief financial officer shall compile all submissions and present them to the director for consideration.
9. After review of all submissions, the director shall make recommendations to the board.
10. The board shall formally approve the annual budget and key assumptions that were used in preparing the budget.
11. As part of the long-range planning of financial resources a five-year budget will be prepared by the chief financial officer and the budget and audit manager on an annual basis and presented to the director. The director will then make recommendations to the board.

Reference: Section 278, Education Act
Date Last Revised: October, 2014



AP 501 – TUITION FEES FOR RESIDENT STUDENTS

BACKGROUND

The Director will approve payment of tuition fees to educational agencies on behalf of resident students enrolled in educational programs. Such annual expenditure should not exceed the amount provided in the annual budget.

PROCEDURES

1. Tuition fee payments may be made to private institutions or other school divisions on behalf of resident students for whom approval has been granted by the Director.
2. The Division shall not accept any responsibility for the payment of tuition fees on behalf of resident students enrolled in Sask Polytech, Kelsey Campus programs.
3. On an annual basis, the Division shall adopt a schedule of fees to apply to:
 - 3.1. Adult students (those students over 21 years of age).

Reference: Section 142, 143, 171, 173, Education Act
Date Last Revised: November 6, 2017



AP 502 – FEES ASSOCIATED WITH STUDENTS

BACKGROUND

Saskatoon Public Schools believes in providing accessible, equitable, and quality learning opportunities for all students. When fees are charged 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 that additional fees levied are reasonable and are on a cost-recovery basis.

PROCEDURES

1. In accordance with the *Education Act*, Section 87, when students are held accountable for accidental or willful damage to school property, the money may be recovered directly by the school or by the Division's Accounting Services Branch.
2. Schools may not charge fees for essential instructional materials and supplies needed to fulfill the curriculum for mandatory classes at every grade level. However, students may need to provide a reasonable selection of consumable instructional materials and supplies essential for a course, which are not typically supplied by the school, such as paper, pencils, notebooks, personal items of a general nature.
3. Schools may charge fees for extracurricular activities provided that such charges are reasonable and based on the recovery of costs of the activity.
4. Schools may charge for transportation costs and entry fees for off-site activities provided that such charges are reasonable and based on the recovery of actual costs to the school.
5. School fees may be charged for specific materials for a particular elective course if the fee is reasonable and used only for the purpose for which they were collected and should be directly related to the cost of supplies or materials provided to students.
6. Schools may collect a fee from students for the purposes of a student organization to a maximum of \$20 provided such fees are reasonable in amount and are used solely for the purposes of the student organization and its activities.
7. The Division may charge a lunch supervision fee for prekindergarten to grade 8 students.
8. Accommodations shall be explored in the event a student's financial position creates difficulty in payments of school fees. No student will be denied access to a course of instruction solely for the reason of financial inability to pay the fees levied for such a course.
9. School administrators and staff shall regularly review their practices and rationale for excursions, field trips, and other circumstances in which fees are collected. Teachers need to determine what is essential for the delivery of the program. The decision should be based on what the educators decide are the appropriate learning experiences necessary for the students to meet the required outcomes of the course.
10. The principal shall review school fees annually and is responsible for the implementation of this administration procedure.



Administrative Procedures Manual ♦ AP 502– Fees Associated with Students

Reference: Section 85, 87, 142, Education Act
Date Last Revised: January 3, 2023



AP 503 – SEMINARS, CONFERENCES AND CONVENTIONS

BACKGROUND

The Division, in recognizing the benefits arising from seminars, conferences and conventions held in Saskatoon and elsewhere, may provide support to such events in accordance with this procedure.

PROCEDURES

1. The Division makes no financial grants to support seminars, conferences and conventions sponsored by outside groups, except where recommended by the Director.
2. Notwithstanding Section 1, the Division may contribute to the support of seminars, conferences and conventions in one or more of the following ways:
 - 2.1. use of facilities;
 - 2.2. release of staff;
 - 2.3. provision of substitute personnel;
 - 2.4. provision of rental caretakers where necessary;
 - 2.5. supplying back-up staff, equipment and publicity resources;
 - 2.6. other assistance as approved by the Director.
3. The Division supports the attendance of its staff at seminars, conferences and conventions as provided in employee contracts, and/or agreements and as may be approved by the Director or designate.

Date Last Revised: October, 2014



AP 504 – REIMBURSEMENT FOR EXPENSES

BACKGROUND

The Division reimburses expenses associated with activities as may be authorized pursuant to the following procedures.

PROCEDURES

1. Employees incurring expenses in the pursuit of an approved activity shall be reimbursed in accordance with the following conditions:
 - 1.1. actual expenditures for travel by rental vehicle or aircraft (economy fare) shall be recognized;
 - 1.2. mileage allowance for travel by car shall be paid in accordance with prevailing Division rates provided that, where mileage allowance is greater than the economy airfare to a destination, the economy airfare shall apply;
 - 1.3. actual expenditures for accommodation shall be recognized;
 - 1.4. reimbursement for meals will be recognized on a per diem basis. Per diem rates applied by the school division are based on rates in place in the prevailing public service/S.G.E.U. Collective Agreement. For travel outside of Canada the applicable per diem rate shall be (out-of-province per diem rate adjusted for the prevailing U.S. exchange rate) utilized;
 - 1.5. actual expenditures incurred for registration fees, ground transportation, and miscellaneous items shall be recognized.
2. Receipts shall be submitted for all actual expenditures claimed and no reimbursements shall be made without the necessary documentation unless authorized by the Chief Financial Officer.
3. Notwithstanding Section 1, when deemed desirable, the Chief Financial Officer may make a grant to an individual employee or a group of employees in lieu of reimbursement of actual expenses for attendance at a conference, seminar or other Board approved travel. In such cases, the grant shall not be greater than actual expenses.
4. All claims shall be submitted on Reimbursement for Expense forms.
5. All reimbursements for expenses shall require the approval of the authorizing budget manager. Where the claimant and the budget manager are the same individual, approval should be obtained from the designated supervisor. (Reimbursement for Expense Form and Kilometer Rate Memo).

Reference: Reference: Section 87(h), Education Act
Date Last Revised: January, 2012



AP 505 – ASSET MANAGEMENT SYSTEM

BACKGROUND

The Division must ensure the information about the physical assets at all locations are properly maintained.

PROCEDURES

1. The Asset Management System website will be used to record and maintain information about the assets at various locations in the Division.
2. The principal will assign permission for each commodity by October 15th of each school year. The principal and head secretary automatically have permission for all categories.
3. The Asset Management System will be updated on a regular basis. It will be the responsibility of the principal at the school or the Budget Manager at Central Office or the maintenance building to ensure the assets are up to date in the system. This includes all artwork.
4. Assets that are no longer used by the school/department will be designated as surplus. The schools or departments within the Division will have the first opportunity to contact the individual school or department and arrange the transfer of the asset. On an annual basis the unneeded surplus will be sent to public auction.
5. The criteria for populating the Asset Management System is located on the website. The criteria are based on the replacement cost of the asset.
6. The Budget and Audit Manager may visit the school or department at any time to audit the information contained on the Asset Management System website to ensure the information is up to date and complete.

Date Last Revised: May, 2005



AP 506 – HONORARIA

BACKGROUND

Honoraria – means payment of money or anything of value to individuals for an appearance, presentation, performance, workshop, scholarship, award or other service provided to the school division. Typically, these individuals are not staff members' however; on occasion we pay honoraria to staff members.

Scholarships/Bursaries/Awards – Are to be processed through the Accounting Branch. Information should be provided directly to Accounting.

All honoraria payments will continue to be processed through Central Office, Payroll Branch and information for tax purposes collected accordingly. Canada Revenue Agency requires T4As – Statement of Retirement, Annuity and Other Income be issued when the cumulative dollar amount of honoraria paid to an individual in a calendar year reaches \$500.

The lone exception to this is honoraria payments to K-12 students. Students provide a variety of services in the school division for which they receive nominal compensation. Students may be compensated for such things as babysitting services or refereeing sports events. Recognizing that it is highly unlikely that any one student will be compensated cumulatively more than \$500 per annum for such services; these payments made to students are not required to be processed at Central Office. These payments can be made from school-based funds (petty cash) and capturing SIN numbers is not required.

Reimbursement of Expenses versus Honoraria – Schools may, as a gesture of appreciation, make a token payment to a volunteer to help offset actual costs they have incurred in acting in their volunteer capacity. For example, a gas fill to cover transportation for a ski trip. In these instances, the school must obtain receipts to support the payment. These payments will be considered as reimbursement of expenses as opposed to an honorarium and the "Reimbursement of Expenses: form should be completed.

Individuals with a GST Number and a Business Number will be treated as a business and should submit a Reimbursement for Expenses form to Accounting.

PROCEDURES

1. All Honoraria requests are to be submitted to Payroll in a timely manner on the "Honoraria Form"
 - 1.1. Honoraria for those considered not to be in an employer/employee relationship will be paid on the Honorarium Payroll. The pay dates are the 15th and end of the month.
 - 1.2. Honoraria for **employees on the Regular or Casual Payroll** will be **processed on the first available pay run.**
 - 1.3. Honoraria form is located on the portal.

Date Last Revised: October 2020

Reference: [Honoraria Form](#)



AP 507 – YEAR END PROCEDURES - SCHOOLS

BACKGROUND

The school division uses commitment accounting. Over the course of the year commitment accounting serves as a very valuable management tool. In commitment accounting, the estimated dollar value of items ordered on purchase orders are charged to financial reports at the time the orders are placed. These charges, recorded as commitments on the financial reports serve to remind administrators of the estimated dollar value of orders in progress that will require settlement in the near future.

In 2002, Saskatchewan Learning in conjunction with Saskatchewan Association of Business Officials introduced new requirements around financial reporting. One of their recommendations was that school divisions report on an accrual as opposed to commitment basis. Under accrual accounting, goods are not expensed until they are received and paid for. In comparison, commitment accounting reports a charge for the goods when they are ordered.

As mentioned above, the school division uses commitment accounting, as we believe that it provides a very valuable management tool over the course of the year. However, at year-end we are obligated to report on an accrual basis.

To show the impact of this conversion at year-end take the example of a school placing an order in May for audiovisual equipment. The supplier is out of stock on the item ordered and it remains back ordered and unfilled at August 31 (year-end). Under commitment accounting, the estimated dollar value of the equipment is charged to operations at the time the goods are ordered through the commitment mechanism. Converting to the accrual basis of accounting essentially requires the elimination of this commitment. This will have the impact of reducing expenses otherwise charged to current operation, in turn increasing the school's operating surplus for the year and the transfer of funds to the carry over (reserve) accordingly.

At the same time, it is important to note that this commitment is not really eliminated but will show up as a commitment (charge) against the following year's operations.

PROCEDURES

Detailed below are year-end procedural and cutoff information you should be aware of:

1. Regular Purchase Orders

Due to the conversion to accrual accounting, there is no longer an onus to have on-line requisitions completed by a specified date in August to ensure these transactions are charged against current year operations. Placing an on line requisition by a specified date in August no longer equates to having this transaction charged to current year operations.

2. Standing Purchase Orders

Standing purchase orders are in place for suppliers from whom supplies and services are required on a regular basis throughout the year. Standing purchase orders are in place with suppliers such as Supreme, H.E.L. Music, Fabricland, etc. Standing purchase orders have a nominal \$1.00 charge set up as a commitment. Generally, there is a very quick turnaround time between receipt of these goods and issuance of the invoice for payments. Every effort will be made to have these invoices processed for payment in the year the goods are received.



3. Photocopier Charges

Photocopy charges right up to the end of August will be reflected in current financial reports.

4. Web-Based Ordering System

The web-based ordering system is used to purchase items for which contract pricing has been obtained. Web-based ordering is identical to standing purchase orders in that there is no commitment value associated with the order. Items purchased through the web-based ordering system are charged and recorded in financial reports after the goods have been received and are paid for.

5. Purchase Cards (Pcard)

All purchase transactions appearing on the Pcard statement right up to August 31 will be reflected in the current year financial reports

Date Last Revised: June, 2006



AP 508 – YEAR END PROCEDURES – CENTRAL OFFICE

BACKGROUND

The school division uses commitment accounting. Over the course of the year commitment accounting serves as a very valuable management tool. In commitment accounting, the estimated dollar value of items ordered on purchase orders are charged to financial reports at the time the order is placed. These charges, recorded as commitments serve to remind managers and administrators of the estimated dollar value of orders in progress that will require settlement in the near future.

In 2002, Saskatchewan Learning in conjunction with Saskatchewan Association of Business Officials introduced new requirements around financial reporting. One of their recommendations was that school divisions report on an accrual as opposed to commitment basis. Under accrual accounting, goods are not expensed until they are received and paid for. In comparison, commitment accounting reports a charge for the goods when they are ordered.

As mentioned above, the school division uses commitment accounting, as we believe that it provides a very valuable management tool over the course of the year. However, at year-end we are obligated to report on an accrual basis.

To show the impact of this conversion at year-end with respect to central office budgets take the example of a budget manager placing an order in May for audiovisual equipment. The supplier is out of stock on the item ordered and it remains back ordered and unfilled at August 31 (year-end). Under commitment accounting, the estimated dollar value of the equipment is charged to operations at the time the goods are ordered through the commitment mechanism. Converting to the accrual basis of accounting essentially requires the elimination of this commitment. This will have the impact of reducing expenses otherwise charged to current year operations.

At the same time, it is important to note that this commitment is not really eliminated but will show up as a commitment (charge) against the following year's operations.

Unspent funds remaining in budget lines at year end will be included in the calculation of the global operating surplus or deficit for the school division. There is no carry over provision in place for central office budget managers.

PROCEDURES

Detailed below is year-end procedural and cutoff information you should be aware of:

1. Regular Purchase Orders

Due to the conversion to accrual accounting, there is no longer an onus to have on-line requisitions completed by a specified date in August to ensure these transactions are charged against current year operations. Placing an on-line requisition by a specified date in August no longer equates to having this transaction charged to current year operations.

2. Standing Purchase Orders

Standing purchase orders are in place for suppliers from whom supplies and services are required on a regular basis throughout the year. Standing purchase orders are in place with suppliers such as Supreme, H.E.L. Music, Fabricland, etc. Standing purchase orders have a nominal \$1.00 charge set up as a commitment. Generally, there is a very quick turnaround time between receipt of these



goods and issuance of the invoice for payment. Every effort will be made to have these invoices processed for payment in the year the goods are received.

3. Photocopier Charges

Photocopy charges right up to the end of August will be reflected in current financial reports.

4. New Web-Based Ordering System

The web-based ordering system is used to purchase items for which contract pricing has been obtained. Web-based ordering is identical to standing purchase orders in that there are no commitments associated with web-based orders. Items purchased through the web-based ordering system are charged and recorded in financial reports after the goods have been received and are paid for.

5. Purchase Cards (Pcard)

All purchase transactions appearing on the Pcard statement right up to August 31 will be reflected in the current year financial reports.

Date Last Revised: June, 2006



AP 509 – TRAVEL CLAIMS

BACKGROUND

The school division has two different ways to process travel expenditures in an automated travel program. Both are accessible through absence management system. In-City Travel program records all travel within and around Saskatoon; and,

Out of City, Province and Country Travel reimbursement program records travel to other parts of the province, country or international.

PROCEDURES

1. Completion of Travel Claims

Employees are responsible for completing and submitting their own travel claims for reimbursement of costs.

2. Authorizer to Approve Claims

- 2.1. The In-City travel authorizer selection is based on the Human Resources data information. Submissions are automatically sent into the *Task Managers* module for supervisor's approval. Teachers and support staff assigned to **one location** are authorized by the school principal. For example: a staff member located only at Alvin Buckwold School will be authorized by the Principal of Alvin Buckwold School.
- 2.2. Itinerant staff are teachers and support staff that are assigned between **two locations** and travel between these two locations on any given day. Authorization will be classified between elementary and secondary, teacher and support staff. All authorizers will be designated superintendents.
- 2.3. Central Office staff authorizations will be from immediate supervisors based on the document entitled: "Supervisor/Approver Guidelines for In-City and Out of City, Province and Country Travel". This document is located on the division portal.
- 2.4. As per CRA guidelines, no payment shall be made for travel claims from an employee's home to a designated place of employment and vice versa.



3. Out of Town Travel

The automated travel program accommodates out-of-city travel and per diem claims. Employees will need to obtain the proper 20-digit budget account number from the supervisor responsible for covering the travel costs and enter this data into the travel program accordingly.

Employees are reimbursed based on kilometer rate for distance travelled. This reimbursement rate is intended to cover both fuel charges and wear and tear on the vehicle. Consequently, employees are not reimbursed for gas receipts, as this would represent a duplicate claim.

Once authorizer information is input, the submission will be queued into the *Tasks Manager* module for supervisor's approval.

4. Processing Guidelines

Although monthly submissions are an ideal way to submit and approve travel claims, these new on-line travel claims can be submitted more frequently. Travel submissions and related authorizations will be processed weekly for payment. Once Travel claims are submitted, approved, and submitted to Accounts Payable for payment, the reimbursement will be deposited via electronic submission into staff bank accounts.

For additional Authorizer guidelines, refer to the **"Guidelines for Reimbursement of Vehicle Expenses for School-Based Staff"**. This document is located on the division portal.

A travel claim may be deferred to the next week's submissions for the following reasons:

- Pending Authorization
- Incomplete

5. Processing Deadlines

All travel claims should be submitted in a timely fashion (maximum of three months lag time) within the school year that the travel was conducted. With the exception of the following three significant dates:

- 5.1. All travel claims must be submitted and authorized for payment prior to August 31 within the budget year/school year. No travel claims will be processed in another budget year/school year.
- 5.2. All travel claims must be submitted and authorized for payment one-week prior to the December payroll to ensure that these claims can be processed with the December payroll. Any travel claims received after the one-week prior date will be paused until the next calendar year.
- 5.3. Prior to a change in an employee's location, termination, or superannuation their travel claims must be entered and authorized.



AP 510 – ACCRUAL ACCOUNTING

BACKGROUND

The division utilizes the accrual method of accounting.

PROCEDURES

6. Under the accrual method, an expense and the related liability are recorded at the time the goods or services have been received and an obligation has been incurred.

Revenue and related assets are recorded at the time the school has earned the entitlement to receive the revenue without further obligation.
7. Under the general supervision of the chief financial officer, the manager of accounting services shall be responsible for the maintenance of accurate accounting records.

Date Last Revised: December 2019



AP 511 – FINANCIAL INFORMATION REPORTS

BACKGROUND

The Chief Financial Officer shall submit to the Director such financial information reports, as are required, to ensure adequate budgetary control.

PROCEDURES

1. As soon as possible, after August 31, the Board shall receive an unaudited year-end financial statement and variance report.
2. From time to time, the Director may request such additional financial information reports, as he/she deems necessary.
3. The Chief Financial Officer shall be responsible for the preparation of all financial information reports.
4. A monthly financial package will be distributed to the Board that includes:
 - 4.1. Memorandum of financial results
 - 4.2. Year to date consolidated statement of financial activities and statement of cash flow requirements, with prior year and budget comparatives
 - 4.3. Year to date actual capital expenditures (compared to the Board approved Capital Plan)
 - 4.4. Year to date reserve balance report
 - 4.5. The Budget and Audit Manager will submit to the Chief Financial Officer a monthly detailed expense analysis report. This analysis will examine each individual actual expense to date and compare it to the budget. An explanation will be requested from the manager of the budget line when the actual amount to date is greater than \$5,000 and 10% when compared to the threshold. The threshold is calculated based on the amount of time that has elapsed and whether or not the line is dependent of the school year. If the budget line is based on the ten month school year then the time period is based on ten months. For department expenses, the time period is based on the twelve month fiscal year.

For example, the threshold for the five month ending January 31 would be 50% of the budget (five out of 10 months) for school lines and 42% of the budget (five out of 12 months) for department lines. The Budget and Audit Manager would request variance explanations from the manager of the budget line variations that result in the budget line being more than \$5,000 over this threshold.

- 4.6. The Chief Financial Officer will provide the Director with financial information from the monthly detailed variance report if the report indicates a budget manager will be over budget when all of his/her lines are combined.

Reference: Section 85(r), 110(5)(g), Education Act
Date Last Revised: December, 2011



AP 512 – CARRY OVER OF FUNDS

BACKGROUND

The chief financial officer shall make provision for the carry-over of unspent school budget allocations from one budget year to the next.

The carry over provisions does not apply to central office budget managers.

PROCEDURES

1. The following procedures are observed regarding carry-over of funds.
 - 1.1. Principals shall be permitted to carry over all unspent funds from their school budget allocations.
 - 1.2. Funds carried over shall be recorded as allocations to reserves.
 - 1.3. Reserve funds shall be spent on any type of expenditures typically made through school budgets.
 - 1.4. Schools with deficits shall be required to utilize reserve funds to cover the deficits.
 - 1.5. Reserve funds can be accumulated up to a maximum of 50 percent of the annual school budgets. At the discretion of the chief financial officer a carry-over of funds greater than the maximum threshold may be approved.

Date Last Revised: December 2019



AP 513 – PETTY CASH FUNDS

BACKGROUND

The chief financial officer will establish Petty Cash Funds as required for the improved efficiency of the division.

PROCEDURES

1. Petty cash funds are to be used for the payment or purchase of postage, minor office supplies, consumables, instructional supplies and other incidentals, as may be necessary from time to time. Except for extenuating circumstances, no single purchase made through the use of petty cash shall exceed \$100.

Petty cash funds are not intended for use where other methods of payment are available such as electronic staff reimbursement or purchasing card.

2. Petty cash funds are set at \$500 for elementary and \$1,500 for secondary schools. Upon application by the school principal, the chief financial officer shall have the authority to increase the petty cash fund for a school.

The student international education program will be exempt from these limitations and will be allowed a fund of \$1,000 with a single maximum transaction limit of \$250.

3. Cash should not be disbursed from petty cash until supporting itemized receipts and invoices are received; correspondingly, employees should not sign documents indicating they have been reimbursed until such time that cash has been received.

All purchases shall be supported with appropriate itemized receipts and invoices. Packing, debit, or credit card slips are not considered as sufficient documentation.

Petty cash funds shall be replenished by accounting services upon receipt of authorizing documentation itemizing activity and accompanied by applicable invoices and itemized receipts. Information to be recorded on the petty cash form includes:

- account numbers to which the expenditures are to be charged.
- dollar amount of the receipt and reimbursed value
- the reimbursed value incorporates the rounding up and down of the penny to the nearest .05 cent increment. Receipts ending in 1, 2, 6, and 7 round down, the receipts ending in 3, 4, 8 and 9 round up.

4. Petty cash funds shall be administered in the following manner:
 - 4.1. In schools, the principal or designate shall be responsible for the administration of petty cash funds and shall approve all purchases made from the fund.
 - 4.2. Upon receipt of an application for such, the chief financial officer may authorize petty cash funds in Division offices. The applicant shall administer any such fund.



- 4.3. In extenuating circumstances, the chief financial officer may authorize the replenishment of petty cash funds for which receipts and invoices have not been submitted or for items in excess of \$100.
5. Some schools apportion part of their petty cash funds to be used as floats. For example, a collegiate may manage its petty cash funds as follows:
- | | | |
|--------------|---|---|
| \$500 | = | petty cash box |
| <u>1,000</u> | = | 10 x \$100 floats (in individual boxes) |
| \$1,500 | = | TOTAL OF PETTY CASH ENTITLEMENT |
- Petty cash box, invoices/receipts disbursed from petty cash, and floats must always total petty cash entitlement extended to the school. Verification via petty cash count must be performed prior to
- petty cash fund replenishment by accounting services
 - termination or turnover of staff, and
 - at minimum, on an annual basis
6. Petty cash and other float boxes should be kept in safe storage and clearly marked from other cash sources when not in use. Petty cash funds shall be subject to audit at any time.
7. If a shortage is discovered, it must be reported promptly to the chief financial officer and manager of accounting services who, after reviewing the circumstances of the case, shall take necessary corrective or recovery action.

Date Last Revised: September 2023



AP 514 – INVESTMENTS

BACKGROUND

The purpose of this administrative procedure is to outline the parameters and objectives for the investment of school division funds. The objectives for the investment of school division funds are:

1. Preservation of capital/principal through minimization of risks;
2. Maintenance of liquidity appropriate to meet ongoing financial requirements;
3. Utilization of self-financing where practical and possible; and
4. Maximization of rates of return through competitive processes.

The finance department, as designated by the Chief Financial Officer, is responsible for:

1. The preparation and maintenance of cash flow statements;
2. The management and transacting of investment activities; and
3. The selection of investment placements in accordance with this policy.

PROCEDURES

1. The finance department will prepare and maintain a current cash flow position for the school division. This cash flow information will be used to determine the amount and duration of investment placements.
2. Investment placements will be tendered.
3. Investments may include deposit receipts, deposit notes, certificates of deposit or investment, acceptances or similar instruments, the terms of which provide that the principal and interest shall be fully repaid no later than one year after the day the investment was made, that are issued or guaranteed by:
 - 3.1. The Government of Canada or a Province or Territory of Canada;
 - 3.2. A bank listed in Schedule I of *The Bank Act (Canada)*,
 - 3.3. A bank listed in Schedule II of *The Bank Act (Canada)*, provided that pre-authorization from the Chief Financial Officer is obtained prior to the quotation of rates in the tender process;
 - 3.4. A loan corporation or trust corporation; or
 - 3.5. A credit union.
4. The eligibility of institutions for the placement of investments will be determined on the basis of legislation and commercial paper ratings established by the Dominion Bond Rating Service (DBRS). Where an institution is not rated by DBRS, the eligibility of institutions for the placement of investments will be determined on the basis of the existence of a deposit guarantee by the Government of Canada or a Province or Territory of Canada.
5. Investment may be placed only with institutions rated at the R-1 level by DBRS. Where an institution is not rated by DBRS, investments may be placed only with institutions that are covered by deposit guarantees by the Government of Canada or a Province of Canada (for example, the Credit Union Deposit Insurance Corporation (CUDIC) in British Columbia or the Credit Union Deposit Guarantee Corporation (CUDGC) in Alberta and Saskatchewan).



6. Investments in any financial institution shall be limited as follows:

R-1 (High)	\$30 million
R-1 (Medium)	\$20 million
R-1 (Low)	\$10 million

7. Where an institution is not rated by DBRS, but a deposit guarantee is in place, investments shall be limited to \$20 million.
8. The amount and term of the investment shall be established prior to quotations being sought and shall remain unchanged upon receipt of the quotations. Within the limits as specified in this policy, the quotation with the highest interest rate shall be accepted. In the event of equal rates, the Director of Education, and Chief Financial Officer shall determine with which institution the investment will be made.

Reference: Section 87(j), Education Act
Section 76, Regulations
Date Last Revised: May, 2015



AP 515 – PROCUREMENT

BACKGROUND

The purchase of goods and services for Saskatoon Public Schools shall be conducted in accordance with the most current version and amendments of *The Education Act*, of the Province of Saskatchewan, Board Policy 26: Purchasing and be consistent with the following basic principles:

Best Value	Purchase of goods and services at the best value to the division. Value is defined as the best possible combination of price, suitability, quality, availability, service, related administrative costs, disposal value and all other relevant factors.
Open Competition	Goods and services to be purchased through open competition wherever possible.
Tendering	The tendering practices shall be transparent and shall not discriminate.
Practices	Competition will be documented on purchases where required. Transparency and non-discrimination will be supported by placing all tendering requirements on a recognized public electronic tendering system.

DEFINITIONS

1. **Budget Manager** - The specific positions within Saskatoon Public Schools that have been given authority to approve expenditures from specific budgets. In schools, the principal is always the budget manager. A budget manager may delegate their authority but cannot delegate their accountability.
2. **Project Manager** – The specific position within Saskatoon Public Schools that has been given the specific authority to manage specific projects by the budget manager. There is only one project manager assigned per project, to ensure accountability and clarity regarding project process and delivery.
3. **Goods** - Products that consist of tangible, durable or consumable items.
4. **Services** - Outputs that consist of tasks performed by individuals, service providers or consultants.
5. **Construction** – A construction, reconstruction, demolition, repair or renovation of a building, structure or other civil engineering or architectural work and includes site preparation, excavation, drilling, seismic investigation, the supply of products or materials, the supply of equipment and machinery if they are included in and incidental to the construction, and the installation and repair of the fixtures of a building structure or other civil engineering or architectural work, but does not include professional consulting services related to the construction contract unless they are included in the procurement.
6. **Contract** - A written document outlining terms and conditions for the purchase of goods and services, including rights and obligations of Saskatoon Public Schools and the supplier.
7. **Purchase Order (PO)** - A contract between Saskatoon Public Schools and a supplier for the purchase of goods and services, including rights and obligations of Saskatoon Public Schools and the supplier.



8. **Work Order** – Issued by facilities in place of a PO for construction services. May be issued with a PO to clarify any contact details as required.
9. **Single Source** - A specific supplier is selected to provide goods and services without utilizing a normal competitive bidding process.
10. **Sole Source** - A specific supplier is the only supplier of goods and services that are required.
11. **Emergency Condition** – A condition in which, in the opinion of a budget manager, loss of property, safety concern or operational disruption may occur if immediate action is not taken.
12. **Expected Procurement Value** – The estimated maximum total value of the procurement, taking into account all forms of remuneration to be paid to a supplier, including premiums, fees, commissions and interest, but exclusive of taxes. This does not consider optional renewals when the compulsory part of the contract is of at least one year's duration.
13. **Formal Tender** - A process where bids are received through a formal competition open to all interested parties. Notice of any tender is posted to a recognized public electronic tendering system and may be advertised locally on Saskatoon Public Schools' website. Vendors who have participated in previous similar tenders may be contacted but the competition is open to all qualified suppliers.
14. **Formal Quotation** - A process where bids are received by request from qualified vendors or selected contractors. Such quotations are received only up to a specified time and date and are not advertised. Responses are to be given in written format by either facsimile, email, or hard copy. Quotations and list prices will also be accepted if an email is not available from e-commerce sites. Screen shots of these prices would be maintained as documentation in this circumstance.
15. **Informal Quotation** - A more informal process of securing price quotations from selected vendors with no specified closing time and date. Quotations will be accepted by the same means as formal quotations as well as oral quotations (direct meeting with sales representatives or phone calls) but must be documented by the requester.
16. **Request for Proposals** - A request to suppliers to submit proposals for goods and/or services that are innovative. Request for proposals do not tie firms to existing processes or rigid specifications but, rather, encourage new approaches, techniques, and methods for meeting the division's requirements. Request for proposals can be used in situations where they are more appropriate than formal tenders or formal quotations.
17. **Agreement on Internal Trade** - Annex 502.4 of the Agreement on Internal Trade, containing provisions for municipalities, municipal organizations, school boards and publicly funded academic, health and social services organizations. This includes requirements for tenders to be advertised nationally.
18. **New West Partnership Agreement (NWPTA)** - An accord between the Governments of British Columbia, Alberta and Saskatchewan that creates Canada's largest barrier-free interprovincial market.
19. **Canadian Free Trade Agreement (CFTA)** - An intergovernmental trade agreement introduced in 2017 to support the free movement of persons, goods, services, and investments within Canada and to establish an open efficient, and stable domestic market.
20. **Canadian-European Union Comprehensive Economic and Trade Agreement (CETA)** – A free trade agreement introduced in 2017 to reduce trade barriers between Canada and the EU.



21. **Group Purchasing Organizations** - Established for Broader Public Sector and MASH entities across Canada, with the specific purpose of reducing procurement cost by leveraging the purchasing power of group buying and saving our members time by simplifying steps to procure. GPO contracts are awarded using a competitive solicitation process and follow the CFTA and NWPTA legislation.
22. **Related Party** – An employee of the division, their direct family members and any corporations or partnerships that they have an ownership interest in.

PROCEDURES

1. Purchases Under \$5,000 in Value

Schools and offices may obtain goods and services up to a maximum of \$5,000 in value directly from a supplier utilizing the purchasing card (Pcard) program, as outlined in Administrative Procedure 571: Purchasing Card – Commercial Credit Card Program.

Exceptions:

- 1.1. When applicable, schools and offices may choose to submit orders for materials under \$5,000 to procurement services using an online purchase requisition (requisition web) or emailing the request to the procurement services department. procurement services will complete the purchase using a purchase order document.
- 1.2. Occasionally, these exceptions may require Pcard transactions due to e-commerce sites being the most cost effective or only source. Using a Pcard in this case is only done with the approval of the manager: procurement services or designate.

2. Purchasing over \$5,000 in Value

Purchases over \$5,000 will be procured, depending on the cost based on the categories defined in section 'Requirements of Open Competition'. Table 1: Purchase of Goods and/or Services, outlines the requirements for the general organization. Table 2: Facilities Department Purchase of Goods and Services and Table 3: Facilities Department Prequalified Consulting Services outline related requirements set specifically for purchases made by the Facilities Department.

The following are general criteria which apply to all purchasing categories/types.

Purchase requests may be submitted to procurement services using the requisition web. This includes all requirements including contracted items listed in the requisition web catalogue system or other goods and services that will require free text to define needs. All requisitions will be subject to the requirements for open competitions listed in this procedure. If a required item is not found in the requisition web or you have any other purchasing requirements these can be communicated by email to procurement services.

If a contract exists with pre-negotiated prices for specific goods and/or services, then these goods and services can be ordered without further competitive bidding requirements.

In some circumstances, the purchasing process may be delegated to other departments. This is to be confirmed with procurement services prior to proceeding. All required documentation must be forwarded or made accessible to procurement services. All public tendering documents should be reviewed by procurement services prior to publication.



Exceptions:

The following goods and services do not require tendering under this procedure:

- utilities contracts – due to the nature of these contracts, the fixed price can only be held for a matter of days and the product purchased is a commodity with no differentiation between competitors.
- legal services and insurance – if the purpose of these products is very specialized and/or the urgency does not allow an adequate amount of time for a tender

At the discretion of the chief financial officer, these services may be tendered if it is deemed to be the best interest of the division to do so.

CONTRACTS

Purchase of goods over \$5,000 in value (or under \$5,000 in value in cases where a Pcard is not used) and with a delivery schedule not exceeding a one-year term will be made using a purchase order as the purchasing document. Saskatoon Public Schools' standard purchase order terms and conditions will apply unless otherwise stated in the document. In some circumstances the Facilities Department will utilize a work order as the purchasing document.

Purchase of goods with a term exceeding one year in length or that in the opinion of the manager: procurement services include complex terms and conditions requiring more formal documentation, will be made using a written contract as the purchasing document. A purchase order may still be issued for this transaction, but the agreed terms and conditions of the written contract will govern the agreement.

Purchase of services will be made using a written contract as the purchasing document. As with goods, a purchase order may still be issued for this transaction, but the terms and conditions of the written contract will govern the agreement.

The manager: procurement services will consult with the Board's legal counsel as necessary to establish contract terms and conditions for purchase orders and written contracts for goods and services.

REQUIREMENTS OF OPEN COMPETITION

Saskatoon Public Schools will acquire all goods and services through open and transparent competitive buying practices subject to the minimum tendering and quotation requirements as follows:

- Definitions are cited to ensure consistent interpretation of terms used in this policy.
- Orders will not be 'split' for the purpose of circumventing the financial limitations specified in this procedure.


Table 1 Purchase of Goods and/or Services

Expected Procurement Value	Process Type	Open Competition Requirement	Purchasing Process Responsible	Approval Authority	Commitment Authority
\$0-\$5,000	Pcard	experience or informal quotation	budget manager or delegate	budget manager	budget manager or delegate (Pcard)/procurement manager (PO)
\$5,000 - \$75,000	formal quote	minimum of three formal quotations solicited – must be documented	procurement services or delegate	budget manager	procurement manager (PO)/CFO (written contract)
\$75,000 - \$250,000	formal public process	publicly advertised competitive procurement (e.g. formal tender, request for proposal)	procurement services	budget manager	procurement manager (PO)/CFO (written contract)
Over \$250,000	formal public process with Board approval	publicly advertised competitive procurement e.g. (formal tender, request for proposal)	procurement services	budget manager	CFO and Board of Trustees



Table 2 Facilities and Information Systems Departments Purchase of Good and/or Services

Expected Procurement Value	Process Type	Open Competition Requirement	Purchasing Process Responsible	Approval Authority	Commitment Authority
\$0 - \$20,000	Pcard or informal quotes	experience or informal quotation	project manager	budget manager	budget manager (P-card)/ procurement manager (PO)*
\$20,000 - \$75,000	formal quote	minimum of three formal quotations	project manager	budget manager	procurement manager (PO)* /CFO (written contract)
\$75,000 - \$250,000	formal public process	publicly advertised competitive procurement (e.g. formal tender, request for proposal)	procurement services or delegate	budget manager	procurement manager (PO)/CFO (written contract)
Over \$250,000	formal public process with board approval	publicly advertised competitive procurement (e.g. formal tender, request for proposal)	procurement services or delegate	budget manager	CFO and Board of Trustees

**Table 3 Facilities Department Procurement of Construction**

Expected Procurement Value	Process Type	Open Competition Requirement	Purchasing Process Responsible	Approval Authority	Commitment Authority
\$0 - \$20,000	Pcard or informal quotes	experience or informal quotation	project manager	budget manager	budget manager (P-card/ procurement manager (PO))*
\$20,000 - \$100,000	formal quote	Minimum of three formal quotations	project manager	budget manager	procurement manager (PO)*/CFO (written contract)
\$100,000 - \$250,000	formal public process	publicly advertised competitive procurement (e.g. formal tender, request for proposal)	procurement services or delegate	budget manager	Procurement manager (PO)/CFO (written contract)
Over \$250,000	formal public process with board approval	publicly advertised competitive procurement (e.g. formal tender, request for proposal)	procurement services or delegate	budget manager	CFO and Board of Trustees

* In some circumstances the facilities department issues a work order as a commitment document. This is authorized by the budget manager.

** SPS can use prequalified vendors (as obtained through a publicly advertised competitive process) under \$250,000 without board approval, over this amount will require board approval.



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Canadian Free Trade Agreement (CFTA)	For a detailed description of the CFTA, visit www.cfta-alec.ca/canadian-free-trade-agreement/
Canada-European Union Comprehensive Economic Agreement (CETA)	For a detailed description of CETA, visit www.international.gc.ca/CETA
New West Partnership Trade Agreement (NWPTA)	For a detailed description of the Agreement on Internal Trade, visit www.newwestpartnershiptrade.ca .
Formal Public Process	RFP is posted on Sask Tenders for suppliers to download RFP details.
Time to Prepare and Submit Formal Tenders and Quotations	<p>Where practical, Saskatoon Public Schools will provide suppliers with a reasonable timeframe to submit a formal proposal, tender or quotation considering:</p> <ol style="list-style-type: none">The nature of and the complexity of the procurement.The extent of subcontracting anticipated.The time necessary for transmitting tenders/quotations if tender submissions are to be non-electronic; andThe applicable trade agreements <p>The closing date for submissions as part of the formal public process will not be less than the period required by all relative formal trade agreements.</p>
Sole or Single Sourcing	<p>Where sole or single source instances exist, the chief financial officer or manager: procurement services shall employ such value analysis and negotiation methods considered appropriate for obtaining acceptable material at the lowest possible cost.</p> <p>Sole or single source purchases may be approved by the chief financial officer or the manager: procurement services under the following conditions:</p> <ol style="list-style-type: none">An emergency condition exists.A confidential situation exists.Goods and/or services are supplied by a sole source.Urgent purchases which preclude the normal business processes.Purchases when a sole or single source would be in the best interest of the school division; or



- f. Proprietary acquisition, warranty requirements, patent rights, license agreements or other obligations exist which may prevent Saskatoon Public Schools from using normal competitive processes.

Goods and services being purchased through this option must be documented and approved on the single/sole source procurement justification form.

Purchasing Process Responsible

Defines who is performing the purchasing process including obtaining vendor quotations and managing tenders. Details are further outlined under 'Responsibilities'.

Approval Authority

Is the level of authority required to internally authorize a purchase transaction/purchase requisition prior to purchase.

Commitment Authority

Authorization of a purchase order or written contract to the selected vendor.

RESPONSIBILITIES

The following responsibilities and authorities will apply to the various purchasing functions:

1. The general manager of financial services shall be responsible for the general supervision of the procurement services and procedures. Under the supervision of the general manager of financial services, the manager: procurement services is responsible for the administration of procurement.
2. Budget managers have authority to authorize the purchase of goods and services (i.e. through a purchase requisition) of less than \$250,000. The manager: procurement services will take the authorization and implement any contract component and work with budget managers to prepare any required documents for chief financial officer approval. All purchases will be subject to the requirements for open competition as outlined in this document.
3. Any purchase of goods and services valued at \$250,000 or greater must be approved and authorized by the Board of Education.
4. Budget managers are responsible for approving the resulting invoices related to the purchase of goods and services. Invoice approval is indicated by the budget manager's signature on the invoice or approved by internal electronic process. This approval indicates that the order was received, correct and complete, and that the invoiced amount is approved for processing by the accounting department.
5. Purchase or lease of goods and services shall be initiated by properly authorized personnel using the requisition web or the appropriate information being forwarded to procurement services for processing in compliance with this procedure including Tables 1, 2, and 3.
6. The manager: procurement services shall, in cooperation with any formal standards committee, establish and maintain system standards and specifications for commonly used goods and services and shall have the authority to revise requisitions according to these standards, provided such revisions are discussed with the requisitioner.



7. The manager: procurement services shall have the responsibility for obtaining tenders and quotations, with the exceptions noted in section 1 (Pcard) and will review the information with the originator prior to placing the order if the cost exceeds the estimate given on the requisition.
8. Requests to vendors for quotations and pricing should mainly be done by procurement services. In circumstances where it is mutually agreed, this process may be delegated to other departments. The quotations must meet the requirement for quotations as defined by procurement services and all documentation must be made accessible to procurement services.
9. The manager: procurement services and/or the chief financial officer, with the exceptions noted in section 1, shall have the sole authority to execute purchase orders on behalf of the division.
10. To gain advantages arising out of quantity buying, the manager: procurement services shall, whenever it is reasonably possible, coordinate common requirements from all schools and buy for the entire system at once.
11. When advantageous and practical, procurement services will work with other Saskatchewan public entities in tendering and sourcing of goods and services. May utilize being a member of Group Purchasing Organizations such as Kinetic GPO, Canoe Procurement Group of Canada or SRNet to achieve best value in procurement of good or services.
12. Where an item required has been previously tendered within the preceding six months and there has been no increase in pricing, the manager: procurement services is authorized to negotiate the purchase with the successful bidder from the previous tender.
13. A complainant shall submit his complaint in writing within 30 days from the date of the disputed award to the chief financial officer (the “complaints officer”) for consideration. In the event the complaints officer determines that the complaint has merit, the officer shall investigate the matter, and shall make their recommendation to the director and the Board for resolution. If the complaints officer believes that the complaint does not have merit, they will advise the complainant in writing of their decision.

In the event the complaint is not resolved to the satisfaction of the complainant, the complainant may, within 30 days of having received notice of the decision, make a request in writing to the complaints officer for mediation of the matter. The mediation shall take place within a further 60 days from the date of the request, and shall be conducted in Saskatoon, Saskatchewan by a licensed mediator. The costs of mediation shall be borne by the complainant.

If the mediation does not result in agreement between the parties, the complainant may, within a further 30 days from the date of the 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 provisions of [The Arbitration Act, 1992](#) of Saskatchewan. The costs of the arbitration shall be borne by the unsuccessful party.

14. Confidentiality of Information
 - 14.1. All bids, formal and informal processes shall be received in the manner requested in the documents.
 - 14.2. Formal bids may be publicly opened, this will be stated in the bid documents. The Board withholds the right to disclose this information as per trade agreements.
 - 14.3. After an award has been made, letters of regrets and intent to awards will be released to all bidders.



- 14.4. Feedback on tenders/quotations may be requested by bidders. Only information pertaining to their submission will be discussed and clarified. Detailed pricing information will not be disclosed.
15. Conflict of Interest
 - 15.1. No employee of the division shall purchase or lease any goods or services from or through the division for personal use or gain. If any purchase or contract is made contrary to this regulation the division shall not be bound thereby.
 - 15.2. *Goods and services are permitted to be purchased from related parties, provided that all of the following requirements are met: 1) The related party has no advantage over other potential providers by virtue of being a related party. 2) This administrative procedure and any other relevant administrative procedure and board policy are adhered to. 3) The transaction provides the best total value for the division as compared to other alternatives. When transacting with related parties, if there is a real or perceived threat of a conflict of interest, advice on how to proceed will be sought from the procurement manager or chief financial officer.*
16. Contracts will only be signed by the manager: procurement services (purchase orders), chief financial officer and the Chair of the Saskatoon Board of Education as per the relative dollar value in associate tables 1, 2 and 3.
17. All vendors must be approved by procurement services staff prior to providing services or goods to Saskatoon Public Schools. This includes the completion of a supplier certification application form. The completion of this form may be waived by the manager: procurement services in some circumstances.
18. All departments must enter their own requisitions electronically into the requisition web. This includes properly identifying the goods and/or services required as well as supplying an account number for the resulting purchase.
19. The manager: procurement services is authorized to affect all purchases and to dispose of all surplus equipment, furniture, and materials and to establish procedures to ensure conformity with this purchasing procedure.
20. Employees are responsible for knowing, understanding, and complying with this administrative procedure. Failure to comply with this administrative procedure may result in disciplinary action as stipulated in Board Policy 26: Purchasing. Any instances of non-compliance must be reported to the general manager of financial services and the chief financial officer.

Reference: Section 85(1)(d), 344, 354, 355, Education Act
Annex 502.4 Agreement on Internal Trade, New West Partnership Agreement, Canadian Free Trade Agreement ,
Canadian-European Union Comprehensive Economic and Trade Agreement, Policy 26 - Purchasing

Date Last Revised: October 2, 2023



AP 516 – ART CURATION

BACKGROUND

The division, in keeping with its objective of providing aesthetic education, supports a procedure of accepting works of art for the schools.

PROCEDURES

1. The school system will obtain an appraisal of the art periodically as deemed required.
2. A tax receipt may be issued to the donor if he/she gives an amount equal to the cost of the appraisal as a donation to the school system. The tax receipt will reflect the appraisal value of the work of art plus the appraisal donation.
3. No work of art will be acquired by the division, whether by purchase or donation, for the purpose of resale.
4. Any art that is commissioned or donated must be on a removable medium. If any art is installed to the existing structure the division holds the right to dispose of or cover over the artwork if required without the consent of the artist.
5. All recommendations to dispose of a work of art will be referred to the chief financial officer along with reasons for the recommendation. The final decision will require the director's approval and will be subject to the following procedures:
 - 5.1. The division will not sell an artwork donated or bequeathed to the collection without making all reasonable attempts to contact the donor, her/his heirs, executors, administrators, or assigns, for consent. When contacted, they will be given the opportunity to purchase the artwork(s) at current market value.
 - 5.2. Artwork will be sold through public auction or through a recognized gallery.
 - 5.3. No artwork will be sold to a member of staff, the Board members, nor to any private citizen other than as described in 5.1 and 5.2 above, directly by Saskatoon public schools.
 - 5.4. Any proceeds from the sale of the de-accessioned artworks will be placed in general revenues.
 - 5.5. In the unlikely event that a work acquired is de-accessioned while the artist is still living, the artist will be given the opportunity to buy back the work at the original purchase price plus an annually determined administrative fee. The de-accessioning of an artwork by a living artist will be discouraged.
6. Loans
 - 6.1. The division may make works of art available to the general public through exhibits at public art galleries when invited to do so by the gallery director or Board, provided arrangements have been made to adequately insure the works during transit and display.
 - 6.2. The chief financial officer may from time to time institute a restricted list of works, which because of reasons of fragility, condition, or particular importance to the collection will be unavailable for general loan. The exhibition of these works outside the school system will require the consent of the chief financial officer.



7. It is a primary responsibility of the division and staff to ensure the care and preservation of the collection.

The chief financial officer will institute a regular registration and survey of the condition of all works in the collection.

8. Each item, upon its entry into the school system will be entered into the asset management system website by the individual school or department.

A digital picture of the artwork will be submitted via e-mail to the executive assistant of the chief financial officer. The executive assistant will arrange for the digital picture to be placed on the asset management system website.

9. Insurance

9.1. The division will carry insurance for the collection.

9.2. Artworks on loan to public galleries will be insured by the gallery, according to division specifications.

9.3. All records on the permanent collection will be kept by the chief financial officer.

10. The division may, as a matter of procedure, provide access to its collection to researchers and interested members of the public. The artworks in the collection not on display will be available for viewing by appointment with the chief financial officer only during regular office or school hours. From time to time, additional approval from the director may be sought.

Non-confidential information regarding the artworks in the division's possession will be provided to the public, on request. The division will not, however, release information, which may be prejudicial to the interests of a donor or vendor.

Date Last Revised: February 22, 2021



AP 517 – MEMBERSHIPS IN NON-EDUCATIONAL ASSOCIATIONS

BACKGROUND

The Division recognizes the need to maintain memberships in some non-educational associations.

PROCEDURES

1. Memberships in non-educational associations shall be purchased based on:
 - 1.1. The desire to influence public opinion about the Division and education in general;
 - 1.2. The desire to provide the Division with an open line of communication to the association's leadership;
2. The Director shall:
 - 2.1. Recommend to the Board, for their approval, the purchase of memberships in non-educational associations;

Reference:

Last Update: November 6, 2017



AP 518 – INSURANCE

BACKGROUND

In order to ensure that the requirements of legislation are met and the Division's interests are protected, the Division shall provide continuous insurance coverage in accordance with these procedures.

PROCEDURES

1. The Chief Financial Officer is authorized to secure the services of an insurance broker for the purpose of obtaining adequate insurance for the Saskatoon School Division No. 13.
2. The Division shall provide insurance coverage for the following:
 - 2.1. Buildings,
 - 2.2. Contents,
 - 2.3. Liability - for individual Board Trustees, employees, student teachers and interns, and volunteers; all the foregoing while performing duties authorized by the Board,
 - 2.4. Crime,
 - 2.5. Automobile fleet,
 - 2.6. Travel accident,
 - 2.7. Student accident,
 - 2.8. Boiler and machinery,
 - 2.9. Errors and omissions,
 - 2.10. Sexual molestation and abuse,
 - 2.11. Course of construction and wrap up, and
 - 2.12. Air quality (fungus) liability
3. Building insurance shall be secured to provide coverage at full replacement cost.
4. Contents insurance shall be obtained on an actual cash value basis.
 - 4.1. Claims made under the building and contents section of the insurance policy resulting from accidents, vandalism or theft shall be made by the Financial Analyst upon receipt of the required information from the school Principal or Budget Manager.
5. Travel accident insurance shall be obtained to cover employees and Board members while traveling on Division business.
6. Student accident insurance shall be compulsory.
 - 6.1. The Financial Analyst/Transportation Manager shall, on an annual basis, distribute to the school Principals information regarding the Student Accident Insurance Policy for the following year.



- 6.2. School Principals shall make the student accident insurance information available to students and families and shall make appropriate arrangements for the enrolment of students and collection or payment of related premiums.
- 6.3. When a student is injured, the Principal shall inform the student or parent of possible insurance coverage. Claims made under the Student Accident Insurance Policy shall be completed using the appropriate claim form.
7. A student or group of students traveling to a country outside of Canada as part of a school-sponsored activity or trip shall obtain adequate insurance before approval for the trip or activity is given; the Principal shall manage such insurance.
8. On an annual basis, the Division shall review its insurance coverage and make such arrangements for insurance coverage, as it deems necessary.
9. The Chief Financial Officer shall make available to employees and others as required information describing the Division's insurance coverage.
10. Coverage shall be provided to compensate employees whose vehicles are vandalized during their time at work on school property or on school related business. The maximum reimbursement shall be \$200, which will expire six months following the incident. Application shall be made by the employee on the vehicle vandalism form.

Reference: Section 85(bb)(cc), Education Act
Date Last Revised: May, 2005



AP 519 – PERSONAL BELONGINGS

BACKGROUND

The Division does not normally reimburse students, staff, or others for personal belongings, which may be lost or stolen.

PROCEDURES

1. The Principal shall advise staff, students and parents that the Division is not responsible for loss of personal belongings.
2. Loss or damage of personal belongings may be reported in exceptional circumstances through the Principal to the Chief Financial Officer for consideration and record.

Date Last Revised: November 20, 2017



AP 527 – BUILDING CONDITION AUDITS

BACKGROUND

The facilities department maintains a database of relevant information regarding building condition assessments for all of its facilities and sites. This is a requirement of the Ministry of Education for all school divisions in the province of Saskatchewan.

PROCEDURES

1. The database is updated periodically and at least annually to ensure that the information is current and useful for a variety of purposes.
2. It is the responsibility of the Superintendent of Facilities, in association with facilities managers and administration staff, to maintain this database to reflect current standards and conditions.

Date Last Revised: December 2018



AP 528 – DESIGN STANDARDS FOR SCHOOLS

BACKGROUND

The facilities department maintains a database of relevant information regarding design standards for all of its facilities. This information is summarized in the Saskatoon Public Schools design standards document, and is available to designers, contractors, school division staff and others to ensure an appropriate and consistent standard of quality is provided regarding construction work in the school division's facilities. These standards apply to the design and construction of new school facilities as well.

PROCEDURES

1. The design standards are updated periodically, and at least annually, to ensure that the information is current and useful for its intended purpose.
2. The design standards are organized in an industry accepted format, and are comprised of the following:
 - Record of Revisions
 - PART 1 – Introduction
 - PART 2 – Product Performance Requirements and Approved Products, including:
 - Division 01 – General Requirements
 - Division 02 – Existing Conditions
 - Division 03 – Concrete
 - Division 04 – Masonry
 - Division 05 – Metals
 - Division 06 – Wood, Plastics and Composites
 - Division 07 – Thermal and Moisture Protection
 - Division 08 – Opening
 - Division 09 – Finishes
 - Division 10 – Specialties
 - Division 11 – Equipment
 - Division 12 – Furnishings
 - Division 14 – Conveying Equipment
 - Division 21 – Fire Protection
 - Division 22 – Plumbing
 - Division 23 – Heating Ventilating and Air Conditioning
 - Division 26 – Electrical Systems
 - Division 27 – Communications
 - Division 28 – Electronic Safety and Security



3. It is the responsibility of the Superintendent of Facilities, in association with facilities managers and administration staff to maintain the design standards to reflect current requirements and/or industry best practices.

Date Last Revised: December 2018



AP 529 – FACILITIES FIVE YEAR CAPITAL CONSTRUCTION PLAN

BACKGROUND

The Ministry of Education requires each school board in the province to annually approve and submit a five-year capital construction plan for its review and information. The plan must list at a minimum each school division's three top capital priorities, with all applicable supporting information, and any other additional information that may assist the Ministry and the school board in selecting capital construction priorities.

PROCEDURES

1. The facilities five year capital construction plan (the plan) is intended to be a “document in progress,” changing and adapting to new information and circumstances, while maintaining a consistent path and focus for the school division with respect to its facilities.
2. The plan is required to be reviewed, updated and approved annually to maintain its relevance and utility in addressing a variety of educational, enrollment and facilities – related issues, as well as reflecting or reacting to other relevant information available from the City of Saskatoon, other public and private organizations, as well as any other applicable sources.
3. Once approved by the board, the plan must be submitted to the Ministry of Education, together with the school division's three top capital priorities in a format prescribed by the Ministry of Education with all such information as may be required.
4. It is the responsibility of the superintendent of facilities, in association with the senior leadership team of the school division, as well as other facilities managers and administrative staff to update the plan annually and seek the approval of the school board on its final form and content, prior to being submitted to the Ministry of Education.

Date Last Revised: December 2018



AP 530 – SITES: SELECTION AND SIZE

BACKGROUND

The location size and configuration of school sites is usually determined cooperatively by the two school divisions - Saskatoon Public Schools and Greater Saskatoon Catholic Schools - in association with the City of Saskatoon planning department. This occurs during the new neighbourhood concept plan development stage with both the land developer and City of Saskatoon representatives taking part in the discussion of potential new school sites. The Ministry of Education is consulted during this process, and is ultimately responsible for the procurement of the land. Any required land servicing or additional development is subject to review and agreement by the developer, the City of Saskatoon and the Ministry of Education.

PROCEDURES

1. The school site shall be as close to the geographical and physical centre of the neighbourhood as possible, given its goal to serve as a centre of community activity for the neighbourhood, and to allow appropriate walking distances as well as accommodating vehicular access to the school from all parts of the neighbourhood.
2. The school site shall be located on a residential or collector street, not on an arterial street or road. The site shall be within 100 metres of transit routes.
3. The school site shall have adequate street frontage and presence, and provide adequate private vehicular, public transit and pedestrian access, including drop-off, pick-up, and parking requirements relevant to school size and capacity.
4. For elementary schools of up to 500 students capacity:
 - 4.1. The school size shall be at least 1.62 hectares (4.0 acres) in size; rectangular in shape with no less than 125 metres of street frontage; relatively flat to allow for appropriate recreational and sport activities; and accessible to public reserve (e.g. municipal park space) at the rear and at least one side. The public reserve at the side should be at least 50 metres wide.
 - 4.2. The school site shall be adjacent to public reserve (e.g. municipal park space) of at least 3.6 hectares (8.9 acres). If the public reserve is shared with another school facility of similar or smaller size, or the two elementary schools are of a joint-use design, the public reserve should be at least 5.5 hectares (13.6 acres).
 - 4.3. It is expected that the school design will be based on a one-story, two-story or combination one-story/two-story configuration, to ensure the most effective utilization of site area for development of exterior amenities and features.
5. For elementary schools with greater than 500 students capacity:
 - 5.1. The requirements specified in Item 4 are subject to revision, based on actual school size and capacity, but in no way shall the requirements be less than those specified in Item 4.
 - 5.2. It is expected that the school design will be based on a one-story, two-story, partial three-story or combination one-story/two-story and/or partial three-story configuration, to ensure the most effective utilization of site area for development of exterior amenities and features.



6. For collegiates of up to 1,000 students capacity:
 - 6.1. The school site shall be at least 4.0 hectares (9.9 acres) in size; rectangular or squarish in shape; relatively flat to allow for appropriate recreational and sport activities; and accessible to public reserve (e.g. district or municipal public space) of not less than 4.0 hectares (9.9 acres).
 - 6.2. If the public reserve is shared with another school facility of similar or smaller size, or two schools are of a joint-use design, the public reserve should be at least 8.0 hectares (19.8 acres).
 - 6.3. It is expected that the school design will be based on a two-story, three-story or combination two-story/three-story configuration, to ensure the most effective utilization of site area for development of exterior amenities and features.
7. For collegiates with greater than 1,000 students capacity:
 - 7.1. The requirements specified in Item 6 are subject to revision, based on actual school size and capacity, but in no way shall the requirements be less than those specified in Item 6.
 - 7.2. It is expected that the school design will be based on a three-story or combination two-story/three-story configuration, to ensure the most effective utilization of site area for development of exterior amenities and features.

Reference: Section 343, 344, 345, 350, Education Act
Date Last Revised: December 2018



AP 531 - TANGIBLE CAPITAL ASSETS

BACKGROUND

Saskatoon Public Schools will follow a prescribed procedure to record and manage the tangible capital assets (TCA) owned by the school division. The treatment of TCA for accounting purposes is in accordance with Generally Accepted Accounting Principles (GAAP), established by the Public Sector Accounting Board (PSAB) and as published by the Chartered Professional Accountants of Canada (CPA Canada). As well, the accounting treatment incorporates reporting requirements set by the Ministry of Education (School Division Tangible Capital Asset Reporting).

This procedure will provide all areas with information for assessing their physical resources by providing a framework for:

- ensuring that TCA are recorded appropriately and accurately;
- providing accountability over TCA;
- gathering and maintaining information needed to prepare financial statements.

DEFINITIONS

Amortization – is the accounting process of allocating the costs less the residual value of a tangible capital asset to operating periods as an expense over the useful life in a rational and systematic manner appropriate to its nature and use. Amortization expense is an important part of the cost associated with providing educational services, regardless of how the acquisition of TCA is funded. Depreciation accounting is another term commonly used to describe the amortization of TCA.

Betterment – is a material cost incurred to enhance the service potential of an asset and will:

- significantly lower associated operating costs
- extend the useful life

improve building program serviceability **Capital Project** – is an activity during which expenditures are incurred that result in the creation of a capital asset.

Component – is a part of an asset with a cost that is significant in relation to the total cost of that asset. Component accounting recognizes that each part might have a different useful life and requires separate accounting for each component that has a different useful life than the whole asset does.

Disposal – refers to the removal of a capital asset from service as a result of a sale, destruction, loss or abandonment.

Fair Market Value – is the amount of the consideration that would be agreed upon in an arm's length transaction between knowledgeable and willing parties (buyer and seller).

Historical Cost – of an asset is the amount of consideration given up to acquire, construct, develop or better an asset and includes all costs directly attributable to acquisition, construction, development or betterment of the asset including installing the asset at the location and in the condition necessary for its intended use.

Impairment – occurs when conditions indicate that a tangible capital asset no longer contributes to the ability to provide goods and services, or that the value of future economic benefits associated with the tangible capital asset is less than its net book value.



Land – is the surface that is used to support structures and purchased or acquired for building sites and other program use but not land held for resale. Land normally has an unlimited life and is not amortized.

Land Improvements – consist of betterments and site preparation that ready land for its intended use such as parking lots, landscaping and fencing and are usually exhaustible and amortized.

Leased Capital Assets - are tangible capital assets leased by the division for use in the delivery of goods and services. Substantially all of the benefits and risks of ownership are transferred to the division without requiring the transfer of legal ownership.

Net Book Value – of a tangible capital asset is its cost, less accumulated amortization and the amount of any write-downs.

Non-financial Assets - include TCA and other assets such as prepaid expenses and inventories of supplies. Non-financial assets are acquired, constructed or developed assets that are normally employed to deliver division services, may be consumed in the normal course of operations and are not for sale in the normal course of operations.

PSAB- Public Sector Accounting Board. School divisions are to be accounted for in accordance with public sector accounting standards and guidance established by PSAB.

Repairs and Maintenance - are reoccurring expenditures, periodically or regularly required as part of the anticipated schedule of works required to ensure that the asset achieves its useful life. It is an expenditure that keeps an asset in a condition that helps maintain or ensure realization of the future economic benefits that are expected from the asset over its initially useful life.

Residual Value – is the estimated net realizable value of a capital asset at the end of its estimated useful life. A related term, salvage value, refers to the realizable value at the end of an asset's life. If the division expects to use a capital asset for its full life, residual and salvage value are the same.

Straight-line Method – is amortization that allocates the costs less estimated residual value of a capital asset over each year of its estimated useful life.

Tangible Capital Assets (TCA) – are non-financial assets having physical substance that are acquired, constructed or developed and

- 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 lives extending beyond an accounting period (the fiscal year);
- are to be used on a continuing basis; and
- are not intended for sale in the ordinary course of operations.

Threshold – is generally the minimum cost that an individual asset must have before it is to be treated as a tangible capital asset. The threshold amount is to be used as a guide, in addition to professional judgement.

Useful Life – is the estimate of the period over which it is expected to be used as a tangible capital asset.

Work in Progress – is the accumulation of capital costs for partially constructed or developed projects.

Works of Art and Historical Treasures – are property that has cultural, aesthetic, or historical value that is worth preserving perpetually. These assets are not recognized as capital assets as their service potential and expected future benefits are difficult to quantify.



Write-Down – is a reduction in the cost of a capital asset as a result of a decrease in the quality or quantity of its service potential. A write-down should be recorded and expensed in the period the decrease can be measured and is expected to be permanent.

PROCEDURES

CATEGORIZATION OF ASSETS

1. Tangible Capital Assets (TCA)

TCA are non-financial assets with physical substance that are acquired, constructed or developed and:

- 1.1. Held for use in the production or supply of goods and services;
- 1.2. Have useful lives extending beyond a fiscal year;
- 1.3. Are intended to be used on a continuing basis; and
- 1.4. Are not intended for sale in the ordinary course of operations.

Tangible capital assets are a significant economic resource and a key component in the delivery of programs and services. Appropriate recording of tangible capital assets contributes to: :

- Maintaining appropriate accountability for division-owned TCA;
- Ensuring accounting consistency across the organization;
- Providing information that will support measuring the cost of programs and services.

2. Elements of Cost

The cost of a tangible capital asset (PSAB 3150.10) is the purchase price to acquire, construct, develop or better a tangible capital asset and includes direct construction or development costs (such as materials and labour) and overhead costs directly attributable to the acquisition, construction or development of the asset. These costs may include but are not limited to:

- 2.1. Amounts paid to vendors;
- 2.2. Transportation/freight charges to the point of initial use;
- 2.3. Handling and storage charges;
- 2.4. Direct design/production costs such as labour, equipment rentals, materials and supplies;
- 2.5. PST and non-refundable taxes;
- 2.6. Engineering, architectural and other outside services for designs, plans, specifications, and surveys;
- 2.7. Acquisition and preparation costs of buildings and other facilities;
- 2.8. Fixed equipment and related installation costs required for activities in a building or facility;
- 2.9. Direct costs of inspection, supervision and administration of construction contracts and work;
- 2.10. Legal and recording fees and damage claims;
- 2.11. Fair values of land, facilities and equipment donated;
- 2.12. Appraisal costs;
- 2.13. Application fees;
- 2.14. Utility costs;
- 2.15. Site preparation costs

3. Land



Land normally has an indefinite useful life that exceeds the useful lives of the buildings or structures situated on the land. The cost of acquired land is separated from the other costs of an asset and maintained as a component. The cost of the acquired land is not amortized as land normally maintains its value over time.

4. Furniture, Equipment and Technology (FE&T)

Furniture and equipment include fixed or moveable tangible capital assets to be used for operations, the benefits of which extend beyond one year from the date of receipt and are above the threshold level.

Technology includes computers and consists of hardware and software that can be considered a component of, is typically attached to, or communicates with an information system. The term encompasses such things as: processing units, memory apparatus, input and output devices, connectivity equipment, printer and copiers.

Furniture, equipment and technology will be capitalized as pooled assets in the following situations:

- Construction of a new building;
- Construction of a building addition that includes new FE&T;
- Major renovation of a building in which new FE&T is included to replace the existing items;
 - Hardware and software budgets managed by the Chief Technology Officer (for example technology refresh projects).
 - Major furniture replacement initiatives (for example a system-wide refresh).

5. Work/Construction in Progress

Work or construction in progress is the construction or development of a capital asset that extends over two or more years. Work in progress for assets under development or construction must be recorded on the financial statements for the accounting period. All costs associated with these assets that are in the construction phase are to be capitalized. Work in progress is not amortized. Work in progress balances must be reconciled and the appropriate transfer from work in progress made to completed assets when projects are finished.

For major projects, work in progress should be transferred to a tangible capital asset once the architect, engineer or consultant has issued the certificate of substantial completion; providing evidence that the asset has met engineering and safety standards and is ready to be placed into service or occupied.

Examples of construction in progress are the construction of a new school or a major building renovation which straddles over two or more years.

6. Contributed Assets

A tangible capital asset may be gifted or contributed (PSAB 3150.14) by an external third party with no cash outlay. Where an asset is acquired at no cost or for nominal value, the amount recognized should be equal to its fair market value as at the acquisition date. Fair market value may be estimated using market or appraised values. When an estimate of fair market value cannot be reasonably estimated, the asset will be recognized at its nominal value.

Works of Art and Historical Treasures

These assets (PSAB 3150.08) are works of art and historical treasures that are considered to have cultural, aesthetic or historical value that is worth preserving. Collections or individual items of



significance (i.e. art work) that are owned by the division and not held for financial gain but rather for public exhibition or education may be considered to be in this category of assets. These assets will not be recognized as tangible capital assets in financial statements, but the existence of such property should be disclosed (PSAB 3150.42(e)).

Capital Leases

Capital leases are a means of financing the acquisition of a capital asset where the lessee carries substantially all of the risks and benefits of ownership. Capital leases are recorded as if the lessee had acquired the asset and assumed liability.

If one or more of the following criteria exists, the lease should be accounted for as a capital lease:

- 6.1. There is reasonable assurance that the division will obtain ownership at the end of the lease;
- 6.2. The lease term is equal to a major portion (75% or more) of the estimated economic life of the leased property
- 6.3. Financing payments substantially cover (90% or more) the fair value cost of the leased property.

A lease which does not meet any of the above criteria should be accounted for as an operating lease.

TANGIBLE CAPITAL ASSET REPORTING

1. Thresholds

Capitalization threshold relates to the minimum dollar threshold that is used to assist in determining which expenditures will be capitalized as assets and amortized and which expenditures will be treated as current year expenses. The capitalization threshold has an impact on the size of the asset inventory and the complexity of managing subsequent acquisitions and disposals. The capitalization threshold levels established and presented are a balance between the accurate presentation of information for decision-making and the cost of acquiring and maintaining such information and are closely aligned with the guidelines provided by the Ministry of Education.

2. Pooled Assets

The pooled assets approach will be used on:

- 2.1. Furnishings and equipment
- 2.2. Computer hardware
- 2.3. Computer software
- 2.4. Vehicles
- 2.5. Portables

Under the Pooled Cost Approach similar tangible capital assets are grouped in one tangible capital asset class as would ordinarily be done under the regular cost approach. The difference arises in that each tangible capital asset class is not tracked individually under the pooling method. Once a tangible capital asset has been added to a pooled capital asset class, it generally remains in the asset class until it is fully amortized. This approach is justified when tangible capital assets are typically held by an organization until the end of their useful lives and when there is no significant advantage of tracking the assets on an individual basis; for example, when the balance of the tangible capital asset class would not be materially different if they were tracked individually.



Under the pooled cost approach, all costs are pooled and capitalized under the applicable tangible capital asset class; costs are not tracked by individual asset.

Tangible capital assets recorded under the pooled cost approach are to be tracked by year of purchase in the applicable tangible capital asset class.

Tangible capital assets recorded using the pooled cost approach will have a deemed disposal at the end of their useful life; individual disposals are not generally recorded.

If an asset is sold or disposed of before the asset has reached the end of its useful life, the proceeds (if any) are to be recorded as revenue.

Even though detailed inventory records may not be required for financial statement purposes; departments within the organization are encouraged to maintain inventory records for management purposes where it makes sense to do so (i.e. IT department maintains equipment inventory, with attention given to repairs and service calls made on individual pieces of equipment).

3. Buildings

There are two methods available for the capitalization and amortization of buildings. There is the whole asset approach and the component approach.

The whole asset approach considers an asset to be an assembly of connected parts. Cost of all parts would be capitalized and amortized as a single asset by year of acquisition. For example, a building may be considered as a single asset.

Under the component approach different components are individually capitalized and amortized. For buildings, the roof, foundation, HVAC and framing may be components. The choice of method will be determined by the usefulness of the resulting financial information to the organization and the cost versus benefit of collecting and maintaining it.

The division will use the whole asset approach and record each of its buildings as single assets.

4. Useful Life

Useful life (PSAB 3150.28) is the estimate of the period over which the tangible capital asset is used and is established in section 10 of this procedure.

In order to simplify data analysis for the Ministry of Education school divisions are required to adopt a standard set of asset classes and estimate of useful life. The recommended standards are reasonably reflective of the division's asset usage and will be adopted by the school division.

NOTE – THIS CATEGORY SHOULD BE ELIMINATED, AND THE POINTS BELOW WILL BE RE-NUMBERED TO BE FOLLOW SEQUENCE UNDER THE TANGIBLE CAPITAL ASSET REPORTING SECTION

5. Betterment

Betterments (PSAB 3150.19) are considered to be capital asset additions for the assets to which they relate and should be recorded as part of the main asset. Betterments which meet the threshold of the applicable capital asset category are capitalized; under the threshold they are expensed.

Betterments are enhancements to the service potential of a capital asset, such as:

- 1.1. A substantial reduction in associated operating costs;
 - 1.2. An extension of useful life
- An improvement in the building program serviceability

Some examples of betterments are as follows:



- Additions are made to an existing asset to extend, enlarge, or expand the existing asset including adding an extra wing or rooms to a building (i.e., increase in square footage).
- Upgrades involving increasing the overall efficiency, quality or extending the expected useful life of an asset. For example, replacing existing lighting with energy saving lighting reducing future operating costs, converting a section of a school to a childcare centre

Where betterment enhances the service potential of a capital asset without increasing its estimated useful life, the amortization period should remain the same. If however, the betterment increases the estimated useful life of a capital asset, its useful life for amortization should also change.

For implementation purposes, change to useful life will be recognized only when there is a major addition to the facility or a comprehensive refresh of the building.

6. Repairs & Maintenance

Repairs & Maintenance (PSAB 3150.21 (a)) expenditures are costs to keep the condition of an asset at its expected operating standard. These expenditures are usually incurred on a more or less continuous basis. For example, regular maintenance activities prescribed by the manufacturer of a new heating, ventilation and air conditioning system (HVAC) would normally be required to ensure that the asset is able to provide service at a level and quality as originally intended by the manufacturer. The costs of regular maintenance will be expensed.

They include:

- 6.1 Repairs to restore assets damaged by fire, flood, accident or similar events, to the condition just prior to the event. Any money received from insurance is to be used to offset the unexpected cost; and
- 6.2 Routine maintenance and expenditures, such as repainting, cleaning and replacing minor parts.
- 6.3 Replacing or flooring
- 6.4 Roof repair and replacement
- 6.5 HVAC systems, boiler replacements, painting, electrical upgrades.

Typically, Preventive Maintenance and Renewal (PMR) expenditures will be considered Repairs and Maintenance.

Trade-in

A trade in occurs when a vehicle or computer equipment is disposed of and replaced with a new asset through the same supplier in the same transaction. This transaction should be accounted for as two separate entries. Because vehicles and computer equipment are recorded as pooled assets; the full trade-in value is to be recorded as revenue. The new asset acquired is recorded at its full cost; trade in value for the old asset does not affect the cost of the new asset.



Disposal

Tangible capital assets recorded using the pooled approach (furniture and equipment, computer hardware, computer software and vehicles) will have a deemed disposal at the end of their useful life; individual disposals are not generally recorded.

This deemed disposition takes place the year following the final year in which amortization is posted for the asset pool. On disposal of an asset, the historical cost and accumulated amortization must be removed from the books.

Buildings are recorded as single assets and their disposal treatment is different than that used for pooled assets. When buildings are disposed of as a result of sale, destruction or abandonment; the cost and the accumulated amortization should be removed from the accounting records and any gain or loss is recorded at that time. Costs that are associated with the disposal should be expensed.

A gain or loss on disposal is the difference between the net proceeds received and the net book value of the building and should be accounted for as a revenue or expense, respectively, in the period the disposal occurs.

2. Write Down/Off

In accordance with PSAB 3150.31-34, a capital asset should be written down when an asset no longer contributes to providing services and the reduction is expected to be permanent. The cost of the tangible capital assets should be reduced to reflect the decline in the asset's value. Write downs of capital assets should be accounted for as an expense in the current period. Annual amortization of an asset that has been written down should be calculated using the net book value after the write down and the remaining estimated useful life. Conditions that indicate a write down is necessary may include:

2.1 Change in the manner or extent to which the asset is used;

2.1. Removal of the asset from service;

2.2. Physical damage;

2.3. Significant technological developments

2.4. A decline in, or cessation of the need for the service provided by the asset;

2.5. A decision to halt construction of the asset before it is complete or in an useable or saleable condition; or

2.6. A change in the law or environment affecting the extent to which the asset can be used.

AMORTIZATION

1. Amortization

Different methods of amortizing a tangible capital asset result in different patterns of cost recognition. The objective is to provide a systematic, sustainable and rationale basis for allocating the cost of a tangible capital asset, less any residual value, over its useful life.

2. Amortization of Pooled Assets

The school division holds the following groups of capital assets to the end of their useful lives: furnishings and equipment, computer hardware and software, vehicles and portables.

All of these asset classes are reported on a pooled cost approach. Therefore, all asset purchases of a particular class in a given year will be pooled and traced as a group by year of purchase.



The division will amortize these classes of assets on a straight line basis over the following estimated useful life period:

Furnishings and non-technological equipment	10 years
Computer hardware and audio visual equipment	5 years
Computer software	5 years
Vehicles – passenger	5 years
Other vehicles – heavy	10 years
Portables	20 years

A full year of amortization will be taken in the year of purchase regardless of when this event occurs in the fiscal year. Amortization of Buildings

Buildings are the most significant class of capital assets for the division and will be amortized on a straight line basis over a period of 50 years. Amortization of this class of assets will start once the buildings are put into use. A full year of amortization will be taken on buildings the year they are put into service.

There will be no residual value attached to buildings for amortization purposes. Based on past sales, property has generally sold for the value of the land with nominal value attached to the building.

Fully amortized single asset buildings will remain on the books until such time as the assets are disposed of.

3. Treatment of Land

Land has an unlimited useful life and should not be amortized.

SCHEDULE OF ASSET CLASSIFICATIONS, THRESHOLDS AND USEFUL LIVES

The table below outlines the classification, threshold and estimated useful life application to each asset category. A threshold of “All” means that all capital asset purchases, regardless of cost, are recorded.



Capital Asset Class and Category	Threshold	Tracking Method	Useful Life Years	Amortization
Land and land improvements				
Land	All	By asset	Indefinite	n/a
Land Improvements	\$100,000*	By asset	20 years	Straight-line
Buildings and building betterments				
Buildings	All	By asset	50 years	Straight-line
Building betterments	\$ 750,000	By asset	Balance of useful life of building or extended useful life of building	Straight-line
Building short term (portables, storage sheds, out buildings, garages)	All	Pooled	20 years	Straight-line
Vehicles				
Heavy Vehicles (e.g graders and tractors)	\$ 10,000	Pooled	10 years	Straight-line
Trucks, vans and cars	\$ 10,000	Pooled	5 years	Straight-line
Office and Information Technology				
Computer Hardware				
IS department account lines (system)	All**	Pooled	5 years	Straight-line
Annual school account lines	N/A	Expensed	N/A	N/A
Computer Software				
IS department account lines (system)	All**	Pooled	5 years	Straight-line
Annual school account lines	N/A	Expensed	N/A	N/A
Furniture and Equipment			10 years	Straight-line
Purchases for new school start up or major renovation/addition	All**	Pooled	10 years	Straight-line
Annual school account lines	N/A	Expensed	N/A	N/A

* Land improvements includes playgrounds (which are typically donation funded). The ministry threshold set for this category is \$25,000. Due to materiality considerations, SPS has set a minimum threshold of \$100,000.

** The minimum threshold set by the Ministry of Education for furniture and equipment and computer hardware and software is \$1,000. SPS has chosen not set a specific threshold on these purchases. Schools are allocated budgets which can be used to supplement or replace existing furniture, equipment, musical instruments, science equipment, AV equipment, computers, sports equipment etc. These purchases would typically be under \$1,000, but from time to time could exceed that threshold. The value of these purchases would not be significant. All such items will be expensed. The centralized departments of the division will also make purchases of furniture and equipment and technology for system-wide refresh initiatives. These purchases will be pooled and capitalized even though the individual items (e.g. a computer) may be below \$1,000 in value.

Date Last Revised: February 25, 2019



AP 532 – NAMES OF SCHOOLS AND DIVISION BUILDINGS

BACKGROUND

The division has traditionally followed the practice of naming the first school in a neighborhood after the name of the area of the city in which it is located. This practice is still viable – however there are other procedures that can be considered, as follows.

PROCEDURES

1. Potential names for schools and division buildings shall be submitted to the Board for its consideration.
2. Where applicable, the division shall obtain the consent of the individual or family concerned after which the school or building is proposed to be named.
3. The Board shall decide on the process for choosing individual school names and be accountable for the final choice of the school name.
4. In the event that a school community wishes to explore the renaming of its school the process should entail the following:
 - 4.1. Members of the school learning community (students, parents/guardians of students attending the school and community members who reside in the attendance area as outlined in administrative procedure 305), will bring forward a request to the principal to initiate the renaming process. This request must be endorsed with the signatures of at least 10 adults who reside in the school community. The principal will then seek the advice and support of the school community council in the submission of the request to the Board for its consideration. If Board approval is granted, the formal renaming process will begin, and it will adhere to these guidelines:
 - 4.1.1. The consultation process will be conducted in a manner that is culturally responsive for the community that it serves.
 - 4.1.2. Efforts will be made to ensure the authentic engagement of key stakeholders including elders, students, parents and guardians, caregivers, the school community council, staff and members of the community throughout the process.
 - 4.1.3. A report to the Board will occur within a three month time period from the date when Board approval was given. The report shall include an outline of the consultation process conducted and submission of proposed school names, to a maximum of 10, with their accompanying rationale.
5. The adoption of a process for choosing one school name does not necessarily set a precedent for the process of choosing other school names.

Date Last Revised: December 2019



AP 533 – NAMES FOR SPECIAL ROOMS

BACKGROUND

Any school community desiring to name a special room in honour of an individual shall receive approval to do so from both the individual or family concerned and the director.

PROCEDURES

1. Schools or organizations wishing to name a room to honour an individual shall obtain approval from the director before making any contact with the individual or the individual's family.
2. The school or organization making the nomination shall have the support of the school staff or the membership of the organization.
3. The criterion to be considered when nominating an individual for recognition shall be that the individual has made a major contribution to the education of students in the school system and preferably in the school in which the room is located.
4. Special rooms will not be named after persons who are in the employ of the Board nor shall the individual be a Board member at the time of dedication.
5. The division shall provide a plaque or a sign, which officially names the room.
6. The school staff shall be responsible for the arrangements for the dedication ceremony.
7. The director shall maintain a list of all rooms in the school system, which have been officially named.

Date Last Revised: December 2019



AP 534 – SECURITY OF BUILDINGS

BACKGROUND

The Division recognizes the need to provide for the security of its buildings and property. The Director will establish procedures to protect such property.

PROCEDURES

1. Detection: Intrusion detection systems shall be installed and operated in schools and in other buildings owned by the Division as a deterrent to unauthorized entry.
 - 1.1. Intrusion detection systems shall be improved, expanded, and upgraded as experience dictates and within budgetary provisions.
 - 1.2. The Manager of Maintenance and Operations shall be responsible for the coordination and operation of the intrusion detection systems, and will act as a liaison between the security monitoring, security service and the guard service, in order to ensure optimum protection.
 - 1.3. The Principals, in consultation with their caretaking staff, shall be responsible for informing the Manager of Maintenance and Operations of additional coverage required or any site-based changes that may affect the overall building security.
2. Locking systems shall be designed to provide a maximum degree of security. Upgrading of locking systems shall be carried out under a well-planned systematic program designed to improve security on a long-term basis.
 - 2.1. Keys for the removable core locking system shall bear the mark “Do Not Duplicate.” The Manager of Maintenance and Operations shall arrange for duplicate keys to be provided when required.
 - 2.2. Generally locking systems shall be designed so that exterior access is controlled through the main entrance or parking lot door only. Requests for additional access must be submitted in writing to the Manager of Maintenance and Operations.
3. Security Codes and Passwords
 - 3.1. The overall responsibility for the distribution of security codes to the appropriate personnel throughout the school division is the responsibility of the Manager of Maintenance and Operations.
 - 3.2. It is the responsibility of the school principal to issue the security code number and password to any teacher or other school-based staff member under their direct supervision to allow for after-hours access to the school or satellite school. Department managers shall be responsible for issuing to any employee under their supervision, a security code number and password. The Manager of Contracted Services or the Manager of Maintenance and Operations shall be responsible for issuing to any contractor hired to do work for the school division a security number and password. The Manager of Maintenance and operations shall issue to Early Learning Centres, a security code and password for after-hours access to their leased space. The Director of Education, or designate, shall be responsible for issuing to the Education Centre employees a security code and password for the after-hours access to the Education Centre.



- 3.3. Under no circumstances is a security code or password to be given out to a non-school division person other than those contracted to do work for the school division.
4. Key distribution shall be controlled in accordance with the following:
 - 4.1. Keys shall be issued only to employees of the division. The exception will be contractors who will put a deposit down for the keys and offered a refund upon their return.
 - 4.2. Keys shall not be loaned to students or unauthorized persons under any circumstances. Students may be admitted to school premises after normal school hours only under the supervision of a school staff member and with the knowledge and approval of the school Principal.
 - 4.3. Entry to school premises outside regular school hours, as required by contractors may be arranged by facilities management staff. When contractors require access to the school during the summer, the school shall protect their valuable possessions and electronics in a separate room secured by a lock requiring a unique key. The lock will be changed back once school is in regular session.
 - 4.4. The authority for the distribution of keys shall be as follows:
 - 4.4.1. Principal to school staff members.
 - 4.4.2. Manager of Maintenance and Operations to caretaking personnel.
 - 4.4.3. Manager of Maintenance and Operations to maintenance personnel.
 - 4.4.4. Superintendent of Facilities or designate to central office personnel and to all holders of grand master keys.
 - 4.5. Distribution of keys to school staff members shall be restricted to the following:
 - 4.5.1. master keys to exterior and interior doors shall be issued to the Principal and assistant/vice Principal(s).
 - 4.5.2. exterior entry door keys may be issued to staff members on request at the discretion of the Principal.
 - 4.5.3. classroom keys may be issued to staff members via the Principal.
 - 4.5.4. keys to specialty areas may be issued to staff members at the discretion of the Principal.
5. The individuals responsible for key distribution shall be accountable for maintaining a record of keys and their distribution. These authorities shall maintain two inventories - one showing keys assigned for internal distribution and the other showing assignment of keys to staff members.
 - 5.1. The individuals responsible for key distribution shall verify in June of each year that all keys are accounted for in accordance with records. Exterior keys may be re-assigned to those personnel who require them after normal caretaking hours during the summer recess. This audit shall be forwarded to the Manager of Maintenance and Operations.
 - 5.2. All staff members shall return keys issued to them before reassignment or termination.
 - 5.3. Lost or missing keys shall be reported to the individual responsible for distribution, who will notify the Manager of Maintenance and Operations of the loss. The Manager of Maintenance and Operations will arrange for continued building security.



6. The individual responsible for key distribution shall conduct an ongoing education program with staff members to emphasize the responsibility for building security. This program should receive particular emphasis at the beginning of each school year to ensure that new staff members are aware of security problems and requirements.

Date Last Revised: May 25, 2015



AP 535 – BREAK-INS, THEFT AND VANDALISM

BACKGROUND

The director will develop procedures to be followed in the case of break-ins, theft and/or vandalism.

PROCEDURES

1. The principal shall advise his or her staff members that, should they discover a break-in or school vandalism requiring immediate attention, the principal or assistant/vice principal along with the on-call manager should be notified immediately.
2. Upon reviewing the circumstances related to the break-in or vandalism, the principal should notify:
 - 2.1. the Saskatoon Police Service,
 - 2.2. the superintendent of education
 - 2.3. the manager of maintenance,
 - 2.4. the manager of operations, and
 - 2.5. the financial analyst/manager of transportation
3. Where appropriate, the principal shall, within three school days after the incident, complete the insurance damage loss report in accordance with the instructions on the report, and submit it to the financial analyst/manager of transportation.
4. All break-ins and theft of equipment should normally be reported to the Saskatoon Police Service by the principal.

Date Last Revised: December 2019



AP 536 – ENVIRONMENTAL SUSTAINABILITY

BACKGROUND

The division is committed to fostering policies, practices, and educational programs, which will promote sustainability of resources, and which will protect and preserve the environment.

PROCEDURES

1. The effective and efficient use of all resources are guiding principles in renovations, additions and new construction projects, as well as maintenance and operations activities, based on all applicable short and long-term factors.
2. The division supports purchase of environmentally friendly products and services, which are able to provide the highest possible level of performance in an economically viable manner.
3. The division encourages and supports initiatives to reduce, recycle and recover waste materials in all schools and departments in an economically viable manner.
4. The division supports staff development initiatives designed to advance environmental awareness, environmental education and care for the environment within annual budget allocations for training and development.
5. The division will continue to promote local habitat conservation and environmental sustainability on all division owned properties, where possible.

Date Last Revised: December 2018



AP 537 – DAYLIGHTING IN SCHOOLS

BACKGROUND

The Division shall provide, maintain and design daylighting standards in all schools in accordance with this procedure.

PROCEDURES

1. When the Superintendent of Facilities, in association with facilities managers, determines that daylighting features in schools require replacement or renovation, such replacement shall be carried out as follows:
 - 1.1. Existing daylighting features may be upgraded or in-filled, provided that consideration is given to the interior or exterior appearance of the building, and the daylighting requirements of the affected space.
2. In planning and designing new schools, as well as renovating and upgrading existing schools, the following guidelines shall apply:
 - 2.1. Exterior walls of homeroom classrooms shall be provided with window areas of no less than five percent of the floor area.
 - 2.2. Notwithstanding section 2.1, the exterior walls of kindergarten and other similar spaces shall be provided with a window area no less than ten percent of the floor area.
 - 2.3. Homeroom classrooms may be interior spaces if they form part of an open-area design, and/or they are provided with indirect access to daylighting features.
 - 2.4. Non-instruction and special instruction areas, including music, art, science and computer science may be interior spaces, without daylighting features, although this is generally not recommended.

These procedures are based on the assumption that new schools will have adequate heating, ventilation, air conditioning and artificial light as per current industry best practices.

Reference: Section 353, Education Act
Date Last Revised: December 2018



AP 538 – RELOCATABLE CLASSROOMS

BACKGROUND

The Division supports the use of relocatable classrooms to supplement permanent, core classroom requirements during growing and/or peak enrolment years or for other purposes approved by the Director.

PROCEDURES

1. Relocatable classrooms used throughout the Division shall meet the standards of design and construction provided by permanent, core classrooms in school buildings.
2. Relocatable classrooms in the division shall be constructed and arranged in such a manner minimizes or eliminates the need for masonry firewall separations between portable classrooms.
3. Relocatable classrooms shall be physically connected to the school building by means of a corridor that shall be designed and constructed to meet core classroom standards of comfort and safety for students and staff.
4. Relocatable classrooms shall be approved for allocation to specific schools by the Director in consultation with the Board of Trustees. The Superintendent of Facilities is responsible for the process of designing and constructing new relocatable classrooms and/or the transfer and upgrading of existing relocatable classrooms once approved by the Director in consultation with the Board of Trustees.

Date Last Revised: December 2018



AP 539 – RENTAL OF BOARD FACILITIES

BACKGROUND

As a publicly funded organization and supporter of youth and community programs, Saskatoon Public Schools is prepared to make its property and facilities available for use by community or not-for-profit organizations, groups of Saskatoon Public Schools employees, and by partners in education on a regular or intermittent basis provided the rental activity does not negatively impact upon the primary purpose of the Saskatoon Public School's facilities – the education of students. High priority and favorable rental times will be given to youth-oriented groups while lower priority will apply to adult-oriented groups.

Rental rates will be determined in conjunction with the City of Saskatoon and Greater Saskatoon Catholic Schools on an incremental cost basis, where incurred, for school, youth and community programs and at near or full market rates for all other programs or uses. In general, Saskatoon Public Schools will not rent property or facilities to commercial, profit-oriented entities or individuals or to groups for private social parties.

DEFINITIONS

1. The definition of "Property" is the land owned by Saskatoon Public Schools.
2. The definition of "Facilities" is the building owned by Saskatoon Public Schools.
3. The definition of "Partner in Education" is any community minded organization that seeks to further enhance our school system programming through educational activities that support our students learning and those of the community that we provide our services to.

PROCEDURES

1. All regulations, rules, procedures, restrictions and schedule of fees pertaining to the rental of Saskatoon Public School's property and facilities shall be included in a rental handbook. The contents of the handbook, available on request, shall be reviewed and approved by the Superintendent of Facilities on an annual basis.
2. Liability: The renter shall protect, indemnify and hold harmless Saskatoon Public Schools from and against any and all claims and expenses in connection with the rental activity.
3. Insurance: The renter shall maintain general liability insurance in an amount not less than \$2,000,000.
4. Saskatoon Public Schools will endeavor to provide quality rental service to parties using school facilities. Caretaking service will be provided. Temperature and ventilation will be regulated, where possible, to suit the needs of the users. For dates outside the school calendar year, air conditioning may be provided at an additional cost to the renting party. In return, Saskatoon Public Schools expects the users will take good care of the facilities and will provide supervision of those who use it, and will not make unreasonable demands upon the caretaker.
5. Applications for the use of all facilities shall be made in writing on approved forms to the **Rentals Clerk, Facilities Section, Saskatoon Public Schools, 105 Avenue G South, Saskatoon, Saskatchewan, S7M 1T8**. Telephone calls must be confirmed with Rental Application forms, or else they will not be honored.
6. Applications must be made at least two weeks in advance of the rental date.



7. Saskatoon Public Schools reserves the right to refuse any application for the use of the **facilities** or **property**.
8. The Superintendent of Facilities is responsible for property and facility rentals.

Since the requests for rental vary widely in nature, the Superintendent of Facilities has limited discretionary power in dealing with unusual circumstances where these procedures may not apply.

Reference: Section 85(1)(x), 87(1)(l), 343, Education Act
Date Last Revised: March 30, 2015



AP 540 – LOAN OF EQUIPMENT AND/OR MATERIALS

BACKGROUND

The division is responsible for all matters relating to its assets including the loan of equipment and/or materials to employees, school parent councils, community associations or other partners.

PROCEDURES

1. Equipment and/or materials may be loaned to division employees, school parent councils, community associations or other partners for activities that are not for profit, at times when this equipment is not being used by the division.
2. The process of loaning equipment and/or materials is the responsibility of the school principal or department manager. The decision will be made based on safety risk, risk to the division, the purpose of the request, the length of time the equipment and/or materials are to be loaned, any potential benefit to the division or its students, fairness amongst potential requestors and any other reasonable factors. Materials and/or equipment of high value or that require specialized training or certification should not be loaned.
3. The school principal or department manager will have a document tracking the loan of materials, the borrower and all relevant information pertaining to the loan so that they can fulfill their responsibilities under this procedure.
4. The borrower must return the equipment and/or materials in the same condition as when it was borrowed. The borrower is liable for the cost of repair and/or replacement of equipment and/or materials which are damaged, broken, lost or stolen while in their possession.

Date Last Revised: June, 2023



AP 541 – SCHOOL PLAYGROUNDS: DEVELOPMENT AND USE

BACKGROUND

The division supports the development and use of its school playgrounds for school and community use.

PROCEDURES

1. The school grounds and the adjacent municipal park area, where available, shall be planned and designed cooperatively with the City of Saskatoon to provide for integrated use of both areas.
2. The division may make its playgrounds available for use by other organizations in accordance with approved procedures and fee schedules.
3. Notwithstanding Point #2, the needs of the division shall take priority over requests from outside organizations.
4. The division supports the need for, and value of, appropriate playground equipment on the school grounds. Where the division deems it necessary, it shall make provision for such equipment on school grounds.
 - 4.1. The Superintendent of Facilities, in association with facilities managers, is responsible for the planning, development, installation and maintenance of playground equipment located on school sites.
 - 4.2. The Superintendent of Facilities, in association with facilities managers, is responsible for the design and construction of children's play spaces and equipment according to the most current version of the Canadian Standards Association, CAN/CSA-Z614-14 A National Standard of Canada.
 - 4.3. School building operators and facilities personnel shall ensure that safety inspections of the playgrounds, on the division's property are undertaken on a regular basis.
 - 4.4. The facilities maintenance branch should be contacted if any repairs are needed.
5. The division supports the development of playgrounds on public reserves adjacent to school sites and is able to assist the City of Saskatoon with the planning of such playgrounds, for the mutual benefit of both organizations.

Reference: Section CAN/CSA-Z614-14 National Standard of Canada
Date Last Revised: December 2018



AP 542 – MOTOR VEHICLE TRAFFIC ON SCHOOL GROUNDS

BACKGROUND

The division prohibits motor vehicle traffic on school grounds except in approved parking areas and authorizes the Saskatoon Police Service to take appropriate action with anyone who contravenes this directive.

Notwithstanding the foregoing, when vehicle traffic must enter school grounds for servicing premises or making deliveries, the vehicle shall be driven on school grounds only when adequate precautions are taken to ensure safety for anyone who may be in or near the path of the vehicle.

PROCEDURES

1. Control of motor vehicle traffic on school grounds and the implementation of this procedure are the responsibility of the Principal.
 - 1.1. In special circumstances, the principal may authorize that school grounds be opened to motorized vehicles; the operation of such vehicles shall be consistent with municipal and provincial regulations. The principal shall consider the effect weather conditions might have on the school grounds.
 - 1.2. The principal may requisition signs controlling motorized vehicles on school premises.
 - 1.2.1. The principal may ask for advice from the superintendent of facilities or delegate, in exceptional, unusual or extenuating circumstances, with respect to the above, or any other issues related to motor vehicle traffic on school grounds.

Date Last Revised: December 2019



AP 543 – APPROVAL OF CAPITAL AND NON-CAPITAL PROJECTS

BACKGROUND

Capital and non-capital projects shall be approved and implemented in accordance with legislation, regulations, and these procedures.

DEFINITIONS

Capital projects - meet the guidelines and definitions within the “AP 531 - Tangible Capital Assets” administrative procedure.

Non-capital projects - are expenditures that do not meet the guidelines for capitalization as outlined in the “AP 531 – Tangible Capital Assets” administrative procedure.

Preventative Maintenance and Renewal (PMR) – As defined by the Ministry of Education in the Preventative Maintenance and Renewal Funding Program Policy (17-09-01), PMR must be used to ensure:

- Major building components are maintained, repaired or replaced based on lifecycle expectancy;
- Components are upgraded or replaced to improve energy conservation and efficiency that will result in cost savings.
- Facilities meet all regulatory requirements;
- Facilities meet access requirements and intensive support needs; and
- Educational areas meet program requirements.

PMR three year plan is approved annually by the Board, and then the Ministry of Education.

Amendments to the plan can be made throughout the year with Board and Ministry approval. PMR projects may be Capital or Non-Capital, from an accounting definition as outlined in AP 531 – Tangible Capital Assets.

Relocatable Classroom Program – The Relocatable Classroom Program is designed to address immediate needs for additional classroom space to accommodate increases in enrolments. The program offers school divisions flexibility at the local level to deal with the space crunch and alleviate the pressure caused by growth. Relocatable classrooms can also be moved or relocated as enrolment fluctuates. Requests from school divisions are prioritized and communities receiving relocatable classrooms are selected based on projected enrolments, starting with the highest utilized schools.

Major Capital Program The Government of Saskatchewan’s Major Capital Program provides funding to school divisions for new schools or major addition/renovations to their facilities. School division requests for major capital funding are prioritized by the Ministry of Education and are approved pending budget appropriation. The Board of Education annually submits a list of our top capital requests annually (date as per Government of Saskatchewan) as a part of this program.

Three year PMR Maintenance Plan – The PMR maintenance Plan is a three year program of planned capital renewal projects organized to prioritize the most urgent maintenance projects appropriately. The PMR Maintenance Plan must be approved by the Board of Education prior to the PMR Maintenance plan deadline. All PMR Maintenance Plans must be approved and submitted by May 31st to the Ministry of Education. All school PMR Maintenance Plans will then be reviewed by the Ministry for compliance with PMR policy.

PMR Amendment Form – This form allows the division to add capital and non-capital renewal projects to the three year PMR maintenance plan throughout the remainder of the year. The amendment form



requires approval from both the Board of Education and the Ministry of Education before it is formally added to the three year PMR Maintenance Plan.

PROCEDURES

1. Board motions are required to approve:
 - 1.1. Projects as listed in the Annual Major Capital Program Requests;
 - 1.2. Annual relocatable requests for the Relocatable Classroom Program;
 - 1.3. All PMR projects as per the Annual Three Year PMR Plan, as well as periodic amendments; and
 - 1.4. The award of contracts, over \$250,000 in Expected Procurement Value as defined in AP 515 – Purchasing.
2. The Application for Major Capital Project Funding is required to be submitted to the Ministry of Education.
3. Relocatable requests are to be submitted to the Ministry of Education for review and approval.
4. The annual Three Year PMR Plan and any amendments are required to be submitted to and approved by the Ministry of Education.
5. Board approval of purchases for construction and project services shall be obtained in accordance with Administrative Procedure 515 - Purchasing.
6. If debt financing is being utilized, a Board motion approving the financing of the capital project is required prior to awarding contracts, which will specify the Board's annual and total financial commitment for the duration of the project. Ministry of Education approval is also required for all debt financing.
7. The approval of the Board's annual budget shall be sufficient authorization to proceed with projects funded under facilities operating accounts. The Superintendent of Facilities has the authority to approve these projects.
8. The Superintendent of Facilities shall be responsible for the development of capital and non-capital plans and projects designed to sustain the division's facilities. These plans and projects will be developed in consultation with the appropriate parties.
9. The process for implementation of Major Capital Requests will be in accordance with the Capital Manual for Saskatchewan School Divisions (2018). All other projects are implemented in accordance with Administrative Procedure 515 – Purchasing.
10. The Chief Financial Officer shall be responsible for all financial arrangements, including the collection of capital grants, for capital projects.
11. Under the general supervision of the Chief Financial Officer, the Superintendent of Facilities shall be responsible for the supervision and administration of all projects including the selection of consultants, the preparation of the necessary specifications and documentation for projects.
12. When projects have been approved, the Superintendent of Facilities or delegate shall advise the school principal or budget manager of such approval and the facilities section staff will work with them to coordinate the implementation of the project.



13. The Board will be provided a financial status update on all projects with an estimated procurement value (as defined by AP 515) greater than \$250,000 as part of the Financial Results report.
14. If projects are forecasted to exceed budget, the following approvals are required in accordance with the category of project:

Category #	Category description	Approvers				
		Contract Services Manager	Superintendent of Facilities	Chief Financial Officer	Director of Education	Board of Trustees
1	PV < \$250k BE > 0% but < \$25k	Discussion required	Discussion required	No action required	No action required	No action required
2	PV < \$250k BE > 10% and > \$25k but < \$250k	Approval required	Approval required	Informed	No action required	No action required
3	PV > \$250k BE > 0% but < 10%	Approval required	Approval required	Informed	No action required	No action required
4	PV > \$250k BE > 10% but < \$250k	Approval required	Approval required	Approval required	Informed	Informed
5	BE > \$250k	Approval required	Approval required	Approval required	Approval required	Approval required

PV = Procurement Value

BE = Budget excess expressed as dollars over budget or percentage increase over budget

- 14.1. Approvals shall be obtained via the preparation of a Request for Project Cost Increase form. This form will document the status of the project, the change in procurement value and budgeted amount and describe the reasons for the overrun. The form will be signed-off by the approvers as noted in the table above and retained for documentation purposes.
- 14.2. There are multiple methods to obtain Board approval, outlined below in order of preference but dependent on the urgency of the request a lesser-preferred option may be appropriate:
 - 14.2.1. Next scheduled Board meeting



- 14.2.2. Special Board meeting, after providing the required notice per Policy 6: Board Operations
 - 14.2.3. Special Board meeting, upon Trustees unanimously waiving notice
 - 14.2.4. Board Chair reviews and approves work to resume and communicates with Trustees. Final approval obtained at next scheduled Board meeting
15. Due to the nature of the estimates needed for individual projects, final costs will have a variance from the budget. Any budget surplus or deficit for PMR projects shall remain in the PMR reserves when the project is closed.

Date Last Revised: June 21, 2021



AP 544 – FRAUD PREVENTION AND REPORTING

BACKGROUND

Saskatoon Public Schools requires that employees observe high standards of business and personal ethics in the conduct of his/her duties and responsibilities. Employees must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations.

This administrative procedure is intended to encourage and enable employees to raise serious concerns about fraud occurrences at Saskatoon Public Schools.

DEFINITIONS

Fraud An intentional deception for the purpose of personal gain. This deception will usually result in injury or loss to Saskatoon Public Schools. (Examples would include but are not limited to: theft of funds, supplies or other assets, bribery.)

PROCEDURES

1. Employees should be aware of fraud risks within their area of responsibility. The budget and audit manager can be contacted if you need assistance identifying potential fraud risks and the management of the risks.
2. If there is an incidence of fraud, report the incident to a manager, principal, superintendent, chief financial officer, deputy director or director. All suspicions of fraud are then reported (either in writing or verbally) to the budget and audit manager and the superintendent of human resources.
3. In extreme circumstances, the incident can be reported to the chair of the Saskatoon Public School Board (School Board). Administration will investigate the reported incident. The contact information is available on the website of Saskatoon Public Schools.

The chair of the school board will only disclose the name of the employee or position of the complainant in the following conditions:

- 3.1. the employee provides written consent;
 - 3.2. the chair is required ethically or legally to reveal the identity; or,
 - 3.3. an investigation reveals that the employee has not acted in good faith in reporting the fraud.
4. Any employee who suspects dishonest or fraudulent activity should not attempt to:
 - 4.1. personally conduct investigations or interviews/interrogations related to any suspected fraudulent activities;
 - 4.2. contact the suspected individual in an effort to determine facts or demand retribution; or
 - 4.3. contact the authorities to report the suspected dishonest or fraudulent activity.



5. All suspected frauds that are reported under this policy will be investigated. If this investigation substantiates that fraudulent activities have occurred, reports will be prepared and issued by the budget and audit manager directly to the Trustees of the School Board.

All parties contacted as part of the investigation will be provided with the opportunity to have appropriate representation at any interview they are asked to attend.

6. Complaints that are made maliciously or not in good faith will result in disciplinary action against the complainant and will be documented in the personnel file of the complainant. Discipline will also occur in the event of interference with the process, retaliation against anyone who participates in the process or breach of confidentiality.

Reference:

Date Last Revised: February 24, 2014



AP 550 – TRANSPORTATION OF STUDENTS TO SCHOOLS

BACKGROUND

Saskatoon Public Schools promotes independent and active student transportation as part of a healthy lifestyle. The division approves the provision of transportation services in accordance with this principle, with legislation and in accordance with the following procedures.

PROCEDURES

1. Determination of Eligibility for Transportation
 - 1.1. Parents and guardians of elementary students who reside within the attendance area of an elementary school shall be responsible for transportation of students to the elementary school, unless otherwise provided for by this procedure. See Administrative Procedure 305: School Attendance Areas.
 - 1.2. The school division may establish a walk boundary within the attendance area of an elementary school. Students residing outside the walk boundary are eligible for transportation. Students who live within the walk boundary are not eligible for transportation.
 - 1.3. Walk boundaries may be established, from time to time, by the school division taking into account the following criteria:
 - 1.3.1.1. distance from the school
 - 1.3.1.2. safety concerns and traffic patterns
 - 1.3.1.3. enrolment and program considerations
 - 1.4. Walk boundaries for each school will be made available at each school. Parents or guardians may contact the school for information about walk boundaries.
2. Transportation Programs
 - 2.1. Transportation may be provided for elementary students to programs that may be designated from time to time as “Programs Eligible for Transportation” taking into account the following criteria:
 - 2.1.1.1. unique nature of program
 - 2.1.1.2. legislated requirements
 - 2.1.1.3. availability of facilities to provide programs
3. Students identified by the Special Education Branch as requiring intensive support and who need assistance to get to school may be offered transportation as part of a student accommodation plan. The transportation plan will be determined by Transportation Services jointly with Special Education Branch.



4. All transportation shall be provided in the manner set by the school division based on the specific requirements of the route or program.

Reference: Section 85(k), 194, 195, 196, 197, *The Education Act 1995*;
Section 44, *The Education Regulations 2015*;
Saskatoon Public Schools Website
Date Last Revised: November 20, 2017



AP 560 – SPONSORSHIPS AND DONATIONS

BACKGROUND

The Division believes that education is a shared responsibility within our community. Community involvement in education, which impacts positively and directly on student learning, is welcomed. The establishment of close relationships with community-based organizations, businesses, and other educational institutions enhances public education by uniting schools and the community.

The Division recognizes its responsibility:

1. To ensure the integrity of its educational programs;
2. To prevent staff and students from being restricted to one view or single perspective;
3. To enhance its educational offerings and opportunities when feasible.

Within this framework, the Division appreciates that a rich diversity of mutually beneficial skills, resources and opportunities for individual, and corporate involvement with the Saskatoon Public Schools is present within the community.

Sponsorships and donations that are of mutual benefit to schools and the community will be both welcomed and accepted, subject to these procedures.

DEFINITIONS

1. A “Contribution” includes a financial donation, in-kind donation, or sponsorship.
2. A “Donor” is defined as any third party making a contribution.
3. A “Financial Donation” is defined as a monetary contribution by another party to the Division.
4. A “Sponsorship” is defined as a formal agreement between the Division and another party. which has a minimum value in excess of \$5,000.

PROCEDURES

1. A Contribution shall:
 - 1.1. Be compatible with the Strategic Plan of the Division;
 - 1.2. Support and/or enhance the existing curriculum and the accepted methodology of delivering the curriculum;
 - 1.3. Enrich existing curricular and/or extra-curricular programs that are presently funded by the Division. Facilitate communication and cooperation amongst education, the business community and the community at large;
 - 1.4. Promote educational opportunities in an equitable manner for all students;
 - 1.5. Promote the welfare of the learner rather than any special interest group; and
 - 1.6. Be acknowledged in an appropriate manner consistent with this procedure.
2. Prior to the acceptance of any potential contribution, the division shall complete an assessment of the potential contribution in accordance with this procedure. The assessment shall be



proportionate to the risk presented by the potential contribution and the monetary value of said contribution.

3. Information which may be considered by the division in the assessment of a potential contribution may include:

- 3.1. The amount and form of the potential contribution; including, where the potential contribution is an in-kind donation, the nature of the goods or services to be provided and the approximate monetary value of same.

In the case of a financial donation or scholarship, whether the funds will be designated for any particular use within the division, and if so, the program, activities, facilities, equipment, or other products which the donor wishes to support.

- 3.2. Information about the donor's business, including but not limited to:

- 3.2.1. Ownership and history of the donor
- 3.2.2. The product or service offered by the donor; and
- 3.2.3. Designated representatives for the donor and their contact(s), information and;
- 3.2.4. Reasons for the donor's interest in the division.

4. Each sponsorship may be subject to execution of a written agreement between the donor and the division, which shall set out the terms and conditions applicable to the sponsorship. Without limiting the generality of the foregoing, each sponsorship agreement shall be subject to termination when:

- 4.1. The terms of the sponsorship agreement are breached, including but not limited to the use by the donor of the division's name, likeness, or information outside the parameters of the sponsorship agreement.
- 4.2. The division holds the right to immediately suspend this agreement if the donor acts against the strategic plan of the division, commits an illegal act or has acted against the division's direction.
- 4.3. Either party provides a minimum of sixty days' notice to the other.
- 4.4. Either party determines it is no longer in that party's best interest to continue the sponsorship.

5. The terms and conditions applicable to any financial donation or in-kind donation may be documented in writing where deemed appropriate by the division; and shall be documented in writing and executed by the donor and the division whenever the financial donation or in-kind donation is valued in excess of \$5,000.
6. Notwithstanding any contribution by any party, the division and its schools shall retain, at all times, full control of the school program. The division shall not accept any contribution, or enter into any sponsorship agreement, which purports to derogate from the complete control by the division over its programs.
7. It is the expectation of the division that contributions will be utilized to enrich and complement existing programming. Accordingly, at no time shall an educational program be or become entirely dependent on funding provided by an external agency.



- 7.1. In cases where the donations are related to technology, the division holds the right to refuse based on factors related to: interoperability with existing systems, expected lifespan, support availability, and total cost of ownership.
8. A decision whether to accept a potential contribution must be made. In the case of contributions:
 - 8.1. Up to a yearly value of up to \$5,000 by the superintendent of education for that location.
 - 8.2. In the case of contributions with a yearly value between \$5,000.01 and \$250,000, by the Executive council.
 - 8.3. In the case of contributions with a yearly value in excess of \$250,000, by the Board.
9. The Division holds the discretion to accept potential contributions. Without limiting the generality of the foregoing, the division will not accept any contribution that:
 - 9.1. Would result in the division breaching any applicable legislation, including without limitation, The Education Act, 1995, as the same may be amended or replaced from time to time.
 - 9.2. Is or may be too difficult or expensive to administer in relation to the value of the contribution;
 - 9.3. Would result in any unacceptable liability, risk or consequence to the division;
 - 9.4. Is inconsistent with the objectives of the division; or
 - 9.5. Does not comply with this procedure and any other applicable policy or procedure adopted by the division.
10. Tax Receipts
 - 10.1. In certain situations, contributions will merit the issuance of an income tax receipt. Such tax receipts shall be issued through the office of the Chief Financial Officer following the guidelines established, in consultation with Canada Revenue Agency. Receipts shall only be issued for contributions in excess of \$500 at the discretion of the division and following all CRA (Canadian Revenue Agency) guidelines for proper taxation purposes. Tax receipts for donations valued above \$1000 will require an appraisal.
 - 10.2. Appraisal of the value of donated items or services to determine a value for income tax receipt purposes shall:
 - 10.2.1. Be in the manner determined by the Chief Financial Officer. Where reasonably requested by a potential donor, the Chief Financial Officer shall advise in advance of acceptance of a contribution whether the contribution will qualify for an income tax receipt. To be included as part of the fiscal report in September's inaugural board meeting.
 - 10.2.2. On an annual basis, the Board shall receive a report describing all known contributions with a value in excess of \$5,000. The Director and/or designate shall maintain a registry of all contributions with a value in excess of \$5,000.
11. Where feasible, and subject at all times to any specific direction by a donor, the director and designate shall endeavor to achieve fair distribution of contributions throughout the schools of the division.
12. While this Policy does not specifically cover Grants and their processes, all Grants from organizations must follow the same procedure for approvals and should be signed by the Chief Financial Officer.



13. All other fundraisers that are not covered in this procedure are to be done as per the School guidelines and to contact division Superintendent for any questions.
14. All information collected by the division in assessing and/or administering a contribution shall be kept confidential to the extent permitted by law. However, potential donors are advised that the division is subject to The Local Authority Freedom of Information and Protection of Privacy Act, and as such, the division may have statutory obligations to disclose certain information regarding donor or potential donor upon request.

Date Last Revised: September 21, 2020



AP 561 – FOOD EXPENDITURES

BACKGROUND

Saskatoon Public Schools is a public institution funded by provincial grants and property taxes.

As a result, decisions about whether to use school division funds to provide food at events are made strategically and in the spirit of restraint. Where it is deemed appropriate to provide food for school division events – as part of respectful care and courtesy – leaders use funds responsibly and within reasonable limits.

PROCEDURES

1. The school division operates in an environment of limited resources and all expenditures are subject to public scrutiny. Leaders ensure that all public funds are spent responsibly and wisely.
2. Schools and the division host many events and programs where it is reasonable to provide food. Some examples are:
 - 2.1. Special School Events - Throughout the course of the year, schools host many, special functions and social events. Most often, when food is provided for these events it is donated; however, there are times when it is reasonable that the school provide the hospitality.
 - 2.2. Special Cultural Programs – There are many cultural programs where food forms an integral part of the event. In these cases, it is appropriate that food be paid for through school budgets. Examples include powwows and sweat lodge ceremonies.
 - 2.3. Nutritional Programs – A number of our schools receive provincial funding to operate food programs. At times, small amounts of additional funding from the school may be used on occasion to supplement these programs.
 - 2.4. Professional Development Activities – It is appropriate in many circumstances to provide nutrition to participants in professional learning and committee meetings. Expenditures to provide food to participants are to be made with suitable budgetary restraint and with the following limitations:
 - 2.4.1. For any professional learning session or committee meeting that begins before 8:30 a.m., or after 4:00 p.m., a light snack may be provided.
 - 2.4.2. For any professional learning session or committee meeting that is conducted during regular school hours, food costs will be kept to a minimum.
 - 2.4.3. For any professional learning session or committee meeting that occurs over lunch hour or supper hour, a meal may be provided.
3. Public funds directed toward food for staff appreciations will be limited to those functions hosted by Central Office.
4. Public funds will not be used for food at staff socials.

Date Last Revised: December 8, 2017



AP 562 – LEASE OF BOARD FACILITIES

BACKGROUND

As a publicly funded organization Saskatoon Public Schools is prepared to lease surplus space within its facilities that are not required for the educational needs of Saskatoon Public Schools to partners in education or not for profit organizations provided the lease activity does not negatively impact upon the primary purpose of Saskatoon Public Schools – the education of students.

Favorable lease rates shall be given to partners in education as well as groups providing services to school aged youth attending Saskatoon Public Schools.

Groups whose services are primarily used by adults over the age of eighteen will be charged a lease rate designed to, at a minimum, recover all of Saskatoon Public Schools operating costs associated with the leased space for the duration of the lease unless directed otherwise by the Director of Education or their designate.

Saskatoon Public Schools will not lease space in its school buildings to commercial or profit-oriented entities. Should it be determined that space is available in the Education Centre that could accommodate a commercial enterprise, full market rates for the lease space shall be applied.

DEFINITIONS

1. "Facilities" are buildings owned or leased by Saskatoon Public Schools.
2. A "Partner in Education" is any community minded organization that seeks to further enhance our school systems programming through educational activities that support our students' learning and those of the community that we provide our services to and whose goals and values are aligned with those of Saskatoon Public Schools.
3. Not for profit organizations are those groups that are registered under the Non Profit Corporations Act, 1995 of the Province of Saskatchewan and whose goals and values are aligned with those of Saskatoon Public Schools.

PROCEDURES

1. The Superintendent of Facilities or their designate is responsible for the negotiation of the terms and conditions associated with leases and the administration of leases within Saskatoon Public Schools.
2. The Superintendent of Facilities, in conjunction with Superintendents of Education and school administrators, shall determine on a yearly basis any surplus space within each school that is not required for educational purposes.
3. The Superintendent of Facilities, in conjunction with Superintendents of Education and school administrators, shall arrange to consult with appropriate stakeholders when negotiating long-term lease proposals. Stakeholders, at a minimum, will include school staff and the school community.
4. Representatives of Saskatoon Public Schools and that or the organization leasing the space will sign the lease agreement.



5. Since requests for lease space vary widely in nature, the Superintendent of Facilities or their designate have limited discretionary power in dealing with unusual circumstances where these procedures may not apply.

Reference:

Date Last Revised: March 30, 2015



AP 570 – DISTRIBUTION OF MATERIALS

BACKGROUND

The Division authorizes the delivery and distribution of materials in accordance with these procedures.

PROCEDURES

1. Individuals or groups wishing to distribute information or material through the Division's internal mail service or electronically to schools must receive approval from the Division's communications and marketing office. The distribution of materials from external organizations is based on the division's determination of its value to schools and their communities. Approval of materials will be provided at the division's discretion.
2. The Division expects that decisions with respect to which materials may be distributed to students and staff members in schools shall be made by the Administrators acting individually or as a professional group in consultation with the Director, with their Superintendent of Education, or with the communications and marketing office.
3. While it is not intended to restrict the distribution of materials supplied by genuine, community-oriented organizations, schools should not become a vehicle for the circulation of advertising materials intended primarily for commercial gain, political or election materials or propaganda materials that are inflammatory in nature or intent.
4. Materials will not be distributed to students on an individual basis. Material should come in either digital format to be included in school newsletters or in a poster/handbill form for display on bulletin boards.
5. All non-instructional materials distributed to schools must comply with Board Policy 15: Human Rights Equity.



AP 571 – PURCHASING CARD – COMMERCIAL CREDIT CARD PROGRAM

BACKGROUND

This procedure is for the use and control of purchasing cards (a commercial credit card) for the purpose of obtaining goods and services required by Saskatoon Public Schools.

Purchasing cards are used to provide an efficient method of processing and controlling the large volume of purchases by Saskatoon Public Schools.

DEFINITIONS

The following are definitions or terms used in this procedure:

- | | |
|---------------------------------|--|
| 1. "Purchasing card" or "PCard" | A special type of credit/charge card, with individualized controls, issued by a financial institution, and used to make approved purchases. |
| 2. "Board" | Saskatoon Public Schools |
| 3. "Cardholder" | Employees and designated and approved non-employees who have been authorized to have a purchasing card issued to them for the purpose of making approved purchases for the Board. |
| 4. "Budget Manager" | In schools, the budget manager is always the principal. A budget manager may delegate their authority but cannot delegate their accountability. Outside of schools, budget managers are identified by accounting department. |

PROCEDURES

1. Obtaining a Purchasing card
 - 1.1. To obtain a purchasing card an application must be completed, authorized by the budget manager, and returned to procurement services. The application can be found on the procurement page of the SPS learn portal.
 - 1.2. Each purchasing card will have a unique number and will be issued in the name of the Board employee who has been authorized to use that card. The card is non-transferable to any other employee, even if that other employee is also authorized to use a purchasing card on behalf of the Board. Only the person to whom the card is issued may use the card.
 - 1.3. Prior to receiving a purchasing card, the new cardholder must review the training videos and sign the purchasing card employee agreement confirming they fully understand this agreement when using the PCard. This training can be found on the SPS learn portal or by contacting pcard@spsd.sk.ca.



2. Conflict of Interest

This aligns with Administrative Procedure 515: Procurement which states:

“ 15. Conflict of Interest

- 2.1. No employee of the division shall purchase or lease any goods or services from or through the division for personal use or gain. If any purchase or contract is made contrary to this regulation the division shall not be bound thereby.*
- 2.2. Except with the approval of the Chief Financial Officer, the division shall not purchase any goods or services from division employees or from companies in which division employees have an ownership interest. The Chief Financial Officer may approve the purchase of goods or services from employees and from companies in which employees have an ownership interest, only if the goods or services required are not readily available from another source.”*

3. Authorization to Purchase

- 3.1. Computer Devices - Purchase of computer devices, including iPads, android tablets, PCs, laptops, notebooks and/or related technology devices are NOT to be made by school staff using a PCard. Purchases of this type are to be made using the requisition web ordering system or placed with procurement services. Purchases made outside the requisition web through procurement services are subject to the approval by the Chief Technology Officer.
- 3.2. Furniture - Unless authorized in advance by the Manager: Procurement Services, purchases of furniture items are not to be made using the PCard. Purchases of furniture items are to be placed using the requisition web ordering system and are subject to established Saskatoon Public Schools' standards and models. All appliances for schools need to be purchased through the requisition web or by contacting purchasingmail@spsd.sk.ca for a quote before purchase.
- 3.3. The purchasing card is not intended to bypass established procedures in the school or office. If budget manager's approval is required prior to making a purchase the cardholder must obtain that authorization prior to making a purchase.
- 3.4. The purchasing card is not to be used to make purchases for PayPal accounts. If there is no other payment method available, permission must be obtained from the Manager: Procurement Services and the relevant superintendent. All detailed receipts must be submitted to procurement services to reconcile the PayPal account.
- 3.5. The purchasing card will have limited options to purchase gift cards, all gifts cards receipts must have the recipient's name attached. The following are the situations where a gift card may be purchased:
 - 3.5.1. Phone cards allow students to access school information, communicate absences and be made aware of emergencies. These purchases must have the details of use on the receipt in place of a name.
 - 3.5.2. Nutrition or food gift cards may be purchased if approved by the budget manager, the Manager: Procurement Services and the relevant superintendent.



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- 3.6. All purchases made with the purchasing card shall be subject to administrative procedure 515: Procurement, including all requirements for competitive bidding.
 - 3.7. The purchasing card is not intended to bypass established contract arrangements for supply of material and services. Information on established models of equipment and supplies or services and the contracted suppliers can be found on the requisition web. If you cannot find the items, you are looking for please request a quote by emailing purchasingmail@spsd.sk.ca. If the purchasing card is to be used, the card holder is expected to make themselves familiar with the established contracts in place and make the purchase accordingly.
4. Programmed Limits
 - 4.1. Each purchasing card issued will have an established single transaction limit. Individual card transaction limits will be established by the budget manager and the purchasing card program administrator up to a maximum of \$1,000. Transactions over the established transaction limit must have prior approval by the budget manager or will be rejected.
 - 4.2. Each card will have an established monthly limit. This limit will be established by the budget manager or supervisor and the purchasing card program administrator and is set at \$5,000 per month.
 - 4.3. The single transaction limit and/or the monthly limits can be increased to cover specific large purchases (example: book fair) upon approval by the budget manager or immediate supervisor and the Manager: Procurement Services. An increase in single transaction limit can be requested by e-mailing the manager of procurement services with a copy to your budget manager for approval.
5. Supplier Category Exclusions
 - 5.1. Certain types of suppliers are blocked for use by all purchasing cards and the card will be declined if a purchase is attempted from one of these types of suppliers. Some examples, but not all the types of suppliers which are blocked are:
 - 5.1.1. liquor vendors
 - 5.1.2. dating/escort services
 - 5.1.3. gambling transactions
 - 5.1.4. automated cash disbursement
 - 5.1.5. direct marketing companies

Full details on all types of suppliers blocked can be obtained from procurement services staff.
6. Other Limits

In addition to the programmed limits, cardholders must **not** use a PCard in the following circumstances:

 - 6.1. Any purchase intended to bypass the division's obligation to the competitive bidding process,
 - 6.2. To circumvent any Board policy, legislation, or budgetary control system,
 - 6.3. Any commitment requiring a purchasing agreement, contract or similar arrangement obligating the division to future services,
 - 6.4. Splitting of purchases into two (2) or more transactions to bypass the transaction limits,



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- 6.5. Cash advances or other financial services,
- 6.6. Lottery tickets or betting,
- 6.7. Where a standing purchase order contract is in place (for example: stationery supplies, AV equipment),
- 6.8. Services normally provided through the maintenance department work order,
- 6.9. Gift certificates to be given to staff or non-staff to facilitate shopping (example: a gift card is purchased from a grocery store and given to another employee or student who is required to pick up groceries using the certificate),
- 6.10. Temporary help,
- 6.11. Liquor purchases.

7. Personal Purchases

Purchasing cards are not to be used for personal use such as meals, shopping, etc. Personal use of a purchasing card could result in immediate cancellation of the card and further disciplinary action. If an individual uses the purchasing card for personal use, it is the cardholder's responsibility to contact the Manager: Procurement Services to help resolve the issue.

Accumulation of air miles or other rewards for personal use based on purchases made with division purchasing card (or any other method) is prohibited.

8. Refunds

No cardholder may accept cash or cheque from a supplier who is making a refund pertaining to a transaction previously charged to a purchasing card. The supplier in all cases must issue a credit to the purchasing card.

9. Travel Expenses

Purchasing cards **can** be used for the following travel related expenses:

- 9.1. Airfare and hotel accommodation to authorized events,
- 9.2. Rental vehicles and fuel for the rental vehicle,
- 9.3. Registration fees to authorized events (workshops, conventions, symposiums, etc.)

If any of these expenses will exceed your transaction limit (see point 3.3) contact procurement services and request an increase prior to travelling.

Purchasing cards are not to be used for the following travel related expenses:

- 9.4. Individuals shall not use a purchasing card to buy fuel for their car. (See Administrative Procedure 504: Reimbursement for Expenses, Section 1.2, using prevailing division rates for mileage.



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- 9.5. Do not use the purchasing card to obtain meals while travelling to authorized events. (See Administrative Procedure 504: Reimbursement for Expenses, Section .1.4, using established per diem allowances for meals.

10. Honoraria/Gifts

- 10.1. Purchasing cards are not to be used for payment of honoraria for services provided. (See Administrative Procedure 506: Honoraria.)
- 10.2. Purchasing cards may only be used to obtain gift cards as per Section 3.5. If the gift card is to be used as a gift for services, there is a maximum limit of \$50 per individual per year.

11. Liability – Board

The liability for authorized use of the purchasing card rests with the Board, and not the individual cardholder. Neither the Board nor the cardholders is liable for unauthorized use of a card following loss or theft of the card.

12. Liability – Cardholder

Cardholders will be held liable for any misuse of a card, or willful disregard of policy or procedures, which result in fraud, collusion, or loss of money. Misuse of the card may result in disciplinary action.

13. Reconciliation and Payment of Monthly Statements

Purchasing card payments are processed as follows:

- 13.1. A monthly statement of each cardholder's transactions for the monthly billing cycle will be emailed to the cardholder and any delegates. This email will be sent out on the 16th of each month. The monthly billing cycle begins on the 16th of the month and ends on the 15th of the following month.
- 13.2. Each cardholder is responsible to create a report using the web-based reporting system indicating the correct budget number to be charged, a description of the item purchased and the original copy of the receipt for the purchase. This is to be completed within 7 days of receiving your statement email.
- 13.3. The school budget manager will electronically approve any expense reports on the web-based system by the 25th of each month.
- 13.4. All monthly reports shall be completed on the web-based system by the cardholder. This will generate the electronic approval process of the authorizing budget manager. Where the cardholder and the budget manager are the same individual, the designate will be set by budget process in accounting shall electronically approve.



14. Card Cancellation or Personnel Leaving

The following are steps to be taken when a card is cancelled, or an employee leaves the division:

- 14.1. The budget manager of cardholder is responsible for collecting and destroying cards immediately and notifying procurement services.
- 14.2. The Manager: Procurement Services will notify the bank to cancel the card.

15. Change of employee location, name, or other detail

Cardholders are responsible to advise procurement services if they are changing schools or work locations. This is done using a PCard change in location form found on the portal. As part of the annual school year end and school start up process, the procurement department will request an update for this list.

Other changes such as a name change, or other detail can be emailed to pcard@spsd.sk.ca

16. Disputed Charges

Disputed charges are handled as follows:

- 16.1. Items charged on monthly statements of accounts that do not accurately reflect the transactions made by the cardholder (wrong amount, purchase not made by cardholder etc.) are disputed items.
- 16.2. The cardholder shall notify the Manager Procurement Services immediately upon noticing the item. The Manager: Procurement Services will notify the bank immediately.
- 16.3. Payment for the disputed item will be charged to the cardholders' default budget and to ensure the credit is assigned to the same budget.

RESPONSIBILITIES

2. Cardholder

The cardholder is responsible for:

- 2.1. Staying within the allotted budget,
- 2.2. Adhering to all responsibilities and restrictions established for the purchasing card by the Board,
- 2.3. Submitting the purchasing card employee agreement form to procurement services.
- 2.4. Accounting for all purchases made with the purchasing card with appropriate detailed original receipts and for resolving any discrepancies.
- 2.5. Ensuring all detailed receipts are entered into the system and are clear and legible, all receipts are to be kept for 60 days to ensure that any receipt questions can be resolved.
- 2.6. If there is a missing receipt, the cardholder is responsible for trying to obtain a copy of the original receipt. If the receipt cannot be obtained, then the cardholder may complete a missing receipt affidavit to replace the missing receipt.



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- 2.7. Reconciling transactions through the web-based system and ensuring attachment of proper detailed digital receipts meets monthly deadlines. Summary invoices or summary cash register slips are not acceptable.
- 2.8. Ensuring that the purchasing card, monthly statements, and other documents bearing the card number are kept in a secure location with controlled access and immediately notifying the Procurement Services Department, budget manager of any loss or theft of the card.
- 2.9. Informing the Procurement Services Department of changes to purchasing card data including work location (changing schools or departments), name changes or personal purchases. Any personal purchases must be sent to pcard@spsd.sk.ca for directions on payment options.
- 2.10. Monitoring their purchasing card activity on-line to ensure fraudulent activity is detected as early as possible. If a cardholder consistently does not fulfill the responsibilities listed here, such as submitting monthly reports and receipts, the Manager: Procurement Services may revoke the card temporarily or permanently.

3. Budget Manager

The Budget manager is responsible for:

- 3.1. Staying within allotted budgets.
- 3.2. Assessing the need for purchasing cards based on operation requirements.
- 3.3. Reviewing and approving on a monthly basis, all expenses and receipts on the web based program in a timely manner.
- 3.4. Signing and approving any missing receipt affidavits for cardholders.
- 3.5. Managing cardholders and confirming completion of monthly expense reports.
- 3.6. Monitoring and controlling the use of purchasing cards within the school or department, to ensure that the use of purchasing cards conforms to board policy and to this procedure.
- 3.7. Any delegated budget manager must conform to all the above responsibilities.

4. Administrative Assistant

The Administrative Assistant is responsible for:

- 4.1. Reviewing all monthly statement emails distributed to the cardholders within the school or department.
- 4.2. “Coaching” cardholders in the school or department, offering advice on proper budget numbers and confirming cardholders submit their monthly expense reports using the on-line reporting and monitoring system.
- 4.3. Ensuring monthly reports are authorized by the budget manager by the date assigned each month.

5. Manager: Procurement Services

The Manager: Procurement Services is responsible for:

- 5.1. The overall coordination and monitoring of the purchasing card program, including this procedure manual, and the purchasing card employee agreement.



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- 5.2. Ensuring system checks and approvals maintain a two-person review and authorization, including final authority for any expense approvals.
- 5.3. Monitoring the use of purchasing cards with respect to conformance to this procedure.
- 5.4. Contacting and advising cardholders of non-conformance to this procedure and resolving any discrepancies with cardholders.
- 5.5. Processing the issuance or cancellation of purchasing cards with the issuing bank.
- 5.6. Training all new cardholders.
- 5.7. Processing changes to card limits as approved by the budget manager.
- 5.8. Assisting cardholders to resolve disputed charges and other matters.
- 5.9. Maintaining database of information on all cardholders with card status, limits, address, and budget codes.
- 5.10. Keeping an audit file of receipts and reports for access by internal and external auditors.

Date Last Revised: October 2021



AP 572 – HAZARDOUS MATERIALS

BACKGROUND

Saskatoon Public Schools recognizes the hazards and risks associated with chemicals used as part of educational instruction and/or in the workplace. All division employees and contractors will comply with all with applicable provincial and federal legislation pertaining to handling, storing or transporting chemicals. Non-compliance may be subject to discipline.

PROCEDURES

5. Saskatoon Public Schools will implement and maintain a WHMIS/GHS (Workplace Hazardous Materials Information System/Globally Harmonized System) procedure in accordance with current WHMIS/GHS legislation and best practice standards. This includes:
 - 16.4. Each school/worksite will complete an annual inventory identifying all chemicals at each worksite/school.
 - 16.5. Current acceptable MSDS/SDS (Material Safety Data Sheet/Safety Data Sheet) must be obtained and maintained for all controlled products at every workplace.
 - 16.6. Correct WHMIS/GHS labeling must be attached to each controlled product in the workplace
 - 16.7. Safe work practices, including procedures in the event of a spill, must be in place to prevent exposure to workers. This includes wearing of PPE (personal protective equipment) as outlined in each MSDS/SDS.
 - 16.8. All staff members who use or may be exposed to hazardous chemicals must successfully complete both the online training and jobsite training, and if required, chemical specific training to ensure employees handling specific chemicals understand the hazards and use all the safe work practice required for each chemical.
 - 16.9. Chemical exposure must be reported to the supervisor/administrator immediately and an Employee Incident Report must be completed. Incidents involving injury due to must have an insurance form completed and submitted to the principal.
 - 16.10. Chemicals must be safely and securely stored in accordance with guidelines outlined in the MSDS/SDS for each chemical.
 - 16.11. All expired chemicals must be disposed in accordance with both Transportation of Dangerous Goods legislation and provincial Environmental laws.
17. All students in laboratory courses and staff members shall have safety training sessions pertaining to specific hazards of the products they are handling and related safe work practices. Laboratory work involving hazardous chemicals shall not be conducted in elementary schools.
18. The Division is responsible to:
 - 18.1. Ensure employees successfully complete a training program that is in compliance with current WHMIS/GHS and TDG (Transportation of Dangerous Goods) legislation as coordinated by Coordinator, Curriculum and Instruction or designate.
 - 18.2. Ensure all direct reports adhere to and are in compliance with all current WHMIS/GHS and related legislation.
19. Principals/Managers/Supervisors are responsible to:



- 19.1. Ensure their site WHMIS MSDS/SDS binder is current and readily available to staff. All staff must know the location of the MSDS/SDS binder and/or digital resources.
 - 19.2. Ensure the worksite online database is current and readily available to staff. Website information should be posted in all areas where chemicals are stored or used.
 - 19.3. Ensure that each controlled product (chemical) has a current MSDS/SDS on file in their WHMIS MSDS/SDS binder. The staff member purchasing the controlled product is responsible for obtaining the MSDS/SDS from the purchasing vendor.
 - 19.4. Ensure that all WHMIS/GHS products are properly labeled in accordance with WHMIS/GHS legislation.
 - 19.5. Ensure that all staff under their charge have completed the WHMIS/GHS training and any other specific chemical safety training necessary to ensure that worker's health and safety.
 - 19.6. Ensure employees follow safe work procedures to prevent injury and /or exposure.
 - 19.7. Ensure employees review the MSDS/SDS of any new product brought on site before they handle or use it.
 - 19.8. Confiscate any controlled product with no MSDS/SDS on record and ensures it is not used until an MSDS/SDS is obtained or it is disposed of in accordance with both Transportation of Dangerous Goods and environmental legislation.
 - 19.9. Ensure an annual chemical inventory is completed at their worksite as coordinated by Science Safety Officer.
 - 19.10. Ensure all chemicals are disposed of in safe manner and in compliance with both TDG (Transportations or Dangerous goods) and Environment legislation.
20. Employees are responsible to:
- 20.1. Participate and successfully complete all WHMIS/GHS safety training including participating in the annual inventory.
 - 20.2. Report any hazard, exposure and/or injury to their immediate supervisor and completing an Employee Incident Report.
 - 20.3. Follow all safe work procedures as identified by the employer.
 - 20.4. Ensure all chemicals they use are labeled and have a current MSDS/SDS on file in their sites WHMIS MSDS/SDS binder.
 - 20.5. Review current MSDS/SDS of all controlled products they handle to ensure they are knowledgeable of the hazards associated with the product and understand how to safely handle, use and store it.
 - 20.6. Coordinate the disposal of all controlled products and chemicals with Science Safety Officer.

Reference:

Date Last Revised: March 30, 2015



AP 573 – ENTERPRISE RISK MANAGEMENT

PURPOSE

Enterprise Risk Management (ERM) is designed to identify, assess and respond to potential and existing events or risks that may significantly affect the division's ability to achieve its strategic plan.

Saskatoon Public Schools is committed to ensuring that risk management practices are embedded into key processes and operations to drive consistent, effective and accountable actions and decisions in management practice and board governance. Saskatoon Public Schools has designed its ERM framework to be consistent with industry best practice.

The end product of ERM includes a ranked risk register used to respond to specific risks and also as a tool in developing the strategic plan and budget.

The purpose of the ERM administrative procedure is to outline the ERM process, timelines, roles and responsibilities.

PROCESS

The ERM process at Saskatoon Public Schools has five components. The risk identification, risk assessment and risk strategy plan development components require a significant time investment and are generally completed every other year. Generally, during the ensuing time period the risk register will not significantly change, but if adjustments are needed, they can be done through the risk monitoring and risk reporting components.

Component	Description	Participants	Frequency
Risk identification	Administrative Council and Board Trustees attend separate facilitated sessions where risks that are significant to the division are identified.	Administrative Council, Board of Trustees	Every 2 years
Risk assessment	Administrative Council and Board Trustees attend separate facilitated sessions where the identified risks are assessed based on the likelihood to occur and the impact to the division if they were to occur. This information is then summarized in a risk register.	Administrative Council, Board of Trustees	Same as risk identification
Risk strategy plan development	For each of the top 10 highest ranked risks, a risk owner is assigned to draft a risk strategy plan to respond to the risk by mitigating its likelihood and/or impact.	Risk owner, Audit & Risk Committee	Same as risk identification



Risk monitoring	The risk register is reviewed by the Audit & Risk Committee, and changes are made as required.	Audit & Risk Committee, Director of Education, Chief Financial Officer, General Manager of Financial Services	Annually in June; additional frequency as determined by the Committee
Risk reporting	For each of the top 10 highest ranked risks, the risk owner updates the status of the risk, reviews the risk strategy plan and makes a recommendation if further work is required.	Risk owner, Administrative Council, Board of Trustees	Annually in October or November in years when risk identification is not conducted

DEFINITIONS

Enterprise Risk Management (ERM): An integrated enterprise-wide process designed to identify, assess and respond to potential and existing events or risks that may significantly affect the division's ability to achieve its strategic plan.

Risk: Anything that has the potential to prevent or impede the division from achieving its goals and objectives. Risks can be categorized as Operations, Financial, Facilities, Governance, Human Resources, Information Technology, Reputation or Strategy & Vision.

Likelihood of occurrence: Probability that a particular risk will occur. These probabilities range from rare to almost certain.

Impact: The significance that a particular risk would have to the division if it occurred. The significance can range from insignificant to catastrophic.

Mitigate: To reduce the adverse impact of a risk or the likelihood of a risk occurring through management processes or internal control activities.

Risk owner: An individual that has been given the authority to manage a particular risk.

Risk register: A listing of all identified risks complete with a description of the risk, the risk score, the risk owner, the risk strategy plan and the status of the risk.

Risk score: The combined Board of Trustees and Administrative Council assessment of the likelihood and impact with the minimum being 1 and the maximum being 5.

Status of the risk: A brief update on what has changed with the risk since the last report.

Top 10 risks: The 10 risks with the highest score. A risk owner is assigned to each to develop a risk strategy plan and each are included on the risk register.

Reference:
Date Last Revised: October 2022



AP 574 – SURPLUS ASSET DISPOSAL

BACKGROUND

All assets purchased and donated to Saskatoon Public Schools (SPS) are the property of SPS until disposition.

All moveable surplus assets are to be disposed of using this procedure.

Reasons for an asset to be deemed surplus include being obsolete, redundant, no longer required, damaged beyond repair or completely depleted/used.

Moveable surplus assets include, but are not limited to vehicles, equipment, furniture (chairs, desks, work stations, filing cabinets, shelving units), appliances, supplies and fixtures removed from non-moveable assets. Contact the Manager of Procurement Services if this procedure applies to the item in question.

Disposal can include either the sale, donation, transfer, retirement of parts, recycling or discarding of an asset.

The following are excluded from this procedure:

- Real property including land and buildings with a value of over \$100,000, which is outlined by the Ministry of Education's *Disposal of Real and Personal Property Policy*.
- Surplus asset disposal of all technology equipment (computers, laptops, tablets, smart boards and cell phones) is the responsibility of the Information Systems (IS) department. It is the IS department's responsibility to track the disposal of all technology equipment as well as ensure that all items do not include school board software or information. Contact the IS department for further direction.
- Artwork, which is outlined in AP 516 – Art Acquisitions.

Equipment/vehicle trade-in is considered part of surplus asset disposal with the exception of maintenance core refunds (i.e. batteries, starters) and must follow this procedure.

PROCEDURES

The disposal of any SPS property within the scope of this procedure is assigned to the Procurement Services Department.

The owning department or school, at its discretion, may opt to repurpose any piece of its equipment for spare parts to maintain other assets. Documenting the retirement of an asset to be used as parts is still required on an Asset Redeployment/Disposal (AR/D) form.

All departments or schools wishing to dispose of an asset must complete Section A of the AR/D form and send to the Manager of Procurement Services.

Disposal methods for surplus assets are prioritized in the order of reuse, redeployment, sale, donation and recycling. If the asset is considered to have financial value, Procurement Services will determine the method of disposition. Any department disposing of vehicles is responsible for cancelling the registration and insurance.

Trade-in amounts noted on the AR/D form should be fair-market-value and also be noted on the purchase order for the new asset.

Items offered for sale or disposal and are suspected of being potentially hazardous must be declared so by the owning department or school. This could include items containing asbestos, laboratory chemicals, etc.

An AR/D form should also be completed for assets which are stolen or missing if no insurance claim is being submitted for the item.



RELATED PARTY TRANSACTIONS

SPS property will be disposed of in an arms-length transaction with no real or perceived personal benefit to any SPS employee or their immediate family members.

SPS property shall not be donated or sold, either directly or through a third party, to any SPS employee or their family members without explicit written permission from the Chief Financial Officer.

FINANCIAL IMPLICATIONS

Proceeds of asset sales will be documented by Procurement Services. Any proceeds received from the sale of surplus assets will be forwarded to Financial Services.

Funds generated by surplus asset disposal will be credited to the general revenues of the school division. The department or school disposing of the asset may request these proceeds be credited to their department or school through the AR/D form and approval is required by the CFO.

Reference:

Date Last Revised: April 2023