

# The Registered Independent Schools Policy and Procedure Manual

**2023**

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## Guiding Principle

The intent of registered independent schools in Saskatchewan is to provide an education alternative to parents/guardians and students from the provincially operated systems. This intent is captured through the following purpose statement:

*The overarching purpose of Saskatchewan Registered Independent Schools is for Saskatchewan-based students to receive an education from Saskatchewan-based teachers. All students, teachers and schools, within the registered independent school system, must be physically located within the provincial boundaries of Saskatchewan.*

*The Education Act, 1995*, regulations, policy and procedures manual are based on the above purpose that registered independent schools in Saskatchewan are for, and by, students, teachers and schools, located in the province of Saskatchewan.

## Purpose

The purpose of this policy and procedures manual is to provide registered independent school owners and/or operators, directors, principals and teachers with information regarding the policies, procedures and legislative requirements of the Ministry of Education with respect to the operation of registered independent schools in Saskatchewan.

This document will be useful in the daily operation of the school(s), whether the school is established or preparing to open. The policies and procedures outlined in this manual represent the ministry's role with respect to the independent education system in Saskatchewan. The policies and procedures continue to evolve as the ministry responds to new challenges, issues and opportunities.

Each of the legislative and policy requirements currently in place for registered independent schools is noted, along with the procedures that have been established over time by the ministry to support them. Given the varied nature of registered independent schools in Saskatchewan, it should not be assumed that this document is comprehensive.

To increase transparency in the relationship between registered independent school owners and/or operators and the ministry, and to establish a common understanding of the respective roles and responsibilities, this manual also outlines the penalties for registered independent schools that fail to comply with the legislative and policy requirements.

In this document:

- “the Act” refers to *The Education Act, 1995*;
- “regulations” or “the regulations” refer to *The Registered Independent Schools Regulations*;
- “ministry” refers to Ministry of Education;
- “supervisor” refers to the ministry official(s) who the Minister has designated as responsible for the inspection and supervision of independent schools in Saskatchewan;
- “QIS” refers to qualified independent schools; and,
- “CIS” refers to qualified independent schools.

Section 22 of *The Registered Independent Schools Regulations* outlines the duties of the Minister. The Minister generally delegates their powers, duties or responsibilities to their officials in the Ministry of Education. Policy represents, in effect, the Minister’s orders to their officials to administer the legislation and regulations according to their directions.

*The Education Act, 1995*, *The Registered Independent Schools Regulations*, or elsewhere provides the ministry the authority to make policy. In the regulations, phrases like “in the opinion of the Minister,” “the Minister is satisfied,” “the Minister considers appropriate” or “as determined by the Minister” represent the authority for the Minister to make policy.

The policies and procedures in this document attempt to balance the educational interests of the students enrolled in registered independent schools themselves, their parents/guardians and the public at large. It acknowledges the following rights, freedoms and legal principles that are part of Saskatchewan’s democratic society:

- Every child has the right to an education. Parents or guardians do not have the right to deny their children an education.
- Registered independent schools have the right to exist in Canada. Churches, denominations and religious societies have an authority separate from the state to operate schools, not always in complete accordance with public education practices.
- The state has a “compelling interest” in the education of all children, and therefore, to put in place a legal framework for the operation of independent schools.
- A legal framework for independent schools should recognize both freedom of conscience and religion in education and the principles of fundamental justice.
- The state has the authority to enforce compulsory education for all children, but not education in a compulsory way.
- In the case of an alleged failure of parents or guardians to provide an adequate education for their children, the burden of proof resides with the government.

### What is a Registered Independent School?

As defined in *The Education Act, 1995*, an “**independent school**” means an institution:

- (a) in which instruction is provided to pupils of compulsory school age; and,
- (b) that is controlled and administered by a person other than a public authority.

This definition sets out the broad criteria that an independent school must meet in order to operate. All registered independent schools must:

- provide instruction as per the number of days in a school year and meet the number of instructional hours;
- have students that are of compulsory age (between the ages of 6 and 16) and enrolment must be from a minimum of three different family units; and,
- provide instruction in the required areas of study, as determined by the Minister.

**Procedures** represent the steps that registered independent schools or ministry officials will take to implement particular policies.

## Registered Independent Schools

All registered independent schools are required to comply with all the regulations and policies contained in this manual. The Ministry of Education acknowledges that registered independent schools are providing their students of compulsory school age with a legitimate educational program parallel to that of the public and separate schools.

There are six categories of independent schools in the province:

**1. Registered Independent Schools**

Registered independent schools meet basic eligibility criteria and do not receive funding from the Ministry of Education. Registered independent schools provide their students of compulsory school age with an exemption from attendance at a public/separate school or les écoles francophones.

**2. Alternative Independent Schools**

Alternative schools typically provide education programs and services to students who are wards of the province or who require educational programming in a non-traditional education environment. The Ministry of Education is responsible to ensure that appropriate educational programming is in place.

**3. Associate Schools**

Associate schools have a voluntary operating agreement with a school division. The arrangement involves the school division employing the teachers and the registered independent school board providing the building, maintenance and course materials beyond those associated with provincial curricula. Funding is provided through the school division.

**4. Historical High Schools**

The historical high schools were established as “schools of necessity” at a time when public high schools were not always available. Historical high schools are funded because of the long standing historical arrangements that were continued when legislation for independent schools was enacted in 1989. Historical high schools are supervised by the ministry or by an approved local supervisor.

**5. Qualified Independent Schools**

Qualified independent schools are registered independent schools that become eligible to receive provincial funding if they meet specific additional criteria. Criteria include, but are not limited to:

- being in operation as a registered independent school for a minimum of two years;
- employing only Professional A teachers;
- implementing the Saskatchewan curricula;
- financial reporting; and,
- participating in provincial initiatives.

All qualified independent schools are inspected and supervised by the Ministry of Education.

## **6. Certified Independent Schools**

Certified independent schools are qualified independent schools that become eligible to receive increased provincial funding if they meet specific additional criteria. Criteria include, but are not limited to:

- being in operation as a qualified independent school for a minimum of five years;
- employing Professional A teachers in every classroom;
- All Saskatchewan Teachers Regulatory Board registered Professional A teachers and in-school administrators are paid a minimum of 90% of the amount set out in the current collective bargaining agreement for teachers, including any and all allowances;
- having a maximum pupil teacher ratio of 25 students per teacher;
- having a minimum of 150 FTE students;
- offering a minimum of 75 per cent synchronous programming during the school day;
- increased financial reporting; and,
- complying with all ministry policies, directives, and initiatives.

All certified independent schools are inspected and supervised by the Ministry of Education.



## SECTION ONE: Legislative and Policy Requirements

### 1.1 Basic Eligibility Criteria for Registered Independent Schools

Authority
<i>The Education Act, 1995</i> , section 2 <i>The Registered Independent Schools Regulations</i> , subsection 5(1), 39.2

The eligibility criteria relate to the general structure and operation of a registered independent school. They are also intended to distinguish a registered independent school from home-based education.

The owner or operator of a registered independent school must be incorporated in the province of Saskatchewan. This provides the Government of Saskatchewan with a number of safeguards, including a direct record of ownership, separate from that of Revenue Canada.

Each independent school intending to provide its students of compulsory school age with an exemption from attendance at a public/separate school or les écoles fransaskoises must be registered with the Ministry of Education. To be registered with the Ministry of Education, an independent school must meet the eligibility criteria in subsection 5(1) of the regulations.

Registration of an independent school does not:

- confer eligibility of its students for secondary level credits or secondary level standing; or,
- establish the grade or level in which its students are entitled to be enrolled in a public/separate school or les écoles fransaskoises.

A registered independent school is an institution that is owned or operated by a person who is not a public authority, that is, neither by the Ministry of Education nor by a public or a separate board of education. Under common law, boards of education and the Conseil scolaire fransaskois, being “public authorities,” can typically only do those things which the Act authorizes them to do. On the other hand, independent schools, being “legal persons,” can do anything except what they are restricted from doing.

Registered independent schools are generally subject to the restrictions below:

- bylaws that restrict the rights of individuals or corporations, such as fraud, slander, libel or physical abuse of children; and,
- by the Act under which the registered independent school is incorporated, its incorporating documents, its bylaws, or any agreement binding on its members, which might impose any type of limitation or control on its powers or activities.

A local church that operates a registered independent school as a department of its church is required to incorporate. The church is not required to incorporate its school separately from its church.

Registered independent school boards exercise powers similar, but not identical, to those of public and separate boards of education. The registered independent school board may be the same as the board of the corporation that owns or operates the registered independent school, or it may be a board that reports to the board of the corporation.

A partnered couple and one other person on a registered independent school board would not meet the criterion in the regulations. A brother and a sister, living in separate residences, plus one other person would meet this criterion.

At least 50 per cent of the students must be of compulsory school age in order for the school to be a registered independent school. Private vocational schools or adult literacy programs that are providing instruction to adults, even though they may be providing instruction at the Kindergarten to Grade 12 (K-12) level, are not eligible for registration as an independent school. As well, schools that primarily offer an adult 12 program are not eligible to be a registered independent school.

While clause 5(1)(g) of the regulations precludes schools operated by, or for the benefit of students from, a First Nation from registering as an independent school, it does not prevent individual First Nations students from attending registered independent schools.

In addition to meeting the eligibility criteria for registration, a registered independent school must also comply with the Act and the regulations, as these apply to its schools.

A registered independent school must provide instruction on a full-time basis in the required areas of study. Private tutorial programs that supplement instruction at the K-12 level, and schools that offer solely religious instruction, solely language instruction, solely a program of social or cultural activities or solely a program of recreational or athletic activities do not meet the requirements for a registered independent school.

The fiscal year for all registered independent schools must begin July 1 and September 1 and end between June 30 and August 31 of the following year.

All registered independent schools shall establish or adopt administrative policies and procedures. The Ministry of Education will provide a complete set of model policies, required and optional, that may be adopted by each registered independent school. Schools have the ability to develop additional policies or modify the model policies with ministry approval. (Please see Policy 2.6 for details)

### ***Procedures***

1. Schedule a meeting with Ministry of Education staff in the Independent Schools and Home-based Education unit to determine eligibility requirements and to arrange a site visit for the proposed registered independent school. This must occur before the application process can begin.

2. In order to register with the Ministry of Education, an applicant must complete the *Registered Independent Schools Registration Form* and submit it to the ministry. (Form A).
3. All forms and supporting paperwork must be completed and submitted by December 31 in order for the school to be eligible to open in September of that year. Please ensure all zoning requirements, health, safety and fire inspections are scheduled and completed prior to this date.
4. Each registered independent school must complete and update any necessary information on its annual return. (Form D).

## 1.2 Registration of Qualified Independent Schools

<b>Authority</b>
<i>The Registered Independent Schools Regulations</i> , subsection 10(1), 10.1(1), 16(1.1)

Being approved as a qualified independent school (QIS) represents an additional ministry sanction of a school's educational program, such as qualifications of teachers, curriculum standards, adherence to ministry policies and directives, and supervision by the ministry.

To ensure curriculum standards are continually being met, all QIS must submit proof that all core resources being used align with Saskatchewan curricula. QIS are expected to review their core resources a minimum of every five (5) years and provide this documentation to the Minister or their delegates when requested.

The Ministry of Education can rightfully expect some indication of permanence before the ministry should consider classifying a registered independent school as a QIS, because of what being a QIS represents and because one cannot meaningfully evaluate a new school during its first few months of operation.

All QIS must be in continuous operation as a registered independent school for a period of two consecutive school years, without being on probation or having a certificate suspended, immediately preceding the application to be classified as a QIS. The Ministry of Education will approve a registered independent school to be a QIS only when all criteria have been met for all grades being offered.

The Ministry of Education will not classify a registered independent school as a QIS if the school is not offering all the grades in at least one level of schooling – elementary, middle or secondary.

As a statement of minimum standards, the certification of Professional A Saskatchewan Professional Regulatory Board (SPTRB) registered teachers is a screen to provide assurance that teachers have been professionally trained. It does not replace decisions by potential employers with respect to the recruitment of teachers. The certification and employment processes are important steps in providing for a high quality of education for children and for the protection of children. A QIS can retain the right to restrict employment to independent school teachers who share the faith and practice of the owner or operator of the registered independent school.

All QIS must be registered as a separate non-profit corporation from any religious order or society that was an interest in, or connection to the QIS. This helps ensure financial accountability and transparency while reducing the real or perceived conflicts of interest.

The principal of a QIS may not be a member of the board of directors of the non-profit corporation that owns and operates the school. This reduces the real or perceived conflicts of interest that may arise.

All students enrolled in a QIS are required to be under the supervision of a SPTRB registered Professional A teacher.

All schools are required to submit teacher schedules by September 15<sup>th</sup> of each school year detailing instructional times and grades/subjects. This must also include any other staff and their work assignments that are being supervised by the Professional A teachers. Any changes to teaching assignments must be reported to the ministry within 24 hours.

The Director or board of a QIS are required to immediately notify the minister if they become aware of an allegation of criminal activity by or a criminal charge against all individuals who are employed or associated with a religious order or society that has membership interests, has contact with pupils of the school, or is allowed to be present at the schools (other than parents or guardians).

### ***Procedures***

1. In order to apply to be classified as a QIS with the Ministry of Education, an eligible registered independent school must complete an application form and submit it to the ministry. (Form B)
2. Each year, each QIS must update the information on its annual return. (Form D)

### 1.3 Registration of Certified Independent Schools

<b>Authority</b>
<i>The Registered Independent Schools Regulations, subsection 11.1, 11.2, 11.3</i>

Being approved as a certified independent school (CIS) represents an additional ministry sanction of a school's educational program, such as Pupil Teacher Ratio, school size, teacher compensation, enhanced financial reporting and adherence to ministry policies and directives. The additional funding is intended to support the school in being able to offer similar educational programming, enhancements and opportunities to staff and students as Associate Schools.

To ensure curriculum standards are being, and continue to be, met, all CIS must submit proof that all core resources being used align with Saskatchewan curricula. CIS are required to review their core resources a minimum of every five years and provide this documentation to the Minister or designate.

The Ministry of Education can rightfully expect increased enhancements to the educational programming, staffing and school size before the ministry should consider classifying a qualified independent school (QIS) as a CIS, because of what being a CIS represents.

All CIS must be in continuous operation as a QIS for a period of five consecutive school years, without having been on probation or being suspended, immediately preceding the application to be classified as a CIS. The Ministry of Education will only approve a QIS to be a CIS when all criteria have been met.

A QIS that has been on probation or had its certificate suspended in the five years immediately preceding an application to become a CIS will be denied. The designation of becoming a CIS is only for QIS that have met all the criteria to become a CIS as well as maintaining the criteria to be a QIS. If a QIS is unable, or unwilling, to meet all the criteria to be a QIS over the past five years then it is not ready to accept the additional responsibilities of becoming a CIS.

All CIS must maintain a minimum of 150 Full Time Equivalent (FTE) students enrolled and attending to be classified as a CIS. The 150 FTE threshold is to ensure that the CIS is large enough to find efficiencies and operate at a level closer to that of an associate school.

The compensation levels, including salary and allowances, of CIS teachers and in-school administrators must be at 90 per cent of what is included in the current Provincial Collective Bargaining Agreement (CBA). Teacher salaries must be inclusive of their classification and placement at the appropriate step as detailed in Provincial Collective Bargaining Agreement. This helps ensure that at least part of the additional government funding is being directed towards professional staffing costs.

The Ministry of Education will not classify a QIS as a CIS if the school is not offering a minimum of six consecutive grades.

A CIS must offer a minimum of 75 per cent of its educational programming during the school day, 8:30am to 4:00pm Monday to Friday during the school year, in a synchronous format. 75 percent of all course content must be taught live and in real time by an SPTRB registered Professional A teacher. While the content may be recorded so that it may be accessed at a later date or time, the initial live, or original, content must be able to be accessed by students and supervisors during the prescribed hours above. It is the expectation that all students are attending the live synchronous lessons and attendance is being taken by the school. This ensures that the programming is available to all students as well in a structure that allows for supervision of the educational content being offered. Additional educational programming can be made available outside of school hours if the school chooses to do so but is in no way obligated to.

All schools are required to submit teacher schedules by September 15<sup>th</sup> of each school year detailing instructional times and grades/subjects.

As a statement of minimum standards, the certification, and requirement of one for every classroom, of Professional A teachers is a screen to provide assurance that teachers have been professionally trained. It does not replace decisions by potential employers with respect to the recruitment of teachers. The certification and employment processes are important steps in providing for a high quality of education for children and for the protection of children. A CIS can retain the right to restrict employment to independent school teachers who share the faith and practice of the owner or operator of the certified independent school. Setting a Pupil Teacher Ratio (PTR) of 25 students per Professional A Teacher ensures that students are able to access a professionally trained teacher at all times.

All CIS must be registered as a separate non-profit corporation from any religious order or society that was an interest in, or connection to the CIS. This helps ensure financial accountability and transparency while reducing the real or perceived conflicts of interest.

The principal and director of a CIS may not be members of the board of directors of the non-profit corporation that owns and operates the school. This reduces the real or perceived conflicts of interest that may arise.

All CIS are required to have separate individuals occupying the positions of principal and director.

All CIS will be required to submit independently audited annual financial statements using a similar format as that is currently being used by school divisions. These statements must include detailed salary information for all teachers and school administrators. This ensures transparency of government funding while allowing Ministry of Education personnel to confirm compliance with the regulations. These statements must also be posted publicly.

The director or board of a CIS are required to immediately notify the minister if they become aware of an allegation of criminal activity by or a criminal charge against all

individuals who are employed or associated with a religious order or society that has membership interests, has contact with pupils of the school, or is allowed to be present at the schools (other than parents or guardians).

### ***Procedures***

1. In order to apply to be classified as a CIS with the Ministry of Education, an eligible QIS must complete an application form and submit it to the ministry. (Form B1).
2. Each year, each CIS must update the information on its annual return. (Form D).



## 1.4 Facilities for Registered Independent Schools

<b>Authority</b>
<i>The Registered Independent Schools Regulations, clause 3(2), 5(1) (d)</i>

Registered independent school owners and/or operators are expected to own, operate or utilize school facilities that meet building codes, fire regulations and health regulations applicable to their locality. Their facilities are not expected to meet additional standards required by the Ministry of Education for boards of education and the Conseil scolaire fransaskois since the government does not assist financially with the construction of independent school facilities.

**Note:** The historical high schools are an exception and are eligible for capital funding as per *The Education Funding Regulations, 2018*.

At time of initial registration and on the annual return, each registered independent school must confirm that its school facilities meet current municipal and/or local recognized standards. A false confirmation represents grounds to deny an initial registration, or to suspend or cancel a registration at a future date.

The policy concerns the basic safety of each school's facilities. It is not concerned with the ownership of or access to facilities such as gymnasiums, science laboratories, practical and applied arts facilities, or school libraries that relate to specific educational programs and courses.

The policy does not preclude the supervisory official from inspecting facilities when visiting schools, from discussing actual or potential problems with registered independent school officials, or from alerting other officials to actual or potential problems.

Local authorities issue construction permits at time of initial construction, additions, or renovations. Subsequently, building inspectors certify that the constructed facilities meet local building codes.

When inspecting facilities, municipal, fire prevention and health officials provide written notice of problems that need to be corrected and generally do not provide written certification that the facilities remain safe.

Any violations of any municipal, fire, health or safety building requirements must be reported within 24 hours to the Minister or his designated officials.

Any changes in the physical location of the school must be reported to the Minister a minimum of 180 days prior to the move with the details of the proposed location and date of occupation.

## ***Procedures***

1. The registered independent school is responsible for notifying municipal, fire prevention and health officials of the existence of each independent school to ensure regular inspections of its facilities, prior to finalizing registration. The frequency of the inspections and the actual enforcement of codes and standards remain with local municipal, fire prevention and health officials.
2. The supervisory official will inspect facilities when visiting each registered independent school. If they observe actual or potential problems, they will discuss with the registered independent school's officials or alert other officials to these problems.
3. If the school is made aware of or violations of any municipal, fire, health or safety building requirements must be reported within 24 hours to the Minister or his designated officials.
4. If a school changes physical location, the Minister or his designated officials must be given a minimum of 180 days notice prior to the school relocating.
  - All municipal, fire, health and safety inspections must be completed and passed 15 days prior to the actual move.

## 1.5 Goals of Education for Registered Independent Schools

<b>Authority</b>
<i>The Education Act, 1995</i> , clause 3(2)(d) <i>The Registered Independent Schools Regulations</i> , subsection 26(1)

A registered independent school must have goals that are not inconsistent with the *Goals of Education for Saskatchewan*. Registration may grant eligibility of its students for secondary level credits. When registering with the Ministry of Education, each independent school must provide the ministry with its goals of education using the following format:

- a preamble which includes the school's philosophy of education and purpose;
- the school's goals of education, which:
  - are stated in terms of student outcomes, since the *Goals of Education for Saskatchewan* embody a student-centered approach to learning that recognizes the inherent worth and potential of each individual student;
  - address the main aspects of child development – spiritual, ethical, intellectual, emotional and physical – found in the *Goals of Education for Saskatchewan*;
  - address the knowledge, skills and attitudes necessary for life-long learning and for living in society; and,
  - are organized into categories, which need not necessarily correspond to the same categories as the *Goals of Education for Saskatchewan*; and,
- a vision for the school, which is articulated in terms of the role of the school in the context of the broader community that supports the school, or of the overall Saskatchewan community.

The Ministry of Education must receive the goals of education for a registered independent school before issuing a certificate of registration. The ministry will determine whether the goals of a registered independent school are consistent with the *Goals of Education for Saskatchewan*.

The ministry will inspect and/or supervise registered independent schools and consider approving programs and courses according to the submitted goals of education.

The *Goals of Education for Saskatchewan*:

- are intended to be inclusive, not exclusive – to encompass all legitimate perspectives in our pluralistic and multicultural society. They are intended to provide sufficient latitude to accommodate the aspirations of all parents/guardians for their children;
- embody a commitment to fundamental democratic values in our society such as a concern for freedom and a respect for the person (equality), as well as recognition of the creative tension between freedom and equality;
- embody a commitment to tolerance based upon the affirmed worth of each individual and the recognition that people differ in their values, behaviours and lifestyles; and,
- encourage the development of values such as honesty, integrity, compassion, fairness and justice.

The Ministry of Education expects the goals of each independent school to reflect its underlying philosophy and expects each school's practice to reflect a commitment to its own goals, for example, in its recruitment of teachers and its selection of programs and courses.

### ***Procedures***

1. The procedures are the same for each category of registered independent schools.
2. Each independent school must submit its goals of education to the ministry at the initial registration. (Form A).
3. The supervisory official will review the submitted goals and may consult with other ministry officials during the review.
4. If the supervisory official determines that the submitted goals are consistent with the *Goals of Education of Saskatchewan*, and if all other aspects of the registration form are complete, the registration will be processed.
5. If the supervisory official determines that the submitted goals are inconsistent with the *Goals of Education for Saskatchewan*, then they will initiate a collaborative discussion with the independent school to arrive at goals of education that are consistent with the *Goals of Education for Saskatchewan*.
6. When considering programs and courses submitted for approval by a registered independent school, the supervisory official will consider the submitted goals of education for that registered independent school.
7. When inspecting or supervising registered independent schools, the supervisory official will check for conformity of educational practice with the submitted goals of education for each school.
8. When submitting its annual return, the registered independent school may submit amendments to its goals of education. The supervisory official will receive and review these amendments.

## 1.6 Registration Process for Registered Independent Schools

<b>Authority</b>
<i>The Registered Independent Schools Regulations, subsections 5(1)(2), 6(1)</i>

Registration of an independent school represents a notice of intent to operate. An independent school that is eligible for registration registers with the Ministry of Education by completing the *Registered Independent Schools Registration Form* and submitting it to the ministry. An independent school that is not registered with the Ministry of Education must register on a form prescribed by the ministry to initiate the registration process.

Once registered, the independent school must also comply with the Act and the regulations, as these apply to its school.

Historical high schools and associate schools are registered with the Ministry of Education.

### ***Procedures***

In order to register with the Ministry of Education, an applicant must complete Form A and submit it to the ministry by December 31 of the year prior to the opening of the school. The following instructions may assist schools to complete the form.

- **Name of school:** This is the name that the Ministry of Education will use in all correspondence with your school. The ministry will expect each independent school to utilize its accepted name in all correspondence and advertising relating to its school. This name should:
  - be distinct from the names of other existing educational institutions;
  - reflect the level of educational programming offered or proposed to be offered by the independent school; and,
  - not inaccurately reflect the location or geographical area to be served by the independent school.
- **Year founded or intended starting date:** An existing school means an independent school that was operating prior to January 1, 1991. A new school will receive the certificate of registration prior to commencement of operations pursuant to subsection 6(1) of the regulations.
- **Corporate name:** This should be the corporate name, registered with the Corporate Registry, Information Services Corporation (ISC), of the independent school or of the umbrella organization (e.g., the denomination, church, or society) that owns or operates the school. A local church that operates an independent school as a department of its church is required to incorporate. The church is not required to incorporate its school separately from its church.
- **Registered Independent School Board:** This list should include all board members. The registered independent school board may be the same as the board of the corporation

that owns or operates the independent school, or it may be a board that reports to the board of the corporation.

- **Administrative Staff:** The registered independent school director is the chief executive officer of the independent school. The registered independent school principal is the individual who has been appointed by the registered independent school board to perform the duties of the principal. One person may occupy both positions.
- **Affiliation(s):** This should include any affiliations that your school has, for example, with:
  - a particular denomination or church fellowship;
  - an association of independent schools in Saskatchewan; or,
  - a national or international support group for independent schools such as the Association of Christian Schools International, Christian Schools International, or Accelerated Christian Education.
- **Goals of Education:** The Ministry of Education will register the school, conditional on the ministry's approval of the school's submitted goals of education.
- **Facilities:** Registered independent schools are expected to own, operate, or utilize school facilities that meet building codes, fire regulations and health regulations applicable to their locality.

## 1.7 Registration Process for Qualified Independent Schools

<b>Authority</b>
<i>The Registered Independent Schools Regulations, Section 10.1 and 15, 16</i>

While the Ministry of Education encourages all registered independent schools to become a qualified independent school (QIS) over time, the Ministry of Education cannot and does not require any registered independent school to become a QIS.

All registered independent schools must apply in order to be classified as a QIS by the Ministry of Education. (Form B) Applications must be received by the Ministry of Education no later than December 31 of the year prior to the designation of the school becoming a QIS. A registered independent school will only be classified as a QIS prior to a school year. No registered independent school will be eligible to be a QIS part way through a school year.

All QIS must be incorporated as a non-profit corporation that is incorporated or continued in Saskatchewan and be a separate corporation from any religious order or society that has a membership interest or connection with it. This provides the Government of Saskatchewan with a number of safeguards, including a direct record of ownership, separate from that of Revenue Canada, as well as requiring, under *The Non-profit Corporations Act, 1995*, an annual financial audit.

Once classified as a QIS, the independent school must continue to comply with the eligibility criteria in subsection 10.1(1) of the regulations, in addition to those sections of the regulations that apply to all registered independent schools.

### **Procedures**

In order to apply to be classified as a QIS by the Ministry of Education, an eligible registered independent school must complete an application and submit it to the ministry with accompanying documentation. The following instructions are intended to assist schools to complete the application.

### **Section I – Administrative Information**

**Contact Information:** The first two sections should contain information already on file with the ministry. The financial section is to provide the ministry with the contact information for the individual that the school has designated to be responsible for the finances.

**Facilities Information:** QIS are expected to own, operate or utilize facilities that meet specific standards. All supporting documentation and certificates must be attached to the application.

## Section II – Curriculum and Programming Information

**Professional A Teachers:** QIS are required to employ only teachers with a Professional A teaching certificate as classroom teachers. QIS must employ a minimum of one Professional A teacher for every 40 students with a buffer of plus or minus five students. This is the minimum number of teachers that must be present when the school is open to students.

***The buffer of five students is intended as a temporary measure for when new students show up part way through a school year; it is not intended as the upper limit to plan for the school year. The expectation is that if a school has an enrolment of between 41 and 80 students prior to September 30, then the school is required to have two full-time Professional A teachers. If a school has an enrolment of between 81 and 120 students prior to September 30, then the school is required to have three full-time Professional A teachers.***

All students enrolled in a QIS must be assigned to one of the SPTRB registered Professional “A” teachers and no individual teacher may have more than 40 students assigned to them.

The principal must be one of the SPTRB registered Professional A teachers identified and employed on a full-time basis. The current number of SPTRB registered Professional A teachers is the actual number of SPTRB registered Professional A teachers currently teaching either full or part-time in the school. The current full-time equivalent (FTE) count is the number of full-time positions for Professional A teachers at the school.

Teaching assistants, educational assistants, aides or other paraprofessionals are not permitted to be called “teacher” or “supervisor” or to supervise students on a full time basis.

All SPTRB registered Professional A teachers are required to update their information on the [Electronic Educator Profile](#) each fall. All teachers must be registered with the SPTRB and pay any applicable professional registration fees.

**Program Offered:** QIS are required to implement and teach the Saskatchewan curricula.

***Provincial curriculum policy: Core curriculum is the umbrella term for provincial curriculum policy in Saskatchewan, containing three major components: required areas of study, locally-determined options and the adaptive dimension.*** There are specified time and credit allocations for each of the three levels of schooling. The essential concept behind core curriculum is that curriculum for each grade, level, program and course of study should be planned with the entire educational experience in mind.

**Credits Earned:** All courses where Saskatchewan credits may be earned must be taught by a Professional A teacher who is physically present in the location, in Saskatchewan, where the instruction is taking place.

**Approved programs and courses:** QIS must provide approved programs and courses of



study in accordance with core curriculum policy, either:

- provincially developed programs and courses;
- programs at the elementary and middle levels, submitted by a registered independent school and approved by the ministry; or,
- regular courses, modified courses, or locally developed courses, submitted by a registered independent school and approved by the ministry.
- Please note QIS are not allowed to offer alternative courses unless approval has been requested from and granted by the Ministry of Education prior to the start of each school year.
  - QIS must have a qualified special education teacher on staff.
  - Request for approval to teach must be submitted by June 30 prior to the start of the school year.

All QIS will be required to submit course outlines annually that show how the school plans to address the outcomes of Saskatchewan curricula.

**Operational Instructional Days:** QIS must submit an annual school calendar and hours of instruction for the upcoming school year (see *The Education Regulations, 2019*).

**Student Data:** Funding of 50 per cent of the provincial per student average will be provided to QIS based on the actual number of eligible students registered in the school up to 399 FTE. Funding for eligible students of 400 FTE and over will be at a reduced rate. Only those students who are Saskatchewan residents will be eligible to receive funding. Enrolment data must be provided to the Ministry of Education by mid-September. Information regarding student enrolment is distributed in early September.

**Financial Statements:** QIS are required to submit a audited financial statement, in accordance with [The Non-Profit Corporations Act, 2022](#) for the preceding school year to the ministry. Draft or unsigned copies are not accepted.

## 1.8 Registration Process for Certified Independent Schools

<b>Authority</b>
<i>The Registered Independent Schools Regulations, Section 11.1, 15, 16</i>

All QIS must apply in order to be classified as a CIS by the Ministry of Education. (Form B1). Applications must be received by the Ministry of Education no later than December 31 of the year prior to the designation of the school becoming a CIS. A QIS will only be classified as a CIS prior to the start of the school year. No QIS will be eligible to be a CIS part way through a school year.

All CIS must be incorporated as a non-profit corporation that is incorporated or continued in Saskatchewan and be a separate corporation from any religious order or society that has a membership interest or connection with it. This provides the Government of Saskatchewan with a number of safeguards, including a direct record of ownership, separate from that of the Canada Revenue Agency, as well as requiring, under the *Non-profit Corporations Act, 2022*, an annual financial audit.

Once classified as a CIS, the independent school must continue to comply with the eligibility criteria in subsection 10.1, 15 and 16 of the regulations, in addition to those sections of the regulations that apply to all registered independent schools.

### **Procedures**

In order to apply to be classified as a CIS by the Ministry of Education, a QIS must complete an application and submit it to the ministry with accompanying documentation. The following instructions are intended to assist schools to complete the application.

### **Section I – Administrative Information**

**Contact Information:** The first two sections should contain information already on file with the ministry. The financial section is to provide the ministry with the contact information for the individual that the school has designated to be responsible for the finances.

**Facilities Information:** CIS are expected to own, operate or utilize facilities that meet specific standards. All supporting documentation and certificates must be attached to the application.

### **Section II – Curriculum and Programming Information**

**Professional A Teachers:** CIS are required to employ only teachers with a Professional A teaching certificate as classroom teachers and are currently registered with the SPTRB.

- CIS must employ a minimum of one (1) Professional A teacher in each and every physical or virtual classroom.

- Professional A teachers that teach online are limited to a maximum of 25 FTE students.
- A CIS must have a maximum pupil teacher ratio (PTR) of one FTE teacher per 25 FTE students.
  - This is the minimum number of teachers that must be present at all times when the school is open to students.
  - Teaching assistants, aides or other paraprofessionals are not permitted, or counted in the PTR, to teach students in a CIS.

#### ***Pupil Teacher Ratio Chart***

<b><i>Number of Students (FTE)</i></b>	<b><i>Number of Teachers (FTE)</i></b>
<b><i>150</i></b>	<b><i>6</i></b>
<b><i>151 - 175</i></b>	<b><i>7</i></b>
<b><i>176-200</i></b>	<b><i>8</i></b>
<b><i>201-225</i></b>	<b><i>9</i></b>
<b><i>226-250</i></b>	<b><i>10</i></b>

***Please note that the 25 (FTE) students to one (1) FTE teacher is the absolute maximum. One additional student over the maximum triggers an additional teacher as per the chart above.***

The principal must be a Professional A teacher identified and employed on a full-time basis. The current number of Professional A teachers is the actual number of Professional A teachers, including any in school administrators, currently teaching either full or part-time in the school. The current full-time equivalent (FTE) count is the number of full-time positions for Professional A teachers at the school.

The compensation levels, including salary and allowances, of CIS teachers and in-school administrators must be at 90 per cent of what is included in the current Provincial Collective Bargaining Agreement (CBA). Teacher salaries must be inclusive of their classification and placement at the appropriate step as detailed in Provincial Collective Bargaining Agreement. An updated salary and allowances document will be sent to all CIS on budget day for the following school year to help in financial planning.

All Professional A teachers are required to update their information on the [Electronic Educator Profile](#) each fall. All teachers must also be registered with the Saskatchewan Professional Teachers Regulatory Board (SPTRB) and pay any applicable professional registration fees.

**Program Offered:** CIS are required to implement and teach the Saskatchewan curricula.

**Provincial curriculum policy:** Core curriculum is the umbrella term for provincial curriculum policy in Saskatchewan, containing three major components: required areas of study, locally-determined options and the adaptive dimension. There are specified time and credit allocations for each of the three levels of schooling. The essential concept behind core curriculum is that curriculum for each grade, level, program and course of study should be planned with the entire educational experience in mind.

All CIS must submit proof every five years that all core resources being used align with Saskatchewan curricula.

**Credits Earned:** All courses where Saskatchewan credits may be earned must be taught by a Professional A teacher who is physically present in the location, in Saskatchewan, where the instruction is taking place.

**Approved programs and courses:** CIS must provide approved programs and courses of study in accordance with core curriculum policy, either:

- provincially developed programs and courses;
- programs at the elementary and middle levels, submitted by a registered independent school and approved by the ministry; or,
- regular courses, modified courses, or locally developed courses, submitted by a registered independent school and approved by the ministry.
- Please note CIS are not allowed to offer alternative courses unless approval has been requested from and granted by the Ministry of Education prior to the start of each school year.
  - CIS must have a qualified special education teacher on staff.
  - Request for approval to teach must be submitted by June 30 prior to the start of the school year.

All CIS will be required to submit course outlines annually that show how the school plans to address the outcomes of the Saskatchewan curricula.

**Operational Instructional Days:** CIS must submit an annual school calendar and hours of instruction for the upcoming school year (see *The Education Regulations, 2019*).

**Enrolment Data:** CIS are required to enrol, and continue to enrol, a minimum of 150 FTE students. Please note the kindergarten students count as 0.5 FTE and returning Grade 12 graduates as 0.25 FTE.

**Student Data:** Funding of 75 per cent of the provincial per student average will be provided to CIS based on the actual number of eligible students registered in the school up to 399 FTE. Funding for eligible students of 400 FTE and over will be at a reduced rate. Only those students who are Saskatchewan residents will be eligible to receive funding. Enrolment data must be provided to the Ministry of Education by mid-September. Information regarding student enrolment is distributed in early September.

**Financial Statements:** CIS are required to submit an independently audited financial statement for the preceding school year to the ministry. This financial statement must also be publicly posted on the school website. Draft or unsigned copies are not accepted.

## 1.9 Certificate of Registration for Registered Independent Schools

<b>Authority</b>
<i>The Registered Independent Schools Regulations</i> , subsections 5(1)(2) and 3(1)(2) and section 6

If the Ministry of Education accepts a registration, then the ministry should recognize the registration by issuing a certificate of registration. If the Ministry of Education denies a registration, then the ministry should provide written reasons why it has denied the registration.

The Ministry of Education will register an independent school if the school submits a registration form and if the ministry is satisfied that:

- the form is complete; and,
- the independent school meets the eligibility criteria in section 5 of the regulations.

The Ministry of Education will not issue a certificate of registration for a new independent school until the supervisory official has inspected the school at least once. The supervisory official is responsible for processing each registration of an independent school.

An independent school that has submitted a registration form to the Ministry of Education is not liable to prosecution under subsection 38(2) of the regulations during the period of time that the ministry is processing the registration.

### ***Procedures***

1. When the ministry receives a registration form from an independent school, the supervisory official will check that the form is complete and that the school is an “eligible independent school” pursuant to subsection 5(1) of the regulations.
2. The ministry will check annually with the Corporate Registry, Information Services Corporation (ISC), that the owner or operator of the independent school is incorporated in the Province of Saskatchewan.
3. The supervisory official will determine whether the goals of education of the independent school are consistent with the *Goals of Education for Saskatchewan*.
4. The supervisory official will determine whether the proposed name of the school meets the ministry’s criteria. For example, the Ministry of Education will not accept the term “College” to describe a secondary level school unless the words “High School” or “Secondary School” are also included in the name with or without parentheses after “College.” The Ministry of Education expects each school to use its accepted name in all correspondence and advertising relating to its school.
5. If the independent school is a new school, then the supervisory official will make arrangements to visit the school for the first time. On this visit, the supervisory official will determine that the independent school board comprises a minimum of three adults,

representing three different family units; has enrolled seven students between the ages of 6 and 21 from a minimum of three different family units and at least 50 per cent of the students are of compulsory school age; and, facilities meet recognized municipal and/or local standards.

6. If the supervisory official is satisfied that the registration form is complete and that the independent school is an “eligible independent school,” they will forward the registration form to the Deputy Minister of Education for final acceptance. The Deputy Minister of Education will issue the certificate of registration.
7. If the supervisory official is not satisfied that the registration form is complete or that the independent school is an eligible independent school, then they will:
  - notify the independent school of this fact; and,
  - provide written reasons why:
    - the registration form is not complete; or,
    - the independent school is not an eligible independent school.
8. If the independent school feels that the supervisory official is being unreasonable in their interpretation of the policy and guidelines, the school may refer its case to the Minister of Education. The Ministry of Education will demonstrate why it should not register the independent school.
9. Once an independent school is registered, the ministry will provide this information, along with the effective date of registration to the director(s) of education of the school division(s) in which the school is located.

## 1.10 Historical High Schools

<b>Authority</b>
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<i>The Registered Independent Schools Regulations</i> , section 8
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The Ministry of Education recognizes the unique position of the historical high schools in the province. Neither *The Registered Independent Schools Regulations* nor the registered independent schools' policies are intended to alter or diminish the existing relationships that these schools have established with the ministry, or with other educational organizations such as the Saskatchewan Teachers' Federation. The historical high schools were considered to be registered independent schools when *The Independent Schools Regulations* came into effect on January 1, 1991.

Only the grades that each historical high school was teaching at the time that the regulations came into force are registered with the ministry. Students in historical high schools are eligible for secondary level credits. A historical high school may apply to the Ministry of Education for a local arrangement for supervision.

Each historical high school is subject to all the requirements of the regulations and policies, such as:

- annual reporting requirement;
- school year and daily hours of instruction;
- student records; and,
- notice of enrolment.

Each historical high school is entitled to all the benefits of the regulations and policies, such as:

- restrictive admissions policies;
- restrictive employment practices;
- religious instruction; and,
- submitting courses for approval.

## 1.11 Associate Schools

<b>Authority</b>
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<i>The Registered Independent Schools Regulations, section 7</i>
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Boards of education and non-profit corporations that own or operate registered independent schools have the authority as legal persons to enter into agreements jointly to provide educational services to children of compulsory school age. The regulations acknowledge both the historical and the continuing existence of associate schools. Only non-profit corporations that are incorporated or continued in Saskatchewan may operate an associate school jointly with a board of education or the Conseil scolaire fransaskois.

**Note:** “non-profit corporation” refers to the owner or operator of the independent school that has reached the agreement with the board of education or the Conseil scolaire fransaskois, “board of education” refers to this board of education and “associate school” refers to the associate school that is jointly operated by the non-profit corporation and the board of education.

Associate schools are considered to be registered independent schools and are subject to all the requirements of the regulations except:

- Director;
- duties of Minister;
- inspection;
- school to permit inspection and provide records; and,
- notice of enrolment.

Each associate school is entitled to all the benefits of the regulations except:

- duties of the Minister with respect to registered independent schools that are not associate schools, such as supervision by the ministry at its expense.

The Director of Education of the board of education will be responsible for:

- preparing and transmitting to the ministry any reports and returns that the Minister may request and that relate to the educational activities and educational operations of the associate school;
- ensuring that the associate school is operating according to the Act and *The Registered Independent Schools Regulations*; and,
- exercising general supervision of the associate school and its staff.

The Ministry of Education may recognize the students enrolled in the associate school for grant purposes if:

- the associate school has previously been in operation for a period of not less than two years;
- the agreement between the non-profit corporation and the board of education clearly provides for the joint operation of the associate school, with representation from both the non-profit corporation and the board of education on the associate school board;
- the board of education employs the independent school teachers in the associate school, including the independent school principal;



- the associate school subscribes to the *Goals of Education for Saskatchewan*;
- the associate school conforms to provincial curriculum policy with respect to the:
  - required areas of study;
  - locally-determined options; and,
  - adaptive dimension; and,
- the associate school provides approved programs and approved courses of study.

An associate school represents an agreement between a non-profit corporation and a board of education. The Ministry of Education will not be a signatory to the associate agreement. At a minimum, the agreement should address the following:

- school governance and funding;
- duties of the associate school board;
- supervision;
- employment of teachers;
- curriculum, instruction and evaluation;
- school facilities;
- bus transportation;
- students with intensive needs;
- settlement of disputes; and,
- duration and termination.

The Ministry of Education expects that an associate school board, whose students are recognized for education funding purposes, will exercise powers similar to a board of trustees, except that:

- the associate school is not a public authority, but a legal person, with the rights, powers and privileges of a natural person;
- the members of the associate school board who are appointed by the non-profit corporation are accountable, not to the residents in the attendance area, but to the members of the non-profit corporation; and,
- the appointment of members of the non-profit corporation to the associate school board is governed not by *The Education Act, 1995*, but by the Act under which the non-profit corporation is incorporated, generally, *The Non-profit Corporations Act, 1995*.

The board of education is accountable to the residents of the division and to the province for public funds expended on the associate school.

### ***Procedures***

1. Before signing an agreement, the non-profit corporation and the board of education must submit their agreement to the ministry to request the recognition of the students enrolled in the associate school for grant purposes. All agreements must be signed and submitted by January 1 of the year they are to take effect.
2. The supervisory official will consult with other ministry officials in formulating their response, and ministry officials may consult with the Ministry of Justice. The supervisory

official may also meet with representatives of the non-profit corporation and the board of education to determine, among other things, that the proposed school facilities meet recognized standards. All responses with respect to requests for grant recognition must have the approval of the Deputy Minister of Education.

3. The supervisory official may request a copy of the signed agreement from either the non-profit corporation or the board of education. This applies to all existing as well as new agreements.
4. If the agreement is amended or terminated, the non-profit corporation or the board of education must immediately:
  - provide the supervisory official written notice of this fact; and,
  - supply the supervisory official with any information with respect to the agreement or its amendment or termination that the supervisory official may request.
5. The supervisory official will keep the appropriate ministry staff informed of all developments with respect to the establishment of an associate school.

## 1.12 Registration of Additional Grades/Levels in Registered Independent Schools

<b>Authority</b>
<i>The Registered Independent Schools Regulations, subsection 28(2)</i>

Each registered independent school, including the historical high schools, is initially registered for a specific number of grades or levels of schooling. If a school chooses to expand to additional grades or levels, it must register that intent with the Ministry of Education.

A registered independent school that intends to add one or more grades or levels starting the following academic year (September) must register this intent to the ministry by December 31 of the preceding year.

Where the registered independent school board is adding one or more grades or levels that are a natural extension of its existing school operation, it must register its intent according to the procedures below.

If the independent school board is establishing a new independent school that is different from an existing independent school, it should register its intent to establish the new independent school. A new independent school may be different from an existing independent school if it:

- has different goals of education;
- is a different type of school, e.g., an independent school for students with intensive needs; or,
- comprises a different level of schooling which is located in different facilities.

### ***Procedures***

1. To register an additional grade or level in a registered independent school, the school should complete Form C and submit this to the ministry. On this form, the school must indicate any amendments to the original registration.
2. The supervisory official will process the request and review the proposed course lines for the additional grade/level.

### 1.13 Attendance in Registered Independent Schools

Authority
<i>The Education Act, 1995</i> , clause 156(1)(a), sections 364 and 162 <i>The Registered Independent Schools Regulations</i> , subsections 38(1)(2)

Each registered independent school that intends to provide its students of compulsory school age with an exemption from attendance at a public/separate school or les écoles fransaskoises pursuant to section 156 of the Act must be registered with the Ministry of Education.

An independent school that purports to provide its students of compulsory school age with an exemption from attendance at a public/separate school or les écoles fransaskoises, but is not registered with the Ministry of Education is:

- in violation of the regulations; and,
- subject to prosecution under section 364 of the Act.

It is not only an unregistered independent school, but also the parents or guardians of the students of compulsory school age attending the unregistered independent school, who are guilty of an offence and liable on summary conviction to the payment of the fine, pursuant to section 162 of the Act.

Only an independent school that is registered with the Ministry of Education may:

- refer to itself as a registered independent school; or,
- advertise itself as a registered independent school.

An independent school that does not claim to provide its students with an exemption from attendance at a public or separate school or les écoles fransaskoises and supplements its students' education in the public/separate schools and les écoles fransaskoises, is not required to be registered with the Ministry of Education. These include:

- private tutorial programs that supplement instruction at the Kindergarten to Grade 12 levels; and,
- schools that offer:
  - solely religious instruction;
  - solely language instruction;
  - solely a program of social or cultural activities; or,
  - solely a program of recreational or athletic activities.

A registered independent school that has submitted a registration form is not in violation of *The Registered Independent Schools Regulations* while the Ministry of Education is processing the registration.

#### **Procedures**

1. It is the responsibility of the owner and/or operator of each independent school to inform themselves of the requirement to be registered, the criteria for registration and to meet these criteria before registration.

2. If the supervisory official determines that an independent school that is required to be registered does not intend to register with the Ministry of Education, then the ministry will instruct the Ministry of Justice to prosecute the owner and/or operator of the unregistered independent school.
3. On the ministry's instructions, the Ministry of Justice may prosecute not only the owner and/or operator of the unregistered independent school, but also the parents or guardians of the children of compulsory school age attending the unregistered independent school.

## SECTION TWO: Registered Independent School Administration

### 2.1 Annual Reporting Requirements for Registered Independent Schools

<b>Authority</b>
<i>The Education Act, 1995</i> , subsection 358(1) <i>The Registered Independent Schools Regulations</i> , clauses 24(b)(c)

Each registered independent school must complete an annual return and submit to the Ministry of Education by September 15 of each year. (Form D)

The purposes of the annual return are to:

- update the information provided on the school's initial registration form; and,
- provide additional information about the current operation of the school.

Each annual return must contain the following:

- updated information on the school's initial registration form; and,
- the names of the registered independent school teachers teaching in the school, along with their eligibility or qualifications.

Regardless of the actual date on which a registered independent school completes its annual return, the school must complete the return based upon the information effective September 1 of each year.

The ministry's practices with respect to confidentiality will apply to all information provided as part of the annual return. The ministry does not identify individual schools or students in its summary statistical information.

#### **Procedures**

1. The supervisory official is responsible for forwarding the appropriate forms to each registered independent school by August 31 of each year.
2. Each registered independent school is responsible for returning the completed forms to the Ministry of Education by September 15 of each year.

## 2.2 Hours of Instruction and School Calendar

Authority
<i>The Education Act, 1995</i> , subsections 163(1)(2)(4) <i>The Education Regulations, 2019</i> , sections 17 to 23 <i>The Registered Independent Schools Regulations</i> , section 25

Each registered independent school must operate a full-time educational program in which the number of school days and the hours of instruction are consistent with section 163 of the Act. *The Education Regulations, 2019*, specify a minimum of 950 instructional hours in the school year for grades 1 to 12.

On or before May 1 of each year, each registered independent school must submit its hours of instruction and its annual calendar for the upcoming school year on a form to the Ministry of Education. (Form E) and include:

- the opening and closing dates of the school for that year, for both teachers and students;
- hours of operation (instructional and non-instructional hours);
- scheduled educational in-service, conventions and meetings;
- scheduled parent/guardian-teacher conferences; and,
- observed statutory holidays and vacation periods.

Boards of education and the Conseil scolaire fransaskois determine the actual number of days and hours that students attend school (the academic year), which includes days for instruction.

The Ministry of Education encourages, but does not require, registered independent schools to have a school calendar or hours of instruction that are similar to those of the school division in which the registered independent school is located.

Each registered independent school has the flexibility to organize its school year into terms, semesters, or quarters/blocks, as long as it meets the required number of instructional hours for the school year.

### **Procedures**

1. Each registered independent school must submit its annual calendar of school days and its daily hours of instruction for the upcoming school year to the ministry on or before May 1.
2. The supervisory official is responsible for determining whether the school calendar and hours of instruction for each registered independent school are consistent with requirements in *The Education Act, 1995*, and *The Education Regulations, 2019*.

3. If the supervisory official determines that the school calendar and daily hours of instruction are consistent with legislative and regulatory requirements, then they will accept these on behalf of the Minister of Education.
4. If the supervisory official determines that the school calendar or hours of instruction of a registered independent school do not comply with legislative and regulatory requirements, then they will initiate a collaborative discussion with the registered independent school.
5. The supervisory official is responsible for considering and approving, on behalf of the Minister of Education, written requests from registered independent school boards pursuant to section 163 of the Act.
6. If the registered independent school feels that the supervisory official is being unreasonable in their interpretation of the policy and guidelines, the school may refer its case to the Minister of Education.
7. When visiting registered independent schools, the supervisory official will check for compliance of the school calendar and hours of instruction submitted by each school.



## 2.3 Retention and Disposal of School and Student Records

Authority
<i>The Education Act, 1995</i> , section 369 <i>The Registered Independent Schools Regulations</i> , subsections 35(2)(3)

Registered independent schools should develop, implement and maintain an efficient records management system. Records are necessary to: develop local school policies; make decisions; meet legislative compliance; meet fiscal and legal requirements; implement programs; and, administer the day-to-day operation of the registered independent school. It is the responsibility of the registered independent school board and the school administration to ensure that consistent and reliable records management practices are followed.

The Saskatchewan School Boards Association and Saskatchewan Association of School Business Officials jointly developed the [\*Records Retention and Disposal Guide for Saskatchewan School Divisions\*](#) (2019). The document includes applicable legislation, records management, storage of records and disposal of public records. There is a records retention and disposal schedule at the back of the document. The schedule outlines the retention periods based on good practice. The retention periods meet or exceed statutory requirements. Schools are responsible for the retention of documents beyond the schedule's retention periods for whatever legal or other purpose they may require. Schools are advised to contact their legal counsel if they are in doubt.

Registered independent school records provide a unique perspective of the independent school education system in Saskatchewan. The Provincial Archives of Saskatchewan is responsible for acquiring, preserving and making available records of significance to the history of the Province of Saskatchewan. One critical record is the student attendance registers.

The Provincial Archives of Saskatchewan should be given the opportunity to determine a registered independent school record's historical value prior to its disposal. Some records that the Provincial Archives of Saskatchewan may seek to appraise and/or acquire include:

- minute books (board reports);
- school attendance registers;
- budget related material;
- architectural and/or engineering drawings and specifics for school buildings (to include additions, etc.);
- inspection reports;
- curriculum related material (specifically locally develop and/or modified and required curricula);
- 'special' or 'one off' reports (e.g., percentage reports on background of students (race, sex, etc.);
- internal reports/recommendations on 'problematic issues';
- history/background pertaining to the specific school; and,
- photographs of school buildings, group student photos (identified and/or unidentified), teacher photos and certificates.

There may be additional records of interest to the Provincial Archives of Saskatchewan. Before disposing of records, contact the Appraisal, Acquisition, Legislative Compliance and Access Unit at the Provincial Archives of Saskatchewan at 306-787-0452 or [recordhelp@archives.gov.sk.ca](mailto:recordhelp@archives.gov.sk.ca) and visit the [website](#) for additional information on archival records.

## 2.4 Student Records

Authority
<i>The Education Act, 1995, clauses 231(2)(f)(g)</i> <i>The Registered Independent Schools Regulations, subsections 35(2)(3)(4)(5)</i>

The registered independent school is responsible to establish and maintain records of attendance and academic achievement for each student enrolled in the independent school. Maintenance of student records continues beyond the time when the student leaves the school. Each registered independent school must maintain a confidential permanent record for each student enrolled in the school, which must contain the student's:

- identification;
- enrolment and attendance; and,
- academic marks.

Each registered independent school board may pass a resolution prescribing the conditions, including the hours and manner of inspection, under which access is granted to the students' records in accordance with Section 35(4) and (5).

The Ministry of Education has the responsibility to maintain records with respect to students' achievement of secondary level credits (grades 10 to 12) in Saskatchewan schools.

Registered independent schools may establish and maintain computerized attendance records as an alternative to the traditional daily register, as long as computerized records contain the following information:

- identification of the student (full name and date of birth);
- identification of absence and attendance in half-day units;
- identification of a monthly and annual summary of each student; and,
- identification of the day, month and year.

With respect to permanent records, the Ministry of Education does not prescribe a particular system of record-keeping. Each registered independent school may establish its own system of record-keeping, for its own efficiency and convenience, as long as its system of record-keeping meets the requirements of the regulations and the policy.

The Ministry of Education encourages each registered independent school to use the standard cumulative record format and folder used by the public and separate schools. The cumulative record folder contains the permanent record plus additional materials such as:

- standardized test results;
- samples of student work;
- teachers' comments;
- correspondence with parents/guardians;
- health concerns; and,
- medical and psychological reports prepared by other agencies.

A non-custodial parent is entitled access to a student's records unless the court has specifically denied the non-custodial parent access to the child. The right of access to records applies not only when the courts have made an order for access, but also when a separation agreement between the parents makes provision for access.

### ***Procedures***

1. Each registered independent school must maintain student records. A school may request the assistance of the supervisory official in establishing and maintaining an efficient system of student records.
2. When visiting independent schools, the supervisory official will check that each school is maintaining student records in accordance with the regulations.
3. When a student transfers from another school (whether public, separate, independent or les écoles fransaskoises) to a registered independent school, it is the responsibility of the receiving school to request a copy of the student's permanent record and the student's cumulative record folder.
4. When a student transfers from a registered independent school to another school (whether public, separate, independent or les écoles fransaskoises), the receiving school will normally request a transfer of the student's cumulative record folder. The registered independent school should keep a copy of the student's permanent record while sending the cumulative record (which contains the permanent record) to the receiving school. Like public/separate schools and les écoles fransaskoises, the registered independent school may, at its discretion and in the interests of the student, appropriately remove unnecessary items in the cumulative record folder before sending it to the receiving school.
5. If and when a registered independent school closes, the parent institution must:
  - either maintain its student records for 15 years after the closure of the school; or,
  - request that the Ministry of Education provide safekeeping of the student records.

## 2.5 Student Attendance

Authority
<i>The Education Act, 1995</i> , clause 157(1)(b) <i>The Registered Independent Schools Regulations</i> , clause 35(2)(b)

Each registered independent school must develop and implement school policies with respect to the regular attendance of students enrolled in its school, which outline, among other things:

- expectations with respect to attendance;
- policies with respect to excused and unexcused absences;
- notification with respect to absences; and,
- student discipline with respect to habitual tardiness, avoidable irregular attendance, or other violations of school policies with respect to school attendance.

Each registered independent school principal has the responsibility to implement the school's policies and to monitor and ensure the regular attendance of its students in accordance with the school's policies. The supervisory official is responsible for ensuring that each registered independent school principal is effectively monitoring and ensuring the regular attendance of the students according to the schools' policies.

In chronic cases of habitual tardiness, avoidable irregular attendance, or apparent neglect or disregard of the registered independent school policies with respect to school attendance, a registered independent school principal may request the assistance of the supervisory official to investigate or assist with the situation.

In cases where the registered independent school suspends a student for more than 10 school days or expels a student from the school, the registered independent school principal must immediately notify the supervisory official.

Parents or guardians are ultimately responsible to ensure regular attendance of their children at school, whether at public/separate schools, les écoles fransaskoises or registered independent schools.

The supervisory official and the registered independent school principals will work together to ensure regular attendance of students at school.

With respect to school attendance provisions outlined in sections 156 to 162 of *The Education Act, 1995*, registered independent schools have powers similar to those of boards of education or the Conseil scolaire fransaskois and the supervisory official has powers similar to those of directors of education and attendance counsellors.

## ***Procedures***

1. Each registered independent school is expected to develop and implement school policies with respect to school attendance. The supervisory official may assist a registered independent school in developing and implementing school attendance policies.
2. When visiting a registered independent school, the supervisory official will check that each registered independent school has developed and implemented school policies with respect to school attendance.
3. If the supervisory official has reasonable and probable grounds for believing that a parent, guardian, or other person responsible for a student of compulsory school age that is enrolled in a registered independent school is failing “to take all steps that are necessary to ensure regular attendance of that student” in the registered independent school, then they will take appropriate action.
4. Qualified Independent Schools and Certified Independent Schools are required to confirm the attendance and active participation in classes of all registered students prior to September 30. Any student that has not been actively attending, in the case of physical schools, or actively engaged, in the case of online schools, is to be removed from the school’s enrolment prior to the September 30 deadline.
5. Any physical absence or lack of engagement of 5 or more consecutive school days must be reported to the Director of Independent Schools.

## 2.6 Administrative Policies and Procedures for Registered Independent Schools

<b>Authority</b>
<i>The Education Act, 1995</i> , sections 85, 86, 87, 88, 150, 151, 152, 153, 154, 155, 175 and 231. <i>The Registered Independent Schools Regulations</i> , clause 39.2

The Ministry of Education requires each registered independent school to prepare an administrative policy manual. These policies and their accompanying procedures will assist the registered independent school in providing instruction to its students comparable in quality to that of public/separate schools or les écoles fransaskoises. Each registered independent school must establish school policies which:

- provide the students with a safe, inclusive and caring environment for learning; and,
- are supportive of the learning process.

These policies must be clearly articulated to parents/guardians and students to:

- facilitate the effective and efficient operation of the school;
- avoid misunderstandings between the home and the school; and,
- amicably resolve any differences or conflicts that may arise between the home and the school.

The Ministry of Education requires each registered independent school board to prepare an administrative policy manual in the form and content it considers appropriate to its purposes and responsibilities, program policies, administrative organization and general management of the registered independent school. An administrative policy manual must include, but is not limited to:

- the policies adopted, approved or authorized by the registered independent school board with respect to:
  - goals of education;
  - personnel;
  - program development; and,
  - provision of educational services;
- the administrative organization adopted by the board for the purposes of the administration of the registered independent school; and,
- the duties of:
  - the registered independent school director;
  - the registered independent school principal; and,
  - the registered independent school teachers.
- Procedures relating to the execution of all policies.

The Ministry of Education encourages each registered independent school board to prepare a student handbook in the form and content it considers appropriate to its purposes and responsibilities with respect to the educational operations of the registered independent school and the relationship of the parents/guardians and students to the registered independent school. A student handbook may include, but is not limited to:

- the goals of education of the registered independent school;
- the educational program of the registered independent school;
- the status of the registered independent school with respect to registration;

- admissions criteria and procedures;
- tuition fees;
- parent/guardian involvement;
- school supplies;
- reports of student academic progress;
- school rules;
- the duties of the students:
  - student attendance;
  - student discipline; and,
- procedures for the resolution of differences or conflicts between the parents or guardians and the registered independent school.

What is appropriate to include in an administrative manual and a teacher handbook may depend upon:

- the nature and size of the registered independent school; and,
- the relationship of the school to the broader community that supports the school.

In preparing an administrative policy manual and a teacher handbook, a registered independent school may refer to the following legislation in *The Education Act, 1995*, with respect to:

- administration of school boards: sections 85 to 88;
- duties of students: sections 150 to 151;
- student discipline: sections 152 to 155;
- duties of the principal: section 175; and,
- duties of teachers: section 231.

Any policies adopted by the registered independent school with respect to student discipline must be consistent with the laws of Canada and of Saskatchewan.

### ***Procedures***

1. The Ministry of Education will supply a complete set of model policies and procedures that each registered Independent school is required to follow. These will include mandatory and optional administrative procedures.
  - a. If a registered independent school wishes to alter a required or optional administrative policy or procedure, they must do the following:
    - i. Send a formal email to the Director of Independent Schools requesting permission to make changes and describing what changes are being requested.
    - ii. If permission is granted, make the changes and submit the changed administrative policy or procedure(s) to the Director of Independent Schools for approval.
    - iii. If a registered Independent school chooses to develop their own policies, they are required to submit them to the Director of Independent schools for approval.
    - iv. If permission is not granted, or the changes are denied, a formal written response will be provided detailing the reasons.



2. Upon request of a registered independent school board, the supervisory official will advise and assist the registered independent school in preparing additional administrative policies and procedures and a student handbook.

## 2.7 Restrictive Admissions Policies

<b>Authority</b>
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<i>The Registered Independent Schools Regulations, section 36</i>
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Each registered independent school may restrict enrolment to the students of parents/guardians who share the religious or educational philosophy of the registered independent school. Each registered independent school should develop and implement policies with respect to admissions, which may include a restrictive admissions policy. A registered independent school may restrict enrolment on the basis of religion if the school:

- enrolls students of a particular religion exclusively; or,
- is operated by a religious order, society, or non-profit corporation and has, as its principal object, the advancement of education from a religiously-based philosophical perspective.

A registered independent school may restrict enrolment on the basis of disability if it has been established for the purpose of educating students who have disabilities.

### ***Procedures***

1. A registered independent school board that chooses to restrict admissions on the basis of sex, creed, religion, disability, or educational philosophy should:
  - pass a resolution of the board to this effect; and,
  - include this information, where appropriate, in the school's administrative manual, student handbook and/or school advertising.

## 2.8 Registered Independent School Closure

<b>Authority</b>
<i>The Registered Independent Schools Regulations, section 39</i>

A registered independent school will not be permitted to immediately close its school or discontinue one of the grade levels. It is required to give a certain number of days' notice to the various parties affected by the closure or discontinuance.

A registered independent school generally closes for financial reasons. The ministry does not require a registered independent school to continue operating at a loss, month-by-month, for as long as six months (which is the required notice for the closure of public/separate schools and les écoles fransaskoises).

The responsibility of a registered independent school to establish and to maintain records with respect to each student's attendance and academic achievement continues beyond the time when the student leaves the school. In the case of school closure, the owner or operator of the registered independent school may either accept this responsibility for another 15 years, or transfer this responsibility to the Ministry of Education.

### **Procedures**

1. Where a registered independent school proposes to close or to discontinue one or more levels taught in the school, the registered independent school must give at least 60 days' notice, in writing, of the intended closure or discontinuance, to:
  - the supervisory official;
  - the director of education of the school division in which the registered independent school is located; and,
  - the parents or guardians of the students affected by the closure or discontinuance.
2. During the period of time between the notice of closure or discontinuance and the actual closure or discontinuance, the registered independent school's officials must consult with the parents or guardians of the affected students and will work with the students' local director of education with respect to educational services for the students.
3. When the registered independent school actually ceases operations or discontinues any level in the school, then the registered independent school director must:
  - confirm the closure or discontinuance, in writing, with the supervisory official; and,
  - in the case of closure, inform the supervisory official that the owner or operator of the registered independent school:
    - proposes to retain the student records for the required period of 15 years after the closure of the school; or,
    - requests that the Ministry of Education provide safekeeping of the student records.
4. On receipt of the written notice, the supervisory official will cancel the registered independent school's certificate of registration.

5. Upon request to provide for the safekeeping of the student records and prior to making a decision, the supervisory official will consult with the independent school officials to place the records with:
  - the ministry;
  - another registered independent school; or,
  - any other person, authority, or body that the supervisory official considers appropriate.

## 2.9 Investigation of Complaints

Authority
<i>The Education Act, 1995</i> , subsection 4(1) and clause 4(1.1)(y) <i>The Registered Independent Schools Regulations</i> , sections 21 and 23, and clause 24(a) <i>The Registered Independent Schools Policy and Procedures Manual</i> Policy 2.9

The Minister of Education has jurisdiction over all categories of registered independent schools and has the authority to undertake investigations of complaints concerning any aspect of the operations of a registered independent school.

### Complaints:

The Ministry of Education will field all complaints regarding any category of registered independent schools, with the exception of associate schools, and determine the level of investigation, required.

- Complaints involving associate schools will be forwarded to the appropriate school division with which the associate school has their associate school agreement with.
- The Ministry of Education will continue to work with the school division to ensure the complaint is handled appropriately.

### Procedures

Once a complaint has been received by the Ministry of Education the following will occur:

1. The individual receiving the complaint will record all details of the initial complaint.
  - a. Further contact with the complainant may be required to ensure all relevant facts are recorded.
2. The Director of Independent Schools and Home-based Education (ISHBE), or designate, will acknowledge receiving the complainant within a reasonable time frame.
3. The director of ISHBE, or designate, will assess the complaint:
  - a. Does the complaint warrant an investigation?
    - i. If yes, proceed to step 4.
    - ii. If no proceed to step 5.
4. An investigation is undertaken.
5. Complainant is updated to status of complaint.
6. A final outcome is provided.
7. The complaint is then closed.
  - If the complaint appears to be criminal in nature, the complainant will be advised to contact the local authorities in the area where the complaint is alleged to have occurred.
    - The ministry will still follow the procedures outlined above.
  - If the complaint appears to involve a Professional A teacher, the complainant will be

advised to contact the Saskatchewan Professional Teachers Regulatory Board (SPTRB) to file a complaint.

- The ministry will still follow the procedures outlined above.

## 2.10 Probation, Suspension and/or Cancellation of a Registered Independent School, Qualified Independent School and Certified Independent School Certificate

<b>Authority</b>
<i>The Registered Independent Schools Regulations, section 2, 14</i>

The Minister of Education has jurisdiction over the registration of independent schools and the classification of qualified independent schools (QIS) and certified independent schools (CIS) and therefore has the authority to place any school on probation or suspend or cancel the registration and/or classification and funding of an existing registered independent school or QIS, the school is entitled to a hearing.

### **Probation:**

Any registered independent school may be placed on probation for violations of ***The Registered Independent Schools Regulations*** or ***The Registered Independent Schools Policy and Procedure Manual***. The period of probation may not exceed two (2) school years. During the period when a school is on probation the ministry will undertake to provide increased inspection and/or supervision of the school to ensure all applicable regulations and policies are being adhered to. Violations that may lead to a school being placed on probation include, but are not limited to:

1. Missing or late submission of government forms/data/etc. on three (3) or more occasions in one (1) school year or four (4) in a two year period;
  - a. Attendance Data, Any assessment Data, Student marks, Calendar form, Annual return, Educators Electronic Profile (EEP), etc.
2. Improper storage of student, staff and/or employee/volunteer records;
  - a. Criminal Record Checks (CRC), Student Cumulative Folders, etc.
3. Failure to participate in Ministry initiatives or follow directives;
4. Failure to report to Ministry staff any relevant information pertaining to school operations: or,
5. Failure to respond to ministry communications on three (3) or more occasions.

### **Procedures**

Once ministry officials have been made aware of a violation(s) that warrant the placing the school on probation the following will occur:

1. The Director of Independent Schools and Home-based Education (ISHBE), or designate, will contact the school directly to discuss the issue(s) and provide an opportunity for the school to provide a response to the alleged violation(s)
2. Once the Director has reviewed all materials and is satisfied that the school should be placed on probation, a letter will be sent to the school detailing the reasons for the probation as well as the length of the probation. The school will also be directed to provide a written submission to the ministry detailing how the school will ensure the issue(s) is dealt with and the plan for moving forward to ensure the issue(s) does not happen again.

## **Suspension:**

A registered independent school may have its certificate or registration, qualification or certification suspended for up to a maximum of one school year for violations of ***The Registered Independent Schools Regulations*** or ***The Registered Independent Schools Policy and Procedure Manual*** or repeat violations during the period it is under probation. Violations that may lead a school to having its certificate suspended include, but are not limited to:

1. Two (2) or more violations or contraventions of any regulation, policy or procedure while the school is on probation;
2. Employing unregistered or non-qualified teaching staff;
3. Violations involving professional A teachers:
  - a. Not registered with the SPTRB, operating with less than the minimum number as per the regulations, etc.
4. Student registration violations
  - a. Registering out of province students as Saskatchewan based, registration of students who are not attending, secondary level students not registered in any courses, etc.
5. Missing or lost student, staff and/or employee/volunteer records:
  - a. Criminal Record Checks (CRC), Student Cumulative Folders, etc.
6. Violations of health, safety or fire codes
  - a. Missing fire extinguishers;
  - b. Expired, failed or missing fire, safety or health inspections;
  - c. Renovations/additions being performed without proper permits;
7. Operating a secondary location;
8. Non compliance with criteria to be a registered independent school, qualified independent school or certified independent school; or,
9. Any facts or circumstances which would make it inappropriate or undesirable for the registered independent school, QIS or CIS to continue to operate in the short term.

## **Cancellation:**

A registered independent school may have its certificate or registration, qualification or certification cancelled for violations of ***The Registered Independent Schools Regulations*** or ***The Registered Independent Schools Policy and Procedure Manual*** or any other serious issues. Violations that may lead a school to having its certificate cancelled include, but are not limited to:

1. Continuing to operate while under suspension;
2. Operating in a facility that is in contravention of the fire, safety or health codes;
3. Endangering the health, safety or well being of any students enrolled;
  - a. Including the physical, mental or general wellbeing of any student.
4. Falsifying official documents;
  - a. Financial, student cumulative records or marks, attendance, student registration(s), staff/volunteer documents (CRC, etc.), etc.
5. Fraudulent or criminal activity; or



6. Any facts or circumstances which would make it inappropriate or undesirable for the registered independent school to continue to operate.

### ***Procedures***

Suspensions and cancellations must be handled through a clearly defined process that reflects the principle of administrative fairness. Some situations might be sufficiently serious that it becomes necessary to suspend a classification immediately rather than waiting until after a hearing can be arranged.

Except as provided in subsection 14(3) of the regulations, the Minister will make no decision to suspend or cancel a classification until they have considered any written or oral submissions made by the school whose classification is under review. Decisions to suspend or cancel a classification will be made in a fair and consistent manner, taking into account the interests of students, parents/guardians and independent schools.

A classification may be suspended or cancelled under subsection 14(1) on the basis of any facts or circumstances which would make it inappropriate or undesirable for the registered independent school to continue to operate. Facts or circumstances would normally involve, but are not limited to, problems related to the health and safety of students, their physical and mental well-being, their overall educational interests, fraudulent or criminal activity or the school no longer meets the criteria outlined for classification.

1. Where the Minister believes that they might have just cause to suspend or cancel a classification, the Minister will notify the school in writing specifying the reasons for possible suspension or cancellation.
2. The Minister will give the school an opportunity to make oral or written submissions to a person appointed by the Minister.
3. Where the Minister is satisfied that it is necessary and in the public interest to suspend or cancel a classification immediately, the Minister will notify the school in writing of the reasons for the suspension or cancellation. The Minister will give the school an opportunity to make written or oral submissions, within 10 business days from the date of notice, to a person appointed by the Minister.
4. The Minister's appointee will consider any submissions made by the school and may solicit any other information the appointee considers relevant. The appointee will provide a written report to the Minister setting out a recommendation and supporting evidence. A copy of this report will be provided to the school.
  - If the decision is made to suspend the certificate of the registered independent school, QIS or CIS, then the Minister shall provide details to the length and dates of the suspension.

5. Upon receipt of the written report, the Minister will make a formal decision and provide notification to the school in accordance with subsection 14(4) of the regulations. The Minister will confirm, modify, or rescind the suspension or cancellation and provide written notice of the decision to the school in accordance with the regulations.

## 2.11 Discipline Policies for Registered Independent Schools

<b>Authority</b>
<i>The Education Act, 1995, sections 85(w), 150, 151, 152, 153, 154, 155, 175 and 231.</i>

Each registered independent school is responsible to develop and maintain a policy related to the discipline of students enrolled within the school. This policy shall set out the provisions for student discipline including, but not limited to, suspension and expulsion. The policy must also provide for the record keeping of student discipline. The policy shall be reviewed annually and submitted to the Ministry of Education upon request.

The registered independent school must provide the Ministry of Education access to the policy and records upon request.

All registered independent schools are required to follow all relevant laws and regulations of Canada and Saskatchewan in relation to student discipline.

### ***Procedures***

1. Each registered independent school board must develop and implement a policy with respect to the discipline of students enrolled in the school. The supervisory official may assist a registered independent school in developing and implementing school discipline policies.
2. While visiting a registered independent school, the supervisory official will check that each registered independent school has developed and implemented a school policy related to discipline including record keeping of student discipline.
3. Each registered independent school shall make this policy available to parents in the school's administrative manual, student handbook and/or school website.

## SECTION THREE: Registered Independent School Staff and Qualifications

### 3.1 Registered Independent School Director and Principal

<b>Authority</b>
<i>The Registered Independent Schools Regulations</i> , sections 15 and 16

Each registered independent school board must designate both a school director and a school principal at time of initial registration and update this information annually on its annual return.

The school director is the chief executive officer of the registered independent school and is responsible for the general management of the registered independent school, but not necessarily for the oversight of the teachers in the educational sense. The school director is not required to meet the employment criteria in section 16 of the regulations unless they also oversee or provide instruction to students.

The registered independent school principal oversees the provision of instruction to students and is required to meet the employment criteria in section 16 of the regulations. A registered independent school board may designate the same person to be both the school director and the school principal.

The Ministry of Education's initial point of contact with each independent school must be the independent school director. Subsequently, with the agreement of the independent school board or director, the ministry may work directly with the independent school principal on an operational basis.

The required duties of a registered independent school director in section 15 of the regulations are narrower than the required duties of a director of education, of a board of education, or the Conseil scolaire fransaskois in *The School Division Administrative Regulations*.

The registered independent school director is responsible for:

- preparing and transmitting reports, returns, records, or information to the ministry;
- ensuring that the registered independent school is conducted in accordance with the Act and the regulations, as these relate to its school; and,
- the general management of the registered independent school and its staff.

The registered independent school director may delegate operational responsibility for these tasks to the registered independent school principal.

The registered independent school board must prescribe the additional powers and duties of the registered independent school director. The registered independent school board may designate the chairperson of the board as the registered independent school director.

The director appointed for a certified independent school shall not be a member of the board of directors of the non-profit corporation that owns and operates the certified independent school.

The principal appointed for a qualified independent school or a certified independent school shall not be a member of the board of directors of the non-profit corporation that owns and operates the qualified independent school or certified independent school.

### ***Procedures***

1. At time of initial registration, each registered independent school board must designate both a registered independent school director and principal. (Form A).
2. The supervisory official will not process the registration of a new independent school until they have visited the school at least once. See [Section 1.1](#): Basic Eligibility Criteria for Registered Independent Schools.
3. Each year, every registered independent school must update, on its annual return, the information provided on its initial registration form. Also, the registered independent school must promptly notify the ministry of any changes during the academic year with respect to its registered independent school director, principal or staff.

### 3.2 Employment Criteria for Teachers

<b>Authority</b>
<i>The Registered Independent Schools Regulations</i> , sections 17 and 18

The role of the teacher is central to the purpose of any school, whether the school is public, separate independent or les écoles fransaskoises and whether its purposes are primarily academic, or both spiritual and academic. A religiously-based registered independent school may restrict employment to teachers who share the faith and practice of the owner and/or operator of the independent school.

A religiously-based registered independent school may employ teachers who are not certified, based on the sincere belief it has the freedom and authority to establish the qualifications of its own teachers.

Subject to the principles of fundamental justice, the Minister of Education is able to recommend the removal of any teacher from a registered independent school for “reasonable cause,” that is, if it is determined that the teacher is ineligible to teach.

Each registered independent school must only employ teachers:

- who are certified teachers as determined by the Saskatchewan Professional Teachers Regulatory Board (SPTRB); or,
- who hold a Letter of Eligibility.

**Only a religiously-based registered independent school that sincerely believes that it has the freedom and authority to establish the qualifications of its own teachers and does not offer secondary level credits, may employ independent school teachers who hold a Letter of Eligibility and who are not certified teachers as pursuant to section 18 of the regulations.**

Any registered independent school may employ registered independent school teachers who are certified pursuant to:

- *The Registered Teachers Act*; or,
- section 17 of the regulations.

The “eligibility” to teach is a concept different from the “qualifications” to teach. While these concepts overlap, they should not be confused. A certified teacher might be qualified but ineligible to teach by virtue of, for example, a criminal offence involving a child, dishonesty, unexplained absenteeism or insobriety. A certified teacher might be eligible but unqualified to teach in a registered independent school because they do not share the faith or practice of the organization that own or operate the registered independent school.

A requirement that registered independent school teachers be “eligible” to teach in a religiously- based registered independent school is not a violation of the separation of church and state; a requirement that registered independent school teachers be “certified” pursuant to *The Registered Teachers Act* or section 17 of *The Registered Independent Schools Regulations* would be a violation of the separation of church and state.

## ***Educational Assistants***

The distinction between a teacher and an educational assistant is based upon the person's assigned duties and the performance of these duties. A teacher oversees the provision of instruction or provides instruction to students, while an educational assistant assists in the work of a school under the direction and supervision of the principal or a teacher.

A registered independent school educational assistant is not required to be certified and may be employed on a full-time or a part-time basis.

All educational assistants are to be formally supervised by a teacher employed in the school. A regular record of meetings shall be maintained.

Educational assistants are NOT permitted to develop educational plans, perform assessments or assign marks.

## ***Procedures***

1. Each year, on its annual return, every registered independent school must provide a list of the registered independent school teachers teaching in its school:
  - In the case of each teacher, the annual report must indicate whether the teacher is a certified teacher or holds a Letter of Eligibility.
  - In the case of each certified teacher, the annual report must provide the teacher's certification number.
  - The registered independent school must promptly notify the ministry of any changes during the academic year with respect to its teaching staff.
  - Upon receipt of each school's annual return, the supervisory official will check that each registered independent school teacher does possess a Letter of Eligibility or is registered with the SPTRB.
2. When visiting a registered independent school, the supervisory official will check whether all the registered independent school teachers hold a Letter of Eligibility or are certified teachers.

### 3.3 Letter of Eligibility

<b>Authority</b>
<i>The Registered Independent Schools Regulations, section 18</i>

A religiously-based registered independent school has the freedom and authority to establish the qualifications of its own teachers and may employ registered independent school teachers who are not certified.

Subject to the principles of fundamental justice, the Minister of Education should be able to recommend the removal of any teacher from a registered independent school for “reasonable cause,” that is, if it is determined that the teacher is ineligible to teach.

A Letter of Eligibility represents:

- a notice of intent to employ a registered independent school teacher; and,
- an exemption, based on a sincere religious belief, from the state’s normal requirements for the certification of teachers.

**Only a religiously-based registered independent school may register its intent with the Ministry of Education to employ a registered independent school teacher with a Letter of Eligibility.**

The religiously-based registered independent school must register its intent to employ the registered independent school teacher on a form provided by the Ministry of Education. (Form F). On the registration form, the registered independent school director or principal (on behalf of the registered independent school) and the registered independent school teacher must both affirm a sincere belief that the school has the freedom and authority to establish the qualifications of its own teachers.

While there are no minimum requirements for a Letter of Eligibility, an applicant must be at least 18 years of age when they apply. The Ministry of Education may refuse to issue a Letter of Eligibility to a registered independent school teacher who has:

- held a certificate or qualification to teach that has at any time been suspended or cancelled; or,
- been convicted of, or is presently charged with, a criminal offence of a sexual nature or a criminal offence involving a minor.

When the Ministry of Education issues a Letter of Eligibility, it will be valid for five years, including the school year in which it was approved. If the teacher changes to another school during the five-year approval cycle, they will be required to submit a new letter of application and criminal record check.

- The Ministry of Education will not issue or renew a Letter of Eligibility until after June 30 for duties to commence in the fall term.
- No registered independent school that has registered its intent with the Ministry of Education to employ a registered independent school teacher with a Letter of Eligibility will be in violation of section 18 of the regulations for the period of time that the Ministry of Education is processing the registration and until the ministry:



- issues the Letter of Eligibility; or,
- responds in writing pursuant to subsection 18(5) of the regulations.
- Students enrolled in a course taught by a non-certified teacher are ineligible for secondary level credit in this course even if the course has been approved by the Ministry of Education and the instruction is under the supervision of the ministry.
- The supervisory official is responsible for processing each Letter of Eligibility.
- In clause 18(3)(d), the phrase “subject to any terms or conditions that the Minister considers appropriate” refers to the terms or conditions of the Letter of Eligibility and not to the eligibility criteria for the religiously-based registered independent school or the registered independent school teacher. For example, the Ministry of Education might restrict the Letter of Eligibility to those grades approved in the school.
- In issuing a Letter of Eligibility, the Ministry of Education is recognizing an exemption, based on religious conscience, from the state’s normal requirements for the certification of teachers.

### ***Procedures***

1. The religiously-based registered independent school must complete a Letter of Eligibility application package. (Form F). The registered independent school teacher must complete the confidential disclosure portion and obtain a criminal record check. All must be submitted to the Ministry of Education prior to the individual beginning to teach in the school.
2. When the ministry receives an initial registration application from a registered independent school, the supervisory official will process the Letter of Eligibility.
3. The supervisory official will check to ensure the application is complete and whether the independent school is a religiously-based registered independent school.
4. The supervisory official may check whether the registered independent school teacher has:
  - held a certificate or qualification to teach that has at any time been suspended or cancelled; or,
  - been convicted of, or is presently charged with, a criminal offence of a sexual nature or a criminal offence involving a minor.
5. If the supervisory official is satisfied that the registration application is complete and that the registered independent school teacher is eligible for a Letter of Eligibility, they will issue the Letter of Eligibility. The original application and subsequent renewals will be kept on file in the ministry.
6. If the supervisory official is not satisfied that the registration application is complete or that the registered independent school teacher is ineligible for a Letter of Eligibility, then they will:
  - notify the registered independent school of this fact; and,
  - provide written reasons for not issuing the Letter of Eligibility to teach.

7. If the religiously-based registered independent school is not satisfied with the reasons why the supervisory official did not issue the Letter of Eligibility, then it may appeal to the Minister.
8. When visiting a registered independent school, the supervisory official will check for conformity of teaching practice with the goals of education of the religiously-based registered independent school.

### 3.4 Saskatchewan Professional Teachers Regulatory Board

<b>Authority</b>
<i>The Registered Teachers Act, subsections 19(1)(2)(3)</i>

The teacher's certificate is a statement of minimum standards to ensure students a quality of education. A teacher's certificate does not replace decisions made by potential employers with respect to recruitment of teachers. The certification and employment processes are important steps in providing for a high quality of public education and for the protection of children.

Saskatchewan's public, separate, associate, les écoles fransaskoises and registered independent schools must employ teachers who possess a valid Saskatchewan teacher's certificate. The Minister of Education, through the SPTRB, has the duty to make regulations with respect to the certification of teachers in Saskatchewan.

All teachers must register annually with the SPTRB. Any general concerns about a certified teacher should be directed to the teacher, principal or director. If there is a complaint about a teacher's conduct or competency, contact the SPTRB to determine the appropriate course of action.

The vast majority of public/separate school and les écoles fransaskoises teachers hold a Professional A Teacher's Certificate. An individual may qualify for a Professional A Teacher's Certificate, either by the elementary program or by the secondary program, both of which include an academic component, a professional component and a practicum. Once individuals have a Professional A Teacher's Certificate, their certificate is valid to teach in either the elementary or secondary grades.

Visit the [SPTRB](#) website for additional information regarding certificate qualifications and registration.

#### ***Procedures***

1. All teacher registration, professional ethics and discipline, other than the Letter of Eligibility, are administered by the SPTRB.
2. With the exception of Letter of Eligibility teachers, it is the responsibility of the teachers in all registered independent schools to register with the SPTRB and pay the appropriate professional fees by August 31 on an annual basis.

## SECTION FOUR: Curriculum, Instruction and Evaluation

### 4.1 Instruction

<b>Authority</b>
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<i>The Registered Independent Schools Regulations, section 30</i>
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A registered independent school must provide instruction in the required areas of study as determined by the Minister. This is not a question of conscience as long as the school retains the freedom to choose which programs or courses to teach in these required areas.

The required areas of study are arts education, health education, language arts, math, physical education, science and social studies. A registered independent school is not required to submit its programs and courses of instruction to the Ministry of Education for approval. Qualified and certified independent schools are required to submit their programs for review and approval **prior** to any students being enrolled in the course(s).

Each registered independent school has the freedom to provide instruction in the required areas of study from a particular religious or philosophical perspective, in conformity with its own goals of education, previously submitted to the Ministry of Education.

Instructional practice may reflect current accepted educational theory about the means by which learning occurs rather than be based upon a single theoretical framework. Ministry supervision will take into account varied instructional methods, classroom management and organization such as whole group instruction and individualized programming.

A registered independent school must agree to and be seen to be striving to meet the requirements for instruction in the required areas of study.

When inspecting registered independent schools, the Ministry of Education will assume that the registered independent school is providing instruction comparable in quality to that of public/separate schools and les écoles francsaskoises unless there is evidence to the contrary.

The Ministry of Education encourages parental or guardian involvement in their child's education and in school activities. Parents or guardians can complement the school's activities by promoting healthy lifestyles and by encouraging broader educational opportunities.

#### **Procedures**

1. The supervisory official will become familiar with the programs and courses used in Saskatchewan's registered independent schools.
2. When visiting registered independent schools, the supervisory official will inform the registered independent school director or principal of strengths and concerns, where appropriate, in relation to the policy.

3. If the supervisory official determines that there are concerns, then they will initiate a collaborative discussion with the registered independent school director or principal to initiate improvements. The supervisory official and the registered independent school director or principal will attempt to agree upon a plan and a time frame for improvements.
4. If the supervisory official and the registered independent school agree upon a plan and a time frame for the improvements, the supervisory official will check on a subsequent visit whether the registered independent school has made progress as agreed to in the plan.
5. If the supervisory official determines that the registered independent school is unwilling to agree to a plan to correct deficiencies, or unwilling to correct the deficiencies in accordance with the agreed-upon plan, then the supervisory official may initiate steps to suspend or cancel a registered independent school's registration.
6. If the registered independent school feels that the supervisory official is being unreasonable in their interpretation of the policy, the school may refer its case to the Minister of Education.

## 4.2 Language of Instruction

<b>Authority</b>
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<i>The Registered Independent Schools Regulations, section 32</i>
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English is the official language of the Province of Saskatchewan and should be the principal language of instruction in each registered independent school unless otherwise approved by the Ministry of Education.

A registered independent school board may, by resolution, approve the use of French as the language of instruction in some or all of the required areas of study except English language arts. The responsibility will be on the Ministry of Education to demonstrate why the ministry should not approve the use of French as a language of instruction in a registered independent school.

A registered independent school board may, by resolution, approve the use of a language other than English or French as a language of instruction up to a maximum of 100 per cent of the instructional time at Kindergarten and to a maximum of 50 per cent of the instructional time at the elementary, middle and secondary levels. The responsibility will be on the registered independent school to demonstrate why the ministry should approve the use of a language of instruction other than English or French.

Where the Ministry of Education has approved the use of a language of instruction other than English, the registered independent school must provide English language programs and courses of study at all levels beginning no later than Grade 3 at the elementary level.

The Ministry of Education may refuse to approve the use of a language of instruction other than English or French if the ministry is not equipped to inspect or supervise instruction in the language. The above policies do not apply to instruction in a second language as a locally-determined option.

The Ministry of Education will only consider a request to use a language of instruction other than English, commencing the beginning of an academic year. If a registered independent school desires to use a language of instruction other than English beginning the following academic year (September), then the school must submit its request to the ministry no later than December 31 of the preceding year.

### ***Procedures***

1. Where a registered independent school desires to use a language of instruction other than English, the registered independent school board must pass a resolution and submit this resolution, along with the reasons for the resolution to the ministry for approval.

2. The supervisory official will consider and approve each submission on behalf of the Minister. The supervisory official may consult with other ministry officials in making their decision.
3. If the registered independent school feels that the supervisory official is being unreasonable in their interpretation of the policy, the school may refer its case to the Minister of Education.

### 4.3 Religious Instruction

<b>Authority</b>
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<i>The Registered Independent Schools Regulations, section 33</i>
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The school's provision of non-credit religious instruction should not excessively reduce its provision of instruction in the required areas of study. A registered independent school may provide non-credit religious instruction in the religious doctrine or creed of the organization that owns or operates the registered independent school for up to 2½ hours per week within the regular hours of instruction. A registered independent school may provide non-credit religious instruction in a language other than English if the school has received approval to provide instruction in that language.

A registered independent school may increase the amount of non-credit religious instruction beyond 2½ hours per week by scheduling additional religious instruction outside of the regular hours of instruction. Instruction in credit courses like Christian Ethics 10, 20 and 30 are not restricted by the 2½ hour limit per week.

In a registered independent school, non-credit religious instruction represents a locally-determined option and, therefore, part of the maximum of five hours per week of locally-determined options at the elementary and middle levels.

Unlike in public/separate schools and les écoles fransaskoises, parents or guardians do not have the right to remove their children from non-credit religious instruction in the registered independent school, except as provided in the registered independent school's own policies.

#### ***Procedures***

When visiting registered independent schools, the supervisory official will check for compliance with the policy.



#### 4.4 Recommended Learning Resources

<b>Authority</b>
<i>The Education Act, 1995</i> , clause 3(2)(e)

The Ministry of Education advocates resource-based learning. The ministry develops and maintains annotated lists of recommended learning resources to support provincial curriculum. Other resources beyond those recommended in the learning resource lists may effectively support curriculum. It remains the responsibility of educators to preview and select materials that best meet the needs of their students, school and community. Educators should choose resources in accordance with their school's learning resources selection policy.

## 4.5 Submitting Secondary Courses (Grades 10 to 12) for Approval

<b>Authority</b>
<i>The Registered Independent Schools Regulations</i> , section 31

A secondary level registered independent school must provide approved courses of study in accordance with the *Registrar's Handbook for School Administrators*, as determined by the Minister, in order to offer secondary credits. The supervisory official is responsible to receive and process courses that have been submitted for the Minister's consideration.

### ***Locally Developed Courses***

Locally developed courses (LDCs) can include up to 100 per cent original content and are approved for 10 years. Application for a LDC (new or renewal) is completed through Blackboard (please see [Registrar's Handbook for School Administrators](#)).

A registered independent school intending to seek approval for a regular, modified, or locally developed course of study must first establish the need for the course. Confirmation of need by the Ministry of Education must precede the actual submission of the regular, modified, or locally developed course.

**\*Only teachers who are registered through the Saskatchewan Professional Teachers Regulatory Board may offer secondary credits. \***

### ***Procedures***

1. The registered independent school must submit the *Intent to Proceed with a Locally Developed Course of Study* (<http://edonline.sk.ca>) no later than March 1 for the fall semester, or October 1 for the winter semester.
2. Once the director from the Curriculum Unit has accepted the need for a course, the registered independent school may proceed with developing the course, then submit an *Application for Approval of a Locally Developed Course of Study*. If the school wants the course approved by the beginning of the next fall semester, then the school must submit this form no later than May 1 of that year, and no later than December 1 for the winter semester.
3. The Curriculum Unit will evaluate the submitted course with the policy, and inform the applying independent school director or principal of the strengths/concerns in the submitted course.
4. If the Curriculum Unit determines that, in their opinion, the submitted course is sufficient to meet the policy, they will approve the application on the Blackboard organization to initiate the approval process.

## 4.6 Student Evaluation: Elementary and Middle Levels

Authority
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<i>The Education Act, 1995, clause 175(2)(h)</i> <i>The Education Regulations, 2019, section 24</i>
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Registered independent school principals and teachers have the responsibility of evaluating students in their schools. Each registered independent school principal has the authority and responsibility, subject to the policies of the registered independent school board, to establish, in consultation with their staff, the procedures and standards for evaluating the progress of the students enrolled in the registered independent school and for making promotions.

Registered independent school teachers have the authority and responsibility, subject to the policies of the registered independent school board and to the authority of the principal, to determine the final standings of students in the elementary and middle levels of the registered independent school.

Each registered independent school has the authority and responsibility to place newly registered students at their appropriate grade or achievement level. Each registered independent school must maintain records of student progress and must provide both students and parents/guardians with regular reports of students' progress.

Curriculum, instruction and evaluation are closely related. The evaluative procedures should relate to the:

- age and development of the child;
- needs of the child (e.g., children with learning challenges);
- nature of each discipline, subject or area of study;
- learning outcomes/objectives of the programs of study being used; and,
- instructional methods and learning resource materials being used.

The evaluative procedures should address not only the academic progress of the students, but also the spiritual, ethical, emotional and physical development of the students according to the approved goals of education of the registered independent school.

Each registered independent school's procedures for placing newly registered students at their appropriate grade or achievement level should be fair and equitable to the students. Indicators may include the:

- age of the student;
- grade level in the previous school;
- student's academic progress in the previous school; and,
- student's performance on standardized achievement tests

## ***Procedures***

1. When visiting registered independent schools, the supervisory official will check that each registered independent school has established and is following procedures and standards for evaluating the progress of students, for making promotions and for placing newly registered students at their appropriate grade or achievement level.
2. A registered independent school may request the advice and assistance of the supervisory official in establishing its evaluation procedures and standards and in placing newly registered students at their appropriate grade or achievement level.

## 4.7 Student Evaluation: Secondary Level Credits

Authority
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<i>The Education Act, 1995, clause 175(2)(k)</i>
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<i>The Education Regulations, 2019, section 27</i>
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<i>The Registered Independent Schools Regulations, section 34</i>
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Students in registered independent schools should be eligible to receive secondary level credits on the same basis as students in public/separate high schools and les écoles fransaskoises. A student enrolled in a course in a registered independent school is eligible for secondary level credit in this course if the:

- course has been approved by the Minister;
- registered independent school has been lawfully in operation for at least one full academic year, unless this requirement is waived by the minister;
- teacher of the course is a certified teacher or an accredited teacher; and,
- instruction is under the supervision of:
  - the ministry; or,
  - a person approved by the ministry.

It must be noted that in qualified independent schools (QIS) all secondary level courses must be taught by Professional A teachers.

In 10 and 20 level courses, and in 30 level courses in which provincial departmental examinations are not prepared, the certified teacher must determine the final standing of each student, subject to the authority of the registered independent school principal, and under the supervision of the supervisory official.

In 30 level courses in which provincial departmental examinations are prepared, the final standing of each student will be determined in the case of a student:

- of an accredited teacher, by the teacher, subject to the authority of the registered independent school principal and under the supervision of the supervisory official;
- of a certified teacher who is not accredited, as a composite mark comprising the mark:
  - assigned by the teacher on the basis of work and examinations throughout the course; and,
  - earned by the student on the provincial departmental examination;
- in a new registered independent school during the school's first year of operation, by the mark obtained on a provincial departmental examination; and,
- in an approved 30 level course taught by a certified teacher who is not accredited, the composite mark shall comprise the mark:
  - assigned by the teacher on the basis of work and examinations throughout the course; and,
  - earned by the student on the provincial departmental examination in the subject or responding to the 30 level course.

A student enrolled in a registered independent school in a course which does not meet the criteria in section 34 of the regulations may challenge the provincial departmental examination in a Grade 12 subject at an examination centre during a regular examination period. In this case, the final standing of the student will be determined by the mark obtained

on the provincial departmental examination, but the student will not receive credit for the corresponding 30 level course unless the student:

- has obtained credit for the prerequisite courses; or,
- is at least 18 years of age.

Each registered independent school has the authority to place newly registered students at their appropriate grade or achievement level. The placement of a student in Grade 11 or 12 does not guarantee that the student will automatically receive credit from the Ministry of Education for Grade 10 or 11 courses.

In the case of students transferring from public schools or from independent schools in other provinces and territories, the Ministry of Education may issue level 10 and level 20 credits in accordance with the *Registrar's Handbook for School Administrators* - [Credit Transfer Guide](#).

Below are the criteria to issue secondary level credits to students in registered independent schools in Saskatchewan.

- The course must be:
  - a provincially developed course; or,
  - a regular course, modified course or locally-developed course submitted by a registered independent school and approved by the ministry.
- The registered independent school teacher must be a certified teacher pursuant to *The Registered Teachers Act*.
- The instruction must be under the supervision of either:
  - the supervisory official; or,
  - an approved person.

A registered independent school may choose not to teach an approved course at the secondary level, not to employ certified teachers or not to be supervised by the ministry. This choice should be taken in full knowledge of the consequences for the students in the registered independent school.

The Ministry of Education presently offers provincial departmental examinations in the following subjects: *English A30 and B30, Physics 30, Chemistry 30, Biology 30, Foundations of Mathematics 30, Pre-calculus 30 and Workplace and Apprenticeship Mathematics 30*.

The Ministry of Education encourages registered independent high schools to establish a direct line of communication with the Registrar's Office of the ministry. The Ministry of Education will issue secondary level credits to students enrolled in:

- registered independent high schools; or,
- registered independent schools that are under the supervision of the supervisory official.

Registered independent high schools may consult with Student Services, Ministry of Education or with the supervisory official, among other things, with respect to the:

- placement of in-coming students; and,
- evaluation of students' transcripts.

### ***Procedures***

1. Student and Educator Services is responsible for maintaining an up-to-date list of regular courses, modified courses and locally developed courses approved for use in registered independent schools. This information is located online in the [Registrar's Handbook for School Administrators](#).
2. Registered independent schools should follow these procedures to ensure that their students receive appropriate credit for approved courses that are completed and provincial departmental examinations that are written. Schools may submit students' marks on MySchoolSask (MSS).
3. The Office of the Registrar will issue the official transcript of secondary level achievement.

## 4.8 Student Evaluation: Secondary Level and Grade 12 Standing

For more detailed information on credit requirements, refer to the [Registrar's Handbook for School Administrators](#).

**Table 1- Credit Requirements for Grades 10, 11 and 12**

Grade 10	Grade 11	Grade 12
minimum 8 credits  <b>Compulsory Courses:</b> English Language Arts A 10 and English Language Arts B 10;  Social Studies 10, History 10 or Native Studies 10;  Science 10;  a mathematics at the 10 level;  3 electives at level 10, 20 or 30	minimum 16 credits  <b>Compulsory Courses:</b> English Language Arts 20;  a mathematics at the 20 level;  a science 20 or 30 *  a social science 20 or 30  6 additional elective credits at level 20 or 30	minimum 24 credits (5 of which must be at the 30 level)  <b>Compulsory Courses:</b> English Language Arts A 30 and English Language Arts B 30;  Social Studies 30: Canadian Studies, History 30: Canadian Studies or Native Studies 30: Canadian Studies;
2 credits in arts education or practical and applied arts at level 10, 20, or 30		
Wellness 10, Physical Education 20 or Physical Education 30		

### Note:

- 1 credit = 100 hours of classroom instruction and a minimum percentage of 50.
- Graduation requirements are minimum requirements for Grade 12 standing. Students may choose to exceed these requirements.
- Science 20 or 30 prerequisites must be met unless the student is an adult by definition of *The Education Regulations, 2019*.
- Students are required to take nine elective courses at the secondary level. Six of the courses must be at the Grade 11 or 12 level. Elective courses may be taken from the required areas of study, practical and applied arts (PAA), language courses, locally developed courses and special project credits.

Christian ethics may be used as a substitute for the practical and applied arts credit requirement or as an unspecified elective. The credit requirements under core curriculum, combined with student counselling, will help ensure that the proper classes are selected.



Neither secondary level nor Grade 12 standing necessarily ensures that students will meet the admissions requirements for the two provincial universities, for particular colleges at the two provincial universities, for Saskatchewan Polytechnic or for particular programs at Saskatchewan Polytechnic since the province's post-secondary institutions determine their own admissions requirements. Individual colleges of the universities also determine their own admissions requirements as well as the level 30 pre-requisites for subjects like math, physics and chemistry.

### ***Procedures***

1. The Registrar's Office maintains a record of secondary level standing for students enrolled in grades 10, 11 and 12. Individual records of standing are started when students complete one or more secondary level courses. The record indicates if the student has achieved Grade 10, Grade 11, Grade 12 or complete secondary level standing. Summary reports of secondary level standing are issued to school supervisory officials in February and August of each year. Student records of secondary level standing are issued to individual students on completion of their first level 30 course.
2. Registered independent schools should generally address any questions or concerns with respect to their students' transcripts directly with Student Services, Information Management and Support Branch, Ministry of Education.

## 4.9 Teacher Accreditation

Authority
<i>The Education Regulations, 2019, clause 28</i> <i>The Registered Independent Schools Regulations, section 20</i>

Accreditation means granting to a teacher the responsibility of determining the final mark or standing of the students in Grade 12 (level 30) English language arts, mathematics (foundations of mathematics, workplace and apprenticeship mathematics, pre-calculus) and sciences (biology, chemistry, physics).

Teachers in for-profit registered independent schools are not eligible for teacher accreditation.

Teachers in non-profit registered independent schools may be accredited in the following subject(s): English Language Arts A30, English Language Arts B30, chemistry, physics, biology and mathematics (workplace and apprenticeship, foundations and pre-calculus).

To be eligible to apply for accreditation in the specified subjects, a registered independent school teacher must:

- hold a permanent Saskatchewan Professional A teaching certificate;
- have two full years or equivalent of successful teaching experience;
- have attended a Saskatchewan Teachers' Federation accreditation seminar;
- meet all university coursework requirements as delineated in provincial accreditation policy;
- be supervised by a Ministry official for at least one year, in the subject in which they are to be accredited, before accreditation will be granted in the school that they are presently teaching in; and,
- understand that the accreditation certification is not transferable from one school to another school.

To apply for accreditation a registered independent school teacher must:

- apply for accreditation on the Ministry of Education application form on or before September 30 of each school year, or September 30 and February 28 of each semester;
- provide the supervisory official with evidence that they meet the requirements; and,
- obtain approval for accreditation from the registered independent school director or principal and the supervisory official.

The Accreditation Review Committee reviews applications of teachers where there is a question at the supervisory official level regarding qualifications.

Teacher accreditation must be renewed every five years from the time of the initial or last renewal of teacher accreditation. Students taught by an accredited teacher must accept the evaluation of the accredited teacher in the semester or term in which the subject is taken. The Ministry of Education will accept the evaluation of accredited teachers. The final marks assigned by the teacher must be submitted to the ministry through MySchoolSask (MSS).

Students wishing to appeal an evaluation from an accredited teacher must have the opportunity to write either a teacher-prepared comprehensive supplemental or a provincial departmental examination according to the regulations governing the writing of examinations. The student who elects to write a teacher-prepared supplemental examination is obligated to give the teacher adequate notification of their intention.

### ***Procedures***

1. Registered independent school teachers who wish to apply for accreditation should ensure that they meet all provincial requirements for accreditation and also any local policies of the employing registered independent school board.
2. If any requirements are in doubt, the teacher should discuss these with his or her registered independent school director or principal, or the supervisory official.
3. Application should be made on the *Application for Accreditation Form* and include all supporting information. (Form G) Application must be made early enough to allow receipt by the supervisory official before September 30 of a school year, or September 30 and February 28 of a semester.
4. The application form and documentation should be given to the registered independent school director or principal who will forward these along with the *Approval of Accreditation Form* to the supervisory official. The registered independent school director's or principal's signature on both forms indicates his or her approval of the application.
5. The supervisory official will review the submitted application, all forms and documentation to ensure that the application meets all the provincial requirements and any local requirements of the independent school board and approve or deny the application. Notice of approval or denial will be received by the teacher within 30 days upon receipt of the application. If an application is denied, a letter outlining the reasons for denial will be sent to the independent school teacher with a copy to the registered independent school director or principal.
6. One copy of the *Approval of Accreditation Form* will be forwarded to the Registrar, Ministry of Education, and one copy will be kept on file in the ministry. Two copies will be returned to the registered independent school director or principal, one of these copies to be placed in the registered independent school teacher's file and the other copy to be given to the teacher to serve as an acknowledgement that the teacher is or is not accredited in the specified Grade 12/Level 30 subject.
7. If the application is denied by the supervisory official, the registered independent school teacher may request a formal review by the Accreditation Review Committee.

## SECTION FIVE: Inspection and Supervision

### 5.1 Inspection of All Registered Independent Schools

Authority
<i>The Education Act, 1995</i> , subsection 4(1) and clause 4(1.1)(y) <i>The Registered Independent Schools Regulations</i> , sections 21 and 23, and clause 24(a)

Ministry inspection of registered independent schools represents the major way in which the state is protecting the interests of society at large with respect to the education of the children enrolled in registered independent schools. Inspection is concerned with the intellectual, emotional and physical well-being of children in registered independent schools.

In the case of an alleged failure of parents or guardians to provide adequate education for their children, the burden of proof resides with the government. Since the burden of proof resides with the government, registered independent schools must provide open access at all reasonable times to the ministry (not only upon invitation) to observe the educational activities and educational operations of the school. Ministry officials have the right to enter independent school facilities at any time when they are open without prior approval.

Persons inspecting registered independent schools should meet the qualifications of a director of education for a board of education as prescribed in subsection 21(2) of *The Registered Independent Schools Regulations*.

Ministry inspection of registered independent schools involves checking compliance with:

- the Act and the regulations, as these relate to each registered independent school;
- the eligibility criteria for registration of a registered independent school; and,
- the operational requirements which apply to each registered independent school, such as:
  - school calendar and hours of instruction;
  - maintenance of student records;
  - the employment criteria of teachers; and,
  - instruction in the required areas of study.

Upon request of a registered independent school, the Ministry of Education will provide non-directive and unobtrusive supervision of the educational operations to enhance the performance of registered independent school teachers, leading to teacher professional growth, improved instruction and improved student outcomes. Non-directive means that supervision may involve advice, suggestions and recommendations based upon professional expertise and judgment. Unobtrusive means that supervision will not disrupt instruction in the registered independent school. Non-directive and unobtrusive supervision is intended to assist registered independent schools to become better schools.

When inspecting or supervising registered independent schools, the Ministry of Education will appreciate and recognize the distinct philosophy of each registered independent school.

When inspecting registered independent schools, the Ministry of Education will assume that each registered independent school is providing instruction comparable in quality to that of public and separate schools unless there is evidence to the contrary. The Ministry of Education will collaborate with each registered independent school to meet the requirements of the regulations.

### ***Procedures***

1. On the first visit, the supervisory official and the school's officials may agree upon:
  - the primary person(s) with whom the supervisory official will work on subsequent visits, whether:
    - the registered independent school director;
    - the registered independent school principal;
    - the registered independent school director and principal together; or,
    - the registered independent school principal and teachers together; and,
  - the nature of the supervisory official's work, whether:
    - strictly inspection;
    - unobtrusive and non-directive supervision; or,
    - helping the school plan its educational activities and educational operations.
2. On subsequent visits, the supervisory official and the school's officials may revise the above agreements established on the first visit.
3. Upon request of the supervisory official, the registered independent school must arrange for a meeting of the supervisory official with the registered independent school board.
4. Upon request of the registered independent school board, director or principal, the supervisory official may assist the registered independent school with:
  - administrative matters relative to the Ministry of Education;
  - relations with boards of education and the Conseil scolaire fransaskois;
  - the use of community facilities such as gymnasiums, swimming pools and parks;
  - the selection of programs, courses and support materials;
  - student attendance;
  - the development of school policies; or,
  - students with intensive needs.
5. Upon request of a registered independent school director or principal, the supervisory official may assist the registered independent school director or principal with the establishment of a supervision process for the registered independent school, including:
  - evaluating and enhancing the performance of the school's teachers;
  - implementation of new programs and courses;
  - teacher in-service;
  - action research; or,
  - collaboration among school staff.

6. As an “inspector” of a registered independent school, the supervisory official may make recommendations with respect to:
  - a request for a letter of reference on behalf of a teacher; or,
  - a teacher’s general proficiency.
7. When visiting a registered independent school, the supervisory official will inspect the school’s facilities. If they observe actual or potential problems, they will discuss these with the registered independent school director or principal or alert other authorities of these problems.
8. When visiting a registered independent school, the supervisory official will inform the registered independent school director or principal of the school’s strengths or weaknesses.
9. If the supervisory official determines that there are concerns, they will initiate a collaborative discussion with the registered independent school director or principal to address the concerns. The supervisory official and the registered independent school director or principal will attempt to agree upon a plan and a time frame to address the concerns.
10. If the supervisory official and the registered independent school are able to agree upon a plan and a time frame for improvements, then the supervisory official will check on subsequent visits whether the registered independent school has made progress. The visits may be more frequent throughout the school year.
11. If the supervisory official determines that the registered independent school is unwilling to agree to a plan or unwilling to address the concerns according to the agreed-upon plan, then the supervisory official may initiate steps to suspend or cancel a registered independent school’s registration. The supervisory official may consult with other ministry officials before initiating such steps.
12. The supervisory official may routinely visit each registered independent school to assist the registered independent school to comply with the Act, the regulations and the criteria for registration without notifying the registered independent school of the specific purpose of their visits.
13. If, after one or more routine visits, the supervisory official is satisfied that there exist reasonable and probable grounds to believe that a registered independent school is not complying with and does not intend to comply with the Act, the regulations, or the criteria for registration, then they may visit the registered independent school for the specific purpose of collecting evidence of non-compliance.

## 5.2 Inspection of Qualified Independent Schools

Persons inspecting QIS must meet the qualifications of a director of education for a board of education as prescribed in subsection 21(2) of *The Registered Independent Schools Regulations*.

In addition to the duties outlined for inspection of registered independent schools, ministry inspection of QIS involves checking compliance with:

- the eligibility criteria for classification as a QIS.

The Ministry of Education will provide supervision of the educational operations of a QIS to enhance the performance of registered independent school teachers, guide teacher growth, improve instruction and improve student outcomes.

As an “inspector” of a QIS, the supervisory official may make recommendations with respect to:

- providing a letter of reference on behalf of a teacher;
- a teacher’s general proficiency;
- student well-being; and,
- any other matter pertaining to the operation or function of the QIS.

### 5.3 Supervision of Registered Independent Schools

If a registered independent school wants its students to be eligible for secondary level credits or its teachers to be eligible for teacher accreditation by the Ministry of Education, the school must receive additional ministry approval of its educational program in addition to registration. The school must:

- teach approved provincial programs or courses;
- employ certified teachers; and,
- be under the supervision of the ministry.

The Ministry of Education may provide supervision of a registered independent school and at the expense of the ministry. Persons providing supervisory services will meet the qualifications of a director of education for a board of education as prescribed in Section 21(2) of *The Registered Independent Schools Regulations*. If a registered independent school desires supervision, the registered independent school director or principal must make this request in writing to the Ministry of Education so that:

- its students may be eligible for secondary level credits; and,
- its teachers may be eligible for teacher accreditation.

The Minister may place any registered independent school under supervision to ensure the health, safety and well being of staff and students at a registered independent school.

Supervision is an ongoing and collaborative process aimed at the improvement of instruction in a school, that includes both evaluating and enhancing the performance of teachers, leading to teacher professional growth, improved instruction, improved learner outcomes and student well-being.

The Ministry of Education recognizes that local ownership of curricula, programs and courses is important for the meaningful long-term development of a registered independent school. When supervising a registered independent school, the Ministry of Education will work in collaboration with the registered independent school director or principal.

When supervising registered independent schools, the Ministry of Education will:

- appreciate and recognize the distinct philosophy of each registered independent school;
- and,
- ensure the health, safety and well being of staff and students at the registered independent school.

In registered independent schools, supervision is somewhat narrower than the present concept of school supervision in Saskatchewan's public/separate schools and les écoles fransaskoises, in that it does not involve responsibility for the recruitment and dismissal of teachers or the selection of programs and courses in the registered independent school.

Supervision has both general and specific purposes. The general purpose is to assist registered independent school teachers to become better teachers. Specific purposes include making recommendations with respect to:

- a request for a letter of reference on behalf of the teacher;



- a teacher's general proficiency;
- the eligibility of students for secondary level credits;
- teacher accreditation;
- the suitability of a teacher being a "supervisory teacher" for a student intern; and,
- ensuring the health, safety and well being of staff and students at the registered independent school.

### ***Procedures***

1. The supervisory official is responsible for the supervision of all registered independent schools, except:
  - associate schools; and,
  - historical high schools that have received approval from the ministry for a local arrangement for supervision by a local director or superintendent of education, or a person similarly qualified.
2. During their first visit to a registered independent school, the supervisory official may have reached an understanding with the school's officials with respect to:
  - the primary person(s) with whom the supervisory official will work on subsequent visits; and,
  - the nature of the supervisory official's work in relation to the particular school.
3. For the first visit, the supervisory official may make arrangements with the registered independent school director. On the first visit, the supervisory official and the school's officials will agree upon the primary person(s) with whom the supervisory official will work on subsequent visits, for example:
  - the registered independent school director;
  - the registered independent school principal;
  - the registered independent school director and principal, together; or,
  - the registered independent school principal and teachers, together.
4. On subsequent visits, the supervisory official and the school's officials may revise the above agreement established on the first visit.
5. The supervisory official will visit each registered independent school at reasonable times (i.e., when the registered independent school director or principal is in the school), may make prior arrangements for visits, and, when visiting, may make their first contact with the registered independent school director or principal, as the case may be.
6. If a registered independent school desires supervision with respect to:
  - issuing its students secondary level credits; or,
  - teacher accreditation.

The registered independent school director or principal must make this request in writing to Independent Schools and Home-based Education (ISHBE).

7. The supervisory official and the school's officials may agree upon a supervision schedule. Supervision will be more intensive:
  - in the first two years after the Ministry of Education has received a written request to supervise a school, a part of a school, or a registered independent school teacher;
  - in the case of a new teacher, in the first two years of employment with the registered independent school; and,
  - if the supervision is related to the health, safety or well being of staff and students at the registered independent school.
8. During the first two years after a school has requested supervision, the supervisory official may be responsible for the supervision of all teachers being supervised. The supervisory official may work with the registered independent school director or principal, as the case may be to:
  - enhance the supervisory skills of the registered independent school director or principal;
  - help establish or improve the supervisory process of the registered independent school director or principal, including, among other things:
    - evaluating and enhancing the performance of the school's teachers;
    - implementation of new programs and courses;
    - teacher in-service;
    - action research; and,
    - collaboration among school staff.
9. From time to time, for example, when the registered independent school appoints a new director or principal, the supervisory official and the school's officials may review their understandings with respect to:
  - the primary person(s) with whom the supervisory official may work on subsequent visits; and,
  - the nature of the supervisory official's work in relation to the particular registered independent school.

## 5.4 Qualified Independent School Supervision

In addition to the procedures for supervision of teachers in registered independent schools, qualified independent schools must:

- provide approved programs and approved courses of study in accordance with the [\*Registrar's Handbook for School Administrators\*](#);
- employ only Professional A teachers as classroom teachers and Principal;
- operate as a registered independent school in good standing for at least two consecutive school years immediately before making its application for funding;
- adhere to ministry policies and directives;
- teach only Saskatchewan approved curricula;
- submit financial statements to the ministry;
- agree to be supervised and inspected by ministry officials or designates; and,
- be owned by a non-profit corporation incorporated or continued in Saskatchewan;

Qualified independent schools will be supervised a minimum of three times during the school year. The first supervision will be scheduled while all subsequent visits may not be. At least part of one of the visits will be dedicated to reviewing QIS criteria to ensure compliance.

Evaluation of teachers is viewed as indefensible without prior supervision. Present law and practice in Saskatchewan with respect to public and separate schools refer to supervision, not evaluation.

Saskatchewan's QIS must be supervised in order to be classified as a QIS by the Ministry of Education.

### ***Procedures***

In addition to the procedures outlined in the procedures for supervision of registered independent schools, the following apply to QIS:

1. The supervisory official is responsible for the supervision of all QIS. During their first visit to a particular QIS, the supervisory official may have reached an understanding with the school's officials with respect to:
  - the primary person(s) with whom the supervisory official will work on subsequent visits; and,
  - the nature of the supervisory official's work in relation to the particular school.
2. The supervisory official may visit each QIS at reasonable times (i.e., when the QIS director or principal is in the school) and, when visiting, may make their first contact with the QIS director and/or principal.
3. The supervisory official and the school's officials may agree upon a supervision schedule.
4. The supervisory official is responsible for the supervision of all QIS teachers. The supervisory official may work with the QIS director and/or principal to:
  - enhance the supervisory skills of the QIS director or principal; and,
  - help establish or improve the supervisory process of the QIS school director and/or principal,

including, among other things:

- evaluating and enhancing the performance of the school's teachers;
- implementation of new programs and courses;
- teacher in-service;
- action research; and,
- collaboration among school staff.

5. The supervisory official is also responsible for ensuring compliance to all criteria listed in Section 10(1) of ***The Registered Independent Schools Regulations***. During one of the visits the supervisory official and the Director of the QIS will review all of the QIS criteria to ensure the school is in full compliance. This visit will be scheduled in advance to ensure that the Director and Principal are present and available. This review may include, but not be limited to:
  - Professional "A" Teacher assignments;
    - Including class lists, subjects, etc.;
    - Ensuring all paraprofessionals and non-SPTRB registered staff members or volunteers are being properly supervised; and,
    - All students assigned to them are being properly supervised.
  - Discipline policy and any related procedures and records
  - Corporation status;
    - Ensuring school is owned by a non-profit; and,
    - Currently registered with Information Services Corporation.
  - Inspection of onsite staff and student record storage;
    - Includes Criminal Record Checks (including Vulnerability checks); and,
    - Student Cumulative Records.
  - Review of attendance data; and,
  - Secondary level student course registrations.
6. If the school is found to be in contravention of any of the criteria listed in Section 10(1) a formal report will be developed and sent to the school.
  - Section 14(1) of the regulations and Policy 2.10 may apply to any contraventions found.
7. When a QIS appoints a new director or principal, the supervisory official and the school's officials may review their understandings with respect to:
  - the primary person(s) with whom the supervisory official will work on subsequent visits; and,
  - the nature of the supervisory official's work in relation to the particular QIS.

## ***Supervision of Online Qualified Independent Schools***

An online QIS provides its courses primarily to students through technology. While components of the curriculum may be delivered traditionally, the majority of instruction is delivered through technology outside the classroom setting. Typically, this involves a geographical separation between the educator and student. Despite the physical separation, it is an expectation that online schools continue to provide a student-focused structured learning environment under the supervision of a principal. Below are the two main components of supervision of online QIS.

### **1. A meeting with the school based administrator to review:**

- the philosophy of the school;
- online inspection checklist;
- administrative policies and procedures;
- teacher evaluation practices and professional development opportunities;
- student evaluation practices;
- attendance processes and accountability measures; and,
- information regarding online learning processes and expectations, including but not limited to:
  - minimum hardware and software requirements;
  - process for verification of the physical residence of all students registered with the school on an ongoing basis,
  - information portal to course outline expectations, attendance, timelines for course completion;
  - access to course outlines;
  - instruction and content arrangement;
  - ease of login;
  - access to teacher and additional support, if required;
  - secondary course content contains 100 hours of instruction;
  - teacher verification processes to ensure student work belongs to the student enrolled in the course;
  - description of assessment and evaluation strategies;
  - access to quizzes, examinations and other evaluation methods, such as rubrics; and,
  - evidence of student learning is available for review.

### **2. Observation of Online Instruction**

The supervision of online learning will require a minimum of three visits to the online learning environment. The supervisions will mimic classroom observations conducted in traditional QIS learning environments. These visits will enable the supervisory official to:

- evaluate the ease in accessing the online learning environment;
- observe course content and discussion areas;
- review samples of student work and associated assessments and evaluations;
- review records of student achievement and attendance; and,

- ensure delivery of Saskatchewan curricula by Saskatchewan Professional A teachers that physically work in the province.

Following the observation of online learning, the supervisory official may establish a mutually agreeable time to meet with the teacher to provide feedback.

To complete the supervision, the supervisor will require complete and ongoing access to the online learning instructional environment. This may include access to web addresses, access to any associated hardware/software and login information that allows the supervisor to access the online learning environment as a student. The supervisor may or may not provide advance notice of the dates for scheduled observations of the online learning environments.

## 5.5 Inspection of Certified Independent Schools

Persons inspecting CIS must meet the qualifications of a director of education for a board of education as prescribed in Section 21(2) of *The Registered Independent Schools Regulations*.

In addition to the duties outlined for inspection of QIS ministry inspection of CIS involves checking compliance with:

- the eligibility criteria for classification as a CIS.

The Ministry of Education will provide supervision of the educational operations of a CIS to enhance the performance of registered independent school teachers, guide teacher growth, improve instruction and improve student outcomes.

As an “inspector” of a CIS, the supervisory official may make recommendations with respect to:

- providing a letter of reference on behalf of a teacher;
- a teacher’s general proficiency; and,
- student well-being; and,
- ensuring the health, safety and well being of staff and students at the certified independent school

## 5.6 Certified Independent School Supervision

In addition to the procedures for supervision of teachers in QIS, CIS must:

- provide approved programs and approved courses of study in accordance with the [Registrar's Handbook for School Administrators](#);
- employ only Professional A teachers;
- have a maximum pupil teacher ratio (PTR) of one teacher for every 25 full time equivalent (FTE) students;
- enrol, and continue to enrol, a minimum of 150 FTE students in the school;
- offer a minimum of six (6) consecutive grades;
- offer a minimum of 75 per cent synchronous programming that is scheduled between the hours of 8:30am and 4:00pm Monday through Friday during the school year;
- operate as a QIS for at least five consecutive school years immediately before making its application for funding;
- pay teachers a minimum of 90 per cent of what is included in the current Provincial Collective Bargaining Agreement (CBA);
- adhere to ministry policies and directives;
- submit independently audited financial statements to the ministry;
- agree to be supervised and inspected by ministry officials or designates; and,
- be owned or operated by a non-profit corporation incorporated or continued in Saskatchewan.

CIS will be supervised a minimum of three times during the school year. The first supervision will be scheduled while all subsequent visits may not be. One of the visits will be dedicated to reviewing CIS criteria to ensure compliance.

Evaluation of teachers is viewed as indefensible without prior supervision. Present law and practice in Saskatchewan with respect to public and separate schools refer to supervision, not evaluation.

Saskatchewan's CIS must be supervised in order to be classified, and maintain their classification, as a CIS by the Ministry of Education.

### **Procedures**

In addition to the procedures outlined in the procedures for supervision QIS, the following apply to CIS:

1. The supervisory official is responsible for ensuring compliance to all criteria listed in Section 10(3) of ***The Registered Independent Schools Regulations***. During one of the visits the supervisory official and the Director of the CIS will review all of the CIS criteria to ensure the school is in full compliance. This will include, but not limited to:
  - Teacher assignments;
    - i. Including class lists, subjects, etc.
  - Physical inspection of all classroom spaces;



- Inspection of staff and student record storage;
  - Review of subject and classroom scheduling;
  - Review of attendance data; and,
  - Review of teacher salaries in regards to the CBA;
2. This visit will be scheduled in advance to ensure that the Director and Principal are present and available.
  3. If the school is found to be in contravention of any of the criteria listed in Section 10(3) a formal report will be developed and sent to the school.
    - Section 14(1) of the regulations and Policy 2.10 may apply to any contraventions found.

### ***Supervision of Online Certified Independent Schools***

An online QIS provides its courses primarily to students through technology. While components of the curriculum may be delivered traditionally, the majority of instruction is delivered through technology outside the classroom setting. Typically, this involves a geographical separation between the educator and student. Despite the physical separation, it is an expectation that online schools continue to provide a student-focused structured learning environment under the supervision of a principal. Below are the two main components of supervision of online QIS.

3. A meeting with the school based administrator to review:
  - the philosophy of the school;
  - online inspection checklist;
  - administrative policies and procedures;
  - teacher evaluation practices and professional development opportunities;
  - student evaluation practices;
  - attendance processes and accountability measures; and,
  - information regarding online learning processes and expectations, including but not limited to:
    - minimum hardware and software requirements;
    - information portal to course outline expectations, attendance, timelines for course completion;
    - access to course outlines;
    - instruction and content arrangement;
    - ease of login;
    - access to teacher and additional support, if required;
    - secondary course content contains 100 hours of instruction;
    - teacher verification processes to ensure student work belongs to the student enrolled in the course;
    - description of assessment and evaluation strategies;
    - access to quizzes, examinations and other evaluation methods, such as rubrics; and,
    - evidence of student learning is available for review.

#### 4. Observation of Online Instruction

The supervision of online learning will require a minimum of three visits to the online learning environment. The supervision will mimic classroom observations conducted in traditional CIS learning environments. These visits will enable the supervisory official to:

- evaluate the ease in accessing the online learning environment;
- observe course content and discussion areas;
- review samples of student work and associated assessments and evaluations;
- review records of student achievement and attendance; and,
- ensure delivery of Saskatchewan curricula by Saskatchewan Professional A teachers that physically work in the province.

Following the observation of online learning, the supervisory official will establish a mutually agreeable time to meet with the teacher to provide feedback.

To complete the supervision, the supervisor will require complete and ongoing access to the online learning instructional environment. This may include access to web addresses, access to any associated hardware/software and login information that allows the supervisor to access the online learning environment as a student. The supervisor may or may not provide advance notice of the dates for scheduled observations of the online learning environments

## **5.7 Ministry Professional Development Opportunities**

The Ministry of Education may invite individual registered independent schools to participate in ministry professional development sessions. The Ministry of Education encourages registered independent schools to participate in professional development opportunities.

The ministry will not reimburse registered independent schools for substitute teacher costs.

### ***Procedures***

1. The supervisory official will work with the registered independent school staff to facilitate the participation of registered independent schools in ministry workshops.

## 5.8 Historical High Schools Local Supervision Arrangements

<b>Authority</b>
<i>The Registered Independent Schools Regulations, sections 2, 8 and 21</i>

Since the early 1980s, each historical high school has made, with the approval of the Ministry of Education, a local arrangement for supervision by a director or superintendent of education of a public or separate board of education, or by a person similarly qualified.

The Ministry of Education encourages contact between historical high schools and local boards of education. A historical high school may apply to the Ministry of Education for approval for a local arrangement for supervision by a director or superintendent of education of a board of education, or a person similarly qualified, in its initial application for accreditation.

The Historical High School is responsible for ensuring there is no perceived or real conflict of interest with any person they put forth as a supervisor.

The Ministry of Education may refuse to approve a local arrangement for supervision by a person who:

- has held a certificate or qualification to teach that has at any time been suspended or cancelled;
- has been convicted of, or is presently charged with, a criminal offence of a sexual nature or a criminal offence involving a minor;
- is currently employed by the school in another role; or,
- is a member of the school board.

The Ministry of Education may approve a local arrangement for supervision for a maximum of three years, after which time, the historical high school may resubmit its application for another period of time not exceeding three years. The Ministry of Education will monitor each approved local arrangement for supervision, as necessary.

Where the Ministry of Education is satisfied that it is not in the public interest that a local arrangement for supervision should continue, the ministry may suspend, for a period of time that is considered necessary, or cancel the local arrangement for supervision. The Ministry of Education will not suspend or cancel the local arrangement for supervision without giving the accredited independent school the opportunity to be heard.

Where the Ministry of Education suspends or cancels a local arrangement for supervision, the ministry will immediately:

- notify, in writing:
  - the registered independent school of the suspension or cancellation; and,
  - the person previously approved to be the supervisor of the registered independent school;
- provide both these parties with written reasons for the suspension or cancellation; and,
- assume responsibility for the supervision of the registered independent school.

Ministry approval of local arrangements for supervision is not transferable from one individual to another.

The Ministry of Education will not initiate local arrangements for supervision. Historical high schools must initiate and request approval for such arrangements. The applying school must explain why the school desires a local arrangement for supervision.

Before approving a request for a local arrangement, the Ministry of Education may request additional information with respect to the qualifications and the experience of the person who the historical high school proposes as the supervisor of its school.

Before approving a request for a local arrangement, the Ministry of Education will review with the proposed person his or her roles and responsibilities as a local supervisor pursuant to

*The Registered Independent Schools Regulations* and policies with respect to the supervision of the historical high school. All supervision under approved local arrangements will take place within the definitions of supervision in section 21 and in policies in section 4.

Each approved supervisor of a historical high school will generally assume the responsibilities of the “supervisory official” in respect of inspection and supervision of the school for which he or she is responsible. This includes, but is not limited to the following:

- the inspection and supervision of historical high school;
- assisting the historical high school with administrative matters relative to the Ministry of Education;
- certifying a year of successful teaching experience as a substitute for a practicum;
- writing, upon request, a letter of reference on behalf of a historical high school teacher;
- recommending the suitability of historical high school teacher being a “supervisory teacher” for a student intern; and,
- transmitting, with an opinion, regular, modified and locally developed courses to the ministry for processing.

Each approved supervisor of a historical high school is expected to remain current with respect to the development and implementation of core curriculum in Saskatchewan schools.

### ***Procedures***

1. The eligible historical high school must submit an application for approval of a local arrangement for supervision on Form H to Independent Schools and Home-based Education, Programs Branch.
2. The ministry’s supervisory official is responsible for considering each application for approval of a local arrangement for supervision. The supervisory official may consult with other ministry officials in making their evaluation of the application.

3. Before approving a local arrangement for supervision, the supervisory official may solicit references – written or verbal – with respect to the qualifications and experience of the person who the registered independent school proposes as the supervisor of its school.
4. Before approving a local arrangement for supervision, the supervisory official may:
  - interview the proposed person;
  - review *The Registered Independent Schools Regulations* and policies with them;
  - review the roles and responsibilities of the local supervisor with respect to the registered independent school; and,
  - review the monitoring of the local supervisor by the ministry.
5. If the supervisory official is satisfied that the application for a local arrangement for supervision meets the above policy and guidelines, then they will forward the application form to the Deputy Minister for final approval.
6. If the historical high school feels that the supervisory official is being unreasonable in their interpretation of the policy and guidelines, the school may refer its case to the Minister of Education. The responsibility will be on the school to demonstrate why the ministry should approve the local arrangements for supervision.
7. The Ministry of Education may, at any time, suspend or cancel a local arrangement for supervision in accordance with the above policy and guidelines.

## 5.9 Registered Independent Schools: Students with Intensive Needs – Curriculum and Instruction

<b>Authority</b>
<i>The Education Regulations, 2019, section 48</i>
<i>The Registered Independent Schools Regulations, sections 9 and 31</i>

All education programs, including modified programs, must be developed with the philosophy of core curriculum, which is the umbrella term for provincial curriculum policy in Saskatchewan. It contains four major components – required areas of study, common essential learnings, locally-determined options and adaptive dimension – and specifies time and credit allocations for each of the three levels of schooling. The essential concept behind core curriculum is that curriculum for each grade, level, program and course of study should be planned with the entire educational experience in mind.

All education programs, including modified programs, must incorporate the cross-curricular competencies (developing thinking, developing identity and interdependence, developing literacies and developing social responsibility). These are to be incorporated into the required areas of study and other programs and courses of study.

All education programs, including modified programs that are developed for groups of students must include the adaptive dimension. There are formal procedures for the approval of locally developed and modified courses for the secondary level, not at the elementary or middle levels.

The documents, *Policy and Procedures for Locally Developed Courses of Study* and *Policy and Procedures for Locally Modified Courses of Study and Policy, Guidelines and Procedures for Alternative Education Programs* (2016), provide additional information with respect to:

- credit allocations at the secondary level;
- the allocation of time for the required courses of study and elective courses;
- student evaluation;
- the issuance of Ministry of Education transcripts;
- transition from modified to regular education programs;
- recognition and approval processes for existing and new alternative education programs; and,
- program evaluation.

The supervisory official will be responsible for considering and approving elementary and middle level programs in registered independent schools for students with intensive needs on an informal basis. In this process, they may consult with other ministry officials.

The Ministry of Education encourages registered independent schools to incorporate, in an appropriate manner, the ministry's supporting initiatives with curriculum, such as:

- gender equity;
- First Nations and Métis ways of knowing, content and perspectives;
- resource-based learning; and,
- a needs-based model.

These supporting initiatives may be approached from a particular religious or philosophical perspective in conformity with the school's approved goals of education.

### ***Procedures***

1. When visiting and supervising a registered independent school for students with intensive needs, the supervisory official will check for compliance of the regulations.
2. When visiting a registered independent school for students with intensive needs, the supervisory official will inform the registered independent school director or principal of strengths and weaknesses, where appropriate, in relation to the policy and guidelines.
3. If the supervisory official determines that there are weaknesses, then they will initiate a collaborative discussion with the registered independent school director or principal for improvements. The supervisory official and the registered independent school director or principal will attempt to agree upon a plan and a time frame for improvement.
4. If the supervisory official and the registered independent school for students with intensive needs are able to agree upon a plan and a time frame for improvements, then the supervisory official will check on a subsequent visit whether the registered independent school has progressed as agreed.
5. If the registered independent school feels that the supervisory official is being unreasonable in their interpretation of the policy and guidelines, the school may refer its case to the Minister of Education.
6. If the supervisory official determines that the registered independent school for students with intensive needs is unwilling to agree to a plan to improve weaknesses, or unwilling to correct the deficiencies as agreed upon, then the supervisory official may initiate steps to suspend or cancel the school's registration as a registered independent school for students with intensive needs.



## **5.10 Participation in Approved Teacher Education Programs**

Pre-service education students at the University of Saskatchewan and University of Regina have completed their field experience (practicum) in some of the registered independent schools, specifically, the historical high schools.

Supervising teachers in registered independent schools must have formal professional training in education and hold a Saskatchewan Professional A Teacher's Certificate.

Registered independent schools are not required to accept education students, and conversely, education students cannot be guaranteed placement for their field experience in a registered independent school.

### ***Procedures***

1. The supervisory official will consult with the field experience coordinators at both provincial universities with respect the placement of student interns in registered independent schools.
2. When the field experience coordinators issue calls to boards of education or the Conseil scolaire fransaskois for places for student interns, the supervisory official may indicate which registered independent schools are capable of accepting and are willing to accept student interns.
3. Education students may select registered independent schools or their list of preferences for placement.
4. The student intern, the field experience coordinator, the supervisory official and the registered independent school must all agree to the placement of the intern in the registered independent school.
5. The Ministry of Education does not reimburse substitute teacher costs for supervising teachers from registered independent schools (including historical high schools) who are attending university-sponsored orientation seminars.

### 5.11 Reporting of Criminal Activity or Criminal Charges

<b>Authority</b>
<i>The Registered Independent Schools Regulations, section 24.1</i>

Every registered independent school is required to report any allegations of criminal activity or a criminal charge against a staff member, employee, board member or volunteer of a registered independent school within 24 hours of becoming aware of such occurrences.

Failure to do so may result in the placing on probation, suspension or cancellation of a registered independent school's certificate of registration as stated in Policy 2.10.

#### ***Procedures***

1. Each registered independent school is required to inform the Director of Independent Schools and home-based education, or supervisory official, within 24 hours upon becoming aware of any allegation of criminal activity or a criminal charge against a staff member, employee, board member or volunteer of the registered independent school.
2. The notification may be through email or phone call.

## 5.12 Official Trustee

<b>Authority</b>
<i>The Registered Independent Schools Regulations, section 24.2</i>

The minister has the ability to appoint an official trustee to conduct the affairs of a registered independent school if they consider it to be in the public interest to do so. The official trustee will have the ability to exercise the powers and duties otherwise vested in the board of the registered independent school. This appointment will be for any period that the minister considers necessary.

The official trustee will have the ability to exercise the following powers including, but not limited to:

- Staff supervision;
- Human resources related to the placement, hiring, suspension and termination of staff;
- Communication with staff, parents and students;
- School administration; and,
- Any other matters the minister deems necessary to ensure the health, safety and well being of staff and students at the registered independent school.

### ***Procedures***

1. The minister will inform the registered independent school in writing that an official trustee, or administrator, has been appointed to conduct the affairs of a registered independent school. The letter shall contain the following information:
  - The date upon which the official trustee shall commence their duties; and,
  - The date upon which the official administrator shall cease those duties.
2. The official trustee, upon commencing their duties, shall meet with the registered independent school staff to develop plans covering the time period in which the official trustee is appointed.
3. The official trustee shall provide regular updates to the minister, or delegate, in regards to the operations of the registered independent school they are assigned to.
4. The official trustee will develop a transition plan for the orderly transfer of authority back to the registered independent school once the minister deems it is in the public interest to do so.

## APPENDICES

**Summer School – Independent Schools**

<b>Authority</b>
<i>The Education Act, 1995, The Registered Independent Schools Regulations</i>

**Policy or Supplemental Documents:**

- Ministry of Education [Summer School Policy](#)

**Intent:**

The Summer School Policy – Registered Independent Schools – is to provide policy and procedure to all registered independent schools who offer Summer School.

**Policy Statement:**

The Ministry of Education requires all registered independent schools offering Summer School to follow all of the following procedures and timelines. Additional information can be found in the Ministry of Education *Summer School Policy* at <http://publications.saskatchewan.ca/#/products/88231>.

**The ministry requires that:**

- all full courses offered in a Summer School program, including but not limited to: secondary level provincial courses, locally developed courses, modified courses and alternative education courses, must be similar in rigour to course offerings in the regular school year (i.e., 1 credit = 100 hours of instruction);
- all Summer School programs must commence no earlier than the first working day after the July 1 statutory holiday;
- the final date of the Summer School program occurs no later than the third week of August to allow for submission of final marks to the Ministry of Education and the start of the new school year; and,
- Summer School programs in which a provincial departmental examination is required adhere to the August examination time period for level 30 credit courses.

**The ministry expects that all schools offering Summer School programs will:**

- only allow students to enrol in a maximum of two Summer School courses per year to ensure students have the ability to successfully complete the full course load in the reduced summer time frame; and,
- determine locally, through policy or procedure, the cost to the student for the Summer School program and clearly communicate that information to students and parents.

**When allowing for a student to undertake Summer School, registered independent schools must:**

- support and guide students to take a maximum of two Summer School credits per year;
- submit all proposals to the Director of Independent Schools and Home-based Education (ISHBE), or designate, for approval **prior to April 1**. Late submissions will

## APPENDIX I

- not be accepted;
- ensure all teachers responsible for a class are registered with the SPTRB prior to teaching a summer course;
- require that all Summer School courses be approved by the registered independent school principal and director before being submitted to the Director of ISHBE;
- submit the following information within five (5) working days of the commencement of Summer School:
  - a list of teachers who will be teaching the classes; and,
  - a list of students and the courses in which they are enrolled; and,
- ensure all teachers are supervised a minimum of two times during the summer school program.

In addition, no Summer School proposals will be considered for approval if they have been submitted after April 1. This is to ensure that sufficient time and rigour has been undertaken by the school as part of the planning. Please contact the Programs Branch via email [programsed@gov.sk.ca](mailto:programsed@gov.sk.ca) or phone 306-787-1843 if you require assistance to fill out the application.

### **Please submit all proposals to:**

Ministry of Education  
Independent Schools & Home-based Education  
Programs Branch  
409A Park Street  
REGINA SK S4N 5B2  
Email: [programsed@gov.sk.ca](mailto:programsed@gov.sk.ca)

**Registered Independent Summer School Registration (Form I)**

<b>School Year</b>	
<b>Registered Independent School Information</b>	
Registered Independent School:	
Registered Independent School Contact:	Phone Number:
Registered Independent Summer School Address:	
Registered Independent Summer School Contact:	Phone Number:

**Types of Registered Independent Summer School Offering**

- Credit Recovery (CR) Level 10 & 20 - 60 hours of instructional time which includes an extensive guided home study component.
- Full Course Level (FC) 10, 20 & 30 - 100 hours of instructional time required which includes an extensive guided home study component acknowledging that the blend of homework and class time may be different than the regular program.

List of Courses:										
CR	FC	Level 10		CR	FC		Level 20		FC	Level 30

Fee Information per Course:		
	Credit Recovery Fee	Full Course Fee
Level 10 courses		
Level 20 courses		
Level 30 courses		

<b>For Ministry Use Only:</b>	
<input type="checkbox"/> Approved  <input type="checkbox"/> Not Approved	Supervisor/Director

## Credit Recovery Policy – Registered Independent Schools

<b>Authority</b>
<i>The Education Act, 1995, The Registered Independent Schools Regulations</i>

### Policy or Supplemental Documents:

- Ministry of Education [Credit Recovery Policy](#)

### **Intent:**

The Credit Recovery Policy – Registered Independent Schools – is to provide policy and procedure to all registered independent schools that offer Credit Recovery.

### **Policy Statement:**

The Ministry of Education requires all registered independent schools offering Credit Recovery to follow all of the following procedures and timelines, in addition to all of the requirements in the Ministry of Education *Credit Recovery Policy*.

- Credit Recovery is available for students enrolled in Grade 10, 11 and 12 courses.
- Credit Recovery may only be used to recover credits from courses that were taken at your institution.
- To be eligible for the Credit Recovery option, students must have achieved a minimum of 38 per cent or have an incomplete in the course.
- A final mark in the course recovered must have been submitted to the Ministry of Education to be eligible for Credit Recovery.
- A maximum of two credits may be recovered through the Credit Recovery option.
- It is recommended that students complete the required course work within 30 days of the course end date. If additional time is required, the student's Credit Recovery Plan will reflect this and be included with the Secondary Level Mark Correction form.
- The final mark a student receives in the Credit Recovery option is determined by the original teacher based upon the achievement of the student. In the event the teacher is no longer employed at the school, the principal and independent school director will determine the final mark with the supervising teacher.
- Students who withdraw from a course but continue to complete other courses in the school are not eligible for Credit Recovery.

### **Procedures:**

- A Credit Recovery Plan must be developed and submitted for approval to the following:
  - the Principal of the Registered Independent School; or,
  - the Director of the Registered Independent School.
- The Director of Independent Schools and Home-based Education, or designate, must be informed of all Credit Recovery plans being undertaken and final marks.
- The Principal or Director of the Registered Independent School must authorize the final mark record change by completing the Secondary Level Mark Correction Form and submitting it to the Ministry of Education.
- The Principal or Director of the Registered Independent School must ensure Credit Recovery mark changes are completed by an authorized school official within 30 days of the original course end date.

## APPENDIX II

- The Principal or Director of the Registered Independent School must ensure the Credit Recovery Plan is to be kept on file for three years after the student turns 22 years of age, as per the SSBA records retention guidelines.

### **Additional Considerations:**

- Exceptional circumstances for extended credit recovery time (beyond the semester) may be considered in consultation with the Office of the Registrar.
- Exceptional circumstances require the authorization from the Director of Independent Schools and Home- based Education.



**Request for Credit Recovery (Form J)****Section 1: To be completed by student**

Learning ID (if known)								

Student Information:							
Last Name		First Name		Birthdate			
				Day	Mon	Year	
Course Information (course for which I am applying):							
Course Name							
Student Credit Recovery Plan							
Actions I will be taking to ensure credit recovery will be successful:							
Expected Completion Date:	Day		Month		Year		

☐ I understand that I must have a minimum mark of 38% to request Credit Recovery.

My mark as reported on my report card was: \_\_\_\_\_%.

Student's Name	Signature	Date: DD/MM/YY

**ONCE THIS SECTION IS COMPLETE, PROVIDE TO YOUR TEACHER**

**Section 2: To be completed by the school***(place this form in the student's cumulative file and fill in the Mark Correction form)*

<b>Original Teacher Information:</b>			
Last Name	First Name	Teacher's Certificate	
<b>New Teacher Information (if required):</b>			
Last Name	First Name	Teacher's Certificate	
<b>Course Work Expectations:</b>			
Include outcomes to achieve, specific assignments, identification of adaptations and due dates for each task (or attach work plan).			
<b>Evaluation:</b>			
Original Final Mark Record submitted to the Ministry of Education	___%	New Final Mark Record submitted to the Ministry of Education	___%

*(place this form in the student's cumulative file and fill in the Mark Correction form)*

Teacher	Signature	day/month/year
Principal	Signature	day/month/year
Independent School Director	Signature	day/month/year

## Special Project Credit Policy – Registered Independent Schools

<b>Authority</b>
<i>The Education Act, 1995, The Registered Independent Schools Regulations, sections 31 and 34</i>

### Policy or Supplemental Documents:

- *Registrar’s Handbook* - [Special Project Credit Policy](#)

### **Intent:**

The Special Project Credit Policy – Registered Independent Schools – is to provide policy and procedure to all registered independent schools who offer Special Project Credits.

### **Policy Statement:**

The Ministry of Education requires all registered independent schools offering Special Project Credits to follow all of the following procedures and timelines, in addition to all of the requirements in the *Special Project Credit Policy* contained in the *Registrar’s Handbook*.

When allowing for a student to undertake a special project for credit, registered independent schools shall:

- support and guide students to take a maximum of one Special Project Credit per semester or two Special Project Credits per year;
- submit all proposals to the Director of Independent Schools and Home-based Education (ISHBE), or designate, for approval **prior** to the commencement of any work;
- require that all proposals be approved by the registered independent school principal and director before being submitted to the Director of ISHBE; and,
- submit all Special Project Credit proposals by the following dates for consideration and approval:
  - October 1 – for Semester 1 Special Projects;
  - March 1 – for Semester 2 Special Projects; or,
  - November 15 – for non-semester school Special Projects.

In addition, no Special Project proposals will be considered for approval if they have been submitted after the above dates. This is to ensure that sufficient time and rigor has been undertaken by the student as part of the project.

## Apprenticeship Credit Policy – Registered Independent Schools

<b>Authority</b>
<i>The Education Act, 1995, The Registered Independent Schools Regulations, Section 34, The Education Regulations, 2019, Section 27</i>

### Policy or Supplemental Documents:

- Registrar's Handbook – [Apprenticeship Credit Policy](#)

### **Intent:**

The Apprenticeship Credit Policy – Registered Independent Schools - is to provide policy and procedure to all Registered Independent Schools who offer Apprenticeship Credits.

### **Policy Statement:**

The Ministry of Education requires all Registered Independent Schools offering Apprenticeship Credits to adhere to the following procedures and timelines, in addition to all of the requirements in the Apprenticeship Credit Policy that is a supplemental document to The Registrars' Handbook.

### **Procedures**

When allowing for a student to undertake an Apprenticeship for Credit, Registered Independent Schools shall:

- Support and guide students to take a maximum of one Apprenticeship Credit per semester or two Apprenticeship Credits per year;
- Require that all proposals be approved by the Registered Independent School Principal and Director before being submitted to the Director of Independent Schools and Home-based Education (ISHBE);
- Submit all proposals to the Director of ISHBE or designate, for approval **prior** to the commencement of any work;
- Assume all legal liability or insurance implications regarding students engaged in Apprenticeship Credits; and,
- Submit all Apprenticeship Credit proposals by the following dates for consideration and approval:
  - October 1 – for Semester 1 Apprenticeship Credits
  - March 1 – for Semester 2 Apprenticeship Credits
  - November 15 – for Non-semester school Apprenticeship Credits

In addition, no Apprenticeship Credit proposals will be considered for approval if they have been submitted after the above dates. This is to ensure that sufficient time and rigor has been undertaken by the student as part of the project.

Please note:

- As students engaged in apprenticeship credits are not covered by the Ministry of Education's Memorandum of Understanding with the Saskatchewan Workers' Compensation Board, schools offering apprenticeship credits should address legal liability or insurance implications regarding students engaged in activities outside of the school. (Note: This proposal must be completed and approved prior to the student beginning the apprenticeship credit hours.)

**Apprenticeship Credit Proposal Template****Sections 1-3: *To be completed by the student.***

<b>Section 1: Credit Level</b>																	
This proposal supports apprenticeship (check one): <input type="checkbox"/> A 20 <input type="checkbox"/> B 20 <input type="checkbox"/> A 30 <input type="checkbox"/> B 30 with trade-related work in the following Saskatchewan trade:																	
<b>Section 2: Student Information</b>																	
Last Name:						First Name:											
Grade:			Age:			Phone:											
School:																	

<b>Section 3: Employer Information</b>																		
Employer:																		
Address:																		
Contact Person:									Position:									
Email:									Phone:									
Mentoring/Supervising Journeyperson:									Certificate Number:									
Email:									Phone:									

**Section 4: To be completed by the student, employer and supervising teacher.**

Section 4: Trade-Related Work													
Number of Hours Anticipated (min. 100):	Anticipated Start Date:							Anticipated Completion Date:					
	Day		Month		Year			Day		Month		Year	
Trade-related Skills:													<p><b>Referencing the Saskatchewan Apprenticeship and Trade Certification Form 6A (found at <a href="http://saskapprenticeship.ca/list-of-form-6as/">http://saskapprenticeship.ca/list-of-form-6as/</a>) for the trade listed in Section 1, list the trade-related work to be undertaken by the student.</b></p>

**Section 5: *To be completed by the student.***

Section 5: Learning/Training Proposal	
	<p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• <i>What trade-related skills do I already possess?</i></li> <li>• <i>What previous experience have I had in the trade?</i></li> <li>• <i>How will I build upon previous experience to further develop these skills?</i></li> <li>• <i>What new trade-related skills do I hope to develop?</i></li> <li>• <i>What types of work will I experience to further develop these skills?</i></li> <li>• <i>How does this apprenticeship opportunity support my career goals?</i></li> </ul>



**Section 6: To be completed by the student, employer and supervising teacher.**

<b>Section 6: Monitoring, Communication, Evidence of Learning and Assessment</b>	
<b>Monitoring:</b> <i>What is the plan for monitoring the student in the workplace?</i>	
<b>Communication:</b> <i>What is the communication plan for reporting to ensure student, employer, parent/guardian and teacher are informed?</i>	
<b>Evidence of Learning:</b> <i>How will the student, supervising teacher or mentoring/supervising journey person document student learning and achievement throughout the apprenticeship experience? Consider:</i> <ul style="list-style-type: none"> <li>• <i>Employability skills</i></li> <li>• <i>Essential skills</i></li> <li>• <i>Evidence of skill development and work tasks that are trade-specific (e.g., a daily log)</i></li> <li>• <i>Self-reflection of trade-related learning and skill development (e.g., journal entries)</i></li> <li>• <i>Self-reflection on the impact of the apprenticeship experience on career goals (e.g., journal entries)</i></li> </ul>	<b>Assessment:</b> <i>Detail how and by whom assessment will be completed. Establish deadlines.</i>

**Section 7: To be completed by mentoring/supervising journeyperson, student, parent/guardian, supervising teacher and principal (Signing below indicates you are in agreement to the terms of this proposal)**

Mentoring/Supervising Journeyperson	Signature	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <th style="padding: 2px 5px;">Day</th> <th style="padding: 2px 5px;">Mon</th> <th colspan="4" style="padding: 2px 5px;">Year</th> </tr> <tr> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> </tr> </table>	Day	Mon	Year									
Day	Mon	Year												
Student	Signature	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <th style="padding: 2px 5px;">Day</th> <th style="padding: 2px 5px;">Mon</th> <th colspan="4" style="padding: 2px 5px;">Year</th> </tr> <tr> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> </tr> </table>	Day	Mon	Year									
Day	Mon	Year												
Parent/Guardian	Signature	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <th style="padding: 2px 5px;">Day</th> <th style="padding: 2px 5px;">Mon</th> <th colspan="4" style="padding: 2px 5px;">Year</th> </tr> <tr> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> </tr> </table>	Day	Mon	Year									
Day	Mon	Year												
Supervising Teacher	Signature	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <th style="padding: 2px 5px;">Day</th> <th style="padding: 2px 5px;">Mon</th> <th colspan="4" style="padding: 2px 5px;">Year</th> </tr> <tr> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> </tr> </table>	Day	Mon	Year									
Day	Mon	Year												
Principal	Signature	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <th style="padding: 2px 5px;">Day</th> <th style="padding: 2px 5px;">Mon</th> <th colspan="4" style="padding: 2px 5px;">Year</th> </tr> <tr> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> </tr> </table>	Day	Mon	Year									
Day	Mon	Year												
Director of ISHBE or Designate	Signature	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <th style="padding: 2px 5px;">Day</th> <th style="padding: 2px 5px;">Mon</th> <th colspan="4" style="padding: 2px 5px;">Year</th> </tr> <tr> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> </tr> </table>	Day	Mon	Year									
Day	Mon	Year												

**Section 8: Credit Attained – Standing Granted (SG)**

Credit granted for Apprenticeship    ☐    A 20    ☐    B 20    ☐    A 30    ☐    B 30

Principal Signature	Supervising Teacher Signature	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <th style="padding: 2px 5px;">Day</th> <th style="padding: 2px 5px;">Mon</th> <th colspan="4" style="padding: 2px 5px;">Year</th> </tr> <tr> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> <td style="width: 25px; height: 30px;"></td> </tr> </table>	Day	Mon	Year									
Day	Mon	Year												

## Criminal Record Check Policy – Registered Independent Schools

<b>Authority</b>
<i>The Education Act, 1995, The Registered Independent Schools Regulations, sections 31 and 34, The Freedom of Information and Protection of Privacy Act and The Archives and Public Records Management Act</i>

### Intent:

The intent of this policy is to ensure the safety of students is a primary consideration when selecting paid staff or volunteers. This policy applies to all registered independent schools that employ paid staff who are not registered with the Saskatchewan Professional Teachers Regulatory Board (SPTRB), or volunteers at the school. This policy provides guidance for registered independent schools regarding the requirement of current criminal record checks (that include vulnerable sector checks) for any and all paid staff or volunteers working with children in the school.

### Policy Statement:

All paid staff or volunteers in a registered independent school who are not registered with the SPTRB and who work directly with students must complete a criminal record check (CRC) that includes a vulnerable sector check. This applies to non-SPTRB teachers, educational assistants, coaches, administration and maintenance staff.

### Procedures:

- The director of the registered independent school must ensure all paid staff and volunteers complete CRCs prior to beginning their employment duties.
- Any CRCs returning a pending charge or past conviction must be disclosed to the Director of Independent Schools and Home-based Education (ISHBE) or designate.
- Any paid staff or volunteers employed by a registered independent school who are charged or convicted of a criminal offence during their employment must disclose it to the school director.
- All criminal charges or convictions disclosed to the director of the registered independent school must be provided to the Director of ISHBE or designate. The final decision to allow employment or volunteer services following a positive CRC disclosure will be that of the Director of ISHBE or designate.
- Failure to report charges or convictions to the Director of ISHBE or designate may result in suspension or cancellation of the school's certification.
- The director of the registered independent school will determine whether the school or the individual will bear the cost of obtaining the CRCs.
- CRCs shall only be used for the purpose of determining the suitability of paid staff or volunteers to be employed by the school.
- The Director of ISHBE or designate may disclose information on CRCs only to ISHBE employees as necessary to review potential risk to registered independent school students, and the director or designate of the particular registered independent school as

- per the individual's consent provided in the CRC disclosure letter.
- CRCs must be made accessible to the Director of ISHBE or designate upon request.
- The Ministry of Education ensures the confidentiality of CRC results for individuals and for registered independent schools.
- CRCs will be:
  - stored and disposed of according to legislative requirements by the registered independent school;
  - stored in a locked cabinet by the registered independent school; and,
  - sealed or otherwise made inaccessible during the period of retention, unless the result of a CRC becomes relevant to an investigation of any claims or allegations.
- Access to CRC records while they are in storage should be limited to the director of the registered independent school or designate.