



BOARD POLICY HANDBOOK  
**Northwest School Division No. 203**

December 9, 2010

---

This Board Policy Handbook has been developed to highlight and support the very important governance function of the Board. In addition to clearly defining the role of the Board, the role of the Director and the delegation of authority from the Board to the Director, it includes the following as policies:

1. Foundational statements which provide guidance and direction for all activities within the Division;
2. Directions for how the Board itself is to function and how individual trustees are to conduct themselves; how Board committees and representatives are to function;
3. Statements as to how appeals and hearings will be conducted;
4. Non-delegable matters such as school closures and policy-making; and
5. Specific matters which the Board has chosen not to delegate to the Director.

This Board Policy Handbook is intended to be supplemented by an Administrative Procedures Manual; the primary written document by which the Director directs staff. The Manual must be entirely consistent with this Handbook.

The development of two separate and distinct documents is meant to reinforce the distinction in this Division between the Board's responsibility to govern and the Director's executive or administrative duties.

# TABLE OF CONTENTS

UPDATED DECEMBER 21, 2011

---

	Page
Policy 1 - DIVISION FOUNDATIONAL STATEMENTS .....	1
Policy 2 - ROLE OF THE BOARD.....	3
Policy 2 Appendix: BOARD ANNUAL WORK PLAN.....	6
Policy 3 - ROLE OF THE TRUSTEE.....	9
Policy 3 Appendix: SERVICES & MATERIALS PROVIDED TO TRUSTEES .....	11
Policy 4 - TRUSTEE CODE OF CONDUCT .....	12
Policy 4 Appendix B: TRUSTEE CODE OF CONDUCT SANCTIONS .....	16
Policy 5 - ROLE OF THE BOARD CHAIR .....	18
Policy 6 - ROLE OF THE VICE-CHAIR.....	20
Policy 7 - BOARD OPERATIONS .....	21
Policy 7 Appendix: ELECTORAL SUBDIVISION MAP .....	37
Policy 8 - COMMITTEES OF THE BOARD .....	38
Policy 9 - BOARD REPRESENTATIVES.....	40
Policy 10 - POLICY MAKING .....	42
Policy 11 - BOARD DELEGATION OF AUTHORITY.....	45
Policy 12 - ROLE OF THE DIRECTOR.....	46
Policy 12 Appendix A: DIRECTOR EVALUATION PROCESS, CRITERIA & TIMELINES.....	48
Policy 12 Appendix B: PERFORMANCE ASSESSMENT GUIDE .....	51
Policy 12 Appendix C: INTERVIEW GUIDE - DIRECTOR LEADERSHIP PRACTICES..	61
Policy 13 - APPEALS AND HEARINGS REGARDING STUDENT MATTERS.....	62
Policy 14 - SCHOOL REVIEWS.....	67
Policy 15 – RECRUITMENT AND SELECTION OF PERSONNEL .....	69
Policy 16 - SCHOOL COMMUNITY COUNCILS .....	72

## Policy 1 - DIVISION FOUNDATIONAL STATEMENTS

---

### **Mandate**

Through the Education Act, the Minister of Education has vested in the Board the power and authority to govern the Division. Accordingly, the mandate of the Board is to provide the students of the Division learning opportunities delivered within the context of the Board's vision, mission, values and guiding principles.

### **Vision**

Our vision is one student at a time.

### **Mission**

Our mission is laying the foundation for success.

### **Values**

Success is achieved through commitment to these values:

- Honesty – an absence of falsehood and no lack of complete disclosure.
- Loyalty – everybody has an obligation to affirm the Division.
- Personal/Professional Growth – a continual commitment to continuous improvement.
- Stewardship – resources of the organization are used only for the organization and not for personal gain.

### **Guiding Principles**

We are committed to:

- The pursuit of excellence based upon high expectations for all.
- The principle of being student-centered.
- Accountability toward each other as individuals, schools, communities and governing bodies.
- A culture of mutual respect, trust and understanding.
- The highest standards of integrity and honesty.
- Inclusiveness as the celebration and acceptance of all people.
- Collaborative and cooperative relationships with all stakeholders.

## **Division Goals**

### Accountability

To develop and define measures of accountability.

### Governance

To govern through strategic board governance aligned to meet our needs.

### Capacity Building

To develop strategies for board development and learning.

### Communication

To develop an effective communications strategy with all stakeholders.

### School Community Councils

To establish working relationships with local school communities through the development of School Community Councils.

## **Logo**



Reference: Sections 85, 87 Education Act

## Policy 2 - ROLE OF THE BOARD

---

The Board is a body created by provincial legislation and it exercises its authority within the Education Act and its attendant Regulations. The Board is elected by the voters that support the Northwest School Division No. 203. The Board of Education is responsible for the following:

1. Accountability to Provincial Government
  - 1.1. Act in accordance with all statutory requirements to implement provincial educational standards and policies.
  - 1.2. Perform Board functions required by governing legislation and existing Board policy.
2. Accountability to Community
  - 2.1. Make decisions that reflect the Division mandate, vision, mission, values and guiding principles and that represent the interests of the entire Division.
  - 2.2. Establish processes and provide opportunities for information sharing with the community and for community input.
  - 2.3. Identify key results and ensure annual reporting on these results.
  - 2.4. Develop procedures for, and hear appeals as determined by the Board.
  - 2.5. Model a culture that reflects the Board's Code of Conduct.
  - 2.6. Provide for two-way communications between the Board and School Community Councils.
3. Continuous Improvement Planning and Reporting
  - 3.1. Provide overall direction for the Division by establishing annual priorities and key results.
  - 3.2. Annually approve the Continuous Improvement Plan.
  - 3.3. Annually approve budget (driven by the Continuous Improvement Plan).
  - 3.4. Identify accountability reports to be presented to the Board and through such reports monitor progress toward the achievement of key results.
  - 3.5. Annually evaluate the effectiveness of the Division in terms of key results.
  - 3.6. Approve Annual Report for distribution to the public.
4. Policy
  - 4.1. Identify the purpose to be achieved before creating a new policy.
  - 4.2. Approve policy statements that achieve the purposes identified by the Board.
  - 4.3. Evaluate policy impact to determine if policy has created the desired change.
  - 4.4. Determine policies that outline how the Board is to function.

5. Director / Board Relations
  - 5.1. Select the Director.
  - 5.2. Provide the Director with clear corporate direction.
  - 5.3. Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in Education Act.
  - 5.4. Respect the authority of the Director to carry out executive action and support the Director's actions which are exercised within the delegated discretionary powers of the position.
  - 5.5. Interact with the Director in an open, honest, respectful and professional manner.
  - 5.6. Annually evaluate the Director in regard to the Director's job description and additional Board direction (e.g., hold Director accountable for results identified in the Continuous Improvement Plan.
  - 5.7. Review Director's compensation as per contract.
6. Political Advocacy
  - 6.1. Develop an annual advocacy plan to support the Continuous Improvement Plan.
7. Board Development
  - 7.1. Develop yearly plan for Board/trustee development to support aspects of the Division's Continuous Improvement Plan.
  - 7.2. Annually evaluate Board effectiveness.
8. Fiscal Accountability
  - 8.1. Annually approve budget assumptions.
  - 8.2. Annually approve budget and ensure resources are allocated to achieve desired results.
  - 8.3. Annually approve the ~~five~~ three-year capital plan and review facilities master plan. Submit the five-year capital plan to the Ministry of Education by the due date.
  - 8.4. Authorize, by resolution, the borrowing of required monies to cover necessary expenditures while waiting for the proceeds of taxes or other revenue.
  - 8.5. Approve the submission of emergency block capital projects to the Ministry of Education.
  - 8.6. Appoint an auditor and set the terms of engagement.
  - 8.7. Receive the audit report and the management letter and ensure quality indicators are met.
  - 8.8. Approve emergency expenditures which are over one hundred thousand dollars (\$100,000) in excess of budget.

- 8.9. Approve change orders in excess of twenty thousand dollars (\$20,000).
- 8.10. Monitor revenues and expenditures on a monthly basis.
- 8.11. Set the mandate for employee group negotiations.
- 8.12. Ratify memoranda of agreement with bargaining units.
- 8.13. Review compensation for out-of-scope staff as per contracts.

### **Selected Responsibilities**

1. Acquisition and disposal of land and buildings, including expropriation proceedings.
2. Naming of schools and other Division-owned facilities.
3. Obtaining membership in the Saskatchewan School Boards Association.
4. Recognition of students, staff and community.
5. Approval of retirement gratuity formula for gratuities beyond the collective agreements.
6. Approval of the school year calendar in accordance with the Board's stated interests.
7. Approval of associate school status.
8. Approval of religious education instruction and opening exercises.
9. Approval of school locations for French Immersion programming.
10. Approval of pre-Kindergarten programs.
11. Approval of Division and school partnerships.
12. Hearing of unresolved grievances of non-union employees.
13. Hear appeals of harassment complaints when the Director is not able to participate.

Reference: Sections 61, 63, 85, 87, 108, 182, 277, 278, 279, 280, 281, 282, 283, 285, 286, 287, 288, 289, 292, 293 Education Act

## Policy 2 Appendix: BOARD ANNUAL WORK PLAN

### August

#### Regular Board Meeting Agenda Items

- SSBA Advocacy Linkage
- Review/amend Division Goals
- Senior Administration Team Yearly Plan

#### Events

- Bus Drivers Clinic - representation

### September

#### Regular Board Meeting Agenda Items

- Approve Board Development Plan
- Approve Board Advocacy Plan
- Approve Positive Path Forward resulting from June Board Self-Evaluation
- Nominate a program for the Premier's Award For Innovation
- Technology Report
- CIP report of results
- Review School Year Calendar Draft for next year
- Athletics Report

#### Events

- Division-wide In-service representation

### October

#### Regular Board Meeting Agenda Items

- Approve resolutions for Saskatchewan School Boards Association Annual Convention
- Student Services Report

#### Events

- SSBA Members Council (Chair/vice chair and Director)

### November

#### Regular Board Meeting Agenda Items

- Approve the Continuous Improvement Plan Report for submission to Saskatchewan Learning
- Organizational Meeting: Elect Board Chair, Vice-Chair, Committee appointments, appointment of auditor, approve auditor's terms of engagement, dates of regular Board meetings for the year
- Appoint Voting Delegates and allocate votes for the SSBA Convention
- Approve Board Annual Work Plan

#### Events

- Attend Saskatchewan School Boards Association Annual Convention

## December

### Regular Board Meeting Agenda Items

- Review audit report and management letter and approve audited financial statements(ensure deficiencies from previous year have been remedied to the satisfaction of the auditor)
- Review and approve annual Public Accounts

### Events

- Host Principals / vice principals Supper

## January

### Regular Board Meeting Agenda Items

- Update CIF data

### Events

- 

## February

### Regular Board Meeting Agenda Items

- Establish Board budget priorities
- Approve school year calendar

### Events

- Receive input from stakeholders( including SCC's) regarding setting of Division Priorities

## March

### Regular Board Meeting Agenda Items

- Approve agenda for Annual Meeting of Electors
- Approve Board Report to the Annual Meeting of Electors
- Transportation Report

### Events

- Rural Congress

## April

### Regular Board Meeting Agenda Items

- Approve budget assumptions
- Director Review (beginning in 2012)
- **Learning Coaches Review**

### Events

- **Individual school Spring program plan reviews-(representation)**

## May

### Regular Board Meeting Agenda Items

- Facilities Report
- Review draft budget and provide required redirection
- Establish compensation guidelines for out of scope staff

### Events

- Individual school Spring program plan reviews-(representation) (continues)
- Annual Meeting of Electors
- SSBA Members Council (Chair/vice chair and Director)
- Host Gala Awards Night

## June

### Regular Board Meeting Agenda Items

- Approve Annual Budget
- Approve Annual Capital Plan
- Advocacy Linkage MLA's
- Athletics Report
- Conduct and approve Director annual evaluation
- Participate in a facilitated Board self evaluation resulting in the development of a positive path forward. (include review of Board Policies 2013).
- Personnel Accountability Report

### Events

- Attend Public Boards Caucus
- Attend SSBA Spring Assembly
- SHSAA Meeting –representative delegate
- Attend sub-division graduation ceremonies to present awards as determined

## July

### Regular Board Meeting Agenda Items

- No Scheduled Board meeting

### Events

- CSBA Conference

## Ongoing

•  
Reference: Sections 61, 63, 85, 87, 108, 182, 277, 278, 279, 280, 281, 282, 283, 285, 286, 287, 288, 289, 292, 293 Education Act

## Policy 3 - ROLE OF THE TRUSTEE

---

Trustees are elected in accordance with the Local Government Elections Act.

The role of the trustee is to contribute to the Board as it carries out its mandate in order to achieve its mission and goals. The Board believes that its ability to fulfill its obligations is enhanced when leadership and guidance are forthcoming from within its membership.

The Board is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. A trustee who is given corporate authority to act on behalf of the Board may carry out duties individually but only as an agent of the Board. In such cases, the actions of the trustee are those of the Board, which is then responsible for them. A trustee acting individually has only the authority and status of any other citizen of the Division.

As a result of elections, the Board may experience changes in membership. To ensure continuity and facilitate smooth transition from one Board to the next following an election, trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and long-range plans.

The Board believes an orientation program is necessary for effective trusteeship.

1. The Division will offer an orientation program for all newly elected trustees that provides information on:
  - 1.1. Role of the trustee and the Board;
  - 1.2. Organizational structures and procedures of the Division;
  - 1.3. Board policy, agendas and minutes;
  - 1.4. Existing Division initiatives, annual reports, budgets, financial statements and long-range plans;
  - 1.5. Division programs and services;
  - 1.6. Board's function as an appeal body; and
  - 1.7. Statutory and regulatory requirements, including responsibilities with regard to conflict of interest.
2. The Division will provide financial support for trustees to attend Saskatchewan School Boards Association sponsored orientation seminars.
3. The Board Chair and Director are responsible for developing and implementing the Division's orientation program for newly elected trustees. The Director shall provide each trustee with access to the Board Policy Handbook and the Administrative Procedures Manual at the organizational meeting following a general election or at the first regular meeting of the Board following a by-election.
4. Incumbent trustees are encouraged to help newly elected trustees become informed about the history, functions, policies, procedures and issues.

### **Specific Responsibilities of Individual Trustees**

The trustee shall:

1. Become familiar with Division policies and procedures, meeting agendas and reports in order to participate in Board business.
2. Refer governance queries, issues and problems not covered by Board policy to the Board for corporate discussion and decision.
3. Refer administrative matters to the Director. The trustee, upon receiving a complaint from a parent or community member about school operations, will refer the parent or community member back to the school and will inform the Director of this action.
4. Keep the Board and the Director informed in a timely manner of all matters coming to his/her attention that might affect the Division.
5. Provide the Director with counsel and advice, giving the benefit of the trustee's judgment, experience and familiarity with the community.
6. Attend meetings of the Board; participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for the education of children within the Division.
7. Accurately communicate the decisions of the Board and refrain from making any statements that may give the impression that such a statement reflects the majority decision of the Board when it does not.
8. When delegated responsibility, exercise such authority within the defined limits in a responsible and effective way.
9. Participate in Board/trustee development sessions so that the quality of leadership and service in the Division can be enhanced.
10. Share the materials and ideas gained from a trustee development activity with fellow trustees at the next available opportunity.
11. Stay current with respect to provincial, national and international educational issues and trends.
12. Strive to develop a positive learning and working culture both within the Board and the Division.
13. Attend significant Division or school functions when possible.
14. Become familiar with, and adhere to, the Trustee Code of Conduct.
15. Report any violation of the Trustee Code of Conduct to the Board during a closed session.

Reference: Sections 63, 85, 87 Education Act  
Local Government Elections Act

## Policy 3 Appendix: SERVICES & MATERIALS PROVIDED TO TRUSTEES

---

Trustees shall be provided with the following services and materials while in office:

### 1. Reference

- ◆ Copy of the Education Act, the Education Regulations and related documents
- ◆ Board Policy Handbook and Administrative Procedures Manual
- ◆ Copy of current Division reports and resource binders (e.g. Annual Report, Continuous Improvement Plan)
- ◆ School year and meeting calendars
- ◆ Staff directories and current telephone listings of schools, Principals, Vice-Principals and school secretarial staff
- ◆ List of School Community Council officials
- ◆ Saskatchewan School Boards Association (SSBA) and Canadian School Board Association (CSBA) membership services

### 2. Communications/Public Relations

- ◆ News clipping service
- ◆ Notification of significant media events, reminders of monthly meetings and events
- ◆ Name tags
- ◆ Key messages
- ◆ Individual and Board photographs
- ◆ SSBA Trustee's date book

### 3. Administrative/Secretarial Services

- ◆ Access to interoffice mail
- ◆ Conference registration, travel and accommodation arrangements
- ◆ E-mail address and Information Technology service support
- ◆ Photocopying and related secretarial services
- ◆ Laptops

Reference: Sections 63, 85, 87 Education Act  
Local Government Election Act

## Policy 4 - TRUSTEE CODE OF CONDUCT

---

The Board commits itself and its members to ethical and appropriate conduct. It is expected that all personal interactions and relationships will be characterized by mutual respect, which acknowledges the dignity and affirms the worth of each person.

### Specifically

1. While elected from specific sub-Divisions, trustees must represent the best interests of the entire Division. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other Boards or staffs, or acting as an individual consumer of the Division's services.
2. Devote time, thought and study to the duties of a trustee so that they may render effective and creditable service.
3. Work with their fellow trustees in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debate of points of issue.
4. Work together with fellow trustees to communicate to the electorate all the facts about our schools.
5. Support the provincial and national school board associations for the future of trusteeship in this Province and the Nation.
6. Provide effective trustee service to the community in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and perpetuation of our representative democracy.
7. Represent the Board responsibly in all Board-related matters with proper decorum and respect for others.
8. Trustees shall abide by the Code of Ethics for trustees established by the Saskatchewan School Boards Association (see Policy 4 – Appendix A).
9. Trustees shall respect the confidentiality appropriate to issues of a sensitive nature.
10. Trustees shall avoid conflict of interest with respect to their trusteeship responsibility:
  - 10.1 There shall be no conduct of private business or personal services between any member of the Board and the organization except as procedurally controlled to assure openness, competitive opportunity and equal access to "insider" information;
  - 10.2 When the Board is to decide upon an issue about which a member has a conflict of interest, that member shall absent him/herself without comment from not only the vote, but also from the deliberation;

- 10.3 Trustees shall not use their positions to obtain employment in the organization for themselves, family members or close associates. Should a trustee desire employment in the organization, (s)he shall first resign;
  - 10.4 Trustees shall disclose their involvement with other organizations, with vendors, or any other associations which might produce a conflict; and
  - 10.5 Trustees who receive a pecuniary benefit or gift which exceeds fifty dollars (\$50) in value from any person or group having an association with the Board shall disclose the matter at a closed meeting of the Board.
11. Trustees shall not attempt to exercise individual authority over the organization except as explicitly set forth in policies of the Board:
- 11.1 Trustees' interaction with the Director or with staff shall recognize the lack of authority vested in individuals except when explicitly authorized by the Board;
  - 11.2 Trustees' interaction with public, media or other entities shall recognize the same limitation and the inability of any member of the Board, except for the Chair, to speak for the Board. Trustees may speak about what the Board has decided, and individuals may state the reason for their vote; and
  - 11.3 Trustees shall not give undue weight to an individual's judgment of the performance of the Director or of staff.
12. Trustees absent from the Division for an extended period shall, for emergency contact purposes, ensure that the office of the Director is made aware of their whereabouts.
13. Consequences for the failure of individual Trustees to adhere to the Trustee Code of Conduct are specified in Policy 4 – Appendix B.

Reference: Sections 68, 69, 70 Education Act

## Policy 4 Appendix A: SASKATCHEWAN SCHOOL BOARDS ASSOCIATION CODE OF ETHICS

---

### Purpose

The commitment of each Board member to high ethical standards is required to ensure that the school board can responsibly fulfill its obligations and discharge its duties.

As a school board member:

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

12. I will not conduct myself in a manner which is intended to be to the detriment of another school board. I will support the value of public education, and will endeavour to participate, and encourage my Board to participate, in activities that support or promote public education in Saskatchewan.
13. I will support the value of public education, and will endeavour to participate, and encourage my Board to participate, in activities that support or promote public education in Saskatchewan.

Reference: Sections 68, 69, 70 Education Act

## Policy 4 Appendix B: TRUSTEE CODE OF CONDUCT SANCTIONS

---

1. The Trustee Code of Conduct requires that the Board commit itself and its members to ethical and appropriate conduct. This includes proper use of authority, appropriate decorum and mutual respect when acting as members of the Board.
2. Trustees shall conduct themselves in an ethical and prudent manner in compliance with the Trustee Code of Conduct, Policy 4. The failure by trustees to conduct themselves in compliance with this policy may result in the Board instituting sanctions.
3. In particular, the Trustee Code of Conduct requires that trustees shall respect the confidentiality appropriate to issues of a sensitive nature.
4. Failure to comply with this requirement constitutes a failure of security. An individual trustee may bring a suspected breach of security to the attention of the Board, at a closed meeting of the Board. If by majority vote the Board agrees that a failure has occurred, the failure shall be recorded by the Board and the following procedure shall be invoked:
  - 4.1 The Board Chair shall request that the Director or designate (as head of the Northwest School Division under the Local Authority Freedom of Information and Protection of Privacy Act), appoint an independent investigator to review this matter. This request may occur only after such a motion has been discussed and agreed to by a majority of trustees present at a closed meeting of the Board. This decision shall immediately be approved in a public meeting of the Board.
  - 4.2 The independent investigator shall conduct an investigation and submit a report of findings and recommendations to the Board Chair and to the Director.
  - 4.3 The Board Chair shall present at a closed meeting of the Board, the report of the independent investigator. At this time, the trustee in question shall have an opportunity to present any additional, relevant information.
  - 4.4 If it is determined by a majority vote of the Board that a willful violation of security has occurred, for a first occurrence, a motion to write a letter of censure marked "Personal and Confidential" is required to be discussed and agreed upon by a majority of trustees present at a closed meeting of the Board. This decision requires immediate approval by a majority vote of trustees at a public meeting of the Board.
  - 4.5 For subsequent occurrences, a motion of censure against the trustee in question may be brought directly to a public meeting of the Board. This motion shall be approved by a majority vote of trustees present at such a meeting.

5. A violation of all other sections of the Code of Conduct shall result in:
  - 5.1 The Board Chair writing a letter of censure marked “Personal and Confidential” to the trustee in question. This occurs only after having such action discussed and agreed upon by a majority vote of trustees present at a closed meeting of the Board. A majority of trustees at a public meeting of the Board shall immediately approve this decision.
  - 5.2 For a subsequent occurrence, at a public meeting of the Board, a motion of censure shall be presented against the trustee in question; and/or,
  - 5.3 For a third and subsequent occurrences, at a public meeting of the Board, a motion to remove the trustee in question from one, or more, of all Board appointments may be presented.

Reference: Sections 68, 69, 70, 85, 87 Education Act

## Policy 5 - ROLE OF THE BOARD CHAIR

---

The Board Chair shall assure the integrity of the Board's processes, represent the Board to outside parties and speak for the Board.

The Board Chair shall hold office at the pleasure of a majority of the Board until the next organizational meeting, and shall be eligible for re-election. In the event of the office becoming vacant during the year, a new Board Chair shall be elected in a manner similar to that followed in the election of the Board Chair at the organizational meeting.

The Board delegates to the Chair the following powers and duties:

1. Preside over all Board meetings and ensure that such meetings are conducted in accordance with the Education Act, and the policies as established by the Board and where those are silent, Robert's Rules of Order.
2. Prior to each Board meeting, confer with the Vice-Chair and the Director on the items to be included on the agenda, the order of these items and become thoroughly familiar with them.
3. Perform the following duties during Board meetings:
  - 3.1 Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated.
  - 3.2 Ensure that all issues before the Board are well-stated and clearly expressed.
  - 3.3 Display firmness, courtesy, tact, impartiality and willingness to give everyone an opportunity to speak on the subject under consideration in order that collective opinion can be developed and a corporate decision reached.
  - 3.4 Ensure that debate is relevant. The Chair, in keeping with his/her responsibility to ensure that debate must be relevant to the question, shall, when s/he is of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question.
  - 3.5 Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Chair may speak to points of order in preference to other members.
  - 3.6 Submit motions or other proposals to the final decision of the meeting by a formal show of hands.
  - 3.7 Extend hospitality to other trustees, officials of the Board, the press, and members of the public.
4. Keep informed of significant developments within the Division.
5. Keep the Board and the Director informed in a timely manner of all matters coming to his/her attention that might affect the educational opportunities in the Division.

6. Be in regular contact with the Director to maintain a working knowledge of current issues and events.
7. Convey directly to the Director such concerns as are related to him/her by trustees, parents, students or employees which may affect the administration of the Division.
8. Provide counsel to the Director, when requested to do so.
9. Bring to the Board all matters requiring a decision of the Board.
10. Act as the chief spokesperson for the Board except for those instances where the Board has delegated this role to another individual or group.
11. Represent the Board, or arrange alternative representation, at official meetings or other public functions.
12. Represent the Board to outside parties by stating positions consistent with its policies, resolutions and bylaws.
13. Act as an ex-officio member of all committees appointed by the Board.
14. Act as a signing officer for the Division.
15. Respectfully address inappropriate behaviour on the part of a trustee.
16. Ensure that the Board engages in regular assessments of its effectiveness as a Board.

Reference: Sections 72, 104 Education Act

## Policy 6 - ROLE OF THE VICE-CHAIR

---

The Vice-Chair shall be elected at the organizational meeting of the Board each year and shall take office immediately. The Vice-Chair shall hold office at the pleasure of the majority of the Board until the next organizational meeting, and shall be eligible for re-election.

### **Specific Responsibilities**

1. The Vice-Chair shall act on behalf of the Board Chair, in the latter's absence or at the Chair's request and shall have all the duties and responsibilities of the Board Chair.
2. The Vice-Chair shall assist the Board Chair in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Board.
3. Prior to each Board meeting, the Vice-Chair shall confer with the Board Chair and Director on items to be included on the agenda, the order of these items and become thoroughly familiar with them.
4. The Vice-Chair may be assigned other duties and responsibilities by the Board Chair.

Reference: Section 72 Education Act

## Policy 7 - BOARD OPERATIONS

---

The Board believes that its ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organization design. In order to discharge its responsibilities to the electorate of the Division, the Board shall hold at least six (6) meetings per year but may meet as often as is necessary. A quorum, which is a majority of the number of trustees, must be present for every duly constituted meeting. No act, proceeding or policy of the Board shall be deemed valid unless adopted at a duly constituted meeting. The Board has adopted policies so that the business of the Board can be conducted in an orderly and efficient manner.

The Board believes that its fundamental obligation is to preserve and enhance the public trust in education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage the general public to contribute to the educational process, Board meetings will be open to the public. Towards this end, the Board believes its affairs should be conducted in public to the greatest extent possible.

The Board believes there are times when public interest is best served by private discussion of specific issues in closed sessions. The Board believes it is necessary to protect individual privacy and the Board's own position in negotiating either collective agreements or contracts and therefore expects to go into closed session for issues dealing with individual students, individual employees, land, labour, litigation or negotiation.

The Board further believes public interest can be enhanced by having members of the public make presentations at Board meetings.

The Board also believes that public forums dealing with specific educational topics and held in various communities within the Division can enhance communications and effectiveness of the Board.

Cellular telephones are to be turned off at Board meetings unless the Board chair approves such use in exceptional circumstances.

### 1. Elections

Ministerial Order 013 – 2005/06 permitted by Order-in-Council 85/2005 established the number of members comprising the Board of Education of the Northwest School Division No. 203 of Saskatchewan to be eleven (11). Dates listed in Ministerial Order 013 – 2005/06 were subsequently updated by Ministerial Order 045 – 2005/06. Copies of the Orders are available from the Division Office.

- 1.1 Ministerial Order 013 – 2005/06 further stipulated that these members were to be elected as follows:  
 Eleven (11) members elected on the basis of subdivisions described in the Order; one (1) member from each subdivision, except that the two (2) members from subdivisions 9 and 10 are elected at large.
- 1.2 The Board will review the subdivision boundaries as required by the Board.
- 1.3 The provisions of the Local Government Election Act respecting the election of trustees shall apply to every election in each subdivision.
- 1.4 General elections of members of the Board are held at the intervals specified in section 5(1) of the Local Government Election Act.
- 1.5 At least one (1) month prior to the nomination date, the Board is to publish an announcement of the election, giving nomination and election dates and qualifications required by the candidates and electors.
- 1.6 The Board in its announcement is to encourage electors to present themselves for the office of school trustee.
- 1.7 The Board is to provide a packet of information for candidates containing:
  - 1.7.1 The most recent Annual Report of the Board.
  - 1.7.2 The most recent Auditor's report.
  - 1.7.3 The Saskatchewan School Boards Association Handbook.
  - 1.7.4 Excerpts from The Local Government Election Act.
  - 1.7.5 A copy of the nomination form.
- 1.8 The Board may provide a packet of information by electronic or other means for:
  - 1.8.1 The Board Policy Handbook.
  - 1.8.2 The Division's Administrative Procedures Manual.
  - 1.8.3 The Division's most recent Strategic Plan.

## 2. Organizational Meeting

- 2.1 The organizational meeting of the Board in each calendar year shall be held in the designated Division Office not later than November 30.
- 2.2 The Director or designate will give notice of the organizational meeting to each trustee as if it were a special meeting.
- 2.3 The Director or designate shall call the meeting to order, and in an election year, read the return from the Elections Clerk certifying the election of members.
- 2.4 In an election year, the Director or designate shall call for and receive the duly signed Declarations of Office and corresponding

Endorsement Certificates by Commissioners for Oaths from each trustee, in accordance with Section 71 of the Education Act.

- 2.5 The Director or designate shall proceed to conduct the election of the Board Chair. Nominations shall be made by the trustees for the office of Chair and need not be seconded. A vote upon the nominees shall be taken by secret ballot. The nominee who receives the largest number of votes of the members present shall therefore be declared elected. Where two (2) candidates are nominated and both candidates receive an equal number of votes, the returning officer shall follow the tie vote procedure specified in Section 111(1) of the Local Government Election Act. Where more than two (2) candidates are nominated, the candidate with the least amount of votes will be dropped from the list of nominees and a re-vote will take place. The procedure will continue until only two (2) candidates remain. Where the two (2) remaining candidates for the position of Board Chair have an equal number of votes, the returning officer shall follow the tie vote procedure outlined above.
- 2.6 In the event that only one (1) member has indicated willingness to serve as Board Chair, that member shall be declared elected by acclamation.
- 2.7 The Board Chair shall assume office and shall immediately proceed with the election of the Vice-Chair.
- 2.8 The newly elected Board Chair shall then proceed with the agenda as presented by the Director or designate and adopted by the Board.
- 2.9 The organizational meeting shall, in addition include, but not be restricted to, the following:
- 2.9.1 Establish a schedule (date, time and place) for regular meetings, and any additional required meetings;
- 2.9.2 Establish trustee compensation rates;
- 2.9.3 Review trustee conflict of interest stipulations and determine any disclosure of information requirements;
- 2.9.4 Appoint an auditor;
- 2.9.5 Create such committees of the Board as are deemed appropriate, and appoint members;
- 2.9.6 Appoint Board representatives to the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate; and
- 2.9.7 Other organizational items as required.

### 3. Regular Meetings

- 3.1 Regular Board meetings shall be as established at the annual organizational meeting.

- 3.2 All trustees shall notify the Board Chair or the Director if they are unable to attend a Board meeting.
- 3.3 All trustees who are absent from three (3) consecutive regular meetings shall:
  - 3.3.1 Obtain authorization by resolution of the Board to do so; or
  - 3.3.2 Provide to the Board Chair evidence of illness in the form of a medical certificate respecting the period of absence.

Failure to attend may result in disqualification.

- 3.4 If both the Chair or Vice-Chair through illness or other cause are unable to perform the duties of the office or are absent, the Board shall appoint from among its members an acting Chair, who on being so appointed has all the powers and shall perform all the duties of the Chair during the Chair's and Vice-Chair's inability to act or absence.
- 3.5 Regular meetings of the Board will not be held without the Director and/or designate(s) in attendance, unless the Director's contract is being discussed.

#### 4. Special Meetings

Occasionally, unanticipated or emergent issues require immediate Board attention and/or action.

- 4.1 In accordance with Section 74 3 of the Education Act, special meetings of the Board may be called by the Board Chair at any time, or upon receipt of a written request signed by any three (3) members of the Board who shall state explicitly the reason therefore. Subject to the paragraph below, if an additional meeting of the Board is to be held, the Director or designate shall send a written notice of such a meeting as prescribed by the Education Act and shall set forth therein the business to be transacted or to be considered thereat, and no other business shall be considered unless all members of the Board are present and there is unanimous agreement that the agenda previously arranged shall be changed.
- 4.2 The Board may, by unanimous consent in accordance with Section 74 of the Education Act, waive notice of meeting and hold a meeting at any time and that consent shall be subscribed to in writing by each member of the Board and shall be recorded in the minutes of the meeting in the form required by that section.
- 4.3 Special meetings of the Board will not be held without the Director and/or designate(s) in attendance, unless the Director's contract is being discussed.

#### 5. Electronic Meeting

- 5.1 In accordance with Section 80.1 of the Education Act, the Board may hold a meeting using any electronic means. The means used must enable each trustee participating in the meeting and any members of

the public attending the meeting to hear all the other trustees and follow any votes taken.

- 5.2 At least one (1) of the following persons must be present at the Meadow Lake Division Office during the meeting:
  - 5.2.1 A member of the Board.
  - 5.2.2 The Director or designate.
- 5.3 Reasonable steps must be taken to notify the public of locations from which members of the public may participate.
- 5.4 A trustee may participate from a location to which the public does not have access.

## 6. Closed Sessions

The Board may, by resolution, schedule a closed meeting at a time or place agreeable to the Board or recess a meeting in progress for the purpose of meeting in closed session. Such resolutions shall be recorded in the minutes of the Board and shall specify those individuals eligible to attend in addition to the trustees and the Director. The reason for the closed session shall be stated prior to its approval and shall be limited to discussion pertaining to the following stated reasons:

- 6.1 Personal or confidential matters relating to staff, students or finance.
- 6.2 Legal opinions respecting the Board and its activities.
- 6.3 Negotiations with respect to the purchase, lease, or sale of property.
- 6.4 Establishment of guidelines and receipt of progress reports on contract negotiations with employee groups.
- 6.5 Sensitive matters that a majority of the trustees present feel should be held in private, in the public interest.

Such sessions shall be closed to the public and press. The Board shall only discuss the matter(s) which gave rise to the closed meeting. Trustees and other persons attending the session shall maintain confidentiality and not disclose the substance of deliberations at such sessions.

The Board shall, during the closed session, adopt only a resolution to rise and report to the open public Board meeting.

## 7. Agenda for Regular Meetings

The Board believes that a properly prepared agenda creates a meeting atmosphere formal enough for orderly procedure, but informal enough to encourage free discussion, problem identification, problem solving and the generation of ideas.

The Board Chair is responsible for establishing the agenda for Board Meetings in consultation with the Vice-Chair and the Director, in accordance with legislation and Board policy.

Agendas shall include all the data and back-up information so that the Board is able to make sound and objective decisions consistent with established goals.

- 7.1 The order of business at a regular meeting shall be as follows:
  - 7.1.1 Call to Order;
  - 7.1.2 Adoption of Agenda;
  - 7.1.3 Adoption of Minutes of previous meeting(s);
  - 7.1.4 Delegations;
  - 7.1.5 Discussion/Decision Items;
  - 7.1.6 Information Items;
  - 7.1.7 Identification of Emergent Items for Next Agenda;
  - 7.1.8 Adjournment.
- 7.2 Agenda items will be supported by a briefing note with copies of letters, reports, contracts and other materials as are pertinent to the business which will come before the Board and will be of value to the Board in the performance of its duties. Each action item will include a clear recommendation.
- 7.3 Items may be placed on the agenda in one (1) of the following ways:
  - 7.3.1 By notifying the Board Chair or Director nine (9) days in advance of a regular meeting.
  - 7.3.2 By notice of motion at a previous meeting of the Board.
  - 7.3.3 As a request from a committee of the Board.
  - 7.3.4 Issues that require Board action may arise after the agenda has been prepared. The Board Chair, at the beginning of the meeting, shall ask for additions to and/or deletions from the agenda prior to agenda approval. Changes to the agenda may be made by a majority of those present.
- 7.4 Materials for Board meetings will be distributed to each trustee and the Director and designates at least five (5) days in advance of the meeting. Agenda will be provided to members of the press and the general public attending the meeting. The agenda will be posted on the web site prior to the meeting. The Director or designate is responsible for distribution and posting.
- 7.5 The list of agenda items shall be available in the Division Office. Any elector may view the agenda and request a copy.
- 7.6 The Board will follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Board.

## 8. Minutes for Regular or Special Meetings

The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.

- 8.1 The minutes shall record:
  - 8.1.1 Date, time and place of meeting;

- 8.1.2 Type of meeting;
- 8.1.3 Name of presiding officer;
- 8.1.4 Names of those trustees and administration in attendance;
- 8.1.5 Approval of preceding minutes;
- 8.1.6 All resolutions, including the Board's disposition of the same, placed before the Board, are to be entered in full;
- 8.1.7 Names of trustees making the motion;
- 8.1.8 Points of order and appeals;
- 8.1.9 Appointments;
- 8.1.10 Summarized reports of committees;
- 8.1.11 Recording of the vote on a motion (when requested pursuant to the Education Act); and
- 8.1.12 Trustee declaration of conflict of interest pursuant to the Education Act.
- 8.2 The minutes shall:
  - 8.2.1 Be prepared as directed by the Director;
  - 8.2.2 Be reviewed by the Director prior to submission to the Board;
  - 8.2.3 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
  - 8.2.4 Upon adoption by the Board, be deemed to be the official and sole record of the Board's business.
- 8.3 The Director or designate shall ensure, upon acceptance by the Board, that appropriate initials are appended to each page of the minutes, and that appropriate signatures and the corporate seal of the Division are affixed to the concluding page of the minutes.
- 8.4 The Director or designate shall establish a codification system for resolutions determined by the Board which will:
  - 8.4.1 Provide for ready identification as to the meeting at which it was considered;
  - 8.4.2 Provide for cross-referencing with resolutions of similar nature adopted by the Board at previous meetings; and
  - 8.4.3 Establish and maintain a file of all Board minutes.
- 8.5 As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Director to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.
- 8.6 The approved minutes of a regular or special meeting shall be posted to the website as soon as possible following approval. The Director or designate is responsible to distribute and post the approved minutes.

- 8.7 Each committee will appoint a recording secretary to take and distribute the record of the proceedings which will be presented for approval at their next meeting.
- 8.8 All committees of the Board, unless otherwise directed, shall prepare and submit minutes or a report to the Board.

## 9. Motions

Motions do not require a seconder.

### 9.1 Notice of Motion

The notice of motion serves the purpose of officially putting an item on the agenda of the next or future regular meeting and gives notice to all trustees of the item to be discussed. A notice of motion is not debatable and may not be voted on.

### 9.2 Discussion on Motions

The custom of addressing comments to the Board Chair is to be followed by all persons in attendance.

A Board motion or a recommendation from administration is normally placed before the Board prior to any discussion taking place on an issue. Once a motion is before the Board and until it is passed or defeated, all speakers shall confine their remarks to the motion or to the information pertinent to the motion. Motions may be submitted by the Board Chair or any trustee.

### 9.3 Speaking to the Motion

The mover of a motion first and every trustee shall have an opportunity to speak to the motion before any trustee is allowed to speak a second time.

A trustee may speak to a motion only twice, unless replying to a question, in which case the trustee may speak a third time. The mover of a motion may speak a third time and thereby close the debate on the question. The Board may, by majority vote, approve extended discussion of any subject.

If the Board Chair wishes to speak on a motion, s/he is to vacate his/her seat as Chair and ask the Vice-Chair to preside. The Chair will normally speak just prior to the last speaker who will be the mover of the motion.

The Board Chair has the responsibility to limit the discussion by a trustee when such a discussion is repetitive or digresses from the topic at hand, or where discussion takes place prior to the acceptance of a motion.

No one shall interrupt a speaker, unless it is to ask for important clarification of the speaker's remarks, and any such interruption shall not be permitted without permission of the Board Chair.

Amendments to the motion may be proposed at any time during discussion. No more than two (2) amendments may be before the meeting at one (1) time. Discussion and voting on motions and amendments takes place in reverse order of their proposal.

Motions or amendments may be withdrawn only with the unanimous consent of the trustees present.

Should a trustee arrive at the meeting after a motion has been made and prior to taking a vote, the trustee may request further discussion prior to the vote. The Board Chair shall rule on further discussion.

#### 9.4 Reading of the Motion

A trustee may require the motion under discussion to be read at any time during the debate, except when a trustee is speaking.

#### 9.5 Entitled Votes

All members, including the Board Chair, are entitled to vote on all motions, except in the case of a conflict of interest, as defined by Section 69 of the Education Act.

While all trustees are encouraged to vote on all motions, except in the case of conflict of interest, a member has the right to abstain from voting. An abstention shall not be considered a vote for or against.

#### 9.6 Recorded Vote

Whenever a recorded vote is requested by a trustee before the vote is taken, the minutes shall record the names of the trustees who voted for or against the matter, or abstained. Immediately after a vote is taken and on the request of a trustee, the minutes shall record the name of that trustee and whether that trustee voted for or against the matter or abstained.

#### 9.7 Required Votes

Each question shall be decided by a majority of the votes of those trustees present. A simple majority of a quorum of the Board will decide in favour of the question. In the case of an equality of votes, the question is defeated. The result of the vote is announced by the Board Chair.

A vote on a question shall be taken by open vote, expressed by show of hands, except the vote to elect the Board Chair or Vice-Chair, which is by secret ballot.

#### 9.8 Debate

In all debate, any matter of procedure in dispute shall be settled, if possible, by reference to Robert's Rules of Order. If this reference is inadequate, procedure may be determined by motion supported by the majority of trustees in attendance.

A 'point of order' may be called by any trustee at any time. The 'point of order' must be stated definitively and conclusively. The Board Chair decides, without debate, whether the 'point' is well taken.

Any trustee may appeal a ruling of the Chair. The trustee states the reasons for the appeal; the Board Chair states the reason for the ruling. There is no debate. The Board Chair then asks, "Shall the decision of the Chair be sustained?" A simple majority decides the issue.

A rejected motion is not to be re-introduced during the same meeting unless at least a majority of the trustees present approve a motion "That the question be re-considered". This motion is not debatable and calls for an immediate vote.

A motion to lay a question on the table shall not be subject to debate, but the question may be debated when it is lifted from the table.

## 10. Delegations to Board Meetings

The Board may make provision for delegations to make presentations at Board meetings in the interest of improving the education provided in Division schools. Individuals or organizations may make requests for audiences with the Board.

- 10.1 All delegations wishing to appear before the Board shall be required to give notice thereof, in writing, at least nine (9) days prior to the requested meeting date stating the nature of the subject or request they intend to bring to the Board.
- 10.2 The Board Chair and the Vice-Chair will jointly determine if the subject matter is pertinent to the business of the Board, and rule on the request at the agenda-setting meeting. The Board reserves the right to limit the number of delegations to be scheduled at any meeting. Normally, delegations will be limited to a maximum of three (3) per meeting. The Director or designate shall notify the individual or organization.
- 10.3 All delegations are required to submit their presentation in writing for inclusion in the Board agenda package.
- 10.4 Matters deemed to be of a sensitive and/or confidential nature shall be heard at a closed session of the Board.
- 10.5 Normally, ten (10) minutes is allowed for the presentation by the delegation and a further five (5) minutes for clarifying questions. The Board Chair will introduce the individual(s) or group(s) and reserves the right to limit and control the discussion.
- 10.6 Delegations will be given a copy of this section of Policy 7 prior to their presentation. Delegations may be asked to leave if they do not abide by the procedures as set out in this policy.
- 10.7 At the time of presentation, the delegation shall confine its comments to the purpose stated in the notice.
- 10.8 In discussing matters with a delegation, the Board Chair shall act as spokesperson for the Board. The purpose of delegations is to allow individuals or groups to express problems, make suggestions and

requests, and give information to the Board. For this reason, individual trustees may seek only clarification of items presented by the delegation. At no time during the presentation shall any trustee voice her/his opinion or commit the Board to any specific course of action.

- 10.9 Normally, the Board shall refer any action relative to the delegation's presentation until the next regular Board meeting. This is intended to give individual trustees sufficient time to consider the information supplied by the delegation prior to making a decision. If the time between the delegation's presentation and the next Board meeting is deemed insufficient for the Board members to gain the necessary information to make an informed decision, the Board may respond by delaying the decision until another specified, appropriate time.
- 10.10 Upon completion of the presentation, the Board Chair shall inform the delegation when the decision will be made. When a decision is reached, it will be communicated in writing to the spokesperson.
- 10.11 The Board Chair and the Director may waive the time requirement in extenuating circumstances.

## 11. Correspondence to the Board

The Board believes that it is the delegated responsibility of the Director or designate to act for the Board within the bounds of Division policy. However, trustees are to be kept informed of non-routine items of business and are to be given the opportunity to seek further information on such matters.

- 11.1 A list of all non-routine correspondence addressed to the Board or received by the Director or designate acting in their official corporate capacities will be kept and forwarded to the trustees.
- 11.2 A list of correspondence received by the Board will be available at each regular meeting.
- 11.3 All correspondence or material addressed to a trustee in name or as Chair of a committee will be forwarded to all trustees.

## 12. Audio/Video Recording Devices

The Board expects that anyone wanting to use an audio and/or video recording device at a public Board meeting shall obtain prior approval of the Chair or designate.

## 13. Trustee Remuneration and Expenses

The Division compensates trustees in accordance with its remuneration and expense schedule. The schedule is established annually as directed by the Board at the organizational meeting of the Board.

- 13.1 Principles
  - 13.1.1 The Board believes that the role of trustee is one of service to the community.

- 13.1.2 It acknowledges that in serving the community personal expense is incurred.
- 13.1.3 It strives to ensure that remuneration levels reflect a capacity to enable all electors to seek a position on the Board.
- 13.1.4 Rates
- 13.1.5 The indemnity rates and allowance rate for travel and sustenance are to be reviewed and set as directed by the Board at the annual organizational meeting of the Board.
- 13.1.6 The rates established are to reflect the fiscal circumstances in the Division and in the Province of Saskatchewan.
- 13.2 Schedule
- 13.2.1 The remuneration and expense schedule may recognize service and expenses incurred in the following areas:
- Attendance at Board determined meetings.
  - Attendance at meetings, graduations and other proceedings as an official representative of the Board.
  - Attendance at seminars, conventions and meetings for trustee development.
- 13.2.2 One-third of the sum paid each trustee for services rendered is to be designated as having been paid in respect of general expenses incurred by the member that were necessary and incidental to the discharge of his or her duties.
- 13.2.3 Compensation will be contingent upon the completion of the appropriate forms and claims. Trustees shall submit claim forms to the Director or designate for processing and payment.
- 13.2.4 Questions arising out of the processing of trustee claims for payment are to be referred to the Board Chair.

#### 14. Trustee Conflict of Interest

The Board is of the firm conviction that its ability to discharge its obligations is dependent upon the confidence the residents of the Division place in the Board and in its trustee members.

- 14.1 The trustee is expected to be conversant with Sections 69, 70 and 90 of the Education Act and with Policy 4 – Trustee Code of Conduct, and its appendices.
- 14.2 The trustee is responsible for declaring him/herself to be in possible conflict of interest.
- 14.2.1 The trustee shall make such declaration in open meeting prior to Board discussion of the subject matter which may place the trustee in conflict of interest.
- 14.3 It shall be the responsibility of the trustee in conflict to absent him/herself from the meeting in accordance with the requirements of

the Education Act and ensure that his/her declaration and absence is properly recorded within the minutes.

- 14.4 The recording secretary will record in the minutes:
- 14.5 The trustee's declaration;
- 14.6 The trustee's abstention from the debate and the vote; and
- 14.7 That the trustee left the room in which the meeting was held.

## 15. Board Self-Evaluation

- 15.1 The annual Board self-evaluation process will complement the Director evaluation process described in the document entitled Director Evaluation Process, Criteria and Timelines.
- 15.2 The purpose of the Board self-evaluation is to answer the following questions:
  - 15.2.1 How well have we fulfilled each of our defined roles in relation to our mission, goals and objectives as a Board this past year?
  - 15.2.2 How do we perceive our interpersonal working relationships?
  - 15.2.3 How well do we receive input and how well do we communicate?
  - 15.2.4 How well have we adhered to our annual work plan?
  - 15.2.5 How would we rate our Board-Director relations?
  - 15.2.6 How well have we adhered to our governance policies?
  - 15.2.7 What have we accomplished this past year? How do we know?
- 15.3 The principles upon which the Board self-evaluation is based are as follows:
  - 15.3.1 A learning organization or a professional learning community is focused on the improvement of practice.
  - 15.3.2 A pre-determined process for evaluation strengthens the governance functions and builds credibility for the Board.
  - 15.3.3 An evidence-based approach provides objectivity.
- 15.4 The components of the Board self-evaluation are:
  - 15.4.1 Review of Board Role Performance.
  - 15.4.2 Monitoring Interpersonal Working Relationships.
  - 15.4.3 Monitoring Board Representation/Communication.
  - 15.4.4 Review of Annual Work Plan Completion.
  - 15.4.5 Monitoring Board-Director Relations.
  - 15.4.6 Review of Board Motions.
  - 15.4.7 Review of Board Governance Policies.
  - 15.4.8 Creating a Positive Path Forward.

## 16. Saskatchewan School Boards Association Membership

The Saskatchewan School Boards Association (SSBA) is a non-profit organization dedicated to excellence in public education by providing leadership services to Saskatchewan school boards. Its mandate is to:

- Strengthen school boards' capacity to deliver appropriate programs.
  - Strengthen school boards' capacity to implement policy and manage affairs effectively.
  - Strengthen school boards' ability to communicate accomplishments.
- 16.1 Membership and Participation
    - 16.1.1 The Board endorses full active membership in the Association through its payment of the annual fee to the SSBA.
    - 16.1.2 The Board supports the active participation of its trustee membership in the Association at both the constituency and provincial levels.
    - 16.1.3 The Board establishes a remuneration and expense schedule in accordance with Policy 7, section 13 to recognize expenses incurred by trustees attending SSBA sponsored meetings, seminars, workshops and conventions.
  - 16.2 SSBA Voting Delegates
    - 16.2.1 The Board is to determine on or before November of each year which of the trustees delegated to Convention are voting delegates.
    - 16.2.2 The Board is to apportion in whole numbers, its number of votes among those voting delegates in accordance with SSBA Bylaws 10 and 11.
    - 16.2.3 Each trustee attending is to be a voting delegate apportioned at least one (1) vote.
    - 16.2.4 Any votes remaining unapportioned are to be divided as equally as possible using whole numbers among the trustee members of the Board attending convention.
    - 16.2.5 When registering delegates the SSBA is to be informed of the voting delegate and the number of votes apportioned each delegate.

## 17. Annual Meeting of Electors

The Board shall convene an annual meeting of all the electors of the Division after the receipt of the audited statement of the Board.

- 17.1 In the year a general election of trustees is held, the annual meeting must be held before the general election.
- 17.2 The Director or designate is to give notice of the meeting in accordance with the provisions of the Local Government Election Act with necessary modification.
- 17.3 At least fourteen (14) days prior to the meeting School Community Councils are to receive copies of the:

- 17.3.1 Report of the Board. (educational developments in year preceding).
- 17.3.2 Report of the Auditor and financial statement for the preceding year.
- 17.3.3 Report of the Director. (educational progress of education in schools of the Division).
- 17.4 The Director or designate is to facilitate the nomination procedure and conducting of the meeting until the Chair is elected.
- 17.5 Electors present at the meeting are to elect one (1) of their members to preside as Chair and one (1) other to serve as Secretary for the meeting.
- 17.6 The Chair shall conduct the meeting in accordance with (3) and to include any exchange, resolutions, information concerning reports in (4).
- 17.7 The statement of proceedings of the meeting, as prepared by the Secretary to the meeting, is to be distributed to the Board and to the School Community Councils.

#### 18. Special Meeting of Electors

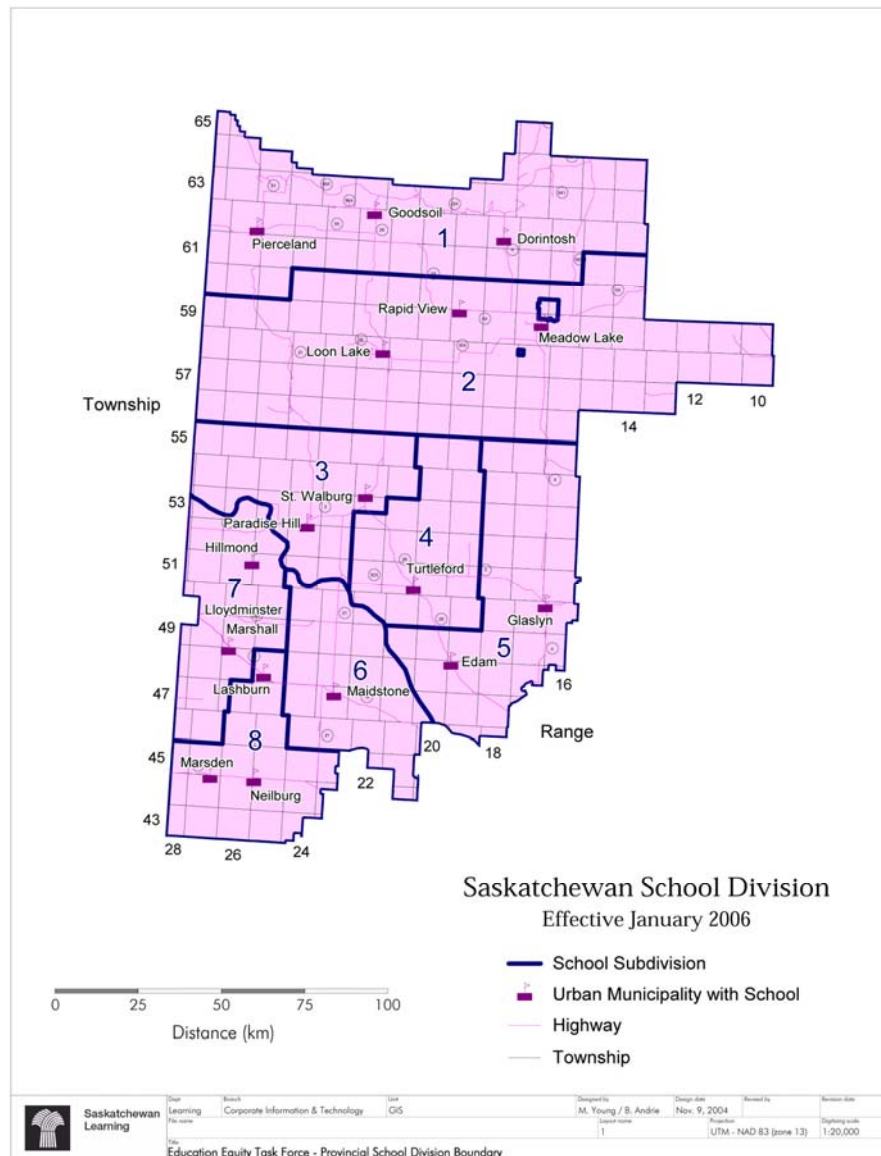
A special meeting of electors of the Division may be held at any time for any purpose not provided for by the Education Act.

- 18.1 The Director or designate is to call a special meeting when required to do so by:
  - 18.1.1 The Board.
  - 18.1.2 The Minister of Education.
  - 18.1.3 A request in writing by no fewer than twenty-five (25) electors of the Division.
- 18.2 The Director or designate shall ensure that the notice for calling a special meeting must set out the place, date, time and purpose of the meeting in accordance with the Local Government Election Act.
- 18.3 The electors in attendance at a special meeting shall elect a Chair and Secretary for the special meeting.
- 18.4 The meeting is to be conducted in accordance with procedures set out in Section 97 of the Education Act.
- 18.5 Only business that is set out in the notice (2) is to be considered at the special meeting.
- 18.6 A special meeting (or the annual meeting) shall be called to conduct a review and an evaluation of educational services available where:
  - 18.6.1 There is no school in operation in the Division.
  - 18.6.2 The Board considers it inadvisable to continue the operation of at least one (1) school.

- 18.6.3 The maintenance of a satisfactory standard of education service appears to be in doubt because of declining enrolment or other circumstances.
- 18.6.4 In relation to (6) the Board shall advise the Minister of Education of any recommendations or decisions.

Reference: Sections 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 80.1, 81, 82, 84, 87, 97, 98, 106  
Education Act  
Local Authorities Freedom of Information and Protection of Privacy Act  
Local Government Elections Act  
Electronic Meeting Procedures Regulation

## Policy 7 Appendix: ELECTORAL SUBDIVISION MAP



The Northwest School Division #203 is divided into 11 subdivisions. These areas are described as follows:

Subdivision 1	Pierceland, Goodsoil, Dorintosh
Subdivision 2	Loon Lake, Rapid View, Meadow Lake Rural
Subdivision 3	St. Walburg and Paradise Hill
Subdivision 4	Turtleford
Subdivision 5	Glaslyn and Edam
Subdivision 6	Maidstone and Paynton
Subdivision 7	Hillmond, Lloydminster, Lone Rock, Marshall
Subdivision 8	Neilburg, Marsden and Lashburn
Subdivision 9	Meadow Lake
Subdivision 10	Meadow Lake
Subdivision 11	Flying Dust

Reference: Local Government Election Act

## Policy 8 - COMMITTEES OF THE BOARD

---

As much as possible, the Board's business of governance will be conducted by the full Board. Consequently, there shall be no standing committees of the Board. The Board may establish ad hoc committees when necessary to assist it with governance functions. Committees shall never interfere with delegation of authority from Board to the Director.

### Specifically

1. Committees are to help the Board do its job by assisting the Board in the development of policy alternatives and implications for Board deliberation. A Committee is not to be created by the Board to advise staff.
2. Committees are to avoid over-identification with organizational parts rather than the whole. Therefore, a Committee which has helped the Board create policy on some topic will not be used to monitor organizational performance on that same subject.
3. A Committee may not speak or act for the Board except when formally given such authority for specific and time-limited purposes. Such authority will be carefully stated in order not to conflict with authority delegated to the Director.
4. A Committee shall not be created by the Board to advise the Director.
5. A Committee cannot exercise authority over staff, and in keeping with the Board's focus on the future, a Committee will ordinarily not have direct dealings with current staff operations. The Director works for the Board, never for a Committee.
6. The following structural principles shall apply to all Committees established by the Board. All Committees:
  - 6.1 Shall be chaired by a trustee who is appointed by the Board.
  - 6.2 May include non-Board members, appointed by the Board.
  - 6.3 Shall include the Board Chair as an ex officio member, if not appointed under 6.1.
  - 6.4 Shall receive written terms of reference from the Board, which include the Board's expectations of the Committee, time frame and limits of authority.
  - 6.5 Shall have no authority to spend or commit any resources of the Division other than those specifically identified in written terms of reference.
  - 6.6 Shall be established at a public Board meeting.
  - 6.7 Shall be disbanded automatically once they have completed their function.
  - 6.8 Shall abide by the same Code of Conduct as governs the Board.
  - 6.9 Shall be reimbursed for expenses in accordance with the approved schedule.
  - 6.10 Shall hold meetings in camera, unless otherwise decided by the Board.
  - 6.11 Shall present their final report to the Board at a public meeting of the Board.

7. The Director may appoint resource personnel to work with committees, and shall determine the roles, responsibilities and reporting requirements of the resource personnel.

Reference: Sections 85, 106 Education Act

## Policy 9 - BOARD REPRESENTATIVES

---

The Board will give consideration to naming representatives to various external committees, agencies and organizations. Such representation is established at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the Division and other organizations.

The Board will determine the terms of reference for each representative.

The Director may appoint resource personnel to work with the representative and shall determine the roles, responsibilities and reporting requirements of resource personnel.

The following committees/organizations will have Board representation as identified at the annual organization meeting:

1. Saskatchewan School Boards Association (SSBA) – Public Boards Caucus
  - 1.1 Purpose
    - Influence the overall direction of SSBA and the direction of the SSBA Public Boards Caucus
  - 1.2 Powers and Duties
    - Attend SSBA Public Boards Caucus meetings
    - Represent the Board's positions and interests at the provincial level
    - Communicate to the Board at the next regular meeting the work of SSBA Public Boards Caucus
  - 1.3 Membership
    - One trustee; one alternate
  - 1.4 Meetings
    - As called by SSBA Public Boards Caucus
2. Community School Council (Meadow Lake schools)
  - 2.1 Purpose
    - To ensure alignment of the School Improvement Plans with the Division Continuous Improvement Plan
  - 2.2 Powers and Duties
    - Provide the Board's governance report to the Community School Councils
    - Provide feedback to the Board on governance matters.
  - 2.3 Membership
    - One (1) trustee appointed by the Board to the Council

## 2.4 Meetings

- As called by the Community School Council

## 3. Service Recognition Committee

### 3.1 Purpose

- To develop and recommend to the Board appropriate employee recognition and retirement functions

### 3.2 Powers and Duties

- Develop appropriate employee recognition and retirement functions and make recommendations to the Director for implementation
- Develop an operating budget for employee recognition
- Organize and plan employee recognition events

### 3.3 Membership

- One (1) trustee

### 3.4 Meetings

- To be convened by the Committee Chair in consultation with Committee members, as required

Reference: Sections 85, 106 Education Act

## Policy 10 - POLICY MAKING

---

The Board is responsible for the development of policies in keeping with the requirements of government legislation and the values of the electorate. In order to meet its responsibility, the Board shall establish and maintain written policies which express its philosophical beliefs in support of public education and provide effective direction and guidelines for the action of the Board, the Director, staff, students, electors and other agencies. Board policies constitute the will of the Board in determining how the Division will be operated.

The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide public education and compliance with the Education Act and other provincial legislation.

Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide the Division and to provide the opportunity for the Director to exercise professional training and experience in the administration of the Division.

The Board shall adhere to the following stages in its approach to policy making:

1. Planning

The Board, in cooperation with the Director, shall assess the need for a policy, as a result of its own monitoring activities or on the suggestion of others, and identify the critical attributes of each policy to be developed.

2. Development

The Board may develop the policy itself or could delegate the responsibility for development to the Director.

3. Implementation

The Board is responsible for the implementation of policies governing its own processes. The Board and Director share the responsibility for implementation of policies relating to the Board-Director relationship. The Director is responsible for the implementation of all other policies.

4. Evaluation

The Board, in cooperation with the Director, shall evaluate each policy in a timely manner in order to determine whether or not it is meeting its intended purpose.

### Specifically

1. Suggestions or recommendations in regard to new or existing policy may be made to the Director at any time. Such suggestions or recommendations shall be submitted in writing to the Director and include a brief statement of purpose or rationale. Any trustee, elector or staff member may initiate proposals for new policies or changes to existing policies.
2. Normally, requests for new policy or amendments to existing policy originating from schools will be directed through the Principal to the Director.
3. Policy development or revision may also be initiated by the results of a public consultation, survey, needs assessment or policy evaluation.
4. The Director shall be responsible to prepare a proposal.
  - 4.1 If the Board requests that a new policy be drafted or an existing policy be reviewed for possible amendment, the Director shall implement procedures to develop a draft proposal.
  - 4.2 Draft proposals may be developed in consultation with advisory committees, various employee groups, senior administrative staff or outside agencies and consultants.
  - 4.3 The engagement of outside agencies or consultants to assist in policy development shall require prior approval of the Board if total anticipated costs will exceed approved budget allocations.
5. When appropriate, the Director shall seek legal advice on the intent and wording of the policy.
6. The Board may seek additional input into proposed changes in policy or drafts, whenever it is deemed appropriate.
7. The final draft of the policy or amendments shall be presented to the Board for its consideration and approval.
8. Only those policies which are adopted and recorded in the minutes constitute the official policies of the Board.
9. In the absence of existing policy, the Board may make decisions, by resolution, on matters affecting the administration, management and operation of the Division. Such decisions carry the weight of policy until such time as specific written policy is developed.
10. The Board may request the Director to change an administrative procedure to a draft Board policy. In so doing, the Board will provide rationale.
11. The Director must develop administrative procedures as specified in Policy 11 and may develop such other procedures as deemed necessary for the effective operation of the Division; these must be in accordance with Board policies.

12. The Board may also delete a policy and subsequently delegate the Director authority over this area. The Director would normally then choose to develop an administrative procedure relative to this matter.
13. The Director must inform the Board of any changes to administrative procedures.
14. The Director shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the Division's website, in a timely manner, for staff and public access.
15. The Board shall review each policy annually.

Reference: Sections 74, 85, 87, 103, 109 Education Act

## Policy 11 - BOARD DELEGATION OF AUTHORITY

---

The Board authorizes the Director to do any act or thing or exercise any power that the Board may do, or is required to do, or may exercise, except those matters which, in accordance with provincial legislation, cannot be delegated. This delegation of authority to the Director specifically:

- Includes any authority or responsibility set out in the Education Act and regulations as well as authority or responsibility set out in other legislation or regulations;
- Includes the ability to enact Administrative Procedures, regulations or practices required to carry out this authority; and also
- Includes the ability to sub-delegate this authority and responsibility as required.

Notwithstanding the above, the Board reserves to itself the authority to make decisions on specific matters requiring Board approval. This reserved authority of the Board is set out in Board policies, as amended from time to time.

Further, the Board requires that any new provincial, regional or local obligations must be initially brought to the Board for discussion, and determination of decision-making authority.

### **Specifically**

1. The Director is directed to develop an Administrative Procedure to fulfill Board obligations created by any federal, provincial or local legislation which are not covered through Board policy.
2. The Board authorizes the payment of accounts for expenditures incurred within the approved Budget or specific Board decisions and in accordance with Board policy and generally accepted accounting principles, and delegates to the Director responsibility for certification of such payments.

Reference: Sections 85, 108, 109, 110 Education Act

## Policy 12 - ROLE OF THE DIRECTOR

---

The Director is the Chief Executive Officer of the Board and the Chief Education Officer of the Division. The Director reports directly to the corporate Board, and is accountable to the Board for the overall conduct and operation of the Division. All Board authority delegated to the staff of the Division is delegated through the Director.

Specific areas of responsibility are:

### 1. Student Welfare

- 1.1 Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.
- 1.2 Ensures the facilities adequately accommodate Division students.
- 1.3 Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division.
- 1.4 Acts as, or designates, the local attendance counselor for the Division.

### 2. Educational Leadership

- 2.1 Provides leadership in all matters relating to education in the Division.
- 2.2 Ensures students in the Division have the opportunity to meet the standards of education set by the Minister.
- 2.3 Implements education policies established by the Minister and the Board.

### 3. Fiscal Responsibility

- 3.1 Ensures the fiscal management of the Division is in accordance with the terms or conditions of any funding received by the Board.
- 3.2 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- 3.3 Ensures that insurance coverage is in place to adequately protect assets, indemnify liabilities and provide for reasonable risk management.

### 4. Personnel Management

- 4.1 Has overall authority and responsibility for all personnel-related issues, except the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
- 4.2 Monitors and improves the performance of all staff.

5. Policy/Procedures
  - 5.1 Provides leadership in the planning, development, implementation and evaluation of Board policies and administrative procedures.
6. Director/Board Relations
  - 6.1 Establishes and maintains positive professional working relations with the Board.
  - 6.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy.
  - 6.3 Keeps the Board informed through the provision of required accountability reports.
7. Continuous Improvement Planning and Reporting
  - 7.1 Leads the Continuous Improvement Planning process including the development of Division goals, budget, facilities and implements plans as approved.
  - 7.2 Involves the Board appropriately (Board identification of priorities and outcomes, opportunity for Board input early in the process, final Board approval).
  - 7.3 Reports annually on results achieved.
8. Organizational Management
  - 8.1 Demonstrates effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
  - 8.2 Reports to the Minister with respect to matters identified in and required by the Education Act.
9. Communications and Community Relations
  - 9.1 Takes appropriate actions to ensure positive external and internal communications are developed and maintained.
  - 9.2 Acts as, or designates, the Head of the organization for the purposes of the Local Authority Freedom of Information and Protection of Privacy (LAFOIPP) Act.
10. Leadership Practices
  - 10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom he works most directly in carrying out the directives of the Board and the Minister.
  - 10.2 Develops and maintains positive and effective relations with provincial and regional government departments and agencies.

Reference: Sections 108, 109, 159 Education Act

## Policy 12 Appendix A: DIRECTOR EVALUATION PROCESS, CRITERIA & TIMELINES

---

### Background

The evaluation process, criteria and timelines:

1. Provides for both growth and accountability, and the strengthening of the relationship between the Board and the Director. The written report will affirm specific accomplishments and will identify growth areas. Some of these growth goals will address areas of weakness while others will identify areas where greater emphasis is required due to changes in the environment.
2. Highlights the key role of the Director as the Chief Education Officer for the Division to enhance student achievement and success for all children.
3. Recognizes that the Director is the Chief Executive Officer. The Director is held accountable for work performed primarily by other senior administrators, e.g., fiscal management.
4. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses. The Performance Assessment Guide (Appendix B) identifies the source of the evidence in advance, while the quality indicators describe expectations in regard to that evidence.
5. Meets contractual requirements in that the Director and Board came to a mutual agreement relative to the comprehensive evaluation process to be followed.
6. Is aligned with and based upon the Director's roles and responsibilities. The two documents were developed at the same time and were approved by both the Director and the Board. The Roles and Responsibilities document is aligned with this evaluation document.
7. Is linked to the Division's priorities. The Continuous Improvement Planning section directly links the Director's performance to the continuous improvement planning process, which includes the Division's priorities.
8. Sets out standards of performance. The quality indicators in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.

9. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations take into consideration the previous evaluation, and an assessment of the Director's success in addressing identified growth areas.
10. Uses multiple data sources. Objective data such as audit reports and Saskatchewan Learning Regional Office reports, and student achievement data are augmented with more subjective data.
11. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.
12. Ensures Board feedback is provided regularly. Such feedback will be provided annually and will focus on areas over which the Director has authority.

### **Proposed Process & Timelines for Evaluations**

---

Evaluations will be conducted in accordance with the following schedule:

<b>EVALUATION</b>	<b>BASED ON PERIOD</b>	<b>REPORT DELIVERED TO DIRECTOR</b>
First	August 1, 2010 – March 31, 2012	By April 30, 2012
Second	April 1, 2012 – March 31, 2013	By April 30, 2013
Annual or as required by the Board after April 30, 2013.		

### **Criteria for Evaluations**

The criteria for evaluation #1 will be those set out in *Appendix B: the Performance Assessment Guide*. In subsequent evaluations, the criteria will be those defined by the *Performance Assessment Guide* as listed or revised after each evaluation, plus any growth goals provided by the Board in previous written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities. The exception will be the Role Expectation Leadership Practices, which will include interviews of direct reports in the first evaluation and interviews of one quarter of the Principals in the second evaluation.

*The Performance Assessment Guide* is intended to clarify for the Director performance expectations that are held by the corporate Board. This guide is to be used by the Board to evaluate the performance of the Director in regard to each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved. An internal report is one prepared by the Director. An external report is prepared by a body external to the Division while direct Board observation is self explanatory.

The Director will maintain an evidence binder which will be provided to the Board approximately one week prior to the evaluation workshop. The purpose of the evidence binder is to provide proof that the quality indicators identified in Appendix B have been

achieved. Therefore evidence will be organized under each quality indicator. The Board will assess during the evaluation session whether or to what extent the Director has achieved each quality standard. All trustees and the Director will be present during the evaluation session. The Director will leave the room when the Board develops the conclusions section. The report will reflect the Board position. The Board will assess the evidence and based on these discussions the facilitator will attempt to reflect these discussions into a report which reflects the Board's assessments of the evidence. The Director will be invited to ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood.

## Policy 12 Appendix B: PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation:</u> <u>Student Welfare</u>	<u>Superintendent Evaluation Evidence</u>	<u>Quality Indicators</u>
<ul style="list-style-type: none"> <li>• Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.</li> <li>• Ensures the facilities adequately accommodate Division students.</li> <li>• Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division.</li> <li>• Acts as, or designates, the local attendance counsellor for the Division.</li> </ul>	<ul style="list-style-type: none"> <li>• Internal Report</li> <li>• Survey results</li> <li>• EBS or alternative results</li> </ul>	<ul style="list-style-type: none"> <li>• Develops measurements and monitors progress relative to providing a safe and caring environment.</li> <li>• Provides analysis of incident reports.</li> <li>• Implements the requirements of Occupational Health and Safety legislation, including required staff professional development.</li> <li>• Complies with legislative requirements to appoint attendance counsellor for the Division.</li> </ul>

**Policy 12 Appendix B: PERFORMANCE ASSESSMENT GUIDE**

<p align="center"><b><u>Role Expectation:</u></b> <b><u>Educational Leadership</u></b></p>	<p align="center"><b><u>Director Evaluation</u></b> <b><u>Evidence</u></b></p>	<p align="center"><b><u>Quality Indicators</u></b></p>
<ul style="list-style-type: none"> <li>• Provides leadership in all matters relating to education in the Division.</li> <li>• Ensures students in the Division have the opportunity to meet the standards of education set by the Minister.</li> <li>• Implements education policies established by the Minister and the Board.</li> </ul>	<ul style="list-style-type: none"> <li>• Internal Report</li>   <li>• Direct Board Observation</li> </ul>	<ul style="list-style-type: none"> <li>• The Director conducts an analysis of student success and ensures development of action plans to address concerns.</li> <li>• The Director identifies trends and issues related to student achievement to inform the setting of yearly priorities and outcomes.</li> <li>• The Director meets all timelines with provision for appropriate Board input relative to the annual review of priorities and outcomes.</li> <li>• The Director ensures the Division's key results are published.</li> <li>• The Director achieves the key results approved by the Board.</li> </ul>





**Policy 12 Appendix B: PERFORMANCE ASSESSMENT GUIDE**

<p align="center"><b><u>Role Expectation: Policy/Procedures</u></b></p>	<p align="center"><b><u>Director Evaluation Evidence</u></b></p>	<p align="center"><b><u>Quality Indicators</u></b></p>
<ul style="list-style-type: none"> <li>• Provides leadership in the planning, implementation and evaluation of Board policies and administrative procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Internal Report</li>   <li>• Direct Board Observation</li> </ul>	<ul style="list-style-type: none"> <li>• The Director appropriately involved individuals and groups in the Board policy and administrative procedures development process.</li> <li>• The Director ensures policy is adhered to.</li> <li>• Policies are revised in a timely fashion.</li> <li>• The Director takes leadership in bringing policies to the Board for review.</li> <li>• The Director demonstrates a knowledge of and respect for the role of the Board in policy processes.</li> </ul>



**Policy 12 Appendix B: PERFORMANCE ASSESSMENT GUIDE**

<p align="center"><b><u>Role Expectation:</u></b> <b><u>Continuous Improvement Planning and Reporting</u></b></p>	<p align="center"><b><u>Director Evaluation Evidence</u></b></p>	<p align="center"><b><u>Quality Indicators</u></b></p>
<ul style="list-style-type: none"> <li>• Leads the Continuous Improvement Planning process including the development of Division goals, budget, facilities and transportation plans and implements plans as approved.</li> <li>• Involves the Board appropriately (Board identification of priorities and outcomes, opportunity for Board input early in the process, final Board approval).</li> <li>• Reports annually on results achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct Board Observation</li>   <li>• Internal Report</li> </ul>	<ul style="list-style-type: none"> <li>• The budget and priorities and key results are developed according to a timeline which ensures the Board's ability to provide direction and revise priorities.</li> <li>• Develops short and long-range plans to meet the needs of the Division and provide for continuous improvement.</li> <li>• Provides accountability reports as directed by the Board.</li> </ul>

**Policy 12 Appendix B: PERFORMANCE ASSESSMENT GUIDE**

<p align="center"><b><u>Role Expectation:</u></b> <b><u>Organizational Management</u></b></p>	<p align="center"><b><u>Director Evaluation</u></b> <b><u>Evidence</u></b></p>	<p align="center"><b><u>Quality Indicators</u></b></p>
<ul style="list-style-type: none"> <li>• Demonstrates effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.</li> <li>• Reports to the Minister with respect to matters identified in and required by the Education Act.</li> </ul>	<ul style="list-style-type: none"> <li>• External Report: (Ministry of Education: Regional Office)</li> <li>• Direct Board Observation</li> <li>• Internal Report</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures Divisional compliance with all Ministry of Education and Board mandates (timelines and quality).</li> <li>• Effectively manages time and resources.</li> <li>• Facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.</li> </ul>

**Policy 12 Appendix B: PERFORMANCE ASSESSMENT GUIDE**

<p align="center"><b><u>Role Expectation:</u></b> <b><u>Communications and</u></b> <b><u>Community Relations</u></b></p>	<p align="center"><b><u>Director Evaluation</u></b> <b><u>Evidence</u></b></p>	<p align="center"><b><u>Quality Indicators</u></b></p>
<ul style="list-style-type: none"> <li>• Takes appropriate actions to ensure positive external and internal communications are developed and maintained.</li> <li>• Acts as, or designates, the Head of the organization for the purposes of the Local Authority Freedom of Information and Protection of Privacy (LAFOIPP) Act.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct Board Observation</li> <li>• Internal Report</li> <li>• Head of the organization appointed</li> </ul>	<ul style="list-style-type: none"> <li>• Represents the Division in a positive, professional manner.</li> <li>• Manages conflict effectively.</li> <li>• Ensures information is disseminated to inform appropriate.</li> <li>• Works cooperatively with the media to represent the Board's views/positions.</li> </ul>

**Policy 12 Appendix B: PERFORMANCE ASSESSMENT GUIDE**

<p align="center"><b><u>Role Expectation: Leadership Practices</u></b></p>	<p align="center"><b><u>Director Evaluation Evidence</u></b></p>	<p align="center"><b><u>Quality Indicators</u></b></p>
<ul style="list-style-type: none"> <li>• Practices leadership in a manner that is viewed positively and has the support of those with whom he works most directly in carrying out the directives of the Board and the Minister.</li> <li>• Develops and maintains positive and effective relations with provincial and regional government departments and agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• External Report: Interviews with all direct reports in the year one evaluation and one half of the principals in the year two evaluation.</li> </ul> <p>Note: The Director will divide the principals into two groups and the Board will select by lot the group to be interviewed. The interviews will be individual phone interviews with verbatim comments and a summary report and full verbatim report will be provided to the Board.</p>	<ul style="list-style-type: none"> <li>• Provides clear direction.</li> <li>• Provides effective educational leadership.</li> <li>• Establishes and maintains positive, professional working relationships with staff.</li> <li>• Unites people toward common goals.</li> <li>• Demonstrates a high commitment to the needs of students.</li> <li>• Has a well-established value system based on integrity.</li> <li>• Empowers others.</li> <li>• Effectively solves problems.</li> </ul>

## Policy 12 Appendix C: INTERVIEW GUIDE - DIRECTOR LEADERSHIP PRACTICES

---

### Perceptions of Principals and “Direct Reports”

1. What evidence can you cite to support or refute the following:
  - a) The Director provides clear direction?
  - b) The Director provides effective educational leadership?
  - c) The Director establishes and maintains positive, professional working relationships with staff?
  - d) The Director unites people toward common goals?
  - e) The Director demonstrates a high commitment to the needs of students?
  - f) The Director has a well-established value system based on integrity?
  - g) The Director empowers others?
  - h) The Director effectively solves problems?
2. What does the Director do, if anything, that helps you do your job?
3. What does the Director do, if anything, that makes doing your job more difficult?

## Policy 13 - APPEALS AND HEARINGS REGARDING STUDENT MATTERS

---

### Suspension or Expulsion of a Student

The Board makes provisions under which disciplinary actions ensure expeditious investigation and treatment of problems.

#### Specifically

1. Where the Director or designate confirms or modifies a student suspension of four (4) to ten (10) days duration, the Director shall forthwith report such suspensions to the Board in writing.
2. Where the Director recommends an extension of the suspension, the Director shall refer the matter to an ad hoc Discipline Committee. The Discipline Committee will include one (1) local trustee, and for students suspended from Meadow Lake schools two (2) Community School Council members.
3. The Discipline Committee shall:
  - 3.1 Investigate the suspension; on behalf of the Board;
  - 3.2 Be authorized to suspend a student for up to one (1) year;
  - 3.3 Give notice of every investigation to the student and his or her parent or guardian; and
  - 3.4 Provide an opportunity for the student and his or her parent or guardian to appear and make representations before the Committee.

Where the Committee makes a decision to increase the suspension or expel a student, that decision

  - 3.5 Shall be made before the expiration of the suspension.
  - 3.6 Shall be deemed to be a decision of the Board and shall have the same force and effect as if it were made by the Board.
  - 3.7 Shall be reported immediately to the Board.
4. Further to section 3, the Board, where it deems necessary, may by resolution expel a student from any or all of the schools in the Division for a period greater than one (1) year provided the decision is based on:
  - 4.1 An investigation conducted under the provisions of section 3 and where a unanimous decision to this effect is forthcoming from the Committee; or
  - 4.2 An investigation into the circumstances of the expulsion conducted by the Board and approved by a majority vote.
5. On the request of either the student or his or her parent(s)/ guardian(s) pursuant to section 3, at the expiration of one (1) year, the Board will review and reconsider the expulsion of the student; the Board may:
  - 5.1 Rescind the expulsion of the student;

- 5.2 Admit the student to a school on those terms and conditions that the Board considers appropriate.
6. Throughout the above steps, the Director and designates shall be cognizant of the rights of the student and parent/guardian as provided for in legislation.

### **Special Education Review**

The Board recognizes the right of a student with exceptional needs or the parents/guardians of that student to request a review of a decision related to designation, placement and program in accordance with provisions outlined in the Education Act and the Regulations applicable thereto.

### **Specifically**

1. A student who has reached eighteen (18) years of age, or the parents/guardians of a student with a disability shall have access to a review process in the event he/she disagrees with:
  - 1.1 The designation of the student or the failure to designate the student as having a disability;
  - 1.2 The placement of the student;
  - 1.3 The program provided to the student.
2. The right to a review is limited to decisions with educational or developmental implications for the student. The right for review does not apply where the disagreement with respect to the placement of the student is based on:
  - 2.1 Parental preference as to the location of the delivery of the program;
  - 2.2 Parental convenience;
  - 2.3 Other factors unrelated to the impact of the location of the educational instruction on the student's education and development;
  - 2.4 Location within an educational institution;
  - 2.5 Any other reason that relates to or is similar in nature to those listed in clauses 2.1 to 2.4;
  - 2.6 An allegation of discrimination pursuant to the Human Rights Code or the Canadian Charter of Rights and Freedoms.
3. At any stage of the review the student or the parents/ guardians of the student may choose to be accompanied by a friend, or other person of their choice.

4. The Director or designate may make any interim decision he/she considers necessary pending the decision of the review. During the appeal and review period, the parents have the right to either have their child exempted from school or have him/her remain in the initial placement until the dispute is settled.
5. The Division will attempt to make every effort to resolve a designation, placement and/or program decision in a manner amicable to the student, parents/guardians and the Division. The following steps outline the initial action that is required prior to requesting a formal review process:
  - 5.1 The student or parents/guardians shall discuss the decision in question with the teacher(s) and the in-school administration;
  - 5.2 If there is no resolution, the student or parents/guardians shall request that the Director review the designation, placement or program decision;
  - 5.3 If there is no resolution, the Director shall inform the student or parents/ guardians of the procedures necessary for initiating a formal review process.
6. The following steps outline the process required to initiate a formal review process:
  - 6.1 The request for a formal review shall be in writing directed to the Director, and shall set out the reasons for disagreement with a designation, placement or program decision.
  - 6.2 Within five (5) school days of receiving the request for a formal review of a decision, the Director shall respond in writing to the individual(s) outlining:
    - 6.2.1 The steps in the formal review process;
    - 6.2.2 The procedure to be used to establish the Review Committee; and
    - 6.2.3 The anticipated timeline of the formal review process.
  - 6.3 The Director shall notify the Division personnel involved in the decision of the request for review and shall provide them with information concerning the circumstances of the review, including a copy of the written request for review.
7. The Review Committee shall be composed of three (3) members. The Director or designate shall name the chair of the Review Committee. The student or parents/guardians may choose the additional two (2) members from a list provided by the Director or designate of at least four (4) people who have not been involved in the original decision and who are external to the Division. In the event there exists a difficulty attaining mutually acceptable individuals, the student or parents/guardians must have the opportunity to name a person acceptable and the process will be continued until the third person can be selected.

The members of the Review Committee shall have appropriate levels of expertise and experience in educational programming and administration of services for students with exceptional needs.
8. The appointment of the Review Committee representatives will be made within ten (10) days of the initiation of a formal review by the student or parents/guardians.

9. The Review Committee shall hold their initial meeting within four (4) weeks of the formal review initiation. The student or parents/guardians and their representative(s) shall be invited to present their reason(s) for requesting a review. The representative(s) of the Division who participated in the educational planning/ decision-making process may be called upon to provide information related to the review. The Committee may call upon other parties as witnesses or experts. The Committee may conduct on-site observations and may request written submissions and reports from those individuals involved in the review.
10. The Review Committee will submit a written report to the Board and the student or the parents/guardians requesting the review no later than two (2) weeks of receiving the final submission. The report will outline the situation under review and identify recommendation(s) related to the situation. The recommendation(s) will be based on the information provided and will be consistent with the Education Act.
11. The Board will ratify, modify or deny the recommendation(s) at the next regular meeting of the Board. The Board will provide written notification to the student or parents/guardians that describes the Board's response to the recommendation(s) of the Review Committee. The decision of the Board is final.

### **All Other Student Matters**

An ad hoc Appeal Committee of the Board will hear appeals on other administrative decisions that significantly affect the education of a student. The Board will determine the terms of reference and membership of the Committee including the appointment of the committee Chair.

The principles of natural justice shall apply to the entire appeal process.

1. Prior to a decision being appealed to the Appeal Committee, it must be appealed to the Director.
2. Parents of students, and students eighteen (18) years of age or over, have the right to appeal to the Appeal Committee a decision of the Director. The Director must advise parents and students of this right of appeal.
3. The appeal to the Appeal Committee must be made within five (5) days from the date that the individual was informed of the Director's decision. The appeal must be filed in writing and must contain the name of the party filing the appeal, the date, the matter at hand and the reason for the appeal.
4. Parents, or students as above, when appealing a decision to the Appeal Committee, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.
5. The hearing of the appeal must be scheduled so as to ensure that the person making the appeal and the Director, or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.
6. The appeal will be heard in closed session, with specified individuals in attendance.

7. The appeal hearing will be conducted in accordance with the following guidelines:
  - 7.1 The Chair will outline the purpose of the hearing, which is to provide:
    - 7.1.1 An opportunity for the parties to make representation in support of their respective positions to the Appeal Committee. This information may include expert medical, psychological and educational data and may be presented by witnesses;
    - 7.1.2 The Committee with the means to receive information and to review the facts of the dispute;
    - 7.1.3 A process through which the Committee can reach a fair and impartial decision.
  - 7.2 Notes of the proceedings will be recorded for the purpose of the Board's records.
  - 7.3 The Director and/or staff will explain the decision and give reasons for the decision.
  - 7.4 The appellant will present the appeal and the reasons for the appeal and will have an opportunity to respond to information provided by the Director and/or staff.
  - 7.5 The Director and/or staff will have an opportunity to respond to information presented by the appellant.
  - 7.6 Committee members will have the opportunity to ask questions or clarification from both parties.
  - 7.7 No cross-examination of the parties shall be allowed, unless the Chair deems it advisable under the circumstances.
  - 7.8 The Committee will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The recording secretary will remain in attendance. The Committee may have legal counsel in attendance.
  - 7.9 If the Committee requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.
  - 7.10 The Committee decision and the rationale for that decision will be communicated to the appellant by telephone and by registered letter within three (3) days of the hearing.

Reference: Sections 150, 151, 152, 153, 154, 155, 158, 186, 186.1, 231 Education Act  
Regulations 48, 49, 50, 50.1, 52  
Human Rights Code  
Canadian Charter of Rights and Freedoms

## Policy 14 - SCHOOL REVIEWS

---

The Board, in its efforts to provide meaningful learning experiences that reflect what is best for students and to assist students in developing their full potential, recognizes that it needs to maintain viable schools and classrooms within the context of the entire Division.

In order to ensure quality education for its students the Board may, from time to time, have to consider discontinuing one or more grades offered in a school or closing schools.

Therefore, the Board will adhere to the following guidelines of operation with regard to determining the possible Review Status of a school. These guidelines will provide a process and procedure so that school reviews can be clearly predicted and people will have some assurance as to how and when a decision process might be initiated.

### Guidelines:

These guidelines reflect the changes in *The Education Regulations, 1986*, updated July 11, 2008 and should be referenced for further details:

### School Closure or Discontinuance of Grades or Years

#### Terms and conditions

1. In this section, "nearest school" means the closest school that:
  - (a) is operated by the same board of education as the school under review; and
  - (b) has the capacity to accommodate the pupils attending the school under review.
  
2. A board of education may only carry out a review of a school pursuant to section 87.2 of the Act if:
  - (a) for pupils in kindergarten to Grade 8 who are enrolled in the school:
    - (i) the nearest school is not more than 40 kilometres from the school under review, based on the shortest route by regularly maintained roads;
    - (ii) at least 90 per cent of those pupils live within 75 minutes of the nearest school if travelling by motor vehicle under normal driving conditions; and
    - (iii) the board of education arranges for alternative transportation that minimizes the transportation time for those pupils who live more than 75 minutes from the nearest school; and
  - (b) projected enrolment for the school under review for the following school year is less than:
    - (i) for a school offering kindergarten to Grade 4 only, 25 pupils;
    - (ii) for a school offering kindergarten to Grade 5 only, 30 pupils;
    - (iii) for a school offering kindergarten to Grade 6 only, 37 pupils;
    - (iv) for a school offering kindergarten to Grade 7 only, 44 pupils;
    - (v) for a school offering kindergarten to Grade 8 only, 51 pupils;
    - (vi) for a school offering kindergarten to Grade 9 only, 58 pupils;
    - (vii) for a school offering kindergarten to Grade 12, 88 pupils.

3. The school division shall bear the cost of the alternative transportation mentioned in subclause (2)(a)(iii).

### **Review criteria**

In carrying out a review of a school pursuant to section 87.2 of the Act, the board of education may consider all or any of the following:

- (a) the physical condition of the school;
- (b) the operational cost per pupil;
- (c) the number of grades combined in each classroom;
- (d) any additional criteria that the board of education considers relevant to the review.

Reference: Sections 85, 87, 87.1, 87.2, 87.3, 87.34, 87.5, 87.7, 87.8, 108, 109, 347 Education Act  
Section 95.8, 95.81 *Education Regulations*

## Policy 15 - RECRUITMENT AND SELECTION OF PERSONNEL

---

The Board believes strong leadership and administration of Division personnel is a shared responsibility between the Board and the Director.

The Board further believes strong leadership and administration at the Division and school levels are essential to the effective and efficient operation of the school system.

### Specifically

1. The Board, in the case of the Director, or the Director or designate, in all other instances, will assume the sole responsibility for initiating the advertising process and will make reasonable effort to ensure that all current Division employees are made aware of staff vacancies.
2. The Board has the sole authority to recruit and select an individual for the position of Director.
3. The following process will be followed for the Secretary-Treasurer position:
  - 3.1 The Director shall be responsible for the creation of a short list of candidates for this position.
  - 3.2 The Board and the Director shall constitute the selection committee. A member with particular financial expertise may be added to the committee.
  - 3.3 The selection committee will attempt to achieve consensus. In the event this is not possible, the successful candidate must be supported by a clear majority of the selection committee.
  - 3.4 This position shall have a role description and the person occupying the position shall have a written contract of employment.
4. The following process will be followed for the five (5) Superintendent positions:
  - 4.1 The Director shall be responsible for the creation of a short list of candidates for this position.
  - 4.2 A committee composed of trustees selected by the Board, and the Director shall constitute the selection committee.
  - 4.3 The selection committee will attempt to achieve consensus. In the event this is not possible, the successful candidate must be supported by a clear majority of the selection committee.
  - 4.4 These positions shall have a role description and the persons occupying the positions shall have a written contract of employment.
5. The Director is delegated full authority to recruit and select staff for all other central office positions other than the superintendents and the Secretary-Treasurer.
6. The following process will be followed for the appointment of candidates to the position of Principal.

- 6.1 The Director shall form a selection committee of three (3) persons which will include the local trustee or another trustee selected by the Board Chair, one (1) superintendent and him/herself
  - 6.1.1 For Meadow Lake schools, there will be one (1) voting trustee determined by lot initially with a rotation thereafter amongst subdivisions 2, 9, 10 or 11. There will also be two (2) Community School Council members as voting members. The third attendance area trustee may attend as an observer.
- 6.2 The selection committee will attempt to achieve consensus. In the event this is not possible, the successful candidate must be supported by a clear majority of the selection committee.
7. The following process will be followed for the appointment of candidates to the position of Vice-Principal.
  - 7.1 The Director shall form a selection committee which will include the local trustee or another trustee selected by the Board Chair, one (1) superintendent, the Principal and him/herself.
    - 7.1.1 For Meadow Lake schools, there will be one (1) voting trustee determined by lot initially with a rotation thereafter amongst subdivisions 2, 9, 10 or 11. There will also be two (2) School Community Council members as voting members. The third attendance area trustee may attend as an observer.
  - 7.2 The selection committee will attempt to achieve consensus. In the event this is not possible, the successful candidate must be supported by a clear majority of the selection committee.
8. The following process will be followed for the selection of teachers:
  - 8.1 The Director shall form a selection committee which may include the local trustee if he/she wishes, one (1) superintendent, the Principal, and the Vice-Principal.
    - 8.1.1 For Meadow Lake schools, there will be one (1) voting trustee determined by lot initially with a rotation thereafter amongst subdivisions 2, 9, 10 or 11. There will also be two (2) Community School Council members as voting members. The third attendance area trustee may attend as an observer.
  - 8.2 The Director shall determine the date and time of the meeting and participants will make every effort to attend.
  - 8.3 The selection committee will attempt to achieve consensus. In the event this is not possible, the successful candidate must be supported by a clear majority of the selection committee.
9. The Director or designate is delegated the authority to make all decisions regarding the term and/or continuing appointments of administrators.
10. For teaching positions, the Director has the discretion to hire exceptional candidates to the Division. S/he is to advise the Board immediately.
11. The Director is delegated full authority to recruit and select staff for all other school-based positions.

12. All vacant administrative positions must be advertised and filled through an open competition.
13. In the event of an unexpected or short-term vacancy, the Director may appoint an “acting Principal” or “acting Vice Principal” without going through a formal selection process. The position, if still vacant, must be advertised prior to the commencement of the subsequent school year.
14. All offers of employment shall be conditional on the successful applicant providing a criminal record check and a vulnerable sector check that is acceptable to the Director or designate. Additionally, the Director or designate may require documentation certifying that the candidate is medically fit for the position.

Reference: Sections 85, 87, 108, 109, 110 Education Act

## Policy 16 - SCHOOL COMMUNITY COUNCILS

---

The Board values the work the School Community Councils.

### Specifically

#### 1. Establishment of School Community Councils

- 1.1 A School Community Council (SCC) is to be established at each school in the Division.
- 1.2 In many schools, committees have been established to support specific activities such as graduation or the band program. The School Community Council will act in a coordination role for committees operating in support of the SCC and the school program.

#### 2. Merging School Community Councils

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

#### 3. Memberships

##### 3.1 Representative Members

##### 3.1.1 Representative Parent and Community Members

The following individuals are eligible to run to become a Representative Parent and Community Member:

Parents of students who are enrolled in the school (including parents who do not reside within the attendance area of schools); and, electors that reside within the school attendance area. These provisions specifically do not limit or restrict the election or participation in voting of parents of students who may be employed by the Division and work in the particular school.

The constitution of each School Community Council outlines the number of Representative Parent and Community Members. The number of representative members range from five to nine (5 to 9) persons, of which the majority must be parents of students attending the school. It is suggested to have an odd number of representative members.

### 3.1.2 Representative Secondary Students

For schools offering a Grade 10, 11 and 12 program, the SCC constitution outlines the number of student members (one or two (1 or 2)). Student representatives will be selected by the Student Representative Council (SRC) or by the Principal of the school. Councils might consider having one Grade 11 student and one (1) Grade 12 with the Grade 11 student remaining on the Council for his/her Grade 12 as well.

### 3.1.3 Representative from First Nations Parents

The constitution of each SCC will outline which, if any, First Nation representatives are members of the SCC. First Nations are eligible to have representatives on the SCC if there are students who live on reserve and attend a school within the Division. The First Nation will select one (1) representative member for a two (2) year term.

## 3.2 Permanent Members

### 3.2.1 The Principal

The Principal is a permanent member of the School Community Council.

### 3.2.2 A teacher

The teacher member will be appointed by the Principal. It is acceptable for various teachers to share this role on a rotating schedule.

### 3.2.3 Other Permanent Members

The constitution of the SCC may allow for other permanent members as suggested by the School Community Council and approved by the Board. These may include people such as the Vice-Principal, the Community School Coordinator or others.

## 4. Election Procedures

4.1 One-half of the Representative Parent and Community Members of the School Community Councils will be elected each year. In the first year, one-half of the members are to be elected for two (2) year terms with the remaining representative members being elected for one (1) year terms to establish the staggered terms.

4.2 Upon the recommendations of the Principal, the Board will name an employee as an Election Supervisor. The employee could be the Vice-Principal, school secretary, a teacher or the Community School Coordinator. The Superintendent responsible for the School Community Council will act as the Election Supervisor for the Division. This role involves ensuring an Election Supervisor is selected for each school and the appropriate training has been delivered.

4.3 Election procedures for Representative Parent and Community Members are outlined at the end of this policy.

- 4.4 If, following the nomination process, there are vacant positions on a School Community Council, the Board can reduce the number of members of that SCC. However, if there are fewer than five (5) members, the Board can appoint members to fill the vacant positions.
- 4.5 For the initial election, no special procedures will be used to ensure the Representative Parent and Community Members are true representation of the student population. If following the initial election, the Board notices that some School Community Councils are not representative of the student population this concern could then be addressed through an amendment to this policy.

## 5. Constitution

Sample constitutions will be distributed to each of the School Community Councils. The School Community Council may use these samples as a guide and then develop its own constitution for Board approval. Each School Community Council will have a constitution.

## 6. Operations

- 6.1 Minutes of each School Community Council will be kept and forwarded to the Division Office and made available to members to the Board.
- 6.2 Funds held by former Parent and Community Advisory Groups will be transferred to the new School Community Council when it is created.
- 6.3 The School Community Council will prepare an annual budget. All funds will be administered using the procedures outlined in Administrative Procedure 520.
- 6.4 **Special Meeting**

A special meeting of a School Community Council shall be called by the Chair of the SCC if required to do so by the Board or a request in writing signed by no fewer than twenty-five (25) persons who have a child attending that school or who are electors living in the school's attendance area. Only business pertaining to the role and responsibilities of School Community Councils can be considered at a special meeting. The School Community Council will determine the time and place of the special meetings.

## 7. Roles and Responsibilities

- 7.1 The School Community Council will gain an understanding of the school and its community's economic, social and health conditions and needs and aspirations for child and youth learning and well-being. They will become knowledgeable about resources and supports for the school, parents and community, through the development of a school/community profile.

- 7.2 The School Community Council participates in the Continuous Improvement Framework by focusing on the same outcomes that are established by the province, the Division and the school. The Council will assist the school in developing the “Learning Improvement Plan” for the school. For example, if the school has a focus on improving student literacy, the School Community Council will consider ways of assisting parents and the community to improve student literacy.
  - 7.3 Provide advice on certain matters including:
    - 7.3.1 Advice to the Board on policies, programs and educational service delivery decisions, including grade discontinuance, school closure, religious instruction, language of instruction, and sensitive topics. Advice can be provided through the School Community Council Chair or the Principal who will pass the advice to senior administrators of the Division. Communication can also occur through the minutes of School Community Council meetings.
    - 7.3.2 Assist the school with the Spring Program Plan for presentation to the Board.
    - 7.3.3 Advise the Principal on school programs and operations.
    - 7.3.4 Assist with playground fundraising and selection.
    - 7.3.5 Advice to other organizations, agencies and governments on the learning and well-being needs of children and youth.
    - 7.3.6 Assist with appropriate scholarship selections.
    - 7.3.7 Approve fundraising activities, school fees and the Student Code of Conduct.
    - 7.3.8 Provide advice/guidance for the development of the school student handbook.
    - 7.3.9 Be informed of and provide advice for school trips.
    - 7.3.10 Encourage and facilitate parent and community engagement.
    - 7.3.11 Develop shared responsibilities for the learning success and well-being for all children and youth and ensure all voices in the community are heard.
  - 7.4 The Council will communicate annually to the parents and its community on plans, initiatives and outcomes, and on the expenditure of funds related to the operation of the School Community Council; and participate in ongoing orientation, training, development and networking opportunities provided by the Board and other provincial organizations.
  - 7.5 Provide direction for the allocation of funds from the Board for the benefit of the school and students and for the operation of the School Community Council.
  - 7.6 A minimum of five (5) meetings per year must be held.
  - 7.7 School Community Councils are not to discuss, consider or provide advice about personal or confidential information about students, parents, teachers or other staff by the school.
8. Support
- 8.1 Senior Administrative Contact

A Superintendent will be assigned duties to facilitate the School Community Councils, supervise the election process and plan and implement Division-wide development opportunities for members of School Community Councils. If an individual School Community Council wishes to see a Superintendent, the Principal will invite the Superintendent responsible for that school to become involved.

## 8.2 Financial Support

The Board will provide an annual grant to each School Community Council.

## 8.3 Communication

8.3.1 Advice from Councils can be passed to the Division Office through the Chair of the School Community Council or through the Principal. Communication can also take place through the minutes of the School Community Council which will be forwarded to the Division Office.

8.3.2 Councils can communicate with their communities through newsletters and through annual meetings or possibly through school websites.

8.3.3 Board members or Division Office staff can attend School Community Council meetings upon request of the Council.

## 8.4 Election Process

The Board will provide an annual grant to each School Community Council.

## 9. Eligibility of Representative Members

9.1 Parents of students who are enrolled in the school (including parents who do not reside within the attendance area of the school) and electors that reside within the school attendance area are eligible to vote. The majority of the five to nine (5 to 9) representative members must be parents of students attending the school.

9.2 At least ½ of the representative parent and community council members will be elected each year. In the first year, one (1) half will be elected for two (2) year terms and one half for one (1) year terms.

## 9.3 Election Procedures

9.3.1 Representative parent and community members are elected at an annual meeting of the School Community Council.

9.3.2 The annual meeting will be advertised in the school newsletter and in at least one (1) local community newspaper four weeks in advance of the meeting. An annual report of the School Community Council will be given and new elections for ½ of the members will take place.

9.3.3 The Division, in consultation with the Principal, will name a school employee to be the Election Supervisor for the school (Vice-Principal, school secretary, teacher, school coordinator).

9.3.4 The Election Supervisor will facilitate the selection of a Chair for the annual meeting and the Chair will call for nominations from the floor as well as indicate those who have had prior nomination forms filled out.

9.3.5 If an election is necessary, the Chair will call upon the Election Supervisor to facilitate the election.

- 9.3.6 Nominations will be accepted before the meeting as well as from the floor of the annual meeting. Nomination forms will be available at each school and can be returned to the Election Supervisor anytime prior to the annual meeting. Nomination forms are to indicate whether the candidate is a parent or community representative. (see Form 17-1)
- 9.3.7 At the annual meeting, all nominations including those from the floor will be listed on chart paper and then voters will write in their selections on a secret ballot. Names are to indicate whether they are running as a community member or parent. Individuals can be nominated from the floor by someone else or can volunteer themselves to stand for election. (see Form 17-2)
- 9.3.8 Duties of the Election Supervisor
- Gather nominations prior to the meeting.
  - Advertise the time, place and date and purpose of the annual general meeting of the School Community Council.
  - Announce at the meeting who is eligible to vote.
  - Display names of those standing for election.
  - Distribute and collect ballots.
  - Count ballots with the Chair of the annual meeting.
  - Ensure that the majority of elected members are parents. For example, if there are nine (9) positions to fill, the first five (5) parents with the greatest number of votes will be declared elected and the remaining four (4) members will be filled by individuals with the next highest vote count.
  - Announce the outcome of the election at the meeting.
  - The Chair will ask to have the ballots destroyed. If there is a dispute about the election, the ballots will be retained and the matter will be brought to the attention of the Division.
- 9.3.9 If there are vacant positions on the Council, the Board can reduce the number of members but not below five (5). If needed, the Board can appoint members to fill vacant positions.

Reference: Sections 140.1, 140.2, 140.3, 140.4, 140.5 Education Act  
Regulations Part II.2  
School Community Councils: A Handbook for School Community Councils and Principals