



Board Policy Handbook

South East Cornerstone Public School Division
No. 209

Adopted by the Board on February 12, 2020

PREFACE

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 policy-making and school closures; 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.

It is to be noted that the electronic versions of both the Board Policy Handbook and the Administrative Procedures Manual as well as any other handbooks/manuals referenced are always the most current documents available.

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Policy 1 – DIVISION FOUNDATIONAL STATEMENTS

DIVISION FOUNDATIONAL STATEMENTS

Mandate

Through the Education Act, the Minister of Education has vested in the Board of Education the power and authority to govern the Division. Accordingly, as the elected corporate body responsible for the South East Cornerstone Public School Division, the Board of Education has the mandate to provide students of the Division with learning opportunities delivered within the context of the Board's vision, mission, values and provincially allocated funding.

Vision

Success and Achievement for Every Student in Every School

Motto

Be Your Best!

Mission

To provide passionate and committed leadership to ensure success for all

Guiding Principles

Success for all within the South East Cornerstone School Division No. 209 is achieved by acting upon our commitment to the following principles:

Development of the Whole Person

We value education that includes physical, emotional, social, academic and spiritual development.

Celebration of Success

We value a culture of celebration and the acknowledgement of success.

Working Together for Success

We value both productive teamwork and individual initiative.

Participation

We value participation and support of all individuals and groups in our community.

Responsibility

We value accountability for all individuals and groups in our Division.

Effective Leadership

We value creative and facilitative leadership.

Growth and Innovation

We value continuous improvement of teaching and learning and the use of innovative practice.

All Students will Learn

We value personal growth and development for all students.

Success for All

We value a positive environment that enables each person to achieve his/her potential.

Commitment to Be Your Best

We value passionate commitment and good character.

Board Goals

1. The Board shall demonstrate an ongoing commitment to effective governance.
2. The Board shall ensure that the owners of the Division understand and support the goals of the education system.

System Goals

1. Our students have opportunities to learn and succeed in every school.
2. Our students achieve at high levels.
3. Our Division and its schools effectively use information to measure, monitor and report continuous improvement.
4. Our Division systematically builds, strengthens and maintains two-way communication with internal and external stakeholders.

Logo



Description

The circular arrow around the south east corner of the province is symbolic of our responsibility and accountability to provide the best possible opportunities to achieve our goal of success and achievement for all the students (and staff) of that area. The arrow encompasses the area (students, staff and communities) with caring and strength as one would surround with their arms, those who are important to them. The arrow sweeping upward is indicative of our attitude of continuous improvement, innovative practice and reaching for the best possible outcomes for success.

General Usage Name and Legal Name

Public schools in Saskatchewan are inclusive in that we welcome and support children of all races, religions, economic circumstances, political outlooks, intellects, and physical abilities. South East Cornerstone Public School Division celebrates the responsibility for the success and achievement of all students in every one of our public schools.

At the provincial level, South East Cornerstone Public School Division is a member of the Public Section of Saskatchewan School Boards Association. It was determined by the member boards that a stronger advocacy voice was needed for public education and public schools. That voice is to support the role that public education fulfills in Saskatchewan, and to communicate that role to Saskatchewan families, communities, government and all stakeholders. In 2011, to honour that role in public education, the Board of Education decided to add the word "Public" to the school division name, making its general usage name South East Cornerstone Public School Division.

Our legal name remains The Board of Education of the South East Cornerstone School Division No. 209 of Saskatchewan, commonly referred to as South East Cornerstone School Division.

Reference: The Education Act - Sections 85, 87

Policy 2 – ROLE OF THE BOARD

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 South East Cornerstone Board is elected by the voters that support the South East Cornerstone School Division No. 209. 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 South East Cornerstone's mission 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 guiding principles and Code of Conduct.
- 2.6 Provide for two-way communications between the Board and the School Community Councils and between the Board and students and between the Board and the community.

3. Continuous Improvement/Strategic Planning and Reporting

- 3.1 Provide overall direction for the Division by establishing annual priorities and key results.
- 3.2 Annually approve the Learning Plan.
- 3.3 Identify monitoring reports to be presented to the Board and, through such reports, monitor progress toward the achievement of key results.
- 3.4 Annually evaluate the effectiveness of the Division in terms of key results.
- 3.5 Approve the Annual Report for distribution to the public.
- 3.6 Provide governance oversight of the Enterprise Risk Management program.

4. Policy

- 4.1 Establish governing policies and monitor administrative procedures to ensure the effective operation of the Division.

- 4.2 Identify the purpose to be achieved before creating a new policy.
- 4.3 Approve policy statements that achieve the purposes identified by the Board.
- 4.4 Evaluate policy impact to determine if policy has created the desired change.

5. Board/Director 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 the 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 Learning Plan).
- 5.7 Review Director's compensation as per contract.

6. Advocacy for Education

- 6.1 Develop an annual advocacy plan to support the Learning Plan.

7. Board Development

- 7.1 Develop an annual plan to engage all trustees in Board development training to strengthen governance processes.
- 7.2 Annually evaluate Board effectiveness.

8. Fiscal Accountability

- 8.1 Annually approve budget and ensure resources are allocated to achieve desired results and submit the annual budget to the Saskatchewan Ministry of Education by the due date.
- 8.2 Annually approve a three-year preventative maintenance and renewal plan (PMR) for submission to the Saskatchewan Ministry of Education by the due date.
- 8.3 Authorize, by resolution, the borrowing of required monies to cover necessary expenditures while waiting for the proceeds of taxes or other revenue.
- 8.4 Approve the submission of major capital project requests to the Saskatchewan Ministry of Education.
- 8.5 Appoint an auditor and set the terms of engagement.
- 8.6 Annually appoint an Audit Committee and a Board budget manager.
- 8.7 Receive the audit report and the management letter and ensure quality indicators are met.

- 8.8 Monitor revenues and expenditures on a quarterly basis.
- 8.9 Set the mandate for employee group negotiations.
- 8.10 Ratify memoranda of agreement with bargaining units.
- 8.11 Annually review compensation for the Senior Leadership Team as per the established salary grids.

9. Enterprise Risk Management

- 9.1 Identify and rank the risks of the school division.
- 9.2 Establish processes to mitigate risk to the school division.
- 9.3 Conduct an annual review of risks and the actions taken to address those risks.

Selected Responsibilities

1. Acquisition and disposal of land and buildings, including expropriation proceedings.
2. Naming of schools, rooms within schools and other Board-owned facilities.
3. Obtaining membership in the Saskatchewan School Boards Association.
4. Approval of the purchase of Board memberships in non-educational associations.
5. Approval of plans for Board recognition of students, staff and community.
6. Approval of the school attendance areas.
7. Approval of the process for the establishment of the school year calendar.
8. Approval of variances in school hours of operation.
9. Approval of alternative or special programs or schools.
10. Approval of pre-Kindergarten programs.
11. Approval of Division and school partnerships.
12. Hearing of unresolved student and staff complaints of discrimination or harassment.
13. Approval of Senior Leadership Team positions.
14. Approval of facility Joint-Use Agreements.

Reference: The School Division Administration Regulations – Regulations 6, 51, 52, 53
The Education Act – Sections 85, 87, 277, 280, 282, 283, 285, 286, 288, 289, 292

Policy 2 – Appendix A – BOARD ANNUAL WORK PLAN

SECPD BOARD-ANNUAL WORK PLAN		
Note: The Annual Work Plan is a tentative work schedule and is subject to modification over the course of the year.		
MONTH	EVENTS	BOARD MEETINGS - AGENDA ITEMS AND BUDGET CONSIDERATIONS
AUGUST	-Teachers' Convention -South East District Athletic Association (SEDAA) AGM -Board Annual Strategic Planning Meeting	-Planning for annual Board & Members of the Legislative Assembly Forum -Review Annual Work Plan -Review Board Committees' Terms of Reference -Board/Director evaluation and planning -Prior to August 31 - Ministry approves Budget
SEPTEMBER	-Saskatchewan School Boards Association Board Chairs Council	-Receive Quarterly Operating Financial & Board Expense Report -Receive Monitoring Report on System Goal #1
OCTOBER		-Approve School review plan/decision/motion -Review Saskatchewan School Boards Association AGM resolutions and budget; appoint voting delegates and allocate votes for the SSBA AGM -Review plans for Division Office Staff/Board Christmas Social -Members of the Legislative Assembly Forum Planning (topics for discussion) -Organizational Meeting Planning -Preparation for the Annual Report -Receive School Review Criteria Report -Receive Student Transfers Report -Receive South East Cornerstone Teachers' Association (SECTA) President's Report -Receive Monitoring Report on System Goal #2
NOVEMBER	-Saskatchewan School Boards Association Fall General Assembly and AGM and Board Chairs Council -Organizational Meeting of the Board -Board/Division Office Christmas Social -School Community Councils (Chairs & Members) Orientation	-Approve Audited Financial Statement (Audit Committee) -Approve Annual Report -Receive Human Resource Services Report
DECEMBER	-Meeting with Members of the Legislative Assembly -Senior Leadership Team & Learning Supports Team Wall Walk with the Board (#1)	-Review Budget Plan and Schedule -Meet with Members of the Legislative Assembly -Review Board/Committee evaluation questions -Receive Quarterly Operating Financial & Board Expense Report -Receive Legal Update -Receive Information Systems Report
JANUARY		-Governance Health Check/Review of Policies planning -Motion to consider closure or grade reduction (if applicable)

		<ul style="list-style-type: none"> -Receive Instructional Technology Report -Receive Student Services Report -Receive Bi-Annual Transportation Report
FEBRUARY	-Saskatchewan School Boards Association Board Chairs Council	<ul style="list-style-type: none"> -Receive Monitoring Report on System Goal #3 -Receive Facilities & Transportation Annual Report
MARCH	<ul style="list-style-type: none"> -National Congress on Rural Education -Senior Leadership Team & Learning Supports Team Wall Walk with the Board (#2) 	<ul style="list-style-type: none"> -Receive Quarterly Operating Financial & Board Expense Report -Receive Curriculum Report -Receive Monitoring Report on Board Policy 12.3
APRIL	-Saskatchewan School Boards Association Spring General Assembly and Board Chairs Council	<ul style="list-style-type: none"> -Approve 2020-2021 School Year Calendar by motion -School Closure/Grade Discontinuance Decision -Baragar Enrolment #s to be sent to School Community Council by first week of May -Budget presented to the Board (#1)
MAY	<ul style="list-style-type: none"> -SECPSD Board/South East Cornerstone Teachers' Association (SECTA) Executive Joint Supper Meeting -Holy Family/SECPSD Boards Joint Meeting -SSBA Trustee Academy (biennial) 	<ul style="list-style-type: none"> -Receive Early Learning Report -Receive Monitoring Report on System Goal #4 -Budget presented to the Board (#2) -Budget – further discussion with the Board (#3)
JUNE	<ul style="list-style-type: none"> -SSBA Public Section AGM -Senior Leadership Team & Learning Supports Team Wall Walk with the Board (#3) -SSBA Public Section AGM 	<ul style="list-style-type: none"> -Approve Director evaluation by motion -Create August Board Annual Strategic Planning Agenda -Receive Quarterly Operating Financial & Board Expense Report -Receive Facilities Preventative Maintenance & Renewal (PMR) Plan -Receive Bi-Annual Transportation Report - Board Motion to adopt the Budget
JULY	-Canadian School Boards Association Congress	

ONGOING

- Consider new developments and directions from Ministry of Education
- Attend meetings as determined by the Board
- Engage in individual trustee development approved by the Board
- Engage in celebration/recognition of students, staff and community
- Attend official school opening ceremonies
- Attend School Community Council meetings upon invitation
- Attend Standing Committee meetings as assigned
- Attend Ad Hoc Committee meetings as assigned
- Review community funding/sponsorship requests
- Receive Union Negotiations updates

Reference: The School Division Administration Regulations – Regulations 6, 51, 52, 53
The Education Act – Sections 85, 87, 277, 280, 282, 283, 285, 286, 288, 289, 292

Policy 2 – Appendix B – PERFORMANCE ASSESSMENT GUIDE

PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation:</u> <u>Accountability to</u> <u>Provincial Government</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>1.1 Act in accordance with all statutory requirements to implement provincial educational standards and policies.</p> <p>1.2 Perform Board functions required by governing legislation and existing Board policy.</p>	<ul style="list-style-type: none"> ◆ Learning Plan ◆ Annual Report ◆ Budget ◆ Audited Financial Statements ◆ Director's evaluation ◆ Policy review ◆ Division litigation status ◆ Relevant correspondence ◆ Board self-evaluation questionnaires <ul style="list-style-type: none"> ○ Board role 	<ul style="list-style-type: none"> ◆ Statutory obligations are fully met in a timely manner ◆ Legislated functions are performed in an exemplary fashion ◆ All resident students are provided an education program consistent with the Education Act and the statutory regulations ◆ Non-resident students are provided an education program consistent with the Education Act and the statutory regulations, at the sole discretion of the Board ◆ Board governance policies clearly specify required Board functions

<p style="text-align: center;"><u>Role Expectation:</u> <u>Accountability to</u> <u>Community</u></p>	<p style="text-align: center;"><u>Evaluation Evidence</u></p>	<p style="text-align: center;"><u>Quality Indicators</u></p>
<p>The Board shall:</p> <p>2.1 Make decisions that reflect South East Cornerstone’s mission and guiding principles and that represent the interests of the entire Division.</p> <p>2.2 Establish processes and provide opportunities for information sharing with the community and for community input.</p> <p>2.3 Identify key results and ensure annual reporting on these results.</p> <p>2.4 Develop procedures for and hear appeals as determined by the Board.</p> <p>2.5 Model a culture that reflects the Board’s guiding principles and Code of Conduct.</p> <p>2.6 Provide for two-way communications between the Board and School Community Councils and between the Board and students and between the Board and the community.</p>	<ul style="list-style-type: none"> ◆ Briefing notes and reports ◆ Public meetings/focus groups/surveys ◆ Annual Report ◆ Audited Financial Statements ◆ Division publications ◆ Media reports ◆ Director’s evaluation ◆ Relevant correspondence ◆ Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role ○ Community engagement 	<ul style="list-style-type: none"> ◆ Decisions are reflective of the Division mission, guiding principles and interests ◆ Mechanisms for community input are readily available ◆ Processes are established to communicate Board decisions to its constituents ◆ Information is disseminated to appropriate publics ◆ Appeal hearing processes are transparent and cognizant of due process ◆ The Board and individual trustees model a culture of respect and integrity and operate in an open, transparent fashion ◆ Two-way communication processes as identified in policy are in place

<u>Role Expectation: Continuous Improvement Planning and Reporting</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>3.1 Provide overall direction for the Division by establishing annual priorities and key results.</p> <p>3.2 Annually approve the Learning Plan.</p> <p>3.3 Identify monitoring reports to be presented to the Board and, through such reports, monitor progress toward the achievement of key results.</p> <p>3.4 Annually evaluate the effectiveness of the Division in terms of key results.</p> <p>3.5 Approve the Annual Report for distribution to the public.</p>	<ul style="list-style-type: none"> ◆ Annual priorities and key results ◆ Learning Plan ◆ Budget ◆ Capital Plan ◆ Annual Report ◆ Monitoring Reports ◆ Director's evaluation ◆ Relevant correspondence ◆ Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role 	<ul style="list-style-type: none"> ◆ The Learning Plan identifies annual priorities and key results which move the Division forward ◆ The allocation of resources reflects an effort to ensure student achievement ◆ Division performance and achievement is monitored, evaluated and reported

<u>Role Expectation: Policy</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>4.1 Establish governing policies and monitor administrative procedures to ensure the effective operation of the Division.</p> <p>4.2 Identify the purpose to be achieved before creating a new policy.</p> <p>4.3 Approve policy statements that achieve the purposes identified by the Board.</p> <p>4.4 Evaluate policy impact to determine if policy has created the desired change.</p>	<ul style="list-style-type: none"> ◆ Policy development and review <ul style="list-style-type: none"> ○ New policies ○ Revised policies ◆ Board motions summary ◆ Director's evaluation ◆ Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role 	<ul style="list-style-type: none"> ◆ Board governance policies clearly specify required Board functions and implementation standards ◆ New policies are carefully designed with specific purposes to be achieved ◆ Policy impact is regularly evaluated to determine if policy is producing the desired results ◆ Established policies facilitate smooth, effective provision of quality educational services for the Division ◆ New or revised administration procedures have been received as information

<u>Role Expectation: Board/Director Relations</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>5.1 Select the Director.</p> <p>5.2 Provide the Director with clear corporate direction.</p> <p>5.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the Education Act.</p> <p>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.</p> <p>5.5 Interact with the Director in an open, honest, respectful and professional manner.</p> <p>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 Learning Plan).</p> <p>5.7 Review Director's compensation as per contract.</p>	<ul style="list-style-type: none"> ◆ Hiring process ◆ Policy review ◆ Board motions summary ◆ Director's evaluation ◆ Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role ○ Board/Director relations 	<ul style="list-style-type: none"> ◆ The Board has absolute and final responsibility in Director selection ◆ Clear corporate direction is provided to the Director ◆ The Director has been delegated responsibility for all executive functions together with commensurate authority ◆ The Director's authority to carry out executive action is respected, and the Director's actions which are exercised within the delegated discretionary powers of the position are supported ◆ The Board's interaction with the Director is open, honest, respectful and professional ◆ The Director is evaluated annually, fairly and thoroughly in relation to specific roles and responsibilities and Board direction ◆ The Director's compensation package is reviewed annually with due consideration for fairness, equity and economic conditions

<u>Role Expectation: Advocacy for Education</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>6.1 Develop an annual advocacy plan to support the Learning Plan</p>	<ul style="list-style-type: none"> ◆ Board Annual Work Plan ◆ Meetings with MP, MLAs, Ministers, municipal partners, educational/public service authorities ◆ Relevant correspondence ◆ Division publications ◆ Media releases ◆ Active participation in regional, provincial and national organizations ◆ Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role 	<ul style="list-style-type: none"> ◆ A plan for political advocacy is developed ◆ The Board conveys key messages regularly to MLAs, municipal partners and the media ◆ The Board conveys key messages to its MP when appropriate ◆ The Board participates in advocacy processes at the local, provincial and national levels ◆ and economic conditions

<u>Role Expectation: Board Development</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>7.1 Develop an annual plan to engage all trustees in Board development training to strengthen governance processes.</p> <p>7.2 Annually evaluate Board effectiveness.</p>	<ul style="list-style-type: none"> ◆ Board Annual Work Plan ◆ Board continuous improvement planning sessions ◆ Board workshops ◆ Conference/Activity Reports ◆ Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role ○ Interpersonal working relationships 	<ul style="list-style-type: none"> ◆ A yearly plan for Board/trustee development is developed ◆ Individual trustees participate in conferences and other activities to further Board and trustee effectiveness ◆ Planning sessions and workshops are scheduled to enhance Board effectiveness ◆ The Board Annual Work Plan is reviewed and implemented ◆ Interactions amongst trustees demonstrate respect, understanding and integrity ◆ An annual Board self-evaluation, which defines a positive path forward, is completed

<u>Role Expectation: Fiscal Accountability</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>8.1 Annually approve budget and ensure resources are allocated to achieve desired results and submit the annual budget to the Saskatchewan Ministry of Education by the due date.</p> <p>8.2 Annually approve the five-year capital plan and review facilities master plan. Submit the five-year capital plan to the Saskatchewan Ministry of Education by the due date.</p> <p>8.3 Authorize, by resolution, the borrowing of required monies to cover necessary expenditures while waiting for the proceeds of taxes or other revenue.</p> <p>8.4 Approve the submission of emergency block capital projects to the Saskatchewan Ministry of Education.</p> <p>8.5 Appoint an auditor and set the terms of engagement.</p> <p>8.6 Annually appoint an Audit Committee and a Board budget manager.</p> <p>8.7 Receive the audit report and the management letter and ensure quality indicators are met.</p> <p>8.8 Monitor revenues and expenditures on a quarterly basis.</p> <p>8.9 Set the mandate for employee group negotiations.</p> <p>8.10 Ratify memoranda of agreement with bargaining units.</p> <p>8.11 Annually review compensation for out-of-scope staff as per the established salary grids.</p>	<ul style="list-style-type: none"> ◆ Budget ◆ Capital Plan ◆ Facilities Master Plan ◆ Quarterly Financial Reports ◆ External Audit Reports ◆ Expense account postings for Board and Director ◆ Audited Financial Statements ◆ Audit Committee reports ◆ Annual Report ◆ Negotiations mandates ◆ Collective agreements ◆ Board Annual Work Plan ◆ Relevant correspondence ◆ Director's evaluation ◆ Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role 	<ul style="list-style-type: none"> ◆ Budget assumptions are clearly understood by the Board ◆ Needs are determined and prioritized ◆ The basis for resource allocations within the Division is established by the Board ◆ The approved budget clearly reflects the Board's priorities ◆ Capital and facility plans allow for suitable student and program accommodation ◆ An auditor is appointed ◆ An Audit Committee is established ◆ Quality indicators for financial operations are established by the Board and confirmed by internal and/or local and provincial external audits ◆ Resources are used efficiently and effectively ◆ Variance analyses and year-end projections are received on a quarterly basis ◆ Financial information on facilities maintenance and technology are received ◆ Negotiation processes and mandates are clearly established, with due consideration for fairness, equity and economic conditions ◆ Successful completion and execution of collective agreements and staff contracts occurs

Policy 3 – ROLE OF THE TRUSTEE

ROLE OF THE TRUSTEE

Trustees are elected in accordance with the Local Government Election 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. New trustees are required to attend the orientation session(s).
3. The Division will provide financial support for trustees to attend Saskatchewan School Boards Association sponsored orientation seminars.

4. 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.
5. 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. Respectfully bring forward and advocate for local issues and concerns.
8. 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.
9. When delegated responsibility, exercise such authority within the defined limits in a responsible and effective way.
10. Participate in Board/trustee development sessions so that the quality of leadership and service in the Division can be enhanced.
11. Share the materials and ideas gained from a trustee development activity with fellow trustees at the next available opportunity.
12. Stay current with respect to provincial, national, and international educational issues and trends.

13. Strive to develop a positive learning and working culture both within the Board and the Division.
14. Attend School Community Council meetings as requested, when possible.
15. Attend significant Division or school functions when possible.
16. Become familiar with, and adhere to, the Trustee Code of Conduct.
17. Report any violation of the Trustee Code of Conduct to the Board during a closed session.

Reference: The School Division Administration Regulations – Regulation 6
The Education Act – Sections 85, 87
Local Government Election Act

Policy 3 – Appendix – SERVICES, MATERIALS AND EQUIPMENT PROVIDED TO TRUSTEES

SERVICES, MATERIALS AND EQUIPMENT PROVIDED TO TRUSTEES

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

1. Access to the following:
 - The Education Act, 1995, The Education Regulations, 1986, The School Division Administration Regulations, 2017 and related documents
 - Board Policy Handbook and Administrative Procedures Manual
 - Current Division reports and resource binders (e.g. Learning 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 membership services
2. Communications/Public Relations:
 - Notification of significant media events, reminders of special meetings
 - Name tags, business cards and lapel pins
 - Speaker's notes/talking points
 - Individual and Board photographs
 - SSBA Trustee's date book
3. Administrative/Secretarial Services:
 - Conference registration, travel and accommodation arrangements
 - Information Technology service support
 - Document management, photocopying and related secretarial services
4. Equipment:
 - A laptop computer or tablet with appropriate software shall be provided to each trustee with equipment to be updated every four years. Trustees, when absent in person from Board meetings, shall be able to participate in meetings when WIFI access is available and there is no extra cost to the Board. The equipment shall be returned to the Division upon completion of the term in office. Buyout of the equipment is available to trustees at the end of their term at a cost of \$1.
 - A communications device shall be available to the Board Chair for the purpose of conducting Board business.

Policy 4 – TRUSTEE CODE OF CONDUCT

TRUSTEE CODE OF CONDUCT

The Board commits itself and its members to ethical and businesslike conduct.

Accordingly

1. All personal interactions and relationships are characterized by mutual respect, acknowledging the dignity and affirming the worth of each person.
2. Comments are kept relevant to the issue under consideration.
3. Trustees must represent fidelity to the interests of the South East Cornerstone School Division. This accountability may not be compromised by 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.
4. Trustees will avoid conflict of interest with respect to their trustee responsibility:
 - 4.1 Trustees must not conduct personal business or services with the Board except as procedurally controlled to assure openness and competitive opportunity.
 - 4.2 Trustees must not use their positions to obtain employment in the Division for family members or close associates. Should a trustee make formal application for employment with the Division s/he must resign from the Board upon accepting its offer of employment.
 - 4.3 When a trustee has a conflict of interest, s/he shall absent himself/herself not only from the vote, but also the deliberation.
5. Trustees will respect the confidentiality appropriate to issues of a sensitive nature.
6. Trustees will abide by the code of ethics of the Saskatchewan School Boards Association (Appendix).
7. Trustees will not attempt to exercise individual authority.

Reference: The School Division Administration Regulations – Regulations 10, 11,12

Policy 4 – Appendix A – SSBA CODE OF ETHICS

SASKATCHEWAN SCHOOL BOARDS ASSOCIATION CODE OF ETHICS

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, cooperation 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 fulfil 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.
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: The School Division Administration Regulations – Regulations 10, 11, 12
The Education Act – Section 87

Policy 4 – Appendix B – TRUSTEE CODE OF CONDUCT SANCTIONS

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 at a public meeting of the Board, the Board agrees that a failure has occurred, the following procedure shall be invoked:
 - 4.1 The Board Chair shall request that the Director or designate for the South East Cornerstone School Division (as head of the South East Cornerstone School Division under the Local Authority Freedom of Information and Protection of Privacy Act), appoint an independent investigator to review this matter.
 - 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 a subsequent occurrence, 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.
6. For a third and subsequent occurrences of any violations, at a public meeting of the Board, a motion to remove the trustee in question from one (1), or more, of all Board appointments may be presented.

Reference: The School Division Administration Regulations – Regulations 10, 11, 12

Policy 5 – ROLE OF THE BOARD CHAIR

ROLE OF THE BOARD CHAIR

The Board believes that its ability to discharge its obligation is enhanced when leadership and guidance is forthcoming from its membership.

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 at the next regular meeting 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 and procedures as established by the Board and where those are silent, Robert's Rules of Order.
2. Prior to each Board meeting, confer with 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. Act as an ex-officio (non-voting) member of all committees appointed by the Board.
12. Act as a voting member of any committee specifically appointed to by Board resolution.
13. Act as a signing officer for the Division.
14. Represent the Board, or arrange alternative representation, at official meetings or other public functions.
15. 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: The School Division Administration Regulations – Regulations 14, 39

Policy 6 – ROLE OF THE VICE-CHAIR

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. The Vice-Chair may be assigned other duties and responsibilities by the Board Chair.

Reference: The School Division Administration Regulations – Regulation 14

Policy 7 – BOARD OPERATIONS

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 meetings as often as is necessary. A quorum, which is a simple 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. An act or thing done by a majority of members of the board present at a meeting of the board, if the members present are a quorum, is deemed to have been done by the board. 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 must 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 "in-camera" 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 the effectiveness of the Board.

1. Electoral Boundaries

Pursuant to Order-in-Council 85/2005 and within the stipulations of Ministerial Orders 019/2005-06, 051/2005-06, 115/2005-06, E028/2008-09 and ED06/2011-12, relating to South East Cornerstone School Division No. 209 of Saskatchewan, the Board provides for the nomination and election of trustees within the Division by subdivisions and cities as follows:

- 1.1 All subdivisions shall comprise all those lands as outlined in the Ministerial Order.

- 1.2 The total number of trustees to be elected shall be ten (10); one (1) from each subdivision; and two (2) from each of the cities of Estevan and Weyburn.
- 1.3 The provisions of the Local Government Election Act respecting the election of trustees shall apply to every election in each subdivision and city.
 - 1.3.1 The Board will review the number and location of polls within each subdivision.

2. Organizational Meeting

- 2.1 The Organizational Meeting of the Board in each calendar year shall be held in the Division Office Board Room not later than November 30 in accordance with Section 72 of the Education Act.
- 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.
 - 2.5.1 Nominations shall be made by the trustees for the office of Chair and need not be seconded.
 - 2.5.2 The Director or designate shall make three (3) calls for nomination.
 - 2.5.3 A vote upon the nominees shall be taken by secret ballot.
 - 2.5.4 The nominee who receives the majority of votes of the trustees present shall therefore be declared elected.
 - 2.5.5 Where, on the addition of the votes, two (2) or more candidates for the position of Board Chair have an equal number of votes, the returning officer shall follow the tie vote procedure specified in Section 111(1) if the Local Government Election Act.
 - 2.5.6 In the event that only one (1) trustee has indicated willingness to serve as Board Chair, that trustee shall be declared elected by acclamation.
- 2.6 The Board Chair shall assume office and shall immediately proceed with the election of the Vice-Chair following the procedure noted above.
- 2.7 The newly elected Board Chair shall then proceed with the agenda as presented by the Director or designate and adopted by the Board.
- 2.8 The Organizational Meeting shall, in addition include, but not be restricted to, the following:

- 2.8.1 Create such standing committees of the Board as are deemed appropriate, and appoint members;
- 2.8.2 Appoint Board representatives to the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate;
- 2.8.3 Establish a schedule (date, time and place) for regular meetings, and any additional required meetings;
- 2.8.4 Establish trustee compensation rates;
- 2.8.5 Review trustee conflict of interest stipulations and determine any disclosure of information requirements; and
- 2.8.6 Other organizational items as required.

3. Regular Meetings

- 3.1 Regular Board meeting dates and times shall be established at the annual Organizational Meeting.
 - 3.1.1 Starting in the fall of 2017 all meetings will ordinarily be held in the Division Office Board Room on every third Wednesday, on a school day, beginning at 1:00 p.m. (In camera meetings may begin at 9:30 a.m., as required).
 - 3.1.2 Notwithstanding the schedule noted above, the Board may, by resolution, alter the schedule in such manner as it deems appropriate.
- 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 trustees 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 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) trustees 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 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 trustee 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. Executive Sessions

The Board may, by resolution, schedule an executive session at a time or place agreeable to the Board or recess a meeting in progress for the purpose of meeting in executive 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 executive session shall be stated prior to its approval and shall be limited to discussion pertaining to the following stated reasons:

- 5.1 Individual students;
- 5.2 Individual employees;
- 5.3 Matters related either directly or indirectly to collective bargaining;
- 5.4 Litigation issues;
- 5.5 Negotiations for purchase, lease or other acquisition of property;
- 5.6 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 executive session. Trustees and other persons attending the session shall maintain confidentiality and not disclose the details of the discussions at such sessions.

All rules of the Board shall be observed in executive session as far as applicable. The number of times a trustee may speak on any question shall be determined at the discretion of the Board Chair.

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

6. 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 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.

The order of business at a regular meeting shall generally be as follows:

- 6.1.1 Call to Order;
 - 6.1.2 Adoption of Agenda;
 - 6.1.3 Adoption of Minutes of previous meeting(s);
 - 6.1.4 Business Arising from the Minutes;
 - 6.1.5 Delegations;
 - 6.1.6 Discussion/Decision Items;
 - 6.1.7 Information Items;
 - 6.1.8 Notices of Motion; and
 - 6.1.9 Adjournment.
- 6.2 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. Options will be included when feasible.
- 6.3 Items may be placed on the agenda in one (1) of the following ways:
- 6.3.1 By notifying the Board Chair or Director one (1) week prior to the regular meeting.
 - 6.3.2 By notice of motion at the previous meeting of the Board.
 - 6.3.3 As a request from a committee of the Board.
 - 6.3.4 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.
- 6.4 Materials for Board meetings will be distributed to each trustee and the Director and designates by the Monday afternoon prior to the meeting. Agenda packages, minus any confidential materials, will be provided to members of the press and the general public attending the meeting. The agenda will be posted on the website prior to the meeting. The Director or designate is responsible for distribution and posting.
- 6.5 The list of agenda items shall be available in the Division Office. Any elector may view the agenda and request a copy.
- 6.6 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.

7. Minutes for Regular or Special Meetings

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

7.1 The minutes shall record:

- 7.1.1 Date, time and place of meeting;
- 7.1.2 Type of meeting;
- 7.1.3 Name of presiding officer;
- 7.1.4 Names of those trustees and senior administration in attendance;
- 7.1.5 Approval of preceding minutes;
- 7.1.6 A brief summary of the circumstances which gave rise to the matter being debated by the Board, when included in the proposed motion;
- 7.1.7 All resolutions, including the Board's disposition of the same, placed before the Board, are to be entered in full;
- 7.1.8 Names of trustees making the motion;
- 7.1.9 Points of order and appeals;
- 7.1.10 Appointments;
- 7.1.11 Summarized reports of committees;
- 7.1.12 Recording of the vote on a motion (when requested pursuant to the Education Act); and
- 7.1.13 Trustee declaration of conflict of interest pursuant to the Education Act.

7.2 The minutes shall:

- 7.2.1 Be prepared as directed by the Director;
- 7.2.2 Be reviewed by the Director prior to submission to the Board;
- 7.2.3 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
- 7.2.4 Upon adoption by the Board, be deemed to be the official and sole record of the Board's business.

7.3 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.

7.4 The Director or designate shall establish a codification system identifying resolutions determined by the Board which will:

- 7.4.1 Provide for ready identification as to the meeting at which it was considered;
- 7.4.2 Provide for cross-referencing with resolutions of similar nature adopted by the Board at previous meetings; and
- 7.4.3 Establish and maintain a file of all Board minutes.

- 7.5 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.
- 7.6 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.
- 7.7 Each standing or special 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.
- 7.8 All committees of the Board, unless otherwise directed, shall prepare and submit reports of meetings to the Board.

8. Motions

Motions do not require a seconder.

8.1 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.

8.2 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 any trustee, including the Board Chair.

8.3 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.

If the Board Chair wishes to speak on a motion, the Chair will normally speak just prior to the last speaker who will be the mover of the motion.

As a general guide, a trustee should not speak longer than five (5) minutes on any 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.

8.4 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.

8.5 Voting on a Motion

All trustees, 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.

A quorum of the board is required for a vote on a motion to be held. (“Quorum” is defined under this policy as “a simple majority of the number of trustees”.)

While all trustees are encouraged to vote on all motions, except in the case of conflict of interest, a trustee has the right to abstain from voting. An abstention is not a vote, but will have the same effect as a “no” vote.

8.6 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.

8.7 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.

8.8 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.

9. Delegations to Board Meetings

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

- 9.1 Delegations wishing to appear before the Board are required to give notice, in writing, to the Board Chair at least ten (10) full days before the meeting at which they are to be heard. The Board Chair has the authority to waive the time requirement.
- 9.2 Delegations are required to state, in writing, the nature of the subject that they intend to bring before the Board. In the written submission the delegation must identify the action or decision they are requesting. The names of the presenters must be identified in the notice.
- 9.3 Matters deemed to be of a sensitive and/or confidential nature shall be heard at an executive session of the Board.
- 9.4 At the time of presentation, the delegation shall confine its discussion to the purpose stated in the notice.
- 9.5 In discussing matters with a delegation, the Board Chair shall act as spokesperson for the Board. It must be remembered that delegations come to express problems, make suggestions and requests, and give information thereon. 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 thereon; nor shall s/he, by any statement, commit the Board to any specific course of action.
- 9.6 Except in an emergency, the Board shall refer any action relative to the delegation's presentation until the next regular Board meeting. Such tabling shall be used to give individual trustees sufficient time to consider the information supplied by the delegation. If the time between the delegation's presentation and the next Board meeting is deemed insufficient for the trustees to gain the necessary information to make an informed decision, the Board may respond by delaying the decision until another specified, appropriate time.
- 9.7 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.
- 9.8 The Board reserves the right to invite delegations to appear before the Board.

10. Audio/Video Recording Devices

The Board expects that anyone wanting to use recording devices at a public Board meeting shall notify the Board Chair.

11. 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 its Board and in its trustees. The trustee:

- 11.1 Is expected to be conversant with Sections 69, 70 and 90 of the Education Act and with Policy 4 – Trustee Conflict of Interest.
- 11.2 Is responsible for declaring him/herself to be in possible conflict of interest.
- 11.3 Shall make such declaration in open meeting prior to Board or committee discussion of the subject matter which may place the trustee in conflict of interest.
- 11.4 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.

12. Board Self-Evaluation

- 12.1 The annual Board self-evaluation process will be carried out as described in the document entitled *Board Self-Evaluation Process, Criteria and Timelines*.
- 12.2 The purpose of the Board self-evaluation is to answer the following questions:
 - 12.2.1 How well have we fulfilled each of our defined roles as a Board this past year?
 - 12.2.2 How do we perceive our interpersonal working relationships?
 - 12.2.3 How well do we receive input and how well do we communicate?
 - 12.2.4 How well have we adhered to our annual work plan?
 - 12.2.5 How would we rate our Board-Director relations?
 - 12.2.6 How well have we adhered to our governance policies?
 - 12.2.7 What have we accomplished this past year? How do we know?
- 12.3 The principles upon which the Board self-evaluation is based are as follows:
 - 12.3.1 A learning organization or a professional learning community is focused on the improvement of practice.
 - 12.3.2 A pre-determined process for evaluation strengthens the governance functions, builds credibility for the Board and fosters an excellent Board-Director relationship.
 - 12.3.3 An evidence-based approach provides objectivity to supplement the subjectivity implicit in any evaluation.
- 12.4 The components of the Board self-evaluation are:
 - 12.4.1 Review of Board Role Performance
 - 12.4.2 Monitoring Interpersonal Working Relationships
 - 12.4.3 Monitoring Board Community Engagement
 - 12.4.4 Review of Annual Work Plan Completion
 - 12.4.5 Monitoring Board-Director Relations
 - 12.4.6 Review of Board Motions

12.4.7 Review of Board Governance Policies

12.4.8 Creating a Positive Path Forward

13. Saskatchewan School Boards Association

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. The Association represents school boards in Saskatchewan.

13.1 Membership and Participation

The Board

13.1.1 Endorses full active membership in the Association through its payment of the annual fee to the SSBA.

13.1.2 Supports active participation of its trustee membership in the Association at the section, constituency and provincial levels.

13.1.3 Establishes a remuneration and expense schedule at its Organizational Meeting, to recognize expenses incurred by trustees attending SSBA sponsored meetings, seminars, workshops and conventions.

13.2 SSBA Voting Delegates

13.2.1 The Board is to determine on or before November of each year, which of the trustees delegated to Convention are voting delegates.

13.2.2 The Board is to apportion in whole numbers, its number of votes among those voting delegates in accordance with SSBA Bylaws 10 and 11.

13.2.3 Each trustee attending as a voting delegate is apportioned at least one (1) vote.

13.2.4 Any votes remaining un-apportioned are to be divided equally as possible in whole numbers among trustees attending Convention.

13.2.5 When registering delegates, the SSBA is to be informed of the voting delegate and the number of votes apportioned to each.

Reference: The School Division Administration Regulations – Regulations 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 41
The Education Act - Sections 71, 80, 80.1, 87
Local Authorities Freedom of Information and Protection of Privacy Act
Local Government Election Act

Policy 8 – BOARD COMMITTEES

BOARD COMMITTEES

The Board may establish committees to assist with its work. Committees may be standing or ad hoc in nature.

At its annual Organizational Meeting, the Board shall establish such standing committees, and terms of reference for each, as it deems necessary. At any duly constituted meeting, the Board may establish standing or ad hoc committees, and terms of reference for each.

General Requirements

Subsequent to the establishment of committees, appointment of trustees to committees will be by majority vote of the Board.

Committee Chairs will be determined by the Committee.

All committees of the Board, unless otherwise directed, shall prepare and submit minutes or a report to the Board. It is expected that reports will be included in the agenda package.

Subject to the following guidelines, trustees may attend any Committee meetings.

- They may ask questions;
- They may participate in debate;
- They are not counted for quorum;
- They are not voting members;
- They are not to be paid a per diem or expenses; and
- They do not, in general, attend meetings at which the Committee is debating and/or compiling its final report.

Role of Committee Chair

- Set, with the committee, Terms of Reference that are retained and posted in the policy. (A sample Terms of Reference template is provided.)
- In consultation with the Director and other committee members, schedule the dates, times and location for meetings
- Ensure meetings are called and held in accordance with the terms of reference for the committee
- In consultation with the Director and/or other committee members establish and confirm an agenda for each meeting.
- Officiate and conduct meetings

- Provide leadership and ensure committee members are aware of their obligations and that the committee complies with its responsibilities
- Ensure there is sufficient time during the meeting to fully discuss agenda items
- Ensure minutes are complete and accurate, retained, posted to the board portal, included and reviewed at the next meeting
- Report the work of the committee to the Board
- Keep a written file of the work of the committee

Terms of Reference

Terms of Reference set out the parameters within which authority is delegated to committees and specify how the group is accountable. They should be produced in writing and made available to all members of both the committee and the Board. Terms of Reference should be reviewed annually by the committee.

Name of group?	Eg Audit Committee, First Nations Métis Committee
Membership	Identify members.
Chairing	A member of the committee will act as Chair. Identify the chair.
Frequency of meetings and quorum	How often will the committee meet? How will decisions be made? Consensus? Majority?
Record of meetings	How will minutes be recorded? Who will be responsible for taking these?
Reporting mechanism	How will the committee report to the Board? Oral or written reports? By whom? How frequently?
Functions & delegated authority	Specify the role and purpose of the committee. Specify limits to the committee authority i.e. are they advisory only? Specify when they can make decisions or take action without the specific approval of the Board.
Sunset date	Include the sunset date of the committee if appropriate.

Standing Committees

Standing committees are established to assist the Board with work of an on-going or recurring nature.

1. Audit Committee

1.1 Terms of Reference

1.1.1 Purpose

1.1.1.1 The Audit Committee exists to assist the Board in fulfilling its governance and oversight responsibilities.

1.1.2 Roles

1.1.2.1 The Audit Committee will lead the external audit function and act as a conduit between the Auditor and the Board.

- Pre-Audit
 - Provide for proposals for audit services as required and recommend the appointment of external auditors and the audit fees.
 - Recommend on any question of resignation or dismissal of the external auditors.
 - Review the auditor's proposed audit scope and approach.
 - Review and confirm the independence of the auditors by obtaining statements from the auditors on relationships between the auditors and the School Division, including non-audit services, and discussing the relationship with the auditors.
 - Plan with the auditor for additional or specific focus services.
- Post-Audit
 - Review with the external auditors and management the results of the audit.
 - Review the external auditor's Management Letter and correspondence attached to the annual statement.
 - Review the effectiveness of the Committee and recommend any proposed changes to the Board.
 - The Committee shall report to the Board the results of the audit and its recommendation for the audited financial statements.

1.1.2.2 The Audit Committee will oversee the operation and execution of any Board policy or process within the

expertise and experience of its members as assigned from time to time by the Board.

- The Audit Committee will oversee expenses of trustees and the Director including but not limited to the following:
 - The Audit Committee shall ensure that the Board and Director have secure web access to review the expenses of trustees and the Director.
 - The Audit Committee Chair shall be available to provide clarification to the individuals involved in processing expenses of trustees and the Director.
 - The Audit Committee Chair shall be the contact for accounting staff to present concerns regarding expenses of trustees and the Director.
 - The Audit Committee Chair shall receive concerns of any board members, employees or volunteers regarding questionable or unethical activity or wrongdoing. For cases where a Complainant is not comfortable reporting a concern to the Chair of the Audit Committee, he or she may contact the External Auditor of the School Division for advice on how to proceed.

1.1.3 Authority

The Audit Committee has authority to:

- 1.1.3.1 Meet with external auditor or auditor candidates,
- 1.1.3.2 Meet with the Director, Chief Financial Officer and/or the Manager of Finance as deemed necessary,
- 1.1.3.3 Seek advice of other professionals as deemed necessary and within Committee budget,
- 1.1.3.4 Report to the Board with regard to any matters within its mandate.
- 1.1.3.5 Investigate concerns reported under Policy 16 Ethical Practices and determine appropriate corrective action if warranted. Outside legal, accounting, or other advisors may be enlisted to conduct the investigation.

1.2 Composition

The Audit Committee will consist of the following members appointed by the Board:

- 1.2.1 Three (3) trustees, one (1) of whom shall act as Chair of the committee;

- 1.2.2 One (1) member of the general public who is independent to the Division and the Board and who does not have a relationship to the audit firm appointed by the Board. This member shall be financially literate with knowledge of financial reporting, audit processes and audit independence;
- 1.2.3 The following three (3) administrative staff members: Chief Financial Officer, Manager of Finance and Director of Education.

1.3 Meetings

- 1.3.1 The Audit Committee will meet at least twice per fiscal year and at additional times as approved or directed by the Board.
- 1.3.2 The Audit Committee shall meet with the external auditors prior to the start of the annual audit and shall meet with the external auditors upon completion of the Annual Financial Statement.
- 1.3.3 The Chair of the Audit Committee may call a meeting of the Audit Committee in the event that a clarification or concern is raised that the Chair deems requires a meeting of the Audit Committee.

1.4 Compensation

- 1.4.1 The trustees on the Audit Committee shall be compensated at rates then current for the Board.
- 1.4.2 Public members of the Audit Committee shall be paid a daily amount as set by the Board and be compensated for out of pocket expenses at then current Division rates.

1.5 Privacy and Confidentiality

All information received, collected, reviewed or retained by the Audit Committee shall be dealt with in accordance with the provisions of the Local Authority Freedom of Information and Protection of Privacy Act and any applicable Board policy.

1.6 Mandate Review

The Audit Committee shall review its mandate at least every three (3) years and propose and recommend changes and/or additional functions to the Board.

2. Board Committee of the Whole

The Board Committee of the Whole is established as a standing committee of the Board, with responsibility for work as detailed below. Membership includes all trustees and the Director and/or designate(s). Meetings will be held monthly, as required, dependent upon agenda items.

2.1 Terms of Reference

2.1.1 Purpose

- 2.1.1.1 To provide a forum for discussion, not debate.
- 2.1.1.2 To solicit and receive information from the Director relevant to the development of various system activities and plans.

2.1.2 Powers and Duties

- 2.1.2.1 Make recommendations for agenda items for subsequent Board meetings.
- 2.1.2.2 Maintain confidentiality of proceedings unless otherwise stated.

3. Governance/Human Resource Committee

3.1 Terms of Reference

5.1.1. Policy

5.1.1.1. The Governance and Human Resources Committee is a Standing Committee of the South East Cornerstone Public School Division No. 209 (SECPSD) that will make recommendations to the SECPSD Board of Education on governance principles, policies, and oversee matters of corporate governance and human resources decisions within the Board's mandate.

Purpose

5.1.1.2. To guide the Board of Education in its governance and human resources responsibilities.

5.1.2. Authority

5.1.2.1. The Committee does not have authority to change or contravene SECPSD policies.

Membership

5.1.2.2. The Governance and Human Resources Committee shall consist of:

- SECPSD members (4)
- SECPSD Chairperson – Ex-Officio
- Director of Education or Deputy Director of Education

Administrative Support

5.1.2.3 Director of Education or designate provides administrative support to facilitate the work of the committee.

Meetings

5.1.2.4. Meetings are held at the call of the Chair.

Reporting

5.1.2.4. The Governance and Human Resources Committee reports to the Board of Education, after each committee meeting, by submission of minutes with appropriate verbal comment by the Committee Chairperson.

Minutes of the meeting are distributed to all members of the Board of Education. Minutes of the meeting are maintained with South East Cornerstone Public School Division.

5.1.3. Responsibilities

The Governance and Human Resources Committee, as a standing committee of the Board of Education, shall:

- 5.1.3.1. annually review the governance structure based on the best practices in corporate governance;
- 5.1.3.2. ensure appropriate orientation and professional development for its board members, as per Policy 3, Role of Trustees;
- 5.1.3.3. make recommendations for the compensation of the Senior Leadership Team in consultation with the Director of Education;
- 5.1.3.4. manage and oversee evaluations and compensation of the Director of Education, and oversee the evaluations of the Board of Education, its Chairperson and its committees;
- 5.1.3.5. develop Director of Education performance objectives for review and approval by the Board of Education;
- 5.1.3.6. review and update the Board of Education policy manual containing all documents relevant to the Board's governance structure;
- 5.1.3.7. provide oversight to the Code of Conduct as per Policy 4 – Trustee Code of Conduct, and Ethics as per policy 16 - Ethical Practices;
- 5.1.3.8. ensure the Board of Education has a sound plan to provide for short term leadership for the positions of Director of Education and the Chief Financial Officer in the case of an emergency.

Ad Hoc Committees

Ad hoc committees are established to assist the Board on a specific project for a specific period of time. The terms of reference for each ad hoc committee will be established at the time of formation.

Each ad hoc committee, at the conclusion of its work, shall present a written report to the Board. Unless otherwise directed by the Board, ad hoc committees are dissolved as soon as they have reported to the Board.

The Director or designate shall attend meetings of ad hoc committees.

-Resource Personnel

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

Reference: The Education Act - Sections 85, 106

Policy 9 – BOARD REPRESENTATIVES

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 following guidelines shall apply to such representation:

- Where appropriate, the trustee shall reflect the current formal position of the Board;
- On other issues of significant importance, the trustee shall consult with the Board to determine the formal view of the Board;
- The trustee may give a personal opinion as long as the trustee makes it clear that the opinion does not represent the formal view of the Board;
- The Board expects that important issues shall be brought to its attention. Therefore, if an issue has policy implications it shall be verbally reported at meetings of the Board and may be supplemented by a written report, along with all other reports that may be written and included with the meeting agenda; and
- All expenses of this activity shall be covered in accordance with compensation guidelines approved annually at the Organizational Meeting of the Board.

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 a Board representative as identified each year at the first regular meeting after the annual Organization Meeting:

1. Saskatchewan High Schools Athletic Association (SHSAA)

1.1 Purpose

- 1.1.1 Attend SHSAA meetings.
- 1.1.2 Represent the Board's positions and interests at SHSAA meetings.
- 1.1.3 Communicate to the Board the work of SHSAA.

1.2 Membership

- 1.2.1 One (1) trustee.

2. Saskatchewan School Boards Association (SSBA) – Public Boards Section Executive
 - 2.1 Purpose
 - 2.1.1 Attend SSBA Public Boards Section Executive meetings.
 - 2.1.2 Represent the Board’s positions and interests at the provincial level.
 - 2.1.3 Communicate to the Board at the next regular meeting the work of the SSBA Public Boards Section Executive.
 - 2.2 Membership
 - 2.2.1 One (1) trustee.

Reference: The Education Act – Section 85
The School Division Administration Regulations – Regulation 41

Policy 10 – POLICY MAKING

POLICY MAKING

Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the Division will operate. Policies provide effective direction and guidelines for the action of the Board, Director, staff, students, electors and other agencies. Policies also serve as sources of information and guidelines to all who may be interested in or connected with the operation of the Division. Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.

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 provincial as well as federal legislation. Further, the Board believes that the development and review of policies are enhanced when the process allows for the meaningful involvement of staff and other interested groups and persons.

Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide the Division and the opportunity for the Director to exercise professional judgment 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 delegate the responsibility for its development to the Director.

3. Implementation

The Board is responsible for the implementation of policies government 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 the other policies.

4. Evaluation

The Board, in cooperation with the Director, shall review each policy in a timely manner in order to determine if 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 the total anticipated costs will exceed budget approved allocations.
5. When appropriate, the Director shall seek legal advice for on the intent and the 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 doing so, the Board will provide rationale.
11. The Director must develop administrative procedures as specified in Policy 11 – Board Delegation of Authority 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 may choose to then develop an administrative procedure relative to this matter.
13. The Director must inform the Board of any substantive 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: The School Division Administration Regulations – Regulations 16, 38, 45
The Education Act – Sections 85, 87

Policy 11 – BOARD DELEGATION OF AUTHORITY

BOARD DELEGATION OF AUTHORITY

The Board authorizes the Director to do any act or thing or to 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
- 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 significant new provincial, regional or local obligations must be initially brought to the Board for discussion and determination of decision-making authority.

The Board shall:

- Instruct the Director through decisions made by the Board as a whole.
- Maintain the policy that only officially passed motions of the Board are binding on the Director.
- Maintain the policy that decisions or instructions of individual trustees are not binding except in rare instances when the Board has specifically authorized such exercise of authority.

Specifically

1. The Director is directed to develop an Administrative Procedure to fulfill the Board obligations created by federal, provincial or local legislations 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: The Education Act, Section 85
The School Division Administration Regulations – Regulations 42, 44, 45, 48

Policy 12 – ROLE OF DIRECTOR

ROLE OF THE DIRECTOR

The Director is the Chief Executive Officer of the Board and of the Division. The Director reports directly to the corporate Board, and is accountable to the Board for the 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 Well-Being

- 1.1 Endeavours to provide each student with a safe and caring environment that fosters and maintains respectful and responsible behaviours.
- 1.2 Endeavours to provide facilities that adequately accommodate Division students.
- 1.3 Endeavours to provide for 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 counsellor(s) 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 standards of education set by the Minister.
- 2.3 Implements education policies established by the Minister and the Board.
- 2.4 Informs the Board of schools which meet the requirement for review under the Education Act or Board policy.

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 insurance coverage is in place to adequately protect assets, indemnify liabilities and provide for reasonable risk management.
- 3.4 Approves emergency expenditures and change orders on approved projects up to one hundred thousand dollars (\$100,000).
 - 3.4.1 The Director will inform the Board of expenditures above fifty thousand dollars (\$50,000).

- 3.5 Approves budget adjustments within approved categories up to an accumulated total of one hundred thousand dollars (\$100,000).
 - 3.5.1 Surpluses will be directed towards budget priorities.
- 3.6 Ensures the business continuity and security of the school division's information management and technology assets as per approved administrative procedures.

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 Has the authority to suspend a teacher.
- 4.3 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.
- 5.2 Implements Board policy with integrity.

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 Provides the information which the Board requires to perform its role.

7. Continuous Improvement Planning and Reporting

- 7.1 Leads the Continuous Improvement Planning process including the development of Division goals, budget and facilities.
- 7.2 Implements plans as approved.
- 7.3 Involves the Board appropriately (Board identification of priorities and outcomes, opportunity for Board input early in the process, final Board approval).
- 7.4 Reports regularly on results achieved.
- 7.5 Demonstrates accountability for results identified in the Learning Plan.

8. Organizational Management

- 8.1 Demonstrates effective organization 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 internal and external 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 (LAFOIP) Act.

10. Leadership Practices

- 10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom the Director 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: The School Division Administration Regulations – Regulation 45
The Education Act – Section 159

Policy 12 – Appendix A

EVALUATION PRINCIPLES, PROCESS AND CRITERIA, AND TIMELINES

Evaluation Principles

The Director of Education evaluation policy is vital for the purpose of ensuring accountability and growth of the Director, and for strengthening of the relationship between the Board and the Director.

The annual written evaluation of performance will be summative in nature, affirm specific accomplishments and strengths, and will identify areas where growth is needed. Growth goals may address areas of weakness while others will identify areas where greater emphasis is required due to changes in the environment.

Key principles of the Board's approach to Director of Education evaluation:

1. Highlights the key role of the Director of Education as the Chief Executive Officer for the Division, and ensures the Director is held accountable for work performed primarily by other senior administrators.
2. Requires the use of evidence for evaluation purposes, and places an emphasis on professional growth. Concrete evidence of accomplishments specifically due to the work of the Director must be evaluated along with an assessment of strengths and/or weaknesses. The Performance Assessment Guide identifies the source of the evidence, while the quality indicators describe expectations in regard to that evidence.
3. Is aligned with and based upon the Director's roles and responsibilities outlined in this policy.
4. Is linked to the continuous improvement planning process through alignment with the Division's Learning Plan and the provincial Education Sector Strategic Plan.
5. Sets out required standards of performance as defined by the quality indicators in the Performance Assessment Guide. Additional standards may need to be set to provide clarity of expectations and a means of assessing performance.
6. Provides a performance-based assessment system which 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.
7. Uses multiple data sources. Objective data such as audit reports, monitoring reports, and student achievement data are augmented with subjective data provided in surveys, preparation of Board agendas, and performance during committee and Board meetings.
8. Ensures Board feedback is provided regularly. Such feedback will be timely, provided annually, supported by specific examples, and will focus on areas over which the Director has authority.

Evaluation Process and Criteria

The evaluation of the Director of Education will follow a 4 year cycle. The Board may conduct a full evaluation of the Director at any time should circumstances require this action, and immediate notice will be given to the Director should the Board decide to do so.

- Year 1

The criteria for Year One of the evaluation cycle will be those set out in **Appendix B: the Performance Assessment Guide** which is intended to clarify for the Director the comprehensive Role Expectations held by the corporate Board, and which the Board will use to evaluate the performance of the Director.

Regarding the Role Expectation “Leadership Practices”, an external consultant selected by the Board’s Human Resources/Governance Committee will collect data relative to leadership practices by interviewing the following:

- Members of the Administrative Council (7) and 6 principals randomly selected.
- All Managers and Coordinators in central office.
- Deputy-Director of Education and all Superintendents

The Director will be required to present to the Board by the end of May an evidence document specific to all the specified Role Expectations. The purpose of this document is to provide proof that the quality indicators identified in Appendix B have been achieved. The evidence document will also be accompanied by a personal Professional Growth Plan and a personal vision for the future direction of the division.

Following receipt of the evidence document the Board and Director may meet to ensure the Board has the full information required and to provide any clarification required.

- Year 2 and 3

The criteria for evaluation in Year 2 and 3 is based on the Director meeting a cross spectrum of Key Expectations as stated in **Appendix C: Key Expectations** plus any growth goals provided by the Board in previous written evaluation report(s).

The Director will present evidence to the Board by the end of May regarding the Key Expectations identified with evidence to be concise and limited in length. A round-table discussion will occur prior to the end of June to ensure the board understands the evidence provided.

- Year 4

An informal round-table discussion with the Director to review the current school year will occur in June.

Evaluation Report

- Once the Board has completed its annual evaluation, the Board Chairperson and Vice-Chairperson will meet with the Director by the end of June in each of Year 1, 2 and 3 to present a written evaluation report and share the Board's conclusions including specified strengths and required growth areas. The evaluation report will reflect the corporate Board's position and the Director will have the right to attach a written response to the Board's report.
- Following the round-table discussion in Year 4 a letter written by the Board Chairperson will be placed in the Director's file verifying that an oral review through a round-table discussion has taken place.

Evaluation Timelines

<u>Year</u>	<u>Time Period</u>	<u>Report Due Date</u>
1 st Year *All Role Expectations	August 1, 2018 – May 31, 2019	Report by June 30, 2019
2 nd Year *Key Expectations	June 1, 2019 – May 31, 2020	Report by June 30, 2020
3 rd Year *Key Expectations	June 1, 2020 – May 31, 2021	Report by June 30, 2021
4 th Year	June 1, 2021 – May 31, 2022	Letter in file by June 30, 2022

Note: The Evaluation Cycle will renew effective June 1, 2022.

PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation: Student Well-Being</u>	<u>Director Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>1.1 Endeavours to provide each student with a safe and caring environment that fosters and maintains respectful and responsible behaviours.</p> <p>1.2 Endeavours to provide facilities that adequately accommodate Division students.</p> <p>1.3 Endeavours to provide for 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.</p> <p>1.4 Acts as, or designates the local attendance counsellor(s) for the Division.</p>	<ul style="list-style-type: none"> • Administrative procedures • Department reports <ul style="list-style-type: none"> ○ Facilities ○ Student transportation • Incident reports 	<ul style="list-style-type: none"> • Develops measurements and monitors progress relative to providing a safe and caring environment. • Provides analysis of incident reports. • Implements the requirements of Occupational Health and Safety legislation, including required staff professional development. • Complies with legislative requirements to appoint attendance counselor(s) for the Division. • Department reports are comprehensive and timely.

<u>Role Expectation: Educational Leadership</u>	<u>Director Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>2.1 Provides leadership in all matters relating to education in the Division.</p> <p>2.2 Ensures students in the Division have the opportunity to meet standards of education set by the Minister.</p> <p>2.3 Implements education policies established by the Minister and the Board.</p> <p>2.4 Informs the Board of schools which meet the requirement for review under the Education Act or Board policy.</p>	<ul style="list-style-type: none"> • Student achievement data • Learning Plan • Alignment with Educational Sector Strategic Plan • Monitoring reports • Annual report • Enrolment projections • School review reports 	<ul style="list-style-type: none"> • Conducts an analysis of student success and ensures development of action plans to address concerns. • Identifies trends and issues related to student achievement to inform the setting of yearly priorities and outcomes. • Meets all timelines with provision for appropriate Board input relative to the annual review of priorities and outcomes. • Ensures the Division's key results are published. • Achieves the key results approved by the Board. • Provides timely enrolment projection reports. • Provides school review reports as required.

<u>Role Expectation: Fiscal Responsibility</u>	<u>Director Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>3.1 Ensures the fiscal management of the Division is in accordance with the terms or conditions of any funding received by the Board.</p> <p>3.2 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.</p> <p>3.3 Ensures insurance coverage is in place to adequately protect assets, indemnify liabilities and provide for reasonable risk management.</p> <p>3.4 Approves emergency expenditures and change orders on approved projects up to one hundred thousand dollars (\$100,000). 3.4.1 The Director will inform the Board of expenditures above fifty thousand dollars (\$50,000).</p> <p>3.5 Approves budget adjustments within approved categories up to an accumulated total of one hundred thousand dollars (\$100,000). 3.5.1 Surpluses will be directed towards budget priorities in accordance with the Board Budget Work Plan.</p> <p>3.6 Ensures the business continuity and security of the school division's information management and technology assets as per approved administrative procedures.</p>	<ul style="list-style-type: none"> • Auditor's Report • Auditor's Management Letter • Audit Committee notes • Monitoring reports • Quarterly financial reports 	<ul style="list-style-type: none"> • Ensures accounting practices which are in accordance with the Education Act are being followed, using accounting principles generally accepted for school divisions as prescribed by the Ministry of Education. • Ensures adequate internal financial controls exist and are being followed. • Ensures all collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made. • Ensures school-based funds are expended as per approved budgets. • Informs the Board annually about incurred liabilities. • Informs the Board immediately regarding litigation initiated by or against the Board. • Conducts internal audits of school accounts and takes remedial actions when deemed warranted. • Ensures limits on emergency expenditures and change orders are followed. • Ensures insurance coverage reasonably mitigates risk.

<u>Role Expectation: Personnel Management</u>	<u>Director Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>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.</p> <p>4.2 Has the authority to suspend a teacher.</p> <p>4.3 Monitors and improves the performance of all staff.</p>	<ul style="list-style-type: none"> • Director's reports <ul style="list-style-type: none"> ○ Orientation ○ Professional development ○ Leadership development ○ Recognition • Organizational chart • Job descriptions • Administrative procedures • Director's communication on potential litigation • Appointment updates 	<ul style="list-style-type: none"> • Develops and effectively implements high-quality recruitment, orientation, staff development, disciplinary, supervisory and evaluation processes. • Follows Board personnel policies. • Models a commitment to personal and professional growth. • Fosters high standards of instruction and professional improvement. • Provides for training of administrators and the development of leadership capacity within the Division. • Models high ethical standards of conduct.

<u>Role Expectation: Policy/Procedures</u>	<u>Director Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>5.1 Provides leadership in the planning, development, implementation and evaluation of Board policies and administrative procedures.</p> <p>5.2 Implements Board policy with integrity.</p>	<ul style="list-style-type: none"> • Policies on website • Policy revisions • Updates on administrative procedures • Monitoring reports 	<ul style="list-style-type: none"> • Appropriately involves individuals and groups in the policy development process. • Ensures policy and administrative procedure adherence. • Ensures timeliness of policy revision. • Takes leadership in bringing policies to the Board for review. • Demonstrates a knowledge of and respect for the role of the Board in policy processes.

<u>Role Expectation: Director/Board Relations</u>	<u>Director Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>6.1 Establishes and maintains positive professional working relations with the Board.</p> <p>6.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy.</p> <p>6.3 Provides the information which the Board requires to perform its role.</p> <p>6.4 Works proactively with Board members on established committees.</p>	<ul style="list-style-type: none"> • Engagement in Board meetings • Oral reports • Board agendas • Board meetings • Listing of issues and background information • Director's communications with the Board • Director's emails and phone calls to trustees • Engagement in committee meetings 	<ul style="list-style-type: none"> • Prepares and distributes Board agendas to trustees in sufficient time to allow for appropriate trustee preparation for the meeting. • Keeps the Board informed about Division operations. • Provides the Board with balanced, sufficient, concise information and clear recommendations in agendas. • Interacts with the Board in an open, honest, proactive and professional manner. • Provides support to the Board re: advocacy efforts on behalf of the Division. • Ensures high-quality management services are provided to the Board. • Provides the Board with correspondence directed to the Board or trustees.

<u>Role Expectation: Continuous Improvement Planning and Reporting</u>	<u>Director Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>7.1 Leads the continuous improvement planning process including the development of Division goals, budget and facilities.</p> <p>7.2 Implements plans as approved.</p> <p>7.3 Involves the Board appropriately (Board identification of priorities and outcomes, opportunity for Board input early in the process, final Board approval).</p> <p>7.4 Reports regularly on results achieved.</p>	<ul style="list-style-type: none"> • Learning Plan • Education Sector Strategic Plan (ESSP) report • Wall Walks • Annual Report • Monitoring reports • Transportation reports • Facilities reports 	<ul style="list-style-type: none"> • Develops budget and priorities and key results according to a timeline which ensures the Board's ability to provide direction and revise priorities. • Develops and monitors the Division's Four-Year Plan and ensures alignment with the ESSP to provide for continuous improvement. • Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the Board. • Ensures transportation services are provided with due consideration for efficiency, safety and length of ride. • Provides monitoring reports as directed by the Board.

<u>Role Expectation: Organizational Management</u>	<u>Director Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>8.1 Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.</p> <p>8.2 Reports to the Minister with respect to matters identified in and required by the Education Act.</p>	<ul style="list-style-type: none"> • Organizational charts • Technology plan • Emergency plan • Monitoring reports 	<ul style="list-style-type: none"> • Ensures Division compliance with all Ministry of Education and Board mandates (timelines and quality). • Effectively manages time and resources. • Ensures use of technology is efficient and effective. • Ensure that appropriate procedures are in place for the management of critical events and emergencies.

<u>Role Expectation: Communications and Community Relations</u>	<u>Director Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>9.1 Takes appropriate actions to ensure positive internal and external communications are developed and maintained.</p> <p>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 (LAFOIP) Act.</p>	<ul style="list-style-type: none"> • Community engagement plan • Website • Division publications 	<ul style="list-style-type: none"> • Represents the Division in a positive, professional manner. • Manages conflict effectively. • Ensure information is disseminated to inform appropriate publics. • Works cooperatively with the media to represent the Board's view/positions.

<u>Role Expectation: Leadership Practices</u>	<u>Director Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom the Director works most directly in carrying out the directives of the Board and the Minister.</p> <p>10.2 Develops and maintains positive and effective relations with provincial and regional government departments and agencies.</p>	<ul style="list-style-type: none"> • External Report (once every four years) as detailed in policy. 	<ul style="list-style-type: none"> • Provides clear direction. • Provides effective educational leadership. • Establishes and maintains positive, professional working relationships with staff. • Unites people toward common goals. • Demonstrates a high commitment to the needs of students. • Has a well-established value system based on integrity. • Empowers others. • Effectively solves problems.

Policy 12 – Appendix C**CROSS SPECTRUM OF KEY EXPECTATIONS FOR YEAR TWO AND THREE
EVALUATION:**

- The Director of Education interprets Board Policy and demonstrates compliance within reasonable interpretation of policy.
- The Director of Education prepares, presents and comprehends the Monitoring Reports to a level the Board is satisfied with.
- The Director of Education utilizes sound fiscal management practices in overseeing the financial affairs of the school division.
- The Director of Education monitors achievement of targets of the Learning Plan including implementation of Course Correction initiatives when targets are at risk of not being attained or have not been attained.
- The Director of Education provides the Board with timely and relevant requested information and potential solutions or recommendations to address issues that arise.

Policy 12 – Appendix D

INTERVIEW GUIDE: DIRECTOR LEADERSHIP PRACTICES

Perceptions of Employees as Defined in Policy 12

1. What evidence can you cite to support or refute the following:
 - a) the Director provides clear direction and effective educational leadership?
 - b) the Director has a well-established value system based on integrity and maintains positive, professional working relationships with staff?
 - c) the Director unites people toward common goals?
 - d) the Director demonstrates a high commitment to the needs of students?
 - e) the Director empowers others?
 - f) the Director effectively solves problems?
2. What actions of the Director enable you to effectively do your job?
3. Are there any actions of the Director that impede your job performance?

Policy 13 – APPEALS AND HEARINGS REGARDING STUDENT MATTERS

APPEALS AND HEARINGS REGARDING STUDENT MATTERS

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 s/he 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 s/he 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.
 - 7.1 The Director or designate shall name a member to the Review Committee.
 - 7.2 The student or parents/guardians may choose a member 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.
 - 7.3 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.
 - 7.4 The Director or designate and the student or parents/guardians must name a mutually acceptable Committee Chair.
 - 7.5 The process of bringing forward names will continue until the third person can be selected.
 - 7.6 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.
 - 9.1 The student or parents/guardians and their representative(s) shall be invited to present their reason(s) for requesting a review.
 - 9.2 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.
 - 9.3 The Committee may call upon other parties as witnesses or experts.
 - 9.4 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.
 - 10.1 The report will outline the situation under review and identify recommendation(s) related to the situation.
 - 10.2 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 describe the Board's response to the recommendation(s) of the Review Committee. The decision of the Board is final.

Reference: The Education Act – Sections 5, 148, 150, 151, 152, 158, 178, 178.1, 231, 370
The School Division Administration Regulations – Regulations 53, 54, 55, 56
Human Rights Code
Canadian Charter of Rights and Freedoms

Policy 14 – VIABLE SCHOOLS

VIABLE SCHOOLS

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 review the operation of one (1) or more of its schools and consider discontinuing one (1) or more grades offered in a school or closing schools.

Annually, in May/June, the Board will forward to each School Community Council, via email, a letter outlining projected enrolments for the upcoming school year and the four successive years as well as the September 30th enrolments from the preceding five years. Policy 14, Viable schools, will be appended to the email.

A School Community Council may initiate the review process by recommending to the Board that the school they represent be reviewed according to this policy.

Therefore, the Board will adhere to the following guidelines of operation with regard to determining the possible review status of a school. Review status is an opportunity to explore the facts; it does not necessarily mean the school will be closed. These guidelines will provide a process and procedure so that school review can be clearly predicted, giving people assurance as to how and when a decision process might be initiated.

Specifically

1. Legislative Conditions for Review

The Education Act and the Education Regulations set out the process and criteria around school reviews for closure or grade discontinuance.

Pursuant to Section 56.2 of the School Division Administration Regulations, a Board may only carry out a review of a school pursuant to Section 55 of the School Division Administration Regulations if the following conditions are met:

- 1.1 For students in kindergarten to Grade 8 who are enrolled in the school:
 - 1.1.1 The nearest school is not more than forty (40) kilometres from the school under review, based on the shortest route by regularly maintained roads;
 - 1.1.2 At least ninety per cent (90%) of those students live within seventy-five (75) minutes of the nearest school if travelling by motor vehicle under normal driving conditions;

- 1.1.3 The Board arranges for alternative transportation that minimizes the transportation time for those students who live more than seventy-five (75) minutes from the nearest school and pays for transportation.
- 1.2 Projected enrolment for the school under review for the following school year is less than:
 - 1.2.1 For a school offering kindergarten to Grade 4 only, twenty-five (25) students;
 - 1.2.2 For a school offering kindergarten to Grade 5 only, thirty (30) students;
 - 1.2.3 For a school offering kindergarten to Grade 6 only, thirty-seven (37) students;
 - 1.2.4 For a school offering kindergarten to Grade 7 only, forty-four (44) students;
 - 1.2.5 For a school offering kindergarten to Grade 8 only, fifty-one (51) students;
 - 1.2.6 For a school offering kindergarten to Grade 9 only, fifty-eight (58) students;
 - 1.2.7 For a school offering kindergarten to Grade 12 only, eighty-eight (88) students.

2. School Review Criteria

Pursuant to Section 58 of the School Division Administration Regulations, the Board shall consider the following:

- 2.1 Physical condition of the school;
- 2.2 Operational cost per student;
- 2.3 Number of grades combined in each classroom;
- 2.4 Distribution of enrolments by grade level;
- 2.5 Projected enrolments;
- 2.6 Condition and capacity of potential receiving school(s);
- 2.7 Transportation implications to the potential receiving school(s); and
- 2.8 Availability of educational programming.

Each of the above criteria will be considered in the context of best interest of students, the school, the Division and communities.

3. Process for Placing a School in Review

- 3.1 Enrolments for all schools will be monitored and reported to the Board on a regular basis. Schools with September enrolments that fall below, or are

projected to fall below, the thresholds set in legislation will be identified to the Board annually.

- 3.2 For schools that meet the Legislative Conditions for Review, the Director will compile a report on the School Review Criteria and provide the report to the Board at the September Committee-of-the-Whole meeting.
- 3.3 The Board will consider the information and, if the Board wishes to place a school into the review process, will pass a motion to that effect.

4. Review Process

4.1 Consultation Process with School Community Council

Once a school is placed in review status, the Board will consult with the School Community Council and the community in accordance with the process set out in the Education Act.

- 4.1.1 If the School Community Council consents to closure or grade discontinuance, the Board will make the appropriate motion.
- 4.1.2 If the School Community Council does not agree to the closure or grade discontinuance, the process continues as outlined below.

4.2 Information and Analysis

As per section 95.84 of the Education Regulations, the Board will establish a School Review Committee and provide the following information to the School Review Committee and School Community Council by November 1:

- 4.2.1 Enrolment history of the schools for the past five (5) years.
- 4.2.2 Projected enrolment for the school for the following five (5) school years, and the source of this data.
- 4.2.3 Current number of teaching and non-teaching staff at the school.
- 4.2.4 Projected number of teaching staff based on:
 - 4.2.4.1. Projected enrolment outlined in clause 4.2.2, and
 - 4.2.4.2. Board policy.
- 4.2.5 Information respecting the physical condition of the school.
- 4.2.6 Any other information that the Board plans to consider in reviewing the school.

4.3 Decision by the Board to Consider Possible Closure or Grade Discontinuance

- 4.3.1 The information and data collected by the School Review Committee and the Director will be considered by the Board.
- 4.3.2 Pursuant to Section 87.5(1) of the Education Act, if the Board decides to consider the closure of any school that has been the subject of a review, the Board must, not later than February 1, pass a motion to consider the possible closure of the school or discontinuance of one (1) or more grades or years taught in the

school stating the effective date of the possible closure or discontinuance.

4.3.3 The Board must notify the public of the motion passed.

4.4 Public Meeting

The Board, not later than March 31 of the year in which the potential closure of the school or discontinuance of grades or years taught in the school is to come into effect, must hold a meeting of electors as per Section 87.5 (2) of the Education Act.

5. Decision Regarding Closure or Grade Discontinuance

5.1 After a thorough review of the information gathered and considering the consultations with the community, if the Board decides to close a school or to discontinue one (1) or more grades or years taught in the school, the Board must pass a motion to that effect by April 30 and provide notice as required under the Education Act.

6. School Closures or Grade Reduction and Integration Process

In schools where the Board has passed a motion approving a school closure or grade discontinuance, the Director shall, in consultation with the School Community Council, develop and implement a Transition Plan that includes:

- 6.1 Notifying the parents of the students attending the school affected.
- 6.2 Consulting with the School Community Council.
- 6.3 Consulting with all affected staff, parents and community.
- 6.4 Preparing an implementation schedule.
- 6.5 Ensuring that a familiarization program for new students and their parents is offered at the receiving school(s).

Reference: The Education Act – Sections 85, 87, 347
The School Division Administration Regulations, Part 10 and Regulation 45

Policy 14 – Appendix – VIABLE SCHOOLS CALENDAR GUIDELINES

VIABLE SCHOOLS CALENDAR GUIDELINE

Director prepares a preliminary report of criteria for consideration including long-term enrolment projections by school and identifies school(s) meeting or projected to meet the conditions as set out in Board Policy 14.

By October 15

Director collects primary information as per Board Policy 14 and recommends to the Board the placing of a school or schools in review status.

The Board decides whether or not a school is placed in review status.

October

Establishment of School Review Committee by November 1.

Appointment of members to School Review Committee by School Community Council and municipality.

Inform School Community Council of each school placed in review status.

November – January

Ongoing opportunity for parents/residents to present comments and recommendations.

School Community Council and other community groups may present to the Board.

School Review Committee presents information.

By February 1

The information and data collected by the School Review Committee and the Director will be considered by the Board as outlined in Board Policy 14.

Board reviews recommendations and passes motions to consider closure or discontinuance.

By March 31

Begin ongoing provision of information to parents/residents and arrange for elector meeting(s) according to the Education Act.

At public meeting(s) distribute information and data collected and establish format for further feedback and response.

February – April

Board revisits information adding in parent/resident feedback to make final decision.

By April 30

Board decides whether or not to close school.

Board passes motions of school closures, or grade discontinuation to take effect after June 30 of the present school year.

May

Develop a Transition Plan in consultation with School Community Council.

By June 15

Complete the preparation of the Transition plan.

After June 30 and Before Beginning of Next School Year

Grade reduction, school amalgamation or closure occurs.

Reference: The Education Act – Sections 85, 87, 347
The School Division Administration Regulations, Part 10 and Regulation 45

Policy 15 – RECRUITMENT AND SELECTION OF PERSONNEL

RECRUITMENT AND SELECTION OF PERSONNEL

The Board believes that the recruitment and selection of Division personnel is a shared responsibility between the Board and the Director.

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

Specifically

1. The Board has the sole authority to recruit and select an individual for the position of Director.
2. 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 every reasonable effort to ensure that all current Division employees are made aware of staff vacancies.
3. The following process will be followed for the Superintendent positions:
 - 3.1 The Board, the Director and a human resources representative determined by the Director shall constitute the selection committee.
 - 3.2 The selection committee shall be responsible for the creation of a short list of candidates and the following selection process for these positions:
 - 3.2.1 Following receipt of applications, reference checks shall be conducted by the Superintendent of Human Resources/Deputy Director/Director of Education on all applicants who have met the application criteria and would merit consideration.
 - 3.2.2 The results of the reference checks shall be shared with the members of the selection committee during the shortlisting process.
 - 3.2.3 The selection committee shall decide on the number of candidates to be shortlisted for an interview.
4.
 - 4.1 The selection committee will attempt to achieve consensus. In the event this is not possible, the successful candidate must be supported by a majority of the trustees in attendance and the Director. The Director must be one of the votes in the majority.
 - 4.2 These positions shall have a role description and the person occupying the position shall have a written continuous contract of employment.
5. The Director is delegated full authority to recruit and select staff for all Division Office positions other than those outlined above.

6. The Director is delegated full authority to recruit and select staff for all school-based positions, including those of Principal and Vice Principal.
7. All vacant administrative or managerial positions must be advertised and filled through an open competition.
8. 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.
9. All offers of employment shall be conditional on the successful applicant providing a criminal record 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: The Education Act – Sections 85, 87
The School Division Administration Regulations – Regulations 42, 45, 48

Policy 16 – ETHICAL PRACTICES

ETHICAL PRACTICES

The purpose of this policy is to inform all board members, employees and volunteers of the South East Cornerstone Public School Division No. 209 of the process to disclose concerns regarding questionable or unethical activity or wrongdoing that may impact any board member, employee, volunteer or student of the School Division.

Reporting Responsibility

It is the responsibility of all employees of the School Division to report any questionable or unethical activity or wrongdoing in accordance with this policy. Normally, employees should initiate the disclosure of wrongdoing using the appropriate administrative procedures within the school division. In some cases, however, when they believe that their issue may not be raised in confidence within the division, employees may make their disclosure of wrongdoing in accordance with this policy.

Every board member, employee or volunteer may report any evidence of activity by board members, employees or volunteers of the school division that to his or her knowledge constitutes, but is not limited to:

- (a) Unethical business conduct in violation of any school division administrative procedure, or;
- (b) Danger to the health, safety, or wellbeing of any student(s), board member(s), employee(s) or volunteer(s) of the school division.

Reporting of Concerns

The Chair of the Audit Committee of the South East Cornerstone Public School Division No. 209 shall receive concerns of any board members, employees or volunteers regarding questionable or unethical activity or wrongdoing. For cases where a complainant is not comfortable reporting a concern to the Chair of the Audit Committee, he or she may contact the External Auditor of the School Division for advice on how to proceed.

The individual lodging the complaint may remain anonymous if they so request. However, in order to allow for a thorough investigation of a complaint, the complainant may want to consider identifying themselves by giving contact information when making a report. They can be assured that even if such contact information is provided, reports will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

Whether complainants identify themselves or not, they should give as much information as possible on the subject matter of the complaint so that the information is sufficient to enable a full investigation. Such information should include details as to where and when

the incident(s) occurred, the name(s) and title(s) of the individual(s) involved and as much other relevant detail as the reporting individual can provide.

All reported concerns will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation. Outside legal, accounting or other advisors may be enlisted to conduct the investigation.

No Retaliation

Board members, employees or volunteers who, in good faith, report questionable or unethical activity or wrongdoing will receive a response and shall suffer no harassment, retaliation, intimidation or adverse consequences. Such actions against a person who has reported a concern in good faith will be viewed as a serious offence.

Acting in Good Faith

Anyone filing a report regarding questionable or unethical activity or wrongdoing must be acting in good faith and have reasonable grounds for believing the information disclosed is accurate. Any allegations made by employees or volunteers that prove not to be substantiated and which prove to have been made with malicious intent or knowingly to be false will be viewed as a serious offence and will be handled accordingly.

Administrative Procedure

Individuals wishing to disclose concerns regarding unethical conduct shall refer to Administrative Procedure 493 at <http://bit.ly/1q02LtA>.

Policy 17 - BULLYING

BULLYING

The purpose of this policy is to inform that all members of the education community in South East Cornerstone Public School Division No. 209 have the right to learn and work in a safe and caring environment that is free from Bullying.

Definition of Bullying

According to *Saskatchewan's Action Plan to Address Bullying and Cyberbullying*, bullying is a relationship issue where one person or group repeatedly uses power and aggression to control or intentionally hurt, harm or intimidate another person or group. It is often based on another person's appearance, abilities, culture, race, religion, ethnicity, sexual orientation or gender identity. Bullying can take many forms; physical, emotional, verbal, psychological or social. It can occur in person or through electronic communication.

The intent of the Board is to provide a school environment that is free from Bullying by:

1. Setting standards and procedures through their Bullying [Administrative Procedure 356](#) and their Personal, Discriminatory, and Sexual Harassment [Administrative Procedure 403](#) which demonstrates that neither Bullying nor Harassment will be accepted and will be acted upon;
2. Providing positive school discipline procedures that encourage students to act responsibly;
3. Providing effective school and division sponsored events teaching our students Bullying prevention and intervention skills;
4. Providing proactive and effective in school programming that teaches appropriate behaviour and social skills.

Specifically

1. Bullying is not accepted in the school environment. Bullying of student to student, Bullying of staff to student or Bullying of student to staff will not be accepted and will be acted upon. Each school will have a process for:
 - a. Creating a safe school charter that deals with a safe and caring environment and has the following actions:
 - i. School discipline procedures that are clearly communicated
 - ii. Strategies to use in teaching social skills
 - iii. Bullying prevention and intervention protocol that has the following actions:
 1. Reporting Bullying
 2. Investigating Bullying
 3. Actions taken when Bullying is evident
 4. Proactive awareness and education on Bullying
 5. Monitoring Bullying reports with corresponding follow up