



## **BOARD POLICY HANDBOOK**

---

Lloydminster Public School Division

June 2007  
(Modified April 2009)

---

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

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

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

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

# TABLE OF CONTENTS

---

	Page
Policy 1 – Division Foundational Statements	1
Policy 2 – Role of the Board	3
Policy 2 Appendix – Annual Work Plan	7
Policy 3 – Role of the Trustee	10
Policy 4 – Trustee Code of Ethics	13
Policy 5 – Role of the Board Chair	15
Policy 6 – Role of the Vice-Chair	17
Policy 7 – Board Operations	18
Policy 8 – Committees of the Board	30
Policy 9 – Board Representatives	33
Policy 10 – Policy Making	34
Policy 11 – Board Delegation of Authority	38
Policy 12 – Role of the Director	39
Policy 12 Appendix A	42
Policy 13 – Appeals and Hearings Regarding Student Matters	59
Policy 14 – Hearings on Teacher Matters	66
Policy 15 – School Closure/Grade Discontinuance	69
Policy 16 – Recruitment and Selection of Personnel	72
Policy 17 – School Community Councils	74
Policy 18- Channels of Communication	77
Policy 19 – Outreach School – Avery School (LEAP)	79

## **POLICY 1**

---

### **DIVISION FOUNDATIONAL STATEMENTS**

#### **Mission Statement**

*“Ensuring Personal Excellence for all Students.”*

#### **Values**

In the Lloydminster Public School Division, we...

- Demonstrate CARING for individuals and society.
- RESPECT ourselves, others, authority, property and the environment.
- Strive for EXCELLENCE *in all our endeavours*.
- Show LEADERSHIP in making positive changes.
- Accept RESPONSIBILITY for our choices and actions.

#### **Beliefs**

We believe...

- Every person is unique and has value.
- Every person has the ability to learn.
- Parents are the primary educators of their children.
- Learning occurs best in a secure, stimulating, supportive, challenging environment.
- Education is a responsibility shared by the individual, home, school, and wider community.
- Individuals have rights and responsibilities with respect to their education.
- The school system has a leadership role in education.
- *Successful education depends on the sustainable efforts of a dedicated staff.*
- Education benefits society.
- *Time is a valuable resource.*
- *Desired results are definable.*
- *The school division is a learning organization*

#### **Motto**

Towards excellence – together.

## Priority Areas

- ◆ Higher literacy and achievement
- ◆ Equitable opportunities and outcomes for all
- ◆ Smooth transitions into and through the system
- ◆ Strong accountability and governance

## Logo



Legal Reference: Section 85, 87 Education Act

## **ROLE OF THE BOARD**

As the corporate body elected by the electors that support the Lloydminster Public School Division, the Board of Trustees is responsible for the development of strategic directions, goals and policies to guide the provision of educational services rendered within the Division, in keeping with the requirements of provincial legislation.

Specific areas of responsibility are:

### **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 data-driven decisions which reflect Division values and represent the interests of the entire community served.
- 2.2 Establish processes and provide opportunities for community input.
- 2.3 Report Division results at least annually.
- 2.4 Develop procedures for and hear appeals as required by statute and/or Board policy.
- 2.5 Model a culture of respect and integrity.
- 2.6 Ensure the Board exercises its rights and fulfills its responsibilities as defined in the Lloydminster Charter.

### **3. Continuous Improvement Planning**

- 3.1 Identify Board priorities at the outset of the annual Continuous Improvement Planning process.
- 3.2 Annually approve Continuous Improvement Plan process and timelines.
- 3.3 Provide overall direction for the Division by establishing mission, vision, strategic priorities and key results.
- 3.4 Annually approve Continuous Improvement Plan for submission to Saskatchewan Learning by due date.
- 3.5 Monitor progress toward the achievement of student outcomes and other desired results.
- 3.6 Annually evaluate the effectiveness of the Division in achieving established goals and desired results.
- 3.7 Approve Annual Report for distribution to the public.

#### **4. Policy**

- 4.1 Determine the goals and objectives the Division wishes to pursue.
- 4.2 Identify how the Board is to function.
- 4.3 Monitor policy impact to determine if policy is producing the desired results.
- 4.4 Solicit advice (from SSBA and ASBA), then set the mandates for negotiation.
- 4.5 Delegate authority to the CEO and define commensurate responsibilities.

#### **5. CEO/Board Relations**

- 5.1 Select the CEO.
- 5.2 Provide the CEO 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 CEO in an open, honest, proactive and professional manner.
- 5.6 Annually evaluate the CEO in regard to the CEO job description and additional Board direction (e.g., hold CEO accountable for achievements of the Continuous Improvement Plan).
- 5.7 Annually review compensation.

#### **6. Political Advocacy**

- 6.1 Build bi-provincial credibility for the unique status of the Division.
- 6.2 Develop a yearly plan for advocacy including focus, key messages and mechanisms.
- 6.3 Work with SSBA and ASBA to lobby government on provincial priorities.

#### **7. Board Development**

- 7.1 Develop a yearly plan for trustee development, including increased knowledge of role, processes and issues to further effective implementation of the Continuous Improvement Plan, utilizing SSBA and ASBA resources as applicable.
- 7.2 Annually evaluate Board effectiveness.

#### **8. Fiscal Accountability**

- 8.1 Annually approve budget and ensure resources are allocated to achieve desired results.
- 8.2 Approve unanticipated expenditures of over \$20,000.00, which cannot be covered by contingency funds.
- 8.3 Annually approve the five-year capital plan and review facilities master plan.
- 8.4 Submit the five-year capital plan to Saskatchewan Learning by the due date.

- 8.5 Award tenders for capital expenditures and cost variances on purchase orders exceeding \$20,000.00.
- 8.6 Establish a mill rate and notify the proper taxing authority in accordance with provincial requirements.
- 8.7 Approval of the transfer of funds to reserves.
- 8.8 Receive the Audit Report and ensure quality indicators are met.
- 8.9 Monitor fiscal management of the Division.
- 8.10 Ratify Memoranda of Agreement with bargaining units.
- 8.11 Establish compensation guidelines for out-of-scope staff.
- 8.12 Approve the Driver Education program contract.

### **Selected Responsibilities**

1. Establishment of school attendance boundaries.
2. Approval of Division school-year calendars, and variations in school hours.
3. Approval of locally developed courses.
4. Approval of international field trips for students.
5. Authorization of exceptions to provincial physical education safety guidelines.
6. Approval of student awards, scholarships or bursaries for inclusion in the Division awards program.
7. Hearing of appeals of home-based education applications.
8. Appointing of an individual to be in charge of a harassment complaint when the Director is unable to act.
9. Acquisition and disposal of land and buildings, including expropriation proceedings
10. Naming of schools and other Board-owned facilities.
11. Approval of facility Joint Use Agreements.
12. Approval of new leases; such leases to include any provisions for the placement or modification of facilities by outside agencies.
13. Approval of instructional materials fees.
14. Approval of specific initiatives to be funded from the Board's discretionary fund.
15. Approval of the purchase of Board memberships in non-educational associations.
16. Encouragement of qualified and interested candidates to run for the office of public school trustee.

17. Recognition of students, staff and community.

18. Address inappropriate behavior of any trustee.

Legal Reference: Section 42, 61, 63, 85, 87, 108, 277, 278, 279, 280, 281, 282, 283, 285, 286, 287, 288,  
289, 292, 293, Education Act  
Interpretation Act

## BOARD ANNUAL WORK PLAN

### September

#### Regular Board Meeting Agenda Items

- Approve Board Annual Work Plan
- Approve Board Development Plan
- Approve Board Advocacy Plan
- Nominate a program for the Premier's Award For Innovation
- Conduct and approve Director annual evaluation and review compensation
- Participate in a facilitated board self evaluation and approve a positive path forward.

**Accountability Report Pillar # 1.** Equitable Opportunities

**Accountability Report Pillar # 2.** Smooth Transitions

**Accountability Report:** Other system priorities (Technology, Culture, Board Work Plan)

### October

#### Regular Board Meeting Agenda Items

- Approve transfer of funds to reserves
- Approve resolutions for Saskatchewan School Boards Association Annual Convention
- Receive enrolment reports
- Review and provide direction, if any, on the Continuous Improvement Plan Report
- Approve the Continuous Improvement Plan Report for submission to Saskatchewan Learning
- Review Communications Plan and approve planned Board action

**Accountability Report Pillar #3.** Student Learning

**Accountability Report Pillar #4.** Accountability in Governance

### November

#### Regular Board Meeting Agenda Items

- Approve annually the 5 year rolling Capital Plan
- Approve draft Agenda for Annual Meeting
- Accept Minutes of Annual Meeting of Electors
- Organizational Meeting: Elect Board Chair, Vice-Chair, Committee appointments, appointment of auditor, approve auditor's terms of engagement, dates of regular Board meetings for the year, set per diems and trustee honorariums and expenses
- Report Re: Division Awards Program
- Appoint Voting Delegates and allocate votes for the SSBA Convention
- Attend Saskatchewan School Boards Association Annual Convention

## December

### Regular Board Meeting Agenda Items

- Review Fiscal Accountability Report
- Attend long service recognition banquet
- Review audit report and management letter (ensure deficiencies from previous year have been remedied to the satisfaction of the auditor)

## January

### Regular Board Meeting Agenda Items

- Review Progress, Board Advocacy Plan
- Establish Board budget priorities
- Approve Budget process
- Address committee recommendations Re: summer IMR

## February

### Regular Board Meeting Agenda Items

- Approve budget assumptions including any proposed cuts (organized abandonment)
- Approve B-5 Application to Saskatchewan Learning

## March

### Regular Board Meeting Agenda Items

- Establish compensation guidelines for out of scope staff
- Review fiscal accountability report
- Approve Division School Year Calendar
- Attend SSBA Spring Assembly

## April

### Regular Board Meeting Agenda Items

- Review draft budget and provide any required redirection
- Approve mill rate and notify the proper taxing authorities
- Approve draft Annual Continuous Improvement Report for coming year and review other system priorities for possible deletion
- Approval of locally developed courses

## May

### Regular Board Meeting Agenda Items

- Approve Division Continuous Improvement Plan

## June

### Regular Board Meeting Agenda Items

- Approve annual budget
- Review Fiscal Accountability Report
- Approve Driver Ed. Contract
- Attend achievement nights and graduation ceremonies to present awards as determined.

## Ongoing

- Consider new developments and directions from Saskatchewan Learning
- 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
- Approve applications for associate school status
- Attend official school opening ceremonies
- Attend Public Boards Caucus meetings as required
- Set the school year calendar for multiple years
- Attend School Community Council meetings upon invitation
- Attend Standing Committee meetings as assigned
- Annually approve student awards scholarships or bursaries for inclusion in the Division awards program

## **ROLE OF THE TRUSTEE**

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

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

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

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

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

## **Specific Responsibilities of Individual Trustees**

The trustee shall:

1. Become familiar with Division policies and procedures, meeting agendas, and reports in order to participate in Board business.
2. Refer governance queries, issues and problems not covered by Board policy to the Board for corporate discussion and decision.
3. Refer significant individual requests for information to the Board for corporate discussion and decision.
4. 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.
5. Request Board approval for inquiries which obligate the Board's human and financial resources.
6. Keep the Board and the Director informed in a timely manner of all matters coming to his/her attention that might affect the Division.
7. Provide the Director with counsel and advice, giving the benefit of the trustee's judgment, experience and familiarity with the community.
8. 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.
9. Respect and support the decisions of the Board and refrain from making any statements that may give the impression that such a statement reflects the corporate opinion of the Board when it does not.
10. When delegated responsibility, will exercise such authority within the defined limits in a responsible and effective way.
11. Participate in Board/trustee development sessions so that the quality of leadership and service in the Division can be enhanced.
12. Share the materials and ideas gained from a trustee development activity with fellow trustees at the next available opportunity.
13. Stay current with respect to provincial, national, and international educational issues and trends.
14. Strive to develop a positive learning and working culture both within the Board and the Division.
15. Attend significant Division or school functions when possible.
16. Become familiar with, and adhere to, the Trustee Code of Ethics.

17. Report any violation of the Trustee Code of Ethics to the Board during a closed session.

Legal Reference: Section 63, 85, 87 Education Act

## **TRUSTEE CODE OF ETHICS**

The Board believes its members are advocates for children and youth, whose first and greatest concern is the best interests of students within the Division.

When each trustee commits to high ethical standards, it is easier for the Board to fulfill its obligation and discharge its duties. Therefore, in carrying out his/her role, the Board expects each member to adhere to the following Code of Ethics, based on the Code of Ethics developed by Saskatchewan School Boards Association:

**As a trustee:**

1. I will be motivated by an earnest desire to serve my 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 endeavor to see that the funds are expended efficiently in the best interests of 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 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 trustee.
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 trustees 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 without undermining the decision of the Board.
8. I will express my contrary opinion respectfully and honestly, and without making disparaging remarks, in or outside Board meetings, about other trustees 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 trustee.

11. I will endeavor to participate in trustee development opportunities to enhance my ability to fulfill my obligations as a trustee.
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 endeavor to participate, and encourage my Board to participate, in activities that support or promote public education in Saskatchewan.
14. I will declare any conflict of interest between my personal life and my position on the Board and abstain from discussion and voting when appropriate.
15. I will observe rules of order, the policies of the Division, and the laws and regulations governing public education in Saskatchewan.

Legal Reference: Section 68, 69, 70 Education Act

## **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, at its annual Organizational Meeting and thereafter at any time as determined by the Board, shall elect one of its members to serve as Board Chair, to hold office at the pleasure of the Board. The Board entrusts to its Chair primary responsibility for providing leadership and guidance.

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 corporate 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 member of all committees appointed by the Board.
12. Act as a signing officer for the Division.
13. Represent the Board, or arrange alternative representation, at official meetings or other public functions.
14. Nominate trustees for standing and ad hoc Committees of the Board.
15. Address inappropriate behavior on the part of a trustee.
16. Ensure that the Board engages in regular assessments of its effectiveness as a Board.

Legal Reference: Section 72, 104, Education Act

## **ROLE OF THE VICE-CHAIR**

The Vice-Chair shall be elected by the Board at its Organizational Meeting, and thereafter at any time determined by the Board, to hold office during the pleasure of the Board.

### **Specific Responsibilities**

1. The Vice-Chair shall act on behalf of the Board Chair, in the latter's absence or disability 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 held by the Board Chair.
4. The Vice-Chair shall be an alternate signing authority for the Division.

Legal Reference: Section 72, Education Act

## **BOARD OPERATIONS**

In order to discharge its responsibilities to the electorate of the Division, the Board shall hold meetings as determined by the Board within the constraints of legislation. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting. The Board has adopted policies regulating its proceedings so that the business of the Board can be conducted in an orderly and efficient manner.

The purpose of Board meetings is to ascertain group opinion and through motions and resolutions to focus Board action on specific issues. Respectful behavior preserves the inherent dignity of everyone; therefore it is important that Board meetings be conducted in an environment that is productive, orderly and respectful of Board members, staff and members of the public. The organization of the Board meeting will effectively enable Board members and others in attendance to participate in an atmosphere of mutual respect.

Cellular telephone usage is permitted provided they are set to vibrate and appropriate steps are taken to minimize disruption.

### **1. Electoral Boundaries**

Order in Council 101/97 amended Alberta Regulation 43/79 (the Lloydminster Charter) and established the boundaries of the Lloydminster Public School Division to be comprised of the incorporated area of the City of Lloydminster as well as the following lands lying west of the Third Meridian in the Province of Saskatchewan:

- ◆ Township 49, Range 27: sections 30 and 31;
- ◆ Township 49, Range 28: section 25, the east half of section 36;
- ◆ Township 50, Range 27: sections 6, 7 and 18; and
- ◆ Township 50, Range 28: the east halves of sections 1 and 12, the north-east quarter of section 13, section 14, fractional section 15.

A copy of the Order is available from the Division Office. The Board provides for the nomination and election of trustees within the Division in accordance with the Local Government Election Act:

- 1.1 Seven (7) trustees to be elected at large.

### **2. Organizational Meeting**

- 2.1 The Organizational Meeting of the Board in each calendar year shall normally be held in the Division Office Board Room not later than November 30 in accordance with Section 72 of the Education Act, Province of Saskatchewan.
- 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 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, Province of Saskatchewan.

- 2.4 The Director or designate shall call the meeting to order.
- 2.5 After receiving indications of interest in the position, the Director or designate shall proceed to conduct the election of the Board Chair. Nominations shall be made by the trustees for the office of Chair and need not be seconded. A vote upon the nominees shall be taken by ballot. The nominee who receives the majority of votes of the members present shall therefore be declared elected and shall take office immediately. Where, on the addition of the votes, two 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) of the *Local Government Election Act*.
- 2.6 Upon election, the Board Chair shall preside over the remainder of the organizational meeting.
- 2.7 The organizational meeting shall, in addition include, but not be restricted to, the following:
  - 2.7.1 Elect a vice-chair;
  - 2.7.2 Establish a schedule (date, time and place) for regular meetings, and any additional required meetings;
  - 2.7.3 Establish trustee compensation rates; and
  - 2.7.4 Review trustee conflict of interest stipulations and determine any disclosure of information requirements.

The meeting will be recessed until the date of the next regular meeting date of the Board at which time the Board Chair will nominate members to enable the Board to:

- 2.7.5 Create such standing committees of the Board as are deemed appropriate, and appoint members; and
- 2.7.6 Appoint Board representatives to the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate.

### **3. Regular Meetings**

- 3.1 Regular Board meetings shall be as established at the annual organizational meeting.
  - 3.1.1 All meetings will ordinarily be held at the Division Office Board Room.
  - 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 consecutive regular meetings shall obtain authorization by resolution of the Board to do so. Failure to attend may result in disqualification.

3.4 If both the Chair or Vice-Chair through illness or other cause are unable to perform the duties of the office or are absent, the Board shall appoint from among its members an acting Chair, who on being so appointed has all the powers and shall perform all the duties of the Chair during the Chair's and Vice-Chair's inability to act or absence.

#### **4. Special Meetings**

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

Special meetings of the Board may be held from time to time as provided for under section 73 and 74 of the Education Act. These are public meetings.

The nature of the business to be transacted must be clearly specified in the notice of the meeting. Unless all trustees are present at the special meeting, no other business may be transacted. Items can be added to the agenda only by the unanimous consent of the entire Board.

#### **5. Closed Sessions**

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. The Board believes this trust is preserved through the conduct of Board meetings which are open to the public, but at the same time recognizes that occasions may arise when it is in the best public interest to discuss sensitive matters in closed meetings

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

- 5.1 Individual students;
- 5.2 Individual employees;
- 5.3 Collective bargaining issues;
- 5.4 Litigation issues;
- 5.5 Acquisition/disposal of property; and
- 5.6 Other topics 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 which gave rise to the closed meeting. Trustees and other persons attending the session shall maintain confidentiality and not disclose the substance of deliberations at such sessions.

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

## **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 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 Board policy and legislation.

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.

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

6.1.1 Call to Order

6.1.2 Approval of Agenda

6.1.3 Approval of Minutes of Previous Meeting(s)

6.1.4 Business Arising from the Minutes

6.1.5 Director's Report

6.1.6 Public Input

6.1.7 Committee Reports

6.1.8 Unfinished Business

6.1.9 New Business

6.1.10 Correspondence

6.1.11 Sensitive Issues

6.1.12 Adjournment

6.2 Agenda items will be supported by a briefing note normally prepared by the Director 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.

6.3 Items may be placed on the agenda in one of the following ways:

6.3.1 By notifying in writing the Board Chair or Director one week prior to the Board 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 The agenda package, containing the agenda and supporting information, will be available to each trustee at least two (2) full working days prior to the date of the meeting. Subsequently, emergent information may be sent electronically.
- 6.5 The list of agenda items shall be posted on the Division website and be available in the Division Office. Any elector may inspect 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.
- 6.7 During the course of the Board meeting, the majority of trustees present may amend the agenda and place items before the Board for discussion. The Board may take action on such items.

## **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 administration in attendance including times of arrival and any departure;
  - 7.1.5 Approval of preceding minutes;
  - 7.1.6 All resolutions, including the Board's disposition of the same, placed before the Board, should be entered in full;
  - 7.1.7 Names of trustees making the motion;
  - 7.1.8 Points of order and appeals;
  - 7.1.9 Appointments;
  - 7.1.10 Recording of the vote on a motion (when requested pursuant to the Education Act); and
  - 7.1.11 Trustee declaration 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 of the Division are affixed to the concluding page of the minutes.

- 7.4 The Director or designate shall establish a codification system for 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 Upon adoption by the Board, the minutes shall be open to public scrutiny through posting on the Division website or availability at the Board Office.

## **8. Motions**

Motions do not require a seconder, except in rare instances as described below.

### **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.

A trustee may present a notice of motion for consideration at the next regular meeting of the Board or may specify another meeting date. A trustee may also provide the Director with a written notice of motion and ask that it be placed on the agenda of the next regular meeting and read at the meeting. The trustee will need not be present during the reading of the motion, however if the trustee is not present, a seconder is required at the meeting at which the notice is given, otherwise the item will be dropped.

### **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 must be 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.

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

The mover of the motion is permitted to close debate on the motion.

As a general guide, a trustee should not speak longer than five 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.

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 Entitled Votes

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

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

### 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. 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 favor of the question. In the case of an equality of votes, the question is defeated. 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, unless there is unanimous agreement among the trustees to use a show of hands.

### 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. Public Access**

Public input is considered valuable to the Board. Regular meeting agendas will allow time for public input. The public will be informed annually on how to access the Board.

- 9.1 The agenda item "public input" will appear on every regular meeting agenda immediately following the Director's report.
- 9.2 Members of the public desiring to make oral presentations to the Board are requested to submit a written brief to the Board one week before the regular meeting at which they wish to speak. The purpose for the presentation shall be clearly stated in the written brief. The spokesperson(s) must be identified.
- 9.3 The Local Authority Freedom Of Information And Protection Of Privacy Act prevents the Board from discussing in the regular public meeting issues relating to specific students or personnel. Consideration of potentially prejudicial matters relating to individuals shall be dealt with in closed session.
- 9.4 The duration of the oral presentation at the regular meeting may be limited at the discretion of the Board Chair subject to the accepted rules of order.
- 9.5 The Board Chair presiding at any meeting may cause to be expelled and excluded any person who is considered by the Board to be guilty of improper conduct.
- 9.6 Members of the public who have not submitted a written brief one week prior to the meeting, as recommended, will be heard in closed session.
- 9.7 In discussing matters with the delegation, the Board Chair shall act as spokesperson for the Board. The Board will normally hear the matter presented to it without entering into discussion or debate. However, individual trustees may raise questions of clarification and address these to the delegation. At no time during the presentation shall any trustee commit the Board to any specific course of action.
- 9.8 Delegations will be given a copy of this section of Policy 7 prior to their presentation.
- 9.9 The Board will not necessarily make a decision on the matter at the same meeting that a representation or delegation is heard. Upon completion of the presentation, the Board Chair shall inform the delegation when a decision, if required, will be made. Such decision will be communicated in writing to the spokesperson.
- 9.10 Letters addressed to the Board will be placed in the agenda package of the next regularly scheduled regular meeting if they have been received at least four (4) working days in advance of that meeting.
- 9.11 Annually, at the beginning of each new school year, the Board will communicate with the public through the use of individual school newsletters and the local newspapers, the names of all trustees and providing the Division

Office phone number. The times and dates of all regular meetings will be published as well and updated after the organizational meeting in November. The manner in which trustees may be accessed and how to bring forth a concern will be outlined.

- 9.12 Personal and direct access by phone or mail with each individual trustee is available. The telephone numbers and addresses of individual trustees may be accessed through the Division Office.
- 9.13 Power to act is given to the Board as a whole. Individual trustees are only parts of that whole and like parts of the human body, cannot operate independently (SSBA Trustee Handbook). Therefore, any concern brought forth by a ratepayer may be placed as an item on the agenda of the regular meeting by a member of the Board. Concerns will be dealt with by a quorum of the Board. Any subsequent communication will be made through the Board Chair or Director or designate, or as otherwise directed by the Board.

## **10. Recording Devices**

The Board expects that anyone wanting to use a recording device at a public Board meeting shall obtain prior approval of the Chair.

## **11. Trustee Compensation**

Trustees shall be entitled to such honoraria and expense reimbursement as provided by legislation and Board motions. In determining whether or not remuneration applies, the following criteria will be applied:

- ♦ The trustee participated in an activity in which he/she was accountable to the Board and which was in pursuit of the Board's goals.
- ♦ The indemnity and/or allowance reimburses the trustee, at least in part, for lost revenue or expenses while he/she was discharging his/her duties.
- ♦ The indemnity and/or allowances are provided within legislation and also within usually acceptable ethical and moral norms.
- ♦ The activities for which remuneration is sought are authorized by the Board in the minutes of the Board meetings.

While establishing procedures consistent with the criteria above, procedures are to be such that administration is not placed in a judgmental position when processing trustees' claims for remuneration. The Board Chair is expected to verify or otherwise substantiate the claims made by trustees. The Board Chair will discuss his/her claims with the Vice-Chair.

- 11.1 Trustees shall receive an indemnity for attendance at meetings of the Board and Board committees to which they have been appointed by the Board, such appointments to be duly minuted.
- 11.2 Trustees shall receive an allowance for attendance at inter-organizational meetings when the Board has authorized such Board members to be the Board's representative(s) at such meetings. (These would include meetings such as Parks and Recreation Board meetings, delegations to meet with government officials, meetings with City Council or other school boards, etc.)

- 11.3 Trustees shall receive an allowance while in Board authorized attendance at a conference, convention, seminar, workshop, etc., related to education and/or Board activities.
- 11.4 Where an automobile is used to travel outside Lloydminster, the trustee shall be reimbursed at a rate approved annually by the Board.
- 11.5 To cover expenses incurred in attending meetings outside the City of Lloydminster, trustees shall be reimbursed for actual expenses for travel, subsistence, accommodation, and conference registration. Receipts for such expenses must be produced to support reimbursement claims.
- 11.6 Trustees shall be responsible for keeping a record of the number and duration of meetings attended.
- 11.7 In order to provide trustee development for members of the Board and to facilitate educational planning in the Division, trustees are to attempt to attend conventions, seminars, and appropriate meetings.

## **12. Trustee Conflict of Interest**

The Board recognizes that from time to time issues come to the Board table which can put individual trustees in a situation of direct or apparent conflict of interest. In such situations, trustees will excuse themselves from the discussion and decision making regarding those issues.

The Education Act (Section 69) outlines those areas which represent direct conflict of interest for trustees. The areas identified relate to contractual situations between trustees and the Division or situations in which the trustees might have direct pecuniary interests. Violation of the provisions of Section 69 may be redressed through the action of electors as outlined in Section 70.

The provisions of the Education Act regarding conflict of interest are quite narrow. The Board believes that in addition to following these provisions, its members must also avoid situations which create the appearance of conflict of interest. This practice is intended to promote public confidence in the quality of decisions made by the Board.

- 12.1 When agenda items directly affecting the career development, employment status or financial affairs of a trustee's family are to be considered by the Board, the trustee concerned will advise the Board Chair and excuse himself or herself from the meeting room. After the agenda item has been dealt with, the trustee will be recalled.

Issues addressed in this section would include (but are not limited to) L.I.N.C. negotiations; discussion and voting on the L.I.N.C. Agreement or recommendations of the Support Staff Relations Committee; requests for bursary assistance; or, consideration for promotion, transfer, demotion or dismissal.

- 12.2 Provisions of this policy will apply to situations affecting trustees' immediate family or household. "Immediate family" refers to a trustee's spouse, son, daughter, father or mother. "Household" refers to individuals sharing a residence with a trustee.
- 12.3 At the outset of consideration of pertinent agenda items, individual trustees are to identify voluntarily, situations of potential, direct, or apparent conflict of

interest which affect them. If they fail to do so, any trustee may request such trustees to withdraw from the meeting room during the consideration and voting on a particular agenda item. It must be noted that the Education Act does not give the Board Chair or the Board the authority to exclude, against his or her will, any trustee from discussions or voting.

### **13. Board Self-Evaluation**

- 13.1 The annual Board self-evaluation process will complement the Director evaluation process described in the document entitled *Director Evaluation Process, Criteria and Timelines*.
- 13.2 The purpose of the Board self-evaluation is to answer the following questions:
  - 13.2.1 How well have we fulfilled each of our defined roles in relation to our mission, goals and objectives as a Board this past year?
  - 13.2.2 How do we perceive our interpersonal working relationships?
  - 13.2.3 How well do we receive input and how well do we communicate?
  - 13.2.4 How well have we adhered to our annual work plan?
  - 13.2.5 How would we rate our Board-Director relations?
  - 13.2.6 How well have we adhered to our governance policies?
  - 13.2.7 What have we accomplished this past year? How do we know?
- 13.3 The principles upon which the Board self-evaluation is based are as follows:
  - 13.3.1 A learning organization or a professional learning community is focused on the improvement of practice.
  - 13.3.2 A pre-determined process for evaluation strengthens the governance functions and builds credibility for the Board.
  - 13.3.3 An evidence-based approach provides objectivity.
- 13.4 The components of the Board self-evaluation are:
  - 13.4.1 Review of Board Role Performance, including the role and performance of the Chair and Vice Chair
  - 13.4.2 Monitoring Interpersonal Working Relationships
  - 13.4.3 Monitoring Board Representation/Communication
  - 13.4.4 Review of Annual Work Plan Completion
  - 13.4.5 Monitoring Board-Director Relations
  - 13.4.6 Review of Board Motions
  - 13.4.7 Review of Board Governance Policies
  - 13.4.8 Creating a Positive Path Forward

### **14. Board Memberships**

The Board shall obtain membership in the Saskatchewan School Boards Association and the Alberta School Boards Association and approve the payment of membership fees and other levies coincident with such membership.

Legal Reference: Section 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 80.1, 81, 82, 84, 87, 106 Education Act  
Local Authorities Freedom of Information and Protection of Privacy Act  
Local Government Election Act  
Lloydminster Municipal Amalgamation Act

## **COMMITTEES OF THE BOARD**

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.

Subsequent to the establishment of committees, the Board Chair will nominate trustees to standing and ad hoc committees. Trustees nominated may accept the nomination. On the date of the next regular meeting following the organizational meeting, the Board Chair will call for further nominations. Appointment of members to committees will be by majority vote of the Board.

Committee Chairs will be selected by the committee members unless specified by Board motion.

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.

### **1. Standing Committees**

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

#### **1.1 Community Communications Committee**

##### **1.1.1 Purpose**

- ◆ To identify and implement activities and materials which will raise among the several “publics” in Lloydminster awareness of the range and quality of services and available through our schools.

##### **1.1.2 Membership**

- ◆ Three trustees
- ◆ Director

#### **1.2 Continuous Improvement Plan Implementation Committee**

##### **1.2.1 Purpose**

- ◆ To monitor the implementation of the Division’s Continuous Improvement Plan and to recommend to the Board any modifications that should be made to the Plan.

1.2.2 Membership

- ◆ Three trustees
- ◆ Director

1.3 Local Implementation Negotiating Committee (L.I.N.C.)

1.3.1 Purpose

- ◆ To negotiate a local collective agreement related to working conditions and certain benefits which apply to S.T.F. members.

1.3.2 Membership

- ◆ Three trustees
- ◆ Director

1.4 Neighbouring Jurisdictions Committee

1.4.1 Purpose

- ◆ To discuss or negotiate at a political level with trustees from Northwest School Division, the Buffalo Trail Regional Division, the Lloydminster Roman Catholic School Division, or the Council of the City of Lloydminster issues of mutual interest (e.g. Tuition fees, services for non-resident students, taxation matters, etc.)

1.4.2 Membership

- ◆ Three trustees
- ◆ Director and designate

1.5 Salary Review and Support Staff Relations Committee

1.5.1 Purpose

- ◆ To discuss with the Support Staff Standing Committee issues of mutual interest related to wages, benefits, and working conditions. This Board Committee will also make recommendations to the Board regarding these issues. It will also make recommendations to the Board regarding various financial matters traditionally dealt with by the former Salary Review Committee (e.g. Board remuneration, rental rates, etc.)

1.5.2 Membership

- ◆ Three trustees
- ◆ Director and designate

1.6 School Buildings Committee

1.6.1 Purpose

- ◆ To recommend to the Board priorities for facility improvement.

1.6.2 Membership

- ◆ Three trustees
- ◆ Director and designate(s)

## 1.7 Staff Wellness Committee

### 1.7.1 Purpose

- ◆ To address issues affecting the wellness of all staff within the Division and make recommendations to the Board with regards to directions and action plans to address potential concerns.

### 1.7.2 Membership

- ◆ Three trustees
- ◆ Director

## 1.8 Transportation Services Committee

### 1.8.1 Purpose

- ◆ To review transportation concerns and make recommendations to the Board.

### 1.8.2 Membership

- ◆ Three trustees
- ◆ Director and designate

## 2. 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.

## 3. 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.

Legal Reference: Section 85, 106, Education Act

## **BOARD REPRESENTATIVES**

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

The Board will determine the terms of reference for each representative. The Director may appoint resource personnel to work with the representative and shall determine the roles, responsibilities and reporting requirements of resource personnel.

The following organizations will have a Board representative as identified at the annual organization meeting:

1. Alberta School Boards Association (ASBA) Zone 23

1.1 Purpose

- ◆ Attend ASBA Zone 23 meetings
- ◆ Represent the Board's positions and interests at the Zone level
- ◆ Communicate to the Board at the next regular meeting the work of ASBA Zone 23

1.2 Membership

- ◆ One trustee

2. Saskatchewan School Boards Association (SSBA) – Urban Public Caucus

2.1 Purpose

- ◆ Attend SSBA Urban Public Caucus meetings
- ◆ Represent the Board's positions and interests at the provincial level
- ◆ Communicate to the Board at the next regular meeting the work of SSBA Urban Public Caucus

2.2 Membership

- ◆ One trustee

Legal Reference: Section 85, 106, Education Act

## **POLICY MAKING**

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

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

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

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

1. Planning

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

2. Development

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

3. Implementation

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

4. Evaluation

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

### **Specifically**

1. Suggestions or recommendations in regard to new or existing policy may be made to the Director at any time. Such suggestions or recommendations shall be submitted in writing to the Director and include a brief statement of purpose or rationale.
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 In developing policy recommendations the Director will consult regarding policies directly affecting the welfare or working conditions of non-teaching staff members. Consultation will take place with one or more of the following:
    - 4.1.1 Supervisors of the group directly concerned
    - 4.1.2 Individuals of the group concerned or
    - 4.1.3 An ad hoc committee comprising the supervisor(s) or members of the group concerned. Such committee to be formed at the discretion of the Director.
  - 4.2 In developing policy recommendations the Director will consult regarding policies directly affecting the welfare or working conditions of teachers. Consultation will take place at the Division level via e-mail to staff, or at the school level, with draft policies presented at staff meetings by the Director or designate, or Principals. Staff comments and recommendations regarding the draft policies will be forwarded in writing by the Principal to the Director, or forwarded in writing to the Director by any staff member.
  - 4.3 The Director may, at his discretion, ask others to participate in consultation meetings.
  - 4.4 The Director will determine the time and place for consultation.
5. When appropriate, the Director shall seek legal advice on the intent and wording of the policy.
6. After research and appropriate consultation, the Director will present to the Board, in closed session, a draft policy. This phase of the policy development process will afford the Board an opportunity to ask questions about the rationale and content of the draft policy and to conclude if the policy were acceptable.

Following "preliminary discussion", the Board may refer the draft policy back to the Director for revision or it could agree to carry the draft policy forward for consideration for "first reading".
7. First, second, and third reading of a proposed policy will be conducted at public meetings of the Board. Normally, successive readings will occur in consecutive meetings of the Board, however, with unanimous approval of the Board, more than

one reading may be given in a single meeting. Upon passage of Third Reading, the policy will be considered to have been formally approved.

8. In approving policy, the Board will always work from the broadest, most general statement of policy, and will proceed to develop progressively more specific policies until it is satisfied that it has achieved the degrees of definition necessary in the policy area under consideration.
9. Only those policies which are adopted and recorded in the minutes constitute the official policies of the Board.
10. 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.
11. The Board may request the Director to change an administrative procedure to a draft Board policy. In so doing, the Board will provide rationale.
12. The Director must develop administrative procedures as specified in Policy 11 and may develop such other procedures as deemed necessary for the effective operation of the Division; these must be in accordance with Board policies.
13. 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.
14. The Director must inform the Board in a Board agenda of any changes to administrative procedures.
15. 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 and to be distributed electronically to all Principals and Central Office staff.
16. The Board shall review each policy annually as part of its self-evaluation.
17. Any policy adopted by the Board may be amended or suspended in one of the following ways:
  - 17.1 By a majority vote of the members of the Board present at any regular meeting, provided notice of motion to amend the policy was given at the previous regular meeting of the Board or at a special meeting occurring not less than seven days before the meeting at which the proposed amendment or suspension is to be considered;
  - 17.2 By a majority vote of the members of the Board present at any special meeting called to consider policy statements;
  - 17.3 By a unanimous vote of all the members of the Board at meetings other than those included in 17.1 and 17.2 above.

Legal Reference: Section 74, 85, 87, 103, 109 Education Act

## **BOARD DELEGATION OF AUTHORITY**

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

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

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

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

### **Specifically**

1. The Director is directed to develop an Administrative Procedure to fulfill Board obligations created by any federal, provincial or local legislation which are not covered through Board policy.
2. The Board authorizes the payment of accounts for expenditures incurred within the approved budget and in accordance with Board Policy and Generally Accepted Accounting Principles.

Legal Reference: Section 85, Education Act

## **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 Welfare
  - 1.1 Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviors.
  - 1.2 Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division.
  - 1.3 Ensures the facilities adequately accommodate Division students.
  - 1.4 Acts as, or designates, the 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 the standards of education set by the Minister.
  - 2.3 Implements education policies established by the Minister and the Board.
3. Fiscal Responsibility
  - 3.1 Ensures the fiscal management of the Division by the Superintendent of Administration is in accordance with the terms or conditions of any funding received by the Board under the Education Act or any other applicable Act or regulation.
  - 3.2 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting 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 Monitors and improves the performance of all staff.
5. Policy/Procedures

- 5.1 Provides leadership in the planning, development, implementation and evaluation of Board policies and administrative procedures.
6. Director/Board Relations
  - 6.1 Establishes and maintains positive, professional working relations with the Board.
  - 6.2 Respects and honors the Board's role and responsibilities, and facilitates the implementation of that role as defined in Board policy.
  - 6.3 Provides the information which the Board requires to perform its role.
7. Continuous Improvement Planning & Reporting
  - 7.1 Leads the Continuous Improvement Planning process including the development of Division goals, budget, facilities and transportation plans and implements plans as approved.
  - 7.2 Involves the Board appropriately (Board approval of process and timelines; opportunity for Board establishment of strategic priorities and key results early in the process; final Board approval).
  - 7.3 Reports regularly on results achieved.
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 & Community Relations
  - 9.1 Takes appropriate actions to ensure open, transparent, positive external and internal communications are developed and maintained.
  - 9.2 Keeps the Board informed through provision of appropriate monitoring reports.
  - 9.3 Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the Division.
  - 9.4 Participates actively in community affairs in order to enhance and support the Division's mission.
  - 9.5 Acts as, or designates, the Head of the organization for the purposes of the Local Authority Freedom of Information and 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 (s)he works most directly in carrying out the directives of the Board and the Minister.
- 10.2 Develops and maintains positive and effective relations with provincial and regional government departments and agencies.

Legal Reference: Section 108, 109, 159, Education Act



# **DIRECTOR/CEO EVALUATION PROCESS, CRITERIA & TIMELINES**

---

Lloydminster Public School Division

June 2007

## Background

**ASBA was contracted by Lloydminster Public School Division to assist the Board and the Director in developing a proposed process, criteria and timelines document for a comprehensive Director/CEO evaluation.**

The Board initially appointed Dr. Michael Diachuk as acting Director from April 20, 2006 – June 30, 2006. He was appointed as Director July 1, 2006. The term of the contract is ongoing. There is no provision made in the contract for evaluation, but the Board and Director agree that regular evaluation of the Director is advisable.

The evaluation process, criteria and timelines as described in this document:

1. Provides for both growth and accountability, and the strengthening of the relationship between the Board and the Director. The written report will affirm specific accomplishments and will identify growth areas. Some growth goals will address areas of weakness while others will identify areas where greater emphasis is required due to changes in the environment.
2. Recognizes that the Director is the Chief Executive Officer. The Director is held accountable for work performed primarily by other senior administrators, e.g., fiscal management.
3. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses. The Performance Assessment Guide identifies the source of the evidence in advance, while the quality indicators describe expectations in regard to that evidence.
4. Is aligned with and based upon the Director's roles and responsibilities as per policy 12 in the Board Policy Handbook.
5. Is linked to the Division's goals. The Continuous Improvement Planning and Reporting section directly links the Director's performance to the continuous improvement planning and reporting process, which includes the Division's goals.
6. Sets out standards of performance. The quality indicators in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.
7. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations take into consideration the previous evaluation, and an assessment of the Director's success in addressing identified growth areas.

8. Uses multiple data sources. Objective data such as audit reports, Alberta Education and Saskatchewan Learning monitoring reports, and student achievement data are augmented with subjective data provided in district surveys.
9. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.
10. Ensures Board feedback is provided regularly.

### **Timelines for Evaluations**

---

Evaluations will be conducted in accordance with this document according to the following schedule:

<b>EVALUATION</b>	<b>BASED ON PERIOD</b>	<b>REPORT DELIVERED TO DIRECTOR</b>
First	July 1, 2006 – June 30, 2007	September 1, 2007
Second	July 1, 2007 – June 30, 2008	September 1, 2008
Third	July 1, 2008 – June 30, 2009	September 1, 2009
Fourth	July 1, 2009 – June 30, 2010	September 1, 2010

#### **A. Criteria for Evaluations**

The criteria for the first evaluation will be those set out in Appendix B1, the Performance Assessment Guide. In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide as listed or revised after each evaluation, plus any growth goals provided by the Board in previous written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities such as an increased emphasis on capital construction due to an increased number of approvals. The exception will be the Role Expectation “Leadership Practices”, which will only be included in every third evaluation. An external consultant will collect data relative to leadership practices by interviewing all principals and all “direct reports.” “Direct reports” are defined to be those individuals who report directly to the Director on the Division’s organizational chart.

Appendix B1 is the Performance Assessment Guide, which is intended to clarify for the Director performance expectations that are held by the corporate Board. This guide is also intended to be used by the Board to evaluate the performance of the Director in regard to each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

### **Recommended Board Motion**

1. That the Board approve the Director/CEO Evaluation Process, Criteria and Timelines and insert this Process, Criteria and Timelines document as Appendix A to Policy 12 in the Board Policy Handbook.
2. That the Director agrees in writing to the Director/CEO Evaluation Process, Criteria and Timelines.
3. That this letter of agreement is placed on file with the Board minutes in which the Board approved the Director/CEO Evaluation Process, Criteria and Timelines document.

### **Sample Performance Evaluation Segment**

---

To illustrate how the Performance Assessment Guide would facilitate the writing of the final report, the following might be a section of the written report relative to Fiscal Accountability:

#### **Role Expectation – Fiscal Accountability**

Based on a review of the external Audit Report, the Auditor's Management letter, and internal audit/monitoring reports of schools and departments, the Board commends the Director for ensuring that:

- ◆ Generally accepted accounting practices are being followed
- ◆ Adequate internal financial controls exist and are being followed
- ◆ 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
- ◆ Funds are expended as per approved budgets
- ◆ The Board is informed immediately regarding potential litigation
- ◆ The Board is informed annually about incurred liabilities

## **APPENDIX A1 – DIRECTOR/CEO ROLES AND RESPONSIBILITIES**

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 as per Policy 12 in the Board Policy Handbook are:

### **1. Student Welfare**

- 1.1 Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviors.
- 1.2 Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division.
- 1.3 Ensures the facilities adequately accommodate Division students.
- 1.4 Acts as, or designates, the 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 the standards of education set by the Minister.
- 2.3 Implements education policies established by the Minister and the Board.

### **3. Fiscal Responsibility**

- 3.1 Ensures the fiscal management of the Division by the Superintendent of Administration is in accordance with the terms or conditions of any funding received by the Board under the Education Act or any other applicable Act or regulation.
- 3.2 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting 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 Monitors and improves the performance of all staff.

### **5. Policy/Procedures**

- 5.1 Provides leadership in the planning, development, implementation and evaluation of Board policies and administrative procedures.

## **6. Director/Board Relations**

- 6.1 Establishes and maintains positive, professional working relations with the Board.
- 6.2 Respects and honors the Board's role and responsibilities, and facilitates the implementation of that role as defined in Board policy.
- 6.3 Provides the information which the Board requires to perform its role.

## **7. Continuous Improvement Planning & Reporting**

- 7.1 Leads the Continuous Improvement Planning process including the development of Division goals, budget, facilities and transportation plans and implements plans as approved.
- 7.2 Involves the Board appropriately (Board approval of process and timelines; opportunity for Board establishment of strategic priorities and key results early in the process; final Board approval).
- 7.3 Reports regularly on results achieved.

## **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 & Community Relations**

- 9.1 Takes appropriate actions to ensure open, transparent, positive external and internal communications are developed and maintained.
- 9.2 Keeps the Board informed through provision of appropriate monitoring reports.
- 9.3 Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the Division.
- 9.4 Participates actively in community affairs in order to enhance and support the Division's mission.
- 9.5 Acts as, or designates, the Head of the organization for the purposes of the Local Authority Freedom of Information and Privacy (LAFOIP) Act.

**APPENDIX B 1– PERFORMANCE ASSESSMENT GUIDE**

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

**APPENDIX B 1– PERFORMANCE ASSESSMENT GUIDE**

<b>Role Expectation: Educational Leadership</b>	<b>Director Evaluation Evidence</b>	<b>Quality Indicators</b>
<ul style="list-style-type: none"> <li>◆ Provides leadership in all matters relating to education in the Division.</li> <li>◆ Ensures students in the Division have the opportunity to meet the standards of education set by the Minister.</li> <li>◆ Implements education policies established by the Minister and the Board.</li> </ul>	<p style="text-align: center;"><b>Internal Report</b></p> <ul style="list-style-type: none"> <li>◆ Satisfaction survey information</li> <li>◆ Provincial Achievement Test results</li> <li>◆ Diploma results</li> <li>◆ Completion rates</li> <li>◆ Trends and Issues</li> <li>◆ Director recommendations to Continuous Improvement Planning process</li> </ul> <p><u>External Report</u></p> <ul style="list-style-type: none"> <li>◆ Feedback from Saskatchewan Learning re Continuous Improvement Plan</li> <li>◆ Leadership Practices Interviews (when done – every three years)</li> </ul> <p style="text-align: center;"><b>Direct Board Observation</b></p> <ul style="list-style-type: none"> <li>◆ Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>◆ The Director conducts an analysis of student success and ensures school principals develop action plans to address concerns</li> <li>◆ The Director identifies trends and issues related to student achievement to inform the Continuous Improvement Planning process</li> <li>◆ Parents and students are satisfied with levels of achievement</li> <li>◆ There is measurable improved student achievement over time</li> </ul> <ul style="list-style-type: none"> <li>◆ The Director ensures the Division’s academic results are published</li> </ul>

**APPENDIX B 1– PERFORMANCE ASSESSMENT GUIDE**

<b>Role Expectation:</b> <b>Fiscal Accountability</b>	<b>Director Evaluation Evidence</b>	<b>Quality Indicators</b>
<ul style="list-style-type: none"> <li>◆ Ensures the fiscal management of the Division by the Superintendent of Administration is in accordance with the terms or conditions of any funding received by the Board under the Education Act or any other applicable Act or regulation.</li> <li>◆ Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.</li> </ul>	<p style="text-align: center;"><b>Internal Report</b></p> <ul style="list-style-type: none"> <li>◆ Monthly reports</li> </ul> <p><u>External Report</u></p> <ul style="list-style-type: none"> <li>◆ Auditor’s Report</li> <li>◆ Auditor’s Management Letter</li> </ul> <p style="text-align: center;"><b>Direct Board Observation</b></p> <ul style="list-style-type: none"> <li>◆ Director confidential verbal communications to the Board showing notification of potential litigation</li> </ul>	<ul style="list-style-type: none"> <li>◆ Generally accepted accounting practices are being followed</li> <li>◆ Adequate internal financial controls exist and are being followed</li> <li>◆ 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</li> <li>◆ Funds are expended as per approved budgets</li> <li>◆ The Board is informed immediately regarding potential litigation</li> <li>◆ The Board is informed annually about incurred liabilities</li> </ul>

**APPENDIX B 1– PERFORMANCE ASSESSMENT GUIDE**

<b>Role Expectation: Personnel Management</b>	<b>Director Evaluation Evidence</b>	<b>Quality Indicators</b>
<ul style="list-style-type: none"> <li>◆ 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.</li> <li>◆ Monitors and improves the performance of all staff.</li> </ul>	<p style="text-align: center;"><b>Internal Report</b></p> <ul style="list-style-type: none"> <li>◆ Accountability Report</li> </ul> <p style="text-align: center;"><b>Direct Board Observation</b></p> <ul style="list-style-type: none"> <li>◆ Board observations</li> </ul>	<ul style="list-style-type: none"> <li>◆ Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisor processes</li> <li>◆ Models and expects commitment to personal and professional growth</li> <li>◆ Fosters and expects high standards of instruction and professional improvement</li> <li>◆ Provides for training of administrators and the development of leadership capacity within the Division</li> <li>◆ Follows Board personnel policies (Policy 16)</li> <li>◆ Models and expects high ethical standards of conduct</li> </ul>

**APPENDIX B 1– PERFORMANCE ASSESSMENT GUIDE**

<b>Role Expectation: Policy</b>	<b>Director Evaluation Evidence</b>	<b>Quality Indicators</b>
<ul style="list-style-type: none"> <li>◆ Provides leadership in the planning, development, implementation and evaluation of Board policies and administrative procedures.</li> </ul>	<p style="text-align: center;"><b>Internal Report</b></p> <ul style="list-style-type: none"> <li>◆ Policies in manual and revisions this past year</li> </ul> <p style="text-align: center;"><b>Direct Board Observation</b></p> <ul style="list-style-type: none"> <li>◆ Direct observation of Board policy development process</li> </ul>	<ul style="list-style-type: none"> <li>◆ The Director appropriately involved individuals and groups in the administrative procedure development process</li> <li>◆ Taking leadership in bringing policies to Board for review</li> <li>◆ Administrative procedures are adhered to - ensures this is happening</li> <li>◆ Timeliness of administrative procedure revision</li> <li>◆ The Director demonstrates a knowledge of and respect for the role of the Board in policy processes</li> </ul>

**APPENDIX B 1– PERFORMANCE ASSESSMENT GUIDE**

<b>Role Expectation: Director/Board Relations</b>	<b>Director Evaluation Evidence</b>	<b>Quality Indicators</b>
<ul style="list-style-type: none"> <li>◆ Establishes and maintains positive, professional working relations with the Board.</li> <li>◆ Respects and honors the Board’s role and responsibilities, and facilitates the implementation of that role as defined in Board policy.</li> <li>◆ Provides the information which the Board requires to perform its role.</li> </ul>	<p style="text-align: center;"><b>Internal Report</b></p> <ul style="list-style-type: none"> <li>◆ Action Update sheets</li> </ul> <p style="text-align: center;"><b>Direct Board Observation</b></p> <ul style="list-style-type: none"> <li>◆ Board agendas</li> <li>◆ Board meetings</li> <li>◆ Committee meetings</li> <li>◆ Listing of issues and background information</li> <li>◆ Director e-mails and phone calls</li> </ul>	<ul style="list-style-type: none"> <li>◆ The Director implements Board directions with integrity in a timely fashion</li> <li>◆ The Director provides support to the Board re: lobby efforts on behalf of the Division</li>   <li>◆ Board agendas are prepared and distributed to trustees in sufficient time to allow for appropriate trustee preparation for the meeting</li> <li>◆ The Director keeps the Board informed about Division operations</li> <li>◆ The Director provides the Board with balanced, sufficient, concise information and clear recommendations in agendas</li> <li>◆ The Director interacts with the Board in an open, honest, pro-active and professional manner</li> <li>◆ Ensures high quality management services are provided to the Board</li> <li>◆ The Director provides the Board with correspondence directed to the Board or trustees</li> </ul>

**APPENDIX B 1– PERFORMANCE ASSESSMENT GUIDE**

<b>Role Expectation: Continuous Improvement Planning &amp; Reporting</b>	<b>Director Evaluation Evidence</b>	<b>Quality Indicators</b>
<ul style="list-style-type: none"> <li>◆ Leads the Continuous Improvement Planning process including the development of Division goals, budget, facilities and transportation plans and implements plans as approved.</li> <li>◆ Involves the Board appropriately (Board approval of process and timelines; opportunity for Board establishment of strategic priorities and key results early in the process; final Board approval).</li> <li>◆ Reports regularly on results achieved.</li> </ul>	<p style="text-align: center;"><b>Internal Report</b></p> <ul style="list-style-type: none"> <li>◆ Budget process and timelines and approved expenditures</li> <li>◆ Facilities Planning</li> <li>◆ Continuous Improvement Process and Timelines approved by the Board</li> </ul> <p style="text-align: center;"><u>Direct Board Observation</u></p>	<ul style="list-style-type: none"> <li>◆ The continuous improvement planning process involves appropriate stakeholder input and results in high stakeholder satisfaction</li> <li>◆ Facility project budgets and construction schedules are followed or timely variance reports are provided to the Board</li> <li>◆ Develops Continuous Improvement Plan to meet the needs of the Division and provide for continuous improvement</li> <li>◆ Strategies are implemented to achieve “key results” identified by the Board.</li> <li>◆ “Key results” identified by the Board are reported</li>   <li>◆ The budget and Continuous Improvement Plan are developed according to a timeline which ensures the Board’s ability to provide direction and revise priorities</li> </ul>

**APPENDIX B 1– PERFORMANCE ASSESSMENT GUIDE**

<b>Role Expectation: Organizational Management</b>	<b>Director Evaluation Evidence</b>	<b>Quality Indicators</b>
<ul style="list-style-type: none"> <li>◆ Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.</li> <li>◆ Reports to the Minister with respect to matters identified in and required by the Education Act.</li> </ul>	<p style="text-align: center;"><b>Internal Report</b></p> <ul style="list-style-type: none"> <li>◆ Director reports to the Board</li> <li>◆ Three-Year Technology Plan</li> </ul> <p><u>External Report</u></p> <ul style="list-style-type: none"> <li>◆ Saskatchewan Learning Letter</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ensures Divisional compliance with all Saskatchewan Learning and Board mandates (timelines and quality)</li> <li>◆ Effectively manages time and resources</li> <li>◆ Ensures contracted services (e.g., labour and legal) meet quality expectations of the Board</li> <li>◆ Use of technology is effective and efficient</li> </ul>

**APPENDIX B 1– PERFORMANCE ASSESSMENT GUIDE**

<b>Role Expectation: Communications &amp; Community Relations</b>	<b>Director Evaluation Evidence</b>	<b>Quality Indicators</b>
<ul style="list-style-type: none"> <li>◆ Takes appropriate actions to ensure open, transparent, positive external and internal communications are developed and maintained.</li> <li>◆ Keeps the Board informed through provision of appropriate monitoring reports.</li> <li>◆ Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the Division.</li> <li>◆ Participates actively in community affairs in order to enhance and support the Division’s mission.</li> <li>◆ Acts as, or designates, the Head of the organization for the purposes of the Local Authority Freedom of Information and Privacy (LAFOIP) Act.</li> </ul>	<p style="text-align: center;"><b>Internal Report</b></p> <ul style="list-style-type: none"> <li>◆ Satisfaction survey data</li> </ul> <p style="text-align: center;"><b>Direct Board Observation</b></p>	<ul style="list-style-type: none"> <li>◆ Facilitates effective home-school relations</li> <li>◆ Manages conflict effectively</li> <li>◆ Ensures information is disseminated to inform appropriate publics</li> <li>◆ Works cooperatively with the media to represent the Board’s views/positions</li> <li>◆ Promotes positive public engagement in the Division</li> <li>◆ Meetings of Neighbouring Jurisdictions Committee</li>   <li>◆ Represents the Division in a positive, professional manner</li> </ul>

**APPENDIX B 1– PERFORMANCE ASSESSMENT GUIDE**

<b>Role Expectation: Leadership Practices</b>	<b>Director Evaluation Evidence</b>	<b>Quality Indicators</b>
<ul style="list-style-type: none"> <li>◆ Practices leadership in a manner that is viewed positively and has the support of those with whom (s)he works most directly in carrying out the directives of the Board and the Minister.</li> <li>◆ Develops and maintains positive and effective relations with provincial and regional government departments and agencies.</li> </ul> <p><b>**Note:</b> This Role Expectation will only be addressed every third evaluation.</p>	<p><u>External Report</u></p> <ul style="list-style-type: none"> <li>◆ Report of interviews with all of the principals</li> <li>◆ Report of interviews with Director’s “direct reports”</li> </ul>	<ul style="list-style-type: none"> <li>◆ Provides clear direction</li> <li>◆ Provides effective educational leadership</li> <li>◆ Establishes and maintains positive, professional working relationships with staff</li> <li>◆ Unites people toward common goals</li> <li>◆ Demonstrates a high commitment to the needs of students</li> <li>◆ Has a well-established value system based on integrity</li> <li>◆ Empowers others</li> <li>◆ Effectively solves problems</li> </ul>

## APPENDIX C1 – INTERVIEW GUIDE: CEO LEADERSHIP PRACTICES

### **Perceptions of Principals and Director “Direct Reports”**

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

**\*\*Note:** An external consultant will use this form to collect data.

## **APPEALS AND HEARINGS REGARDING STUDENT MATTERS**

### **Expulsion of a Student**

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

Specifically,

1. Where the Director or designate confirms or modifies a student suspension of 4 to 10 days duration, the Director shall forthwith report such suspensions to the Board in writing.
2. The Board may investigate the circumstances of the suspension submitted to it and, where it does investigate, it shall conclude the investigation before the end of the period of suspension ordered.
3. Where the Director recommends an extension of the suspension beyond ten days, the Board authorizes the Director to refer the matter to an ad hoc Discipline Committee composed of the Director or designate and at least two of the following:
  - 3.1 Board Chair or designate
  - 3.2 Vice-Chair or designate
  - 3.3 A trustee named by the Board Chair, or in the absence of the Board Chair, by the Vice-Chair.

The Director may refer the matter to the Board if circumstances and time appear to make this advisable.

4. The Discipline Committee shall:
  - 4.1 Investigate the suspension, on behalf of the Board;
  - 4.2 Be authorized to suspend a student for up to one year;
  - 4.3 Give notice of every investigation to the student and his or her parent or guardian;
  - 4.4 Provide an opportunity for the student and his or her parent or guardian to appear and make representations before the Committee.

Where the Committee makes a decision to expel a student, that decision:

- 4.5 Shall be made before the expiration of the suspension.
- 4.6 Shall be deemed to be a decision of the Board and shall have the same force and effect as if it were made by the Board;
- 4.7 Shall be reported immediately to the Board.

5. Further to Section 4, the Board, where it deems necessary, may by resolution expel a student from any or all of the schools in the Division for a period greater than one year provided the decision is based on:
  - 5.1 An investigation conducted under the provisions of Section 4 and where a unanimous decision to this effect is forthcoming from the Committee; or
  - 5.2 An investigation into the circumstances of the expulsion conducted by the Board and approved by a majority vote.
6. On the request of either the student or his or her parent(s)/ guardian(s) pursuant to Section 2 or 4, at the expiration of one year, the Board will review and reconsider the expulsion of the student; the Board may:
  - 6.1 Rescind the expulsion of the student;
  - 6.2 Admit the student to a school on those terms and conditions that the Board considers appropriate.
7. Throughout the above steps, the Director and designates shall be cognizant of the rights of the student and parent/guardian as provided for in legislation.

### **Special Education Review**

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

Specifically,

1. An independent student, or the parents/guardians of a student with a disability, shall have access to a review process in the event he/she disagrees with:
  - 1.1 The designation of the student or the failure to designate the student as having a disability;
  - 1.2 The placement of the student;
  - 1.3 The program provided to the student.
2. The right to a review is limited to decisions with educational or developmental implications for the student. The right for review does not apply where the disagreement with respect to the placement of the student is based on:
  - 2.1 Parental preference as to the location of the delivery of the program;
  - 2.2 Parental convenience;
  - 2.3 Other factors unrelated to the impact of the location of the educational instruction on the student's education and development;
  - 2.4 Location within an educational institution;

- 2.5 Any other reason that relates to or is similar in nature to those listed in clauses 2.1 to 2.4; or
  - 2.6 An allegation of discrimination pursuant to the Human Rights Code or the Canadian Charter of Rights and Freedoms.
3. At any stage of the review the student or the parents/ guardians of the student may choose to be accompanied by a friend, or other person of their choice.
  4. The Director or designate may make any interim decision he/she considers necessary pending the decision of the review. During the appeal and review period, the parents have the right to either have their child exempted from school or have him/her remain in the initial placement until the dispute is settled.
  5. The Division will attempt to make every effort to resolve a designation, placement and/or program decision in a manner amicable to the student, parents/guardians and the Division. The following steps outline the initial action that is required prior to requesting a formal review process:
    - 5.1 The student or parents/guardians shall discuss the decision in question with the teacher(s) and the in-school administration;
    - 5.2 If there is no resolution, the student or parents/guardians shall request that the Director review the designation, placement or program decision;
    - 5.3 If there is no resolution, prior to initiating a review, the Director will invite the Regional Superintendent of Special Education to facilitate a resolution.
    - 5.4 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 ten 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 used to establish the neutral third party;
      - 6.2.3 The expenses the Board will cover; and
      - 6.2.4 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. A review of the original decision will be conducted by a person not involved in that decision, i.e., a neutral third party. The neutral third party precludes the appointment of student/parent(s)/guardian or an employee/trustee of the Division to that position.
  - 7.1 Within 10 school days of receiving the request for a review, the Director will arrange a meeting date with the individual requesting the review to determine the neutral third party. Note: The neutral third party must be a person acceptable to both parties.
  - 7.2 To select a neutral third party, the following process will be used:
    - 7.2.1 The Director will nominate three persons to the student/parent(s)/guardian. The student/parent(s)/guardian will review the listing and determine if one of the persons from the Director's listing is a suitable choice as a third party representative;
    - 7.2.2 If none of the three persons selected by the Director is acceptable to the student/parent(s)/guardian, the student/parent(s)/guardian will suggest three different candidates to the Director. The Director will review the suggested list and determine if a selection can be made;
    - 7.2.3 In the event that no agreement on the selection of a neutral third party can be reached, the review process is deemed to be frustrated and the student/parent(s)/guardian will be heard by the Board.
8. Within 30 school days of his/her appointment, the neutral third party will conduct the review and submit his/her report.
  - 8.1 Conducting the Review:
    - 8.1.1 The neutral third party will receive submissions from the student, the student's parent(s)/guardian and Division officials. These submissions may be supplemented by representations from other individuals called to the process by either the parents or the Director or designates.
    - 8.1.2 All written information gathered will be shared with all parties.
    - 8.1.3 As part of the procedure, the neutral third part may call upon any person who has participated in the educational planning/decision-making process to clarify the issues around the original decision.
  - 8.2 Submitting a Report:

The neutral third party will submit report copies to the Board, the individual requesting the review, and the Director. The report will include an analysis of the situation under review and will make appropriate recommendations.
  - 8.3 Submitting Counter Views:

Either interested party upon receiving the neutral third party's report may submit a written response to that report to the Board prior to the next regular meeting of the Board.

#### 8.4 Board Decision:

- 8.4.1 The Board will receive the neutral third party's report and any counter view written by either of the interested parties at the next regular meeting of the Board;
- 8.4.2 After due consideration of all information presented, the Board will render its decision;
- 8.4.3 The decision, with reasons, will be forwarded in writing to the individual requesting the review with copies to the Director and designates;
- 8.4.4 The final decision rests with the Board.

#### 9. Other Considerations

##### 9.1 Costs

- 9.1.1 The Division will assume the costs of the neutral third party, for costs associated with persons appearing on behalf of the Division and for research and presentations on its behalf.
- 9.1.2 Parent(s)/guardian will pay for costs associated with persons appearing at their request and for research and presentations they gather or commission.

##### 9.2 School Attendance:

During the review period, following consultation with the parent(s)/guardian, the Director may exempt the child in question from school attendance or may have the child remain with the initial designation, placement or program until the dispute is settled.

##### 9.3 Board Hearing:

In the event the third party review process is frustrated the following procedure will followed:

- 9.3.1 Within thirty school days of the process being frustrated, the Board will make provisions for both interested parties to present, in closed session, written and/or oral briefs to the Board at a regular meeting. The student/parent(s)/guardian may present their case first with clarifying questions being asked by trustees. Division personnel will present their case second with clarifying questions being asked by trustees. Although not intended to be a debate, the student/parent(s)/guardian may have the last word prior to the Board deliberating in isolation from both interested parties. If the Board requires further clarification or elaboration from either interested party, such undertakings will take place with both interested parties in attendance.
- 9.3.2 After duly considering all information presented, the Board will communicate its decision and supporting reasons to both interested parties. This may occur orally, if possible, followed with a written response to both parties outlining the decision with reasons. The decision of the Board is final.

## All Other Student Matters

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

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

Specifically,

1. Prior to a decision being appealed to the Appeal Committee, it must be appealed to the Director.
2. Parents of students, and independent students, have the right to appeal to the Appeal Committee a decision of the Director. The Director must advise parents and students of this right of appeal.
3. The appeal to the Appeal Committee must be made within 5 days from the date that the individual was informed of the Director's decision. The appeal must be filed in writing and must contain the name of the party filing the appeal, the date, the matter at hand, and the reason for the appeal.
4. Parents, or students as above, when appealing a decision to the Appeal Committee, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.
5. The hearing of the appeal must be scheduled so as to ensure that the person making the appeal and the Director, or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.
6. The appeal will be heard in-camera, with specified individuals in attendance.
7. The appeal hearing will be conducted in accordance with the following guidelines:
  - 7.1 The Chair will outline the purpose of the hearing, which is to provide:
    - 7.1.1 An opportunity for the parties to make representation in support of their respective positions to the Appeal Committee. This information may include expert medical, psychological and educational data and may be presented by witnesses;
    - 7.1.2 The Committee with the means to receive information and to review the facts of the dispute;
    - 7.1.3 A process through which the Committee can reach a fair and impartial decision.
  - 7.2 Notes of the proceedings will be recorded for the purpose of the Board's records.

- 7.3 The Director and/or staff will explain the decision and give reasons for the decision.
- 7.4 The appellant will present the appeal and the reasons for the appeal and will have an opportunity to respond to information provided by the Director and/or staff.
- 7.5 The Director and/or staff will have an opportunity to respond to information presented by the appellant.
- 7.6 Committee members will have the opportunity to ask questions or clarification from both parties.
- 7.7 No cross-examination of the parties shall be allowed, unless the Chair deems it advisable under the circumstances.
- 7.8 The Committee will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The recording secretary will remain in attendance. The Committee may have legal counsel in attendance.
- 7.9 If the Committee requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.
- 7.10 The Committee decision and the rationale for that decision will be communicated to the appellant by telephone and by double-registered letter within three days of the hearing.

Legal Reference: Section 141, 142, 150, 151, 152, 153, 154, 155, 158, 175, 186, 186.1, 231, Education Act  
Regulations 48, 49, 50, 50.1, 52  
Human Rights Code  
Canadian Charter of Rights and Freedoms

## **HEARINGS ON TEACHER MATTERS**

The Director may make a recommendation to the Board to terminate a contract of employment with a teacher or to terminate a designation of a teacher. In terminating a contract of employment or a designation, the Board shall act reasonably.

The Director may suspend a teacher from the performance of the teacher's duties.

The teacher may appeal such actions to a Board of Reference.

Specifically:

### **Termination of Contract or Designation**

1. When the Director has decided to make a recommendation to the Board to terminate a teacher's contract, or terminate a designation, the Director shall forward that recommendation;
  - 1.1 To the teacher, not less than 14 days before the scheduled date of the meeting at which the recommendation shall be considered; and
  - 1.2 To the trustees, through the recording secretary, in accordance with the practice for regular Board meetings.
  - 1.3 All supporting documentation and the names of any witnesses to be called shall be forwarded by the Director to the teacher not less than 14 days before the date of the hearing.
  - 1.4 The notice to the teacher must state that the teacher may apply at any time within 10 days after receipt of the notice for an opportunity to attend a meeting of the Board to show cause why the contract of employment should not be terminated, or amended, as the case may be.

### **Suspension**

1. A teacher wishing to appeal a suspension to the Board must submit a request in writing to the Superintendent of Administration with a copy being provided to the Director, within one week of receipt of the notice of suspension.
2. The Board shall meet to hear the appeal within three weeks of having received the written request from the teacher.
3. The Superintendent of Administration shall advise the teacher in writing of the date, time and location of the Board meeting at which the appeal will be heard.

## **Provision of Information**

1. Any written materials the teacher or the Director wishes trustees to consider must be submitted to the recording secretary not less than four days prior to the scheduled date of the meeting. The recording secretary will provide copies to the trustees, the Director, and the teacher.
2. The teacher or the Director may be accompanied by counsel or other representative, and may bring witnesses if, not less than four days prior to the scheduled date of the meeting, the following is provided by the teacher or the Director in writing:
  - 2.1 The names of counsel, other representatives, and any witnesses; and
  - 2.2 An explanation satisfactory to the Board Chair as to why the witnesses' evidence may not be adequately presented in writing.

## **Procedure at Hearings**

1. Notes of the proceedings will be recorded for the purposes of the Board's records.
2. The Director and the teacher shall be given an opportunity to make introductory and closing statements.
3. If the Director considers it necessary to have witnesses appear on behalf of the recommendation, they shall be called to appear prior to the teacher making any representations.
4. Trustees shall ask questions of a witness only after the party calling the witness has completed its presentation.
5. The presentation of the teacher's case shall commence after the Director has presented his/her evidence.
6. After the teacher's closing statement, the Director shall have an opportunity to respond to information presented by the teacher.
7. Trustees will have the opportunity to ask questions or clarification from both parties.
8. No cross-examination of witnesses shall be allowed, unless the Board Chair deems it advisable.
9. The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The recording secretary will remain in attendance. The Board may have legal counsel in attendance.
10. If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.

11. The Board decision will be communicated to the teacher by telephone and confirmed in writing following the hearing.

Legal Reference: Section 199, 201, 202, 209, 210, 213, 214, 215, 216, 217, 217.1, 221, Education Act

## **SCHOOL CLOSURE/GRADE DISCONTINUANCE**

The Board believes that circumstances may arise that make it necessary to examine the viability and appropriateness of the continued operation of a school or selected grade levels within a school.

It is the intent of the Board to ensure that consideration of closure and the closure process complies in all respects with the *Education Act*, as amended from time to time.

### **Specifically**

1. The Board may
  - 1.1 Close a school permanently or for a specified period of time;
  - 1.2 Discontinue one or more grades or years taught in a school;
2. The Board shall consider closure of a school when any one or more of the following conditions exists:
  - 2.1 In the opinion of the Director, student enrolment numbers in a school do not allow for programming which is effective and efficient, and which provides value for money spent;
  - 2.2 Enrolment projections indicate the possibility that future enrolment numbers in the school may not allow for programming which is effective and efficient, and which provides value for money spent;
  - 2.3 The cost of keeping the school in operable condition or restoring it to operable condition is deemed by the Board to be unreasonably high;
  - 2.4 Keeping the school open is deemed by the Board to pose a threat to the health or welfare of students, staff, or the public; or
  - 2.5 The fiscal health of the Division, in the opinion of the Board, can be significantly improved by making more efficient use of school space in the provision of programming.
3. After receiving information from the Director that conditions outlined in procedure 2 apply to a school, the Board at a regular meeting, shall provide details of the specific school or portion of the school that it has identified as a possible candidate for closure.
4. Once the Board has identified a school or portion thereof as a possible candidate for closure, it shall require the Director to prepare a facility viability report which shall address:
  - 4.1 How the closure or grade discontinuance would affect the attendance area defined for that school;

- 4.2 How the closure or grade discontinuance would affect the attendance at other schools;
  - 4.3 The number of students who would need to be relocated as a result of the closure or grade discontinuance;
  - 4.4 The need for, and extent of, busing;
  - 4.5 Program implications for other schools and for the students when they are attending other schools;
  - 4.6 The educational and financial impact of closing the school or discontinuing the grades, including the effect on operational costs and capital implications;
  - 4.7 The educational and financial impact if the school were to remain open;
  - 4.8 The capital needs of the schools that may have increased enrolment as a result of the closure or grade discontinuance;
  - 4.9 The proposed use of the school building, if the entire school is to be closed.
5. The Board will require the Director and/or designate(s) to consult the School Community Council prior to the completion of the facility viability report. The Director must determine whether there is consent by the School Community Council for the possible Board action.
  6. The Board will review the facility viability report and will use the information it contains to decide whether to proceed to formally consider the potential closure.
  7. Should the Board decide to pursue formal consideration of closure or grade discontinuance, a notice of motion of this intention will be made at a regular meeting of the Board.
  8. Following the notice of motion, the Board will communicate, in writing, to the parent of every child in the school the fact and the implications of the notice of motion. This communication shall address all of the items specified in procedure 4 above and the time and location of the public meeting referred to in procedure 9 below. Each of the items from procedure 4 will be specifically addressed under individual headings for each item.
  9. Where the Board is considering closure of a school or discontinuance of grades or year taught in a school, the Board
    - 9.1 shall organize and convene a public meeting for the purpose of discussing:
      - 9.1.1 The closure or discontinuance and implications of the closure or discontinuance for the students, for the community and for the school system;
      - 9.1.2 Implementation plans for the closure or discontinuance; and
      - 9.1.3 Alternatives to the closure or discontinuance.
    - 9.2 May hold other meetings with respect to the closure or discontinuance at times and places as the Board may determine.

10. The date and place of the public meeting referred to in procedure 9 shall be
  - 10.1 Posted in five or more widely-separated conspicuous places in the area the school affected by the proposed closure or discontinuance, for a period of at least ten days before the date of the public meeting;
  - 10.2 Posted in the Division office; and
  - 10.3 Advertised in a newspaper circulating within the area affected by the proposed closure or discontinuance, on at least one occasion, as close as is practicable to the date of the meeting.
11. The Board shall ensure that minutes of all public meetings held under this policy are prepared.
12. The Board shall give due consideration to any submissions on the proposed closure or discontinuance that it receives after the public meeting referred to in procedure 9. Submissions made against the proposed closure or discontinuance are to include preferred alternatives. Further, to the extent reasonably possible, the Board will facilitate persons making such submissions an opportunity to meet with the Board to present their response, and to discuss issues or ask questions of the Board.
13. The Board shall not make a final decision on the proposed closure or discontinuance until at least three (3) months have passed since the date of the public meeting referred to in procedure 9.
14. The Board shall, by resolution, decide whether to close the school.
15. The Board's debate and vote on the Notice of Motion shall take place only after all procedures in this policy have been completed, and must occur at least three (3) months prior to the effective date of the closure or discontinuance. The effective date must occur during the summer break.
16. In the event that the School Community Council has expressed consent for the possible Board action, the timeline outlined in procedure 13 may be shortened.

Legal Reference: Section 85, 87, 347 Education Act

## **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, 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.
2. The Board has the sole authority to recruit and select an individual for the position of Director.
3. The following process will be followed for the Assistant Directors and the Superintendent of Administration positions:
  - 3.1 The Director shall be responsible for the creation of a short list of candidates for the positions.
  - 3.2 The Board and the Director shall constitute the selection committee.
  - 3.3 The selection committee will attempt to achieve consensus. In the event this is not possible, the successful candidate must be supported by a clear majority of the selection committee. The Director must be one of the votes in the majority.
  - 3.4 These positions shall have a role description and the person occupying the position shall have a written continuous contract of employment.
4. The Director is delegated full authority to recruit and select staff for all central office positions other than those outlined above.
5. The Director is delegated full authority to recruit and select staff for all school-based positions, including those of Principal and Vice-Principal.
6. All vacant administrative positions must be advertised and filled through an open competition.
7. 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.

Legal Reference: Section 85, 87, 108, 109, 110, Education Act

## **SCHOOL COMMUNITY COUNCILS**

The Board believes that parental and community involvement is essential to successfully promote and achieve the goals of education. Under the direction of the Principal, each school will establish a School Community Council to develop shared responsibility for learning success and well-being of children and youth; to encourage and facilitate parent and community engagement in school planning and improvement processes, and establish effective communication among the home, school and community.

### **Specifically**

1. The Director will be responsible to:
  - 1.1 Establish a constitution consistent for all schools within the Division.
  - 1.2 Ensure that each school establishes a School Community Council by October 30 of each school year.
  - 1.3 Provide adequate resources to establish School Community Councils.
  - 1.4 Provide central office support to facilitate the annual fall elections of School Community Councils.
  - 1.5 Monitor each school to ensure that schools operate within the regulations and guidelines established by Saskatchewan Learning and the Division.
  - 1.6 Communicate regularly with School Community Council executives.
2. Principals are responsible to provide leadership to:
  - 2.1 Communicate to parents and community members details about the establishment of School Community Councils.
  - 2.2 Establish a date for the School Community Council Executive election to occur prior to October 30.
  - 2.3 Ensure that guidelines established in the constitution are adhered to.
3. School Community Councils shall have the following as their primary purposes:
  - 3.1 To serve as an advisory group to the Principal and school community.
  - 3.2 Provide input for establishing guidelines for fundraising activities, school fees and Student Codes of Conduct within the limitations of Board policy and administrative procedures.
  - 3.3 Under the leadership of the Principal develop and approve an annual school improvement plan that is aligned with the Division's priorities and Continuous Improvement Plan.
  - 3.4 To stimulate by appropriate means participation by parents and the community generally in the improvement of educational services in the school.

- 3.5 To participate in planning and monitoring processes related to the school improvement plan.
  - 3.6 To make recommendations to the Principal to ensure the best possible education for the students in the school.
  - 3.7 To recommend to the Director proposals that may be considered for the improvement of the educational standards and opportunities in the Division.
4. Following are some basic assumptions and guidelines regarding effective School Community Councils:
- 4.1 The Principal is the key person in facilitating the work of Councils.
  - 4.2 Council programs are to vary in format to encourage the participation of its membership, e.g. small group, large group.
  - 4.3 Most parents are primarily concerned with issues and decisions that relate directly to students' programs at the school level.
  - 4.4 Leadership in-service activities will be made available to members of the School Community Councils.
  - 4.5 The membership of Councils requires feedback on what has happened to their recommendations and proposals.
  - 4.6 Principals are to encourage staff to be aware of the need to be receptive to parents who wish to influence decision-making at the school.
  - 4.7 Principals shall initiate activities at the school level designed to promote communication between the school and the home, and the school and the community.
  - 4.8 Some methods the Principal may use to promote communication are:
    - 4.8.1 Adult volunteers
    - 4.8.2 News bulletins and newsletters
    - 4.8.3 Parent-teacher conferences
    - 4.8.4 School visitations
    - 4.8.5 School displays
    - 4.8.6 School handbooks
  - 4.9 The Director will develop a model for a School Community Council constitution which describes the purposes, structure, and relationships between the Council and the Principal, and the Council and the Board.
  - 4.10 The Director will implement a systematic plan of leadership in-service to assist School Community Councils as required.
  - 4.11 In order to facilitate communication with the Board, the following will occur:
    - 4.11.1 The names of trustees will be forwarded to every School Community Council in the Division.

- 4.11.2 The Director will inform the School Community Council that individual trustees would be pleased to attend Council meetings. When a Council desires a trustee to attend a meeting, the request is to be made to the Director or Board Chair.
- 4.11.3 The Director will announce Board meeting dates through the media and encourage Principals to inform the parents and community through newsletters.
- 4.12 The delegation process at regular or special Board meetings provides opportunities for individuals or groups to address the Board and for the Board to receive items of interest from its constituents.

Legal Reference: Section 140.1, 140.2, 140.3, 140.4, 140.5 Education Act

## **CHANNELS OF COMMUNICATION**

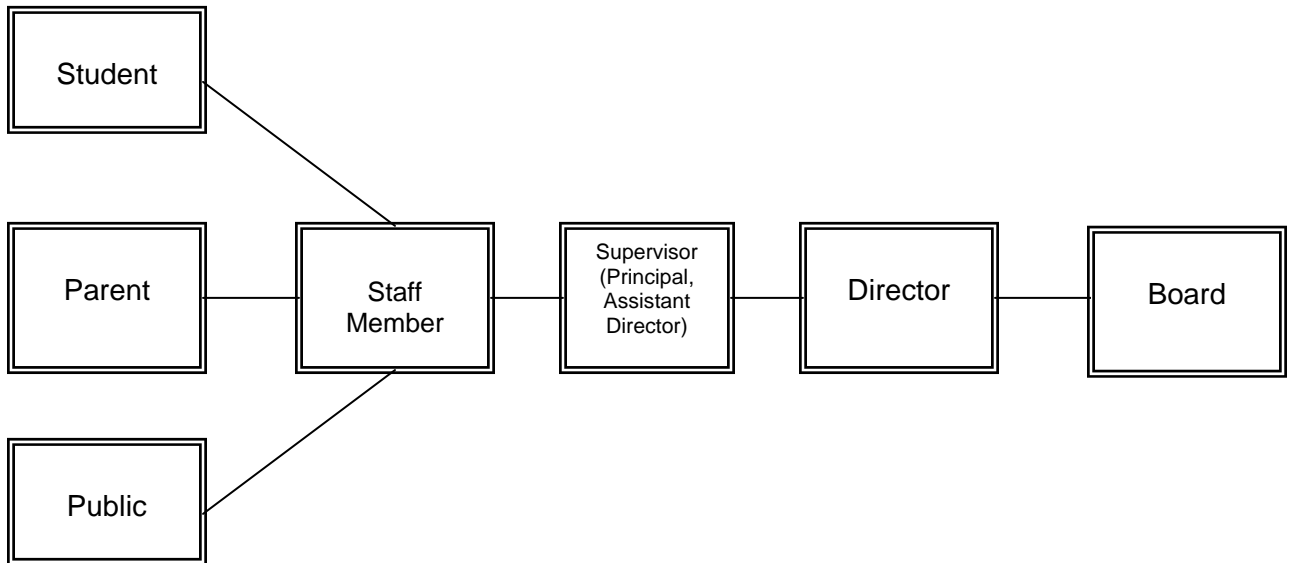
The Board of Education believes that open communication between itself and the Division stakeholders is fundamental to the education of students and the successful operation of the Division. The Board believes that engaging stakeholders in dialogue about issues and decisions which affect them will build trust, understanding and commitment to the Board's goals.

The Board believes it is the right of stakeholders to make inquiries into the operations of the Division. Issues of confidentiality may determine the type of information that may be released or discussed in response to an inquiry.

The Board recognizes that from time to time, concerns regarding the operations of the Division will arise. The Board believes that constructive criticism can assist in improving the quality of the programs, and in meeting individual student needs more effectively. An effective communications plan is critical to developing credibility with staff and the community it serves. The Board must provide reliable and credible information and establish means to invite and receive appropriate information. The Board of Education believes that the Division must be perceived as open and accessible to its stakeholders and employees.

1. The Director of Education shall serve as the spokesperson and primary contact for communications with the Division.
2. All official Board communications, policies and directives of interest to staff shall be communicated to staff members through the director of Education.
3. All formal communications or reports to the Board from division staff members shall be submitted through the Director.
4. The Director and Board shall meet annually with the Chairs of the School Community Councils.
5. The Director and Board may be invited to attend School Community Council meetings.
6. The Director and Board shall communicate with School Councils through their School Community Council Chairs and Principal.
7. Staff members wishing to inform the Board about activities and events in the school or request information from the Board shall normally do so through the Principal and/or Director.
8. Trustees and stakeholders shall respect the established channels of communication associated with the work of the Board.
9. Information about appropriate channels of communication shall be included in Parent and Student Handbooks.

10. Requests and concerns shall be addressed through the following channels:



11. Parent and Public inquiries should be directed to the Board employee(s) most directly involved in the operations in question. If the parent or member of the public is not satisfied with the response at that level he/she should be encouraged to follow the lines of authority through the direct supervisor and, if required, to the Director and then to the Board.
12. Trustees or administrators receiving complaints from stakeholders shall respect the appropriate lines of communication to the greatest extent possible. When dealing with complaints, the following process shall be followed:
- 12.1 Encourage the complainant to first discuss the complaint directly with the person against whom the complaint is made;
  - 12.2 Inform the complainant of the appropriate channels of communication if the matter remains unresolved;
  - 12.3 If the matter remains unresolved, the next contact shall be with the respondent's Principal or other supervisor, and then, if necessary, the Director.
  - 12.4 Failing resolution by the Director the complainant shall be advised of the Director's decision and appeal available to the Board of education.
  - 12.5 Upon completion of the review by the Board, the complainant shall be informed of the final resolution.

Reference: Education Act (1995) Section 134 (1) (a) (iii)

## **OUTREACH SCHOOL - Avery School (LEAP) – 6051103**

### **Policy**

The Board believes that Avery School (LEAP) – 6051103 will provide an outreach program and education to students for whom traditional school settings are unsuitable. The primary goal of Avery School (LEAP) – 6051103 is to assist students to obtain a high school diploma or equivalent in an alternative setting.

### **Guidelines**

#### **Eligibility**

- Avery School (LEAP) – 6051103 will serve the needs of students aged 12-19 years who are enrolled in grade 7-12.
- Programs will focus on those students who are unable to attend or benefit from a regular school program. These students may include at-risk students, dropouts, teenage parents, students with unique medical or health challenges, working students and others with unique needs or learning styles.
- When determining eligibility, the best interests of the individual student will be the deciding factor.
- Students may enroll in a partial program at Avery School (LEAP) – 6051103 while maintaining enrolment in other courses at their local high school.

#### **Attendance**

- Attendance exceptions at Avery School (LEAP) – 6051103 will vary depending on the needs and circumstances of each student. These expectations are set out in the individual student's plan or contract.

#### **Program**

- Avery School (LEAP) – 6051103 will follow the Saskatchewan Ministry of Education curriculum and may include locally developed junior high and/or senior high courses.
- The program will provide students with enhanced educational services that are in addition to distance learning courses and materials. Examples of these services include: personal and career counselling, conflict resolution, time management, anger management training and study skills.
- Individual programs will be based on an assessment of individual student needs and created in consultation with the student and his/her parents.
- Students, in consultation with professional staff, will have the primary responsibility to develop and implement their own individual program.
- Avery School (LEAP) – 6051103 will provide the equivalent of 25 hours of access to a certificated teacher for each credit offered.

### **Performance and Evaluation**

- Students are expected to meet standards of performance consistent with those established by the Saskatchewan Ministry of Education.
- The pace of student learning will be set by each individual student in consultation with professional staff.
- Performance goals will be established by the student in consultation with professional staff, consistent with the student's determined potential.
- Students will be evaluated on a regular basis using appropriate evaluation approaches as well as through achievement tests and diploma examinations, when appropriate.
- If a student is not experiencing success at Avery School (LEAP) – 6051103, his/her program will be reviewed and modified, or other program options will be explored.

### **Administration**

- Responsibility for administration of Avery School (LEAP) – 6051103 will rest with the designated principal.
- All policies, guidelines and procedures of Lloydminster Public School Division will be adhered to.
- Staff of Avery School (LEAP) – 6051103 will work closely with external support agencies to help serve the needs of Outreach students.