Saskatchewan Rivers Public School Division

Excellence for Every Learner

BOARD POLICY HANDBOOK

Saskatchewan Rivers Public School Division

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 of Education and the delegation of authority from the Board to the Director of Education, it includes the following as policies:

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

This Board Policy Handbook is intended to be supplemented by an Administrative Procedures Manual; the primary written document by which the Director of Education directs staff. The Administrative Procedures Manual must be entirely consistent with this Board Policy 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 of Education's executive or administrative duties.

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

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Policy 1

Foundation Statements

Vision

Pursuit of excellence, respect for diversity, and achievement for all.

Mission

Saskatchewan Rivers Public School Division strives for excellence in education and seeks to maximize each child's unique learning ability.

Motto

Excellence for Every Learner

Core Values

1. **Educational excellence:**
   - 1.1 Ensure excellence in academics, citizenship and character education;
   - 1.2 Maximize every student's ability to learn;
   - 1.3 Promote a school environment conducive to learning;
   - 1.4 Provide a broad base of current knowledge to students;
   - 1.5 Educate every student to be a citizen who is responsible, demonstrates integrity, respects themself and others and exhibits high self-esteem;
   - 1.6 Instill in students a sense of lifelong learning;
   - 1.7 Deliver a value-oriented education to students. Core values such as respect, responsibility, joy and excellence are highly regarded;
   - 1.8 Address the educational, cultural and spiritual needs of all students.
   - 1.9 Provide an education for students which will enable them to become responsible members of society.

2. **Human diversity:**
   - 2.1 Recognize ways in which human beings are both similar and different.
   - 2.2 Accept and respect differences in people and their unique circumstances; including, but is not limited to, gender identity, sexual orientation, age, ethnic origin, ancestry, culture, socio-economic status, religion, family status, and mental and physical ability;
   - 2.3 Subscribe to the fundamental principle that all persons are equal in dignity and rights;
   - 2.4 Foster cultural responsiveness;
   - 2.5 Promote everyone's right to equal concern and respect;
   - 2.6 Provide an environment which promotes and fosters growth, harmony and equality of opportunities for all students and staff member.

3. Community participation/engagement:

3.1 Recognize the home has an important role in building a learning community and is a genuine partner in education;
3.2 Develop effective partnerships;
3.3 Follow an integrated services model that includes human services agencies as partners in education;
3.4 Enhance relationships with community partners and the business sector;
3.5 Build and maintain trusting relationships among home, school, and community.

4. Responsible governance:

4.1 Provide leadership and strategic direction;
4.2 Operate with integrity in an open, accountable and approachable fashion;
4.3 Consult and communicate regularly with students, School Community Councils and other stakeholders;
4.4 Make well informed, proactive, fiscally responsible decisions that reflect the needs of the community and the best interests of students;
4.5 Treat staff in a professional manner and value good staff morale.

5 Effective infrastructure and facilities:

5.1 Provide high quality, safe, and accessible facilities, transportation, equipment and technological resources.

Logo

Saskatchewan Rivers Public School Division
Excellence for Every Learner

The purpose of the Saskatchewan Rivers Public logo is to visually represent our brand and effectively communicate who we are as a division. The two rivers represent the North and South Saskatchewan Rivers which meet within the boundaries of the school division. The trees also refer to our location in the parklands area of the province. The word public is significant as it speaks to our commitment to serve all children in our area.
This logo may not be duplicated without express permission from the Division.

Legal Reference: Section 85, 87, *The Education Act, 1995*

Approved: May 5, 2014
Revised: November 26, 2018; June 5, 2023

Policy 2

ROLE OF THE BOARD

The Board is a body created by provincial legislation and it exercises its authority within *The Education Act, 1995* and its attendant Regulations. The Saskatchewan Rivers Public School Board is elected by the electors that support the Saskatchewan Rivers Public School Division. The Board is responsible for the following:

1. Accountability to Provincial Government

1.1 Act in accordance with all statutory requirements to implement provincial educational standards and policies.
1.2 Perform Board functions required by governing legislation and regulation.

2. Accountability to Community

2.1 Make decisions that reflect Saskatchewan Rivers Public Schools' vision, mission and core values and that represent the interests of the entire Division.
2.2 Establish processes and provide opportunities for information sharing with the community and for community input.
2.3 Identify key results and ensure annual reporting on these results.
2.4 Exhibit behaviours that reflect the Board's shared core values and Code of Ethics.
2.5 Provide for two-way communications between the Board and School Community Councils and between the Board and the community.
2.6 Provide governance oversight of the Enterprise Risk Management program by annually reviewing risks and mitigations steps.
2.7 Address the Truth and Reconciliation Commission's Calls to Action.

3. Continuous Improvement Planning and Reporting

3.1 Provide overall direction for the Division by developing, approving and monitoring the Strategic Plan and establishing annual priorities and key results.
3.2 Annually approve budget (driven by the Board priorities).
3.3 Identify accountability reports to be presented to the Board and through such reports monitor progress toward the achievement of key results.
3.4 Annually evaluate the effectiveness of the Division in terms of key results.
3.5 Approve Annual Report for distribution to the public.

4. Policy

4.1 Adhere to approved Board policy.
4.2 Identify the purpose to be achieved before creating a new policy.
4.3 Approve policy statements that achieve the purposes identified by the Board.
4.4 Conduct regular review of Board policies for currency and appropriateness.

5. Director / Board Relations

5.1 Select the Director.
5.2 Provide the Director with clear corporate direction.
5.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in *The Education Act, 1995.* 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.
5.4 Interact with the Director in an open, honest, respectful and professional manner.

5.5 Annually evaluate the Director in regard to the Director's job description as outlined Policy 13/Appendix A and additional Board direction unless mutually agreed by February 1 of the current evaluation year by both parties to not complete the evaluation. (i.e., hold Director accountable for results identified in the strategic plan.) The Board Chair will manage the scheduling.

5.6 Review Director's compensation as per contract.

6. Political / Advocacy

6.1 Develop/review an annual advocacy plan to support and implement the strategic plan.

7. Board Development

7.1 Develop a 4-year plan that begins within the first year of the Board's term. The plan is for trustee development to support the Division's strategic plan.

7.2 Annually evaluate Board effectiveness and review the plan.

8. Fiscal Accountability

8.1 Approve annually budget and ensure resources are allocated to achieve desired results.

8.2 Approve annually the Preventative Maintenance and Renewal Plan and amendments.

8.3 Review facilities master plan and establish long-range capital priorities.

8.4 Approve the submission of capital projects to the Ministry of Education.

8.5 Authorize, by resolution, the borrowing of required monies to cover necessary expenditures while waiting for revenues.

8.6 Appoint an auditor and set the terms of engagement.

8.7 Receive the audit report and the management letter and ensure quality indicators are met.

8.7 Monitor revenues and expenditures on a quarterly basis.

8.8 Set the mandate for employee group negotiations.

8.9 Review and approve the Trustee Remuneration Guidelines in the second year of the Board's term of office and other times as necessary.

8.10 Review and approve compensation for out-of-scope staff as per contracts.

8.11 Approve emergency expenditures over $100,000.00 in excess of the budget. (The Board authorizes the Director to approve emergency expenditures under $100,000.00.)

9. Appeals, Hearings, and Disclosures

9.1 Ensure there are accessible, fair and safe disclosure processes in place and monitored.

9.2 Ensure there are appropriate processes and effective trustee training and guidance to hear appeals and conduct hearings that may be required by legislation, regulation, or administrative procedures.

10. Selected Responsibilities

10.1 Acquire and dispose of land and buildings, including expropriation proceedings.

10.2 Review and approve real estate leases.

10.3 Initiate a community led process to name or rename of schools and other Board-owned facilities.

10.4 Obtain membership in the Saskatchewan School Boards Association & Public Section.

10.5 Approve of the purchase of Board memberships in non-educational associations.
10.6 Recognize students, staff and community.
10.7 Approve early resignation incentive formula for gratuities beyond the collective agreements.
10.8 Approve the school year calendar in accordance with the Board's stated interests.
10.9 Approve associate school status.
10.10 Approve school locations for French Immersion programming.
10.11 Approve Prekindergarten programs not funded by Saskatchewan Education.
10.12 Hear appeals.

Legal Reference: Sections 61, 85, 87, 277, 282, 283, *The Education Act, 1995*

Approved: May 5, 2014;
Revised: April 18, 2016, April 3, 2017, November 26, 2018; June 21, 2021; November 7, 2022; June 5, 2023; February 10, 2025; October 5, 2026

BOARD ANNUAL WORK PLAN

2026-27 Board Annual Work Plan

Policy 3

ROLE OF THE TRUSTEE

Trustees are elected in accordance with the *Local Government Election Act*. As democratically elected officials, trustees represent the public voice in Prekindergarten to grade 12 educational governance.

The role of the trustee is to contribute to the Board as it carries out its role in order to achieve its mission, vision, beliefs and commitments. 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. The Board Chair will write a letter to accompany the nomination package which outlines the dates and times for orientation sessions, organizational meetings and subsequent meetings in the first month.

1. The Board Chair, Vice-Chair in consultation with the Director will ensure the development and implementation of the Division's orientation program for newly elected trustees. This session will provide information on:
   - 1.1 Role of the trustee, the Board and the Director;
   - 1.2 Delegation of authority to the Director and related accountability mechanisms including Director of Education evaluation process criteria and timelines;
   - 1.3 Organizational structures and procedures of the Division, and governance tools used by the Board;
   - 1.4 The Board Policy Handbook, agendas and minutes;
   - 1.5 Existing Division initiatives, annual reports, budgets, financial statements and long-range plans;
   - 1.6 Division programs and services;
   - 1.7 Board's function as an appeal body; and
   - 1.8 Statutory and regulatory requirements, including responsibilities with regard to conflict of interest.
   - 1.9 The legacy document and Board annual work plan.
   - 1.10 Overview of Board committee structure and terms of reference committee template.

   New trustees are required to attend the Board developed orientation session(s).

2. The Division will provide financial support for trustees to attend Saskatchewan School Boards Association sponsored orientation seminars.

3. Incumbent trustees are encouraged to help newly elected trustees become informed about the history, functions, policies, procedures and issues.

Specific Responsibilities of Individual Trustees

The trustee shall:

1. Become familiar with Division policies and procedures, meeting agendas, and reports in order to participate in Board business.

2. Refer governance queries, issues and problems not covered by Board policy to the Board for corporate discussion and decision.

3. Refer administrative matters to the Director. The trustee, upon receiving a complaint from a parent or community member about school operations, will refer the parent or community member back to the school and will inform the Director of this action if administrative action is desired.

4. Keep the Board and the Director informed in a timely manner of all matters coming to his/her attention that might affect the Division.

5. Provide the Director with counsel and advice, giving the benefit of the trustee's judgment, experience and familiarity with the community.

6. Attend meetings of the Board; participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for the education of children within the Division.

7. Respectfully bring forward and advocate for local issues and concerns.

8. Accurately communicate the decisions of the Board and refrain from making any statements that may give the impression that such a statement reflects the majority decision of the Board when it does not.

9. When delegated responsibility, exercise such authority within the defined limits in a responsible and effective way.

10. Participate in Board/trustee development sessions so that the quality of leadership and service in the Division can be enhanced.

11. Share the materials and ideas gained from a trustee development activity with fellow trustees at the next available opportunity.

12. Strive to develop a positive learning and working culture both within the Board and the Division.

13. Participate in Board / trustee / Director of Education evaluations.

14. Attend School Community Council meetings as requested and/or when possible.

15. Attend significant Division or school functions when possible.

16. Become familiar with, and adhere to, the Trustee Code of Conduct.

17. Report any violation of the Trustee Code of Conduct to the Board Chair or to the whole Board during a closed session following the prescribed process for adding items to the agenda.

18. If a trustee receives a harassment complaint about the Director or other trustees, the trustee will redirect the complainant to the Board Chair.

Reference: Sections 85, 87, *The Education Act, 1995*
The Local Government Election Act

Approved: May 5, 2014
Revised: November 26, 2018; February 11, 2019; June 21, 2021; June 19, 2023; February 10, 2025

SERVICES, MATERIALS AND EQUIPMENT PROVIDED TO TRUSTEES

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

1. **Access to the following:**
   - *The Education Act, 1995*, The Education Regulations, and related documents.
   - Board Policy Handbook and Administrative Procedures Manual.
   - Current Division reports.
   - Robert's Rules of Order, Newly Revised, In Brief.
   - School year and meeting calendars.
   - Prince Albert and Area Teachers' Association Address Book, if available.
   - Saskatchewan School Boards Association (SSBA) and Canadian School Board Association membership services.

2. **Communications/Public Relations:**
   - Speaker's notes/talking points when requested.
   - Individual and Board photographs.

3. **Administrative/Secretarial Services:**
   - Conference registration and accommodation arrangements.
   - Information technology service and support on Division-owned devices.
   - Trustee business cards, upon request.

4. **Equipment:**
   - A Division approved and supported electronic equipment required for Board business. The equipment shall be returned to the Board upon completion of the term in office.

Policy 4

TRUSTEE CODE OF CONDUCT

The Board commits itself and its members to ethical and appropriate conduct. This includes proper use of authority, appropriate decorum, acknowledging conflict of interest and demonstrating respect when acting as members of the Board.

Specifically, trustees shall:

1. Be motivated by an earnest desire to serve their School Division to the best of their ability to meet the educational needs of all students.

2. Recognize that the expenditure of school funds is a public trust, and endeavour to see that the funds are expended efficiently, in the best interests of the students.

3. Not use their position for personal advantage or to the advantage of any other individual apart from the total interest of the school division, and resist outside pressure to so use their position.

4. Act with integrity and do everything possible to maintain the dignity of the office of a school board member.

5. Carry out their duties objectively, and consider all information and opinions presented to the Board in making their decisions, without bias.

6. Work with other Board members in a spirit of respect, openness, co-operation and proper decorum, in spite of differences of opinion that arise during debate.

7. Accept that authority rests with the Board and that they have no individual authority outside the Board and will abide by the majority decisions of the Board once they are made, but they shall be free to repeat the opinion that they upheld when the decision was made.

8. Express any contrary opinion respectfully and honestly, and without making disparaging remarks, in or outside board meetings, about other Board members or their opinions.

9. Communicate, and conduct their relationship with staff, the community, other school boards and the media in a manner that focuses on facts and respect.

10. Not divulge confidential information which they obtain in their capacity as a Board member and will not discuss those matters outside the meetings of the Board or the Board's committees.

11. Endeavour to participate in trustee development opportunities to enhance their ability to fulfill their obligations as a school board member.

12. Support the value of public education, and will endeavour to participate, and encourage the Board to participate, in activities that support or promote public education in Saskatchewan.

13. Devote time, thought and study to the duties of a trustee so that they may render effective and creditable service.

14. Conflict of Interest protocol is outlined in Appendix A – Conflict of Interest Protocol.

15. Consequences for the failure of individual trustees to adhere to the Trustee Code of Conduct are specified in Policy 4, Appendix B.

16. This policy and the sanctions contained in Appendix B do not deal with matters of trustee disqualification, forfeiture of office due to conflict of interest, or the ouster of a trustee as these are addressed in *The Education Act, 1995*.

Reference: SSBA Code of Ethics
Revised: November 26, 2018; June 5, 2023; April 14, 2025

CONFLICT OF INTEREST PROTOCOL

This protocol is intended to preserve and promote the reputation of both the Saskatchewan Rivers Public School Division Board of Education and the individual trustees. The purpose of this protocol is to give trustees clear direction in order to help identify and track potential conflict of interest situations and to reduce the risk of any potential conflict or perceived conflict. Conflict of interest is not the issue rather it is undeclared or undisclosed conflicts that are a problem and should be avoided; disclosure is the key.

A conflict of interest arises when a trustee has a private, financial, or material interest (for example, a transaction, contract, business opportunity, or employment) that the Board also has a material interest in.

Trustees should not have any private, financial, or material interest in contracts involving the Board.

A conflict of loyalty may arise when the interests of a board member has the potential to be at odds with the best interests of the Board (i.e., a trustee being an officer or employee of a major supplier, employee of a union representing the school division employees, a trustee having a close affinity with a party that could benefit or suffer loss from a transaction being considered by the Board.)

- A conflict of loyalty does not exist only when interests are at odds, but when there is the ***potential*** for interests to be at odds.
- A conflict of loyalty exists in the context of the ***best*** interests of the organization. This means that it is not sufficient for the organization to benefit, but how the decision is made is also of importance. It is important that the decision is made by the right individual or group, in an objective and informed manner, and according to all policies of the organization.
- Trustees are expected to follow the spirit and the intent of benefiting the organization, not just avoiding costs or losses to the organization.

Protocol Principles

In carrying out their duties, trustees of the Board of Education shall:

1. Private Interests
   Disclose fully any private interests that could be affected by the Board's actions or that could put the ethical practice of the Board at risk.

2. Public Interest
   Arrange their private affairs in a manner that will prevent real, potential or apparent conflicts of interest and loyalty from arising; but if such a conflict does arise between the private interests of an individual and the official duties and responsibilities of that individual, the conflict shall be disclosed and resolved in favor of the interest of the Board.

3. Preferential Treatment
   Not to step out of their official roles to assist private entities or persons in their dealings with the Board where this would result in preferential treatment to any person or organization.

   Trustees of the Board must not be compromised by an obligation to anyone who may benefit from special consideration with respect to Board matters.

4. Gifts and Benefits
   Not solicit or accept a transfer of economic benefit, other than incidental gifts, customary hospitality, or other benefits of nominal value (defined as less than $100.00 per year) from persons, groups or organizations having, or likely to have, dealings with the Board.

5. Insider Information
   Not knowingly take advantage of, or benefit from, material information that is not generally available to the public that is obtained in the course of their official duties and responsibilities.

   Trustee of the Board must not use their position or influence to secure employment, funding or special treatment for family members or business associates.

Process

Conflicted trustees shall refrain from participating in the matter further, including not voting on the consideration or approval of any contract, grant, award, contribution, construction project or situation involving a conflict, whether potential or apparent, which includes their participation, directly or indirectly. There will be two ways for trustees to declare a conflict of interest:

- Self-declaration by the trustee, this is ideal.
- Declaration made by another trustee toward the trustee that has the potential conflict. If this arises, details of why there is a perceived conflict will be given by the trustee bringing forward the conflict. The trustee that is accused of the perceived conflict will either accept that they are in conflict and refrain from participating or state reasons as to why they believe they are not in conflict. If there is not an agreement on the conflict, the Board will vote on the perceived conflict to determine if there is a conflict or not. If the Board deems the conflict of interest to be real, the individual will then be determined to be in conflict and will then recuse themselves. The Board Chair will break the tie, if there is a tie vote.

The Board of Education, in particular through its Board Chair, is responsible for implementing and enforcing this protocol, with the support of the Director and Chief Financial Officer when necessary.

TRUSTEE CODE OF CONDUCT SANCTIONS

1. The Trustee Code of Conduct requires that the Board commit itself and its members to ethical and appropriate conduct. Failure of a trustee to conduct themself in compliance with this policy may result in the Board instituting sanctions.

2. In particular, the Trustee Code of Conduct requires that trustees shall respect the confidentiality appropriate to issues of a sensitive nature.

3. Failure to comply with this requirement constitutes a failure of security. An individual trustee may bring a suspected breach of security to the attention of the Board, at a closed meeting of the Board. If by majority vote the Board agrees that a failure has occurred, the failure shall be recorded by the Board and the following procedure shall be invoked:

   3.1 The Board Chair shall request that the Director for the Saskatchewan Rivers Public School Board of Education (as head of the Saskatchewan Rivers Public Board of Education under *The Local Authority Freedom of Information and Protection of Privacy Act*, appoint an independent investigator to review this matter. This request may occur only after such a motion has been discussed and agreed to by a majority of trustees present at a closed meeting of the Board. This decision shall immediately be approved in a public meeting of the Board.

   3.2 The independent investigator shall conduct an investigation and submit a report of findings and recommendations to the Board Chair and to the Director.

   3.3 The Board Chair shall present at a closed meeting of the Board, the report of the independent investigator. At this time, the trustee in question shall have an opportunity to present any additional, relevant information.

   3.4 If it is determined by a majority vote of the Board that a willful violation of security has occurred, for a first occurrence, a motion to write a letter of censure marked “Personal and Confidential” is required to be discussed and agreed upon by a majority of trustees present at a closed meeting of the Board. This decision requires immediate approval by a majority vote of trustees at a public meeting of the Board.

   3.5 For subsequent occurrences, a motion of censure against the trustee in question may be brought directly to a public meeting of the Board. This motion shall be approved by a majority vote of trustees present at such a meeting.

   3.6 The Board may additionally remove the offending trustee from some or all of the positions to which the Board may have appointed the trustee.

4. For a violation of all other sections of the Code of Conduct corrective measures may include:
    - An aggrieved trustee going to the offending trustee to seek resolution if the matter is between those trustees.
    - The Board Chair and Vice-Chair meeting with the offending trustee to seek resolution.
    - Having the matter discussed in an in-camera session of the Board to seek resolution.
    - The Board authorizing the Board Chair to send a letter of clarification or direction to the trustee.

Policy 5

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

1. The Board Chair shall have the duties and powers conferred by *The Education Act, 1995*, and shall assume such other responsibilities as may be required by formal resolution of the Board.

2. Preside over the public portion of all regular and special Board meetings and ensure that such meetings are conducted in accordance with *The Education Act, 1995* and the policies and procedures as established by the Board and where those are silent, Robert's Rules of Order.

3. 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. The Board Chair will ensure the items from the Board work plan are included in the agenda.

4. Perform the following duties during Board meetings:
   - 4.1 Preside over Board meetings and ensure that such meetings are conducted in accordance with *The Education Act, 1995*, the policies and procedures as established by the Board and Robert's Rules of Order;
   - 4.2 Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated;
   - 4.3 Display firmness, courtesy, tact, and impartiality;
   - 4.4 Ensure that each trustee has a full and fair opportunity to be heard and understood by the other members of the Board in order that collective opinion can be developed and a corporate decision reached;
   - 4.5 Ensure that debate is relevant. The Board Chair, in keeping with their responsibility to ensure that debate must be relevant to the question, shall, when they are of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question;
   - 4.6 Decide questions of order and procedure. The Board Chair may speak to points of order in preference to other members;
   - 4.7 Submit motions or other proposals to the final decision of the meeting by a formal vote;
   - 4.8 Extend hospitality to other trustees, officials of the Board, the press, and members of the public.
   - 4.9 Direct trustee queries of administration to the Director for response.

5. Keep informed of significant developments within the Division.

6. Keep the Board and the Director informed in a timely manner of all matters coming to their attention that might affect the educational opportunities in the Division.

7. Be in regular contact with the Director to maintain a working knowledge of current issues and events.

8. Convey directly to the Director such concerns as are related to them by trustees, parents, students or employees which may affect the administration of the Division.

9. Act as the chief spokesperson for the Board except for those instances where the Board has delegated this role to another individual or group.

10. Act as an ex-officio (non-voting) member of all committees appointed by the Board unless determined otherwise by specific Board motion.

11. Be a standing member of the Out-of-Scope Committee.

12. Act as a voting member of any committee specifically appointed to by Board resolution.

13. Act as a signing officer for the Division.

14. Represent the Board, or arrange alternative representation, at official meetings or other public functions.

15. Review and approve the Director's monthly expense claim, vacation entitlement report and sick leave report in accordance with the Director of Education's contract provisions. Administer any other provisions of the Director's contract on behalf of the Board.

16. The Board Chair with the assistance of the Vice-Chair and Director will assist in resolving situations in which the trustee remuneration guidelines do not provide specific enough direction.

17. Name trustees to serve on ad hoc committees and ensure each committee establishes a term of reference and annual work plan including timelines for task completion.

18. Address inappropriate behaviour on the part of a trustee in collaboration with the Vice-Chair as noted in Policy 4 – Trustee Code of Conduct.

19. The Board Chair to contact Saskatchewan School Boards Association legal services as soon as possible after receiving harassment complaints about the Director or the trustees.

20. Sign off monthly expense claims for all trustees except the Vice-Chair.

21. In consultation with the Vice-Chair ensure the Board develops and implements an orientation program for newly elected trustees.

22. Ensure that the Board engages in regular (annual) assessments of its effectiveness as a Board.

Approved: May 5, 2014
Revised: November 26, 2018; March 8, 2021; June 5, 2023; June 19, 2023; February 10, 2025

Policy 6

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 at the Board Chair's request and shall have all the duties and responsibilities of the Board Chair. (Note: In the absence of the Board Chair and the Vice-Chair from a meeting of the Board, the trustees present shall elect one of their members to act as Chair of the meeting.)

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. In consultation with the Board Chair ensure the Board develops and implements an orientation program for newly elected trustees.

4. Act as a signing officer for the Division in the absence of the Board Chair.

5. Address inappropriate behaviour on the part of a trustee in collaboration with the Board Chair as per Policy 4 – Trustee Code of Conduct.

6. In consultation with the Board Chair and the Director will lead and implement the approved 4-year Board Development Plan.

7. Be a standing member of the Out-of-Scope Committee.

8. Lead the process of drafting and presenting the Board Advocacy Plan for the coming year and update the Board regularly on progress.

9. Sign off monthly expense claims for the Board Chair.

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

Approved: May 5, 2014
Revised: November 26, 2018; February 11, 2019; June 8, 2020; June 21, 2021;October 20, 2025

Policy 7

ROLE OF THE DEPUTY CHAIR

In order to build system capacity, the Board has chosen to institute the concept of a deputy chair position. The deputy chair serves in accordance with a rotation approved at the annual organizational meeting. The role consists of chairing the closed session portion of all regular, special and committee of the whole and chairing meetings in the unscheduled absence of the Chair and Vice-Chair. Board meetings. A trustee selected to the deputy chair position normally serves for a period of three months.

1. Specific duties include:
   - 1.1 Ensure that such meetings are conducted in accordance with *The Education Act*,*1995* the policies and procedures as established by the Board and Robert's Rules of Order;
   - 1.2 Maintain the order and proper conduct and decorum of the meeting;
   - 1.3 Display firmness, courtesy, tact, and impartiality;
   - 1.4 Ensure that each trustee has a full and fair opportunity to be heard and understood by the other members of the Board;
   - 1.5 Ensure that debate is relevant. The Deputy Chair, in keeping with their responsibility to ensure that debate must be relevant to the question, shall, when they are of the opinion that the discussion is not relevant to the question, remind members that they must speak to the issue;
   - 1.6 Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Deputy Chair may speak to points of order in preference to other members;
   - 1.7 Sign off monthly expense form for the Vice-Chair. If the Deputy Chair is the Vice-Chair, then the sign off will be the previous Deputy Chair in the schedule.

2. Schedule for Deputy Chair:
   The Deputy Chair rotation for the term of office will be established at the Board's first Organizational meeting following school board elections.

   In the absence of the Deputy Chair for any meeting, the meeting shall be chaired by the most recent Deputy Chair in attendance.

Approved: May 5, 2014
Revised: November 26, 2018; August 29, 2022

Policy 8

BOARD OPERATIONS

The Board shall hold meetings at least six times per year as per *The Education Act, 1995* and as often as is necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting.

No act, proceeding or policy of the Board shall be deemed valid unless adopted at a duly constituted meeting. All requests to have reports prepared, or information gathered, by administration shall be approved by Board motion.

The Board has adopted policies so that the business of the Board can be conducted in an orderly and efficient manner. 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 trustees, staff and members of the public. The organization of the Board meeting will effectively enable trustees and others in attendance to participate in an atmosphere of mutual respect.

In all matters of procedure not covered in the Board Policy Handbook, Robert's Rules of Order shall apply. However, notwithstanding the foregoing, the will of the majority of Board members present shall prevail.

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

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

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

1. Electoral Boundaries and Elections
   The Saskatchewan Rivers School Division was initially formed by Minister's Order Number 011/2005-06 on April 19, 2005. The name was changed through Minister's Order Number 115/2005-06 December 1, 2005. This second order provided for name changes to a total of 12 Saskatchewan school divisions following province-wide amalgamations. Minister's Order 011/2005-06 provided for the nomination and election of trustees within the Division by subdivisions as follows:
   - 1.1 One trustee elected in each of five rural subdivisions with the boundaries as described in detail in Minister's Order 011-2005-06.
   - 1.2 Five trustees from the City of Prince Albert elected at large by the electors resident in the city.
   - 1.3 The provisions of the *Local Government Election Act* respecting the election of trustees shall apply to every election in each subdivision.

1.4 The electoral boundaries and representation shall be reviewed in the second year of the Board's term of office.

2. Organizational Meeting

2.1 The Organizational Meeting of the Board in each calendar year shall be held in the Education Centre not later than November 30, in accordance with Section 14.1 of *the School Division Administration Regulations*.

2.2 The Director will give notice of the Organizational Meeting to each trustee as if it were a special meeting.

2.3 The Director shall call the meeting to order, and in an election year, read the return from the Elections Clerk certifying the election of members if any, and the Director 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 14.1 of *the School Division Administration Regulations*.

2.4 The Director shall proceed to conduct the election of the Board Chair.

2.4.1 Nominations shall be made by the trustees for the office of Board Chair and need not be seconded.

2.4.2 The Director shall make three (3) calls for nomination.

2.4.3 A vote upon the nominees shall be taken by secret ballot.

2.4.4 The nominee who receives the majority of votes of the trustees present shall therefore be declared elected.

2.4.5 Where, on the addition of the votes, two (2) or more candidates for the position of Board Chair have an equal number of votes, the Director shall follow the tie vote procedure specified in Section 141(1) of the *Local Government Election Act*.

2.4.6 In the event that only one (1) trustee has indicated willingness to serve as Board Chair, that trustee shall be declared elected by acclamation.

2.5 The Board Chair shall assume office and shall immediately proceed with the election of the Vice-Chair following the procedure noted above.

2.6 The newly elected Board Chair shall then proceed with the agenda as presented by the Director and adopted by the Board.

2.7 The Organizational Meeting shall, in addition include, but not be restricted to, the following:

- Confirm of Deputy Chair rotation
- Create such standing committees of the Board as are deemed appropriate, and appoint members;
- Make external Board appointments;
- Authorize the Chief Financial Officer to certify all accounts for payment;
- Confirm current attendance areas and transportation service areas.
- Review trustee conflict of interest stipulations and determine any disclosure of information requirements;
- Appoint the Division's solicitor, insurance agent or broker, banking and auditing firms;
- Designate those with signing authority, and provide borrowing authority;
- Confirm trustee appointments to school clusters by June of each year and review at the Organizational meeting in an election year.
- Other organizational items as required.

3. Regular Meetings
   3.1 Unless otherwise arranged by appropriate Board action, the Board shall meet regularly in open session in either the Board Room or the Seminar Room of the Education Centre, in accordance with the schedule of meetings established at a Board Meeting by June of each year and included in the Board Annual Work Plan in Policy 2 Appendix.
   3.2 All trustees shall notify the Board Chair or the Director if they are unable to attend a Board meeting.
   3.3 A majority of members of the Board constitutes a quorum. The vote of the majority of the quorum is valid and binding on the Division.
   3.4 All trustees who are absent from three (3) consecutive regular meetings shall:
      3.4.1 Obtain authorization by resolution of the Board to do so; or vacate his/her office.

      Failure to attend may result in disqualification from the Board.
   3.5 If both the Board Chair or Vice-Chair through illness or other cause are unable to perform the duties of the office or are absent, the Board shall appoint from among its trustees an acting Chair, who on being so appointed has all the powers and shall perform all the duties of the Chair during the Board Chair's and Vice-Chair's inability to act or absence.
   3.6 Regular meetings of the Board will not be held without the Director in attendance, unless the Director's contract is being discussed or the Board is dealing with a trustee or Director disciplinary issue or the Board is meeting with its auditor. The Director shall from time to time require other members of staff to attend regular meetings of the Board.

4. Special Meetings
   4.1 Occasionally, unanticipated or emergent issues require immediate Board attention and/or action. A special meeting may be scheduled by
      4.1.1 The Board passing a motion at a legally constituted meeting of the Board.
      4.1.2 The Board Chair or any three members of the Board giving at least six business days' notice to each member by registered, certified, or special delivery mail, or by delivering a written notice to each member in person at least three days before the meeting, or by leaving the notice with an adult person at each member's place of residence who shall state explicitly the reason therefore at least three days before the meeting. The Board by unanimous consent waiving notice in accordance with Section16 of the School Division Administration Regulations. Such consent is to be subscribed to in writing by each member of the Board before the commencement of the meeting and recorded in the minutes of the meeting.
   4.2 If an additional meeting of the Board is to be held, the Director shall send a written notice of such a meeting as prescribed by *The Education Act, 1995* and shall set forth therein the business to be transacted or to be considered thereat, and no other business shall be considered unless all members of the Board are present and there is unanimous agreement that the agenda previously arranged shall be changed.
   4.3 Special meetings of the Board will not be held without the Director in attendance, unless the Director's contract is being discussed or the Board is dealing with a trustee or Director disciplinary issue or the Board is meeting with its auditor. The Director shall from time to time require other members of staff to attend special meetings of the Board.

4.4 Procedures regarding quorum, voting, and attendance by the public apply as for regular meetings of the Board.

5. Closed Sessions (In Private)
The Board may, by resolution, schedule a closed session at a time or place agreeable to the Board or recess a meeting in progress for the purpose of meeting in closed session. Such resolutions shall be recorded in the minutes of the Board and shall specify those individuals eligible to attend in addition to the trustees and the Director. The reason for the closed session shall be stated prior to its approval and shall be limited to discussion pertaining to the following stated reasons:
   5.1 Personal or confidential matters relating to individual staff, or students, or to finances;
   5.2 Matters relating directly or indirectly to negotiations of salary and wage schedules of employees;
   5.3 Legal issues regarding the Board and its activities;
   5.4 Negotiations for sale or purchase, lease or other acquisition of property;
   5.5 Preliminary budgets;
   5.6 Sensitive matters that a majority of the trustees present feel should be held in private, in the public interest. This may include matters of a sensitive or exploratory nature that either the Director or the Board wishes to discuss with each other, with the ultimate view to providing guidance or information on issues that may or may not become public later.
   5.7 Such sessions shall be closed to the public and press. The Board shall only discuss the matter(s) which gave rise to the closed session. Trustees and other persons attending the session shall maintain confidentiality and not disclose the details of the discussions at such sessions.
   5.8 In closed session, the Board Chair shall leave the chair and their place shall be taken by the Deputy Chair of the day or, in their absence, by another member of the Board named by the Board Chair as per Policy 7 – Role of the Deputy Chair.
   5.9 All rules of the Board shall be observed in closed session. The number of times a trustee may speak on any question shall be determined at the discretion of the Chair.
   5.10 The Board shall, during the closed session, adopt only a resolution to rise and report to the open public Board meeting.
   5.11 The official minutes of the closed session will be kept on file at the Board office.

6. Agenda for Regular Meetings
The Board believes that a properly prepared agenda creates a meeting atmosphere formal enough for orderly procedure, but informal enough to encourage free discussion, problem identification, problem solving and the generation of ideas.
The Board Chair and Director are responsible for establishing the agenda for Board meetings, in accordance with legislation and Board policy in particular the Board Annual Work Plan.

Agendas shall include all the data and background, information, rationale and a recommendation 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 generally be as follows:
      6.1.1 Call to Order;
      6.1.2 Land Acknowledgement;
      6.1.3 Declaration of Conflict of Interest;
      6.1.4 Adoption of Agenda;

6.1.5 Consent Items;
6.1.6 Business Arising from Previous Meeting;
6.1.7 Accountability Reports;
6.1.8 New Business;
6.1.9 Reports from Administrative Staff;
6.1.10 Notice of Motion;
6.1.11 Three Key Messages;
6.1.12 Board Members' Forum;
6.1.13 Adjournment.

6.2 Agenda items will be supported by a briefing note with copies of letters, reports, contracts and other materials as are pertinent to the business which will come before the Board and will be of value to the Board in the performance of its duties. Each action item will include a clear recommendation and indicate author of the report.

6.3 Items may be placed on the agenda in one of the following ways:
6.3.1 Normally those items in Policy 2 – Board Annual Work Plan, Appendix A shall be included in the monthly Board meeting agenda.
6.3.2 Trustees may contact the Board Chair prior to the development of the agenda and request inclusion of a Board meeting agenda item.
6.3.3 By notice of motion at the previous meeting of the Board. A trustee may present in writing a notice of motion at any regular or special meeting of the Board. At the next regular meeting of the Board, that member shall present the motion and speak in support of it.
6.3.4 As a request from a committee of the Board.
6.3.5 Although the Board seeks to minimize items being added without proper notice issues that require Board action may arise after the agenda has been prepared. The Board Chair, at the beginning of the meeting, shall ask for additions to and/or deletions from the agenda prior to agenda approval. Changes to the agenda may be made by a majority of those present.

6.4 Materials for Board meetings will be distributed to each trustee and the Director four days prior to the meeting. The Director is responsible for distribution (to the Board and administration) and posting.

6.5 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.

6.6 Unless authorized by a majority of the trustees present, the Board Chair shall not keep the Board in session for more than four continuous hours.

7. Electronic Meeting

7.1 The Board may hold a meeting using any electronic means. The means used must enable each trustee participating in the meeting and any members of the public attending the meeting to hear all the other trustees and follow any votes taken.

7.2 At least one of the following persons must be present at the Board Office during the meeting:
7.2.1 A trustee;
7.2.2 The Director;
7.2.3 The Chief Financial Officer.

7.3 Reasonable steps must be taken to notify the public of locations from which members of the public may participate.

7.4 A trustee may participate from a location to which the public does not have access.

8. Minutes for Regular or Special Meetings
   The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.
   - 8.1 The minutes shall record:
     - 8.1.1 Date, time and place of meeting;
     - 8.1.2 Type of meeting;
     - 8.1.3 Name of presiding officer;
     - 8.1.4 Names of those trustees and senior administration in attendance;
     - 8.1.5 Approval of preceding minutes;
     - 8.1.6 All resolutions, including the Board's disposition of the same, placed before the Board, are to be entered in full;
     - 8.1.7 Names of trustees making the motion;
     - 8.1.8 Points of order and appeals;
     - 8.1.9 Appointments;
     - 8.1.10 Attached reports of committees;
     - 8.1.11 Recording of the vote on a motion (when requested pursuant to *the Education Act, 1995*); and
     - 8.1.12 Trustee declaration of conflict of interest pursuant to *the Education Act, 1995*.
   - 8.2 The minutes shall:
     - 8.2.1 Be prepared as directed by the Director and distributed to trustees and such other persons as directed by the Board as soon after each meeting as is convenient;
     - 8.2.2 Be reviewed by the Director prior to submission to the Board;
     - 8.2.3 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
     - 8.2.4 Upon adoption by the Board, be deemed to be the official and sole record of the Board's business. The Director shall ensure, upon acceptance by the Board, that appropriate initials are appended to each page of the minutes, and that appropriate signatures to the concluding page of the minutes.
   - 8.3 The Director shall establish a codification system identifying resolutions determined by the Board which will:
     - 8.3.1 Provide for ready identification as to the meeting at which it was considered;
     - 8.3.2 Provide for cross-referencing with resolutions of similar nature adopted by the Board at previous meetings; and
     - 8.3.3 Establish and maintain a file of all Board minutes.
   - 8.4 As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Director to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.
   - 8.5 The approved minutes of a regular or special meeting shall be posted to the website as soon as possible following approval. The Director is responsible to distribute and post the approved minutes.
9. Motions
   Motions do not require a seconder.
   - 9.1 Notice of Motion
     The notice of motion serves the purpose of officially putting an item on the agenda of the next or future regular meeting and gives notice to all trustees of the item to be discussed. A notice of motion is not debatable and may not be voted on.

9.2 Discussion on Motions

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

Once a motion is before the Board and until it is passed or defeated, all speakers shall confine their remarks to the motion or to the information pertinent to the motion. Motions may be submitted by any trustee, including the Board Chair.

9.3 Speaking to the Motion

The Board Chair will endeavor that all trustees have an opportunity to speak to the motion.

A trustee may speak to a motion twice, unless replying to a question, in which case the member may speak a third time. The mover of a motion may speak a third time and thereby close the debate on the question. This limitation shall not apply in committee meetings. The Board may, by majority vote, approve extended discussion of any subject.

The Board Chair will normally speak just prior to the last speaker who will be the mover of the motion.

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

Normally, administration will not participate in the debate, but upon request or where otherwise appropriate, may provide information.

Amendments to the motion may be proposed at any time during discussion. No more than two amendments may be made before the meeting at one time.
Discussion and voting on motions and amendments takes place in reverse order of their proposal.
Motions or amendments may be withdrawn only with the unanimous consent of the trustees present.
A "point of order" may be raised by a trustee at any time. The "point of order" must be stated definitively and conclusively. The Board Chair shall decide without debate if the "point" has merit.

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

9.4 Challenging the Board Chair

Any trustee may challenge the ruling of the Board Chair. The member states the reason(s) for the appeal, and the Board Chair states the reason(s) for the ruling. There is no debate. The Board Chair then asks, "May I have a motion to sustain the Board Chair?" A simple majority decides the issue.

9.5 Reconsideration Motion
A rejected motion shall not be re-introduced during the same meeting unless a majority of the trustees present approve a motion "That the question be re-considered". Said motion is not debatable and calls for an immediate vote.

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

9.7 Entitled Votes
All trustees, including the Board Chair, are entitled to vote on all motions, except in the case of a conflict of interest, as defined by *The Education Act, 1995.*
While all trustees are encouraged to vote on all motions, except in the case of conflict of interest, a trustee has the right to abstain from voting. An abstention shall not be considered a vote for or against.

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

9.9 Required Votes
Each question shall be decided by a majority of the votes of those trustees present. A simple majority of a quorum of the Board will decide in favour of the question. In the case of an equality of votes, the question is defeated. The result of the vote is announced by the Board Chair.
A vote on a question shall be taken by open vote, expressed by show of hands, except the vote to elect the Board Chair or Vice-Chair, which is by secret ballot.
While all trustees are encouraged to vote on all questions and motions, except in the case of a conflict of interest, a member has the right to abstain from voting. An abstention shall not be considered a vote.

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

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

10.1 Delegations wishing to appear before the Board are required to give notice, in writing, to the Board Chair at least seven full days before the meeting at which they are to be heard. The Director or Board Chair has the authority to waive the time requirement.

10.2 Although the Board is open to delegations, presentations will be at the discretion of the Board. In unique circumstances, delegations may be denied a presentation and will be given a reason(s) from the Board Chair for the denial.

10.3 Individuals or organizations who appear at a Board meeting without making prior arrangements and who wish to act as a delegation will not be allowed to do so, unless the reason for the delegation is deemed by the Board Chair, in consultation with the Director, to be either an emergency or in the best interests of the Board to be heard.

10.4 When scheduling an appointment, delegations should:
- 10.4.1 State the nature of the subject that they intend to bring before the Board,
- 10.4.2 Provide a written submission prior to the presentation,
- 10.4.3 Identify the spokesperson for the group,
- 10.4.4 Provide an estimate of the number of people who will be in attendance,
- 10.4.5 Be prepared to speak to, as opposed to reading, the submission.

10.5 Matters deemed to be of a sensitive and/or confidential nature shall be heard at a closed session of the Board.

10.6 The Board reserves the right to invite delegations to appear before the Board.

10.7 At the time of presentation, the delegation shall confine its discussion to the purpose stated in the notice.

10.8 Normally delegations will be given a maximum of 15 minutes to make their presentation. Additional time determined at the discretion of the Chair will be provided for the Board to ask questions and/or seek clarification.

10.9 In discussing matters with a delegation, the Board Chair shall act as spokesperson for the Board. It must be remembered that delegations come to express problems, make suggestions and requests, and give information thereon. For this reason, individual trustees may seek only clarification of items presented by the delegation. At no time during the presentation shall any trustee voice her/his opinion thereon; nor shall they, by any statement, commit the Board to any specific course of action.

10.10 Except in an emergency, the Board shall refer any action relative to the delegation's presentation until the next regular Board meeting. Such tabling shall be used to give individual trustees sufficient time to consider the information supplied by the delegation. If the time between the delegation's presentation and the next Board meeting is deemed insufficient for the trustees to gain the necessary information to make an informed decision, the Board may respond by delaying the decision until another specified, appropriate time.

10.11 Upon completion of the presentation, the Board Chair shall inform the delegation when the decision will be made. When a decision is reached, it will be communicated in writing to the spokesperson.

11. Audio/Video Recording Devices

Anyone wanting to use recording devices at any meeting of the Board shall seek permission of the Board Chair.

12. Trustee Conflict of Interest

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

12.1 Is expected to be conversant with Section 11 of the School Division Administration Regulations with the conflict of interest provisions of Policy 4 – Trustee Code of Conduct – Appendix A – Conflict of Interest Protocol.

12.2 Is responsible for declaring themselves to be in possible conflict of interest.

12.3 Shall make such declaration at the meeting prior to Board or committee discussion of the subject matter which may place the trustee in conflict of interest.

12.4 It shall be the responsibility of the trustee in conflict to absent themself from the meeting in accordance with the requirements of *The Education Act*, *1995* and ensure that their declaration and absence is properly recorded within the minutes.

13. Board Facilitated Self-Evaluation

The annual Board facilitated self-evaluation process will be carried out as described in the document entitled Board Self-Evaluation Process, Criteria and Timelines.

13.1 The purpose of the Board facilitated self-evaluation is to answer the following questions:

13.1.1 How well have we fulfilled each of our defined roles as a Board this past year?
13.1.2 How do we perceive our interpersonal working relationships?
13.1.3 How well do we receive input and how well do we communicate?
13.1.4 How well have we adhered to our annual work plan?
13.1.5 How would we rate our Board-Director relations?
13.1.6 How well have we adhered to our governance policies?
13.1.7 What have we accomplished this past year? How do we know?

13.2 The principles upon which the Board facilitated self-evaluation is based are as follows:

13.2.1 A learning organization or a professional learning community is focused on the improvement of practice.
13.2.2 A pre-determined process for evaluation strengthens the governance functions, builds credibility for the Board and fosters an excellent Board-Director relationship.

13.3 An evidence-based approach provides objectivity to supplement the subjectivity implicit in any evaluation. The components of the Board facilitated self-evaluation are:

13.3.1 Review of Board Role Performance.
13.3.2 Review of Board Chair Performance.
13.3.3 Monitoring Interpersonal Working Relationships.
13.3.4 Monitoring Board Community Engagement.
13.3.5 Review of Annual Work Plan Completion.
13.3.6 Monitoring Board-Director Relations.
13.3.7 Review of Board Motions.
13.3.8 Review of Board Governance Policies.
13.3.9 Creating a Positive Path Forward.

14. Board Development

14.1 In order to fulfill its commitment to professional and leadership development, the Board will analyze and pursue opportunities for growth as referenced in Policy 3 Role of the Trustee & Policy 4 Trustee Code of Conduct.

14.2 The Board Development Committee shall provide a report on professional development progress and expenditure twice a year.

15. Saskatchewan School Boards Association

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

15.1 Membership and Participation

The Board

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

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

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

15.2 SSBA Voting Delegates

15.2.1 The Board Chair will be the Board's designated voting delegate and the Vice-Chair will be the alternate voting delegate.

15.2.2 The vote will be determined by a majority of trustees.

16. Annual Meeting of Electors

The Board may convene an annual meeting of electors after receipt of the audited financial statement of the Board.

17. Special Meeting of Electors

17.1 A special meeting of electors may be held at any time according to Section 33 of the *School Division Administration Regulations*.

17.2 The Board must call a special meeting:

17.2.1 If requested by the Minister of Education

17.2.2 On receipt of a written request signed by not fewer than 25 electors of the School Division.

17.3 The notice of the special meeting will contain place, time and purpose and items prescribed in *The Local Government Election Act*, with necessary modifications.

17.4 Electors in attendance at the Special Meeting shall:

- Elect chairperson
- Elect secretary
- Only discuss business identified in the notice.

Reference: Sections 80, 80.1, 87, *The Education Act, 1995*
Section 11, 14.1, The School Division Administrative Regulations
Local Authorities Freedom of Information and Protection of Privacy Act
Local Government Election Act

Approved: May 5, 2014;
Revised: April 18, 2016; November 26, 2018; February 11, 2019; March 8, 2021; June 5, 2023; June 19, 2023; October 16, 2023; February 10, 2025: October 20, 2025

Policy 8 – Appendix A

SRPSD – Rural and Urban Schools

BOARD COMMITTEES

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

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

General Requirements

Committees are not empowered to make decisions on behalf of the Board unless specifically authorized to do so by Board motion or Board policy.

Standing Committees

Standing committees are established to assist the Board with work of an on-going or recurring nature. The Director may assign staff to support the work of the committee. Committees shall not exercise authority over staff.

Committee work will be presented to the Board by written report as information or for discussion and may include recommendations for Board decision.

1. Audit Committee
   - 1.1 Membership
     - The entire Board.
   - 1.2 Terms of reference
     - The overall purpose of the committee is to assist the Board in fulfilling its governance and oversight responsibilities relative to Division Finances.
     - To review accountability reports and to make recommendations to the Board.
     - To make recommendations regarding the Board's engagement of the auditor, and the Board's approval of the terms of engagement for the auditor.
     - Meet with the auditor without senior administration being present.
     - Review the annual external audit report and management letter and make recommendations to the Board relative to whether the auditor's report and management letter meet the auditor's terms of engagement and ensure that these terms of engagement include the collection of data relative to fiscal accountability requirements of the Director of Education.
     - To make recommendations to the Board relative to the disposition of the auditor's recommendations.
     - Monitor the remediation of deficiencies identified in the previous year's audit report and management letter.
   - 1.3 Meetings
     - Meetings shall be as determined by the Board.

- The audit committee shall meet with the auditor prior to the start of the annual audit and upon completion of the audit. A portion of these meetings shall be without staff present.

2. Out of Scope Compensation Committee
   2.1 Membership
   - The Board Chair and Vice-Chair
   2.2 Terms of Reference
   - To meet with the Director, review relevant data at least annually make recommendations to the Board related to compensation for all out-of-scope staff. This includes all compensation issues including but not restricted to salary grids, salary adjustments, and benefits.
   2.3 Meetings
   - Once annually and at the call of the chair.

3. Student Discipline Committee
   3.1 Membership
   - Four trustees selected annually at the Organizational meeting.
   3.2 Terms of Reference
   3.2.1 The Committee shall consist of four trustees, the Director, appropriate Superintendent and relevant Principal.
   3.2.2 The Committee shall select one of the four trustees as its chair.
   3.2.3 The student(s) and the parents/guardians shall be invited to attend appropriate portions of the committee's meeting.
   3.2.4 The Student Discipline Committee will confirm, modify or remove the suspension. The suspension may be increased to not more than one year or total expulsion could be recommended.
   3.2.5 The Student Discipline Committee will make its decision, notify the student and the parents/guardians of its decision and will report its decisions to the Board at the next regular board meeting.
   3.2.6 Any suspensions of more than three days shall be referred to the committee for deliberation.
   3.3 Meetings
   - At the call of the Director but in a timely manner to comply with all statutory provisions.

5. Saskatchewan Rivers Students for Change (SRSC) Committee
   5.1 Membership
   - Four trustees selected annually at the Organizational meeting as well as the Director or an administrative support designate.
   5.2 Terms of Reference
   - The committee shall support and work towards the objectives outlined by the SRSC and keep the whole Board informed of the objectives set out annually.

6. Policy Committee
   6.1 Membership
   - The entire Board.
   6.2 Terms of Reference
   - The committee is responsible for leading the Board's work to ensure it policies are effective, current and appropriate.

- The Board shall review and amend as needed at a minimum of once per four-year Board term.

7. Elders Council
   7.1 Membership
   - All Board members, the Director and members of Administrative Council as determined.

   7.2 Terms of Reference
   - The committee shall annually review, amend and work towards the objectives outlined in the board-approved terms of reference for the committee.
   - Meet as scheduled with the SRPSD Elders Council.

8. Facilities Committee
   8.1 Membership
   - Four trustees selected annually at the Organizational meeting.

   8.2 Terms of Reference
   8.2.1 The Committee shall select one of the four trustees as its chair.
   8.2.2 To review the Facility Master Plan and provide recommendations to the Board regarding future school usage, capital needs and capital planning requests.

   8.3 Meetings
   At least annually or at the call of the Committee chair.

Board Professional Development
Professional development meetings are held to allow the Board opportunity to explore matters in much greater depth than can be accomplished in scheduled regular meetings of the Board.

1 Membership
- All trustees

2 Terms of reference
- To provide a forum for trustees to engage in professional development.

3 Meetings
- At the call of the Board Chair in consultation with the Director throughout the school year and connected to the Strategic Plan.

The Vice-Chair, in consultant with the Board Chair and the Director, will lead and implement the approved 4-year Board Development Plan.

Ad Hoc Committees
Ad hoc committees are established to assist the Board on a specific project for a specific period of time. The membership, terms of reference and timelines for each ad hoc committee will be established at the time of formation and approved by motion of the Board. The approved template will be used to develop timelines and terms of reference Terms of Reference Committee Template

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

Resource Personnel for Committees

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

Reference: Sections 85, *The Education Act, 1995*

Approved: May 5, 2014
Revised: November 26, 2018; February 11, 2019; December 9, 2019; March 8, 2021; June 21, 2021; August 29, 2022; February 10, 2025; October 20, 2025

BOARD REPRESENTATIVES

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

The following guidelines shall apply to such representation:

- The trustee shall reflect the current formal position of the Board;
- On other issues of significant importance, the trustee shall consult with the Board to determine the formal position of the Board;
- The Board requires that important issues be brought to its attention. Therefore, if an issue has policy implications it shall be verbally reported at meetings of the Board and supplemented by a written report, along with all other reports that may be written and included with the meeting agenda; and
- All expenses of this activity shall be covered in accordance with compensation guidelines approved annually at the Organizational Meeting.

The following committees/organizations will have a Board representative as identified each year at the first regular meeting after the annual Organization Meeting:

Selection & Support

- Board Chair will call for trustees' interest in committees for submission by September 30. Trustees who prefer or have potential conflict of interest can indicate that at this time.
- Administration will collate responses and prior to the Organizational meeting will bring the summary to the open session of the Board for review, discussion and recommendation of proposed slate for consideration at the Organizational meeting.
- In an election year, the process for committee selection will begin at the Organizational meeting and be concluded at the next regularly scheduled meeting of the Board.
- When administrative support is required, the Director will appoint resource personnel to work with the representative and shall determine the roles, responsibilities and reporting requirements of resource personnel.

1. Saskatchewan School Boards Association (SSBA) - Public Section Executive
   1.1 Purpose
      - Attend SSBA Public Section Executive meetings.
      - Clarify and represent the Board's formal positions and interests at the provincial level.
      - Communicate to the Board at the next regular meeting the work of the SSBA Public Section Executive.
   1.2 Membership
      - One trustee.
   1.3 Meetings
      - As determined and scheduled by the SSBA Public Section Executive.

2. Saskatchewan School Boards Association (SSBA) – Indigenous Council
   2.1 Purpose
   - Attend SSBA Indigenous Council meetings.
   - Clarify and represent the Board's formal positions and interests at the provincial level.
   - Communicate to the Board at the next regular meeting the work of the SSBA Indigenous Council.

   2.2 Membership
   - A minimum of one designated representative.
   - Other trustees may also attend meetings.

   2.3 Meetings
   - As determined and scheduled by the SSBA Indigenous Council – generally four times per year.

3. Saskatchewan High Schools Athletic Association (SHSAA)
   3.1 Purpose
   - Attend SHSAA meetings.
   - Clarify and represent the Board's formal positions and interests at SHSAA meetings.
   - Communicate to the Board the work of SHSAA.
   - May be a voting member of the North Central Athletic Association

   3.2 Membership
   - One trustee.

   3.3 Meetings
   - At the call of SHSAA

4. Saskatchewan School Boards Association (Board Chairs Council)
   4.1 Purpose
   - Attend meetings of the SSBA Board Chairs Council.
   - Clarify and represent the Board's formal positions and communicate to the Board Chairs Council the Board's perspectives.
   - Communicate to the Board the work of Board Chairs Council.

   4.2 Membership
   - Board Chair or designate.

   4.3 Meetings
   - As determined and scheduled by the SSBA.

5. Saskatchewan Rivers School Division #119 Foundation Corporation
   5.1 Purpose
   - Attend Foundation Board meetings.
   - Communicate to the Board the work of the Foundation Corporation, including annual report and financial statements.

   5.2 Membership
   - At least two elected members of the Board (requires three members until the Foundation Board is operational).

   5.3 Meetings
   - At the call of the SRSD Foundation Corporation.

6. School Community Council Cluster Representatives

6.1 Purpose

- Trustees are selected to act as SCC cluster representatives to build and maintain effective two-way communication between SCCs and the Board
- The role of the representative:
  - Represent Board decisions and directions to the SCC;
  - Represent Council recommendations and issues to the Board;
  - Serve as a liaison and support/resource person to the SCC.

6.2 Membership

- Trustees are assigned to clusters by June of each year and reviewed at the organizational meeting in an election year. Current cluster assignments are as follows: School Community Clusters

6.3 Meetings

- At the call of the SCC. Typically, the schedule for the year is determined in September.

Reference: Sections 85, The *Education Act, 1995*

Approved: May 5, 2014
Revised: November 26, 2018; June 8, 2020; March 8, 2021; September 19, 2022; June 19, 2023; October 16, 2023; February 10, 2025; October 5, 2026

POLICY MAKING

Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the Division will operate. Board policies shall be maintained in the Board's Policy Handbook. Motions of the Board which have a continuing application shall be incorporated into an existing or new policy and placed in the Board Policy Handbook as soon as possible.

The Board shall be guided in its approach to policy making by ensuring adherence to the requirements of *the Education Act, 1995* and other relevant provincial and federal legislation and the Foundational Statements contained in Policy 1 – Foundation Statements. Further, the Board believes that the development and review of policies are enhanced when the process allows for the meaningful involvement of staff and other interested groups and persons when the policy affects those other than the Board.

All Administrative Procedures developed by the Director shall be consistent with and subordinate to Board Policy.

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

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

2. Development
   The Board may develop the policy itself or delegate the responsibility for its development to the Director or engage outside assistance.

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 the other policies and the Director is responsible for making the Board's will as expressed in policy a reality.

4. Evaluation
   The Board, in cooperation with the Director, shall review each policy a minimum of once every four years in order to determine currency and if it is meeting its intended purpose.

Specifically

1. At times Board policy or Administrative Procedures is required as a result of provincial or federal legislation.

2. Suggestions or recommendations in regard to new or existing policy may be made to the Director at any time. Such suggestions or recommendations shall be submitted in writing to the Director and include a brief statement of purpose or rationale. Any trustee, elector or staff member may initiate proposals for new policies or changes to existing policies.

3. Normally, requests for new policy or amendments to existing policy originating from schools will be directed through the principal and superintendent to the Director.

4. Policy development or revision may also be initiated as a result of a public consultation, survey, needs assessment or policy evaluation.

5. The Director shall be responsible to prepare policy proposals as follows.
   5.1 If the Board requests that a new policy be drafted or an existing policy be reviewed for possible amendment, the Director shall implement procedures to develop a draft proposal.
   5.2 Draft proposals may be developed in consultation with advisory committees, various employee groups, senior administrative staff, or outside agencies and consultants.
   5.3 The engagement of outside agencies or consultants to assist in policy development shall require prior approval of the Board if the total anticipated costs will exceed budget approved allocations.

6. When appropriate, the Director shall seek legal advice.

7. The final draft of the policy or amendments shall be presented to the Board for its consideration and approval.

8. Only those policies which are adopted and recorded in the minutes constitute the official policies of the Board.

9. In the absence of existing policy, the Board may make decisions, by resolution, on matters affecting the administration, management and operation of the Division. Such decisions carry the weight of policy until such time as specific written policy is developed.

10. The Board may request the Director to change an Administrative Procedure to a draft Board policy. In doing so, the Board will provide rationale.

11. The Director must inform the Board in a timely manner in a Board agenda of any substantive changes to Administrative Procedures.

12. 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.

Reference: Sections 85, 87, *The Education Act, 1995*

Approved: May 5, 2014;
Revised: November 26, 2018; June 21, 2021; February 12, 2024; October 20, 2025

Policy 12

BOARD DELEGATION OF AUTHORITY

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

- Includes any authority or responsibility set out in *The Education Act,1995* and Regulations as well as authority or responsibility set out in other legislation or regulations;
- Includes the ability to enact Administrative Procedures, regulations or practices required to carry out this authority; and
- Includes the ability to sub-delegate this authority and responsibility as required.

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

Further, the Board requires that any significant new provincial, regional or local obligations must be brought to the Board for information and discussion.

Specifically

1. The Director is directed to develop an Administrative Procedure to fulfill the Board obligations created by federal, provincial or local legislations which are not covered through Board policy.

2. The Director is delegated authority for implementing the requirements of the LAFOIPP or its successor legislation.

3. The Board authorizes the payment of accounts for expenditures incurred within the approved Budget or specific Board decisions and in accordance with Board policy and generally accepted accounting principles, and delegates to the Director responsibility for certification of such payments.

Reference: Sections 85, *The Education Act, 1995*

Approved: May 5, 2014
Revised: November 26, 2018; October 20, 2025

Policy 13

ROLE OF THE DIRECTOR OF EDUCATION AND QUALITY INDICATORS

The Director is the Chief Executive Officer of the Board and of the Division in accordance with Section 45 of *School Division Administration Regulations*. 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.

While recognizing the provisions of Section 45 of *School Division Administration Regulations* and related statutes the following specific areas of responsibility are assigned by the Board:

1. Student Learning and Well-being

Role Expectations

RE 1.1 Providing safe, positive learning environments by ensuring high-quality teaching and learning.

RE 1.2 Providing healthy and sustainable physical and social environments that protect, respect, and include all students.

RE 1.3 Providing for the safety and well-being of students while participating in school-sanctioned programs.

RE 1.4 Ensuring student transportation is provided with due regard for safety, reasonable access to educational opportunities, fiscal responsibility, and efficiencies of time.

RE 1.5 Ensuring that student attendance and engagement are tracked and that appropriate mitigation strategies are developed.

Quality Indicators

QI 1.1 Facilitating environments where students feel a sense of belonging and have high levels of intellectual engagement.

QI 1.2 Ensuring regular actions are taken to ensure busses and facilities are safe and healthy.

QI 1.3 Providing an analysis of, and response to, incident reports related to student conduct (i.e., suspensions, expulsions, Division threat-risk assessments).

QI 1.4 Developing and adhering to policy and procedures related to student suspension hearings while emphasizing restitution and student learning continuity

QI 1.5 Analyzing and responding to incident reports related to significant student injuries.

QI 1.6 Utilizing performance metrics to monitor and evaluate division performance relative to student learning and well-being.

2. Educational Leadership and Leadership Practices

Role Expectations

RE 2.1 Providing leadership in all matters relating to education in the Division.

RE 2.2 Ensuring students in the Division can meet the standards and outcomes of education set by the Ministry of Education.

RE 2.3 Implementing education policies established by the Ministry of Education and the Board.

RE 2.4 Ensuring accurate assessment and evaluation of student achievement.
RE 2.5 Ensuring ongoing learning supports are provided to students in vulnerable circumstances and with identifiable need(s).
RE 2.6 Actualizing the Division's vision, mission, values through progressive actions to ensure currency for all learners.
RE 2.7 Demonstrating an authentic commitment and actions towards reconciliation as outlined in the *Truth and Reconciliation Commission of Canada: Calls to Action Report.*

Quality Indicators
QI 2.1 Analyzing student achievement and ensuring the development of action plans to address concerns and gaps.
QI 2.2 Identifying trends and issues related to student achievement, informing yearly priorities and outcomes.
QI 2.3 Meeting all timelines with provision for appropriate Board input relative to the annual review of priorities and outcomes.
QI 2.4 Ensuring the Division's achievement results are published.
QI 2.5 Compliance with all regulatory requirements with Ministry of Education and community expectations (i.e., annual report and community reports).
QI 2.6 Championing the Calls to Action by promoting reconciliation events and initiatives.

3. Governance

Role Expectations
RE 3.1 Ensuring that the Director's understanding, training, and professional development of governance practices is current and relevant and is embedded in the operations of the school Division.
RE 3.2 Ensuring the facilitation of governance training and professional development for all school Division leadership team members.
RE 3.3 Working cooperatively with Board Members in enhancing governance practices, including the development of effective governance tools and templates.

Quality Indicators
QI 3.1 Facilitating professional learning for in-school administrators and division office leadership staff, as required.
QI 3.2 Engaging in ongoing professional learning related to board governance.
QI 3.3 Providing recommendations and supports the Board in accessing governance training.

4. Fiscal Responsibility

Role Expectations
RE 4.1 Ensuring the fiscal management of the Division is following the terms or conditions of any funding received by the Board.
RE 4.2 Ensuring the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
RE 4.3 Ensuring that insurance coverage is in place to adequately protect assets, indemnify liabilities, and provide for proper risk management.

Quality Indicators

QI 4.1 Developing budgets following the Board's budget framework and aligned with the Division's Strategic Plan.
QI 4.2 Compliance with generally accepted accounting practices.
QI 4.3 Establishing and following adequate internal financial controls.
QI 4.4 Administering all collective agreements and contracts, so staff and contracted personnel are paid appropriately, and appropriate deductions are made.
QI 4.5 Ensuring that all accounts adhere to policy and funds are used for the intended purpose.
QI 4.6 Informing the Board annually about incurred liabilities and immediately regarding pending litigation.
QI 4.7 Implementing the external Auditors' recommendations promptly.
QI 4.8 Developing long-term financial plans to ensure Division sustainability in areas such as Preventative Maintenance and Renewal and capital plans.

5. Human Resource Management

Role Expectations

RE 5.1 Providing overall authority and responsibility for all human resource-related processes and actions (i.e., the development of mandates for collective bargaining and those human resource matters precluded by legislation, collective agreements, or Board policy).
RE 5.2 Ensuring that effective evaluation and supervisory processes are developed and implemented for growth and accountability.
RE 5.3 Ensuring that the Division attracts, retains, motivates, and develops a highly qualified workforce to ensure student learning and well-being.
RE 5.4 Ensuring that diversity and equity policies and practices are in place which respect all employees.

Quality Indicators

QI 5.1 Quality recruitment, orientation, onboarding, staff development, disciplinary, complaint/conflict management, evaluation, and supervision processes are developed and effectively implemented.
QI 5.2 Modeling a commitment to personal and professional growth.
QI 5.3 Fostering high-quality teaching and professional improvement.
QI 5.4 Creating a highly effective leadership team to ensure the Division's objectives and outcomes are met.
QI 5.5 Modeling high ethical standards of conduct.
QI 5.6 Modeling behaviours that promote a safe and open work environment and high employee morale and reporting safety and morale metrics to the Board.
QI 5.7 Establishing and maintaining a system for managing staff performance and growth and holding supervisors accountable for achieving performance goals.

6. Policy and Administrative Procedures

Role Expectations

RE 6.1 Implementing Board policy and direction with integrity in a timely fashion.
RE 6.2 Developing, implementing, and updating Division administrative procedures to ensure alignment with Board policy.
RE 6.3 Demonstrating governance knowledge & tools while providing advisement to the Board.

Quality Indicators

QI 6.1 Ensuring that administrative procedures are kept current while following the Board's intent.
QI 6.2 Demonstrating knowledge of and respect for the role of the Board in policy processes.
QI 6.3 Providing administrative services, including policy research services required by the Board.
QI 6.4 Ensuring that Board policy is adhered to.

7. Director/Board Relations and Governance Support

Role Expectations

RE 7.1 Establishing and maintaining a positive, professional working relationship with the Board.
RE 7 2 Honoring and facilitating the implementation of the Board's roles and responsibilities as defined in Board policy.
RE 7.3 Providing the information that the Board requires to perform its role.

Quality Indicators

QI 7.1 Preparing and distributing Board agendas and the Director's reports to trustees to allow for appropriate trustee preparation for the meeting.
QI 7.2 Keeping the Board informed about Division operations, challenges, and celebrations.
QI 7.3 Providing the Board with open, balanced, sufficient, concise information and clear recommendations for action items in agendas.
QI 7.4 Engaging with the Board in an open, honest, pro-active, and professional manner.
QI 7.5 Providing support to the Board regarding advocacy and lobby efforts on behalf of the Division.
QI 7.6 Ensuring high-quality management services are provided to the Board.
QI 7.7 Providing the Board with correspondence directed to the Board or trustees.
QI 7.8 Implementing Board directions through Board motion with integrity in a timely fashion.
QI 7.9 Providing recommendations regarding potential value-added Board involvement.

8. Strategic Planning and Reporting

Role Expectations

RE 8.1 Facilitating the strategic planning process.
RE 8.2 Implementing strategic actions as approved.
RE 8.3 Involving the Board throughout the planning, implementation, and reporting process, providing for appropriate Board oversight.
RE 8.4 Providing accountability reports at least annually on results achieved.
RE 8.5 Supporting the Board to engage the public to ensure broader community involvement.

Quality Indicators

QI 8.1 Developing the Strategic Plan, budget, and operational actions according to timeline to ensure the Board's ability to provide direction and oversight
QI 8.2 Demonstrating the achievement of key results identified in the Division's Strategic Plan and the Provincial Education Plan.
QI 8.3 Reporting at least annually on results achieved.
QI 8.4 Working collaboratively with the Board to mitigate high-impact risk areas.

9. Organizational Management

Role Expectations

RE 9.1 Demonstrating compliance with all legislative, legal, Ministerial, and Board mandates and timelines.

RE 9.2 Reporting to the Minister of Education concerning matters identified in and required by the Education Regulations and Education Act, 1995.

RE 9.3 Ensuring the efficient functioning of the Division through continuity planning.

RE 9.4 Building an organizational culture that is conducive to high performance.

RE 9.5 Ensuring risks are identified, assessed, analyzed, addressed, reported, and monitored.

Quality Indicators

QI 9.1 Ensuring divisional compliance with all Ministry of Education and Board mandates (timelines and quality).

QI 9.2 Reporting on and following facility project budgets and construction schedules and providing timely variance reports to the Board.

QI 9.3 Preparing for effective crisis management through the development and implementation of business continuity plans and procedures.

QI 9.4 Utilizing formal and informal staff & board feedback to continuously assess, monitor, and reinforce high performance culture.

QI 9.5 Mitigating risks by identifying and analyzing potential issues that could negatively impact school Division initiatives or projects and ensures the steps are taken to control and eliminate the risk.

QI 9.6 Ensuring the Board is aware of potential risks and plans to mitigate such risks.

10. Communications and Community Relations

Role Expectations

RE 10.1 Taking appropriate actions to ensure positive external and internal communications are developed and maintained.

RE 10.2 Acting as the Head of the organization for the Local Authority Freedom of Information and Protection of Privacy (LAFOIP) Act and ensuring the appointment of LAFOIP Officer with appropriate duties.

RE 10.3 Demonstrating visibility within the Division and sector that is productive and purposeful.

RE 10.4 Demonstrating a commitment to interagency collaboration and partnership building.

Quality Indicators

QI 10.1 Representing the Division in a positive, professional manner.

QI 10.2 Managing and resolving conflict effectively through the development and implementation of procedures and processes.

QI 10.3 Ensuring that Board initiatives and priorities are disseminated to inform the community.

QI 10.4 Working cooperatively with the media to represent the Board's views/positions.

QI 10.5 Facilitating an open system in which information is shared and feedback considered.

QI 10.6 Actively engaging with the Ministry of Education, educational partner organizations, parents, SCCs, and the broader community to enhance student learning & well-being.

11. Leadership Practices

Role Expectations

RE 11.1 Practicing leadership in a manner that is viewed positively and has the support of those with whom the Director works most directly in carrying out the directives of the Board and the Minister.

Quality Indicators

QI 11.1 Providing a clear, attainable vision and direction for the Division.
QI 11.2 Providing effective educational leadership.
QI 11.3 Establishing and maintaining positive, professional working relationships with staff and community.
QI 11.4 Uniting people toward achieving the Board's goals.
QI 11.5 Demonstrating a high commitment to the needs of students.
QI 11.6 Acting in a trustworthy manner through transparency and honesty.
QI 11.7 Delegating tasks appropriately while empowering others.
QI 11.8 Effectively solving problems.

Reference: Sections 159, *The Education Act, 1995*

Approved: May 5, 2014
Revised: November 26, 2018; January 9, 2023; February 10, 2025

DIRECTOR EVALUATION PROCESS, CRITERIA & TIMELINES

1. Purpose and Context for Evaluation

The evaluation process, criteria and timelines for the Director evaluation described in this document:

1.1 Provide for both growth and accountability, and the strengthening of the relationship between the Board and the Director.

1.2 The written reports will affirm specific accomplishments and identify growth areas. Some growth goals will address areas of needed development while others will identify areas where greater emphasis is required due to changes in the environment.

1.3 Recognize that the Director is the Chief Executive Officer for the Division. The Director is held accountable for work performed primarily by other senior administrators.

1.4 Emphasize 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.

1.5 Align with the Director's Roles, Responsibilities and the Quality Indicators outlined in policy.

1.6 Support the work towards the achievement of the Division's goals.
This appendix directly links the Director's performance to the Strategic Planning and Reporting Section of Policy 13, which includes the Division's Strategic Plan and related goals.

1.7 Set out standards of performance.
The Quality Indicators in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will be set to provide clarity of expectations and a means of assessing performance.

1.8 Outline a performance-based assessment system that focuses on improvement over time.
After the initial evaluation, all subsequent evaluations take into consideration the previous evaluation and assess of the Director's level of success in addressing identified growth areas.

1.9 Use multiple data sources.
Objective data such as financial audits, performance audits, Ministry of Education monitoring reports, and student achievement data are augmented with subjective data to create a comprehensive and informed picture of performance.

1.10 Elicit evidence to support subjective assessments.
Multiple pieces of evidence will be provided to support subjective statements, especially those subjective statements provided by the Board regarding the Director of Education work relative to Board agendas, committee and Board meetings, etc.

1.11 Ensure Board feedback is provided regularly.
Such feedback will be timely, supported by specific examples, and will focus on areas over which the Director has authority.

2. Timelines for Evaluation

Unless approved by the Board otherwise, annual summative Director performance evaluations will occur in the first three years. After the first three years of the Director's contract, the evaluation will be completed once every two years. In the first year of the Director's contract, the period of evaluation is based on the Director's performance from the date the contract starts and until the date of the summative performance review. In subsequent years, the evaluation will be based on the Director's performance from the date of the last summative performance review until the next one. The timeline of scheduled evaluations each year will include:

- Formative performance conversation within the first six months of the Director's contract.
- Summative performance review in May with the Evaluation Report completed and approved no later than June 15.

The Board, in consultation with the Director, will approve or amend the timelines for evaluations and schedule the dates for the performance review.

3. Criteria for Evaluation

The criteria for the evaluation will be those Role Expectations and Quality Indicators set out in Appendix B, plus any growth goals provided by the Board in the previous written evaluation report. These criteria clarify for the Director performance expectations that are held by the corporate Board and these criteria also guide the Board in their evaluation of the performance of the Director. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

4. Evidence for Evaluation

It is the responsibility of the Director to provide evidence that each role expectation has been met during the evaluation period. This evidence will include:

4.1 Formally identified Accountability Reports provided to the Board. These may be presented to the Board by the Director, by members of senior administration or by others, but the data, evidence and recommendations within them will be considered as part of the Director's evidence of performance.

4.2 Other reports or documentation provided to the Board that explicitly address one or more of the Role Expectations or Quality Indicators.

4.3 A summary of evidence (examples, written or visual artifacts, documents, data, etc.) provided to the Board, as needed, to support an identified formative performance conversation or summative performance review. This evidence summary will be provided to the Board at least five (5) business days prior to the performance conversation or review.

4.4 Perspectives of those who work most closely with the Director will be collected during the summative evaluation phase, specifically to assess the extent to which the Director has met Role Expectations in section 11 (Leadership Practices). Members of the Administrative Council and one third of principals will be surveyed or interviewed by an external facilitator in the following cycle:

- First evaluation: Year 1 – all members of Administrative Council
- Second evaluation: Year 2 – one third of principals. The Director will divide the names of principals into three groups and the Board will select by lot the group to be interviewed.
- Third evaluation: Year 3 – No principals or direct reports.

- Fourth evaluation and on: Year 5 - repeat the above evaluation cycle by starting at the first evaluation and completing each evaluation once every two years.

The survey or interview process will ensure that each participant's identity is protected and that the participants are invited to provide evidence specific to each of the Role Expectations outlined in section 11 (Leadership Practices). Suggested interview or survey questions include:

4.4.1 What evidence can you cite to support or refute the following:

1. The Director of Education provides clear expectations and direction?
2. The Director of Education provides effective educational leadership?
3. The Director of Education establishes and maintains positive, professional working relationships with staff?
4. The Director of Education unites people toward common goals?
5. The Director of Education demonstrates a high commitment to the needs of students?
6. The Director of Education has a well-established value system based on integrity?
7. The Director of Education empowers others?
8. The Director of Education effectively solves problems?

4.4.2 What does the Director of Education do, if anything, that helps you do your job?

4.4.3 What does the Director of Education do, if anything, that makes doing your job more difficult?

A summary of the evidence collected will be provided to the Board and Director to inform the performance review conversations.

4.5 Other evidence that is determined mutually by the Board and Director to be appropriate and helpful in the performance evaluation process.

5 Documentation of Evaluation

Performance conversations and reviews will be summarized in a document that captures the essence of the evaluation, including:

5.1 The evaluation context and format (formative or summative);

5.2 An assessment of performance in each of the Role Expectations and Quality Indicators included in this phase of the evaluation;

5.3 An examination of progress made relative to any growth goals or redirections identified in the previous evaluation;

5.4 The identification of any new growth goals if deemed appropriate; and,

5.5 A summary/conclusion section followed by appropriate signatures and dates

The Director will only be absent from the room for the period when the Board constructs the final summary/conclusion section. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

The evaluation report will reflect the corporate Board position and be approved by Board motion. A signed copy will be provided to the Director within five (5) business days following the Board approval of the report and a second signed copy will be placed in the Director's personnel file at that time.

APPEALS AND HEARINGS REGARDING STUDENT MATTERS

All Student Matters Aside from Suspensions and Expulsions

The Board will hear appeals on other administrative decisions that significantly affect the education of a student.

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

1. Prior to a decision being appealed to the Board, it must be appealed to the Director.

2. Parents of students, and students 18 years of age or over, have the right to appeal to the Board a decision of the Director. The Director must advise parents and students of this right of appeal.

3. The appeal to the Board must be made within five 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 Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.

5. The hearing of the appeal must be scheduled so as to ensure that the person making the appeal and the Director, or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.

6. The appeal will be heard in closed session, with specified individuals in attendance.

7. The appeal hearing will be conducted in accordance with the following guidelines:
   - 7.1 The Board 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 Board. This information may include expert medical, psychological and educational data and may be presented by witnesses;
     - 7.1.2 The Board with the means to receive information and to review the facts of the dispute;
     - 7.1.3 A process through which the Board 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 Trustees 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 Board Chair deems it advisable under the circumstances.
7.8 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.
7.9 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.
7.10 The Board 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.

Suspension and Expulsion of a Student

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

Specifically,

1. Where the Director confirms or modifies a student suspension of 4 to 10 days duration, the Director shall report such suspensions to the Board committee 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 Director will refer the matter to the Board.

4. The Board shall:
   4.1 Investigate the suspension;
   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 Board.

   Where the Board makes a decision to expel a student, that decision shall be made before the expiration of the suspension.

   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 an investigation into the circumstances of the expulsion conducted by the Board and approved by a majority vote.

5. On the request of either the student or their parent(s)/guardian(s) pursuant to Section 4, at the expiration of one year, the Board will review and reconsider the expulsion of the student; the Board may:
   5.1 Rescind the expulsion of the student;
   5.2 Admit the student to a school on those terms and conditions that the Board considers appropriate.

6. Throughout the above steps, the Director and designates shall be cognizant of the rights of the student and parent/guardian as provided for in legislation.

Reference: Sections 5, 148, 150, 151, 152, 153, 154, 155, 158, 178.1, 231 *The Education Act, 1995*
Human Rights Code
Canadian Charter of Rights and Freedoms

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VIABLE SCHOOLS

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

In order to ensure quality education for its students, the Board may, from time to time, have to review the operation of one (1) or more of its schools and consider discontinuing one (1) or more grades offered in a school or closing schools.

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

Therefore, the Board will adhere to the following guidelines of operation with regard to determining the possible review status of a school. Review status is an opportunity to explore the facts; it does not necessarily mean the school will be closed. These guidelines will provide a process and procedure so that school review can be clearly predicted, giving people assurance as to how and when a decision process might be initiated. Guidelines that are not outlined in the Viable Schools Policy but are set out in *The Education Act, 1995* and the Education Regulations will also be followed.

Specifically

1. Legislative Conditions for Review

   The Education Act, 1995 and the Education Regulations set out the process and criteria around school reviews for closure or grade discontinuance.

   Pursuant to Section 54 to 64 of the School Division Administration Regulations, the Board may only carry out a review of a school pursuant to Section 87 of the Act if the following conditions are met:

   1.1 For students in kindergarten to Grade 8 who are enrolled in the school:
      1.1.1 The nearest school is not more than (40) kilometres from the school under review, based on the shortest route by regularly maintained roads;
      1.1.2 At least 90% of those students live within 75 minutes of the nearest school if travelling by motor vehicle under normal driving conditions;
      1.1.3 The Board arranges for alternative transportation that minimizes the transportation time for those students who live more than 75 minutes from the nearest school; and

1.2 Projected enrolment for the school under review for the following school year is less than:
- 1.2.1 For a school offering kindergarten to Grade 4 only, 25 students;
- 1.2.2 For a school offering kindergarten to Grade 5 only, 30 students;
- 1.2.3 For a school offering kindergarten to Grade 6 only, 37 students;
- 1.2.4 For a school offering kindergarten to Grade 7 only, 44 students;
- 1.2.5 For a school offering kindergarten to Grade 8 only, 51 students;
- 1.2.6 For a school offering kindergarten to Grade 9 only, 58 students;
- 1.2.7 For a school offering kindergarten to Grade 12 only, 88 students.

2. School Review Criteria

Pursuant to Section 58 of the School Division Administration Regulations, in carrying out a review of a school pursuant to Section 87 of the *Act*, the Board shall consider the following:

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

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

Section 58 of the School Division Administration Regulations – are as follows:
In carrying out a review of a school pursuant to Section 55, the board of education must consider all of the following:

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

3. Process for Placing a School in Review

3.1 Enrolments for all schools will be monitored and reported to the Board on a regular basis. Schools with September enrolments that fall below, or are projected to fall below, the thresholds set in legislation will be identified to the Board annually.
3.2 For schools that meet the Legislative Conditions for Review, the Director will compile a report on the School Review Criteria and report to the Board with a recommendation as to the review status of the school(s) following the timeline in Board Policy 15– Appendix A – Calendar Guideline.
3.3 The Board will consider the information and, if the Board wishes to place a school into the review process, will pass a motion to that effect.

4. Review Process

4.1 Consultation Process with School Community Councils (SCC).
Once a school is placed in review status, the Board will consult with the SCC and the community in accordance with the process set out in *The Education Act, 1995*.

4.1.1 If the SCC consents to closure or grade discontinuance, the Board will make the appropriate motion.

4.1.2 If the SCC does not agree to the closure or grade discontinuance, the process continues as outlined below.

4.2 Information and Analysis

As per Section 54 and 64 of the School Division Administration Regulations, the Board will establish a School Review Committee and provide the following information to the School Review Committee and SCC by November 1:

4.2.1 Enrolment history of the schools for the past five (5) years.

4.2.2 Projected enrolment for the school for the following five (5) school years, and the source of this data.

4.2.3 Current number of teaching and non-teaching staff at the school.

4.2.4 Projected number of teaching staff based on:

4.2.4.1. Projected enrolment outlined in clause 4.2.2, and

4.2.4.2. Board policy.

4.2.5 Information respecting the physical condition of the school.

4.2.6 Any other information that the Board plans to consider in reviewing the school.

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

4.3.1 The information and data collected by the School Review Committee and the Director will be considered by the Board.

4.3.2 Pursuant to Section 87of *the Education Act, 1995*, if the Board decides to consider the closure of any school that has been the subject of a review, the Board must, not later than February 1, pass a motion to consider the possible closure of the school or discontinuance of one (1) or more grades or years taught in the school stating the effective date of the possible closure or discontinuance.

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

4.4 Public Meeting

The Board, not later than March 31 of the year in which the potential closure of the school or discontinuance of grades or years taught in the school is to come into effect, must hold a meeting of electors as per Section 87 of *the Education Act, 1995*.

5. Decision Regarding Closure or Grade Discontinuance

5.1 After a thorough review of the information gathered and considering the consultations with the community, if the Board decides to close a school or to discontinue one (1) or more grades or years taught in the school, the Board must pass a motion to that effect by April 30 and provide notice as required under *the Education Act, 1995.*

6. School Closures or Grade Reduction and Integration Process

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

6.1 Notifying the parents of the students attending the school affected.

6.2 Consulting with the SCC.

6.3 Consulting with all affected staff, parents and community.

6.4 Preparing an implementation schedule.

6.5 Ensuring that a familiarization program for new students and their parents is offered at the receiving school(s).
6.6 Redistribution of Division assets shall not be done until after the conclusion of the school year.

Reference: Sections 85 (1)(b), 347 *The Education Act, 1995; Section* 54-64 The School Division Administration Regulations,

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VIABLE SCHOOLS CALENDAR GUIDELINE

The following calendar serves as a guideline only. Timelines can be adjusted depending on circumstances. Provisions of *The Education Act, 1995* must be followed.

October (school year prior to Board deciding whether to place school in review status)

Director collects September enrolment data and identifies school(s) meeting or close to meeting the conditions as set out in Board Policy 15 – Viable Schools.

February (school year prior to Board deciding whether to place school in review status)

Director prepares long-term enrolment projections by school and identifies school(s) meeting or projected to meet the conditions as set out in Board Policy 15 – Viable Schools.

By October 15

Director collects primary information as per Board Policy 15 – Viable Schools and recommends to the Board the placing of a school or schools in review status.

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

October

Establishment of School Review Committee by November 1.

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

Inform SCC of each school placed in review status.

November – January

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

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

School Review Committee presents information.

By February 1

The information and data collected by the School Review Committee and the Director will be considered by the Board as outlined in Board Policy 15.

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

By March 31

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

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

February – April

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

By April 30

Board decides whether or not to close school.

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

May

Develop a Transition Plan in consultation with SCC.

By June 15

Complete the preparation of the Transition plan.

After June 30 and Before Beginning of Next School Year

Grade reduction, school amalgamation or closure occurs.

Reference: Sections 85, 87, 347, *The Education Act, 1995*
Section 54 – 58, *The School Division Administrative Regulations*

Policy 16

RECRUITMENT AND SELECTION OF PERSONNEL

The Board believes that the recruitment and selection of Division personnel is the responsibility of the Director. For selected positions outlined below the recruitment and selection will be 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. The Board directs that all personnel are to be of exemplary character and possess the skills required for their positions.

All staff is to be hired to assist the Board in carrying out its vision, mission, and goals in accordance with the Board's beliefs and guiding principles. Selected staff is to be committed to promoting a positive, healthy work environment that fosters teamwork, professionalism and success for staff and for students.

1. The Board has sole authority to recruit and select the Director.

2. The Board and Director share responsibility for the recruitment and selection of Superintendents and Chief Financial Officer.
   - 2.1 These positions shall have formal written job descriptions and the person occupying the position shall have a written standardized (template) contract of employment approved by the Board.
   - 2.2 The Director shall ensure potential internal and external candidates are made aware of superintendent vacancies and such positions must be advertised and filled through an open competition unless Board approval is granted to the contrary.
   - 2.3 The selection committee shall be comprised of two Board-appointed trustee(s), (one must include the Board Chair) the Director and human resources representatives determined by the Director.
   - 2.4 The Selection Committee shall be responsible for the creation of the recruitment and selection processes.
   - 2.5 After interviewing the shortlisted candidates, the Selection Committee will attempt to achieve consensus. In the event this is not possible, the successful candidate must be supported by a majority of the committee in attendance and the Director. The Director must be one of the votes in the majority.
   - 2.6 After the Selection Committee has determined the selected candidate, the Director shall be authorized to make an offer of employment to the selected candidate.

3. The Director is delegated responsibility for the recruitment of principals. The Board and Director share responsibility for the selection of principals.
   - 3.1 Principal selection committees shall be comprised of Board-appointed trustee(s), the Director and senior administration determined by the Director.
   - 3.2 Positions will be open to external candidates as well as internal and positions will be advertised at a minimum on the Division website and filled through an open competition unless Board approval is granted to the contrary.
   - 3.3 The Director shall establish an Initial Pool of potential candidates.

3.4 The Selection Committee shall interview those candidates they deem appropriate in order to establish a suitable Final Pool of potential principals.
3.5 The Director shall appoint principals from this Final Pool of candidates as appropriate vacancies become available.
3.6 The Director is delegated authority to recruit and select all division-based and school-based personnel except those outlined in Guidelines 2, 3 and 4.
3.7 All recruitment and selection processes will respect current collective bargaining agreements, applicable Board policies and relevant legislation and regulations.

4. The Director is delegated responsibility for the recruitment of vice-principals. The Board and Director share responsibility for the selection of vice-principals.
   4.1 Vice-principal selection committees shall be comprised of Board-appointed trustee(s), the Director and/or senior administration determined by the Director.
   4.2 Positions will be open to external candidates as well as internal and positions will be advertised at a minimum on the Division website and filled through an open competition unless Board approval is granted to the contrary.
   4.3 The Director shall establish an Initial Pool of potential candidates.
   4.4 The Selection Committee shall interview those candidates they deem appropriate in order to establish a suitable Final Pool of potential vice-principals.
   4.5 The Director shall appoint vice-principals from this Final Pool of candidates as appropriate vacancies become available.
   4.6 The Director is delegated authority to recruit and select all division-based and school-based personnel except those outlined in Guidelines 2 & 3 above.
   4.7 All recruitment and selection processes will respect current collective bargaining agreements, applicable Board policies and relevant legislation and regulations.

5. The Board reserves authority relative to the following:
   5.1 Approval of all template contracts and any changes to such template contracts for out of scope employees.
   5.2 Information will be shared with the Board for all out of scope employee terminations.
   5.3 The Board delegates to the Director authority to approve in exceptional circumstances short term contracts of employment (less than a full school year) for retired staff. For contracts of one full year or longer, Board approval is required. In no instance may such an individual be offered a continuous contract. All such contracts whether short or long term must be term contracts.
   5.4 Information will be shared with the Board for the creation or elimination of any central office positions.

6. All offers of employment shall be conditional on the successful applicant providing a criminal record check and vulnerable sector check that are acceptable to the Director.

Reference: Sections 85, 87, *The Education Act, 1995*

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Policy 17

TRANSPORTATION

Transportation Services

The Division provides transportation for students requiring access to school in accordance with *The Education Act,1995, The Highway Traffic Act*, and *The Vehicle Administration Act*. In addition, provisions are made for special use of buses to enable students to participate in learning and learning-related activities.

Student transportation shall be operated with due regard for safety, fiscal responsibility, maximum length of ride, and school viability. The safety of students and staff is paramount.

Specifically

1. The Board shall provide transportation within approved boundaries only for approved preschool children, registered Prekindergarten to Grade12 students, approved supervisors, and employees in the carrying out of their duties.

2. The Board will determine by motion the attendance areas and transportation service areas for each school and any adjustments to these.

3. The Board retains authority to approve any changes in the ratio from owner operated buses to school Division operated bus or vice versa.

4. The Board retains authority for hearing transportation appeals.

5. The Division shall not normally provide transportation to a resident pupil to out of boundary schools.

6. Payment in lieu of transportation may be made when judged advisable.

7. The Director shall maintain a current Transportation Manual.

Reference: Sections 85, 87, 194, *The Education Act, 1995*
Highway Traffic Act,
Vehicle Administration Act

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PARTNERSHIPS

The Board encourages development of partnerships, both formal and informal, which benefit students and facilitate access to increased community resources. The Board believes such partnerships can serve to make more effective and efficient use of public, financial, human and material resources and promote improved outcomes for students. Some partnerships are encouraged as they provide opportunities for students to be involved in public service, acts of positive citizenship and caring while others are valuable as they provide a service or resources that would otherwise not be accessible.

When considering the establishment of partnerships, due consideration shall be given to meeting the following criteria:

1. Alignment with the Board's Foundational Statements outlined in Policy 1.
2. Positive net benefit to students;
3. Support for the Division's mission, vision and core values;
4. The quality and relevance of education for learners;
5. Legal and ethical considerations (example: no tobacco, cannabis or alcohol products);
6. Protection of students from commercialization;
7. Economic advantages for the Division;
8. The facilitation of positive community engagement;
9. The impact on support for the Division and its mission;
10. Communicating and sharing information about the partnership both internally and externally.

Legal Reference: Act references into agreements - Conference Board of Canada

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