

**THE REGULAR MEETING FOR THE BOARD OF EDUCATION OF THE
SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION**

**Board Room, Education Centre
545 – 11th Street East
Prince Albert, SK S6V 1B1**

**Monday, January 9, 2023
Time: 4:00 p.m.**

AGENDA (#23R-1)

- 1. Call to order by Board Chair Darlene Rowden**
- 2. Land acknowledgement**
- 3. Declaration of conflict of interest**
- 4. Motion to move into Closed Session**
- 5. Regular session convenes at 5:30 p.m.**
- 6. Adoption of the agenda**
- 7. Accountability reports**
- 8. Consent items**
 - (a) Adoption of the Regular meeting – December 12, 2022
 - (b) Financial Statements – for the First Quarter Ending November 30, 2022
- 9. Business arising from the previous meeting**
- 10. New business** (Board Committee Reports, Trustees' items and Notice of Motions)
 - (a) Motions brought forward from Closed Session of January 9, 2023
 - (b) External Board Committees (if any)
 - (c) Provincial Update
 - (d) Saskatchewan Rivers Students for Change (SRSC) Report – ***student trustees***
 - (e) SSBA Trustee Academy – January 26, 2023 – ***D. Rowden***
 - (f) 2023 State of the City Address – January 26, 2023 – ***D. Rowden***
 - (g) Verbal Update on First Nations Representatives Gathering – ***D. Rowden / R. Bratvold***

January 9, 2023

11. Reports from administrative staff

- (a) Revised Policy 13: Role of the Director of Education – ***R. Bratvold***
- (b) Director Evaluation Plans – ***R. Bratvold / D. Rowden***
- (c) 2023-2023 School Year Calendar Development – ***R. Bratvold***

12. Notice of Motion

13. Three key messages for SCC/Public from meeting

14. Board members' forum

15. Adjournment

CALENDAR OF EVENTS	
Monday, January 16, 2023 Time: 3:30 p.m.	Director Search Session with Facilitator, Education Centre, Board Room, 545 – 11 th Street East, Prince Albert.
Monday, January 23, 2023 Time 1:30 p.m. (virtual)	SSBA Finance Workshop, Education Centre, Board Room, 545 – 11 th Street East, Prince Albert, SK
Monday, January 23, 2023 Time: 4:00 p.m.	Regular meeting, Education Centre, Board Meeting, 545 – 11 th Street East, Prince Albert, SK
Thursday, January 26, 2023 Time: 9:30 to 4:00 p.m.	Trustee Academy 2023 – virtual session (optional)
Monday, February 6, 2023 Time: 4:00 p.m.	Pipe Ceremony at Princess Margaret School, 351 – 13 th Avenue East, Prince Albert, followed by the Elders Council – 10:30 a.m.
Monday, February 6, 2023 Time: 4:00 p.m.	Regular meeting, Education Centre, Board Meeting, 545 – 11 th Street East, Prince Albert, SK
Wednesday, February 8, 2023 Time: 6:15 p.m.	Joint meeting with PAATA Executive – location - TBD

2022-23 Board Annual Work Plan

January 2023

Events/Action

- P.A.A.T.A. Executive Joint Meeting – see above
- P.A. Separate School Division Joint Board meeting – Monday, March 20, 2023 – 6:00 p.m.
- School tours – *rescheduled to the Fall 2023*

MEETING DATE: January 9, 2023

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Planning	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Consent Item
Primary Policy Reference:	<u>8.8</u>	

FROM: R. Bratvold, Director of Education **ATTACHMENTS** [v]

BACKGROUND

RE: ADOPTION OF THE MINUTES OF THE REGULAR MEETING

- December 12, 2022 Regular Minutes

RECOMMENDATION

That the minutes of the Regular meeting of December 12, 2022 be approved as presented.

NO. #2022R-16 (MONDAY, DECEMBER 12, 2022)

**MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION
NO. 119 FOR THE BOARD OF EDUCATION HELD ON MONDAY, DECEMBER 12, 2022 AT 4:00 P.M.
IN THE BOARD ROOM, EDUCATION CENTRE, 545 11TH STREET EAST, PRINCE ALBERT, SK**

PRESENT:

MEMBERS OF THE BOARD

MRS. C. BLOOM, Trustee

MR. B. GEROW, Trustee

MR. G. GUSTAFSON, Trustee

MR. B. HOLLICK, Trustee

MR. A. LINDBERG, Trustee (absent)

MR. A. NUNN, Vice-Chair

MS. D. ROWDEN, Board Chair

MS. J. SMITH-WINDSOR, Trustee

DR. M. VICKERS, Trustee

MR. B. YEAMAN, Trustee

SENIOR ADMINISTRATION

Mr. R. Bratvold, Director of Education

Mrs. G. Tebay, Superintendent of Schools

Mr. J. Pidborochynski, Chief Financial Officer

Mrs. J. Ward, Administrative Services Officer

D. Rowden, Board Chair, called the meeting to order.

D. Rowden acknowledged the ancestral lands of the Cree, Dene, Dakota, Lakota, Nakoda and Saulteaux peoples and that the division is within Treaty 6 Territory and the traditional homelands of the Métis.

Trustees were given an opportunity to declare a conflict of interest.

MOTION TO MOVE INTO CLOSED SESSION:

#22R-111

Moved by C. Bloom that the meeting move into Closed Session with Board and Administration present.

Carried.

Regular meeting resumed.

STUDENT TRUSTEE

M. Pahtayken (absent)

D. Zacharias

INDUCTION OF STUDENT TRUSTEES FOR THE 2022-23 SCHOOL YEAR

- Deziree Zacharias (rural)

ADOPTION OF THE AGENDA:

#22R-112

Moved by G. Gustafson that the agenda be approved as amended.

Carried.

DELEGATION:

(a) SRPSD Responses to Truth and Reconciliation Commission's 94 Calls to Action

A summary of SRPSD's focused work on the TRC's Calls to Action was provided for information. J. Hingley and J. Letendre reviewed the work of the SRPSD team regarding the promotion and achievement of these responses. The Board expressed appreciation to them on the excellent presentation.

CONSENT ITEMS:

#22R-113

Moved by B. Gerow that the following consent items be approved:

(a) *Adoption of the Minutes for Regular of November 28, 2022;*

(b) *Facilitated Board Self-Evaluation Process;*

(c) *Board Committee Terms of Reference for 2022-2023 – Facilities Committee.*

Carried.

BUSINESS ARISING FROM A PREVIOUS MEETING

(a) 2022-2023 Board Development Plan

#22R-114

Moved by A. Nunn that the 2022-2023 Board Development Plan be approved as presented.

Carried.

NEW BUSINESS:

(a) Motions from the Closed Session of December 12, 2022

#22R-115

Moved by D. Rowden that the following motion be brought forward:

1. That all meetings for the purpose of the director of education selection process be chaired by the Board Chair.

Carried.

(b) Saskatchewan Rivers Student for Change (SRSC) Report

D. Zacharias, student trustee, provided a verbal report on schools' activities and provided highlights of advocacy work of the student group. The group will be sending a letter to the Minister of Education Duncan regarding the inequities of departmental exams. They also discussed the importance of student attendance.

(c) Anticipated Meeting with PAATA Executive

D. Rowden noted that the president of the PAATA provided two possible dates for a joint meeting with them. Consensus of the Board was to select Wednesday, February 8, 2023 as the date.

(d) Recap of Rural Partners Gathering

Consensus of trustees who attended the rural partners gathering was that this was a great engagement session to discuss items of mutual interest. It was suggested that this meeting be placed on the Board Annual plan for January.

J. Smith-Windsor indicated that she was at a recent meeting where the topic of disfranchisement was discussed. She suggested adding this to a Board meeting in January for further discussion.

(e) Revised SRPSD Legacy Document

The Legacy Committee met to review and update the current Legacy Document. The revised document will be uploaded to the website.

#22R-116

***Moved by G. Gustafson the Legacy Committee be disbanded as the work is now complete.
Carried.***

REPORTS FROM ADMINISTRATIVE STAFF:

(a) Board Calendar of Events

The Board calendar of events was finalized. The final events list will be shared with trustees.

#22R-117

***Moved by J. Smith-Windsor that the Board postpone one day of the 2023 school tours to September 2023.
Carried.***

THREE KEY MESSAGES FOR SCC/PUBLIC FROM BOARD MEETING:

- Truth and Reconciliation response;
- Rural student trustee / student absenteeism / departmental exams;
- Board Legacy Document.

BOARD MEMBERS' FORUM:

Trustees were given an opportunity to share information on items of mutual interest.

ADJOURNMENT:

#22R-118

***Moved by G. Gustafson that the meeting adjourn. (6:55 p.m.)
Carried.***

SIGNATURES:

Board Chair

Administrative Services Officer

Date of Approval

MEETING DATE: January 9, 2023

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Consent Item
Primary Policy Reference:	<u>2.8</u>	

FROM: J. Pidborochynski, Chief Financial Officer **ATTACHMENTS** [V]

BACKGROUND

RE: FINANCIAL STATEMENTS – for the First Quarter Ending November 30, 2022

The Statements of Financial Position and Operations have been prepared in accordance with the Canadian public sector accounting standards and the format specified in the Financial Reporting Manual issued by the Ministry of Education. The preparation of financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

The accompanying financial statements will be reviewed in detail with specific reference to the budget percentage remaining for the period. For comparative purposes 75.0% or nine months remain in the fiscal year.

Details of major variances in actual to budgeted revenue are detailed as follows:

1. Tuition Fees – On-reserve tuition fees for September to December 2022 were billed in November.

Details of major variances in actual to budgeted expenses are detailed as follows:

1. None identified

Capital Purchases

1. Buses - \$472, buildings - \$134K, computer equip - \$99K, other equipment - \$42K

RECOMMENDATION

That the Board approve the Financial Statements for the first quarter ending November 30, 2022.

Saskatchewan Rivers School Division No. 119
Statement of Financial Position
As at November 30, 2022

	Current Year Actual	Prior Year Actual	Variance
Financial Assets			
Cash and Cash Equivalents	24,783,763	25,613,495	(829,732)
Other Receivables	927,116	788,993	138,123
Portfolio Investments	3,000,000	2,000,000	1,000,000
Total Financial Assets	28,710,879	28,402,488	308,391
Liabilities			
Accounts Payable and Accrued Liabilities	7,679,283	5,981,334	1,697,949
Liability for Employee Future Benefits	3,221,600	3,221,600	-
Deferred Revenue	138,247	195,611	(57,364)
Total Liabilities	11,039,130	9,398,545	1,640,585
Net Financial Assets	17,671,749	19,003,943	(1,332,194)
Non-Financial Assets			
Tangible Capital Assets	57,792,750	58,314,979	(522,229)
Inventory of Supplies for Consumption	137,828	137,828	-
Prepaid Expenses	304,271	700,857	(396,586)
Total Non-Financial Assets	58,234,849	59,153,664	(918,815)
Net Assets	75,906,598	78,157,607	(57,364)
Accumulated Surplus			
Accumulated Surplus - Beginning of the Year	78,157,607	83,592,214	(5,434,607)
(Loss) earnings from Operations	(2,251,009)	(5,434,607)	3,183,598
Accumulated Surplus	75,906,598	78,157,607	(2,251,009)

Saskatchewan Rivers School Division No. 119
Statement of Operations and Accumulated Surplus
For the Period from September 1, 2022 to November 30, 2022

	Current Year Actual	Current Year Budget	Budget Remaining	Budget % Remaining	Prior Year Actual	Actual Variance
REVENUE						
Property Taxation	-	-	-	#DIV/0!	-	-
Grants	25,551,667	98,376,971	72,825,304	74.03%	97,912,425	(72,360,758)
Tuition and Related Fees	1,041,748	2,648,673	1,606,925	60.67%	2,607,242	(1,565,494)
School Generated Funds	858,047	2,280,000	1,421,953	62.37%	2,304,343	(1,446,296)
Complementary Services	610,457	1,941,824	1,331,367	68.56%	1,923,808	(1,313,351)
External Services	332,849	2,159,195	1,826,346	84.58%	2,528,426	(2,195,577)
Other	369,470	1,219,208	849,738	69.70%	1,374,167	(1,004,697)
Total Revenue	28,764,238	108,625,871	79,861,633		108,650,411	(79,886,173)
EXPENSES						
Governance	168,029	518,204	350,175	67.57%	440,426	(272,397)
Administration	972,559	3,567,224	2,594,665	72.74%	3,375,752	(2,403,193)
Instruction	23,261,615	77,556,541	54,294,926	70.01%	77,711,891	(54,450,276)
Plant	3,072,634	16,638,656	13,566,022	81.53%	15,560,368	(12,487,734)
Transportation	2,033,558	7,827,227	5,793,669	74.02%	7,405,430	(5,371,872)
Tuition and Related Fees	800	69,072	68,272	98.84%	81,100	(80,300)
School Generated Funds	459,291	2,300,000	1,840,709	80.03%	2,351,613	(1,892,322)
Complementary Services	448,808	2,072,682	1,623,874	78.35%	1,906,312	(1,457,504)
External Services	597,860	2,239,265	1,641,405	73.30%	5,251,526	(4,653,666)
Other Expenses	93	500	407	81.40%	600	(507)
Total Expenses	31,015,247	112,789,371	81,774,124		114,085,018	(83,069,771)
(Deficit) surplus for the Period	(2,251,009)	(4,163,500)	1,912,491		(5,434,607)	3,183,598
Accumulated Surplus, Beginning of Year	78,157,607	78,157,607			83,592,214	(5,434,607)
Accumulated Surplus, End of Period	75,906,598	73,994,107			78,157,607	(2,251,009)
Tangible Capital Assets - Beginning of Year	58,314,979	58,314,979	-	0.00%	62,768,547	
Tangible Capital Asset Purchases	746,021	1,244,500	498,479	40.05%	(2,279,764)	
Amortization	(1,268,250)	(5,073,000)	(3,804,750)	75.00%	(2,173,804)	
Tangible Capital Assets - End of Period	57,792,750	54,486,479	(3,306,271)		58,314,979	

MEETING DATE: January 9, 2023

Type of Meeting	Agenda Items	Intent
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<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
<input type="checkbox"/> Planning Meeting	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item
Primary Policy Reference:	<u>2,11</u>	

FROM: R. Bratvold, Director of Education **ATTACHMENTS** [☒]

BACKGROUND

RE: REVISIONS TO POLICY 13: ROLE OF THE DIRECTOR OF EDUCATION

At its planning session on December 19, 2022, the Board reached consensus on the revisions to Policy 13 that relate to the role expectations of the Director. The Board also agreed to the revisions to Appendix B that identifies the quality indicators that provide evidence of the achievement of each role expectations. These are essential parts of Policy 13, but there was not time in the session to review Appendix A that summarizes the process and timelines for the Director evaluation. The recommendation is that the Board approve Policy 13 as presented without Appendix A and consider revisions to Appendix A at a future meeting.

RECOMMENDATION

That the Board approve the revised Policy 13 and its Appendix B as presented and that Appendix A of Policy 13 be revised on or before February 27, 2023.

Policy 13 PROPOSED DRAFT

Updated Dec 19, 2022 for consideration at Jan 9, 2023 Meeting

ROLE OF THE DIRECTOR OF EDUCATION

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 *School Division Administration Regulations* and related statutes the following specific areas of responsibility are assigned by the Board:

1. Student Learning and Well-being

- 1.1 Providing safe, positive learning environments by ensuring high-quality teaching and learning.
- 1.2 Providing healthy and sustainable physical and social environments that protect, respect, and include all students.
- 1.3 Providing for the safety and well-being of students while participating in school-sanctioned programs.
- 1.4 Ensuring student transportation is provided with due regard for safety, reasonable access to educational opportunities, fiscal responsibility, and efficiencies of time.
- 1.5 Ensuring that student attendance and engagement are tracked and that appropriate mitigation strategies are developed.

2. Educational Leadership and Leadership Practices

- 2.1 Providing leadership in all matters relating to education in the Division.
- 2.2 Ensuring students in the Division can meet the standards and outcomes of education set by the Ministry of Education.
- 2.3 Implementing education policies established by the Ministry of Education and the Board.
- 2.4 Ensuring accurate assessment and evaluation of student achievement.
- 2.5 Ensuring ongoing learning supports are provided to students in vulnerable circumstances and with identifiable need(s).
- 2.6 Actualizing the Division's vision, mission, values through progressive actions to ensure currency for all learners.
- 2.7 Demonstrating an authentic commitment and actions towards reconciliation as outlined in the *Truth and Reconciliation Commission of Canada: Calls to Action Report*.

3. Governance

- 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.
- 3.2 Ensuring the facilitation of governance training and professional development for all school division leadership team members.
- 3.3 Working cooperatively with Board Members in enhancing governance practices, including the development of effective governance tools and templates.

Policy 13 PROPOSED DRAFT

Updated Dec 19, 2022 for consideration at Jan 9, 2023 Meeting

4. Fiscal Responsibility

- 4.1 Ensuring the fiscal management of the Division is following the terms or conditions of any funding received by the Board.
- 4.2 Ensuring the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- 4.3 Ensuring that insurance coverage is in place to adequately protect assets, indemnify liabilities, and provide for proper risk management.
- 4.4 Ensuring that current service agreements are in place and honored with First Nation authorities.

5. Human Resource Management

- 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).
- 5.2 Ensuring that effective evaluation and supervisory processes are developed and implemented for growth and accountability.
- 5.3 Ensuring that the Division attracts, retains, motivates, and develops a highly qualified workforce to ensure student learning and well-being.
- 5.4 Ensuring that diversity and equity policies and practices are in place which respect all employees.

6. Policy and Administrative Procedures

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

7. Director/Board Relations and Governance Support

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

8. Strategic Planning and Reporting

- 8.1 Facilitating the strategic planning process.
- 8.2 Implementing strategic actions as approved.
- 8.3 Involving the Board throughout the planning, implementation, and reporting process, providing for appropriate Board oversight.
- 8.4 Providing accountability reports at least annually on results achieved.
- 8.5 Facilitating the Enterprise Risk Management process to ensure the identification and development of mitigation strategies for areas of risk to the organization.
- 8.6 Supporting the Board to engage the public to ensure broader community involvement.

Policy 13 PROPOSED DRAFT

Updated Dec 19, 2022 for consideration at Jan 9, 2023 Meeting

9. Organizational Management

- 9.1 Demonstrating compliance with all legislative, legal, Ministerial, and Board mandates and timelines.
- 9.2 Reporting to the Minister of Education concerning matters identified in and required by the Education Regulations and Education Act, 1995.
- 9.3 Ensuring the efficient functioning of the Division through continuity planning.
- 9.4 Building an organizational culture that is conducive to high performance.
- 9.5 Ensuring risks are identified, assessed, analyzed, addressed, reported, and monitored.

10. Communications and Community Relations

- 10.1 Taking appropriate actions to ensure positive external and internal communications are developed and maintained.
- 10.2 Acting as the Head of the organization for the Local Authority Freedom of Information and Protection of Privacy (LA FOIP) Act and ensuring the appointment of LAFOIP Officer with appropriate duties.
- 10.3 Demonstrating visibility within the Division and sector that is productive and purposeful.
- 10.4 Demonstrating a commitment to interagency collaboration and partnership building.

11. Leadership Practices

- 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.

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

Approved: May 5, 2014

Revised: November 26, 2018

Policy 13 PROPOSED DRAFT

Updated Dec 19, 2022 for consideration at Jan 9, 2023 Meeting

Policy 13 – Appendix B Updated Dec 19: Proposed Role Expectations & Quality Indicators

DIRECTOR/CEO ROLE EXPECTATIONS AND PERFORMANCE ASSESSMENT GUIDE

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

- QE 1.1 Facilitating environments where students feel a sense of belonging and have high levels of intellectual engagement.
- QE 1.2 Ensuring regular actions are taken to ensure busses and facilities are safe and healthy.
- QE 1.3 Providing an analysis of, and response to, incident reports related to student conduct (i.e., suspensions, expulsions, division threat-risk assessments).
- QE 1.4 Developing and adhering to policy and procedures related to student suspension hearings while emphasizing restitution and student learning continuity
- QE 1.5 Analyzing and responding to incident reports related to significant student injuries.
- QE 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.

Policy 13 PROPOSED DRAFT

Updated Dec 19, 2022 for consideration at Jan 9, 2023 Meeting

- 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

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

- QE 3.1 Facilitating professional learning for in-school administrators and division office leadership staff, as required.
- QE 3.2 Engaging in ongoing professional learning related to board governance.
- QE 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.
- RE 4.4 Ensuring that current service agreements are in place and honored with First Nation authorities.

Policy 13 PROPOSED DRAFT

Updated Dec 19, 2022 for consideration at Jan 9, 2023 Meeting

Quality Indicators

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

- QE 5.1 Quality recruitment, orientation, onboarding, staff development, disciplinary, complaint/conflict management, evaluation, and supervision processes are developed and effectively implemented.
- QE 5.2 Modeling a commitment to personal and professional growth.
- QE 5.3 Fostering high-quality teaching and professional improvement.
- QE 5.4 Creating a highly effective leadership team to ensure the Division's objectives and outcomes are met.
- QE 5.5 Modeling high ethical standards of conduct.
- QE 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.
- QE 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.

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Quality Indicators

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

- QE 7.1 Preparing and distributing Board agendas and the Director's reports to trustees to allow for appropriate trustee preparation for the meeting.
- QE 7.2 Keeping the Board informed about Division operations, challenges, and celebrations.
- QE 7.3 Providing the Board with open, balanced, sufficient, concise information and clear recommendations for action items in agendas.
- QE 7.4 Engaging with the Board in an open, honest, pro-active, and professional manner.
- QE 7.5 Providing support to the Board regarding advocacy and lobby efforts on behalf of the Division.
- QE 7.6 Ensuring high-quality management services are provided to the Board.
- QE 7.7 Providing the Board with correspondence directed to the Board or trustees.
- QE 7.8 Implementing Board directions through Board motion with integrity in a timely fashion.
- QE 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 Facilitating the Enterprise Risk Management process to ensure the identification and development of mitigation strategies for areas of risk to the organization.
- RE 8.6 Supporting the Board to engage the public to ensure broader community involvement.

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Quality Indicators

- QE 8.1 Developing the Strategic Plan, budget, and operational actions according to timeline to ensure the Board's ability to provide direction and oversight
- QE 8.2 Demonstrating the achievement of key results identified in the Division's Strategic Plan and the Provincial Education Plan.
- QE 8.3 Reporting at least annually on results achieved.
- QE 8.4 Reporting on identified risk factors to the Division.
- QE 8.5 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

- QE 9.1 Ensuring divisional compliance with all Ministry of Education and Board mandates (timelines and quality).
- QE 9.2 Reporting on and following facility project budgets and construction schedules and providing timely variance reports to the Board.
- QE 9.3 Preparing for effective crisis management through the development and implementation of business continuity plans and procedures.
- QE 9.4 Utilizing formal and informal staff & board feedback to continuously assess, monitor, and reinforce high performance culture.
- QE 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.
- QE 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

- QE 10.1 Representing the Division in a positive, professional manner.
- QE 10.2 Managing and resolving conflict effectively through the development and implementation of procedures and processes.

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- QE 10.3 Ensuring that Board initiatives and priorities are disseminated to inform the community.
- QE 10.4 Working cooperatively with the media to represent the Board's views/positions.
- QE 10.5 Facilitating an open system in which information is shared and feedback considered.
- QE 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

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

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Policy 13 – Appendix A

**NOTE THIS APPENDIX HAS NOT BEEN UPDATED –
Discussion and change is planned for early 2023**

DIRECTOR/CEO EVALUATION PROCESS, CRITERIA & TIMELINES

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

1. Provides for both growth and accountability, and the strengthening of the relationship between the Board and the Director. The written report will affirm specific accomplishments and will identify growth areas. Some growth goals will address areas of weakness while others will identify areas where greater emphasis is required due to changes in the environment.
2. Recognizes that the Director is the Chief Executive Officer. The Director is held accountable for work performed primarily by other senior administrators, e.g., fiscal management.
3. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses. The Performance Assessment Guide identifies the source of the evidence in advance, while the quality indicators describe expectations in regard to that evidence.
4. Is aligned with and based upon the Director's roles and responsibilities. The Roles and Responsibilities statement is aligned with this evaluation document.
5. Is linked to the Division's goals. The Continuous Improvement Planning and Reporting section directly links the Director's performance to the continuous improvement planning and reporting process, which includes the Division's goals.
6. Sets out standards of performance. The quality indicators in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.
7. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations take into consideration the previous evaluation, and an assessment of the Director's success in addressing identified growth areas.
8. Uses multiple data sources. Objective data such as audit reports and Ministry of Education monitoring reports, and student achievement data are augmented with subjective data provided in division surveys.
9. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding the CEO's work relative to Board agendas, committee and Board meetings, etc.
10. Ensures 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.

Process for Evaluations

It is the responsibility of the Director to provide evidence that each role expectation has been met during the evaluation period. This evidence portfolio must be provided to the Board at least one week in advance of the evaluation workshop, which will involve the Board, the Director and an external facilitator. The Director will only be absent from the room for the period when the Board constructs the conclusion section. The evidence examined will be in the form of an

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internal report or external report. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved. In addition, the corporate Board will supplement the evidence contained in the evidence portfolio with agreed-upon direct Board observations. For example, this would be most evident in the section Board/Director Relations.

During the evaluation workshop, a written evaluation report will be facilitated which will document:

- the evaluation process,
- evaluation context,
- assessments relative to each of the criteria noted in Appendix A,
- an examination of progress made relative to any growth goals or redirections identified in the previous year's evaluation,
- identification of any growth goals if deemed appropriate, and
- a conclusions section followed by appropriate signatures and dates.

The assessments contained in the evaluation report will reflect the corporate Board position. This report will be approved by Board motion. A signed copy will be provided to the Director and a second signed copy will be placed in his personnel file.

Criteria for Evaluations

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

In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide as listed or revised after each evaluation, plus any growth goals provided by the Board in previous written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities such as an increased emphasis on capital construction due to an increased number of approvals.

Timelines for Evaluations

Unless approved by the Board otherwise, annual evaluations will occur so that period of evaluation is based on performance from August 1 to July 31 each year and the report be delivered in October.

Leadership Practices

To assess the extent to which the Director has met expectations in Role 11: Leadership Practices, Direct Reports and one third of Principals will be interviewed by an external consultant in the following manner:

- The Director will divide the principals into three groups and the Board will select by lot the group to be interviewed.
- Interviews will be conducted using a three-year cycle:
 - Year 1 – all direct reports
 - Year 2 – one third of principals selected as above.
 - Year 3 – No principals or direct reports

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- Use the questions outlined below. The interviews will be individual in-person or phone interviews with verbatim comments and a summary report (recommended insertion) provided to the Board and Director.

Leadership Practices Interview Guide

Perceptions of Principals and Director of Education "Direct Reports"

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

MEETING DATE: January 9, 2023

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
<input type="checkbox"/> Planning Meeting	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item
Primary Policy Reference:	<u>2.9.8</u>	

FROM: R. Bratvold, Director of Education

ATTACHMENTS []

BACKGROUND

RE: 2023-2024 SCHOOL YEAR CALENDAR DEVELOPMENT

Each year the Board reviews and approves the school year calendar for the upcoming school year. The calendar that the Board considers is developed by a committee that includes 2 teacher reps, 2 CUPE reps, 2 student reps and 2-3 SCC reps. Representatives are selected to provide a variety of perspectives from rural, urban, elementary and high school experiences. The usual process is outlined here:

- At its initial meeting, the Calendar Committee:
 - reviews a calendar template and the various limitations/requirements of the calendar (**see the notes below**);
 - shares various perceptions, perspectives and ideas about the 2023-24 school year calendar;
 - arrives at a consensus for a draft calendar (or sometimes two options if we cannot settle on one).
- The committee's draft calendar recommendation is shared with Administrative Council (Superintendents, CFO, etc.) and with the Administrators' Group for their review and feedback.
- Administrative Council and principals' feedback is shared with the Calendar Committee, usually by email but sometimes a second meeting is needed for discussion.
- The final recommendation from the Committee is brought to the Board by the Director. This is expected at the February 6, 2023 meeting.
- The Board considers the Committee's recommendation and any accompanying notes and then decides to approve or amend the calendar or send it back to Committee for review. If approved, the approved calendar is shared with the Committee in confidence.
- The Board-approved calendar is sent to the Ministry for their staff to verify that it is compliant with Ministry requirements. Sometimes this takes a few days; often it takes weeks.
- Finally, the Board-approved and Ministry-verified calendar is shared with the Committee, all schools and the public.

NOTES on the essential limitations/requirements for calendar development are summarized below:

- a) Regulation 28 requires 950 hours of instruction. SRPSD decided several years ago to provide 183 instructional days at 315min/day for 960.75 hours of instruction. Allows for 10.75 hours of non-instructional assemblies, activities etc. with students.
- b) *Provincial Collective Bargaining Teachers Agreement* stipulates that a teacher's work calendar cannot exceed 1044 hours. Our calendar traditionally provides 194 school days at 315min/day for a total of 1018.5 hours to allow additional time for exceptional circumstances.
- c) Regulation 24 requires vacation at Christmas starting no later than December 23 and ending no earlier than January 2; a spring vacation of no more than 5 consecutive days; and a summer vacation of at least 6 consecutive weeks.
- d) Regulation 23 requires no school on: Family Day, Good Friday, Victoria Day, Labour Day, Thanksgiving Day and Remembrance Day. When Remembrance Day falls on a Saturday or Sunday, the Monday following that day is to be observed as a holiday.
- e) CUPE agreement stipulates that Easter Monday is a holiday for CUPE staff and so no schools operate that day.
- f) There is no regulation for when the spring vacation occurs. SRPSD traditionally has two - one in February and one in April around Easter.
- g) There is no limitation for when we put PLC days or the Days in Lieu of PTIs. We can place them where they fit the needs of the schools for planning, but one at end of semester 1 really helps high schools with semester turnaround.
- h) It is helpful (necessary) to balance the number of instructional days in each semester. This provides balanced instruction between classes that are in both semesters.
- i) It is helpful to put a PLC right after the last departmental exam in Jan. and call that end of semester BUT a midweek PLC is often not appreciated by parents. High schools can determine semester end individually.
- j) It is helpful to have 1 of the "Days in Lieu of PTIs" in each semester so we can better manage the contract of teachers who work in only one of the semesters.

The Calendar Committee has met and developed a draft calendar that has been reviewed by Administrative Council and will be considered by principals on January 11. The summary of the feedback will be discussed by the Calendar Committee and a draft calendar is expected to be provided for Board consideration at its February 6 meeting.

RECOMMENDATION

For Board information.