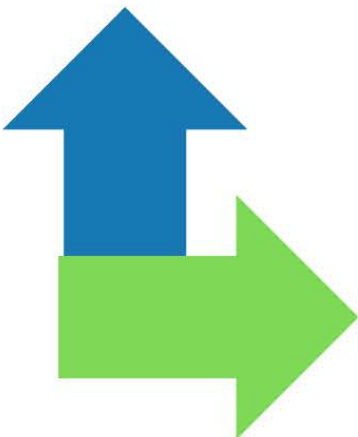




# NORTH EAST SCHOOL DIVISION



# BOARD OF EDUCATION POLICY HANDBOOK



June 2024

NORTH EAST SCHOOL DIVISION NO.200

BOARD OF EDUCATION

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# North East School Division - Board Policy

 <b>BP 101</b> <b>Foundations and Direction</b>	<b>References:</b>  <b>Related:</b>	<b>Tracking:</b> REVISED – September 2024 AMENDED – Mar. 2024 REVIEWED – April 2024 APPROVED - June 2024
		<b>Status:</b> APPROVED - June 2024

## FOUNDATIONS AND DIRECTION

To ensure a relentless pursuit of academic excellence and student success, the North East School Division Board stands committed to fostering an educational environment where innovation, high standards, and comprehensive support converge. At the heart of its operations, the Board of Education of the North East School Division meticulously designs and implements multiyear strategic plans in consultation with its dedicated staff, all framed within the context of the division's established vision, mission, strategic imperatives, and core values. This forward-thinking approach is not merely a policy; it is a pledge to provide unparalleled guidance to Trustees, empowering them to fulfill their mandate as an elected Board of Education with unwavering commitment to academic excellence.

### Vision and Mission

North East School Division

Creating safe, inclusive and academically excellent learning experiences for all.

The NESD fosters growth, achievement, and wellbeing for our students through responsive learning in partnership with families and communities.



### Values

Achieving success within the North East School Division relies on the common values we uphold, which establish the atmosphere and characterize our organizational culture.

**Connect** - We are stronger together. We build trust: openly communicating and engaging with each other, our students, and stakeholders.

**Include** - We value diversity. We take purposeful actions to establish a sense of belonging, so everyone is engaged.

**Innovate** - We transform ideas into realities. We continuously learn and adapt as we provide exceptional learning experiences.

**Empower** - We each have voice. We shape safe environments: respecting and supporting one another while embracing accountability.

## Logo


The logo of the North East School Division is designed to symbolically capture and convey the essence of our school division. It employs imagery of wheat and forests to reflect the local industries. The elements symbolizing a river, the sky and land are a nod to the treaty territories we reside in, while also honouring the significant sacrifices made by numerous First Nation and Métis communities during the acquisition of these lands. The values embedded within our logo are a testament to the culture we uphold.



## Strategic Direction



# North East School Division - Board Policy

 <p style="margin: 10px 0;"><b>BP 102</b> <b>Role of Board</b></p>	<p><b>References:</b>                  The Education Act, 1995                  School Division Administration Regulations                  The Educational Regulations, 2019                  Local Authority Freedom of Information and Protection of Privacy Act</p>	<p><b>Tracking:</b>                  REVISED – Feb 2024                  REVIEWED – April 2024</p>
	<p><b>Related:</b></p>	<p><b>Status:</b>                  Approved - June 2024</p>

## ROLE OF THE BOARD

The North East School Division No. 200 Board of Education (“the Board”) is responsible for the provision of educational opportunities as per *The Education Act, 1995*, *The School Division Administration Regulations, 2019*, and any other applicable laws of the Province of Saskatchewan, within the financial constraints outlined in the Annual Budget. The Board is elected by the voters within the North East School Division No. 200. NESD's strategic efforts encompass the objectives outlined in the "Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework," by employing the Indigenous Education Responsibility Framework (IERF) Stepping Stones (SSBA, June 2022) as a key tool.

Responsibilities of the Board are as follows:

### 1. Student Learning and Well Being

The Board shall ensure:

- 1.1. Board agendas reflect the Board's commitment to improving student achievement.
- 1.2. The annual operating budget supports the goals of the Board.
- 1.3. Resources are provided to support initiatives focused on student learning.
- 1.4. NESD’s Strategic Plan is centered on improving student achievement and inclusive of focused equitable opportunities and outcomes for First Nations and Metis learners (IERF).

### 2. Accountability to Community

- 2.1. Make decisions that reflect NESD’s mission, vision, and values that represent the interests of the entire Division.
- 2.2. Ensuring all persons with a stake in student outcomes are intentionally included in assessment of school and division progress (IERF).
- 2.3. Ensure stakeholders have access to pertinent information, in accordance with The Local Authority Freedom of Information and Protection of Privacy Act (“LAFOIP”).
- 2.4. Develop procedures for and hear appeals as determined by the Board.
- 2.5. Facilitate two-way communications between the Board and stakeholders.
- 2.6. Model a culture that reflects the Board’s Code of Conduct.
- 2.7. Develop shared commitment, equitable representation and active voice with local First Nations and Metis communities (IERF)

### **3. Board/Director Relations**

- 3.1. Select the Director. Make provision for the regular review of the Director of Education's compensation.
- 3.2. Interact with the Director in an open, honest, respectful, and professional manner.
- 3.3. Provide the Director with clear corporate direction.
- 3.4. Delegate to the Director, in writing, administrative authority and identify responsibility subject to provisions and restrictions in The Education Act, 1995.
- 3.5. 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.
- 3.6. Conduct an annual appraisal of the Director in accordance with BP 117 and additional Board direction.
- 3.7. Monitor the strategic work of the Director to provide learning for all staff in the knowledge and understanding of the worldview and historical impact of First Nations and Metis Nation (IERF).

### **4. Strategic Planning**

- 4.1. Provide overall direction for the Division by developing, approving and monitoring the Strategic Plan and establishing annual priorities and key results.
- 4.2. Annually approve budget (driven by the Board priorities).
- 4.3. Monitor progress toward the achievement of key results in the Strategic Plan.
- 4.4. Approve the Annual Report for distribution to the public.

### **5. Policy**

- 5.1. Govern through the use of articulated, transparent policy to ensure the effective operation of the Division.
- 5.2. Regularly review Board Policy.

### **6. Accountability to Provincial Government**

- 6.1. Act in accordance with all statutory requirements to implement provincial educational standards and policies.
- 6.2. Perform Board functions required by governing legislation and existing Board Policy.

### **7. Political Advocacy**

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

### **8. Celebration and Recognition**

- 8.1. Encourage, celebrate and report the successes and achievements within the Division.
- 8.2. Provide recognition to students, staff, and community.

## **9. Board Development**

- 9.1. Annually evaluate the effectiveness of the Board and the Board Chair.
- 9.2. Determine knowledge and competencies necessary for effective governance and ensure gaps in knowledge and competencies are addressed.
- 9.3. Develop yearly a plan for board development and engage trustees in relevant professional development.
- 9.4. Offer Board PD opportunities during Committee of the Whole meetings once a year.
- 9.5. Consider Saskatchewan School Boards Association and CSBA resources.
- 9.6. Time activate the board development plan in the board continuous agenda.

## **10. Fiscal Accountability**

- 10.1. Annually approve the budget and ensure resources are allocated to achieve desired results.
  - 10.1.1 Submit the annual budget to the Ministry of Education of the Government of Saskatchewan by the due date.
- 10.2. Approve the Top Three Major Capital Program and the Minor Capital Program applications that are provided to the Ministry of Education on an annual basis.
- 10.3. Preventative Maintenance and Renewal plan approval.
- 10.4. Authorize, by resolution, the borrowing of required monies to cover necessary expenditures of the school division if there are timing differences between when expenditures need to be made and revenues will be received.
- 10.5. Approve the submission of the Minor Capital fund application.
- 10.6. Appoint an independent external auditor and set the term of engagement.
- 10.7. Review the audit findings report and the management letter and ensure quality indicators are met, and follow-up actions are completed.
- 10.8. Review variances to revenues and expenditures on a quarterly basis.
- 10.9. Set the mandate for employee group negotiations.
- 10.10. Ratify memoranda of agreement with bargaining units and approve local collective agreements.
- 10.11. Approve changes to the final annual budget in excess of \$260,000 on an overall basis.
- 10.12. Receive a report on the compensation for out-of-scope staff.

## **11. Enterprise Risk Management**

- 11.1. Provide governance oversight of the Enterprise Risk Management through the balanced scorecard.
- 11.2. Identify and rank risks to the Division.
- 11.3. Review risk strategy plans for the most significant risks.
- 11.4. Monitor the status of risks and actions taken to address them.

## 12. Additional Responsibilities

- 12.1. Acquisition and disposal of land and buildings, including expropriation proceedings, and the review and approval of real estate leases.
- 12.2. Initiate a community led process to name or rename of schools and other Board-owned facilities.
- 12.3. Approval of the school attendance areas.
- 12.4. Approval of the school year calendar, and instructional minutes.
- 12.5. Approval of Division partnerships, and facility joint-use agreements.
- 12.6. Hearing of unresolved stakeholder issues, unresolved student and staff complaints of discrimination or harassment, as the final level of appeal within the Division.
- 12.7. Informed of additions and/or removals of the Executive staff (Superintendents)
- 12.8. Approve student and staff out of province travel.
- 12.9. Approval of religious instruction in any school (\*must be after or before school day)
- 12.10. Recognize students, staff, and community.
- 12.11. Approval of the Board continuous agenda.



# North East School Division – Board Policy



## BP 103 Role of Trustee

### References:

*Local Government Election Act*  
*The Education Act, 1995*

### Related:

BP103-A.1 – Services, Material and Equipment

### Tracking:

NEW – March 2024  
REVIEW – April 2024

### Status:

BOARD to APPROVE – June 2024

## ROLE OF 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 governances.

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

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 CEO evaluation process criteria and timelines;
  - 1.3. Organizational structures and procedures of the Division, corporate governance model used by the Board, and utilized the Saskatchewan School Boards Association Handbook.
  - 1.4. The Board Policy Handbook, agendas and minutes;
  - 1.5. Existing Division initiatives (i.e., Inspiring success plan), annual reports, budgets, financial statements and strategic plan;
  - 1.6. Board's function as an appeal body; and
  - 1.7. Statutory and regulatory requirements, including responsibilities with regard to conflict of interest.
  - 1.8. The Board continuous agenda. 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.

## Background and Composition of Our School Division

The North East School Division (NESD) was established on January 1, 2006, following legislation passed by the Provincial Legislature. It was formed by merging the Hudson Bay, Melfort Tiger-Lily, Nipawin, and Tisdale School Divisions. The NESD started its first full year of operations in the 2006-2007 school year.

Originally, the NESD managed 28 schools, serving around 6,000 students across a consistent area of 30,000 square kilometers in the northeastern quadrant of Central Saskatchewan. Despite the geographical consistency, student numbers have followed a long-term declining trend. By the time of the amalgamation, the division was serving about 5,300 students in 24 schools.

In the subsequent years, the NESD saw significant developments, including the construction of three new schools:

- ❖ Porcupine Plain Comprehensive in 2008
- ❖ Hudson Bay Community School in 2015
- ❖ Carrot River Valley School in 2023

As of the fall of 2024, the NESD encompasses 20 schools distributed across 13 communities.

Key changes over the years also include:

- ❖ 2006 - closure of Pleasantdale School in 2006
- ❖ 2007 - closure of Smeaton, Sylvania, and Broadway Community School
- ❖ 2008 – Porcupine Plain Composite High School and Porcupine Plain Elementary students were relocated to the new Porcupine Plain Comprehensive School.
- ❖ 2015 - Stewart Hawke and Hudson Bay Composite High School students were relocated to the new Hudson Bay Community School.
- ❖ 2020 - Miner Creek Colony School was inaugurated
- ❖ 2022 – closure of Gronlid Central School
- ❖ 2023 – closure of NESD Virtual Online School, replaced with the Saskatchewan Distance Learning Center
- ❖ 2024 (February) - Carrot River Junior and Senior High School was relocated to the new Carrot River Valley School. In 2024 (fall) - Carrot River Elementary will transition into the new Carrot River Valley School, serving students from kindergarten through grade 12.


## 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, 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 in our NESD communities.
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 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.
19. Report any violation of the Trustee Code of Conduct to the Board during a closed session following the prescribed process for adding items to the agenda.

# North East School Division – Board Policy Appendix

 <b>BP 103.A1</b> <b>APPENDIX - Services, Materials and Equipment</b>	<b>References:</b> The School Division Administration Regulations The Education Act, 1995 The Education Regulations, 2019	<b>Tracking:</b> NEW – March 2024 REVIEW – April 2024
	<b>Related:</b> BP 103 – Role of Trustee	<b>Status:</b> Board to Approve – June 2024

## BP 103.A1 – 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 (links will be provided):

- *The Education Act, 1995, The School Division Administration Regulations, The Education Regulations, 2019* and related documents.
- Board Policy Handbook and Administrative Procedures Manual.
- Current Division reports and resources – Annual Report, Accountability reports.
- School year and meeting calendars.
- Organizational Chart
- Contact information to fellow board members, Director of Education and Superintendent of Business Administration
- Saskatchewan School Boards Association (SSBA) and Canadian School Board Association membership services.

### 2. Communications/Public Relations:

- Notification of significant media events.
- Reminders of special meetings
- Speaker's notes/talking points when requested.


### 3. Administrative/Secretarial Services:

- List of yearly calendar obligations, and calendar reminders of Board events.
- Conference registration and accommodation arrangements.
- Information technology service and support on division-owned devices.
- Proper use of iPad and include information about the annual NESD Responsible Use Agreement – instructions as to what to expect.

### 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.
- Robert’s Rule of Order, newest revision (text or digital option).

# North East School Division – Board Policy

  <b>BP 104</b> <b>Code of Conduct</b>	<b>References:</b> <i>The School Division Administration Regulations – Sec 11</i> <i>SSBA Code of Conduct Policy Advisory</i> <a href="#">SSBA Code of Ethics</a> <i>Local Authority Freedom of Information and Protection of Privacy Act (LAFOIP)</i>	<b>Tracking:</b> REVISED: Feb. 2018 AMENDED: Feb. 2024 Adapted from the SSBA Code of Conduct Policy Advisory BOARD REVIEWED: April 2024
	<b>Related:</b> <i>BP 104.A1 Code of Ethics</i> <i>BP 104.A2- Code of Conduct Sanctions</i> <i>BP 104.A3-Conflict of Interest Protocol</i> <i>BP 104.A4- Declaration of Conflict of Interest</i> <i>BP 104.A5 – Online Presence and Social Media Guidelines</i>	<b>Status:</b> APPROVED – June 2024

## Code of Conduct

The purpose this policy is to establish a standard of conduct applicable to the board members of the North East School Division (NESD). This standard of conduct is required for public confidence, to ensure the maintenance of the integrity of the Board and to promote the Board’s goals. NESD Board members are expected to act with the utmost integrity, in the best interests of the Board, and to make objective decisions on the strategic investment of resources in pursuit of the goals and objectives of the Board.

### Principles

As elected officials, board members are expected to conduct themselves in an ethical and reasonable manner. Failure of a board member to conduct themselves in compliance with this Policy may result in sanctions [\[See BP 104 Appendix 2: Code of Conduct Sanctions\]](#).

Board members are expected to put the best interests of the public ahead of their own personal agendas, opinions, and interests.

Board members are expected to act as role models for employees and students.

Board members are also expected to discharge their duties and conduct themselves with decorum and professionalism.

In carrying out their duties, board members of the Board shall:

#### 1. Ethical Standards

Act with honesty and uphold the highest ethical standards in order to honour and enhance public confidence in the Board's ability to act in the public interest and for the long-term public good. [See Appendix A: The Code of Ethics]

#### 2. Confidentiality

Respect the confidentiality of information relating to the personnel and client records and all administrative and financial business of the Board, its subsidiaries, and projects.

- At all times shall maintain the confidentiality of any information or records that are the property of the Board. Shall not copy, read, discuss, or distribute any portion of these records or information unless they are specifically authorized in writing by the NESD Privacy Officer.

- 2.1. Never use any of the information obtain in their capacity as elected officials for personal gain or disclose inside information to anyone except persons inside the Board whose positions require such knowledge, until such information is made public.
- 2.2. Avoid purchasing or selling assets the value of which might be affected by the Board's actions or plans, when having knowledge or material inside information which has not been disclosed to the public.
- 2.3. Not use information obtained as a result of their position or involvement with the Board to advance their position or to the advantage of any other individual unless the information has been made generally available to the public.
- 2.4. Not make any official announcement of a corporate or policy nature without the prior approval of the Board.

*The Local Authority Freedom of Information and Protection of Privacy Act [LAFOIP]* applies to the Board. LAFOIP requires that any records containing personal information obtained, in the possession, or under the control of the Board must be kept confidential. Personal information is defined in section 23 of LAFOIP and includes any information about a person's education and employment history.

If a board member improperly discloses someone's personal information, it could lead to a complaint with the Office of the Saskatchewan Information and Privacy Commissioner or to legal action against the board member or the board for damages. Additionally, in the case of such a privacy breach, records containing personal information that are kept on a board member's personal devices might need to be disclosed and provided as part of the investigation.

Types of information that may be exempt from disclosure under *LAFOIP* include:

- information subject to solicitor-client privilege;
- trade secrets, financial, and confidential information of third parties;
- information that might interfere with an investigation;
- drafts of resolutions or bylaws;
- advice, recommendations, analysis, options etc. developed by or for the Board; and
- proposed plans, procedures, or positions developed for negotiations.

While LAFOIP applies to records of information in any form, similar principles apply to verbal information. A board member who speaks in public about the private and/or personal issues of an employee or student is in breach of the confidentiality section of this Policy.

A person whose information is improperly disclosed may have a cause of action against the board member, and against the Board itself. The board member may be sued for libel and/or slander if the information disclosed is defamatory.

### **3. Public Scrutiny**

Perform their official duties and arrange their private affairs in a manner that will bear the closest public scrutiny, an obligation that is not necessarily fully discharged by simply acting within the law.

### **4. Online Presence and Social Media**

Be cognizant of how they conduct themselves online and ensure that their online activity, comments, and posts on social media are in line with the purpose and principles of this Policy. The online activities of a board member can dramatically affect the general public's perception of the Board, the

Division and its employees, and the schools within the Division. [See PB 108 Appendix 5 – Online Presence and Social Media Guidelines.]

## **5. Decision-Making**

Make decisions in the best interests of the Board. While elected from specific sub-divisions, board members must represent the best interests of the entire Division in all matters superseding any other conflicting or contrasting loyalty or affiliation.

## **6. Conflict of Interest**

Not place themselves in any situations where they may be in a real or perceived conflict of interest. [See BP 108 Appendix 3: Conflict of Interest Protocol]

## **7. Integrity Assurance (Whistleblowing)**

Encourage integrity assurance (“whistleblowing”) in the context of ensuring that all the Board employees and those of contractors, suppliers and all other individuals acting on behalf of the Board exhibit the Board’s values as well as the utmost of honesty, objectivity, care, and responsibility.

## **8. Using NESD School Board Property**

- 8.1. Not directly or indirectly use or allow to be used any of the Board property for anything other than officially approved activities and/or business. The board member shall also ensure that in using any of the Board’s property do not commit the Board to unreasonable financial or other liabilities.
- 8.2. Not use the Board’s assets, space or services for private business, activity or profit, unless:
  - 8.2.1 Prior approval has been obtained from the Board;
  - 8.2.2 These are available for such use by the public, generally, and the person is receiving no special preference in its use; or
  - 8.2.3 These are made available to the person as a matter of the Board’s policy or under the terms of employment or appointment.

## **9. Post NESD School Board Activity**

Not act, after they leave the Board, in such a manner as to take improper advantage of their previous office. This includes keeping confidential all the Board’s corporate and financial information and matters, and not using these for either personal or corporate advantage.

## **10. Gifts and Benefits**

- 10.1. Not seek, accept or agree to accept a commission, reward, or benefit of any kind from any person who has dealings with the Board, either on their own behalf or through a relative or another person for their benefit.
- 10.2. Not offer, provide, solicit or accept any gifts, benefits, or excessive entertainment from any person or organization which is directly or indirectly involved in any manner whatsoever with the Board, with the following exceptions:
  - 10.2.1 They are not intended to be, nor are of sufficient value to be taken as a bribe or other improper payment; or

10.2.2 The gift does not exceed one hundred (\$100.00) dollars in value. Any gift received in excess of such an amount must be disclosed by the recipient to the Board Chair or Vice Chair, who will rule on its disposition.

10.3. Not gain or attempt to gain a material benefit or advantage over other members of the public from the use of information acquired as a result of their position with the Board unless such information is available to the public generally, nor disclose such information without proper authorization.

#### **11. Donations**

A board member shall not make donations on behalf of the Board or Division.

#### **12. Undue Influence**

12.1. Not give undue preference or treatment to any person in their dealings with the Board.

12.2. Not represent the Board or attempt to influence the Board's dealings directly or indirectly with any of their relatives or business associates.

#### **13. Conduct Towards Fellow Board Members/Inappropriate Behaviour at a Board Meeting**

Not willfully disturbs, interrupts, or disquiets the proceedings or meetings of the Board. The responsibility for ensuring proper conduct of a meeting ultimately lies with the entire Board but it will be the Chair of the Board who will have the authority to act if a meeting is disrupted. Failure of a board member to conduct themselves in compliance with this Policy may result in sanctions [See BP 104 Appendix 1: Code of Ethics and BP 104 Appendix 2: Code of Conduct Sanctions]

#### **14. Conduct towards Employees:**


Not direct employees or attempt to influence an employee's behaviour. Policies of the Board must be followed with respect to the supervision of employees. This involves professional skills and knowledge and is not within the expertise of the Board. Interference in employee issues, and sometimes even mere knowledge of facts, other than that which has been presented at the Board table, can lead to an allegation of bias against the Board. The Board is, generally, the ultimate decision-maker when it comes to employee discipline and termination and board members who become involved in or have knowledge of extraneous facts may have to excuse themselves from the decision-making process. Board members are also bound by the Board's policies and by legislation concerning harassment and discrimination. A board member who acts inappropriately towards an employee, whether or not it is during a board meeting, may expose the Board to liability, harassment complaint or an allegation of constructive dismissal.

#### **Policy Oversight**

The NESD Board in particular through the Chair, is responsible for implementing and enforcing this policy, with the support and assistance of the Director who maintains records and prompts consideration.



## North East School Division – Board Policy Appendix

  <b>BP 104.A1</b> <b>Code of Conduct</b> <b>Appendix – Code of Ethics, Oath of Office</b>	<b>References:</b> SSBA Code of Conduct <b>Related:</b> BP 104 Code of Conduct	<b>Tracking:</b> NEW: Feb. 2024 Reviewed: April 2024  <b>Status:</b> APPROVED - June 2024
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### BP 104.A1 - CODE OF ETHICS, OATH OF OFFICE

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

Board Member Signature: \_\_\_\_\_

# North East School Division – Board Policy Appendix



## BP 104.A2 - APPENDIX Code of Conduct Sanctions

### References:

*Adapted from the SSBA Code of Conduct  
LAFOIP Act*

### Related:

*BP 104 Code of Conduct  
BP 104.A1 Code of Ethics*

### Tracking:

NEW: Mar. 2024

### Status:

APPROVED - June 2024

## BP 108.A2 - CODE OF CONDUCT SANCTIONS

The NESD Code of Conduct Policy [BP 104] requires that the NESD School Board collectively and as individual members, always commit to ethical and appropriate conduct. Failure by a board member to operate in compliance with the NESD Board Code of Conduct Policy may result in Board-initiated sanctions.

### 1. Conflict of Interest

Section 11(2) of *The School Division Administration Regulations* specifies the conditions under which a board member must vacate their position if they violate the conflict-of-interest rules outlined in section 11(1). For situations not covered by section 11, this policy applies.

### 2. Confidentiality Regarding Issues of a Sensitive Nature

The Conduct Policy requires that board members respect confidentiality relating to issues of a sensitive nature. Failure to comply with this requirement constitutes a security breach. An individual board member may bring a suspected security breach to the attention of the Board in a closed meeting. If the Board agrees that a security breach has occurred, this shall be recorded.

### 3. Procedure for Dealing with Breaches of Confidentiality

Where the Board determines that a breach of confidentiality has occurred, the following procedures shall apply:

- 3.1 Following the Board's approval in the form of a motion, the Board Chair [Vice-Chair or Designate in the case of a breach involving the Board or Vice Chair] shall request that the Director of Education/CEO or designate (as the "head" of the local authority pursuant to *The Local Authority Freedom of Information and Protection of Privacy Act*), appoint an independent investigator to review the matter.
- 3.2 The independent investigator shall conduct an investigation and submit a report of findings and recommendations to the Board Chair [Vice-Chair or Designate in the case of a breach involving the Board or Vice Chair] and Director of Education/CEO.
- 3.3 The Board Chair [Vice-Chair or Designate in the case of a breach involving the Board or Vice Chair] shall present the report of the independent investigator at a closed meeting.
- 3.4 The board member in question shall have the opportunity to present any additional information of relevance at this time.
- 3.5 If the Board determines that a willful violation of security has occurred:
  - 3.5.1 First Occurrence
    - 3.5.1.1 A motion to write a letter of censure marked "Personal and Confidential" shall be discussed and agreed upon by a majority of board members present at a closed meeting of the Board.
    - 3.5.1.2 If the motion passes, the decision will require immediate approval by a majority vote of the board members at a public Board meeting.

### 3.5.2 Subsequent Occurrences

For subsequent occurrences, a motion of censure against the board member in question may be brought directly to a public Board meeting. This motion requires approval by a majority vote of the board members present at the meeting.

## 4. Other Violations of the Code of Conduct

A board member who believes that a fellow board member has violated any sections of the Conduct Policy, excluding the confidentiality section (i.e., section 2 of the Conduct Policy), may seek a resolution of the matter through appropriate conciliatory measures prior to proceeding through the official measures outlined below in section 5.

## 5. Procedures for Dealing with Other Violations of the Code of Conduct

The Board Chair and the Vice-Chair will jointly receive and process the complaint. If the complaint specifically involves the Board Chair, then the Vice-Chair alone will handle the receipt and subsequent steps of the complaint. Conversely, if the complaint is against the Vice-Chair, the Board Chair alone will manage these duties.

- 5.1 A board member who wishes to commence an official complaint, under the Code of Conduct, shall file a letter of complaint with the Board Chair and Vice-Chair within thirty (30) days of the alleged event occurring and indicate the nature of the complaint and the section or sections of the Conduct Policy that are alleged to have been violated by the board member.
- 5.2 The board member who is alleged to have violated the Conduct Policy, and all other board members, shall be forwarded a copy of the letter of complaint by the Board Chair and Vice-Chair within five (5) days of receipt by the Board Chair and Vice-Chair of the letter of complaint. The filing, notification, content, and nature of the letter of complaint shall be deemed to be strictly confidential, the public disclosure of which shall be deemed to be a gross violation of the Conduct Policy. Public disclosure of the complaint and any resulting decision taken by the Board may be disclosed by the Board Chair only at the direction of the Board, following the disposition of the complaint by the Board at a hearing.
- 5.3 To ensure that the complaint has merit to be considered and reviewed, at least one (1) other board member must provide a letter indicating support for having the complaint heard at a hearing. This letter of support must be provided to the Board Chair and Vice-Chair within three (3) days of the notice in writing of the letter of complaint having been forwarded to the board members. Any board member that provides such a letter of support shall not be disqualified from attending a hearing convened to hear the matter or from deliberating upon the complaint at the hearing solely for having provided such a letter.
  - 5.3.1 Where no letter supporting a hearing is forthcoming, the complaint shall not be heard. The Board Chair and Vice-Chair shall notify the board members in writing that no further action of the Board shall occur.
  - 5.3.2 Where a letter supporting a hearing is forthcoming, the Board Chair and Vice-Chair shall add the item to a meeting of the Board as soon as is reasonable.

## 6. Sanctions

Upon conclusion of a hearing held pursuant to section 4, a violation of Conduct Policy shall result in the following sanction(s)

- 6.1 The Board Chair [Vice-Chair in the case of a breach involving the Board Chair] shall write a letter of censure marked "Personal and Confidential" to the violating board member in question. This occurs only after having such action discussed and agreed upon by a majority vote of Board members present at a closed meeting of the Board. A majority of Board members at a public meeting of the Board shall immediately approve this decision.

- 6.2 For a subsequent occurrence, a motion of censure shall be presented against the violating board member in question at a public meeting of the Board.
- 6.3 For a further subsequent occurrence, a motion to remove the board member in question from one or more Board appointments may be presented at a public meeting of the Board.

# North East School Division – Board Policy Appendix



## BP 104.A3 Conflict of Interest Protocol

### References:

*Adapted from the SSBA Code of Conduct  
LAFOIP Act*

### Related:

*BP 104 Code of Conduct  
BP 104.A1 Code of Ethics  
BP 104.A2- Code of Conduct Sanctions*

### Tracking:

NEW: Mar. 2024  
REVIEWED: April 2024

### Status:

APPROVED - June 2024

## BP 104.A3 – Conflict of Interest Protocol

This protocol is intended to preserve and promote the reputation of both the NESD School Board and the individual school board members. It is inevitable that conflicts of interest and loyalty will arise from time to time. The purpose of this protocol is to give school board members a clear road map to follow to help to identify and track these inevitable situations. The main point is that conflicts are not the problem, they are unavoidable, 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 board member has a private, financial, or material interest (for example, a transaction, contract, business opportunity, or employment) that the NESD School Board also has a material interest in.

Board members shall not have any private, financial, or material interest in contracts involving the NESD School Board. If a board member violates this protocol, they will be subject to a sanction.

A conflict of loyalty may arise when the interests of a board member have the potential to be at odds with the best interests of the NESD School Board (i.e. a board member being an officer or employee of a major supplier, customer or stakeholder of the NESD School Board, a board member having a material relationship with another board member, a board member having a close affinity with a party that could benefit or suffer loss from a transaction being considered by the NESD School 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.
- Board members 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, board members of NESD School Board shall:

#### 1. Private Interests

Disclose fully any private interests that could be affected by the NESD School Board's actions or that could put the ethical practice of the NESD School 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 favour of the interest of the NESD School Board.

### 3. Preferential Treatment

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

- 3.1 Board members of the NESD School Board must not be compromised by an obligation to anyone who may benefit from special consideration with respect to NESD School 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 per year) from persons, groups or organizations having, or likely to have, dealings with the NESD School 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.

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

## Annual Declaration

Each board member shall annually at the Organizational Meeting (every 12 months) review and execute **BP 104 Appendix 4: Annual Declaration of Potentially Conflicting Interests** [Annual Declaration] to declare in writing the existence of any confirmed or potential conflicts of interest. If a board member becomes aware of a potential or confirmed conflict, after execution of their most recent Annual Declaration, that board member shall update their Annual Declaration at the next regular meeting of the Board.

## Process

All activities involving business, commercial or financial interests, whether potential or apparent, which may conflict with the interest of the NESD School Board or the duties of the individual, must be promptly disclosed to the NESD School Board.

In the case of a direct pecuniary conflict of interest, this must be treated as below; in the case of a potential or perceived conflict of loyalty, the Chair [Vice-Chair or Designate in the case of a breach involving the Board or Vice Chair] must rule on whether this should be treated as below, and the Chair [Vice-Chair or Designate in the case of a breach involving the Board or Vice Chair] may consult with the Director and/or legal counsel in reaching this ruling.


Subject to the following, conflicted board member 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.

- Except as prescribed below, board members must not be involved in any business, commercial or financial transaction with the NESD School Board other than as a recipient of a legitimate payment pursuant to the [Remuneration Schedule and Expense Guideline for School] board members, as periodically approved by the Board. Any board member seeking employment or involved in a remunerative relationship (i.e., business, commercial or financial transaction) with the NESD School Board shall resign from the Board. No board member shall hold a seat on the Board while employed by the NESD School Board at the same time.

- A board member may seek a remunerative relationship with the NESD School Board, without having to resign from the Board, if the remunerative relationship is compliant with section 4 and 5 of The School Division Administration Regulations if the remunerative relationship is compliant with section 4 and 5 of *The School Division Administration Regulations*.
  1. The goods and services are not readily obtainable from other persons in the North East School Division;
  2. The price of goods and services to be obtained is reasonable; and
  3. Every member of the NESD School Board eligible to vote at a meeting, votes in favour of the employment or the remunerative relationship.

The board, in particular through its Chair, is responsible for implementing and enforcing this protocol, with the support and assistance of the Director who maintains records and prompts consideration.

# North East School Division – Board Policy Appendix

 <p style="margin: 0;"><b>BP 104.A4</b></p> <p style="margin: 0;"><b>Declaration of Conflict of Interest</b></p>	<p><b>References:</b> Adapted from SSBA Code of Conduct Advisory LAFOIP Act</p> <p><b>Related:</b> BP 104 Code of Conduct BP 104.A1 Code of Ethics BP 104.A2- Code of Conduct Sanctions BP 104.A3-Conflict of Interest Protocol</p>	<p><b>Tracking:</b> NEW: Mar. 2024 REVIEWED: April 2024</p> <hr/> <p><b>Status:</b> Approve – June 2024</p>
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**BP 104.A4 – Declaration of Conflict of Interest**

Annually, each member of the board shall confirm in writing that they have read and understood the North East School Board’s Code of Conduct Policy (BP 104) and Conflict of Interest Protocol. Board members shall disclose any outside interests or activities that may pose a conflict of interest.

I am currently a North East School Division board member, board member, member, committee member, officer, substantial shareholder/owner/investor, or an employee of the following organizations or community groups:

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I am not now nor have been in the past 12 months been involved directly or indirectly in any arrangement, agreement, investment, or other activity with any vendor, supplier, or other party doing business with [INSTITUTION/ORGANIZATION NAME] that could result in personal benefit to me, my family, or a personal or business associate.

I am not now, nor have not at any time in the past 12 months, been a recipient, directly or indirectly, of any salary payments or loans or gifts of any kind or any free service or discounts or other fees from or on behalf of any person or organization engaged in any transaction with [INSTITUTION/ORGANIZATION NAME].

Any exceptions to the above are stated below with a full description of the transactions and of the interest, whether direct or indirect, which I have in the persons or organizations having transactions with [INSTITUTION/ORGANIZATION NAME].

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I \_\_\_\_\_ have read, understood, and will comply with the Code of Conduct and Conflict of Interest Protocol as set out by the North East School Board. I will act in the best interest of the NESD School Board and avoid any situations that could result in real or perceived conflict of interest.

Signature: \_\_\_\_\_


Date: \_\_\_\_\_

Printed name: \_\_\_\_\_





# North East School Division – Board Policy Appendix

 <b>BP 104.A5</b>  <b>Online Presence and Social Media Guidelines</b>	<b>References:</b> <i>Adapted from SSBA Code of Conduct Advisory LAFOIP Act</i>	<b>Tracking:</b> NEW: Mar. 2024 REVIEWED: April 2024
	<b>Related:</b> <i>BP 104 Code of Conduct BP 104.A1 Code of Ethics BP 104.A2- Code of Conduct Sanctions BP 104.A3-Conflict of Interest Protocol BP 104.A4- Declaration of Conflict of Interest</i>	<b>Status:</b> Approve: June 2024

## BP 104.A5 – Online Presence and Social Media Guidelines

This Online Presence and Social Media Guidelines is developed in accordance with section 4 of the NESD **Code of Conduct Policy – BP 104** and refers to online and social media tools used to produce, post, and interact, text, and/or share images, video, and audio.

### Purpose

For the purposes of this guideline, social media refers to all public use sites. The purpose of these guidelines is to set the direction for the NESD School Board Members when utilizing social media. Board members are expected to use good judgment, just as they would if they were offline and dealing with members and the public. The guidelines are designed to encourage appropriate and effective use of all platforms and provide tips to exercise personal responsibility online and to make sure that social media users connected to the NESD School Board are making good decisions that reflect positively on the board as a whole.

### Use of Social Media

The board supports the use of social media for educational and communication purposes. Social media is intended to be a platform where your audience feels comfortable sharing and connecting.

### Five Guidelines of Social Media:

#### 1. Exercise Good Judgement

- Take responsibility for what you write while exercising good judgement and common sense.
- Adhere to the Board’s Conduct Policy and organizational values and policies. Think twice before hitting “send” and consider how the comment will reflect on the Board.
- Spirited debates and conversations are acceptable as long as you are respecting others’ opinions and keeping the Board’s goals for communication in mind.
- There may be some circumstances where an official statement is needed. If you spot a potential issue, ensure it is brought forward in a timely manner to the Board so a proper response can be drafted and communicated quickly.

#### 2. Consider Your Audience

- Think carefully about who you are targeting with your message – who will see it?
- Think twice before hitting “send” and consider how the comment will reflect on the Board.
- Make it part of your strategy to ensure you aren’t alienating any groups or stakeholders.

#### 3. Respect Copyrights

- Always ensure that people are given proper credit for their work.
- Make sure you have the right to use something before you publish it. This includes images, quotes, text etc. If you are using an image of an individual, make sure they are aware.
- Respect copyrights, trademarks, rights of publicity and other third-party rights.

#### 4. Protect Confidential and Proprietary Information

- Do not post private or confidential information about fellow trustees, employees or constituents.
- Do not discuss or post situations involving named, pictured or otherwise identifiable individuals without their permission. Personal information includes name, email, address, username (if it has the individual's name in it) etc.
- Do not post anything that you would not present in a public forum.

#### 5. Add Value


- Social media pays off when you add value for your audience. Having a reason to communicate is important.
- Ensure the information you provide is accurate and worthwhile information that adds perspective.

#### Social Media Tips

- An active voice is better than a passive voice.
- Make it a goal to respond to all communications in a timely manner – within 24 hours if possible. Provide information when it counts - should you decide to engage in social media, know that monitoring and responding in a timely way are crucial. Social media participants expect timely responses to requests and expect co-participants to monitor social media properties frequently and regularly.
- If you feel something is spam or inappropriate for the audience, you have the right to remove it.
- Remember what is published online remains there forever.
- You don't need to respond to every criticism. Pick your battles and be considerate! Refer questions to the proper channels – you may not have all the answers, and that's OK. Just have the proper channel, link, or contact information to direct them to.
- Give credit where credit is due - be authentic. Write as an extension of your own voice. If your voice differs from that of the board you should clearly state that "the following views expressed are my own".
- When in doubt, do not post. Like staff, elected officials have an obligation to ensure their posts are accurate and not misleading, and that they do not reveal confidential information.

Social media needs maintenance. If you start it, commit to it - be dynamic: update news feeds, post developments, and upload new pictures. Social media participants are savvy; if your online property appears static, it is likely to quickly fall into disuse.

# North East School Division – Board Policy

 <b>BP 105</b> <b>Role of Chair</b>	<b>References:</b> The Education Act, 1995 Robert’s Rules of Order, 12 <sup>th</sup> Edition	<b>Tracking:</b> REVISED – March 2024 REVIEWED – April 2024
	<b>Related:</b> BP 104 – Code of Conduct	<b>Status:</b> Approve - June 2024

## Role of 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 additional Board meetings and ensure that such meetings are conducted in accordance with *The Education Act, 1995*, *The School Division Administration Regulations* and the policies and procedures as established by the Board and where those are silent, Robert’s Rules of Order, 12<sup>th</sup> Edition.
3. Prior to each Board meeting, confer with the Director and the Vice Chair 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, 12<sup>th</sup> Edition;
  - 4.2. Maintain the order, 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 a 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 a voting member of any committee specifically appointed to by Board resolution.
11. Act as a signing officer for the Division.
12. Represent the Board, or arrange alternative representation, at official meetings or other public functions.
13. 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.
14. 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.
15. Name trustees to serve on NESD ad hoc committees and ensure each committee establishes a term of reference and annual work plan including timelines for task completion.
16. Address inappropriate behaviour on the part of a trustee in collaboration with the Vice-Chair as noted in BP 108 – Code of Conduct.
17. Receive any harassment complaints that involve the Director of Education.
18. 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.
19. Sign off monthly expense claims for all trustees. Expenses incurred by the Board Chair will be submitted to the Vice-Chair for approval.
20. Ensure that the Board engages in regular (annual) assessments of its effectiveness as a Board, and that the evaluation report is reviewed and implemented at least twice per year.

# North East School Division – Board Policy

 <b>BP 106</b> <b>Role of Vice Chair</b>	<b>References:</b>	<b>Tracking:</b> NEW – March 2024 REVIEWED – April 2024
	<b>Related:</b> Bp 104 – Code of Conduct	<b>Status:</b> APPROVED - June 2024


## 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.

## 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.
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 BP 104 – Code of Conduct.
6. Sign off monthly expense claims for the Board Chair.
7. The Vice-Chair may be assigned other duties and responsibilities by the Board Chair.

# North East School Division – Board Policy

 <b>BP 107</b> <b>Board Operations</b>	<b>References:</b> <i>The Education Act, 1995</i> <i>The School Division Administration Regulations, 2017</i> <i>Local Government Election Act</i> <i>Robert's Rules of Order, 12<sup>th</sup> Edition</i>	<b>Tracking:</b> REVISED: Feb. 2024 REVISED: Mar. 2024 REVIEWED: April 2024
	<b>Related:</b> 107.A1 Board Schedule of Remuneration 107.A2 Declaration of Elector 107.A3 Board Evaluation	<b>Status:</b> APPROVE: June 2024

## BOARD OPERATIONS

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, ethical, 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, 12<sup>th</sup> Edition* shall apply. However, notwithstanding the foregoing, the will of the majority of Board members present shall prevail.

The board holds the fundamental responsibility to maintain and build upon the public's trust in education in its activities. Every meeting of the Board is open to the public, but the board may determine, by resolution, that any matter should be dealt with in closed session and, on making that resolution, the Board may deal with the matter in closed session. The Board supports transparency in its affairs.

The board has a duty under *The Local Authority Freedom of Information & Protection of Privacy Act (LAFOIP)* to protect an individual's privacy and has obligations to maintain information and records confidential as permitted under Part III of LAFOIP. These matters may be addressed by the board in a closed session.

## PROCEDURES

### 1. NOMINATION OF BOARD MEMBERS

Electors will provide a Criminal Record, no more than six-months old, to the Returning Officer with candidacy forms, as outlined in Section 67(6)(f) of *The Local Government Election Act, 2015*.

Any person charged with an offence under the Criminal Code of Canada; hybrid or indictable, or with an offence outlined in *The Education Act, 1995* and related regulations are not eligible to take office as a Trustee of the North East School Division Board.

### 2. ELECTIONS AND SUBDIVISIONS

Board members are elected for office for four (4) year terms. In Saskatchewan, municipal and school board elections are governed by *The Local Government Election Act, 2015*.

To ensure effective communication, each School Community Council (SCC) will typically interact with a dedicated board member. If a board member becomes temporarily unavailable, the Board Chair will inform the SCC of an alternate designate.

### 3. ORGANIZATIONAL MEETING

- 3.1 The Organizational Meeting of the Board in each calendar year shall be held not later than November 30 in accordance with Section 14 of *The School Division Administration Regulations, 2017*. In an election year, the Organizational Meeting of the Board shall be held within 30 days of the election.
- 3.2 The Director of Education shall call the meeting to order, and in an election year, read the results from the election as provided by the Returning Officer.
- 3.3 In an election year, the Director of Education shall call for and receive the duly signed Declarations of Office and corresponding Endorsement Certificates by Commissioners for Oaths from each trustee, in accordance with Section 71 of *The Education Act, 1995*.
  - 3.3.1 The Director of Education shall proceed to conduct the election of the Board Chair.
  - 3.3.2 Nominations shall be made by the trustees for the office of Chair and need not be seconded.
  - 3.3.3 The Director of Education shall make three (3) calls for nomination.
  - 3.3.4 A vote upon the nominees shall be taken by secret ballot.
  - 3.3.5 The nominee who receives the majority of votes of the trustees' present shall therefore be declared elected.
  - 3.3.6 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 *The Local Government Election Act*.
  - 3.3.7 In the event that only one (1) trustee has indicated willingness to serve as Board Chair, that trustee shall be declared elected by acclamation.
- 3.4 The Board Chair shall assume office and shall immediately proceed with the election of the Vice-Chair following the procedure noted above.
- 3.5 The newly elected Board Chair shall then proceed with the agenda as presented by the Director of Education and adopted by the Board.
- 3.6 The Organizational Meeting shall, in addition include, but not be restricted to, the following:
  - 3.6.1 Create such standing committees (inclusive of a Board Policy Standing Committee) of the Board as are deemed appropriate, and appoint members;
  - 3.6.2 Establish a schedule (date, time and place) for regular meetings, and any additional required meetings;
  - 3.6.3 Establish trustee indemnity and vehicle rates;
  - 3.6.4 Review trustee conflict of interest stipulations and determine any disclosure of information requirements;
  - 3.6.5 Appoint the Division's banking and auditing firms;
  - 3.6.6 Designate those with signing authority, and provide borrowing authority; and
  - 3.6.7 Other organizational items as required.

### 4. REGULAR MEETINGS

- 4.1 Regular Board meeting dates and times shall be established at the Organizational Meeting. The Board shall review and approve the Continuous Agenda at the May Regular Board Meeting each year for the period August 1 to July 31.
  - 4.1.1 Regular public meetings will ordinarily be held at the North East School Division Office every month beginning at 1:30 pm.

- 4.1.2 Notwithstanding the schedule noted above, the Board may, by resolution, alter the schedule in such manner as it deems appropriate.
- 4.2 All board members shall notify the Board Chair and the Director of Education if they are unable to attend a Board meeting.
- 4.3 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.
- 4.4 If both the Chair or Vice-Chair through illness or other cause are unable to perform the duties of the office or are absent, the Board shall appoint from among its trustees an acting Chair, who on being so appointed has all the powers and shall perform all the duties of the Chair during the Chair's and Vice-Chair's inability to act or absence.
- 4.5 The Director of Education or designate is to attend all sessions of all meetings of the Board unless in closed session where their own salary or employment status is under review.
- 4.6 The Director is to invite other members of the administrative staff to attend meetings as may be needed.

## 5. ADDITIONAL PUBLIC BOARD MEETINGS

- 5.1 Occasionally, unanticipated, rapidly developing, or urgent issues require immediate board attention and/or action. An additional meeting may be scheduled by:
- 5.1.1 The Board passing a motion at a legally constituted meeting of the Board.
- 5.1.2 The Board by unanimous consent waiving notice in accordance with Section 16 of *The School Division Administration Regulations*. Such consent is to be subscribed to in writing by each member of the Board before commencement of the meeting and shall be recorded in the minutes of the meeting.
- 5.1.3 All other public meetings of the board of education shall be called by either the Chair or three board members by giving members either;
- at least 6 business days' notice by registered mail;
  - written notice delivered in person at least 3 business days before meeting;
  - written notice left with an adult person at a member's place of residence at least 3 business days before the meeting;
  - written notice in an electronic form that complies with section 9 of *The Electronic Information and Documents Act, 2000* at least 3 business days before the meeting.
- 5.2 If an additional meeting of the Board is to be held, the Director of Education 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.
- 5.3 Meetings of the Board will not be held without the Director of Education in attendance unless the board is dealing with a Trustee or Director of Education disciplinary issue.
- 5.4 Procedures regarding quorum, voting, and attendance by the public apply as for regularly scheduled meetings of the Board.



## 6. DELEGATIONS

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.

- 6.1. Groups or individuals who wish to appear before the Board are required to give notice to the Director or designate. This provides the presenter an opportunity to clarify their understanding of School Division practices related to the presentation topic and determine what other assistance may be available through the Administration.
- 6.2. A request must be submitted to the Director or designate at least 15 days prior to the meeting. A request to waive the timelines may be considered if circumstances warrant; for example, if the Board will be deciding on the matter before the delegation is scheduled to present to the Board.
- 6.3. When submitting a request, the delegation shall:
  - 6.3.1 State the nature of the subject that they intend to bring before the Board, and the meeting date request to present at.
  - 6.3.2 Identify up to two spokespersons for the group,
  - 6.3.3 Provide an estimate of the number of people who will be in attendance,
  - 6.3.4 Email the request to [divisionoffice@nesd.ca](mailto:divisionoffice@nesd.ca)
- 6.4. The Board reserves the right to determine whether the delegation will be heard. Matters should be clearly within the practice and mandate of the Board. If granted, the Division Office in consultation with the Director and Board Chair, shall make appropriate arrangements for the delegation to be heard.
- 6.5. To facilitate preparation and review, presenters must submit written briefs or a digest of the materials to be presented (such as slides, multimedia, or books) through electronic upload to the designated portal or via email to the Division Office or dropped off at the Division office. These materials must be provided at least five business days prior to the scheduled meeting. The notice and the brief will be provided to each Trustee with the notice of meeting at which the delegation is to appear.
- 6.6. Matters deemed to be of a sensitive and/or confidential nature shall be heard at a closed session of the Board.
- 6.7. The delegation may have ten minutes in total to make its presentation and may appoint two spokespersons. At the time of presentation, the delegation shall confine its discussion to the purpose stated in the notice.
- 6.8. Delegations and guests to the Board meeting, excluding media, must request permission of the Board Chair to record any or all the proceedings.
- 6.9. 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 their opinion thereon; nor shall they, by any statement, commit the Board to any specific course of action.
- 6.10. Upon completion of the presentation, the Board Chair may inform the delegation if a decision will be made. When/if a decision is reached, it will be communicated in writing to the spokesperson(s) and/or primary contact.

## 7. AUDIO/VIDEO RECORDING DEVICES

Delegations and guests, excluding media, wanting to use recording devices at a public board meeting must request permission of the Board Chair.

## 8. ATTENDANCE

- 8.1. Board members are expected to attend all meetings of the Board. A record is to be kept of the members present at each regular, additional, and closed session meeting.
- 8.2. A Board member is required to vacate their office if:
  - 8.2.1. The member is convicted of an indictable offence.
  - 8.2.2. The trustee is absent from three (3) consecutive regular meetings without either authorization by resolution of the Board to do so OR evidence of illness in the form of a medical certificate respecting the period of absence provide to the Board Chair.
  - 8.2.3. A trustee contravenes conflict-of-interest, having a direct interest in contracts, participating in profits or benefits from contracts, accepting positions or benefits under the board, or performing duties for any personal gain on behalf of the board, as outlined in section 11 of *The School Division Administration Regulations*.

## 9. CLOSED SESSIONS

The Board may, by resolution, schedule a closed meeting at a time or place agreeable to the Board or recess a meeting in progress for the purpose of meeting in closed session. Such resolutions shall be recorded in the minutes of the Board and shall specify those individuals eligible to attend. 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:

- 9.1. Advice from board of education's (board) solicitors, correspondence with solicitors, and other legal documents subject to solicitor-client privilege
- 9.2. Personal information about employees, students, officers etc.
- 9.3. Information obtained in confidence from governments or their agencies
- 9.4. Information that might interfere with an investigation
- 9.5. Information that might reveal security arrangements for vehicles, buildings, computer systems etc.
- 9.6. Draft of a resolution or bylaw
- 9.7. Agendas or the substance of closed sessions
- 9.8. Advice, recommendations, analysis or policy options developed by or for the board
- 9.9. Consultation or deliberations involving employees
- 9.10. Positions, plans, procedures, criteria, considerations or instruction for the purpose of contractual or other negotiations
- 9.11. Plans relating to the management of personnel or administration not yet implemented
- 9.12. Proposed plans, policies or projects if release could result in disclosure of a pending policy or budget decision
- 9.13. Testing procedures or techniques if details could prejudice results
- 9.14. Information that could reasonably be expected to disclose:
- 9.15. Specific types of confidential information from a third party.

Such sessions shall be closed to the public and media. 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. All rules of the Board shall be observed in closed session

as far as applicable. The number of times a trustee may speak on any question shall be determined at the discretion of the Board Chair.

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

## **10. ELECTRONIC MEETING**

- 10.1. 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 board members and follow any votes taken.
- 10.2. Ordinarily, at least one of the following persons should be present at an NESD Office during the meeting:
  - 10.2.1. A member of the Board
  - 10.2.2. The Director of Education or designate of the Director of Education.
- 10.3. Reasonable steps must be taken to notify the public of locations from which members of the public may participate.
- 10.4. A Board member may participate from a location to which the public does not have access.

## **11. 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 Continuous Agenda.

Agendas shall include data and background, information, rationale, and a recommendation so that the Board is able to make sound and objective decisions consistent with established goals.

The Board Chair and Director in consultation with the Vice Chair and Superintendent of Business Administration will determine the tentative agenda. Requests to include items on the agenda should be made no later than 15 days before the scheduled meeting.

The NESD Board package will be available three (3) business days prior to the Regular Board meeting, with the understanding that there may be later additions as necessary.

- 11.1. The order of business at a regular meeting shall generally be as follows:
  - 11.1.1. Call to Order
  - 11.1.2. Land Acknowledgement
  - 11.1.3. Consent Items
  - 11.1.4. Adoption of Agenda
  - 11.1.5. Conflict of Interest Declaration
  - 11.1.6. Adoption of Minutes of previous meeting(s)
  - 11.1.7. Delegations
  - 11.1.8. New Business
  - 11.1.9. Monitoring and Reporting Items
  - 11.1.10. Strategic Direction Items
  - 11.1.11. Information Items

- 11.1.12. Correspondence
  - 11.1.13. Celebrating Excellence
  - 11.1.14. Items for Future Agenda
  - 11.1.15. Adjournment.
- 11.2. Agenda items will be supported by a briefing note, pertinent letters, reports, contracts, and other materials associated 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.
- 11.3. Items may be placed on the agenda in one of the following ways:
- 11.3.1 Normally those items in the Board Continuous Agenda shall be included in the monthly Board meeting agenda.
  - 11.3.2 Trustees may contact the Board Chair prior to the development of the agenda and request inclusion of a Board meeting agenda item.
  - 11.3.3 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 additional meeting of the Board. That member shall present the motion and speak in support of it.
  - 11.3.4 As a request from a committee of the Board.
  - 11.3.5 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 shall be made by a majority of those present.
- 11.4. The Board will follow the order of business set by the agenda unless the order is altered, or new items are added by majority of the Board.
- 11.5. 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.

## 12. MINUTES FOR REGULAR, ORGANIZATIONAL OR ADDITIONAL MEETINGS

- 12.1. The minutes shall record:
- 12.1.1 Date, time and place of meeting;
  - 12.1.2 Type of meeting;
  - 12.1.3 Name of presiding officer/Chair;
  - 12.1.4 Names of those trustees, senior administration, and presenting guests in attendance;
  - 12.1.5 Approval of preceding minutes;
  - 12.1.6 All resolutions, including the Board’s disposition of the same, placed before the Board, are to be entered in full;
  - 12.1.7 Names of trustees making the motion;
  - 12.1.8 Recording of the vote on a motion when requested pursuant to the *Education Act, 1995*; and
  - 12.1.9 Trustee declaration of conflict of interest pursuant to *The Education Act, 1995*.
- 12.2. The minutes shall:
- 12.2.1 Be prepared by the Superintendent of Business Administration, or designate, in a form approved by the Board.

- 12.2.2 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board.
  - 12.2.3 Upon adoption by the Board, be deemed to be the official and sole record of the Board's business.
  - 12.2.4 Copies of the minutes are to be distributed to Board members, the Director, and to such other persons as the Board or Director deems as is practical.
- 12.3. The Director shall ensure, upon acceptance by the Board, that appropriate signatures to the concluding page of the minutes.
- 12.4. The approved minutes of a regular or additional meeting shall be posted to the website as soon as possible following approval. The Director is responsible to distribute and post the approved minutes.

### 13. MOTIONS

Motions do not require a seconder.

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

#### 13.1. 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. The notice of motion is recorded in the minutes of the current meeting.

#### 13.2. Discussion on Motions

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

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

#### 13.3. Speaking to the Motion

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

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

As a general guide, a trustee should not speak longer than five 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 to correct factual errors, or where otherwise appropriate, may provide information once a motion is moved.

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.

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.

13.4. Reading of the Motion

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

13.5. Entitled Votes

All trustees, including the Board Chair, are entitled to vote on all motions, except in the case of a member's conflict of interest, as defined by Section 11 of *The School Division Administration Regulations* and Board Policy.

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.

13.6. Recorded Vote

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

13.7. Required Votes

Each question (i.e. board motion) 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.

13.8. Debate

In all debate, any matter of procedure in dispute shall be settled, if possible, by reference to *Robert's Rules of Order, 12th Edition*. If this reference is inadequate, procedure may be determined by motion supported by the majority of trustees in attendance.

## 14. SPECIAL MEETING OF ELECTORS

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

14.2. The Board must call a special meeting of electors:

14.2.1 If requested by the Minister of Education

14.2.2 On receipt of a written request signed by not fewer than 25 electors of the school division. This written request must clearly:

14.2.2.1 Set out the topics at the special meeting of electors in its agenda and the electors who have signed the written request have all agreed to the topic or topics. See Appendix **BP 107.A2 - Declaration of Elector.**

14.2.3 Only the business that is set out in the written request from the electors will be considered at the special meeting.

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

- 14.4. Electors in attendance at the Special Meeting shall:
  - 14.4.1 Elect Board Chair
  - 14.4.2 Elect Board Secretary
- 14.5. Only business that is set out in the notice of meeting is to be considered at the meeting.
- 14.6. The statement of proceedings of the meeting, as prepared by the secretary to the meeting, is to be distributed to the Board and each School Community Council in the school division.

## **15. BOARD FACILITATED SELF-EVALUATION OR BOARD DEVELOPMENT**

The annual Board self-evaluation process will be carried out as described in Appendix BP 103.A3 - Board Evaluation.

## **16. 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.

### **16.1. Membership and Participation**

- 16.1.1 The Board endorses full active membership in the Association through its payment of the annual fee to the SSBA.
- 16.1.2 The Board supports the active participation of its trustee membership in the Association.
- 16.1.3 The Board establishes a remuneration and expense schedule in accordance with Board Policy No. 104 to recognize expenses incurred by trustees attending SSBA sponsored meetings, seminars, workshops, and conventions.

### **16.2. SSBA Voting Delegates**

- 16.2.1 The Board is to determine, as required, which of the trustees delegated to Convention are voting delegates.
- 16.2.2 The Board is to apportion in whole numbers, its number of votes among those voting delegates in accordance with SSBA Bylaws. Any votes remaining un-apportioned are to be divided as equally as possible using whole numbers among the trustees attending the convention.
- 16.2.3 When registering delegates, the SSBA is to be informed of the voting delegates and the number of votes apportioned each delegate.

## **17. TRUSTEE REMUNERATION**

According to *The School Division Administration Regulations 2017*, subject to sections 22 and 23, members of the board are entitled to:

- 17.1. Fixed Amounts: The amounts for remuneration and allowances must be fixed by resolution of the board.
- 17.2. Itemized Account Requirement: Members must submit an itemized account of services performed and distance traveled to claim payment.
- 17.3. Remuneration for Attendance: Board members, are entitled to remuneration for attending meetings.
- 17.4. Daily Remuneration and Allowances: Boards members may be paid for attending to board authorized business, including daily remuneration and allowances for travel, food, lodging, and other expenses.
- 17.5. Rates:

- 17.5.1 The indemnity rates and allowance rate for travel and sustenance are to be reviewed and set as directed by the Board at the Organizational Meeting of the Board.
- 17.5.2 The rates established are to reflect the fiscal circumstances in the school division and in the Province of Saskatchewan.
- 17.6. Schedule: The remuneration and expense schedule set at the Organizational meeting may recognize service and expenses incurred in the following areas:
  - 17.6.1 Attendance at Board determined meetings.
  - 17.6.2 Attendance at meetings as an official representative of the Board.
  - 17.6.3 Attendance at seminars, conventions, and meetings for trustee development.
- 17.7. The schedule is to provide for payment such that payments are timely and understood clearly by the public. (See appendix BP 107.A1 - Trustee Remuneration guidelines)
- 17.8. Questions arising out of the processing of Board member claims for payment are to be referred to the Superintendent of Business Administration.



# North East School Division – Board Policy Appendix



## BP 107.A1

### Board Operations Appendix – Trustee Remuneration Guidelines

**References:**

*The Education Act, 1995*

**Related:**

BP 107 – Board Operations

BP 107.A2 – Declaration of Elector

**Tracking:**

New - Feb. 2024

**Status:**

APPROVE – June 2024

## BP 103.A1 - Trustee Remuneration Guidelines

The Trustee Remuneration Guidelines are reviewed annually at each Organizational Meeting.

### A. Remuneration

The Board typically has nine Regular and nine Committee of the Whole meetings each year. Both meetings are held on the same day.

Meeting	Regular Board Meeting	Committee of the Whole Meeting
Board Chair	\$275	\$275
Other Board Members	\$226	\$226

A preparation time remuneration is made at a rate of \$339 per month for the board chair and \$226 per month for other board members. There is no preparation time remuneration provided if the board member is absent from the Regular Board Meeting and the Committee of the Whole Meeting. One-half of the preparation time remuneration is provided if the board member only attends one of the meetings.

An hourly remuneration of \$50 will be paid for other board related activities to a maximum of \$226 per day.

### B. Additional Compensation

1. Travel

Mileage is paid at a rate of \$0.57 per kilometer. Travel time is paid at a rate of \$25 per hour.

2. Meals

Actual meal expense to a maximum of:

Breakfast \$15

Lunch \$20

Supper \$25

If no receipt is provided, the above meal allowances will be paid.

3. Lodging

Reimbursement of the actual cost of lodging will be provided. If there is no receipt, the payment will be \$75 per night.

4. Saskatchewan School Boards Association Benefits

The Board is provided a benefits package through the Saskatchewan School Boards Association (SSBA)  
The North East School Division pays 100% paid of the following SSBA benefits for each member:

- Group Life - 2 times annual salary
- Group Accidental Death and Dismemberment – 2 times annual salary
- Health Plan B
- Vision Plan
- Dental Plan C
- Employee and Family Assistance Plan

In addition to the above benefits, each member may choose to apply for the following optional or voluntary benefits. The premiums for these benefits are paid 100% by the member:

- Optional Employee Life Insurance
- Spousal Optional Life Insurance
- Optional Coverage for Accidental Death & Dismemberment – Employee and Family
- Optional Critical Illness – Employee, Spouse & Dependent (Child under age 21)

# North East School Division – Board Policy Appendix



## BP 107.A2

### Board Operations Appendix – Declaration of Elector

**References:**

*The Local Government Elections Act, 2015*  
*School Division Administrative Regulations, 2017*

**Related:**

BP107 – Board Operations  
BP 107.A1 – Remuneration Schedule

**Tracking:**

NEW: Feb. 2024  
REVIEWED: April 2024

**Status:**

APPROVE: June 2024

## Declaration of Elector

I acknowledge that I am requesting a Special Meeting of Electors as outlined by the School Division Administration Regulations for the North East School Division. The purpose of this special meeting will be as outlined below.

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*As per Education Regulations, 2019 to qualify as an elector of the school district, you must: be a Canadian citizen, be at least 18 years of age, have lived in Saskatchewan for at least the past 6 months, and have lived in the school district for at least the past 3 months.*

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### Declaration of Elector, as defined by The Local Government Elections Act, 2015:

I, (Print Name) \_\_\_\_\_,


(Address:) \_\_\_\_\_, declare that:

1. I reside within the \_\_\_\_\_ School attendance area as outlined by the North East School Division now and for at least three months prior to the date of my signature. YES  NO
2. I am a Canadian citizen on the day of this signature. YES  NO
3. I am at least 18 years of age on the day of this signature. YES  NO
4. I have resided in Saskatchewan for at least six consecutive months immediately before the day of this signature. YES  NO

\_\_\_\_\_  
Elector signature

\_\_\_\_\_  
Date

# North East School Division – Board Policy Appendix

 <b>BP 107.A3</b> <b>Board Operations Appendix –</b> <b>Board Evaluation</b>	<b>References:</b> <i>Local Government Election Act, 2015</i>	<b>Tracking:</b> NEW: Feb. 2024 REVIEWED: April 2024
	<b>Related:</b> BP 107 – Board Operations BP 107.A1 – Board Remunerations BP 107.A2 – Declaration of Elector	<b>Status:</b> APPROVE: June 2024

**The Board Self-Evaluation Process, Criteria, Considerations and Survey is completed individually by each Trustee and then by the Board as a whole, for the Board Evaluation.**

1. The purpose of the Board self-evaluation is primarily to answer the following questions:
  - 1.1. How well have we fulfilled each of our defined roles as a Board this past year?
  - 1.2. How do we perceive our interpersonal working relationships?
  - 1.3. How well do we receive input and how well do we communicate?
  - 1.4. How well have we adhered to our Board Annual Work Plan?
  - 1.5. How would we rate our Board-Director relationship?
  - 1.6. How well have we adhered to our governance policies?
  - 1.7. What have we accomplished this past year? How do we know?
2. The principles upon which the Board self-evaluation is based are as follows:
  - 2.1. A learning organization or a professional learning community is focused on the improvement of practice.
  - 2.2. A pre-determined process for evaluation strengthens the governance functions, builds credibility for the Board and fosters an excellent Board-Director relationship.
  - 2.3. An evidence-based approach provides objectivity to supplement the subjectivity implicit in any evaluation.
3. The components of the Board self-evaluation are:
  - 3.1. Review of Board Role Performance
  - 3.2. Monitoring Interpersonal Working Relationships
  - 3.3. Monitoring Board Community Engagement
  - 3.4. Review of Board Annual Work Plan Completion
  - 3.5. Monitoring Board-Director Relationship
  - 3.6. Review of Board Motions
  - 3.7. Review of Board Governance Policies
  - 3.8. Creating a Positive Path Forward

## Board Self-Evaluation Considerations

4. Roles of the Board during the Year
  - 4.1. Review and adhere to Board Policies, and amend by motion when necessary
  - 4.2. Strategic Plan
  - 4.3. Annual Work Plan
  - 4.4. Advocacy
  - 4.5. Communication with stakeholders
  - 4.6. Provide direction to Director
  - 4.7. Participate in on-going professional development.
5. Interpersonal Working Relationships
  - 5.1. Stay informed
  - 5.2. Participate in important discussions
  - 5.3. Listen to others point-of-view
  - 5.4. Work towards consensus
  - 5.5. Encourage/recognize/support
  - 5.6. Respect confidentiality of issues
6. Receive Input and Communicate Well
  - 6.1. Work with Ministry, Director and Community to receive information, provide input and to deal with issues/concerns.
  - 6.2. Work with NESD Associations including NETA, CUPE, Teamsters, and Educational Partners.
  - 6.3. Establish Committees with Board leadership and representation to examine aspects that affect education within our school division.
  - 6.4. Make informed decisions after discussion of issues and implications.
  - 6.5. Respond to inquiries, concerns and “good works” when necessary.
7. Adhere to Annual Work Plan
  - 7.1. Establish the Annual Work Plan prior to the commencement of the school year following policy and the strategic plan.
  - 7.2. Review the Annual Work Plan monthly.
  - 7.3. If changes to the work plan are required, a motion may be required before implementation of the change.
8. Board-Director Relationship
  - 8.1. Knowledge and understanding of Board and Director roles.
  - 8.2. Provide direction to the Director.
  - 8.3. Two-way communication is respected and encouraged.
  - 8.4. Review policies and their compliance as part of the Annual Work Plan.
  - 8.5. Annually established a process for the Director’s performance and feedback.
  - 8.6. Works with the Director to establish a positive plan forward.

**9. Adhere to Governance Policies**

- 9.1. A report is provided by the Director or designate on selected policies in the Annual Work Plan.
- 9.2. Compliance is expected, if compliance is not achieved, a timeframe and further report is expected.
- 9.3. Policies are reviewed by a committee and brought to the Board for approval.
- 9.4. If changes are necessary, rationale and approval are necessary by the Board.

**10. Annual Goals have been Accomplished.**

- 10.1. Goals are reviewed at the Board Strategic Planning meeting each year.
- 10.2. Board goals include:
  - Active role in SSBA.
  - Establishment of committees to review important work of the Board and to keep the Board informed.
  - Active leadership and participation in committee work.
  - Establishment and adherence to the new Board policies and Annual Work Plan.
  - Advocacy through engagement with provincial government, community and stakeholders.
  - Fiduciary responsibility.

**11. Equity, Diversity, and Inclusion Advocacy**

The Board Self-Evaluation tool is used to assess and track the effectiveness of policy statement goals. This process aids in strategic planning, aiming to enhance the Board's commitment to ensuring equal opportunities and access to comprehensive programs. These efforts support the goal of achieving positive educational and social results for everyone involved with the school system, including both recipients and providers of educational services.

# Board Evaluation Survey

The governance health check evaluates the Board's current governance practices. This assessment identifies strengths, gaps, and informs future planning. For each question, indicate your perception of the Board's performance. The summarized responses will guide a discussion aimed at future improvements.

## SECTION 1: BOARD ROLE PERFORMANCE

### 1. Fulfillment of Board Roles:

Have we effectively implemented our strategy outline in our strategic plan for trustee education and Board development?

- Not at all
- Partially
- Mostly
- Fully
- Unsure

### 2. Adherence to Board Policies

Has the board maintained a clear distinction between governance policies and operational policies?

- Not at all
- Partially
- Mostly
- Fully
- Unsure

### 3. Strategic and Annual Work Plan Implementation

How effectively have we defined and monitored our priorities and then sought evidence of a link between priorities and our long-term financial plans?

- Not at all
- Partially
- Mostly
- Fully
- Unsure

### 4. Advocacy and Communication

How effectively have we monitored the communication of our mission, vision, and values to guide the direction of education programming?

- Not at all
- Partially
- Mostly
- Fully
- Unsure

## SECTION 2: INTERPERSONAL WORKING RELATIONSHIPS

### 5. Participation and Information Sharing

How well have we upheld our code of ethics and conducted ourselves in a manner that promotes teamwork and respect?

- Not at all
- Partially
- Mostly
- Fully
- Unsure

### 6. Consensus Building and Support

How effectively does the Board chair facilitate meetings and ensure that deliberations are focused, and consensus driven or democratically settled?

- Not at all
- Partially
- Mostly
- Fully
- Unsure

## SECTION 3: BOARD COMMUNITY ENGAGEMENT

### 7. Input Reception and Communication

How effectively do we engage with the community and respond to their needs and concerns through established procedures (SCC meetings)?

- Not at all
- Partially
- Mostly
- Fully
- Unsure

### 8. Decision Making

Is the Board's work enhanced by involving public and student input in decision making?

- Not at all
- Partially
- Mostly
- Fully
- Unsure



## SECTION 4: BOARD DIRECTOR RELATIONSHIP

### 9. Understanding and Direction

How clearly have we defined the expectations and authority delegated to the Director?

- Not at all
- Partially
- Mostly
- Fully
- Unsure

### 10. Communication and Collaboration

How effective is the communication and collaboration between the Board and the Director?

- Not at all
- Partially
- Mostly
- Fully
- Unsure

## SECTION 5: GOVERNANCE AND COMPLIANCE

### 11. Policy Compliance and Review

How regularly do we assess and update our policies to ensure they effectively guide both Board activities and those of the school division?

- Not at all
- Rarely
- Frequently
- Always
- Unsure

### 12. Annual Goals and Strategic Planning

How effectively have we used information to make decisions and assess our progress towards achieving defined educational or financial outcomes?

- Not at all
- Partially
- Mostly
- Fully
- Unsure

### 13. Review of Annual Goals

How effectively are Board goals reviewed during the Board Strategic Planning meeting and Balanced scorecard review?

- Not at all
- Partially
- Mostly
- Fully
- Unsure

### 14. Active Role in SSBA

How actively does the Board participate in the SSBA and leverage its resources?

- Not at all
- Partially
- Mostly
- Fully
- Unsure

### 15. Committee Establishment and Function

How effectively have committees been established to review important Board work and keep the Board informed?

- Not at all
- Partially
- Mostly
- Fully
- Unsure

### 16. Leadership and Participation in Committee Work

How actively do Board members lead and participate in committee work?

- Not at all
- Partially
- Mostly
- Fully
- Unsure

### 17. Adherence to New Policies and Work Plan

How well has the Board established and adhered to new policies and the continuous agenda?

- Not at all
- Partially
- Mostly
- Fully
- Unsure

## 18. Advocacy and Engagement

How effectively has the Board advocated for and engaged with the provincial government, community, and stakeholders?

- Not at all
- Partially
- Mostly
- Fully
- Unsure

## 19. Fiduciary Responsibility

How effectively has the Board fulfilled its fiduciary responsibilities?

- Not at all
- Partially
- Mostly
- Fully
- Unsure

## 20. Risk Management:

How effectively does the Board identify, manage, and mitigate financial risks?

- Not at all
- Partially
- Mostly
- Fully
- Unsure

## Section 6: Equity, Diversity, and Inclusion

### 21. Advocacy for Equity, Diversity, and Inclusion

How actively have we advocated for and supported initiatives to enhance equity, diversity, and inclusion within our school system?

- Not at all
- Partially
- Mostly
- Fully
- Unsure

### 22. Policy Integration

How effectively are equity, diversity & inclusion principles integrated into our board policies and practices?

- Not at all
- Partially
- Mostly
- Fully
- Unsure

### 23. Policy Review for EDIA Relevance

How regularly are our policies reviewed and updated to enhance their relevance to equity, diversity, and inclusion?

- Never
- Rarely
- Frequently
- Always
- Unsure

### 24. Community Engagement

How effectively do we engage diverse community groups to understand and address their unique needs?

- Not at all
- Partially
- Mostly
- Fully
- Unsure


### Conclusion

Thank you for completing the Board Self Evaluation Survey. Your responses are crucial for our continuous improvement and effective governance.

**Board Self-Evaluation Tool – Equity Diversity Inclusion Advocacy (adapted from the SSBA Policy Advisory template)**

<i>Policy Statement</i>	<i>Self-Evaluation</i>
<p><b>1. Policy Integration:</b> Integrating EDIA principles into board policies and practices.</p>	<ul style="list-style-type: none"> <li>• Our board policies clearly reflect EDIA principles.</li> <li>• Our policies are regularly reviewed and updated for EDIA relevance.</li> </ul>
<p><b>2. Community Engagement:</b> Engaging diverse community groups to understand and address their unique needs.</p>	<ul style="list-style-type: none"> <li>• We equitably, effectively and meaningfully engage diverse communities.</li> <li>• We actively improve our methods of community engagement based on feedback.</li> </ul>
<p><b>3. Leadership Commitment:</b> Leaders actively demonstrating and promoting EDIA principles.</p>	<ul style="list-style-type: none"> <li>• Our leaders consistently demonstrate commitment to EDIA in their actions.</li> <li>• Leadership development includes regular EDIA training and evaluation.</li> </ul>
<p><b>4. Religious Accommodation:</b> Effectively accommodating diverse religious beliefs and practices.</p>	<ul style="list-style-type: none"> <li>• We effectively accommodate and respect diverse religious practices.</li> <li>• The process for requesting religious accommodations is clear and accessible.</li> </ul>
<p><b>5. Positive School Climate:</b> Creating a respectful environment, free from discrimination and harassment.</p>	<ul style="list-style-type: none"> <li>• Our environment is welcoming and free from discrimination and harassment.</li> <li>• We have effective measures to support individuals facing discrimination.</li> </ul>
<p><b>6. Inclusivity and Accessibility:</b> Identifying and eliminating barriers to ensure everyone feels they belong.</p>	<ul style="list-style-type: none"> <li>• We actively work to identify and eliminate barriers to inclusivity and accessibility.</li> <li>• Our decision-making processes inclusively consider diverse perspectives.</li> </ul>
<p><b>7. Professional Development:</b> Providing learning opportunities to improve understanding and implementation.</p>	<ul style="list-style-type: none"> <li>• Professional development effectively enhances staff understanding of EDIA.</li> <li>• The impact of professional development on EDIA is regularly evaluated.</li> </ul>
<p><b>8. Accountability:</b> Monitoring progress and transparently communicating about initiatives.</p>	<ul style="list-style-type: none"> <li>• We transparently track and communicate our progress in EDIA initiatives.</li> <li>• Our EDIA goals are clear, and we regularly assess our performance against them.</li> </ul>
<p><b>9. Collaboration:</b> Fostering a culture where everyone shares the responsibility for EDIA.</p>	<ul style="list-style-type: none"> <li>• Our collaborations effectively advance EDIA principles.</li> <li>• We inclusively engage diverse groups in our collaborative efforts.</li> </ul>

# North East School Division - Board Policy

 <b>BP 108</b> <b>Role of Committees</b>	<b>References:</b> The Education Act, 1995 – Sec 85	<b>Tracking:</b> REVISED – Feb 2024 REVIEW – April 2024
	<b>Related:</b>	<b>Status:</b> APPROVE – June 2024

## ROLE OF COMMITTEES

The board believes its ability to discharge its obligations is enhanced when leadership and guidance are forthcoming from within its membership. As such, a system of standing and ad hoc committees recognizes that each board member does not have the time or opportunity to become knowledgeable about all aspects of board responsibilities. Therefore, it is desirable to change this through the use of committee expertise. In addition, while the involvement and guidance of the Director is important it is equally important for board members to have a degree of familiarity on the various facets of the Division’s operations. While the standing committees perform essential work for the board, only the board, in an open meeting, may approve policy or take action.

At its annual organizational meeting, the board shall establish such standing committees as it deems necessary. At any duly constituted meeting, the board may establish standing or ad hoc committees, and the terms of reference as appropriate.

### 1. General Requirements

Committee Chairs will be determined by the Board and/or by the Board Chair/Vice Chair at the Organizational meeting.

Trustee representation for the standing committees will be determined at the organization meeting. It is the responsibility of each Committee Chair to ensure that minutes are recorded or a brief written report on the work of the committee shall be presented at the subsequent Board meeting.

The Director may assign staff to support the work of the committee. Committees shall not exercise authority over the Director or staff. Since the Director is accountable to the whole Board any direction to the Director must come from the Board.

Board committees may speak or act for the Board only when formally given such authority for specific and time-limited purposes. Committee expectations and authority are stated in this policy to ensure there is no conflict with the authority delegated to the Director of Education.

### 2. Standing Committees

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

Committee work will be presented to the Board by minutes/written report for decision, discussion, or information.

### **3. Ad Hoc Committees**

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

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

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

### **4. Terms of Reference**

Terms of Reference for each Board committee must be approved by the Board.

# North East School Division – Board Policy



**BP 109**

**Board Representatives**

**References:**

Sections 85, The *Education Act*, 1995

**Related:**

**Tracking:**

NEW – March 2024

Board Review – April 2024, and conclude in May COW

**Status:**

APPROVE – June 2024

## 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:

1. The trustee shall reflect the current formal position of the Board;
2. On other issues of significant importance, the trustee shall consult with the Board to determine the formal position of the Board;
3. 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
4. All expenses of this activity shall be covered in accordance with compensation guidelines approved annually at the Organizational Meeting.
5. 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.



# North East School Division – Board Policy



## BP 110 Policy Making

### References:

*Local Government Election Act*  
*The Education Act, 1995*  
*Board's Policy Handbook*  
*BP 101 – Foundations and Direction*

### Related:

### Tracking:

NEW – March 2024  
REVIEWED – May 2024

### Status:

APPROVED - June 2024

## 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 and publicly posted.

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 BP 101 – Foundations and Direction. 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. The Policy Committee shall lead the planning of the policy making and review process.

### 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 boards will that is 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 are 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 board member, 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.

# North East School Division – Board Policy

 <p><b>BP 111</b> <b>Delegation of Authority</b></p>	<p><b>References:</b> The Education Act, 1995 LAFOIPP</p> <p><b>Related:</b> BP 102 – Role of the Board</p>	<p><b>Tracking:</b> REVIEWED: Feb. 2024 REVISED: Mar. 2024 REVIEW: April 2024</p>
	<p><b>Status:</b> APPROVE: June 2024</p>	

## 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 initially brought to the Board for discussion and determination of decision-making authority.

### Specifically

1. The Director is directed to develop an Administrative Procedure to fulfill 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.

# North East School Division – Board Policy



## BP 112 Role of Director

### References:

Local Government Election Act  
*School Division Administration Regulations, Sec 45*  
*The Education Act, 1995, Sec 159*

### Related:

### Tracking:

Revised – March 2024  
Review – April 2024

### Status:

APPROVE – June 2024

## Role of 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.

#### **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.

## **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.

# North East School Division – Board Policy - Appendix

 <p style="font-size: 1.2em; font-weight: bold; margin-top: 10px;">BP 112.A1</p> <p style="font-weight: bold; margin-top: 10px;">Appendix Director of Education Evaluation Process</p>	<p><b>References:</b></p> <p><b>Related:</b> BP 112 – Role of Director</p>	<p><b>Tracking:</b> NEW – March 2024 MARCH - NEW APRIL – Board to review</p> <hr/> <p><b>Status:</b> APPROVED - June 2024</p>
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## APPENDIX BP 112.A1 - DIRECTOR/CEO EVALUATION PROCESS, CRITERIA & TIMELINES

### 1. Purpose and Context for Evaluation

The evaluation process, criteria and timelines for the Director/CEO 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. *BP112 Appendix 2, Director of Education role Expectations* outlines The Performance Assessment Guide which 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 Division’s Strategic Planning, reporting, 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 CEO’s 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 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 by October 31 and January 31.
- Summative performance review in May with the Evaluation Report completed and approved no later than June 15.

In February each year, the Board, in consultation with the Director, will approve or amend the October/January/May timelines for evaluations and schedule the dates for the formative performance conversations and the summative performance review for the upcoming school year.

## 3. Criteria for Evaluation

The criteria for the evaluation will be those Role Expectations and Quality Indicators set out in BP 112 Appendix 2, *Director of Education Role Expectations*, 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 quarter of principals will be surveyed or interviewed by an external facilitator in the following cycle:
  - Year 1 – all members of Executive Council



- Year 2 – one quarter of principals. The Director will divide the names of principals into four groups and the Board will select by lot the group to be interviewed.
- Year 3 – No principals or direct reports.

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. 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.

# North East School Division – Board Policy - Appendix

 <b>BP 112.A2</b> <b>Appendix Director of Education Role Expectations</b>	<b>References:</b>  <b>Related:</b> BP 112 – Role of Director	<b>Tracking:</b> MARCH - NEW APRIL – Board to review
		<b>Status:</b> APPROVED - June 2024

## APPENDIX BP 117.A2 – DIRECTOR/CEO ROLE EXPECTATIONS AND PERFORMANCE ASSESSMENT GUIDE

The Director is the Chief Executive Officer (CEO) 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.
- 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.

#### 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.

### 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 an Enterprise Risk Management process through the review of the balanced scorecard 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.

### 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.
- 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.

# North East School Division – Board Policy - Appendix

 <b>BP 112.A3</b> <b>Appendix Leadership Practices Interview Guide</b>	<b>References:</b>	<b>Tracking:</b> NEW – March 2024 APRIL – Board to review
	<b>Related:</b> BP 117 – Role of Director	<b>Status:</b> Board to Approve – June 2024

## LEADERSHIP PRACTICES INTERVIEW GUIDE

Perceptions of Principals, Direct Reports

1. What evidence can you cite to support or refute the following:
  - a. The Director provides clear direction.
  - b. The Director provides effective educational leadership?
  - c. The Director establishes and maintains positive, professional working relationships with staff?
  - d. The Director unites people toward achieving the Division’s goals?
  - e. The Director demonstrates a high commitment to the needs of students?
  - f. The Director is trustworthy?
  - g. The Director empowers others?
  - h. The Director effectively solves problems?
2. What does the Director do to support you in fulfilling your role?
3. What does the Director do that impedes you in fulfilling your role?

Note: Direct reports and at least one quarter (1/4) of the principals will be interviewed by a third-party facilitator.



# North East School Division – Board Policy



**BP 113**

## **Appeals and Hearings Regarding Student Matters**

**References:**

*The Education Act, 1995*  
*The Education Regulations, 2019*  
*The Saskatchewan Human Rights Code, 2018*  
*Canadian Charter of Rights and Freedoms*

**Related:**

**Tracking:**

NEW – April 2024

**Status:**

APPROVE – June 2024

## **Appeals and Hearings**

The Board of Education retains the responsibility to serve as the final level of internal appeal on all matters.

### **1. Suspension and Expulsion of a Student**

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

Specifically,

- 1.1 Where the Director of Education confirms or modifies a student suspension of 4 to 10 days duration, the Director of Education shall forthwith report such suspensions to the Board in writing.
- 1.2 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.
- 1.3 Where the Director of Education recommends an extension of the suspension beyond ten days, the Director of Education will refer the matter to the Board.
- 1.4 The Board shall:
  - 1.4.1 Investigate the suspension;
  - 1.4.2 Be authorized to suspend a student for up to one year;
  - 1.4.3 Give notice of every investigation to the student and his or her parent or guardian;
  - 1.4.4 Provide an opportunity for the student and his or her parent or guardian to appear and make representations before the Board.
- 1.5 Where the Board makes a decision to expel a student, that decision shall be made before the expiration of the suspension.
- 1.6 Further to Section 1.4, 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.
- 1.7 On the request of either the student or their parent(s)/ guardian(s) pursuant to Section 4 155 (4) of The Education Act, 1995, at the expiration of one year, the Board will review and reconsider the expulsion of the student; the Board may:
  - 1.7.1 Rescind the expulsion of the student;
  - 1.7.2 Admit the student to a school on those terms and conditions that the Board considers appropriate.

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

## 2. Student Program Placement for Students with Intensive Needs

The Board recognizes the right of a student or the parents/guardians of that student to request a review of a decision related to designation, placement and program in accordance with provisions outlined in *The Education Act, 1995* and associated *The Education Regulations, 2019*.

- 2.1 A student who has reached 18 years of age, or the parents/guardians of a student with intensive needs shall have access to a review process in the event he/she disagrees with:
  - 2.1.1 The designation of the student or the failure to designate the student as having intensive needs;
  - 2.1.2 The placement of the student;
  - 2.1.3 The program provided to the student.
- 2.2 The right to a review is limited to decisions with educational or developmental implications for the student. The right for review does not apply where the disagreement with respect to the placement of the student is based on:
  - 2.2.1 Parental preference as to the location of the delivery of the program;
  - 2.2.2 Parental convenience;
  - 2.2.3 Other factors unrelated to the impact of the location of the educational instruction on the student's education and development;
  - 2.2.4 Location within an educational institution;
  - 2.2.5 Any other reason that relates to or is similar in nature to those listed in clauses 2.1 to 2.4;  
or
  - 2.2.6 An allegation of discrimination pursuant to the Human Rights Code or the Canadian Charter of Rights and Freedoms.
- 2.3 At any stage of the review the student or the parents/ guardians of the student may choose to be accompanied by a friend, or other person of their choice.
- 2.4 The Director of Education may make any interim decision he/she considers necessary pending the decision of the review. During the appeal and review period, the parents have the right to either have their child exempted from school or have him/her remain in the initial placement until the dispute is settled.
- 2.5 The Division will attempt to make every effort to resolve a designation, placement and/or program decision in a manner amicable to the student, parents/guardians and the Division. The following steps outline the initial action that is required prior to requesting a formal review process:
  - 2.5.1 The student or parents/guardians shall discuss the decision in question with the teacher(s) and the in-school administration;
  - 2.5.2 If there is no resolution, the student or parents/guardians shall request that the Director of Education review the designation, placement or program decision;
  - 2.5.3 If there is no resolution, the Director of Education shall inform the student or parents/guardians of the procedures necessary for initiating a formal review process.
- 2.6 The following steps outline the process required to initiate a formal review process:
  - 2.6.1 The request for a formal review shall be in writing directed to the Director of Education, and shall set out the reasons for disagreement with a designation, placement or program decision.
  - 2.6.2 Within five school days of receiving the request for a formal review of a decision, the Director of Education shall respond in writing to the individual(s) outlining:
    - 2.6.2.1 The steps in the formal review process,

2.6.2.2 The procedure used to establish the Review Committee, and

2.6.2.3 The anticipated timeline of the formal review process.

2.6.3 The Director of Education shall notify the Division personnel involved in the decision of the request for review and shall provide them with information concerning the circumstances of the review, including a copy of the written request for review.

2.7 The Review Committee shall be composed of three members. The Director of Education shall name a member to the Review Committee. The student or parents/guardians may choose a member from a list provided by the Director of Education of at least four people who have not been involved in the original decision and who are external to the Division. In the event there exists a difficulty attaining a mutually acceptable individual, the student or parents/guardians must have the opportunity to name a person acceptable. The Director of Education and the student or parents/guardians must name a mutually acceptable Committee Chair. The process of bringing forward names will continue until the third person can be selected.

The members of the Review Committee shall have appropriate levels of expertise and experience in educational programming and administration of services for students with intensive needs.

2.8 The appointment of the Review Committee representatives will be made within ten (10) days of the initiation of a formal review by the student or parents/guardians.

2.9 The Review Committee shall hold their initial meeting within four weeks of the formal review initiation. The student or parents/guardians and their representative(s) shall be invited to present their reason(s) for requesting a review. The representative(s) of the Division who participated in the educational planning/decision-making process may be called upon to provide information related to the review. The Committee may call upon other parties as witnesses or experts. The Committee may conduct on-site observations and may request written submissions and reports from those individuals involved in the review.

2.10 The Review Committee will submit a written report to the Board and the student or the parents/guardians requesting the review no later than two weeks of receiving the final submission. The report will outline the situation under review and identify recommendation(s) related to the situation. The recommendation(s) will be based on the information provided and will be consistent with The Education Act, 1995.

2.11 The Board will ratify, modify, or deny the recommendation(s) at the next regular meeting of the Board. The Board will provide written notification to the student or parents/guardians that describe the Board's response to the recommendation(s) of the Review Committee. The decision of the Board is final.

### **3. General Program Placement and Other Student Matters**

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.


3.1 Prior to a decision being appealed to the Board, it must be appealed to the Director of Education.

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

3.3 The appeal to the Board must be made within 5 days from the date that the individual was informed of the Director of Education'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.

- 3.4 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.
- 3.5 The hearing of the appeal must be scheduled so as to ensure that the person making the appeal and the Director of Education, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.
- 3.6 The appeal will be heard in closed session, with specified individuals in attendance.
- 3.7 The appeal hearing will be conducted in accordance with the following guidelines:
  - 3.7.1 The Board Chair will outline the purpose of the hearing, which is to provide:
    - 3.7.1.1 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;
    - 3.7.1.2 The Board with the means to receive information and to review the facts of the dispute;
    - 3.7.1.3 A process through which the Board can reach a fair and impartial decision.
  - 3.7.2 Notes of the proceedings will be recorded for the purpose of the Board's records.
  - 3.7.3 The Director of Education and/or staff will explain the decision and give reasons for the decision.
  - 3.7.4 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 of Education and/or staff.
  - 3.7.5 The Director of Education and/or staff will have an opportunity to respond to information presented by the appellant.
  - 3.7.6 Trustees will have the opportunity to ask questions or clarification from both parties.
  - 3.7.7 No cross-examination of the parties shall be allowed, unless the Board Chair deems it advisable under the circumstances.
  - 3.7.8 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.
  - 3.7.9 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.
  - 3.7.10 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.

# North East School Division – Board Policy

 <b>BP 114</b> <b>School Viability Review</b>	<b>References:</b> The Education Act – Sections 85, 87, 347 The School Division Administration Regulations, Part 10 and Regulation 45	<b>Tracking:</b> Adopted - December 2010 Revised - January 2018 Revised – March 2024 Review - April 2024
	<b>Related:</b> BP 114.A.1 – Calendar guideline	<b>Status:</b> APPROVE – June 2024

## School Viability Review

The Board of Education, 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, classrooms and programs throughout the entire Division.

To ensure quality education for its students, the Board may review the operations of one (1) or more of its schools and consider discontinuing one (1) or more grades offered in a school or closing schools. This review will consider equity of access to effective learning opportunities for all students as reflected in the Board’s strategic plan and goals.

### 1. Legislative Conditions for Review

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

On or before the first Wednesday in September, a School Community Council may provide written advice and recommendation in the form of a motion (by the School Community Council) to the Board, requesting either grade discontinue or school closure for the upcoming school year.

If the Board is in agreement with the recommendation of the School Community Council, the Board shall pass a motion that initiates the school review and also pass a motion to either discontinue grades or close the school as requested by the School Community Council.

### 2. School Review Criteria

As part of its Continuous Agenda, the Board of Education will carry out an annual evaluation of the schools in the North East School Division in September.

#### 2.1 Projected enrolment for the school under review for the following school year is less than:

- 2.1.1 For a school offering kindergarten to Grade 4 only, 25 students;
- 2.2.1 For a school offering kindergarten to Grade 5 only, 30 students;
- 2.3.1 For a school offering kindergarten to Grade 6 only, 37 students;
- 2.4.1 For a school offering kindergarten to Grade 7 only, 44 students;
- 2.5.1 For a school offering kindergarten to Grade 8 only, 51 students;
- 2.6.1 For a school offering kindergarten to Grade 9 only, 58 students;
- 2.7.1 For a school offering kindergarten to Grade 12 only, 88 students.

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

- 2.2.1 Physical condition of the school;
- 2.2.2 Operational cost per student;
- 2.2.3 Number of grades combined in each classroom;
- 2.2.1 Any additional criteria that the Board considers relevant to the review:
  - 2.2.1.1 distribution of enrolments by grade level;
  - 2.2.1.2 Projected enrolments;
  - 2.2.1.3 Condition and capacity of potential receiving school(s);

- 2.2.1.4 Transportation implications to the potential receiving school(s); and
- 2.2.1.5 Availability of educational programming.

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

### 3. Process for Placing a School in Review

- 3.1 Enrolments for all schools will be monitored and reported to the Board on a regular basis. Schools with September enrolments that fall below, or are projected to fall below, the thresholds set in legislation will be identified to the Board annually.
- 3.2 For schools that meet the Legislative Conditions for Review, the Director will compile a report on the School Review Criteria and provide the report to the Board at or prior to the September ~~Committee of the Whole~~ Regular Board meeting.
- 3.3 The Board will consider the information and, if the Board wishes to place a school into the review process, the Board will pass a motion to that effect by October 15 in the school year of consideration.

### 4. Review Process

- 4.1 Consultation Process with School Community Council (SCC).  
Once a school is placed in review status, the Board will consult with the School Community Council and the community in accordance with the process set out in *The Education Act, 1995* and its Regulations.
  - 4.1.1 If the School Community Council consents to closure or grade discontinuance, the Board will make the appropriate motion.
  - 4.1.2 If the School Community Council does not agree to the closure or grade discontinuance, the Board will establish a school review committee in accordance with *The School Division Administration Regulations*.
- 4.2 Information and Analysis  
As per sections 59 and 60 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 School Community Council by November 1:
  - 4.2.1 Enrolment history of the school for since January 1, 2006;
  - 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, Board policy, and Information respecting the physical condition of the school.
  - 4.2.5 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 Regulation 61(1) of *The School Division Administration Regulations*, 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 taught in the school and 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 Regulation 61(2) of *The School Division Administration Regulations*.

### 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 School Division Administration Regulations*.

### 6. School Closures or Grade Reduction and Integration Process

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

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

## North East School Division – Board Policy Appendix



### BP 114.A1 – Appendix - School Review Calendar Guideline

**References:**

*The Education Act, 1995*  
*The School Division Administration Regulations*

**Related:**

BP 114 – School Viability Review

**Tracking:**

New – Mar. 2024

**Status:**

APPROVE – June 2024

The following calendar serves as a guideline only. Timelines can be adjusted depending on circumstances. Provisions of [The Education Act, 1995](#) and related regulations must be followed.

#### Process with Consent of School Community Council (SCC)

Date	Action
<b>September To on or before First Wednesday in September</b>	Director collects data and identifies school(s) meeting criteria for review. SCC consents to closure/grade discontinuance. *If no consent by SCC to closure/grade discontinuance on or before the first Wednesday in September, school review process may begin. The SCC may consent to closure/grade discontinuance at any time which halts the school review process.
<b>By no later than June 15 (Plan)</b>	Board (with SCC) develops transition plan and communicates it to the public.
<b>After June 30 and Before Beginning of Next School Year</b>	School is closed/grades discontinued.


#### Process without Consent of School Community Council (SCC)

Date	Action
<b>By <u>October 15</u></b>	Director collects data and identifies school(s) meeting criteria for review. The Board decides whether a school is placed in review status. <del>Inform School Community Council of each school placed in review status.</del> School Review Committee establishment <b>by November 1</b> . School Review Committee appointed (SCC, municipality, and First Nation members).
<b>November to January</b>	School Review Committee presents information to the NESD Board respecting the review process with the public. Parents and residents present written feedback to the NESD Board.
<b>By <u>February 1</u></b>	The School Review Committee shares with the Board the feedback received by the Committee from the community and the recommendations of the committee considering that feedback to the Board. Board considers any additional information and data collected by the Director. The Board reviews recommendations and passes motions to consider closure or grade discontinuance, OR to end such considerations.
<b>By <u>March 31</u></b>	Begin ongoing provision of information to parents/residents and arrange for elector meeting(s) according to <i>The School Division Administration Regulations</i> . At public meeting(s) distribute information and data collected and establish format for further feedback and response.
<b>February – April</b>	If Board decides to close a school or discontinue one or more grades, the Board must pass a motion by no later than April 30.



<b>By <u>April 30</u></b>	Board decides whether to close school/discontinue grades. Board passes motions of school closures or grade discontinuation to take effect after June 30 of the present school year.
<b>May</b>	Develop a Transition Plan in consultation with School Community Council.
<b>By <u>June 15</u></b>	Complete the preparation of the Transition Plan.
<b>After June 30 and Before Beginning of Next School Year</b>	Grade reduction, school amalgamation, or closure occurs.

# North East School Division – Board Policy

 <b>BP 115</b> <b>Recruitment and Selection of Personnel</b>	<b>References:</b> The Education Act, 1995, Sec 85,87  <b>Related</b>	<b>Tracking:</b> NEW – March 2024 REVIEWED by Board – April 2024  <b>Status:</b> APPROVE – June 2024
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## RECRUITMENT AND SELECTION OF PERSONNEL

The Board believes that the recruitment and selection of Division personnel the responsibility of 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 expects 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 Director is delegated responsibility for the recruitment and selection of principals. The Board does not have decision making authority; however, the Director will provide the Board with notice of the selection of a principal 48 hours prior to the offer of employment. Although principal transfers without competition are rare, the Director shall make such transfers in consultation with the Chair.
3. The Director or designate is delegated responsibility for the recruitment and select of all other personnel.
  - 3.1. All recruitment and selection processes will respect current collective bargaining agreements, applicable Board policies and relevant legislation and regulations.

# North East School Division - Board Policy



**BP 116**

## **School Community Councils**

**References:**

*Education Act*

**Related:**

AP 201 – Establishment of SCC

AP 203 – SCC Local Budget

SSBA Handbook – School Community Councils and Principals

**Tracking:**

NEW – March 2024

REVIEWED – June 2024 – COW

**Status:**

APPROVE – June 2024

## **School Community Councils**

The function of School Community Councils is, through an advisory manner, to assist the administration of the school and the Board in delivering educational and extra-curricular programs; to develop shared responsibility for the learning success and well-being of all children and youth; and to encourage and facilitate family, community and youth engagement in school planning and improvement processes. The School Community Council provides the Board and division with a critical link to facilitate understanding of the community, strengthening both boards and SCCs in their ability to make a difference in the learning and well-being of students.


### **1. School Community Councils**

- 1.1. Subject to The Education Act and Regulations, the Board will ensure that each school in the NESD will establish and maintain a SCC, excluding Hutterian schools.
- 1.2. The Director or designate will be the senior administrative employee responsible for School Community Councils. The Board will receive a report related to School Community Council activities and effectiveness annually.
- 1.3. The Board will establish a yearly grant to support the operation of School Community Councils and may budget for additional funding for SCC initiatives.
- 1.4. School Community Council Constitution revisions must be approved by the Board.
- 1.5. Constitutions should contain a specific clause stating that schools attended by First Nations students residing on reserves, the respective First Nations communities are to be extended an invitation to offer representatives from their communities.
- 1.6. In communities with secondary School Community Councils, representation may be included from elementary feeder schools.
- 1.7. Subdivision trustees are to act as the Board's liaison representatives to School Community Councils. Typically, subdivision trustees will attend a minimum of one meeting of each School Community Council in their Subdivision each year and will review SCC minutes of meetings not attended.

### **2. School Community Council Professional Development and Self-Assessment**

- 2.1. From time to time, the Board may host training or networking opportunities for School Community Councils.
- 2.2. School Community Councils are expected to engage in an ongoing process of self-assessment in order to ensure their effectiveness.

# North East School Division – Board Policy

 <b>BP 117</b> <b>Transportation</b>	<b>References:</b> <i>Traffic Safety Act</i> <i>The Education Act, 1995</i>	<b>Tracking:</b> NEW – March 2024
	<b>Related</b> AP 403 - Admission of Students	<b>Status:</b> APPROVE – June 2024

## Transportation


The Division provides transportation for eligible students requiring access to school in accordance with *The Education Act, 1995* and *The Traffic Safety 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 guided by the following:

- Safety
- Reasonable Access to Educational Opportunities
- Fiscal Responsibility
- Efficiencies of Time

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

# North East School Division - Board Policy

 <b>BP 118</b> <b>Accumulated Surplus from Operations</b>	<b>References:</b> SASBO Accumulated Surplus Reporting Manual  <b>Related:</b> AP 716 – Accumulated Surplus from Operations	<b>Tracking:</b> May 2023 – NEW  <b>Status:</b> APPROVE – June 2024
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## PURCHASING - ACCUMULATED SURPLUS

The Board of Education (Board) is responsible for ensuring that the division is financially protected from extraordinary circumstances which would negatively impact school division operations and the education of students. Further, a level of financial reserves is an indicator of financial health and can contribute resources to provide for multi-year planning for future educational services, and protection from future financial risk.


An operating surplus represents the extent to which operating revenues in a fiscal year exceed operating expenditures in that year. Conversely, an operating deficit occurs when operating expenditures in a fiscal year exceed operating revenues in the same year. The Board is responsible to maintain a positive combined restricted and unrestricted accumulated surplus from operations to ensure fiscal sustainability.

The purpose of the Internally Restricted Reserve is to support stable programming and ongoing operations for the benefit of the students served by the division. The Internally Restricted Reserve provides an internal source of funds to access in situations such as an unanticipated increase in expenses, one-time unbudgeted expenses including capital expenses, unanticipated funding reductions or shortfalls in uninsured losses. The Internally Restricted Reserve is not intended to replace a permanent loss of funding.

*References:*

SASBO Accumulated Surplus Reporting Manual

# North East School Division – Board Policy

 <b>BP 119</b> <b>Human Diversity</b>	<b>References:</b> <i>Adapted from SSBA Public Advisory – Equity, Diversity, Inclusion</i> <i>Canadian Charter of Rights and Freedoms</i> <i>The Constitution Act, 1982</i> <i>The Saskatchewan Human Rights Code, 2018</i> <i>Local Government Election Act</i> <i>The Education Act, 1995</i>  <b>Related</b>	<b>Tracking:</b> NEW – March 2024 REVIEW – June 2024 - COW  <b>Status:</b> APPROVE – June 2024
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## HUMAN DIVERSITY

The North East School Division adopts the following Saskatchewan School Boards Association Position Statement on Inclusive Education, which states:

“Diversity enriches school culture and increases knowledge and understanding of similarities and differences. Within an education sector and system, diversity applies to a range of contexts such as cultures, socio-economic situations, languages, learning needs, sexual orientation, and gender identity. Education in Saskatchewan is founded on a principle of respect for the diversity of all students and families. It is through conversations with students and families that educators, administration, staff, and boards of education develop a growing awareness and understanding of the diverse cultures and communities in their schools. In Saskatchewan ‘inclusive education’ is used to describe education for students with diverse backgrounds. The Ministry of Education defines inclusive education as ‘providing equitable treatment and appropriate, high-quality education to all students. It encompasses a blend of philosophical beliefs, practices, and processes to create flexible support systems and learning environments based on students’ strengths, abilities, interests and needs.’ Ultimately, the goal of inclusive education is to presume the competence and strength of the learner, reduce exclusion by eliminating barriers to one’s school success, and enhance participation and sense of belonging in one’s community. This includes anti-racist, anti-oppressive and equity practices.” *(Source: Saskatchewan School Boards Association Adopted Position 2.5: Inclusive Education.)*

The Board upholds the principles of respect for human rights and fundamental freedoms enshrined in the *Canadian Charter of Rights and Freedoms (the “Charter”), the Constitution Act, 1982* and confirmed in *The Saskatchewan Human Rights Code, 2018 (the “Code”)*. The Board recognizes that equity of opportunity and equity of access to the full range of programs, the delivery of services, and resources are critical to the achievement of successful educational and social outcomes for those served by the school system as well as those who serve the system.

Within the context of the Treaty relationship in Canada, the Board is committed to respecting diversity and to an equitable, inclusive, and accessible education system that is affirming and upholds and reflects equity and inclusionary principles, which permeate all policies, programs, practices, and operations.

## Policy Statements:

### *It is the Policy of the Board to:*

1. **BOARD POLICIES, PROGRAMS, GUIDELINES AND PRACTICES:** Serve its diverse populations of students, staff, families, Elders and community partners by incorporating principles of equitable, inclusive and accessible education into all aspects of its policies, programs, practices and operations, consistent with the *Code*.
2. **SCHOOL-COMMUNITY RELATIONSHIPS:** Establish and maintain collaborative relationships so that the perspectives and experiences of all students, staff, families and Elders and community partners are recognized, understood and honoured, and that student needs are respected, addressed and met.
3. **SHARED AND COMMITTED LEADERSHIP:** Commit to an informed leadership philosophy that engages, empowers and supports all stakeholders to join together to implement practices and behaviours that cultivate understanding of equity, inclusion and accessibility.
4. **RELIGIOUS ACCOMMODATION:** Acknowledge each individual's fundamental freedoms under the *Charter* to follow or not to follow religious beliefs and practices free from discriminatory or harassing behaviour and is committed to taking all reasonable steps to provide religious accommodations to students and staff.
5. **SCHOOL CLIMATE AND PREVENTION OF DISCRIMINATION AND HARASSMENT:** Commit to the principle that every person within the school community is entitled to a welcoming, respectful, affirming, and positive school climate and learning environment, free from all forms of discrimination and harassment.
6. **ELIMINATION OF BARRIERS TO BELONGING:** Participate in ongoing development of practices that promote equitable treatment for all and cultivate mutual respect, civility and a sense of belonging, and continue to identify and remove discriminatory barriers that limit the opportunities of students and staff.
7. **PROFESSIONAL LEARNING:** Provide administrators, staff, students and other members of the school community with opportunities to acquire the knowledge, skills, attitudes, and behaviour needed to identify and eliminate discriminatory biases and systemic barriers under the *Code*.
8. **ACCOUNTABILITY AND TRANSPARENCY:** Assess and monitor Board progress in implementing strategy to embed the principles into all Board policies, programs, guidelines and practices; and to communicate these results to the community to ensure transparency and accountability.
9. **SHARED RESPONSIBILITY:** Promote a collaborative approach and support all members of the school community in the shared responsibility for creating a welcoming, equitable, inclusive and accessible environment which honours and respects everyone.

## **Inclusionary Philosophy and Beliefs**

1. All students and families are welcomed and respected.
2. All students have opportunities to experience positive interpersonal interactions that support the development of authentic relationships.
3. All students have access to activities that promote positive self-esteem, engagement, and a sense of belonging.
4. Individual interests, backgrounds, life experiences and identities are valued.
5. Schools engage parents/guardians in meaningful ways (e.g., parents/guardians are provided ways to support their child's learning and development).
6. Curricula are used as the starting point for developing and implementing adaptations to support student learning. This may include referring to previous grade-level curricula to support individualized learning needs.
7. Differentiated instruction is used, including multi-level instructional approaches, so all learners in a classroom can participate and are engaged.
8. Ensure resources, practices are reflective of students – where students can see themselves in the resources and assessment/instructional practices.
9. Learning opportunities are provided that are: challenging; engaging; culturally and linguistically affirming and responsive; developmentally fitting; and age appropriate.
10. Accessibility – barriers to learning are reduced or eliminated by providing access to appropriate learning opportunities and resources identifying and implementing supports (including technology) to optimize student learning; and supporting the development and attainment of competencies and independence.
11. Schools, classrooms, common learning areas and other learning spaces provide emotionally safe environments, acknowledge the culture, language(s) and background of students, and incorporate physical adaptations as necessary.

## **Guiding Principles of Inclusive Education**

Equity and inclusive education:

- Is a foundation of excellence.
- Meets individual needs.
- Identifies and eliminates barriers.
- Promotes a sense of belonging.
- Involves the broad community.
- Builds on and enhances previous and existing initiatives.
- Is demonstrated throughout the system.



## ACKNOWLEDGEMENTS

Resources from the following websites were consulted by The SSBA in developing of the policy advisory work utilized for this policy:

- SSBA Position Statement 2.5,
- Ontario Public School Boards Association,
- Ontario Education Services Corporation,
- ARC Foundation,
- Calgary Board of Education,
- Durham Catholic District School Board,
- Edmonton Catholic Schools,
- Edmonton Public Schools,
- Good Spirit School Division,
- Langley School District,
- Limestone District School Board,
- Nanaimo Ladysmith Public Schools,
- Ottawa Catholic School Board,
- Prairie South Schools,
- Prairie Spirit School Division,
- Prairie Valley School Division,
- Saskatoon Public Schools,
- Toronto Catholic District School Board,
- Toronto District School Board,
- Upper Grand District School Board,
- Vancouver School Board,
- Western School Division,
- Winnipeg School Division,
- York Region District School Board.