



Board Policy Handbook

Chinook School Division

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

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

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

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

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

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FOUNDATIONAL STATEMENTS

1. Our Mission

Chinook School Division provides an engaging environment that meets the holistic needs of children while achieving curriculum expectations.

2. Our Vision

Chinook School Division is a great place to go to school and go to work where students are empowered to become knowledgeable, skilled and responsible citizens who recognize the value of a democratic and prosperous society.

3. The Mission and Vision are further interpreted to include, but not limited to:

3.1. Students will experience growth in learning a broad range of subjects. This is further interpreted to include, but not limited to:

3.1.1. Students will experience growth or continually improve their personal best in reading/communication literacy.

3.1.2. Students will experience growth or continually improve their personal best in numeracy.

3.1.3. Students will develop skills in:

3.1.3.1. Critical and Creative Thinking

3.1.3.2. Communication

3.1.3.3. Technology

3.1.3.4. Problem Solving

3.1.3.5. Independent Learning

3.2. Students will demonstrate personal development and responsibilities in physical, emotional, mental, social and spiritual areas. Students will demonstrate the attitude, skills, abilities and relationships that enable them to be accountable for their personal development and prepare them for life-long learning in terms of:

3.2.1. Smooth Life Transitions and

3.2.2. Career Education.

3.3. Students will develop an understanding of the commitment to personal responsibility for social justice, including but not limited to: mental, cultural, physical and ethnic diversity.

- 3.4. Students will benefit from a positive and stimulating learning environment.
This is further interpreted to include, but not limited to:

- 3.4.1. Students will benefit from:

- 3.4.1.1. Diversified Instruction and Assessment
- 3.4.1.2. Appropriate Resources and
- 3.4.1.3. Engaging Programming.

- 3.4.2. Students and staff will have access to safe and functional facilities for the purpose of program delivery.

- 3.4.3. Students will be provided with a safe, respectful learning environment.

- 3.4.4. Students will benefit from an atmosphere that supports community engagement with a focus on student learning.

4. Values and Guiding Principles

- 4.1. Chinook School Division will strive to uphold the following values:

Integrity	Empathy	Loyalty
Respect	Excellence	Care
Trust	Commitment	Honesty

- 4.2. Chinook School Division is guided by the following principles:

- 4.2.1. Student Centred

- 4.2.1.1. Our decisions are focused on strengthening student learning and meeting the needs of children and youth.

- 4.2.2. Collaborative Relationships

- 4.2.2.1. Our relationships are positive and cooperative to increase system effectiveness.

- 4.2.3. Visionary

- 4.2.3.1. Our actions are positive and strategically proactive for a culture of growth.

- 4.2.4. Accountable

- 4.2.4.1. Our commitment to systematic monitoring and accountability ensures prudent use of human and financial resources.

- 4.2.5. Equitable

- 4.2.5.1. While equity is not treating all identically, our decisions will strive to provide similar opportunities for those in similar circumstances in a fair

and just manner. Furthermore, equity recognizes that some individuals, groups, and communities have different or extraordinary needs that may only be addressed by the allocation of additional or more appropriate resources.

5. The Logo Design and Use



- 5.1. The Chinook School Division logo was developed shortly after amalgamation in 2006, as part of a design contest in the Southwest for the new school Division. Two design concepts were chosen (compass and windmill) and merged together to create the Chinook logo.
- 5.2. The Compass rose points to the Southwest to represent our location in Saskatchewan. The windmill represents the winds of the area and goes well with Chinook. For the colours, gold is for the ripe wheat fields and black represents the oil fields.
- 5.3. Chinook School Division's identity is portrayed in all communications, and in order to protect the integrity of that identity the guidelines expressed in Logo Standards Manual must be followed and logo must not be altered in any way. Any other uses not described in the Logo Standards Manual must have prior permission obtained from the Director.
- 5.4. All external and vendor use of Chinook School Division logo must be pre-approved by the Director.

6. Legal Name

- 6.1. Board of Education of the Chinook School Division No. 211 of Saskatchewan

7. Operational name

- 7.1. Chinook School Division

Legal Reference: Sections 85, 87 Education Act

Approved: October 26, 2021

Revised:

Policy 2

ROLE OF THE BOARD

Section 85 of the Education Act defines the duties and powers of Boards of Education. The Education Act Regulation 26 requires that a Board must appoint a Director and further that the powers and duties of a Director shall be determined by the Board of Education. The Board believes it is essential to define the roles retained by the Board and those delegated to the Director. Policy 11 specifies the delegation of authority to the Director while Policy 12 details the areas assigned to the Director. Any retained authority is contained in the Board Policy Handbook.

The Board is the corporate entity established by provincial legislation and given authority by the Education Act and attendant Regulations to provide overall direction and leadership to the Division. It is accountable for the provision of appropriate educational programs and services to enrolled students of the Division to enable their success, in keeping with the requirements of government legislation.

The Board is charged with the responsibility for providing an education system that is organized and operated in the best interests of the students it serves.

Following are specific areas of responsibility retained by the Board.

1. Accountability to Provincial Government

The Board shall:

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

2. Developing and maintaining a Culture of Student Learning

The Board shall:

- 2.1. Ensure Board agendas reflect the Board's commitment to improving student success.
- 2.2. Ensure resources for approved initiatives to improve student outcomes are included in the annual operating budget.
- 2.3. Ensure the effectiveness of the Director's leadership in improving student outcomes is assessed annually as per Policy 12 Appendixes A and B.
- 2.4. Identify specific areas of focus in alignment with the Provincial Education Plan.

3. Strategic Planning and Accountability

The Board shall:

- 3.1. Provide overall direction for the Division by establishing foundational statements.

- 3.2. Ensure the Division's strategic plan identifies student learning key results.
- 3.3. Ensure the Strategic Plan is reviewed at least annually including identification of trends and issues, including supporting data where required and an assessment of the effectiveness of the Division in achieving established priorities and key results.
- 3.4. Approve the Division strategic plan and any adjustments thereto.
- 3.5. Ensure resources for approved initiatives to improve student outcomes are included in the annual operating budget.
- 3.6. Ensure the effectiveness of the Director's leadership in improving student outcomes is assessed annually as per Policy 12 Appendixes A and B.
- 3.7. Identify accountability reports to be presented to the Board.
4. Accountability to Community
The Board shall:
 - 4.1. Make decisions that address the needs of all Division students.
 - 4.2. Ensure that stakeholders have access to pertinent information, in accordance with the Local Authority Freedom of Information and Protection of Privacy Act (LAFOIP).
 - 4.3. Develop procedures for and hear appeals as determined by Board policy.
 - 4.4. Facilitate two-way communications between the Board and the School Community Councils.
5. Policy
The Board shall:
 - 5.1. Govern through the use of articulated, transparent policy to ensure the effective operation of the Division.
 - 5.2. Regularly review board policy statements so that all policies are reviewed at least once in a Board term of office.
 - 5.3. Ensure motions which are intended to have continuing effect are integrated into existing or new policy statements.
6. Board/Director Relations
The Board shall:
 - 6.1. Select the Director.

- 6.2. Provide the Director with clear corporate direction.
- 6.3. Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the Education Act.
- 6.4. Respect the authority of the Director to carry out executive action and support the Director's actions which are exercised within the delegated discretionary powers of the position.
- 6.5. Ensure all trustees interact with the Director in an open, honest, respectful, and professional manner.
- 6.6. Annually evaluate the Director in accordance with the Director's job description and additional Board direction (e.g., hold the Director accountable for results identified in the strategic plan) and in accordance with Policy 12.
7. Political Advocacy
The Board shall:
 - 7.1. Develop and implement an annual advocacy plan.
 - 7.2. Advance Division positions and priorities, including through SSBA as applicable.
 - 7.3. The Board shall work directly with politicians while the role of the Director and administration shall be to work with administration.
8. Recognition & Celebration
The Board shall:
 - 8.1. Encourage, celebrate, and report the achievements of Chinook School Division.
 - 8.2. Provide recognition to students, staff, and community.
9. Board Development
The Board shall:
 - 9.1. Develop an annual plan to engage all trustees in Board development training to strengthen governance processes.
 - 9.2. Participate in an annual evaluation of the effectiveness of the Board and the Board Chair.
10. Fiscal Accountability
The Board shall:
 - 10.1. Annually approve the budget and ensure resources are allocated to achieve desired results and submit the annual budget to the Saskatchewan Ministry of Education by the due date.

- 10.2. At the outset of the budget setting process, identify budget assumptions and draft priorities to be used in the creation of the draft annual operating budget.
- 10.3. Annually approve the updated five-year capital plan and review facilities master plan. Submit the five-year capital plan to the Saskatchewan Ministry of Education by the due date.
- 10.4. Authorize, by resolution, the borrowing of required monies to cover necessary expenditures while waiting for operating grant payment.
- 10.5. Approve the submission of emergency block capital projects to the Saskatchewan Ministry of Education.
- 10.6. Monitor the fiscal management of the Division through receipt of at least quarterly fiscal accountability reports.
- 10.7. Appoint an independent external auditor and approve the terms of engagement.
- 10.8. Annually approve investment parameters.
- 10.9. Review the audit report and the management letter and ensure quality indicators are met (see policy 12), and any identified follow-up actions are approved.
- 10.10. Review variances to revenues and expenditures on a quarterly basis.
- 10.11. Set the mandate for employee group negotiations with the exception of provincially mandated negotiations.
- 10.12. Ratify memoranda of agreement with bargaining units and approve Local Collective Agreements.
- 10.13. Approve changes to an approved budget in excess of \$100,000.
- 10.14. Annually approve fees.
- 10.15. Annually receive and review a report on the compensation for out-of-scope staff.
- 10.16. Approve tenders for capital expenditures for motor vehicles, furniture and fixtures, equipment and educational materials and supplies exceeding \$75,000, capital expenditures for building materials exceeding \$75,000, contracts for other capital works exceeding \$200,000 and transportation services exceeding \$75,000.

Selected Responsibilities
The Board Shall

1. Approve the acquisition and disposal of land and buildings, including expropriation proceedings.
2. Name schools, rooms within schools and other Board-owned facilities whose names are to be assigned or changed.
3. Approve membership in the Saskatchewan School Boards Association.
4. Approve the purchase of Board memberships in non-educational associations.
5. Approve school attendance areas.
6. Approve the school year calendar.
7. Approve variances in school hours of operation.
8. Approve alternative or special programs or schools.
9. Approve pre-Kindergarten programs.
10. Approve Division and school partnerships.
11. Hear unresolved student and staff complaints of discrimination or harassment.
12. Serve as the final level of appeal within the School Division
13. Approve facility Joint-Use Agreements.
14. Approve out of country field trips.

Legal Reference: Sections 61, 85, 87, 277, 280, 282, 283, 286, Education Act
 Parts 3 and 4, The School Division Administration Regulation

Approved: October 26, 2021
Revised:

BOARD ANNUAL WORK PLAN

August

Regular Board Meeting Agenda Items

- Review and Approve Boards Division Goals and Priorities
- Review of 4th Quarter Financial Update
- Review Athletics Status Report

Events

- Teachers Convention

Budget Considerations

- Budget Work Plan, August 31 – (Estimate) Ministry approves Budget.

September

Regular Board Meeting Agenda Items

- Consider nomination of a program for the Premier's Award For Innovation
- Board to establish Budget parameters
- MLA Forum Planning
- Approve Board Development Plan
- Approve Board Advocacy Plan
- Review Strategic Plan and Draft Annual Report and provide direction.
- School Accountability Report (Opening Day Enrolments and September 30 Official Enrolments) and Staffing Adjustments
- Board to meet with auditors

Events/Action

- Public Boards Section Executive Meeting

Budget Considerations

- Budget Work Plan: Board reviews current year priorities and plans priorities for next year

October

Regular Board Meeting Agenda Items

- Approve plans for Organizational Meeting
- Approve Resolutions (if any) and appoint voting delegates for the Saskatchewan School Boards Association Annual Convention
- Approve transfer of funds to/from reserves
- Review School Improvement Plans/Facilities Accountability Results Report
- Review Facilities and Maintenance Accountability Report
- Review Directors Report of School Viability

Events/Action

- Public Boards Section Executive Meeting
- SSBA Members' Council

November

Regular Board Meeting Agenda Items

- Organizational Meeting: Elect Board Chair, Vice-Chair, Committee appointments, appointment of auditor, approve auditor's terms of engagement, dates of regular Board meetings for the year, set/affirm per diems and trustee honorariums and expenses
- Authorize borrowing resolution
- BP Code of Conduct: Sign and submit Conflict of Interest Form and Confidentiality Agreement
- Review Learning & Well Being Accountability Report
- Review Transportation Accountability Report
- Review trends in the NES Cluster Status Report
- Approve Audited Financial Statements and Annual Report for submission to Ministry of Education
- Review Board Goals

Events/Action

- SCC Fall Forum
- Board Planning Retreat
- Hutterian Meeting
- SSBA Fall General Assembly

December

Regular Board Meeting Agenda Items

- Review audit report and management letter (ensure deficiencies from previous year have been remediated to the satisfaction of the auditor)
- Review Legal Update of any outstanding cases
- Review Student Services Status Report
- Director Implement recommendations included in the Audit Report

Events/Action

- Host staff Board Christmas Social

January

Regular Board Meeting Agenda Items

- Review initial projected enrollment for next year
- Review Technology Report
- Review Financial Report to November 30 (Quarterly Reporting)
- Review Provincial Education Plan Update
- Approval of Budget work plan

Events/Action

- Finance Committee of the Whole

February

Regular Board Meeting Agenda Items

- Review draft school year calendar (2 years)
- Review Trends in the Central Cluster Status Report
- Board approval of budget assumptions

Events/Action

- Public Boards Section Executive Meeting
- SSBA Members' Council

Budget Considerations

- Budget Work Plan
 - February 15 – Initial school staffing circulated to schools
 - February 15 – Priorities Communicated to the Community
 - February 15 – Priorities Communicated to the Division

March

Regular Board Meeting Agenda Items

- Approve school year calendar
- Review Hutterian Status Report
- Review and provide direction on draft Budget
- Review board goals
- Initiate Plans for Annual Director Evaluation and Board Evaluation

Events/Action

- Board Planning Retreat
- Facilities Committee of the Whole

April

Regular Board Meeting Agenda Items

- Review Financial Accountability Report to Feb 28th (Quarterly Reporting)
- Review HR Accountability Report
- Review Update on Operating Budget Development
- Review trends in the West Cluster Status Report

Events/Action

- Public Boards Section Executive Meeting
- SSBA Spring General Meeting
- SCC Spring Forum
- Transportation Committee of the Whole
- Finance Committee of the Whole

May

Regular Board Meeting Agenda Items

- Review Hiring update
- Approve Chinook Level 2 Education Plan
- Review and approve Board Annual Work Plan and Meeting Calendar

Events/Action

- Present Long Service Awards
- Finance Committee of the Whole

June

Regular Board Meeting Agenda Items

- Review Financial Accountability Report to May 31 (Quarterly reporting)
- Review Enrolment Projections that are sent to the Ministry
- Review Board Goals for approval in August
- Approve the operating budget for submission to the Ministry of Education
- Approve Schedule of Fees
- Conduct and approve Director annual evaluation
- Participate in a board self-evaluation and approve a positive path forward

Events/Action

- Public Boards Section General Meeting
- Attend achievement nights and graduation ceremonies to present awards as determined.
- Determine the common extra-curricular transportation rate to be charged throughout the Division to facilitate equitable access to extracurricular opportunities for all schools.
- Host CEC Staff and Board BBQ

Ongoing

- Receive monthly HR report for informational purposes
- Attend meetings as determined by the Board.
- Attend School Community Council meetings as scheduled and upon invitation.
- Attend Standing Committee meetings as assigned.
- Approve compensation for out of scope staff – no date determined.
- Consider new developments and directions from the Ministry of Education.
- Engage in individual trustee development approved by the Board.
- Engage in celebration/recognition of students, staff, and community.
- Receive Union Negotiations Update provide terms of reference and approve memoranda of agreements.
- Approval of out of country field trips.
- Approve/review out of scope compensation
- Approve Board revisions to Annual Work Plan

Reference: Sections 61, 63, 85, 87, 277, 278, 279, 280, 281, 282, 283, 285, 286, 288, 289, 292
Education Act

Approved: October 26, 2021
Revised: August 22, 2022, November 7, 2022, May 2023, August 21, 2023; May 13, 2024; May 12, 2025

BOARD SELF EVALUATION PROCESS

This facilitated Board self-evaluation process will complement the Director evaluation process described in the document entitled *Director/CEO Evaluation Process, Criteria and Timelines contained in Policy 11 Appendix A, B and C.*

Purpose

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

1. How well have we fulfilled each of our defined roles as a Board during this past year?
2. How do we perceive our interpersonal working relationships?
3. How well do we receive input and how well do we communicate with those we represent
4. How well have we adhered to our annual work plan?
5. How would we rate our Board-Director relations?
6. How well have we adhered to our policies and procedures which stipulate how we are to carry out our governance functions?
7. What have we accomplished this past year? How do we know?

Principles

1. A learning organization or a professional learning community is focused on the improvement of practice.
2. A predetermined process for evaluation strengthens the governance functions and builds credibility for the Board.
3. An evidence-based approach provides objectivity.

Process

Step 1 Review of Board Role Performance

All Board members will complete a questionnaire based on the Board job description (Attachment 1). Responses will be aggregated, and the Board will collectively analyze the results with the assistance of the consultant. The focus of the discussion will be on the areas that require improvement and on coming to agreement regarding the steps to be taken to improve the Board's effectiveness.

*Completion of questionnaires by individual trustees may be done as a pre-assignment.

Step 2 Review of Annual Work Plan Completion

Board members will be asked to identify items in the annual work plan (Appendix A) which have been completed. In the event of any non-complete items, discussion will focus on their relevancy and importance. The focus of the discussion will be to revise the annual work plan for the subsequent school year, based on past experience.

Step 3 Board Representation/Communication

The Consultant will facilitate the identification of engagement successes in the past year and what actions the Board will consider during the next 12 months.

Step 4 Monitoring Interpersonal Working Relationships

All Board members will complete a 17-item questionnaire relative to interpersonal working relationships (Attachment 3). Responses will be aggregated, and the Board will collectively analyze the results with the assistance of the consultant. The focus of the discussion will be on coming to agreement regarding the steps to be taken to improve the working relations between and among trustees, if necessary.

*Completion of questionnaires by individual trustees will be done as a pre-assignment.

Step 5 Monitoring Board-Director Relations

All Board members will complete a questionnaire (Attachment 4). Responses will be aggregated. The Board will discuss two questions that complement those addressed in the Director's evaluation:

1. What does the Board do that makes it more difficult for the Director to do his job successfully?
2. What does the Board do that makes it easier for the Director to do his job successfully?

The Director will be asked to share his reflections. The focus of the discussion will be on coming to agreement regarding the steps to be taken to improve the working relations between the Board and the Director, if necessary.

Step 6 Review of Board Motions

Board members will receive from the minutes a compilation of Board action items approved during the evaluation period. The Board will then examine these action items in light of the Board's role description to determine the extent to which the Board is operating in accordance with its defined role and its governance policies. The focus of the discussion will be a clarification of the Board role and clarity of Board direction.

Step 7 Creating a Positive Path Forward

All Board members will first complete an Accomplishments, Regrets, Opportunities, Threats questionnaire (Attachment 5). Responses will be aggregated through discussion. Then the Board with the assistance of the consultant will attempt to translate accomplishments, regrets and threats statements into opportunities statements to create a positive path forward for the Board.

Note: the Board will have a copy of the action items approved in the minutes during the past 12 months available as a resource. The focus of the discussion will be to agree on recommendations that create a positive path forward. Refer to Board Policy 2 Role of the Board and Board Policy 2 Appendix A.

Role of the Board Questionnaire

Our Board does well in this component of its overall role:	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Accountability to Provincial Government Comments:				
2. Developing and maintaining a Culture of Student Learning Comments:				
3. Strategic Planning and Accountability Comments:				
4. Accountability to Community Comments:				
5. Policy Comments:				

6. Board/Director Relations Comments:				
7. Political Advocacy Comments:				
8. Recognition & Celebration Comments:				
9. Board Development Comments:				
10. Fiscal Accountability Comments:				
11. Other (e.g. selected responsibilities in policy 2) Comments:				

Interpersonal Working Relationships Questionnaire

The purpose of this instrument is to collect perceptions of the Board regarding the interpersonal working relationships between and among Board members and the Director. For each of the following statements, please check the response that most accurately reflects your view.

Question	All	Most	Some	None
1. My colleagues work with, not around, my chairperson.				
2. My colleagues do not function as cliques within the Board.				
3. My colleagues follow the chain of command when dealing with issues related to staff and refer any issues about staff to the Director.				
4. My colleagues seek positive ways to resolve conflict within the Board.				
5. My colleagues represent and defend the corporate position even when they disagree with it.				
6. My colleagues speak favorably about our Division and its staff.				
7. My colleagues avoid grandstanding and calling attention to themselves at the expense of others.				
8. My colleagues share information pertinent to an issue even if it does not support their overall position.				
9. My colleagues avoid turning conflicts about issues into personal conflicts.				
10. When my colleagues are not speaking or directly involved in the discussion underway, their body language signals that they are still listening and participating.				

11. My colleagues treat other Board members with respect during the Board meetings.				
12. My colleagues treat staff with respect.				
13. The votes of my colleagues are based on the issues at hand and not on personalities.				
14. My colleagues avoid monopolizing discussions and provide everyone a chance to speak.				
15. My colleagues are patient and tolerant of me when my interests and priorities differ from theirs.				
16. My colleagues accept constructive criticism from the Board Chair or colleagues.				
17. When new members join the Board, my colleagues help them to “learn the ropes”.				

Director / Board Relations

1. What does the Board do that makes it easier for the Director to successfully do his job?

2. What does the Board do that makes it more difficult for the Director to successfully do his job?

CHINOOK SCHOOL DIVISION	
Accomplishments	Regrets
Opportunities	Threats

Policy 3

ROLE OF THE TRUSTEE

Trustees are elected in accordance with the Local Government Election Act. The role of the Trustee is to contribute to the Board as it carries out its mandate within provincial legislation parameters to achieve its mission and goals. The Board believes that its ability to fulfill its obligations is enhanced when leadership and guidance are forthcoming from within its membership.

The Board of Education is a democratically elected corporate body vested by the government of Saskatchewan, through The Education Act, 1995, with the power and authority to govern the school Division on behalf of the electorate. Accordingly, the Board of Education of the Chinook School Division is a corporate body with the mandate to provide the children and youth of the school Division with appropriate learning opportunities and support for learning delivered within the context of the law and the Board's vision, mission and guiding principles.

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 authority by Board motion 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. Individual Trustees do not have the authority to direct the Division's administration and staff.

Specific Responsibilities of Individual Trustees

1. Become familiar with Division policies, meeting agendas and reports in order to effectively participate in Board business.
2. Recognize his/her fiduciary responsibility to the Division and act in the best interests of the Division understanding that Division needs are paramount.
 - 2.1. Vote on every Board motion unless there is a conflict of interest.
 - 2.2. Support a majority vote of the Board to advance the work of the Board.
3. Respectfully bring forward and advocate for local issues and concerns.
4. Refer matters not covered by Board policy but requiring a corporate decision to the Board for discussion.
5. Refer administrative matters to the Director.
6. The Trustee, upon receiving a complaint or an inquiry from a parent, staff member or community member about operations, will refer the parent, staff member or community member back to the teacher, Principal or department and will ensure the process to be followed is known and the Director is informed.

7. Keep the Director and the Board informed in a timely manner, through the Chair, of all matters coming to his/her attention that might affect the Division. Personnel matters are to be brought to the attention of the Director only.
8. Attend Board meetings, and committee meetings as assigned, prepared to participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for education within the Division.
9. When delegated responsibility, will exercise such authority within the defined terms of reference in a responsible and effective way.
10. Contribute to the development of a positive and respectful learning and working culture both within the Board and the Division.
11. Attend School Community Council meetings (2 per year minimum) as a Board representative upon invitation, when possible.
12. Attend, when possible, significant Division functions/events.
13. Share the materials and ideas gained from a trustee development activity with fellow trustees at the next available opportunity.
14. Attend extra-curricular school activities, including graduations, when designated or formally invited as Board representative.
15. Become familiar with, and adhere to, the Trustee Code of Conduct.
16. Report any violation of the Trustee Code of Conduct to the Board Chair, or where applicable, to the Vice-Chair. As per policy 4 Appendix.

Orientation

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, statutory requirements, initiatives and long-range plans.

A trustee election package shall be prepared and given to each candidate who chooses to run for the office of school trustee. The Board is to provide candidates with a packet of information containing:

- a. The most recent Annual Report of the Board.
- b. The most recent Auditor's Report.
- c. The Saskatchewan School Boards Association Handbook.

- d. Excerpts from The Local Government Election Act.
(<http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.detail s&p=609>.)
- e. A copy of the nomination form.
- f. Board Policies
- g. Board Strategic Plan
- h. Ministry Improvement Documents (PEP)

The Board believes an orientation program is necessary for effective trusteeship. All Trustees are expected to attend all aspects of the orientation program.

1. In the year of an election, the Division will host a preliminary orientation session for all elected candidates prior to the Organizational Meeting which will include a review of and an expression of interest in Board assignments and committees.
2. The Division will offer an orientation program for all Trustees that provides information on:
 - 2.1. An overview of the Board Annual Work Plan
 - 2.2. The Board's relationship with other groups such as SSBA, SSTA and other school Divisions.
 - 2.3. The Governance model adopted by the Board.
 - 2.4. Role of the Trustee and the Board.
 - 2.5. Board policy, agendas and minutes.
 - 2.6. Organizational structure, roles, relationships and communication protocols within the school Division including the use of social media.
 - 2.7. Existing Division initiatives, annual reports, budgets, financial statements and long-range plans.
 - 2.8. Statutory and regulatory requirements, including responsibilities with regard to conflict of interest.
 - 2.9. Primary legislation affecting the school Division as well as relevant Regulations, and Ministerial guidelines and directives.
 - 2.10. Required annual documentation and its role within the Division, including, but not limited to: Provincial Education Plan (PEP), Budget, and Audited Financial Statements.

- 2.11. Trustee remuneration and expenses.
- 3. The orientation program may also include:
 - 3.1. A tour of the offices and the opportunity to meet Division Office staff.
 - 3.2. A tour of the schools and the opportunity to meet principals and staff in the trustees ward.
- 4. The Board and Director are responsible for ensuring the development and implementation of the Division's orientation program for Trustees. The Director shall provide each Trustee with access to the references listed in Policy 3 Appendix at the Organizational Meeting following a general election or at the first regular meeting of the Board following a by-election.
- 5. The Division will provide support within the Board governance budget for Trustees attending provincial associations sponsored orientation seminars.

Legal Reference: Education Act Sections 85, 87, Local Government Election Act

Approved: October 26, 2021

Revised:

SERVICES, MATERIALS AND EQUIPMENT PROVIDED TO TRUSTEE

1. Members of the Board who are not returning after an election, retirement, or resignation will:
 - 1.1. Be given ownership of the laptop/tablet or other electronic device Chinook School Division provided to assist in the execution of his/her duties after the device has been wiped if necessary.
 - 1.2. Have Chinook Portal access and Chinook Email access deleted
2. Members of the incoming Board will be provided with a(n):
 - 2.1. Orientation Package
 - 2.2. Link to Current Policy Manual
 - 2.3. Appropriate laptop/tablet or electronic device
 - 2.4. Chinook Portal access and Chinook Email access

Approved: October 26, 2021
Revised: November 26, 2024

TRUSTEE CODE OF CONDUCT

General Information

The purpose of this Code and Conduct Policy is to establish a standard of conduct applicable to the board members of the Chinook School Board. 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. Board members of Chinook School Board 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.

Code of Conduct – 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 Appendix B: 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:

A. 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]

B. 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 Senior Staff Person or by resolution of the Board to do so.

- Never use any of the information obtained 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.
- 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.
- 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.
- 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 applies to the Board. LA FOIP 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 LA FOIP and includes any information about a person's education and employment history. The unauthorized disclosure of the personal information of an individual by a board member could result in a complaint to the Office of the Saskatchewan Information and Privacy Commissioner or civil proceedings being initiated against the board member or the Board for damages.

Types of information that may be exempt from disclosure under LA FOIP 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 only to records of information in any form, similar principles will 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.

C. 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.

D. 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 Appendix F: Online Presence and Social Media Guidelines]

E. 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.

F. Conflict of Interest

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

When a personal matter (or interest) clashes with a public duty or responsibility, there is said to be a conflict of interest. For a school trustee, a conflict of interest occurs when a trustee or the dependant of a trustee is impacted in decisions of the Board of Trustees. An exception is permitted when the benefit to the trustee or dependent is identical to that received by any other ordinary citizen in the circumstance at hand.

G. Safe Disclosure

Provide assurance of Safe Disclosure 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.

H. Using Chinook School Board Property

- 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.
- Not use the Board's assets, space or services for private business, activity or profit, unless:
 - Prior approval has been obtained from the Board;
 - These are available for such use by the public, generally, and the person is receiving no special preference in its use; or
 - These are made available to the person as a matter of the Board's policy or under the terms of employment or appointment.

I. Post Chinook 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.

J. Gifts and Benefits

- 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.

- 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:
 - They are not intended to be, nor are of sufficient value to be taken as a bribe or other improper payment; or
 - 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 current board who will rule on its disposition.
 - 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.

K. Donations

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

L. Undue Influence

- Not give undue preference or treatment to any person in their dealings with the Board.
- Not represent the Board or attempt to influence the Board's dealings directly or indirectly with any of their relatives or business associates.

M. Conduct Towards Fellow Board Members/Inappropriate Behavior at a Board Meeting

Not wilfully 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 also Appendices A: The Code of Ethics and B: Code of Conduct Sanctions]

N. Conduct towards Employees:

Not direct employees or attempt to influence an employee's behavior. 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.

Annual Declaration

Each board member shall annually (every 12 months) review and execute Appendix D: Annual Confidentiality Statement for Board Trustees to declare in writing to abide by the requirements of

confidentiality. If a Board member becomes aware of any violation they need to inform the Board Chair immediately.

Policy Oversight

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

Review: Annually by the Board.

Approved: November 12, 2024

Appendix A to the Code of Conduct: CODE OF ETHICS

1. I will be motivated by an earnest desire to serve my school division to the best of my ability to meet the educational needs of all students.
2. I will recognize that the expenditure of school funds is a public trust, and I will endeavour to see that the funds are expended efficiently, 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 fulfill 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.

Appendix B to the Code of Conduct: CODE OF CONDUCT SANCTIONS

1. The Chinook Trustee Code of Conduct Policy requires that the Chinook 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 Chinook Code of Conduct Policy may result in Board-initiated sanctions.
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 in a motion, as outlined in step 3. If the board requires further support to determine if a breach has occurred, consultation with SSBA and/or the Privacy Commissioner can take place
3. **Procedure for Dealing with Breaches of Confidentiality**
Where the Board determines that a breach of confidentiality has occurred, the following procedures shall apply:
 - a. 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 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.
 - b. 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.
 - c. 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.
 - d. The board member in question shall have the opportunity to present any additional information of relevance at this time.
 - e. If the Board determines that a wilful violation of security has occurred:
 - i. **First Occurrence**
 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.
 2. If the motion passes, the decision will require immediate approval by a majority vote of the board members at a public Board meeting.
 - ii. **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 b 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.

For a violation of all other sections of the Code of Conduct corrective measures may include;

- An aggrieved trustee going to the offending trustee to seek resolution if the matter is between those trustees;
- The Chair and Vice-Chair meeting with the offending trustee to seek resolution, having the matter discussed in an in-camera session of the board to seek resolution;

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

In the steps that follow, the Board Chair and the Vice-Chair will receive the complaint and manage the steps of the process. In the event that the complaint is against the Board Chair, the Vice-Chair solely will receive the complaint and manage the steps outlined herein. In the event that the complaint is against the Vice-Chair, the Board Chair solely will receive the complaint and manage the steps outlined herein.

- a. 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.
- b. 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.
- c. 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.

- d. 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.
- e. 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.
- f. Upon conclusion of a hearing held pursuant to this section, a violation of Conduct Policy shall result in the following sanction(s):
 - i. 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.
 - ii. 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.
 - iii. 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.

Appendix C to the Code of Conduct: CONFLICT OF INTEREST PROTOCOL

Purpose and Policy

This protocol is intended to preserve and promote the reputation of both the Chinook 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 Chinook School Board also has a material interest in.

Board members should not have any private, financial, or material interest in contracts involving the Chinook 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 Chinook School Board (i.e., a board member being an officer or employee of a major supplier, customer or stakeholder of the Chinook 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 Chinook 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 Chinook School Board shall:

a. Private Interests

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

b. 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 Chinook School Board.

c. Preferential Treatment

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

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

d. 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 Chinook School Board.

e. 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.

- Board members of the Chinook 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 (every 12 months) review and execute Appendix E: Annual Declaration of Potentially Conflicting Interests 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 Chinook School Board or the duties of the individual, must be promptly disclosed to the Chinook 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 board or the board committee and/or legal counsel in reaching this ruling.

Subject to the following, conflicted board members 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 Chinook School Board other than as a recipient of a legitimate payment pursuant to the Schedule of Fees, 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 Chinook School Board shall resign from the Board. No board member shall hold a seat on the Board while employed by the Chinook School Board at the same time.
- A board member may seek a remunerative relationship with the Chinook School Board, without having to resign from the Board, if the remunerative relationship is for goods and services and:
 1. The goods and services are not readily obtainable from other persons in the Chinook School Division;
 2. The price of goods and services to be obtained is reasonable; and
 3. Every member of the Chinook 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 Board Secretary who maintains records and prompts consideration.

Review: Annually by the Board

Appendix D to the Code of Conduct: ANNUAL CONFIDENTIALITY STATEMENT FOR BOARD TRUSTEES

In accordance with Chinook School Division #211 Board Policy 4 – Trustee Code of Conduct, all trustees shall keep confidential any and all information they acquire during their tenure as a trustee with the Board that would be considered confidential. This includes, but it not limited to:

- Confidential information obtained from closed/in camera sessions
- Confidential information relating to any internal investigations
- Confidential information obtained with relation to human resource activities
- Confidential information obtained from Ministry of Education
- Confidential information obtained from Saskatchewan School Boards Association (SSBA)
- Confidential information concerning the business or operation for the Board
- Confidential information obtained from third parties
- Confidential information about matter under consideration by the board
- Information concerning students and staff

No trustee shall disclose such information to any person, including their relatives, friends, and business and professional associates, unless Chinook School Division #211 has authorized disclosure. This policy is not intended to prevent disclosure where disclosure is required by law.

Confidentiality is the preservation of privileged information. Trustees are cautioned to demonstrate professionalism, good judgment, and care at all times in handling any information related to Chinook School Division #211 to avoid unauthorized or improper disclosures of confidential information.

While trustees are expected and encouraged to discuss the organization with one another and targeted publics, they shall not report opinions expressed in meetings, nor shall they report independently on committee action, or engage in any communication that has not been approved by the Board or that would not be supported by board policy, procedures, or decisions.

At the end of the board trustee's term or upon his/her retirement, resignation or removal from the Board of Trustees, he/she shall return, at Chinook School Division #211 request, all documents, papers, and other materials, regardless of medium, which may contain or be derived from confidential information, in his/her possession.

It is expected that trustees will not use confidential information acquired by virtue of being on the board, even after they complete their service with Chinook School Division #211.

Any trustee who knowingly, recklessly or negligently releases confidential information without appropriate authority may result in board-initiated sanctions as per Board Policy 4 – Code of Conduct Appendix B

Certification

I have read Chinook School Division #211 Board Policy 4 – Trustee Code of Conduct and the Statement of Confidentiality presented above. I agree to abide by the requirements of the policy and this statement and to inform the Board Chair immediately if I believe any violation (unintentional or otherwise) of the policy or this statement has occurred.

Signature: _____ Name: _____

Date: _____

Approved by the Board of Trustees on: _____

**Appendix E to the Code of Conduct: ANNUAL DECLARATION OF POTENTIALLY
CONFLICTING INTERESTS**

Annually, each member of the board shall confirm in writing that he or she has read and understood the Chinook School Board's Code of Conduct Policy 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 Chinook board member, board member, member, committee member, officer, substantial shareholder/owner/investor, or an employee of the following organizations or community groups:

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 Chinook School Division # 211 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 Chinook School Division # 211.

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 Chinook School Division # 211.

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

Date: _____

Signature: _____

Printed Name: _____

Appendix F to the Code of Conduct: ONLINE PRESENCE AND SOCIAL MEDIA GUIDELINES

Background

This Online Presence and Social Media Guidelines is developed in accordance with section d of the Chinook Code of Conduct Policy 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 Guidelines, social media refers to all public use sites. The purpose of these Guidelines is to set the direction for the Chinook School Board Trustees when utilizing social media. Board Trustees 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 Chinook 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.

Approved: November 12, 2024

Policy 5

ROLE OF THE BOARD CHAIR

The Board Chair shall be elected at the organizational meeting and shall hold office at the pleasure of the Board. Voting shall be by secret ballot unless the position is acclaimed. In the event that the office becomes vacant during the year, a new Board Chair shall be elected in a manner similar to that followed in the election of the Board Chair at the organizational meeting.

The Board entrusts the Chair primary responsibility for safeguarding the integrity of the Board's processes and representing the Board to the broader community. The chairperson of a board of education shall exercise general supervision over the affairs of the board of education.

The Chair has no authority to either make decisions beyond policy created by the Board or to supervise or direct staff.

Specific Responsibilities

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

1. Prior to each Board meeting, meet with the Vice-Chair, the Director, Chief Financial Officer and Board Executive Assistant to determine the items to be included in the agenda, and to become thoroughly familiar with them.
2. To chair all public and closed Board meetings and ensure that such meetings are conducted in accordance with the Education Act, and policies established by the Board.
3. To perform the following duties during Board meetings:
 - 3.1. Preside at all meetings in accordance with Board policy and, in the absence of policy, with Robert's Rules of Order.
 - 3.2. Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated.
 - 3.3. To ensure that issues being presented for the Board's consideration are clearly articulated and explained.
 - 3.4. Display firmness, courtesy, tact, impartiality and willingness to give everyone an opportunity to speak on the subject under consideration in order that a Board decision can be reached.
 - 3.5. To direct the discussion by trustees to the topic being considered by the Board.

- 3.6. Decide questions of order and procedure, subject to an appeal to the rest of the Board.
- 3.7. Determine disposition of each motion by a formal show of hands except where a ballot is required/used; and
- 3.8. Vacate the Chair to enter debate or propose or second a motion in which case the Vice Chairperson, if present, or another member appointed by the Chairperson, shall preside.
4. To convey directly to the Director any concerns or questions as are related to the Chair by trustees, parents, students or employees which may significantly affect the administration of the Division.
5. To be in regular contact with the Director and Vice Chair to maintain a working knowledge of current issues and events within the Division.
6. To bring to the Board all matters requiring a corporate decision of the Board.
7. To act as chief spokesperson for the Board by stating positions consistent with Board decisions and policies (except for those instances where the Board has delegated this role to another individual or group).
8. To act as ex-officio non-voting member of all standing and ad hoc board committees.
9. To act as a signing authority for Board minutes.
10. To act as a signing authority for the Division as follows:
 - 10.1. As required by the government of Saskatchewan.
 - 10.2. As required by financial institutions.
11. To serve as an officer of the Board authorized to witness the use of the Board's corporate seal.
12. To represent the Board, or arrange alternative representation, at Board events, meetings with other levels of government or other organizations or at hearings. When representing the Board at official meetings or in an official function, the Chair is limited to speaking for positions the Board has determined through passing motions. The Chair shall bring back issues to the Board for consideration if the Board has not yet adopted motions on the matter or provided direction. The Chair shall share with the Board all information from meetings with other levels of government or external organizations at which the Chair attended as the Board's representative.
13. To ensure that the Board engages in regular assessments of its effectiveness as a Board.

14. Provide, on behalf of the Board, appropriate public comment on Board actions when requested to do so (or when, in the Chairperson's judgment, comment will improve public understanding of Board action) and written correspondence passed as motions by the Board.
15. To address inappropriate behaviour on the part of a trustee as per policy 4 sanctions.
16. To assist with the Board orientation program for new trustees.
17. To manage the Director contract on the Boards behalf and bring any relevant matters to the Board's attention in a timely manner. In addition, each month the Chair shall sign off on the expenses as well as vacation and sick leave, days earned, taken and accumulated for the position of Director.

Legal Reference: The School Division Administration Regulation Section 39
 Roberts Rules of Order

Approved: October 26, 2021
Revised:

Policy 6

ROLE OF THE VICE CHAIR

The Board Vice-Chair shall be elected at the organizational meeting and shall hold office at the pleasure of the Board. Voting shall be by secret ballot unless the position is acclaimed. In the event that the office becomes vacant during the year, a new Vice-Chair shall be elected in a manner similar to that followed in the election of the Vice-Chair at the organizational meeting.

Specific Responsibilities

1. The Vice-Chair shall act on behalf of the Board Chair, in the latter's absence or when asked to do so by the Board Chair and in such an event shall have all the duties and responsibilities of the Board Chair.
2. The Vice-Chair shall work collaboratively and supportively with the Board Chair.
3. If the Vice-Chair is absent or unable to act, the trustees present shall elect one of the members present to preside at the meeting.
4. 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.
5. Prior to each Board meeting, the Vice-Chair shall meet with the Chair, the Director, Executive Assistant and Chief Financial Officer to determine the items to be included in the agenda, and to become thoroughly familiar with them.
6. The Vice-Chair shall be an alternate signing officer of the Board Chair for the Division.

Legal Reference: The School Division Administration Regulation Section 39

Approved: October 26, 2021

Revised: December 13, 2021

BOARD OPERATIONS

In order to discharge its responsibilities to the electorate of the Division, the Board shall hold meetings at least six times per year as per the Education Act and as often as is necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting. No act, proceeding or policy of the Board shall be deemed valid unless adopted at a duly constituted meeting. The Board has adopted policies so that the business of the Board can be conducted in an orderly and efficient manner. Respectful behavior preserves the inherent dignity of everyone; therefore it is important that Board meetings be conducted in an environment that is productive, orderly and respectful of trustees, staff and members of the public. The organization of the Board meeting will effectively enable trustees and others in attendance to participate in an atmosphere of mutual respect.

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

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

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

The Board also believes that public forums dealing with specific educational topics can enhance communications and the effectiveness of the Board.

1. Board Composition, Electoral Boundaries and Elections
 - 1.1. The Board of Education is the unit of organization for the local governance of schools. The Board is responsible for the provision and administration of education in those schools located within its boundaries. Members of the Board of Education are elected in accordance with the provisions of The Local Government Election Act.
(<http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=609>.)
 - 1.2. The school Division is divided into subdivisions for the purpose of determining the number of members to be elected to the Board of Education.
 - 1.3. The boundaries of each subdivision are determined by the Minister of Education in consultation with the Educational Boundaries Commission in accordance with The Education Act, 1995 <http://www.qp.gov.sk.ca/documents/English/Statutes/Statutes/E0->

2.pdf.

- 1.4. The Board shall review the subdivision boundaries at least every five years.
- 1.5. At least one month prior to the nomination date, the Board shall publish an announcement of the election, giving nomination and election dates and qualifications required by the candidates and electors. This announcement shall be distributed to all local papers in the Division. The Board in its announcement shall encourage electors to present themselves for the office of school board trustee.
- 1.6. The total number of trustees to be elected shall be ten (10); one (1) for each for subdivisions 1 through 7, and three for subdivision 8 also referred to as Swift Current. Appendix A provides a map of the subdivision boundaries and the centers contained in each subdivision

2. Organizational Meeting

- 2.1. The Education Act, 1995
<http://www.qp.gov.sk.ca/documents/English/Statutes/Statutes/E0-2.pdf> requires that the Board hold an organizational meeting annually, and in addition meet at least six times each year at times established by Board resolution. The Board may meet at any other time at the call of the Chairperson or any three members of the Board.
- 2.2. The organizational meeting is to be held no later than November 30 in each year.
- 2.3. The Director is to convene the meeting, call it to order, and receive the certificate of declaration of office from each of the members of the Board in accordance with [The Education Act, 1995](#).
- 2.4. In an election year, the Director shall call for and receive the duly signed Declarations of Office and corresponding Endorsement Certificates by Commissioners for Oaths from each trustee, in accordance with Section 71 of the Education Act.
- 2.5. The Director is to call for the election of a Board Chairperson by requesting nominations and no seconder is required. In cases where more than one nomination is received by the Director, a vote upon the nominees shall be taken by ballot. The nominee who receives the majority of the votes of the members present shall be declared elected and shall take office immediately. Where it appears upon the casting up of the votes the two or more nominees for the office of Chairman have an equal number of votes, the Director shall write the names of those nominees separately on blank sheets of paper and after folding the sheets in a uniform manner so that the names are concealed, deposit them in a receptacle and direct a person to withdraw one of the sheets. The nominee whose name appears on the sheet thus withdrawn shall be declared elected and shall take office immediately.

- 2.6. The Chairperson, on being elected, is to take the Chair and call for nominations of a vice-Chair who is to be elected by nomination and secret ballot in the same manner as for the Chair.
- 2.7. The Board then shall proceed with the following items on the agenda: presented by the Director and adopted by the Board.
 - 2.7.1. Appointment of auditors
 - 2.7.2. Banking resolution
 - 2.7.3. Signing officers
 - 2.7.4. Setting regular meeting dates and times.
 - 2.7.5. Create such standing committees of the Board as are deemed appropriate, and appoint members;
 - 2.7.6. Review trustee conflict of interest stipulations and determine any disclosure of information requirements;
 - 2.7.7. Other organizational items as required.
- 3. Regular Meetings
 - 3.1. Regular Board meeting dates and times shall be established in the annual Board Work Plan. The Board shall review and approve the Board Annual Work Plan including its annual schedule of meetings and prior to May 15 in each year for the period August 1 to July 31.
 - 3.1.1. All meetings will ordinarily be held in the Chinook Education Center Board Room on the second Monday of every month.
 - 3.1.2. Notwithstanding the schedule noted above, the Board may, by resolution, alter the schedule in such manner as it deems appropriate.
 - 3.2. All trustees shall notify the Board Chair or the Director if they are unable to attend a Board meeting.
 - 3.3. The Chairperson has the right to vote, but in the case of an equality of votes the motion is defeated.
 - 3.4. A majority of members of the Board constitutes a quorum. The vote of the majority of the quorum is valid and binding on the Division.
 - 3.5. Regular meetings of the Board are open to the public. No person is to be excluded except for improper conduct as determined by the Chairperson.
 - 3.6. All trustees who are absent from three (3) consecutive regular meetings shall:
 - 3.6.1. Obtain authorization by resolution of the Board to do so; or

- 3.6.2. Provide to the Board Chair evidence of illness in the form of a medical certificate respecting the period of absence.
Failure to attend may result in disqualification from the Board.
- 3.7. If both the Chair or Vice-Chair through illness or other cause are unable to perform the duties of the office or are absent, the Board shall appoint from among its trustees an acting Chair, who on being so appointed has all the powers and shall perform all the duties of the Chair during the Chair's and Vice-Chair's inability to act or absence.
- 3.8. Regular meetings of the Board (including Closed Session) will not exclude the Director from being in attendance, unless the Director's contract is being discussed or the board is dealing with a Trustee or Director disciplinary issue or meeting with the auditor.
- 3.9. For each meeting, the Chairperson and Director are to arrange for the preparation and delivery to Board members, at least three days in advance of the meeting, an agenda and a file of related materials which will be used in the meeting.
- 3.10. No act, proceeding, or policy of the Board is deemed valid unless adopted at a regular or special meeting at which a quorum of the Board is present.
- 4. Special Meetings
 - 4.1. Occasionally, unanticipated or emergent issues require immediate Board attention and/or action. A special meeting is any meeting of the Board that was not scheduled at the organizational meeting. A special meeting may be scheduled by:
 - 4.1.1. The Board passing a motion at a legally constituted meeting of the Board.
 - 4.1.2. The Chairperson or any three members of the Board giving at least six clear days notice to each member by registered, certified, or special delivery mail, or by delivering a written notice to each member in person at least three days before the meeting, or by leaving the notice with an adult person at each member's place of residence who shall state explicitly the reason therefore.
 - 4.1.3. 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.
 - 4.1.4. The Board by unanimous consent waiving notice in accordance with Section 74 of the Education Act. Such consent is to be subscribed to in writing by each member of the Board and recorded in the minutes of the meeting and shall be recorded in the minutes of the meeting in the form required by that section.

- 4.2. If a special meeting of the Board is to be held, an agenda shall be shared with the board prior to the meeting, 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.

Special meetings of the Board will not be held without the Director or designate, in attendance, unless the Director's contract is being discussed or the board is dealing with a Trustee or Director disciplinary issue or meeting with the Board auditor.

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

5. Closed Sessions

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

- 5.1. Personal or confidential matters relating to staff, students, or finance;
- 5.2. Establishment of guidelines and receipt of progress reports on contract negotiations with employee groups;
- 5.3. Legal opinions respecting the Board and its activities;
- 5.4. Negotiations with respect to the purchase, lease, or sale of property;
- 5.5. Sensitive matters that a majority of the trustees present feel should be held in private, in the public interest.

Such sessions shall be closed to the public and press. The Board shall only discuss the matter(s) which gave rise to the 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.

Decisions reached in closed session must be approved as motions in the open board meeting to make them valid and binding on the Division.

6. Electronic Meeting

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

6.2. At least one of the following persons must be present at the Board Office during the meeting:

6.2.1. A member of the Board

6.2.2. The Director of Education

6.2.3. The Chief Financial Officer

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

6.4. A Board member may participate from a location to which the public does not have access.

7. 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 Vice-Chair are responsible for establishing the agenda for Board meetings in consultation with the Director and Chief Financial Officer, in accordance with legislation and Board policy in particular the Board Annual Work Plan.

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

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

7.1.1. Call to Order;

7.1.2. Adoption of Agenda;

7.1.3. Closed Session

7.1.4. Declaration of Conflict of Interest;

7.1.5. Approval of Minutes of previous meeting(s);

- 7.1.5.1. Business Arising from Minutes;
 - 7.1.6. Board Committee Reports
 - 7.1.7. Discussion/Action Items;
 - 7.1.8. Delegations and Special Presentations;
 - 7.1.9. Information Items:
 - 7.1.9.1. Newspaper articles;
 - 7.1.9.2. Web media articles;
 - 7.1.9.3. Correspondence;
 - 7.1.10. Discussion/Decision Items;
 - 7.1.10.1. Policy matters;
 - 7.1.10.2. Board of Education Strategic Direction items;
 - 7.1.10.3. Accountability Reports;
 - 7.1.10.4. Other Reports;
 - 7.1.11. Closed Session (if necessary);
 - 7.1.12. Miscellaneous Administrative Items (discussion or information);
 - 7.1.13. Reminders / Annual Work Plan / Emergent Items
 - 7.1.14. Adjournment
- 7.2. Agenda items will be supported by a briefing note with copies of letters, reports, contracts and other materials as are pertinent to the business which will come before the Board and will be of value to the Board in the performance of its duties. Each action item will include a clear recommendation and indicate the author of the report.
- 7.3. Items may be placed on the agenda in one of the following ways:
 - 7.3.1. By notice of motion at the previous meeting of the Board.
 - 7.3.2. As a request from a committee of the Board.
 - 7.3.3. Although the Board seeks to minimize items being added without proper notice, issues that require Board action may arise after the agenda has been prepared. The Board Chair, at the beginning of the meeting, shall ask for additions to and/or deletions from the agenda prior to agenda approval. Changes to the agenda may be made by a majority of those present.
 - 7.3.4. Materials for Board meetings will be distributed to each trustee and the Director by the Wednesday prior to the meeting. The Director is responsible for distribution and posting.

- 7.3.5. The Board will follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Board.

8. Minutes for Regular or Special Meetings

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

8.1. The minutes shall record:

- 8.1.1. Date, time and place of meeting;
- 8.1.2. Type of meeting;
- 8.1.3. Name of presiding officer;
- 8.1.4. Names of those trustees and senior administration in attendance;
- 8.1.5. Approval of preceding minutes;
- 8.1.6. All resolutions, including the Board's disposition of the same, placed before the Board, are to be entered in full;
- 8.1.7. Names of trustees making the motion;
- 8.1.8. Points of order and appeals;
- 8.1.9. Appointments;
- 8.1.10. Attached reports of committees;
- 8.1.11. Recording of the vote on a motion (when requested pursuant to the Education Act); and
- 8.1.12. Trustee declaration of conflict of interest pursuant to the Education Act.

8.2. The minutes shall:

- 8.2.1. Be prepared as directed by the Director;
- 8.2.2. Be reviewed by the Director prior to submission to the Board;
- 8.2.3. Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and

- 8.2.4. Upon adoption by the Board, be deemed to be the official and sole record of the Board's business.
- 8.2.5. The Director shall ensure, upon acceptance by the Board, that appropriate signatures are affixed to the concluding page of the minutes.
- 8.3. The Director shall establish a codification system identifying resolutions determined by the Board which will:
 - 8.3.1. Provide for ready identification as to the meeting at which it was considered;
 - 8.3.2. Provide for cross-referencing with resolutions of similar nature adopted by the Board at previous meetings; and
 - 8.3.3. Establish and maintain a file of all Board minutes.
- 8.4. As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board directs the Director to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.
- 8.5. The approved minutes of a regular or special meeting shall be posted to the Division website as soon as possible following approval. The Director is responsible for distributing and posting the approved minutes.
- 8.6. Each standing or special committee will appoint a recording secretary to take and distribute the record of the proceedings which will be presented for approval at their next meeting.
- 8.7. All committees of the Board, unless otherwise directed, shall prepare and submit written reports of meetings to the Board. All recommendations for action will be brought forward for decision or discussion as determined by the committee.

9. Motions

Motions do not require a seconder.

9.1. Notice of Motion

The notice of motion serves the purpose of officially putting an item on the agenda of the next or future regular meeting and gives notice to all trustees of the item to be discussed. A notice of motion is not debatable and may not be voted on.

9.2. Discussion on Motions

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.

9.3. Speaking to the Motion

- 9.3.1. The mover of a motion first and every trustee shall have an opportunity to speak to the motion before any trustee is allowed to speak a second time.
- 9.3.2. The Chair will normally speak just prior to the last speaker who will be the mover of the motion.
- 9.3.3. 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.
- 9.3.4. 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.
- 9.3.5. Normally, administration will not participate in the debate, but upon request 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.
- 9.3.6. 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.
- 9.3.7. Should a trustee arrive at the meeting after a motion has been made and prior to taking a vote, the trustee may request further discussion prior to the vote. The Board Chair shall rule on further discussion.

9.4. Reading of the Motion

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

9.5. Entitled Votes

All trustees in attendance, including the Board Chair, are required to vote on all motions, except in the case of a conflict of interest, as defined by Section 12 in Policy 7, and Section 11 of The School Division Administration Regulations.

9.6. 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.

9.7. Required Votes

Each question shall be decided by a majority of the votes of those trustees present. A simple majority of a quorum of the Board will decide in favour of the question. In the case of an equality of votes, the question is defeated. The result of the vote is announced by the Board Chair.

A vote on a question shall be taken by open vote, expressed by show of hands, except the vote to elect the Board Chair or Vice-Chair, which is by secret ballot.

9.8. Debate

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

10. Delegations to Board Meetings

The Board may make provision for delegations to make a presentation at a Board meeting in the interest of improving the education provided in Division schools. Individuals or organizations may make requests for audiences with the Board. Such delegations do not include employee groups and their representatives as the division has other structures available in dealing with employee matters.

- 10.1. Delegations wishing to appear before the Board are required to give notice to the Board Chair at least ten full days before the meeting at which they are to be heard, by submitting a [Delegation Request Form](#). The Director and Chair have the authority to waive the time requirement.

- 10.2. When scheduling an appointment, delegations shall:

- 10.2.1. State the nature of the subject that they intend to bring before the Board,
- 10.2.2. Provide a written submission prior to the presentation,
- 10.2.3. Identify the spokesperson for the group,
- 10.2.4. Provide an estimate of the number of people who will be in attendance,
- 10.2.5. Be prepared to speak to, as opposed to reading, the submission.
- 10.3. Matters deemed to be of a sensitive and/or confidential nature shall be heard at a closed session of the Board.
- 10.4. The Board reserves the right to invite delegations to appear before the Board.
- 10.5. At the time of presentation, the delegation shall confine its discussion to the purpose stated in the notice.
- 10.6. Normally delegations will be given a maximum of 10 minutes to make their presentation. Additional time determined at the discretion of the Chair will be provided for the Board to ask questions and/or seek clarification.
- 10.7. In discussing matters with a delegation, the Board Chair shall act as spokesperson for the Board. It must be remembered that delegations come to express problems, make suggestions and requests, and give information thereon. For this reason, individual trustees may seek only clarification of items presented by the delegation. At no time during the presentation shall any trustee voice her/his opinion thereon; nor shall s/he, by any statement, commit the Board to any specific course of action.
- 10.8. Except in an emergency, the Board shall refer any action relative to the delegation's presentation until the next regular Board meeting. Such tabling shall be used to give individual trustees sufficient time to consider the information supplied by the delegation. If the time between the delegation's presentation and the next Board meeting is deemed insufficient for the trustees to gain the necessary information to make an informed decision, the Board may respond by delaying the decision until another specified, appropriate time.
- 10.9. Upon completion of the presentation, the Board Chair shall inform the delegation when the decision will be made. When a decision is reached, it will be communicated in writing to the spokesperson.

11. Audio and/or Video Recording

To promote ongoing efforts to ensure ease-of-access and transparency, the Board will audio and/or video record open sessions of regular meetings. These recordings promote broader access, however the approved minutes remain the official record of the Board meetings.

The Communications Coordinator, or designate, will be responsible for audio and/or video recording all open sessions only of the Board. Audio and/or video recording will be turned off for all closed session meetings. The inability to record any open session meeting due to technical difficulties will not prohibit the meeting from commencing and continuing.

Notice shall be provided to presenters and members of the public to ensure they are aware that meeting proceedings are being audio and/or video recorded. The notice shall be displayed/expressed at the entry door to the board room and will be posted on the Chinook website.

Access to recordings can be obtained by completion of a [“video recording request form”](#). Recordings will be shared in response to the request no later than five business days from the date of the form submission. Recordings of meetings will be erased after 3 years from the date of the recording.

Unless otherwise indicated, copyright to the recordings of the open sessions of the board meetings are owned by the Board. Permission is granted to produce or reproduce the recordings available for viewing, or any substantial part of such recordings, for personal, non-commercial, educational, and news reporting purposes only, provided that the copied material is not modified or altered and ownership of the material is attributed to the Board. For certainty, no person may use the recordings for political party advertising, election campaigns, or any other politically partisan activity. No part of the recorded materials provided may be reproduced except in accordance with the provisions of the Copyright Act, as such Act may be amended or replaced from time to time, or with the express written permission from the Board.

Due to the nature of technical equipment, it is not guaranteed that audio and/or video recordings will be continuous or fault free.

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

12. Trustee Conflict of Interest

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

- 12.1. Is directed to be conversant with Sections 11,12 and 13 of The School Division Administration Regulations and with the conflict of interest provisions of Policy 4 – Trustee Code of Conduct.
- 12.2. Is responsible for declaring him/herself to be in possible conflict of interest.

- 12.3. Shall make such declaration in open meeting prior to Board or committee discussion of the subject matter which may place the trustee in conflict of interest.
- 12.4. It shall be the responsibility of the trustee in conflict to absent him/herself from the meeting in accordance with the requirements of the Education Act and ensure that his/her declaration and absence is properly recorded within the minutes.

13. Trustee Remuneration

- 13.1. The Board believes that the role of trustee is one of service to the community. It acknowledges that in serving the community personal expense is incurred. It strives to ensure that remuneration levels reflect a capacity to enable all electors to seek a position on the Board.
- 13.2. The remuneration and expense schedule set at the Organizational meeting may recognize service and expenses incurred in the following areas:
 - 13.2.1. Attendance at Board determined meetings.
 - 13.2.2. Attendance at meetings as an official representative of the Board.
 - 13.2.3. Attendance at seminars, conventions, and meetings for trustee development.
- 13.3. Inflationary indexing of indemnity rates is to be guided by the year over year change in Statistics Canada Consumer Price Index (CPI), to the nearest dollar, for Saskatchewan as of January. Annual increases based on the index would be calculated and considered for inclusion and implementation in the subsequent budget (September).
- 13.4. Allowance rates for travel and sustenance are to be set in alignment with rates as established from time to time by the Provincial Government.
- 13.5. All rates established are to be reviewed in the spring of the fourth year of each election mandate. The process to conduct the review shall be by way of an Ad-Hoc Committee of the Board with appropriate administrative support. Terms of reference shall be determined in conjunction with each review cycle.
- 13.6. The remuneration and expense schedule may recognize service and expenses incurred in the following areas:
 - 13.6.1. Attendance at Board determined meetings
 - 13.6.2. Attendance at Board Standing Committees (as required or invited)
 - 13.6.3. Attendance at meetings as an official representative of the Board.

- 13.6.3.1. Attendance at SCC meetings and SCC Forums.
- 13.6.3.2. Attendance with Elders of each Hutterian Colony within the respective Board Member's subdivision. Outside of Board Member's subdivision, invitation upon Board Chair approval.
- 13.6.3.3. At the invitation of Schools, Graduation ceremonies and Christmas Concerts within the respective Board Member's subdivision (Indemnity and mileage reimbursement)
- 13.6.3.4. By Board Member's choice attendance at Schools, Graduation ceremonies and Christmas Concerts, mileage reimbursement only.
- 13.6.4. Attendance at seminars, conventions, and meetings for trustee development.
- 13.7. The schedule is to provide for payment such that payments are timely and understood clearly by the public
- 13.8. Questions arising out of the processing of Board member claims for payment are to be referred to the Board Chair.
- 13.9. Effective March 1, 2025 trustees shall have the option of participating in the employee group benefit plan currently offered through the Saskatchewan School Boards Association. Board members must enroll within 30 days of being elected. Any trustee electing to join the plan following this timeframe, will be required to provide evidence of insurability and may be denied benefits under the plan.

Benefits will be as follows:

Benefit	Coverage	Cost Sharing
Life Insurance	\$15,000 coverage	100% paid by Chinook
Accidental Death & Dismemberment	\$15,000 coverage	100% paid by Chinook
Long Term Disability	Not eligible for coverage	n/a
Health	As per plan policy	60% paid by Chinook 40% paid by Trustee
Dental	As per plan policy	60% paid by Chinook 40% paid by Trustee
EFAP (Employee Resources)	As per plan policy	100% paid by Chinook

Trustees who have health and dental coverage through another group plan are eligible to “opt-out” of those coverages or coordinate benefits between both plans. In the event the alternate group coverage terminates, trustees must notify the plan administrator to have their health/dental benefits activated immediately. Failure to do so may result in additional benefit maximums being applied, or coverage being denied altogether.

Trustees must enrol as their true family status (single, couple or family).

Benefit premiums will be deducted monthly (September to June) from trustee payments. In the event a trustee does not have sufficient funds to cover benefits in a payment period, the amount due will be set up in arrears and deducted from the trustee’s next payment.

14. Board/Trustee Development

Board member development is essential to build the capacity of the Board to provide leadership to the operation of the School Division. Differentiated learning styles may result in receipt of professional development in various ways. (Conferences, Books, Webinars, Audio Visual, Guest Speakers, etc.) Accordingly, the Board shall provide for self-directed and system-directed development of the Board in the Annual Budget.

- 14.1. By June of each year an annual professional development calendar shall be prepared and circulated to the Board for the upcoming fiscal year. The calendar shall contain the dates and locations of all Board development activities sponsored by the Saskatchewan School Boards Association (SSBA), Canadian School Boards Association (CSBA) and National School Boards Association (NSBA)
- 14.2. An annual allotment of \$1000 per Board member shall be provided in budget for Self-Directed Personal Development which can be rolled over for one year for a maximum of \$2000.00. Expenditures from the Self-Directed Personal Development allotment shall be at the discretion of the individual board member. The personal development allotment shall not be used for indemnity and shall align with the personal development plan. Expenses claimed through this budget allotment shall be supported by receipts.
- 14.3. The System-Directed allocation shall provide support for National or International Professional Development activities such as CSBA, NSBA or any others deemed appropriate. Each Board member shall be encouraged to participate in Professional Development events during each term of office. In order to ensure orderly access and alignment with available resources the Board shall review indications of interest and determine those members to be sponsored each year. The Board may choose to require reports on these activities to share information of value with the rest of the Board members.

15. Saskatchewan School Boards Association

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

15.1. Membership and Participation

The Board:

- 15.1.1. Endorses full active membership in the Association through its payment of the annual fee to the SSBA.
- 15.1.2. Supports active participation of its trustee membership in the Association at the section, constituency and provincial levels.
- 15.1.3. Establishes a remuneration and expense schedule at its Organizational Meeting, to recognize expenses incurred by trustees attending SSBA sponsored meetings, seminars, workshops and conventions.

15.2. SSBA Voting Delegates

- 15.2.1. The Board shall determine on or before November of each year, which of the trustees delegated to Convention are voting delegates.
- 15.2.2. The Board shall apportion in whole numbers, its number of votes among those voting delegates in accordance with SSBA Bylaws 10 and 11.
- 15.2.3. Each trustee attending as a voting delegate is apportioned at least one (1) vote.
- 15.2.4. Any votes remaining un-apportioned shall be divided equally as possible in whole numbers among trustees attending Convention.
- 15.2.5. When registering delegates, the SSBA shall be informed of the voting delegate and the number of votes apportioned to each.

16. Annual Meeting of Electors

- 16.1. The Board is to convene an annual meeting of electors after receipt of the audited financial statement of the Board. In the year a general election of members of the Board is held, the annual meeting must be held before the general election.
- 16.2. The Chief Financial Officer shall give notice of the meeting in accordance with the provisions of [The Local Government Election Act](#) subsection 45(3) with necessary

modification.

- 16.3. The Board is to establish the agenda for the meeting following consultation with School Community Councils.
- 16.4. At least fourteen days prior to the meeting School Community Councils are to receive copies of the:
 - 16.4.1. Report of the Board.
 - 16.4.2. Report of the Auditor and financial statement for the preceding year.
 - 16.4.3. Report of the Director.
- 16.5. Electors present at the meeting are to elect one of their members to preside as Chairperson and one other as secretary for the meeting. The Chief Financial Officer is to facilitate the nomination procedure and conducting of the meeting.
- 16.6. The statement of proceedings of the meeting, as prepared by the secretary to the meeting, is to be distributed to the Board and School Community Councils.

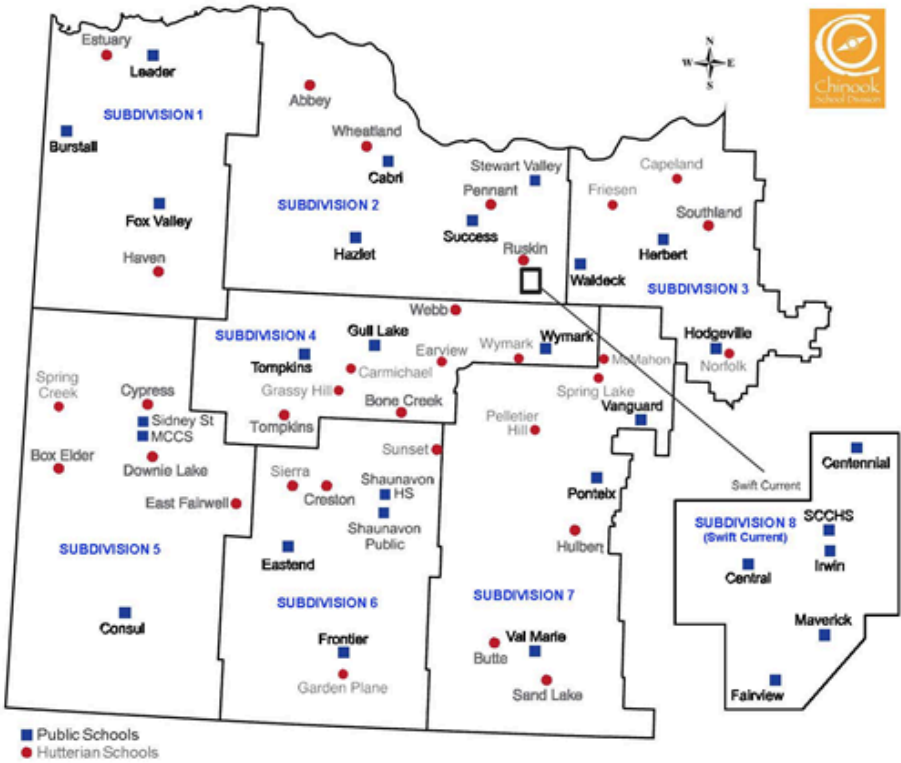
17. Special Meeting of Electors

- 17.1. A special meeting of electors may be held at any time.
- 17.2. The Chief Financial Officer shall call a special meeting when required to do so by:
 - 17.2.1. The Board,
 - 17.2.2. The Minister of Education,
 - 17.2.3. Request in writing by twenty-five or more electors of the school Division.
- 17.3. The Chief Financial Officer shall give notice of the meeting in accordance with the provisions of [The Local Government Election Act](#) subsection 45(3) with necessary modifications.
- 17.4. Procedures for conducting the meeting are the same as for the annual meeting of electors with the exception that only business that is set out in the notice of meeting is to be considered at the meeting.

Legal Reference: Sections 4,5,9,13-21,27,33,39 The School Division Administration Regulations
 Local Authorities Freedom of Information and Protection of Privacy Act
 Local Government Election Act

Approved: October 26, 2021
Revised: April 11, 2022, November 7, 2022; November 6, 2023; November 27, 2023
November 26, 2024; March 17, 2025; April 14, 2025

ELECTORAL MAP



Approved:
Revised:

October 26, 2021

BOARD COMMITTEES

The Board may establish committees to assist with its work. Committees may be standing or ad hoc in nature. The Board will endeavor to have both rural and urban representation on all standing committees.

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

General Requirements

Subsequent to the establishment of committees, Board members express their interest in serving on particular committees. When Board member expression of interest for committee representation does not meet the minimum trustee membership requirements the Board Chair shall appoint Board member(s) accordingly. When the expression of interest exceeds the maximum requirements a vote to determine committee membership shall be undertaken.

When a Board Member wishes to attend a committee meeting of which they have not been appointed to or a member of, they may attend by invitation of the chair of the specific committee. If the Chair of the specific committee has not yet been established, it then would be by invitation of the Staff liaison representative

Board members shall not participate as a Standing Committee member on more than two Standing Committees.

Committee Chairs will be determined by the Committee Members determined at the organizational meeting for a period of one year.

All committees of the Board, unless otherwise directed, shall prepare and submit minutes or a report to the Board. Reports shall be included in the board agenda package.

Standing Committees

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

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

1. Facilities Standing Committee
 - 1.1. Purpose

- To examine in more depth facility matters which are to be addressed by the Board before these are before the Board so informed recommendations can be provided to the Board relative to these matters.
- 1.2. Membership
- Committee of the Whole
- 1.3. Terms of Reference
- To provide questions, offer solutions, request agenda items and provide feedback relative to facilities matters which the Board must address or approve. These may include, but are not limited to capital projects, Funding, special projects, facility assessments, code and safety compliance where the Board has a role in providing direction or has a need to know;
 - To examine the possible need to make policy revisions related to facility matters;
 - To review facilities accountability reports prior to Board consideration with a focus on safety and sustainability. Staff members will record minutes of the meeting and assist in creating the agenda; and
 - Trustees will share the minutes with the board and speak to it at the board meeting.
- 1.4. Authority
- To make recommendations to the Board.
- 1.5. Meetings
- As needed, indicated in the Committee of the Whole Procedure.
2. Finance Standing Committee
- 2.1. Purpose
- To examine in a timely, proactive manner those fiscal matters which the Board is responsible to determine so informed recommendations can be provided to the Board.
- 2.2. Membership
- Committee of the Whole
- 2.3. Terms of Reference
- To review fiscal accountability reports and to make recommendations to the Board regarding the achievement of QI's and any recommended improvements in the reporting format or content;
 - Examine ways to make the operational budget process increasingly more effective while increasingly representing the will of the Board;

- To examine issues related to providing students with a safe and secure learning environment where everyone has the opportunity to maximize their potential regardless of socioeconomic status, gender, cultural or linguistic background, geographic location, personal circumstances or ability;
- To examine value for money issues;
- To recommend to the Board terms of reference for the external audit;
- To monitor the remediation of any deficiencies identified in the external audit report and management letter to the satisfaction of the external auditor and report such progress or lack thereof to the Board;
- To review and recommend to the Board the auditor to be engaged for the coming year;
- To review risk management provisions and the Division's ability to manage risk in an efficient and effective manner;
- To examine major budget proposals well in advance to determine what benefit, to whom, at what cost relative to other alternatives;
- To review operating budget surplus, both allocated and unallocated and the long range plan to manage such funds; and
- Review investment performance and parameters for surplus funds.

2.4 . Authority

- To make recommendations to the Board.

2.5. Meetings

- As needed, indicated in the Committee of the Whole Procedure.

3. Transportation Standing Committee

3.1 Purpose

- To examine in greater depth issues related to student transportation in regard to student safety, transportation service delivery, efficiency and length of ride;
- To review process followed in the administrative procedures when decisions are appealed. The board will respond to the person appealing; and
- To examine boundaries once per term at a minimum.

3.2 Membership

- Committee of the Whole

3.3 Terms of reference

- Agenda items include, but are not limited to boundary lines, bus purchasing, driver recruitment, safety and code compliance, Ministry requirements, road networks, length of ride, buses, bus garages,
- To make recommendations regarding any amendments to policy; and

- When a transportation meeting bussing issue affects the ward of a Board member that is not a member of the Transportation Committee, the respective Board member shall be invited to the Transportation Committee meeting- for that portion of the meeting.

3.4 Authority

- To make recommendations to the Board.

3.5 Meetings

- As needed, indicated in the Committee of the Whole Procedure.

4. Remuneration and Expenses Standing Committee

4.1 Purpose

- To review and make recommendations to the Board regarding trustee remuneration and expenses.

4.2 Membership

- Maximum of 4 trustees
- Board Chair or Vice Chair
- Staff members will record minutes of the meeting and assist in creating the agenda. Trustees will share the minutes with the board meeting and speak to it at the board meeting.

4.3 Terms of Reference

- Research remuneration and expenses information paid by other divisions; and
- Meet at the conclusion of the third year of the term to make recommendations for the new term of office.

4.4 Authority

- Make recommendations to the Board.

4.5 Meetings

- As required to finalize research and recommendations.

Committees of the Whole

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

1. Membership

- All trustees

2. Purpose
 - To provide a forum for trustees to engage in planning sessions.
3. Authority
 - To make recommendations to the Board.
4. Meetings
 - At the call of the Board Chair in consultation with the director, subject to change, but normally on the last monday of each month, at 10:00 a.m. in the Board Room at the Chinook Education Centre.

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 shall attend meetings of ad hoc committees.

Resource Personnel for Committees

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

Legal Reference: Sections 85, of the Education Act
 Section 41 The School Division Administration Regulation

Approved: October 26, 2021
Revised: November 7, 2022

STANDING COMMITTEE REPORT TEMPLATE



Box 1809
Swift Current, SK S9H 4J7
Phone Toll Free: 1-877-321-9200
Phone: (306) 778-9200

Board Committee: _____

Date of Meeting: _____

Report Prepared by: _____

Agenda: (attach copy of Agenda)

Key Items Discussed:

Action Items:

Next Steps:

Recommendations to the Board:

BOARD REPRESENTATIVES

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

The following guidelines shall apply to such representation:

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

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

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

1. Saskatchewan School Boards Association (SSBA) - Public Boards Section Executive
 - 1.1. Purpose
 - Attend SSBA Public Boards Section Executive meetings.
 - Represent the Board's positions and interests at the provincial level.
 - Communicate to the Board at the next regular meeting the work of the SSBA Public Boards Section Executive.
 - 1.2. Membership
 - One trustee

2. Southwest Athletic Conference (SWAC)

2.1. Purpose

- Attend SWAC meetings.
- Represent the Board's positions and interests at SWAC meetings.
- Communicate to the Board the work of SWAC.

2.2. Membership

- One trustee

3. Saskatchewan School Boards Association (Members Council)

3.1. Purpose

- Attend meetings of the SSBA Members Council.
- Represent the Board's views and communicate to the Board directions taken by the Member's Council.
- Communicate to the Board the work of Members Council.

3.2. Membership

- One trustee

3.3. Meetings

- As determined and scheduled by the SSBA Executive.

4. Saskatchewan Assessment Management Agency (SAMA)

4.1. Purpose

- Saskatchewan Assessment Management Agency maintains a number of advisory committees to review policies and practices respecting assessment and make recommendations to the board concerning these policies and practices.
- review policies and practices respecting assessment; and
- make recommendations to the board concerning these policies and practices.

4.2. Membership

- One trustee

4.3. Meetings

- As determined and scheduled by SAMA

5. South West Municipal Government

5.1. Purpose

- The Southwest Municipal Government Committee is a group of 20 to 30 urban and rural municipalities from the southwest that meets regularly in Swift Current. The committee provides an opportunity for participating municipalities to discuss common issues and challenges with other municipalities.
- Regular reports from SARM, SUMA, Chinook School Division, Chinook Regional Library, and Great Plains College keep members informed on the happenings of these organizations.
- Meetings typically have guest speakers who speak on a variety of topics relevant to municipalities.

5.2. Membership

- One Trustee

5.3. Meetings

- As determined and scheduled by South West Municipal Government

Legal Reference: Sections 85, of the Education Act

Approved: October 26, 2021

Revised:

POLICY MAKING

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

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

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

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

1. Planning

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

2. Development

The Board may develop the policy itself or delegate the responsibility for its development to the Director of Education.

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.

4. Evaluation

The Board, in cooperation with the Director, shall review each policy in a timely manner in order to determine currency and if it is meeting its intended purpose.

Specifically

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

member may initiate proposals for new policies or changes to existing policies.

2. Normally, requests for new policy or amendments to existing policy originating from schools will be directed through the Principal to the Director.
3. Policy development or revision may also be initiated as a result of a public consultation, survey, needs assessment or policy evaluation.
4. The Director shall be responsible to prepare a proposal.
 - 4.1. If the Board requests that a new policy be drafted or an existing policy be reviewed for possible amendment, the Director shall implement procedures to develop a draft proposal.
 - 4.2. Draft proposals may be developed in consultation with advisory committees, various employee groups, senior administrative staff, or outside agencies, legal counsel and consultants.
 - 4.3. The engagement of outside agencies or consultants to assist in policy development shall require prior approval of the Board if the total anticipated costs will exceed budget approved allocations.
5. When appropriate, the Director shall seek legal advice.
6. The Board may seek additional input into proposed changes in policy, or drafts, whenever it is deemed appropriate.
7. The final draft of the policy or amendments shall be presented to the Board for its consideration and approval.
8. Only those policies which are adopted and recorded in the minutes constitute the official policies of the Board.
9. In the absence of existing policy, the Board may make decisions, by resolution, on matters affecting the administration, management and operation of the Division. Such decisions carry the weight of policy until such time as specific written policy is developed.
10. The Board may request the Director to change an administrative procedure to a draft Board policy. In doing so, the Board will provide rationale.
11. The Director must develop administrative procedures as specified in Policy 11 – Board Delegation of Authority and may develop such other procedures as deemed necessary for the effective operation of the Division; these must be in accordance with Board policies.

12. The Board may also delete a policy and subsequently delegate the Director authority over this area. The Director may choose to then develop an administrative procedure relative to this matter.
13. The Director must inform the Board in a formal notice in a Board agenda of any substantive changes to administrative procedures.
14. The Director shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the Division's website, in a timely manner, for staff and public access.
15. The Board shall review each policy at least once in a four-year term of office.

Legal Reference: Sections 85, 87 of the Education Act
 Sections 18 and 19, The School Division Administration Regulations

Approved: October 26, 2021
Revised:

BOARD DELEGATION OF AUTHORITY

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

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

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

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

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 LAFOIP 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.

Legal Reference: Sections 85, of the Education Act
 Section 45 of the School Division Administration Act

Approved: October 26, 2021

Revised:

ROLE OF THE DIRECTOR

The Director is the Chief Executive Officer of the Board and of the Division in accordance with section 2 definitions in the Education Act 1995. 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.

The School Division Administration Regulations section 45(1) states that the duties of the Director shall be determined by the Board of Education. In addition, only four powers and duties are prescribed in this legislation.

Specific Areas of Responsibility Assigned by the Board are:

1. Educational Leadership
 - 1.1. Provides leadership in all matters relating to education in the Division.
 - 1.2. Students in the Division have the opportunity to meet the standards of education established by the Minister.
 - 1.3. Accurate, regular and effective evaluation of students is conducted.
 - 1.4. Ensure that the schools are conducted in accordance with the Education Act, the regulations and the policies of the board.
2. Fiscal Responsibility
 - 2.1. The fiscal management of the Division is in accordance with the terms or conditions of any funding received by the Board.
 - 2.2. The Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
3. Personnel Management
 - 3.1. Has overall authority and responsibility for all personnel-related issues except the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
4. Policy/Procedures
 - 4.1. Provides administrative support to the Board in the planning, development, implementation and review of Board policies.
 - 4.2. Implements Board policy with integrity.

- 4.3. Has authority and responsibility to develop and implement administrative procedures to guide the work of staff.
5. Director/Board Relations
 - 5.1. Establishes and maintains positive professional working relations with the Board.
 - 5.2. Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy.
6. Strategic Planning and Reporting
 - 6.1. Leads the strategic planning process
 - 6.2. Involves the Board appropriately (Board identification of priorities and outcomes, opportunity for Board input early in the process, final Board approval).
 - 6.3. Reports regularly on results achieved.
7. Organizational Management
 - 7.1. Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
8. Communications and Community Relations
 - 8.1. Internal and external communications are developed and maintained which build staff and community support for Board directions.
9. Student Well-Being
 - 9.1. Safe and caring environments are provided that foster respectful and responsible student behaviors.
 - 9.2. Facilities adequately and safely accommodate Division students.
 - 9.3. Provide for the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division. Student transportation shall be provided with due regard for Safety , Reasonable Access to Educational Opportunities , Fiscal Responsibility, Efficiencies of Time.
10. Leadership Practices
 - 10.1. Practices leadership in a manner that is viewed positively and has the support of those with whom the Director works most directly in carrying out the directives of the Board and the Minister.

Legal Reference: Sections 2, Definitions, Education Act, Section 45, School Division Administration Regulations,
Section 25 (1), The LEADS Act

Approved: October 26, 2021

Revised:

DIRECTOR EVALUATION PROCESS, CRITERIA AND TIMELINES

Features of the Evaluation Model

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

Process for Evaluations

An evaluation workshop will be conducted in closed session by the Board. An external facilitator, chosen by the Board, will assist the Board with the evaluation process and the evaluation workshop. The role of the external facilitator will be to guide the Board through the evaluation process including:

- interviewing staff as required by policy and providing a report to the Board;
- facilitating the evaluation workshop;
- drafting documentation related to the evaluation workshop and evaluation process; and
- advising the board throughout the evaluation process.

It is the responsibility of the Director to provide evidence that each role expectation has been met during the evaluation period. This evidence portfolio must be provided to the Board at least one week in advance of the evaluation workshop, which will involve the Board, the Director and an external facilitator. The Director will only be absent from the room for the period when the Board constructs the conclusion section. The evidence examined will be in the form of an internal report or external report. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved. In addition, the corporate Board will supplement the evidence contained in the evidence portfolio with agreed-upon direct Board observations. For example, this would be most evident in the section Board/Director Relations.

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

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

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

Evaluation Criteria

Criteria for Evaluations

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

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

Timelines for Evaluations

Evaluations will be conducted annually. The Leadership Practices section will be addressed at least once per board term, or as often as the board sees necessary. The leadership practices can include direct reports, $\frac{1}{2}$ of principals, or both.

Approved:	October 26, 2021
Revised:	August 21, 2023

DIRECTOR/CEO ROLE EXPECTATIONS AND PERFORMANCE ASSESSMENT GUIDE

The Director is the Chief Executive Officer of the Board and of the Division in accordance with Section 108 of the Education Act 1995. 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 109 of The Education Act 1995 and the Regulations under The Education Act 1995, and related statutes the following specific areas of responsibility are assigned by the Board:

1. Educational Leadership

Role Expectations:

- RE 1.1. Provides leadership in all matters relating to education in the Division.
- RE 1.2. Ensures students in the Division have the opportunity to meet the standards of education set by the Minister.
- RE 1.3. Accurate, regular and effective evaluation of students is conducted.
- RE 1.4. Schools are conducted in accordance with the Education Act, the regulations and the policies of the board.

Quality Indicators relative to educational leadership:

- QI 1.1. The Director conducts an analysis of student success and ensures development of action plans to address concerns.
- QI 1.2. The Director identifies trends and issues related to student achievement to inform the setting of yearly priorities and outcomes.
- QI 1.3. There is improvement in measurable student achievement over time.

2. Fiscal Responsibility

Role Expectations:

- RE 2.1. The fiscal management of the Division is in accordance with the terms or conditions of any funding received by the Board.
- RE 2.2. The Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.

Quality Indicators relative to fiscal responsibility:

- QI 2.1. Generally accepted accounting practices are being followed.
- QI 2.2. Adequate internal financial controls exist and are being followed.

- QI 2.3. All collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made.
- QI 2.4. Insurance coverage is in place to adequately protect assets, indemnify liabilities and provide for reasonable risk management.
- QI 2.5. The Board is informed annually about incurred liabilities and immediately regarding pending litigation.
- QI 2.6. All deficiencies identified in the previous audit report and management letter are remediated to the satisfaction of the auditor.
- QI 2.7. The Board is informed immediately regarding any litigation launched against the Board or initiated by the Division.

3. Personnel Management

Role Expectations:

- RE 3.1. Has overall authority and responsibility for all personnel-related issues, save and except: the development of mandates for collective bargaining and those personnel matters precluded by, legislation, collective agreements or Board policy.

Quality Indicators relative to personnel management:

- QI 3.1. Quality recruitment, orientation, staff development, disciplinary, evaluation and supervisor processes are developed and effectively implemented.
- QI 3.2. The Director models a commitment to personal and professional growth.
- QI 3.3. Fosters high standards of instruction and professional improvement.
- QI 3.4. The Director provides for training of administrators and the development of leadership capacity within the Division.
- QI 3.5. The Director models high ethical standards of conduct.

4. Policy/Procedures

Role Expectations:

- RE 4.1. Provides administrative support to the Board in the planning, development, implementation and review of Board policies.
- RE 4.2. Implements Board policy with integrity.
- RE 4.3. Has the authority and responsibility to develop and implement administrative procedures to guide the work of staff.

Quality Indicators relative to policy role:

- QI 4.1. The Director ensures policy is adhered to.
- QI 4.2. The Director provides policy related administrative services including policy research services required by the Board

QI 4.3. The Director demonstrates a knowledge of and respect for the role of the Board and works in a complementary manner to make effective the Board's defined role.

QI 4.4. The Director ensures administrative procedures are kept current and are in compliance with the intent of Board Policy.

5. Director/Board Relations

Role Expectations:

RE 5.1. Establishes and maintains positive professional working relations with the Board.

RE 5.2. Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy.

Quality Indicators relative to Director/Board relations:

QI 5.1. Board agendas and the Director's reports are prepared and distributed to trustees in sufficient time to allow for appropriate trustee preparation for the meeting.

QI 5.2. The Director keeps the Board informed about Division operations.

QI 5.3. The Director attends all Board meetings and provides the Board with balanced, sufficient, concise information and clear recommendations for action items in agendas.

QI 5.4. The Director interacts with the Board in an open, honest, pro-active and professional manner.

QI 5.5. The Director provides support to the Board re: lobby efforts on behalf of the school Division.

QI 5.6. The Director ensures high quality management services are provided to the Board.

QI 5.7. The Director provides the Board with correspondence directed to the Board or trustees.

QI 5.8. The Director implements Board directions with integrity in a timely fashion.

QI 5.9. Builds staff support for the Board and its directions.

6. Strategic Planning and Reporting

Role Expectations:

RE 6.1. Leads the strategic planning process

RE 6.2. Involves the Board appropriately (Board identification of priorities and outcomes, opportunity for Board input early in the process, final Board approval).

RE 6.3. Reports regularly on results achieved.

Quality Indicators relative to continuous improvement planning and reporting:

QI 6.1. The budget and priorities and outcomes are developed according to a timeline which ensures the Board's ability to provide direction and revise priorities.

QI 6.2. Achieves the key results identified in the Strategic Plan.

7. Organizational Management

Role Expectations:

RE 7.1. Demonstrates effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.

Quality Indicators relative to organizational management:

QI 7.1. Ensures Divisional compliance with all Department of Education and Board mandates (timelines and quality).

QI 7.2. Facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.

8. Communications and Community Relations

Role Expectations:

RE 8.1. Internal and external communications are developed and maintained which build staff and community support for Board directions.

Quality Indicators relative to communications and community relations:

QI 8.1. Represents the Division in a positive, professional manner.

QI 8.2. Manages conflict effectively.

QI 8.3. Ensures information regarding Board initiatives and priorities are disseminated to inform the electorate and build staff and public support for Board directions.

QI 8.4. Works cooperatively with the media to represent the Board's views/positions.

QI 8.5. Acts as, or designates, the Head of the organization for the purposes of the Local Authority Freedom of Information and Protection of Privacy (LAFOIP) Act.

9. Student Well-Being

- RE 9.1. Safe and caring environments are provided that foster respectful and responsible student behaviors.
- RE 9.2. Facilities adequately and safely accommodate Division students.
- RE 9.3. Provide for the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division. Student transportation shall be provided with due regard for Safety , Reasonable Access to Educational Opportunities , Fiscal Responsibility, Efficiencies of Time.

Quality Indicators relative to student welfare:

- QI 9.1. Processes are developed and implemented to ensure busses and facilities are safe and healthy and a transportation accountability report shall be tabled annually with the Board.
- QI 9.2. A clear criminal reference check and vulnerable sector check is to be obtained before volunteers are allowed to work with students.
- QI 9.3. The Director acts as or designates the local attendance counsellor(s) for the Division.

10. Leadership Practices

Role Expectations:

- RE 10.1. Practices leadership in a manner that is viewed positively and has the support of those with whom he works most directly in carrying out the directives of the Board and the Minister.

Quality Indicators relative to leadership practices of the Director:

- QI 10.1. Provides clear direction.
- QI 10.2. Provides effective educational leadership.
- QI 10.3. Establishes and maintains positive, professional working relationships with staff.
- QI 10.4. Unites people toward achieving the Board's goals.
- QI 10.5. Demonstrates a high commitment to the needs of students.
- QI 10.6. Is trustworthy.
- QI 10.7. Empowers others.
- QI 10.8. Effectively solves problems.

Note: Direct reports and one fifth of the principals will be interviewed for the 2022 evaluation. The Director will divide the principals into five groups and the Board will select by lot the group to be interviewed.

Interviews will be conducted using the questions outlined in Appendix C. The interviews will be individual phone interviews with verbatim comments and a summary report (recommended insertion) provided to the Board and Director.

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Revised:

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 Board'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, if anything, that helps you do your job?
3. What does the Director do, if anything, that makes doing your job more difficult?

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

*All Central Office Direct Reports and 1/5 of Principals

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APPEALS AND HEARINGS REGARDING STUDENT MATTERS

General Provisions

Prior to an appeal being heard by the Board, the Director must have had an opportunity to resolve the matter.

Special Education Review

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

Specifically

1. A student who has reached 18 years of age, or the parents/guardians of a student with a disability shall have access to a review process in the event he/she disagrees with:
 - 1.1. The designation of the student or the failure to designate the student as having a disability;
 - 1.2. The placement of the student;
 - 1.3. The program provided to the student.
2. The right to a review is limited to decisions with educational or developmental implications for the student. The right for review does not apply where the disagreement with respect to the placement of the student is based on:
 - 2.1. Parental preference as to the location of the delivery of the program;
 - 2.2. Parental convenience;
 - 2.3. Other factors unrelated to the impact of the location of the educational instruction on the student's education and development;
 - 2.4. Location within an educational institution;

- 2.5. Any other reason that relates to or is similar in nature to those listed in clauses 2.1 to 2.4; or
- 2.6. An allegation of discrimination pursuant to the Human Rights Code or the Canadian Charter of Rights and Freedoms.
3. At any stage of the review the student or the parents/ guardians of the student may choose to be accompanied by a friend, or other person of their choice.
4. The Director may make any interim decision they consider 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 the student remain in the initial placement until the dispute is settled.
5. The Division will attempt to make every effort to resolve a designation, placement and/or program decision in a manner amicable to the student, parents/guardians and the Division. The following steps outline the initial action that is required prior to requesting a formal review process:
 - 5.1. The student or parents/guardians shall discuss the decision in question with the teacher(s) and the in-school administration;
 - 5.2. If there is no resolution, the student or parents/guardians shall request that the Director review the designation, placement or program decision;
 - 5.3. If there is no resolution, the Director shall inform the student or parents/guardians of the procedures necessary for initiating a formal review process.
6. Subject to receipt of an appeal from the parent, a written report by the Review Committee will be submitted to The Board by the Director. The Board may affirm or deny the appeal based upon the process followed, 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.

All Other Student Matters Aside from Suspensions and Expulsions

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

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

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

2. Parents of students, and students 18 years of age or over, have the right to appeal to the Board a decision of the Director. The Director must advise parents and students of this right of appeal.
3. The appeal to the Board must be made within 5 days from the date that the individual was informed of the Director's decision. The appeal must be filed in writing and must contain the name of the party filing the appeal, the date, the matter at hand, and the reason for the appeal.
4. Parents or students as above, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.
5. The hearing of the appeal must be scheduled so as to ensure that the person making the appeal and the Director, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.
6. The appeal will be heard in closed session, with specified individuals in attendance.
7. The appeal hearing will be conducted in accordance with the following guidelines:
 - 7.1. The Board Chair will outline the purpose of the hearing, which is to provide:
 - 7.1.1. An opportunity for the parties to make representation in support of their respective positions to the Board. This information may include expert medical, psychological and educational data and may be presented by witnesses;
 - 7.1.2. The Board with the means to receive information and to review the facts of the dispute;
 - 7.1.3. A process through which the Board can reach a fair and impartial decision.
 - 7.2. Notes of the proceedings will be recorded for the purpose of the Board's records.
 - 7.3. The Director and/or staff will explain the decision and give reasons for the decision.
 - 7.4. The appellant will present the appeal and the reasons for the appeal and will have an opportunity to respond to information provided by the Director and/or staff.
 - 7.5. The Director and/or staff will have an opportunity to respond to information presented by the appellant.
 - 7.6. Trustees will have the opportunity to ask questions or clarification from both parties.
 - 7.7. No cross-examination of the parties shall be allowed, unless the Board Chair deems it advisable under the circumstances.

- 7.8. The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The recording secretary will remain in attendance. The Board may have legal counsel in attendance.
- 7.9. If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.
- 7.10. The Board decision and the rationale for that decision will be communicated to the appellant by telephone and by double-registered letter within three days of the hearing.

Suspension and Expulsion of a Student

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

Specifically

1. Where the Director confirms or modifies a student suspension of 4 to 10 days duration, the Director shall forthwith report such suspensions to the Board in writing.
2. The Board may investigate the circumstances of the suspension submitted to it and, where it does investigate, it shall conclude the investigation before the end of the period of suspension ordered.
3. Where the Director recommends an extension of the suspension beyond ten days, the Director will refer the matter to the Board.
4. The Board shall:
 - 4.1. Investigate the suspension;
 - 4.2. Be authorized to suspend a student for up to one year;
Give notice of every investigation to the student and his or her parent or guardian;
 - 4.3. Provide an opportunity for the student and his or her parent or guardian to appear and make representations before the Board.

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

5. Further to Section 4, the Board, where it deems necessary, may by resolution expel a student from any or all of the schools in the Division for a period greater than one year provided the decision is based on an investigation into the circumstances of the expulsion conducted by the

Board and approved by a majority vote.

6. On the request of either the student or his or her parent(s)/ guardian(s) pursuant to Section 4, at the expiration of one year, the Board will review and reconsider the expulsion of the student; the Board may:
 - 6.1. Rescind the expulsion of the student;
 - 6.2. Admit the student to a school on those terms and conditions that the Board considers appropriate.
7. Throughout the above steps, the Director shall be cognizant of the rights of the student and parent provided for in legislation.

Legal Reference: Sections 5, 148, 150, 151, 152, 153, 154, 155, 158, 186, 186.1, 231 of the Education Act
 Regulations 48, 49, 50, 50.1, 52
 Human Rights Code
 Canadian Charter of Rights and Freedoms

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Revised:

VIABILITY OF SCHOOLS, SCHOOL CLOSURE, CONSOLIDATION AND DISCONTINUANCE OF GRADES

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 and classrooms. The Board is committed to making the best use of its resources to ensure the most positive educational outcomes for its students. The Board recognizes that it must balance its statutory responsibilities and duties imposed by The School Division Administration Regulations with its preferred method of collaborating with the School Community Council (SCC) in an effort to achieve the best outcome for the students, staff, community, and school involved. The Board recognizes the importance of involving the stakeholders of the school through consultation with the SCC when exploring future educational opportunities that may be available for a particular school and where viability is being considered.

Specific Directions

1. The Director shall annually file with the Board a report of school viability with enrolments and enrolment trends the primary consideration. Other considerations include: the physical condition of the school, operational cost per student, number of grades combined in each classroom, projected enrolment for the next five school years, staffing based on projected enrolment and student travel times. In preparing this report, the Director shall be informed by the School Division Administration Regulation Part 10 Division 1 and Division 2. If the Director recommends the Board review a particular school, implications of such a review shall form part of the report.
2. Board benchmarks have been established as follows:
 - 2.1. Chinook Enrolment Benchmarks are based on an average grade size of three students in K-5, five students in 6-9, and seven students in 10-12. Examples of the student population in various grade configurations are as follows:
 - 2.1.1. for a school offering kindergarten to Grade 4 only, 15 pupils;
 - 2.1.2. for a school offering kindergarten to Grade 5 only, 18 pupils;
 - 2.1.3. for a school offering kindergarten to Grade 6 only, 23 pupils;
 - 2.1.4. for a school offering kindergarten to Grade 7 only, 28 pupils;
 - 2.1.5. for a school offering kindergarten to Grade 8 only, 33 pupils;
 - 2.1.6. for a school offering kindergarten to Grade 9 only, 38 pupils;
 - 2.1.7. for a school offering kindergarten to Grade 12, 59 pupils.
 - 2.2. Schools with enrolments falling below these benchmarks may be subject to review at the discretion of the Board.
3. The following schools have been designated by the Ministry of Education as Small Schools of Necessity K – 12 and therefore shall not be subjected to review by the Board. These include:

Burstall, Consul, Frontier, Hodgeville and Val Marie.

4. Enrolment and geographic benchmarks are not a factor in determining the viability of Hutterite schools in light of the long standing agreement between the Provincial Government and the Hutterian Community. Should enrolments in these schools decline to the level that programming is adversely affected; discussions with the Hutterian community being served by that school, to explore alternate educational delivery methods will be initiated.
5. Should the Board pass a motion to review any school, the procedures mandated in The School Division Administration Regulations Sections 54-70 provisions shall be followed and the SCC shall be informed forthwith. In addition to the criteria noted above to be examined in the Director's annual report on school viability, the review criteria shall also include: potential financial savings and costs if students were relocated to the nearest school and staff were reassigned, anticipated future costs of maintaining the school's facilities and physical plant, quality of the student's educational program, transfer and effective use of staff, and any student safety issues.
6. The consultation process relative to such a review must comply with relevant legislation as noted above, including adherence to timelines and notifications. The specific steps in the relevant legislation will be outlined to the school community at the beginning of the consultation process following the Board's motion to conduct a school viability review.
7. If an SCC is considering grade discontinuance or school closure, the following process will be followed:
 - 7.1. A meeting with the board and school division administration to discuss
 - 7.2. A consultation will occur with the larger school community
 - 7.3. The direction should be shared with the board following consultation
 - 7.4. The board shall adhere to the dates as set out in Section 64 of the School Division Administration Regulations

Legal References: School Division Administration Regulations Part 10 Divisions 1 and 2 (Sections 54-70)

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Revised: January 10, 2022

RECRUITMENT AND SELECTION OF PERSONNEL

The Board believes that the recruitment and selection of Division personnel is a shared responsibility between the Board and the Director. Recognizing the significance of well-organized recruitment and selection processes, the Board specifies that personnel appointments shall be governed by the following.

Specifically

1. The Board, in the case of the Director, and the Director, in all other instances, shall assume the sole responsibility for initiating the advertising process and will make reasonable effort to ensure that all current Division employees are made aware of staff vacancies.
2. The Board has the sole authority to recruit and select an individual for the position of Director.
3. In order to protect the Board from sudden loss of the Director's services, the Director shall ensure that staff is designated to perform the services of the Director in the case of a short-term or prolonged absence, and that the Chair is advised of the delegation. Normally such delegation shall be to the Deputy Director.
4. The following process will be followed for the Chief Financial Officer, and the Deputy Director positions.
 - 4.1. The Board and Director shall constitute the selection committee.
 - 4.2. The Director shall be responsible for the creation of the short-list of candidates and the selection committee for choosing the successful candidate.
 - 4.3. The selection committee will attempt to achieve consensus. In the event this is not possible, the successful candidate must be supported by a majority of the trustees in attendance and the Director. The Director must be one of the votes in the majority.
5. The following process will be followed for the position of Executive Assistant to Senior Administration and the Board.
 - 5.1. The Director shall determine the selection committee provided three Board members are included on the selection committee. The Chair is responsible for communicating to the Director the trustees who will serve on the committee. Trustee availability must be such that the process is not delayed.
 - 5.2. The Director shall be responsible for the creation of the short-list of candidates and the selection committee for choosing the successful candidate.

- 5.3. The selection committee will attempt to achieve consensus. In the event this is not possible, the successful candidate must be supported by a majority of the committee and the Director. The Director must be one of the votes in the majority.
6. The following process will be followed for the Superintendent, Comptroller and any Manager positions not covered by the LINC agreement.
 - 6.1. The Director shall determine the selection committee provided one Board member is included on the selection committee. The Chair is responsible for communicating to the Director the trustee who will serve on the committee. Trustee availability must be such that the process is not delayed.
 - 6.2. The selection committee shall be responsible for making the selection of the successful candidate.
 - 6.3. The selection committee will attempt to achieve consensus. In the event this is not possible, the successful candidate must be supported by a majority of the committee and the Director. The Director must be one of the votes in the majority.
7. The following process will be followed for the position of principal.
 - 7.1. The Director shall determine the selection committee.
 - 7.2. The Director shall consult the local trustee(s), staff and the School Community Council regarding the development of the ideal candidate profile at the outset of the search process. The selection committee shall be responsible for making the selection of the successful candidate.
 - 7.3. The selection committee will attempt to achieve consensus. In the event this is not possible, the successful candidate must be supported by a majority of the committee and the Director. The Director must be one of the votes in the majority.
8. The Director shall establish clear selection processes to ensure that the best possible candidates are advanced to Division leadership positions. The highest standards of professional leadership in instruction, administration and supervision are the expected result of this selection and the ongoing personnel practices of the Division.
9. In the event of an unexpected or short-term vacancy, the Director may make an acting appointment without a formal selection process.
10. The Director is delegated full authority to recruit and select staff for all staff positions other than the above, within the limitations of legislation, budget allocations and collective agreements.
11. Personnel principles which are to guide the Director include: the recruitment and retention of those who can provide the best possible educational and support services to students, the

provision of equal employment opportunities, the primary importance of student welfare, professionalism, and confidentiality.

12. Reference checks must always be done for all internal and external hires.
13. All offers of employment shall be conditional on the successful applicant providing a criminal record check/vulnerable sector check that is acceptable to the Director. Additionally, the Director may require documentation certifying that the candidate is medically fit for the position.
14. Contractual provisions offered shall be in accordance with the Board approved template contract related to the position.
15. Any compensation grid shall be determined by the Board and placement on the grid by the Director.

Legal Reference: Sections 85, 87 Education Act
 Section 44 – 49 School Division Administration Regulation

Approved: October 26, 2021
Revised:

SCHOOL COMMUNITY COUNCILS

Pursuant to the provisions of Section 140.1 of The Education Act, 1995, The Education Regulations, and subject to Board Policy, School Community Councils shall be established under the jurisdiction of the Board of Education of the Chinook School Division at each Division school. Membership in a Council shall be open to the parents/guardians of any students attending the school and open to community members resident in the prescribed school attendance area.

Role of the School Community Council

A School Community Council is established to facilitate continuing communication and promote mutual understanding between the school and the community. It is also responsible for encouraging and facilitating parent and community engagement in the learning success and the well-being of all students. A School Community Council will provide an ongoing organization through which the advice of parents/guardians, Input of the School Community Council is to be sought on specific activities such as graduation, school trips and excursions.

1. More specifically, the role of School Community Councils is to:
 - 1.1. Facilitate parent and community participation in school planning
 - 1.2. Provide advice to the board of education
 - 1.3. Provide advice to the school staff through the principal
 - 1.4. Provide advice to other agencies that may be involved in the development and learning of pupils
 - 1.5. Comply with the policies of the board of education and,
 - 1.6. Engage the community in the development of the School Learning Plan.
 - 1.7. Communicate annually to the parents, guardians and community members about its plans, initiatives and accomplishments;
 - 1.8. Through an advisory and practical manner, assist the administration of the school and the Board of Education in delivering educational and extracurricular programs.
 - 1.9. Engage with the school administration and staff in development and review of the School Learning Improvement Plan that is in alignment with the Division improvement plan.

1.10. Recommend to the Board of Education:

- 1.10.1. Any religious exercises to be used preceding the regular daily program.
- 1.10.2. Locally determined course options.
- 1.10.3. Upon recommendation from the SCC, the Board may approve paid music lessons in schools during school hours
- 1.10.4. Use of school facilities and grounds for other than school activities
- 1.10.5. Maintenance, development, and beautification of school facilities and school grounds, including playground equipment
- 1.10.6. Any matter considered to be in the interests of education in the local school, subdivision or school division and,
- 1.10.7. Innovative projects.

- 1.11. Forward minutes of annual meetings of School Community Councils to the Chief Financial Officer as soon as is practical after the meeting, and forward all other meeting minutes to their local trustee and the Division Executive Assistant.
- 1.12. Engage in an on-going process of self-assessment in order to ensure their effectiveness.

2. Linkage With the Board

- 2.1. School Community Councils are to communicate with the Board of Education through:
 - 2.1.1. Their respective sub-division Board member
 - 2.1.2. Their principal who will communicate with the Director who in turn will communicate with the Board with the Board.
 - 2.1.3. Regional meetings of SCC's and the Board or sub-division Board member.
- 2.2. The principal, or designate is to be in attendance at all meetings as a non- voting representative. Furthermore, the principal is to provide leadership for the SCC in conjunction with the SCC Chair.
- 2.3. For the purposes of appropriate communication and awareness, School Community Councils are to discuss any proposed recommendations

with a sub-division Board member prior to making submissions to the Board of Education.

- 2.4. Specific requests dealing with finance are to be discussed with the school principal prior to submission. Submissions are to be made prior to February 1 for consideration in the budget of the new fiscal year.

3. SCC Review of Finances

- 3.1. For the purposes of information, School Community Councils may review the allocation of funds within the school's decentralized budget. No approval is necessary because allocations are approved by the Board of Education.

- 3.2. The list of school student fees is to be reviewed to ensure that it is in alignment with Board of Education directions.

- 3.3. Fundraising activities are to be reviewed in September and February of each year. The review of the fundraising plan is to include:

- 3.3.1. A determination of the activities which financially benefit the school, and those activities which support charitable causes,

- 3.3.2. A determination of the coordination of efforts among schools, communities, and other organizations and concerns regarding saturation of activities in the community and school

- 3.3.2.1. SCC's may choose to create either standing or Ad Hoc fundraising subcommittees that require some SCC membership but may also include non SCC members.

- 3.3.2.2. The funds that are raised must be handled through the School Accounts designated for SCC fundraising

- 3.3.3. Assurance that legal requirements are met, and contracts approved, including vending machines.

- 3.3.4. Assurance that provision is made to report fundraising activities in the monthly statement of school accounts.

4. Board Support for SCC's

- 4.1. The Board of Education helps to offset expenses of School Community Councils through the provision of an annual grant.

- 4.1.1. The Board of Education shall annually establish a grant, which provides operational funds for School Community Councils.
- 4.1.2. The grant is to be in the form of an established dollar level per School Community Council per year.
- 4.1.3. Funds are to be allocated for Council operations only, not for school projects or to enhance the school's decentralized budget.
- 4.1.4. The School Community Council is to establish an annual local budget based on the funds allocated.
- 4.2. The funds allocated are to be utilized for:
 - 4.2.1. Vehicle expense allowance for out-of-community events and meetings. Per diem is not included
 - 4.2.2. Communication and public relations
 - 4.2.3. Incidental expenses such as postage and printing.
- 4.3. Fiscal Accountability
 - 4.3.1. An annual statement is to be provided to the Chief Financial Officer by June 30 of every year outlining the School Community Council revenues and expenditures.
- 4.4. Other supports include:
 - 4.4.1. Make space available in the local school for meetings;
 - 4.4.2. Provide school facilities to conduct Council activities as long as these activities do not interfere with regular school events;
 - 4.4.3. Provide orientation, training, development and networking opportunities for the Councils with at least one system-wide event;
 - 4.4.4. Preserve all public documents of a Council until their authorized disposal.

Legal Reference: Sections 140.1, 140.2, 140.3, 140.4, 140.5 The Education Act, 1995

Approved: October 26, 2021
Revised: December 12, 2022

STUDENT TRANSPORTATION

Chinook School Division (Chinook) shall provide transportation for students requiring access to school in accordance with *The Education Act, 1995*, *The Highway Traffic Act*, and *The Vehicle Administration Act*. In addition, provisions are made for special use of buses to enable students to participate in education and education-related activities. The Board strongly favors the practice of using buses to transport students. However, the Board recognizes that there will be times when it is impractical or inefficient to use school buses. In such cases, it is permissible for the Director to make administrative procedures to use private vehicles. Clear direction must be provided regarding the use of fifteen-passenger vans.

Administrative Procedures relating to transportation services shall be developed by the Director. The Director is responsible for providing student transportation services and administrative procedures with due regard to safety, efficiency, client satisfaction (including parent complaints) and length of ride. An annual student transportation accountability report shall be provided to the Board in regard to these parameters.

Specifically

1. Transportation for students residing in Chinook may be provided through a combination of Division owned school buses, contractor school buses and private vehicles.
2. Chinook may provide transportation services to other school divisions under contract, when approved by resolution of the Board.
3. Chinook may receive transportation services from other school divisions for Chinook students attending schools outside of Chinook boundaries.

Regular Student Transportation

4. Buses are to be restricted to provincial highways, municipal roads, and approved yard service.
5. Routes will be designed with a targeted maximum ride time of 75 minutes. Exceptions to the targeted 75 minute ride time may occur in extenuating circumstances such as, but not limited to the following:
 - 5.1. Alternate school choice
 - 5.2. Geographic barriers
 - 5.3. Extreme isolation

6. There may be circumstances or conditions making it necessary to arrange for transportation other than through the provision of busing. The Director may make special arrangements which may include a transportation allowance for parents who convey their own children or a boarding allowance.
7. Courtesy pick-ups may be provided to students attending Catholic or Fransaskois schools within Chinook under conditions set by the Director.
8. Courtesy pick-ups may be provided to students from eligible day care facilities located in towns and villages within Chinook under conditions set by the Director.

Special Arrangements

9. There will be no special arrangements for the purposes of extra- curricular activities (e.g. Music Lessons, Swim Lessons, etc.)
10. The Board supports the viability of small rural schools and to that end, directs students to attend their catchment area school. Exceptions with transportation may be provided as per AP 560.
11. The Board will review special arrangement provisions on an annual basis.
12. The ability to access transportation to alternate school locations will sunset June 30, 2022.
13. Grade 9 - 12 busing service shall be provided for students in Swift Current south of Railway Street and north of Trans-Canada Highway.

Legal Reference: School Act Sections 85, 87, 194, 195, 196, 197,
Education Act Highway Traffic Act

Approved: October 26, 2021
Revised: February 14, 2022

ENTERPRISE RISK MANAGEMENT (ERM)

ERM is an integrated enterprise-wide process established over time which links the management of risk to strategic objectives in order to improve the Division's performance. It creates a formal process for managing the myriad of risks the Division faces. While ERM is not the same as a risk assessment, the assessment of risk is an integral part of an ERM process. A risk is an internal or external event, activity or situation that impacts the ability of the Division to achieve its foundational statements, goals, and strategic plan.

ERM is designed to identify potential events/risks that may significantly affect the Division's ability to achieve its foundational statements, goals, and strategic plan. Through the ERM process, identified risks are to be assessed based on likelihood and impact. Management processes and controls are to be used to provide reasonable assurance that significant risks are sufficiently mitigated to support the achievement of the Division's objectives.

The Board will identify and manage its enterprise risks in support of its foundational statements, goals and strategic plan. The Board cannot eliminate risk; rather, it will identify and communicate existing and emerging risks, and effectively manage them. Risk management practices are to be embedded into key processes and operations to drive consistent, effective and accountable actions, and decision making in management practice and Board governance.

ERM assists to assess the Division's appetite for risk (risk tolerance) and identifies gaps where identified risks are either over or under mitigated. This leads to identification of opportunities and strategies to either close gaps where residual risk is higher than risk appetite or to reallocate resources from areas where residual risk is lower than risk appetite.

The end product of ERM includes a ranked risk register used in developing the annual strategic plan and budget. ERM is an ongoing process with procedures and outcomes revisited and reported at least annually.

The Division's ERM framework contained in Policy 18 Appendix, is consistent with the practices suggested by generally accepted global ERM standards frameworks, and is consistent with a common framework endorsed by the SSBA, LEADS and SASBO.

Specific Board Responsibilities:

1. Approve the division ERM framework and any amendments thereto;
2. Annually review and approve Director's recommended risk appetite/tolerance levels;
3. Annually review and approve Director's recommended risk register and risk assessment results for the Division's top enterprise-wide risks;

4. Approve Director's recommended action plans to address risk mitigations and opportunities identified as high priority.
5. Include consideration of the ERM risk register and related approved action plans in the development of the annually revised Strategic Plan and the approval of the Operational and Capital budgets.
6. Review annually ERM status updates and resulting recommendations.

Specific Director Responsibilities:

1. Ensure the ERM framework approved by the Board is implemented;
2. Champion risk management within the division to ensure the division remains focused on risk management;
3. Integrate ERM into the strategic, business and operational planning and decision-making;
4. Ensure effective risk identification, risk assessment, risk management and risk monitoring processes are implemented within the Division;
5. Consult, as required, with the Division's employees or external consultants to effectively manage all aspects of risk;
6. Provide ERM status updates to the Board on risk management activities, and any significant risk changes.

References: Enterprise Risk Management Framework SSBA, LEADS, SASBO, 2017
Enterprise Risk Management User Guide SSBA, LEADS, SASBO, 2017

Approved: October 26, 2021
Revised:

CHINOOK SCHOOL DIVISION ENTERPRISE RISK MANAGEMENT (ERM) FRAMEWORK

1. The Chinook School Division ERM Framework exists to ensure the Board can:
 - 1.1. Anticipate and respond to the changing business environment;
 - 1.2. Manage risk in accordance with leading practice and demonstrating due diligence in decision making;
 - 1.3. Balance the cost of controls with the anticipated benefits; and,
 - 1.4. Provide understanding of the need for enterprise-wide risk management.

2. The Stages of the Division

ERM Framework Risk is to be identified, assessed, managed, monitored and reported in a thorough and systematic fashion in accordance with the risk management procedures outlined in this framework. As depicted in the diagram below, the Division's ERM Framework has five stages:

- 2.1. Stage #1 Risk Identification

Identification of risks shall occur on an on-going basis (at least annually) and on an ad-hoc basis as required in regard to significant changes or new processes, programs and initiatives. The process involves identification of key risks on a functional or strategic basis which are then integrated to derive key enterprise-wide risks.

On an annual basis the Director shall identify and recommend to the Board for approval the top risks the Chinook School Division faces. To assist with the risk identification process, risks shall be considered within the following categories: Financial; Facilities; Governance; Human Resources; Information Technology & Support Areas; Operations; Reputation; and Strategy & Vision.

When identifying risks, the Director shall consider:

- 2.1.1. Current and future expected risks.
 - 2.1.2. Risks associated with recent internal changes in the business.
 - 2.1.3. Risks associated with external change in the business or political environment.

- 2.1.4. The root causes for the risks (i.e., the source of the risk: why, how, and where the risks originate, either outside the organization or within its processes or activities) in order to achieve a more rigorous risk assessment and to better position the Division to manage the risks.

2.2. Stage #2 Risk Assessment

Risk assessment shall identify the significant events that might affect the achievement of the Division's objectives. Risk assessment includes consideration of the likelihood of a risk occurring and the impact of a risk on the achievement of the Division's objectives.

Likelihood

The likelihood of identified risks is to be assessed by estimating the probability of the risk occurring during the planning horizon as:

Rare	Unlikely	Moderate	Likely	Almost Certain
Extremely rare Once in >10 years at Chinook SD	Has happened occasionally Once in 5-10 years at Chinook SD	Periodic occurrence possible occurrence Once in 2-3 years at Chinook SD	Has occurred previously and could reasonably occur again Once in 1-2 years at Chinook SD	Extremely likely to occur Multiple times per year at Chinook SD

Impact

The impact of the identified risk is assessed by estimating how the impact would be characterized if the risk occurred:

- **Insignificant** - The consequences might be meaningful, but are dealt with by normal day-to-day operational actions and procedures
- **Minor** - The consequences would threaten the efficiency or effectiveness of some aspects of the Division but would be dealt with internally.
- **Moderate** - The consequences would not threaten the Division's viability, but the administration of the Division's strategy would be subject to significant review or change ways of operating.
- **Major** – The consequences would threaten the survival of the Division in its current form or continued effective functioning of a strategic area, or require the direct intervention by the Director or the Board of Trustees.
- **Catastrophic** – The consequences would likely result in significant organizational or structural changes in the Division, or likely cause major problems for the Division's Stakeholders or the Ministry of Education.

The impact of identified risks is to be assessed by considering the following impact factors:

Impact Levels	Insignificant	Minor	Moderate	Major	Catastrophic
Impact Categories					
Financial	Financial impact of event is less than \$100,000	Financial impact of event exceeds \$100K, but is less than \$500K	Financial impact of event exceeds \$500K, but is less than \$2.5M	Financial impact of event exceeds \$2.5M, but is less than \$15M	Financial impact of event exceeds \$15M
Reputational	One negative article in one publication	Negative articles in more than one publication or multiple social media channels	Short term negative media focus and concerns raised by stakeholders	Long term negative media focus & sustained concerns raised by stakeholders	Stakeholders lose faith in management or Trustees
Managerial Effort/ Capacity	Impact can be absorbed through normal activity	Some management effort is required to manage the impact	Can be managed under normal circumstances with moderate effort	With significant management effort can be endured	Potential to lead to the collapse of the organization
Government Relations	Routine ministerial inquiries	In-depth ministerial inquiries	Concerns raised by Ministry of Education	Chinook SD's ability to deliver on mandate is questioned	Ministry loses faith in the organization
Legal	Legal action threatened	Civil action commenced / small fine assessed	Criminal action threatened / moderate fine assessed	Criminal lawsuit commenced / significant fine assessed	Jail term of any length for a Trustee / Director multiple significant fines assessed
Student Outcomes	Immaterial impact on student achievement	Student achievement metrics begin to show a decline	Parents complain about student achievement	Overall student competency levels are below standards	Inability to satisfactorily deliver curriculum or key programs

2.3 Stage #3 Risk Response and Action

A Risk Evaluation Matrix is to be used to calculate the residual risk exposure with a score of 1 – 25, based on the risk likelihood and the risk impact. The risk evaluation matrix is used to determine the top risks for the Division. For each identified risk, the Director shall establish an appropriate recommended “response option” in order to optimize risk management. Four possible response options are identified below.

- **Accept** – The Division accepts, manages and monitors the level of risk and takes no action to reduce the risk (e.g. cost of mitigation is great than the benefit).
- **Mitigate** – The Division accepts some risk by implementing control processes to manage the risk within established tolerances.
- **Transfer** – The Division transfers the risk to a third party (e.g. obtaining insurance).
- **Avoid** – The Division determines the risk is unacceptable and will specifically avoid the risk (e.g. cease the activity).

The diagrams below depict the Risk Evaluation Matrix and “response options” to residual risk ratings. This matrix is a tool only – The Director will consider matrix results in determining key risks and will use other knowledge or “reality checks” prior to finalizing a recommendation to the Board.

Risk Evaluation Matrix					
5 Almost Certain	5	10	15	20	25
4 Likely	4	8	12	16	20
3 Moderate	3	6	9	12	15
2 Unlikely	2	2	6	8	10
1 Rare	1	2	3	4	5
Likelihood Impact->	1 Insignificant	2 Minor	3 Moderate	4 Major	5 Catastrophic

Guidance on Response to Residual Risk Rating	
Risk Rating	Action Required
Extreme (16-25)	Mitigate, transfer or avoid. Immediate attention required. Action plan developed by risk owner
High (10-15)	Mitigate or transfer. Action plan for mitigation or transfer developed by risk owner.
Moderate (5-9)	Accept or mitigate. Action plan for mitigation developed by risk owner.
Low (1-4)	Accept and monitor. No further action required.

The Risk Register

All top enterprise-wide risks identified and assessed by the Director will be listed and described in a risk register. With the risk register, The Director shall also identify the lead person (Risk Owner) accountable for managing that risk as well as key risk mitigation processes or controls that are in place to address the top enterprise-wide risks. This is to take the form of a succinct description of what is actually being done to manage the risk, and shall only include key controls that comprise actions and processes which are demonstrably managed and clearly relate to the risk in question.

Business Planning Process Integration

The Board will ensure that the top enterprise-wide risks, and corresponding action plans, mitigating processes and controls, as documented in the risk registry are formally discussed and considered during the development of the Division's strategic, business and operational plans.

2.4 Stage #4 Risk Monitoring

The Chinook School Division ERM framework requires periodic monitoring and updating of the Division's risk profile to identify and react to changes in key risks affecting the Division on a timely basis. Such a monitoring process also helps ensure that risks are being analyzed to identify patterns and accumulations of risk, and help ensure that enterprise-wide responses are effectively planned and implemented where necessary. The Board will engage in a high-level review of the Director's recommended risk register once per year to identify whether new key risks have emerged or changes in existing key risks or mitigating processes have arisen since the last annual risk assessment.

2.5 Stage #5 Risk Reporting

Internal and external ERM reporting minimum requirements are as follows:

Internal Reporting

Annual Reporting by the Director of Risk Assessment Results:

Upon the Director's completion of the annual risk assessment process, the Director shall report to the Board for their review and approval:

- A prioritized risk register displaying the top organization-wide risks
- The corresponding key risk mitigation processes or controls; and
- Any strategies that were developed to address key risks that were determined to be insufficiently mitigated.

Status Reporting

At least once per year, the Director will engage in high-level reviews of the risk register. The following is to be reported to the Board for their review and approval:

- That the review has been undertaken;
- Any new risks that have been identified, including ranking the new risk based on the impact and likelihood criteria; and
- Significant changes in existing key risks or mitigations processes.

External Reporting

Any discussions of risk that occur within externally facing reports, such as the Annual Report or Strategic Plan, must be consistent with the annual risk assessment results. That is, the identification of risks for external disclosure purposes must be consistent with the regular risk management process.

3. Enterprise Risk Management Terminology

Enterprise Risk Management (ERM) is an integrated enterprise-wide risk process established over time which links the management of strategic objectives to risk in order to improve organization performance. It creates a formal process for managing the myriad of risks an organization faces. ERM is not the same as a risk assessment but, the assessment of risk is an integral part of an ERM process. Specific terminology related to ERM includes:

- 3.1. **Enterprise-wide Risks:** For identification purposes, risks may occur in any one of the following categories: financial, facilities, governance, human resources, information technology & support areas, operations, reputation and strategy & vision. Risks rated

as high using division tolerance levels will be deemed enterprise-wide risks.

- 3.2. **Financial Risk:** The ability for the division to achieve its financial objectives.
- 3.3. **Inherent Risk:** The possibility that risks will prevent an organization from achieving its objectives before the consideration of processes and controls are in place to manage or mitigate the risks.
- 3.4. **Impact:** Significance of a particular risk to the entity. The significance of a particular risk can range from insignificant to severe/catastrophic. Magnitude of impact is determined with respect to an organization's risk appetite, risk capacity, and organizational objectives.
- 3.5. **Legal, Compliance and Reporting Risk:** Compliance with applicable laws, regulations, reporting requirements and Board direction.
- 3.6. **Likelihood of Occurrence:** Probability that a particular risk will occur. These probabilities range from rare to almost certain.
- 3.7. **Manage:** To control or take charge of a risk in order to avoid or minimize its adverse impact on the division and to maximize its opportunity.
- 3.8. **Management Effort:** The use of resources and implementation of processes to support the division achieving its strategic objectives.
- 3.9. **Mitigate:** To lessen or minimize the adverse impact of a risk through specific management processes or internal control activities.
- 3.10. **Optimize:** To balance potential risks versus potential opportunities within the division's stated willingness or appetite and capacity to accept risk. This may require an organization to increase or decrease the amount of risk relative to the potential opportunity.
- 3.11. **Residual Risk:** Risk remaining after considering the effectiveness of management responses (i.e., processes and controls used to manage or mitigate the risks).
- 3.12. **Reputational Risk:** Real or perceived event that has the ability to impact the public confidence in the division.
- 3.13. **Risk:** An internal or external event, activity or situation that impacts the ability of the division to achieve its vision, mission, outcomes and goals.
- 3.14. **Risk Identification:** The process of identifying and understanding potential risks to the division.

- 3.15. **Risk Management:** The process of identifying, evaluating, selecting and implementing an action plan to avoid or mitigate threats and to leverage and maximize, where possible, risk opportunity.
- 3.16. **Risk Monitoring:** The process of reviewing and evaluating the effectiveness of the action plan implemented through the risk management process and identifying opportunities to minimize future recurrence of similar risk.
- 3.17. **Risk Opportunity:** The return which may be realized if risk is assumed but managed in a manner that maximizes its potential benefit.
- 3.18. **Risk Appetite:** Level of risk an organization is prepared to accept to achieve its goals and objectives (i.e., the level of tolerance for risk in a company).
- 3.19. **Risk Owner:** An individual that has been given the authority to manage a particular risk and is accountable for doing so.

References: Enterprise Risk Management Framework SSBA, LEADS, SASBO, 2017
 Enterprise Risk Management User Guide SSBA, LEADS, SASBO, 2017

Approved: October 26, 2021
Revised:

BOARD ELECTIONS

1. Members of the Board of Education of the Chinook School Division No. 211 of Saskatchewan are elected pursuant to *The Local Government Election Act, 2015*, *The Education Act, 1995* and *The School Division Administration Regulations*.

Definitions

1. "Candidate" shall refer to any person nominated in accordance with *The Local Government Election Act, 2015* and whose nomination is accepted by the returning officer as a candidate for election as a Member of the Board of Education of the Chinook School Division No. 211 of Saskatchewan.
2. "Election" shall mean any election held to elect Members of the Board of Education of the Chinook School Division No. 211 of Saskatchewan.

Elections

1. School Board elections will be conducted in accordance with *The Local Government Election Act, 2015*.
2. The School Division is responsible for the costs of school board elections.
3. During an election campaign
 - 3.1. Signs, billboards, and other election promotion items cannot be displayed or presented on School Division property
 - 3.2. Any Board or School Division advertising or event that features or names the Trustees/candidates should be curtailed. (Trustees/candidates may advertise on their own behalf.)
 - 3.3. The following Trustee/candidate activities should be curtailed for 30 days leading up to the election
 - 3.3.1. Visits to schools for the purpose of campaigning;
 - 3.3.2. School, School Division or non-Board business meetings where any kind of campaigning takes place;
 - 3.3.3. Speeches on behalf of the School Division or Board; and
 - 3.3.4. Social media posts on behalf of the School Division or Board. Any social media posts by Trustees/candidates should reference the election and/or that the Trustee is an incumbent.
4. Trustee terms begin upon the first Board meeting after the election with an organizational meeting.

Criminal Record Check

1. The Board of Education requires that all candidates submit a current (within 6 months) Criminal Record Check to accompany their nomination papers.

Reference: The Local Government Election Act, 2015

Approved: June 10, 2024

Revised: September 9, 2024