

SUN WEST SCHOOL DIVISION

BOARD GOVERNANCE POLICIES

- FOUNDATIONS AND DIRECTION
- GOVERNANCE AND MANAGEMENT
- LIMITATIONS ON OPERATIONS



August 2008



Subject: **1.1 Board Mandate**
Section: **Policy Governance**
Sub-Section: **Foundations and Direction**
Policy No.: **PG 001**
Effective Date: **February 21, 2006**
Revised: **August 19, 2008**

Through *The Education Act, 1995* the Minister of Learning has vested in the Board of Education the power and authority to govern the school division. Accordingly, the mandate of the Board is to provide students and parents of the school division appropriate learning opportunities delivered within the context of the board's vision, mission and guiding principles.

MONITORING

Methods: Internal – Governance Health Check

Frequency: Annually

Month: June



Subject: **1.2 Vision**
Section: **Policy Governance**
Sub-Section: **Foundations and Direction**
Policy No.: **PG 002**
Effective Date: **February 21, 2006**
Revised: **August 19, 2008**

Our vision is *Success for all.*

MONITORING

Methods: Internal – Governance Health Check

Frequency: Annually

Month: June



Subject: **1.3 Mission**
Section: **Policy Governance**
Sub-Section: **Foundations and Direction**
Policy No.: **PG 003**
Effective Date: **February 21, 2006**
Revised: **August 19, 2008**

Our mission is *Learning together.*

MONITORING

Methods: Governance Health Check

Frequency: Annually

Month: June



Subject: **1.4 Guiding Principles**
Section: **Policy Governance**
Sub-Section: **Foundations and Direction**
Policy No.: **PG 004**
Effective Date: **February 21, 2006**
Revised: **August 19, 2008**

Success in Sun West School Division is achieved through commitment to shared values:

1. ACCOUNTABILITY

We value individual and organizational accountability.

We champion responsibility toward each other as individuals, as governing bodies, schools, and communities.

2. RESPECT

We value a culture of mutual respect, trust, and understanding.

We champion the creation of safe, positive, caring environments.

3. COOPERATION

We value cooperative and collaborative relationships which promote responsible citizenship and the appreciation of a rural culture.

We strive to be approachable, active listeners who openly share information, express our ideas, and attempt to understand the ideas of others.

4. LIFE LONG LEARNING

We value teaching the whole child in learning environments that develop the student's potential.

We strive to provide meaningful, creative, and innovative learning opportunities.

5. LEADERSHIP

We value responsible leadership which is committed to creating and maintaining a positive, productive, and unified school division.

We strive for excellence in teamwork and shared effective leadership in our school division.



Subject: **1.4 Guiding Principles ... continued**
Section: **Policy Governance**
Sub-Section: **Foundations and Direction**
Policy No.: **PG 004**
Effective Date: **February 21, 2006**
Revised: **August 19, 2008**

MONITORING

Methods: Internal – Governance Health Check

Frequency: Annually

Month: June



Subject: **1.5 Board Goals**
Section: **Policy Governance**
Sub-Section: **Foundations and Direction**
Policy No.: **PG 005**
Effective Date: **February 21, 2006**
Revised: **August 19, 2008**

A. LEADERSHIP

To create a unified board which leads with a proactive approach, innovative thinking, and is accountable for its actions.

B. FUNDING EDUCATION

To achieve fair and equitable funding for education.

C. GOVERNANCE

To govern through strategic board governance which includes alignment with the division's needs and monitored through a focus on outcomes.

E. PARTNERSHIPS

To continue to seek partnerships that enhance the educational opportunities for students.

F. COMMUNICATIONS

To implement the Board communication strategy to effectively inform and engage staff, School Community Councils and the public, as well as promoting the division through effective public relations.

* Detailed goals follow

MONITORING

Methods:

1. Review, reflect on and revise board goals led by designated board member(s).

Frequency:

1. Annually

Month:

1. June



Board Goals

September 2008 to August 2011

i) LEADERSHIP: To create a unified board which leads with a proactive approach, innovative thinking, and is accountable for its action.

	What Steps Will Be Needed to Achieve the Change? (What?)	Who Will Lead It? (Who?)	What Timelines? (When?)	How Will We know You Have Been Successful? (Indicators) (How?)
■	“Think Tank” discussions at board meetings	Board Director Superintendent of Business	Before the budget, at seminar and mid-fall	New ideas, initiatives implemented, reports to Board
■	Be accountable <ul style="list-style-type: none"> • Funding • Facilities • Personnel 	Board Director Superintendent of Business	Incorporate into Continuous Agenda	<ul style="list-style-type: none"> • Budget allocated funding • Facilities assigned • Personnel Assigned • Results Monitored
■	Consultations with student leaders	Communications Officer	Annually (May)	<ul style="list-style-type: none"> • Student report is received • Board considers student recommendations
■	Building relationships with senior staff	Board (Social Committee, Cowell and Itterman)	October and June (ongoing)	<ul style="list-style-type: none"> • Good working relationships

ii) FUNDING EDUCATION: To achieve fair and equitable funding for education.

	What Steps Will Be Needed to Achieve the Change? (What?)	Who Will Lead It? (Who?)	What Timelines? (When?)	How Will We know You Have Been Successful? (Indicators) (How?)
■	Collaborate with municipal partners	Board	ongoing	Municipalities and Board have open dialogue
■	Lobby provincial government for increased funding	Board	Jun 06 to Dec 06 (ongoing)	Education equitably funded by government
■	Provide updated division information to general public for the purposes of dialogue	Board Chair or designate	ongoing	<ul style="list-style-type: none"> • Information posted • Brochures developed and Distributed • Radio commercials aired • Increased public awareness

2.



Board Goals

September 2008 to August 2011

iii) **GOVERNANCE: To govern through strategic board governance which includes alignment with the division's needs and monitored through a focus on outcomes.**

	What Steps Will Be Needed to Achieve the Change? (What?)	Who Will Lead It? (Who?)	What Timelines? (When?)	How Will We know You Have Been Successful? (Indicators) (How?)
■	Board professional development	Board Senior Admin. Facilitator	ongoing	<ul style="list-style-type: none"> • New model for exit roundtables • Board agenda reflects model
■	Professional Development in Communications, Literacy and developing individual Board member PD as part of Budget	Board Senior Administration	Two half days (November and March) PD Fund established as part of Budget process	<ul style="list-style-type: none"> • Participation in PD seminars and workshops • Incorporation of learning into Board work
■	Monitoring Board implementation of good governance practices	Designated Board members collect data Board/ Senior Admin./ Facilitator	Ongoing	<ul style="list-style-type: none"> • Positive monitoring reports • Growth demonstrated at annual review
■	Yearly Board-Director Review	Board, Director, or Facilitator	Annually (May/Jun)	Review Completed Growth demonstrated
■	Community Feedback	Board/ Director	Annually	Feedback Received
■	School Community Councils and Staff Feedback	Board/ Director Superintendent of Business	Annually	Feedback Received



Board Goals

September 2008 to August 2011

iv) PARTNERSHIPS: To continue to seek partnerships that enhance the educational opportunities of students.

	What Steps Will Be Needed to Achieve the Change? (What?)	Who Will Lead It? (Who?)	What Timelines? (When?)	How Will We know You Have Been Successful? (Indicators) (How?)
■	Review and update current partnership agreements	Director	August (ongoing)	List is reviewed by the Board
■	Assess needs and determine gaps	Board Director	Following August report	Needs identified Follow-up if necessary initiated
■	Networking with various groups and partners	Board Director	On-going During a second monthly meeting	Successful forming of partnerships
■	Ongoing networking with taxing authorities	Board	Monthly with West-Central Municipal Governance Group	Increased Awareness
■	Advocacy with Provincial Government	Board	November (Minister) (after fall sitting of legislature) February (MLAs)	<ul style="list-style-type: none"> ● Meetings take place ● Increased awareness by MLAs and Government



Board Goals

September 2008 to August 2011

- v) **COMMUNICATIONS:** To implement the Board communications strategy to effectively inform and engage staff, School Community Councils and the public and promote the school division through effective public relations.

	What Steps Will Be Needed to Achieve the Change? (What?)	Who Will Lead It? (Who?)	What Timelines? (When?)	How Will We know You Have Been Successful? (Indicators) (How?)
■	Develop Communications Policy	Director Comm Officer	August-08 meeting	Policy implemented and evaluated at June-09 Seminar
	<ul style="list-style-type: none"> • Develop Communications Plan 	Comm Officer	August-08 Meeting	Plan implemented and evaluated at June-09 Seminar
	<ul style="list-style-type: none"> • Seek volunteers for Communications in-services for interested employees 	Comm Officer	Plan in place for Fall-2008	<ul style="list-style-type: none"> • Feedback from participants • Impact on communication messaging
	<ul style="list-style-type: none"> • Send Board representative to CACE conference 	Board	August-08 meeting	Feedback from Board member
	Improve effectiveness of existing Board communications vehicles including: <ul style="list-style-type: none"> ▪ Annual Meeting ▪ Annual Report ▪ Meetings with Stakeholders 	Board Comm Officer Director	Ongoing	Specific public and stakeholder feedback Impact on communications messaging
	<ul style="list-style-type: none"> • Develop new vehicles to communicate with stakeholders – group specific newsletters, newspaper columns 	Board Comm Officer Director	August-08 meeting	Public and stakeholder feedback Impact on communications messaging
■	Develop Employee Recognition Programs with the following elements: <ul style="list-style-type: none"> ▪ Banquet ▪ Gifts for service and perhaps leadership/commitment etc. 	Comm Officer Director	Proposal August 08 Full implementation by Fall 2009	Feedback from employees through planned vehicle



Subject: **1.6 System Goals**
Section: **Policy Governance**
Sub-Section: **Foundations and Direction**
Policy No.: **PG 006**
Effective Date: **February 21, 2006**
Revised: **August 19, 2008**

Our shared Board and system goals are:

A. INSTRUCTION

To have programming which meets the diverse needs of our student learners and support for staff to provide a positive learning environment.

B. TECHNOLOGY

To have a secure network and access to technological communication supports to enhance learning and the functioning of the division.

C. FACILITIES

To provide and maintain safe and pleasing facilities and grounds in the division.

D. TRANSPORTATION

To ensure students and families receive safe and appropriate transportation services.

E. BUSINESS

To support best practices for the management of the fiscal resources in the school division.

F. HUMAN RESOURCES

To ensure the recruitment, retention, administration of agreements and mentoring of all staff follows best personnel practices.

G. COMMUNICATIONS

To practice good communications processes as an integrated part of all school division matters.

* See detailed system goals

MONITORING

Methods:

1. Internal Reports

Frequency:

1. Annually

Month:

1. At monthly board meetings according to continuous agenda

System Goals

Fall 2008

i) INSTRUCTION: To have programming which meets the diverse needs of our student learners and support for staff to provide a positive learning environment.

	What Steps Will Be Needed to Achieve the Change? (What?)	Who Will Lead It? (Who?)	What Timelines? (When?)	How Will We know You Have Been Successful? (Indicators) (How?)
■	Review current programming plan for the future	Cheryl with all Superintendents	Ongoing	Update annual programming information
	<ul style="list-style-type: none"> Provide courses that address students' needs 	Cheryl	Ongoing	Summary of offerings updated annually Student responses reflected in programming offerings
	<ul style="list-style-type: none"> Support teachers – implementation of curricula, differentiated instruction, assessment, integration of technology 	Learning Coaches (teachers)	2008-09	Co-teaching model implemented Data collected regarding frequency
	<ul style="list-style-type: none"> Provide Alternate Education Program (AEP) options for students Additional AEP program in Outlook proposed for fall, 2009 Nurture new partnership with Community Church and Rick Zerk in Rosetown Continue to explore ways to expand partnership with Great Plains Regional College to benefit students in AEP 	Daryl Arnott	Ongoing	Number of AEP graduates
	<ul style="list-style-type: none"> Support planning for PAA delivery of lab related courses so all students have access to “hands on” learning experiences 	Cheryl/Supts.	2008-09	Plan for PAA delivery of lab related courses for student access across the division
	<ul style="list-style-type: none"> Pre-K – fully implement the <i>Assessment and Evaluation</i> in Prekindergarten processes Continue to explore ways to involve the communities in prekindergarten Continue to make speech and language services a priority in programming for prekindergarten Pre-K – review data for establishment of a PreK program in Kindersley or Rosetown; determine location, resources, staffing, for start date of January/February 2009 	Lynne	Ongoing	Date to report on implementation and involvement Addition of one more PreK program to Sun West School Division

	What Steps Will Be Needed to Achieve the Change? (What?)	Who Will Lead It? (Who?)	What Timelines? (When?)	How Will We know You Have Been Successful? (Indicators) (How?)
	<ul style="list-style-type: none"> Provide support for student learning and teacher growth 	Everyone	Ongoing	Student learning improved as evidenced in assessment results, increased grade 12 completion; PD planned to support teachers
	<ul style="list-style-type: none"> Implement a Pyramid of Interventions process to improve student success as required 	Lynne/all Supts./SB Administrators	2008-09 Ongoing	Schools have knowledge of Pyramid of Interventions All schools implement a process of intervention to improve student success
	<ul style="list-style-type: none"> Provide guidelines and resources to support English as an additional language (EAL) 	Cheryl/Lynne/Consultants	Fall 2008	Process outlined to schools Resources to schools Validate oral language benchmarks in first three months
	<ul style="list-style-type: none"> Support teaching and learning in multi-grade classrooms in non-colony schools 	Cheryl/Consultants/ Learning Coaches	Fall 2008	Guiding principles established Framework of curricula outcomes for multi-grade classrooms
■	Provide distance learning programming	Tony/Doug	2008-09 Ongoing	Distance Learning program options established
	<ul style="list-style-type: none"> Implement a variety of technology supported learning use and programming delivery 	Tony/Doug with all Supts.	Ongoing	All schools are using technology in the classroom Students access courses beyond their home school
	<ul style="list-style-type: none"> Provide distance learning program options to address student needs 	Tony/Doug/Consultants/Supts SB Administrators	2008-09	Three year course offering plan Schools request courses
	<ul style="list-style-type: none"> Support learners and teachers in the distance learning environment 	Tony/Doug/Learning Coaches/Lead teachers	2008-09	Strategic plan for implementation and support Scope and sequence of technological literacy Sun West TSL Model

	What Steps Will Be Needed to Achieve the Change? (What?)	Who Will Lead It? (Who?)	What Timelines? (When?)	How Will We know You Have Been Successful? (Indicators) (How?)
	<ul style="list-style-type: none"> Develop a registration process for distance learning courses inside SWSD 	Tony/Supts.	Fall 2008	Revised distance learning process/form for school-based administrators Criteria for student selection for distance learning courses
■	Support specific learning and programming	All Supts.	Ongoing	Learning support in place for student success Programming options accessible
	<ul style="list-style-type: none"> Evaluate Reading Strategies Handbook with teachers 	Cheryl/Committee	Spring 2009	Survey results of all grades 6-12 students
	<ul style="list-style-type: none"> Evaluate and revise the Career Development program for all schools 	Cheryl/Vanessa	Fall 2008	Survey of Career Development/CWEx teacher surveys regarding grades Career Guidance 7-9, etc.
	<ul style="list-style-type: none"> Review and revise itinerant Career Work exploration teachers to strengthen the CWEx opportunities for students 	Cheryl/Vanessa	Fall 2008 Ongoing	CWEx teachers deliver programming Number of students participating Work placement database Apprenticeship placements
	<ul style="list-style-type: none"> Develop on-line CWEx courses 	Cheryl/Vanessa/Tony	Fall 2008 Ongoing	Completion and delivery of course
	<ul style="list-style-type: none"> Maintain band program as defined in strategic plan 	Cheryl with Band Directors	Ongoing	Band programming continues Survey of all grades 5-12 students regarding band access Agreements completed with community band group(s) and Outlook Band Parents Assoc. Guidelines developed for Band Parents Association
	<ul style="list-style-type: none"> Implement SMART goals in the SLIP plan at each school 	Lynne/Supts. all consultants, school-level SLT and PLTs	Ongoing	SLIP implemented and growth demonstrated at the school level Student growth evident in assessment results
■	Continue to build understandings for program delivery in colony schools	Cheryl/Brethren/Janet/Colony Principals	Ongoing	Brethren participate and support decisions with school and colony
	<ul style="list-style-type: none"> Review courses suited to Colony education 	Cheryl/Colony Principals	Ongoing	Colony appropriate theme kits created

	What Steps Will Be Needed to Achieve the Change? (What?)	Who Will Lead It? (Who?)	What Timelines? (When?)	How Will We know You Have Been Successful? (Indicators) (How?)
	<ul style="list-style-type: none"> Oral language development continued 	Cheryl/Colony Principals	2008-09	Oral Language Program designed for use in all Colony school classrooms Validate benchmarks set for oral language
■	Continue to implement assessment strategy plan	Daryl/Cheryl	Ongoing	Assessment data used to set goals at the school and division level
	<ul style="list-style-type: none"> Maintain running records in every grade 1-5 classroom 	Cheryl	Ongoing	Establish sun West benchmarks for grades 1-5
	<ul style="list-style-type: none"> Implement guided reading in grades 1-5 	Cheryl	Sept. 2008 Ongoing	Nine pilot schools participate and establish guidelines for guided reading strategies
	<ul style="list-style-type: none"> Participate in provincial AFL 	Daryl/Cheryl	Annually	Division goals set from AFL data Schools use data to assist in goal setting
	<ul style="list-style-type: none"> CAT 4 testing for grades 3, 6 and 9 	Daryl/Cheryl	Annually in Oct. Ongoing	Completion of testing and results included in cumulative record Schools use data to assist in goal setting
	<ul style="list-style-type: none"> Administer division-wide Grade 7 Reading Assessment 	Cheryl/Kim Hobbs/Teacher Leaders	Annually	Review benchmarks for reading level Refinement of instruments Schools use data for goal setting
	<ul style="list-style-type: none"> Administer Grade 10 Reading Assessment 	Cheryl/Daryl/Teacher Leaders	Feb. 2009	Benchmarks set for reading level Refinement of instruments Schools use data for goal setting
	<ul style="list-style-type: none"> Pilot elementary report card based on best assessment practices 	Daryl/Report Card Committee	2008-09	Report card draft piloted in five elementary schools

	What Steps Will Be Needed to Achieve the Change? (What?)	Who Will Lead It? (Who?)	What Timelines? (When?)	How Will We know You Have Been Successful? (Indicators) (How?)
	<ul style="list-style-type: none"> Develop middle level report card 	Daryl/Committee	2008-09	Complete draft for pilot schools in next school year
	<ul style="list-style-type: none"> Pilot a colony school report card based on best assessment practice 	Cheryl/Committee	2008-09	Report card revised
	<ul style="list-style-type: none"> Refine standardized data reporting system 	Daryl/Cheryl/All Supts.	Fall 2008	Creation of uniform assessment profiles Streamlined system reports
■	Division Reading Initiative monitoring with SMART goal focus	Cheryl/All Supts.	Ongoing	All schools and division office support division goal and DEAR
	<ul style="list-style-type: none"> Continue reading strategies including Public Service Announcements to promote Reading Initiative 	Cheryl/Mike/Steering Committee	Fall 2008 Ongoing	Media exposure for Reading Initiative
■	Monitor current special education programs and support services	Lynne	Ongoing	Consultants will apply process with school staff for students needing additional supports.
	<ul style="list-style-type: none"> Standardized PPP which includes SMART goals and resulting support plan 	Lynne with resource teachers	Ongoing	Creation and application of student support plan process
	<ul style="list-style-type: none"> Application of clear process for identifying students as Intensive Level I and II 	Lynne/Spec Ed Consultants/Resource teachers	Ongoing	Completed ISIS document to clarify student programming needs
	<ul style="list-style-type: none"> Implement/monitor Student Support teams 	Lynne/Consultants/ School-based administrators/ Resource teachers	Ongoing	Schools refer and use Student Support teams as required
	<ul style="list-style-type: none"> Enhance the use of technology to support students' needs 	Lynne/Consultants/ Others as needed	Ongoing	Use of software to effect growth Increased student learning independence
	<ul style="list-style-type: none"> Review criteria for allocation of educational assistants 	Lynne	Ongoing Annually	School-based allocation according to identification and students identified needs

	What Steps Will Be Needed to Achieve the Change? (What?)	Who Will Lead It? (Who?)	What Timelines? (When?)	How Will We know You Have Been Successful? (Indicators) (How?)
	<ul style="list-style-type: none"> Review and revise Educational Assistant handbook 	Lynne/Spec Ed Consultants	Annually	Continued application and use of handbook at the school level by EAs
	<ul style="list-style-type: none"> Review and revise Sun West Student Diversity handbook 	Lynne/Spec Ed Consultants	Annually	Continued application and use of handbook at the school level
	<ul style="list-style-type: none"> Support qualified resource teachers in all schools 	Lynne/Spec Ed Consultants	Ongoing	<ul style="list-style-type: none"> Bursaries awarded according to requests All qualified Resource teachers in schools
	<ul style="list-style-type: none"> Performance appraisal of Special Education Consultants 	Lynne in consultation with team	Annually	Completed appraisals
	<ul style="list-style-type: none"> Develop a performance appraisal document for Resource teachers and use with Resource teachers 	School-based Administrator/Lynne/Consultants	Annually in first two years of assignment Upon request	Completed template use Performance appraisals completed by school-based administrators
	<ul style="list-style-type: none"> Implement new ways of providing support at the school level 	Lynne/Consultants/Teacher Leaders	Ongoing	<ul style="list-style-type: none"> Use of co-teaching, role modeling by leaders Resource teachers in classrooms to support inclusion and differentiated instruction
■	Review and revise the model of service delivery for Student Services	Shelley in consultation with Supts. and Student Services staff	Annually	Plan modified according to evolving needs – for startup each fall
	<ul style="list-style-type: none"> Review documents for referral forms and procedures 	Shelley in consultation with Student Services staff	Annually	<ul style="list-style-type: none"> Electronic filing consistently done Updates complete
	<ul style="list-style-type: none"> Regular review of effective practices for the delivery of student services 	Shelley/Student Services staff	Ongoing	Regular team meetings held and review of student services practice

	What Steps Will Be Needed to Achieve the Change? (What?)	Who Will Lead It? (Who?)	What Timelines? (When?)	How Will We know You Have Been Successful? (Indicators) (How?)
	<ul style="list-style-type: none"> Use professional growth and performance appraisals with indicators and outcomes for individual disciplines Continue to review and revise Professional Appraisal Document for Student services 	Shelley in consultation with Supts and Student Services staff	Annually	<ul style="list-style-type: none"> Professional Growth discussions completed annually Performance Appraisal document used annually with new staff or according to cycle
	<ul style="list-style-type: none"> Review the Counselling Program Plan 	Shelley in consultation with Counsellors	Ongoing	Counsellor case notes are detailed for each visit on the Counselling Program Plan
	<ul style="list-style-type: none"> Counselling Team will review skill levels in assessing suicide risk and safety plans 	Shelley in consultation with Counsellors	Ongoing	Counsellor protocols will be followed in risk situations
	<ul style="list-style-type: none"> Inservice in the area of assessing level of threat for students who threaten to harm others 	Shelley in consultation with Counsellors	Ongoing	Draft documents with counselor protocols will be in place by June, 2009
	<ul style="list-style-type: none"> Review model of service delivery for OT and SLP services to one that is less clinical and more classroom based 	Shelley in consultation with OT and SLPs	2008-09 Ongoing	Refinement of plan in 2008-09
	<ul style="list-style-type: none"> Continue to refine the educational model of service delivery for SLPs and OT 	Bev Dahl, SLP in consultation with OT and SLPs and Shelley	2008-09	PreK and K teachers implementing strategies
	<ul style="list-style-type: none"> Implement SLP model for provision of OT services 	Bev Dahl with OT, SLPs and Shelley	2008-09	Students receive OT support with SLP support Strategies implemented
	<ul style="list-style-type: none"> Ensure the Division Crisis Response team is adequately trained and prepared to deal with any crises in the division Re-evaluate inservice and training needs 	Shelley in consultation with Supts., SB administrators, Division Crisis Response Team	Annually	Division Crisis Response team functions smoothly in a crisis situation

	What Steps Will Be Needed to Achieve the Change? (What?)	Who Will Lead It? (Who?)	What Timelines? (When?)	How Will We know You Have Been Successful? (Indicators) (How?)
	<ul style="list-style-type: none"> Appropriate training for School Response Team outlined 	Shelley in consultation with Supts., SB administrators, Division Crisis Response Team	Annually	<ul style="list-style-type: none"> Every school has a School Crisis response team School Crisis Response team functions smoothly in a crisis situation Emergency Kit in school office
	<ul style="list-style-type: none"> Addictions Educator will network with the Addictions Team from the health region to provide a comprehension education and prevention plan 	Shelley in consultation with Addictions Educator, Supts., SB administrators, SCCs	Ongoing	<ul style="list-style-type: none"> Plan and complete Addictions Survey every five years Initial survey administered April-May 2008 to all grade 6-12 students/parents

ii) TECHNOLOGY: To have a secure network and access to technological communication supports to enhance learning and the functioning of the school division to support the learning operations of the school division.

	What Steps Will Be Needed to Achieve the Change? (What?)	Who Will Lead It? (Who?)	What Timelines? (When?)	How Will We know You Have Been Successful? (Indicators) (How?)
■	IT operations assessment	Doug/Tony	Ongoing	Adherence to IT Operations Manual
	<ul style="list-style-type: none"> Review and revise TEL Committee leadership and Lead Teacher role 	Doug/Tony/TEL Committee	Ongoing	<ul style="list-style-type: none"> TEL Committee operationalizes IT guidelines Lead Teacher acts as liaison Everyone follows guidelines for smooth operation of IT network
	<ul style="list-style-type: none"> Monitor and maintain security and access in all areas 	Doug/Technicians	Ongoing	<ul style="list-style-type: none"> All users functioning in a secure environment Benchmark security issues
	Web Page connectivity and stability secured	Doug/Mike	Ongoing	Web page “hits” tracked
■	Support distance learning courses and communication	Tony/Doug	Major work in 2008-09 Ongoing	Distance Education courses being sent and received across the division School/others accessibility provided
	<ul style="list-style-type: none"> Distance learning courses accessible in various forms by all division schools and programs 	Tony/Doug	2008-09	<ul style="list-style-type: none"> Courses offered in a stable environment Technical support provided with ease
	<ul style="list-style-type: none"> Use Bridgit Conferencing (web based) for networking, meetings, etc. 	Doug/Supts.	Ongoing	Communication via web rather than driving for meetings Teacher/staff networks established
■	Implement Sharepoint at the division office level	Tony/Doug	Fall 2008	Division based documents accessible by authorized staff

iii) FACILITIES: To provide and maintain safe and pleasing facilities and grounds in the division.

	What Steps Will Be Needed to Achieve the Change? (What?)	Who Will Lead It? (Who?)	What Timelines? (When?)	How Will We know You Have Been Successful? (Indicators) (How?)
■	Continue to monitor the condition and needs of all schools and buildings in the division and update 5 year plan	Supervisor of Facilities	Ongoing / annually	All buildings will have been rated as to their present condition, cost to operate and itemized list of future needs
	<ul style="list-style-type: none"> Determine division liability regarding unused buried fuel tanks on school property 	Facilities Manager/Supervisor of Facilities	2008/2009	Comprehensive list and locations for SSBA
	<ul style="list-style-type: none"> Update Land Titles information and dispose of unused property and buildings 	Supervisor of Facilities	Ongoing	Proof of succession for all properties obtained. Transfer ownership of vacant properties. Sell buildings not required
■	Professional Development for Maintenance and Caretaking	Supervisor of Facilities/Facility Manager	Ongoing	<ul style="list-style-type: none"> Fireman's boiler ticket where necessary; computer skills development Ongoing safety training
	<ul style="list-style-type: none"> Introduce Caretaker Handbook to caretaking staff 	Supervisor of Facilities	Opening Day/ Ongoing	Caretaker acceptance of document as official guidelines
	<ul style="list-style-type: none"> Planning sessions and activity review with Maintenance Coordinators 	Supervisor of Facilities/Facilities Manager	Twice annually	Successful implementation of five year plan within budget
	<ul style="list-style-type: none"> WHMIS Education/ OH&S Committee training and involvement 	Facilities Manager/caretaking staff	Ongoing training Committee involvement and tracking	All Caretaking Staff will be trained in WHMIS and will participate in OH&S Committees

iv) TRANSPORTATION: To ensure students and families receive safe and appropriate transportation services.

	What Steps Will Be Needed to Achieve the Change? (What?)	Who Will Lead It? (Who?)	What Timelines? (When?)	How Will We know You Have Been Successful? (Indicators) (How?)
■	Monitor status of all buses; vehicles; garages	Earl/Darcy	Ongoing	Database for all division vehicles and garage state with details
	<ul style="list-style-type: none"> Maintain buses to appropriate level of safety and so interior and exterior appearance reflects well on school division. 	Earl/ Darcy	Ongoing	<ul style="list-style-type: none"> All safety matters addressed Minimal rust and paint peeling
	<ul style="list-style-type: none"> Research alternate building bus garage in Outlook 	Earl/ Darcy	2008-09	Decision about relocation made
■	Review all routes for efficiency	Earl/ Darcy	Ongoing	Use of electronic mapping complete
■	Review and revise Bus Driver Handbook	Earl/Maureen	2008-09	<ul style="list-style-type: none"> Bus Drivers are aware and apply the principles in the Handbook. Rubric used for appraisal
■	Review and revise Parent Handbook regarding transportation matters	Earl/Maureen	Ongoing	Few issues need to be addressed at the Supervisor/Manager level
■	Work with HR. to develop for recruiting sub drivers	Earl/ Darcy Ryan/ Michelle	2008-09	Plan developed and implemented

v) **HUMAN RESOURCES: To ensure the recruitment, retention, administration of agreements and mentoring of all staff follows best personnel practices.**

	What Steps Will Be Needed to Achieve the Change? (What?)	Who Will Lead It? (Who?)	What Timelines? (When?)	How Will We know You Have Been Successful? (Indicators) (How?)
■	<ul style="list-style-type: none"> Follow human resource guidelines and practices 	HR Supervisor/Officer	Ongoing	Employees present and future are familiar with process and follow
	<ul style="list-style-type: none"> Review current levels of staffing and needs to be met 	HR Supervisor in consultation with Supts./Officer	Ongoing Annually in a pre-budget process	<ul style="list-style-type: none"> Updated guidelines for employee groups School-level allocation appropriate and consistent
	<ul style="list-style-type: none"> Review student services personnel allocation and determine future needs 	HR Supervisor in consultation with Supts./Student Services Supervisor	Ongoing Annually	Caseloads appropriate for personnel
■	Review contracts/ agreements for all employee groups	HR Supervisor/ Officer/ Maureen/Janet	Ongoing	Consistent interpretation and application of current agreements
	<ul style="list-style-type: none"> Apply LINC agreement 	HR Supervisor/Officer	Ongoing	<ul style="list-style-type: none"> Timely and consistent application of agreement Monitoring reports completed and used to identify areas of support
	<ul style="list-style-type: none"> Negotiate new CUPE agreement 	HR Supervisor/Officer/ Maureen/Janet	2008-09	Completed agreement to administer
	<ul style="list-style-type: none"> Educate all parties to the administration of the current agreements 	HR Supervisor/Officer/ Supts./Supervisors/ Managers/ SB Administrators	Ongoing	<ul style="list-style-type: none"> Understanding of roles ad clauses clear Application of agreement free from challenges/ grievances
■	Meet regularly with employee liaison groups	HR Supervisor/Janet	Ongoing	Continued open communication to resolve issues and discuss matters

	What Steps Will Be Needed to Achieve the Change? (What?)	Who Will Lead It? (Who?)	What Timelines? (When?)	How Will We know You Have Been Successful? (Indicators) (How?)
	<ul style="list-style-type: none"> • Liaise with teacher group 	HR Supervisor/Janet	Ongoing	<ul style="list-style-type: none"> • Regular meetings held with SWTA Liaison group • Board SWTA meetings held twice a year
	<ul style="list-style-type: none"> • Liaise with support staff 	HR Supervisor/Officer/Janet	Ongoing	Periodic meetings with CUPE; other groups
■	Support all employee groups in orientation, reflection and professional growth	HR Supervisor with Supts./Supervisors	Ongoing	Orientation plan implemented and supported
	<ul style="list-style-type: none"> • Recruit employees to various roles in the division 	HR Supervisor/Officer	Ongoing	Roles easily filled through advertisements, substitutes, etc.
	<ul style="list-style-type: none"> • Implement an orientation process for all new employees 	HR Supervisor/Officer with Supts., Consultants, Supervisors/Managers, SB Administrators	2008-09 Ongoing	<ul style="list-style-type: none"> • Employees understand their role and work to meet expectations • Positive performance appraisals
	<ul style="list-style-type: none"> • Review and revise job descriptions and performance appraisals 	HR Supervisor in consultation with Supts./Supervisors	Ongoing	Completed documents reviewed and used with all staff
	<ul style="list-style-type: none"> • Review SB Administrators' Performance Appraisal 	HR Supervisor with Supts.	Ongoing	Appraisal document used by all administrators to reflect on performance
	<ul style="list-style-type: none"> • Implement Draft of Teacher Professional Practice document 	Supts/ SB Administrators	Ongoing	Teachers use <i>Learning Together</i> package for professional dialogue and growth

vi) BUSINESS: To support best practices for the management of the fiscal resources in the school division.

	What Steps Will Be Needed to Achieve the Change? (What?)	Who Will Lead It? (Who?)	What Timelines? (When?)	How Will We know You Have Been Successful? (Indicators) (How?)
■	Review and test budget template; amend and update as needed	Maureen/Rhonda	Ongoing	<ul style="list-style-type: none"> Budget reflects environment scan of past practices and future needs Links are accurate and maintained
■	Continue to support schools use of Navision	Rhonda	Ongoing	<ul style="list-style-type: none"> Accounting practices easily applied Schools use web page access for decentralized budget information
	Broaden portal access of budgets	Rhonda/Maureen	Ongoing	School administrators, superintendents accessing budget information
■	Support and integrate payroll functions	Rhonda/Lynn/Trish	Ongoing	Payroll accuracy and completion according to deadlines
	<ul style="list-style-type: none"> Tracking employee absences, etc 	Rhonda/Payroll/Michelle/Ryan	Ongoing	Navision-generated reports are accessed
	<ul style="list-style-type: none"> Employee information is nested in Human Resources 	Rhonda/Payroll/Michelle/Ryan	2008-09	<ul style="list-style-type: none"> Employee data is being entered and updated by Human Resources with payroll accessing as needed Accurate, timely payroll
■	Expand the Navision implementation	Rhonda and team	Ongoing	Navision components implemented successfully and utilized by employees
■	Develop best practices for accounting and reporting of revenue and expenditures – SCC, and other groups – Band Parents, etc.	Maureen/Rhonda	Ongoing	School level, School Community Council and all facets of division finances reported in a standard format

	What Steps Will Be Needed to Achieve the Change? (What?)	Who Will Lead It? (Who?)	What Timelines? (When?)	How Will We know You Have Been Successful? (Indicators) (How?)
■	Become PSAB compliant with respect to school-level, SRC/SLC funds	Maureen/Rhonda	2008-09	Processing, recording and reporting of school-level funds will be PSAB compliant
■	Analyze photocopier costs and usage	Maureen/Rhonda	2008-09	A decision with respect to decentralizing costs will be made in time for the 2009-10 school year.

vii) COMMUNICATIONS: To practice good communications processes as an integrated part of all school division matters.

	What Steps Will Be Needed to Achieve the Change? (What?)	Who Will Lead It? (Who?)	What Timelines? (When?)	How Will We know You Have Been Successful? (Indicators) (How?)
■	Consolidate Division communications programs, practices and services and integrate these with Board Communications Strategy	Mike with Communications Committee	Ongoing	Improved support by staff, students, parents and other stakeholders for School Division policies and activities
■	Develop communications tools for ongoing and special programs including: <ol style="list-style-type: none"> 1. Opening Day 2. Reading Initiative 3. SCCs 	Mike	Ongoing	Usefulness of tools to program leaders
■	Coordinate and continue to build youth leadership initiatives including: <ol style="list-style-type: none"> 1. Youth Consultation with Board of Education 2. Youth Leadership initiatives and training programs 	Mike	Ongoing	Implementation of Board approved recommendations Youth Leadership Workshop
■	Expand uses of website and train other staff on how to use website in their areas	Mike	Ongoing	<ul style="list-style-type: none"> • Increased satisfaction with website use and increased usage • Number of “hits” on website



Subject: **2.1 Role of the Board**
Section: **Policy Governance**
Sub-Section: **Governance and Management**
Policy No.: **PG 007**
Effective Date: **February 21, 2006**
Revised: **August 19, 2008**

The board's prime responsibility is to ensure students receive learning opportunities that are consistent with provincial requirements and delivered within the context of the board's vision, mission and beliefs.

Accordingly the board shall:

- Govern rather than manage the operations of the division.
 - Make decisions as a corporate body ensuring that committees, representatives or individual trustees act for the board only if specifically authorized to do so.
 - Link with its electors to ensure that the system reflects community values.
 - Establish policies reflecting the values and perspectives of the board's communities.
 - Direct and monitor the division through policies which:
 - Articulate expected outcomes of the division
 - Establish processes by which the board will conduct its business
 - Establish processes which will reflect how the board will relate to staff and
 - Set limitations for staff action.
 - Foster relationships with other governing bodies to enhance the delivery of education.
 - Adopt the annual budget.
 - Set the mill rate.
 - Act as the final authority for appeals.
-

MONITORING

Methods:

1. Internal report – high school completion rate
2. External report – Audited Financial Statement

Frequency:

1. Annually

Month:

1. November



Subject: **2.2 Approach to Governance**
Section: **Policy Governance**
Sub-Section: **Governance and Management**
Policy No.: **PG 008**
Effective Date: **February 21, 2006**
Revised: **August 19, 2008**

The board shall govern itself and the operations of the school division through policies designed to achieve the vision/mission of the school division.

Accordingly the board shall:

- Focus on strategic leadership to achieve its mission.
 - Cultivate a sense of group responsibility.
 - Be responsible for excellence in governing.
 - Direct, control and inspire the school division through the establishment of board written policies reflecting the board's values, beliefs, vision and mission.
 - Avoid being too prescriptive in policy matters by deciding the largest policy issue in each category before deciding any smaller issues.
 - Monitor its own processes and performance.
 - Monitor the performance of the director of education.
 - Ensure governance capability of board members through appropriate orientation and professional development.
-

MONITORING

Methods:

1. Internally – Governance Health Check

Frequency:

1. Annually

Month:

1. November



Subject: **2.3 Code of Conduct**
Section: **Policy Governance**
Sub-Section: **Governance and Management**
Policy No.: **PG 009**
Effective Date: **February 21, 2006**
Revised: **August 19, 2008**

The board commits itself and its members to ethical and appropriate conduct.

Accordingly:

- It is expected that all personal interactions and relationships are characterized by mutual respect, which acknowledges the dignity and affirms the worth of each person.
 - Board members must represent fidelity to the interests of the community. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staffs, or acting as an individual consumer of the school division's services.
 - Board members must avoid conflict of interest with respect to their trustee responsibility:
 - (a) Board members must not conduct personal business or services with the Board except as procedurally controlled to assure openness and competitive opportunity.
 - (b) Board members must not use their positions to obtain employment in the school division for family members or close associates. Should a Board member seek employment with the Board he or she must resign from the Board.
 - Board members will support the code of ethics of the Saskatchewan School Boards Association.
 - Board members will respect the confidentiality appropriate to issues of a sensitive nature.
 - Board members shall not attempt to exercise individual authority.
-

MONITORING

Methods:

1. Internal – quarterly exit slip for board meeting

Frequency:

1. Quarterly

Month:

1. September, December, March, June



Subject: **2.4 Role of Chair**
Section: **Policy Governance**
Sub-Section: **Governance and Management**
Policy No.: **PG 010**
Effective Date: **February 21, 2006**
Revised: **August 19, 2008**

The chair shall assure the integrity of the board’s process, represent the board to outside parties, and speak for the board.

Accordingly the chair shall:

- Assure board behavior is consistent with board policies, and obligations imposed upon the board from outside the organization.
 - Assure that the board discusses only those issues that clearly belong to the board to decide, not the director.
 - Ensure board meeting deliberation is fair, open, thorough, efficient, limited to time, and to the point.
 - Make all interpretive decisions that fall within topics covered by board policies on *Governance and Management*.
 - Chair board meetings with all commonly accepted powers.
 - Conduct board meeting debriefings and quarterly-self-assessments to ensure processes improve.
 - Represent the board to outside parties by stating positions consistent with its policies, resolutions and bylaws.
-

MONITORING

Methods:

1. Internally
 - a. Exit slip quarterly
 - b. Organizational meeting
 - c. Board Governance Review

Frequency:

1. Quarterly
2. Annually

Month:

1. Quarterly – September, December, March, June
2. Annually – November



Subject: **2.5 Role of Committees and Representatives**
Section: **Policy Governance**
Sub-Section: **Governance and Management**
Policy No.: **PG 011**
Effective Date: **February 21, 2006**
Revised: **August 19, 2008**

Board committees, when used, will be used to support the work of the board and to reinforce the wholeness of the board’s job and never to interfere with delegation of authority from the board to the director.

Accordingly:

- This policy applies to any group that is formed by board action, whether or not it is called a committee and regardless of whether the group includes board members. It does not apply to committees formed under the authority of the director.
- Board committees are to help the board do its job, not to help or advise the staff. Committees ordinarily will assist the board by preparing policy alternatives, implications or recommendations for board deliberation. All recommendations will come with an explanation of the decision-making process and the implications of the recommendations. In keeping with the board’s broader focus, board committees normally will not have direct dealings with current staff operations.
- Board committees shall not speak or act for the board except when formally given such authority for specific and time-limited purposes. Committee expectations and authority will be carefully stated in policy to assure that committee authority will not conflict with authority delegated to the director of education.
- Board committees cannot exercise authority over staff. Because the director works with the full board, he or she will not be required to obtain approval of a board committee before an executive action. Any direction to the director will come from the full board.
- Board committees are to avoid over-identification with organizational parts rather than the whole. Therefore, a board committee that has helped the board create policy on some topic will not be used to monitor organizational performance on that same subject.
- Committees will be used sparingly and ordinarily in an ad hoc capacity.

MONITORING

Methods:

1. Internal – Board Committee Report; assess committee structure

Frequency:

1. Annually

Month:

1. November organizational meeting



Subject: **2.6 Meetings**
Section: **Policy Governance**
Sub-Section: **Governance and Management**
Policy No.: **PG 012**
Effective Date: **February 21, 2006**
Revised: **August 19, 2008**

To accomplish its job contributions with a governance style consistent with board policies, the board will follow an annual agenda, which includes continuous review, monitoring and refinement of its goals and continuing improvement of board performance through board input and deliberation..

Accordingly:

- The board, prior to June 30, will develop a continuous agenda for the ensuing one year period.

The planning cycle will start with the Board’s development of its agenda for the next year, and will include:

- (a) Engaging the community and staff on a continuous basis and using a variety of engagement strategies
 - (b) Governance training, including orientation of new Board members in the Board’s governance process and periodic Board discussion of process improvement, and
 - (c) Education and discussion related to goals that may include presentations by futurists, demographers, advocacy groups, staff, etc.
 - (d) Monitoring performance
- Throughout the year the Board will attend to consent agenda items as expeditiously as possible.
 - Monitoring reports will be included on the agenda for separate discussion only if they show policy violations or if policy criteria are to be debated or revised. A monitoring report may be removed from the consent agenda by any member of the Board. Otherwise monitoring reports will be included in the consent agenda.
-

MONITORING

Methods:

1. Review and reflect
2. Governance Health Check
3. Meeting exit slip

Frequency:

1. Quarterly

Month:

1. November, February, May, August



Subject: **2.7 Delegation of Authority**
Section: **Policy Governance**
Sub-Section: **Governance and Management**
Policy No.: **PG 013**
Effective Date: **February 21, 2006**
Revised: **August 19, 2008**

The board shall appoint the director of education to manage the operations of the school division.

Accordingly the board shall:

- Delegate to the director the authority and responsibility to manage the operations of the school division.
 - Hold the director accountable for the division achieving the board's *Foundations and Directions* policies and complying with its *Limitations on Operations* policies.
 - Instruct the director through decisions made by the board as a whole.
 - Maintain the policy that only officially passed motions of the board are binding on the director.
 - Maintain the policy that decisions or instructions of individual board members are not binding except in rare instances when the board has specifically authorized such exercise of authority.
 - Maintain the policy that in the case of board members or committees requesting information or assistance without board authorization, the director can refuse such requests that, in his or her opinion, are disruptive or require a material amount of staff, time or funds.
-

MONITORING

Methods:

1. Internal – Board-Director Review

Frequency:

1. Annually

Month:

1. November



Subject: **2.8 Monitoring Performance**
Section: **Policy Governance**
Sub-Section: **Governance and Management**
Policy No.: **PG 014**
Effective Date: **February 21, 2006**
Revised: **August 19, 2008**

The board shall establish a schedule and methods for monitoring its policies on regular and systematic basis. It may also monitor any policy whenever it perceives a need.

Accordingly the board shall:

- Monitor achievement or compliance only against policy and previously set criteria.
 - Monitor its policies using reports provided by the director, external sources such as auditors, or direct inspection by the board.
 - Monitor and evaluate the director's and its own performance annually by determining the extent to which achievement has been attained in terms of its *Foundations and Direction* and *Limitations on Operations* policies.
-

MONITORING

Methods:

1. Internal review of Policy Governance

Frequency:

1. Annually

Month:

1. June



Subject: **3.1 Relationships**
Section: **Policy Governance**
Sub-Section: **Limitations on Operations**
Policy No.: **PG 016**
Effective Date: **February 21, 2006**
Revised: **August 19, 2008**

The director of education shall not treat or tolerate the treatment of students, parents, staff and community members in contravention of the board's *Guiding Principles* policy.

Accordingly the director shall not:

- Fail to take reasonable actions to maintain a safe, healthy and respectful environment for learning and working.
 - Operate without fair and consistent procedures for hiring and terminating staff.
 - Permit decisions on assigning, promoting, evaluating or disciplining students or staff to be based on criteria other than those necessary to achieve or comply with board policies.
 - Neglect to seek input of students, parents, staff and community when monitoring performance or setting direction at the division or school level.
 - Operate without procedures for handling complaints.
 - Fail to ensure respect for confidentiality.
-

MONITORING

Methods:

1. External – Community Survey; Staff Post Card
2. Internal – Director Report

Frequency:

1. External – every 2 or 3 years
2. Internal - annual

Month:

1. External – in March
2. Internal – in May



Subject: **3.2 Programs and Services**
Section: **Policy Governance**
Sub-Section: **Limitations on Operations**
Policy No.: **PG 017**
Effective Date: **February 21, 2006**
Revised: **August 19, 2008**

The director of education shall not fail to offer programs which support and enhance the education of students and align with the Board's vision, mission and values.

Accordingly the director shall not:

- Allow programs, services or courses that are in violation of provincial requirements.
 - Tolerate practices that are not consistent with sound teaching and learning principles.
 - Approve of assessment and evaluation practices that do not lead to growth and improvement.
 - Hire staff without competence and commitment.
 - Fail to take appropriate action with staff who lack competence, commitment or who contravene board policies.
-
-

MONITORING

Methods:

1. Internal Report – Contraventions of policies and procedures

Frequency:

1. As required

Month:

1. Monthly update as necessary



Subject: **3.3 Finances**
Section: **Policy Governance**
Sub-Section: **Limitations on Operations**
Policy No.: **PG 018**
Effective Date: **February 21, 2006**
Revised: **August 19, 2008**

The director of education shall not cause or allow the development of fiscal jeopardy, or a material deviation of actual expenditures from board priorities as established in the annual budget.

Accordingly the director shall not:

- Expend more operating funds than are budgeted for in the fiscal year.
 - Approve capital expenditures without the establishment and maintenance of a five year planning approach to capital expenditure.
 - Acquire goods or services unless in accordance with prevailing business practices and generally accepted accounting principles.
 - Approve emergency expenditures in excess of \$100,000 or enter into major construction or renovation projects in excess of the budget or with a value greater than \$100,000 without the approval of the board.
-

MONITORING

Methods:

1. Internal variance report

Frequency:

1. Monthly

Month:

1. Monthly



Subject: **3.4 Assets**
Section: **Policy Governance**
Sub-Section: **Limitations on Operations**
Policy No.: **PG 019**
Effective Date: **February 21, 2006**
Revised: **August 19, 2008**

The director of education shall not allow assets to be unprotected, inadequately maintained or unnecessarily risked.

Accordingly, the director shall not:

- Manage the organization without the preparation and review of monthly financial statements in accordance with generally accepted accounting principles as supported by the annual external audit.
 - Acquire, use or dispose of assets in a way that will cause material unplanned change in the board's financial position.
-

MONITORING

Methods:

1. Internal – Incidence Report

Frequency:

1. As required

Month:

1. As required



Subject: **3.5 Communications with the Board**
Section: **Policy Governance**
Sub-Section: **Limitations on Operations**
Policy No.: **PG 020**
Effective Date: **February 21, 2006**
Revised: **August 19, 2008**

The director of education shall not permit the board of education to be uninformed regarding matters pertinent to the board.

Accordingly the director shall not:

- Fail to provide a mechanism for official board, officer or committee communications
 - Fail to deal with the board as a whole except when fulfilling individual board member requests for information.
-

MONITORING

Methods:

1. Internal – Board-Director Review; Governance Health Check

Frequency:

1. Annually

Month:

1. May



Subject: **3.6 Decision Matrix**
 Section: **Policy Governance**
 Sub-Section: **Limitations on Operations**
 Policy No.: **PG 021**
 Effective Date: **February 21, 2006**
 Revised: **August 19, 2008**

The director of education shall not deviate from the responsibilities defined in the policy governance matrix.

Accordingly the director shall not deviate from the following:

Legend

B = Board

D = Director

DR = Director (but reports action to the board)

BD = Shared task

TASKS	RESPONSIBILITY			
	B	D	DR	BD
Policy Governance	•			
Agendas				
Regular Meetings of the Board				•
Planning Meetings of the Board				•
Annual Meeting				•
Organizational Meeting		•		
Community Meetings				•
Board Evaluation				•
School Attendance Areas				
Policy				•
Implementation			•	
Transportation of Students				
Policy				•
Implementation		•		
Age of Entry for Kindergarten/Grade One		•		
Programs				
Curriculum Implementation and Support		•		
Student Services		•		
Education Equity		•		
Partnerships in Education		•		
Approval of Courses of Instruction	•			
Location of Courses of Instruction				•
Academic Year				
Recommendation		•		
Approval	•			
Communications				
Board Linkage	•			
Promotions/Public Relations				•
Administrative		•		



Subject: **3.6 Decision Matrix ... continued**
 Section: **Policy Governance**
 Sub-Section: **Limitations on Operations**
 Policy No.: **PG 021**
 Effective Date: **February 21, 2006**
 Revised: **August 19, 2008**

TASKS	RESPONSIBILITY			
	B	D	DR	BD
Personnel-Employment Contracts				
Director of Education	•			
Administrative Council			•	
School-Based Administration			•	
Division Staff		•		
Personnel: Assignment				
Senior Administration			•	
School-Based Administration			•	
Division Staff		•		
Personnel: Evaluation				
Director of Education				•
Administrative Council		•		
Division Staff		•		
Personnel: Local Collective Agreements				
Director of Education	•			
Out-of-Scope Employees		•		
Negotiation of Staff Collective Agreements		•		
Approval of Staff Collective Agreements	•			
Interpretation of Staff Collective Agreements		•		
Human Rights, Wellness, and Labour, Health and Safety Regulations		•		
Personnel: Professional Development				
		•		
Administrative Policy				
Recommendation				•
Development			•	
Approval			•	
Application		•		
Revision			•	



Subject: **3.6 Decision Matrix ... continued**
 Section: **Policy Governance**
 Sub-Section: **Limitations on Operations**
 Policy No.: **PG 021**
 Effective Date: **February 21, 2006**
 Revised: **August 19, 2008**

TASKS	RESPONSIBILITY			
	B	D	DR	BD
Budget				
Consultation				•
Principles/Guidelines				•
Recommended Priorities				•
Projected Revenues and Expenditures			•	
Approval	•			
Administration		•		
Monitoring			•	
Revision (in excess of \$20,000 to \$100,000)			•	
Revision (in excess of \$100,000)	•			
Protection of Division Assets		•		
Facilities-Five-Year Plan				
Demographic Review and Enrolment Analysis			•	
Development of Five-Year Plan				•
Approval of Five-Year Plan	•			
Project Approval	•			
Maintenance			•	

MONITORING

Methods:

1. Director Report to the Board
2. Board Feedback on quarterly exit slip

Frequency:

1. Annually
2. As required on quarterly exit slip

Month:

1. May



Subject: **Board Member Monitoring Responsibility**
 Section: **Policy Governance**
 Sub-Section: **Board Monitoring**
 Policy No.: **PG 022**
 Effective Date: **August 19, 2008**
 Revised:

Board Policy	Month	Board Member Responsible
Foundations and Direction		
BP 1.1 – Board Mandate	June	Barb Cowell
BP 1.2 – Vision	June	
BP 1.3 – Mission	June	
BP 1.4 – Guiding Principles	June	Ross Derdall
BP 1.5 – Board Goals	June	Lorne Ulven
BP 1.6 – System Goals	June	Ruth Griffith Scott Sander Gayle MacDonald
Governance and Management		
BP 2.1 – Role of the Board	November	Karen Itterman
BP 2.2 – Approach to Governance	November	
BP 2.3 – Code of Conduct	November	Margaret Irwin
BP 2.4 – Role of Chair	November	
BP 2.5 – Role of Committees and Representatives	November	Bill Mescall
BP 2.6 – Meetings	November	Norm McIntyre
BP 2.7 – Delegation of Authority	November	
BP 2.8 – Monitoring Performance	June	Bill Mescall
Limitations on Operations - General Constraints		
BP 3.1 – Relationships	May	Director of Education
BP 3.2 – Programs and Services	May	
BP 3.3 – Finances	Monthly	
BP 3.4 – Assets	May, as required	
BP 3.5 – Communications with the Board	May	
BP 3.6 – Decision Matrix	May	
Board Meeting Exit Survey	September, December, March, June	Karen Itterman