



# NORTHLAND SCHOOL DIVISION NO. 61

## REGULAR BOARD MEETING NO. 19-04

### AGENDA

Location: Sawridge Inn Edmonton South, Edmonton

Date & Time: Friday, April 26, 2019; 1:00 p.m. to 6:00 p.m.

Note: If agenda is ahead of schedule, items will be moved up. Time specific items will occur at specified time.

Page No

**A. CALL TO ORDER (9:00 a.m.)**

1. Recognition of Traditional Lands
2. Opening Prayer, Cultural Reflection or Reflection
3. Approval of Agenda
4. In-Camera (1:00 p.m. – 2:00 p.m.)

**B. CONSENT AGENDA (2:00 p.m. – 2:2:15 p.m.) ..... 01**

1. Board Meeting Minutes, March 22, 2019 ..... 02
2. Business Arising from Previous Meetings - Board Action Items ..... 07
3. Board Expenses for the period ending March 31, 2019..... 08
4. Edwin Parr Nomination..... 09
5. Trustee Community Reports
  - 5.1 Randy Anderson, Ward 3 ..... 10
  - 5.2 Jules Nokohoo, Ward 10 ..... 11
  - 5.3 Karen Telford, Ward 11 ..... 12
6. Board Advisor Report ..... 13

**C. ACTION ITEMS (2:15 p.m. – 4:00 p.m.)**

1. Enrolment Report (Associate Superintendent HR, W. Oginski) ..... 14
2. Superintendent Evaluation Process Review Committee Recommendation  
(Chair of Committee – C. Wanyandie) ..... 17
3. Policy 8 - Board Committees (Housekeeping)  
(Secretary-Treasurer T. Rasmuson) ..... 37
4. Policy 7 Appendix C – Trustee Expense & Corporate Card Guidelines  
(Secretary-Treasurer T. Rasmuson) ..... 49
5. Policy 7 - Appendix D NSD Board of Trustees Rules of Order  
(Secretary-Treasurer T. Rasmuson) ..... 58
6. Policy 7 - Board Governance & Operations, Policy 7 - Appendix A Schedule of Rates (All Housekeeping)  
(Secretary-Treasurer T. Rasmuson) ..... 64
7. Policy 2 - Appendix D Board & Superintendent Communications Guidelines  
(Board Advisor L. Byers)..... 81
8. Policy 2 - Role of the Board, Policy 3 - Role of the Trustee, Policy 3 - Appendix B Trustee Working  
Relationships Guidelines, Policy 5 - Role of the Chair, Policy 12 - Role of the Superintendent (All Housekeeping)  
(Secretary-Treasurer T. Rasmuson) ..... 86
9. Policy 9 - Board Representatives (Housekeeping) (Secretary-Treasurer T. Rasmuson) ..... 107
10. Policy 21 - Community Voice and Community Engagement (Superintendent G. Atkinson)..... 112

**D. RECESS (2:30 p.m. – 2:45 p.m.)**

**E. MONITORING REPORTS (4:00 p.m. – 5:00 p.m.)**

1. Board Chair Highlights (Handout/Verbal)
2. Superintendent Highlights (4:15 p.m. – 4:30 p.m.)..... 119
3. Area 1 West Associate Superintendent Report (Area Associate Superintendent S. Willier) ..... 125
4. Transportation Report (Transportation Manager S. Jones) Time Specific for 2:30 p.m. .... 132

**F. ADJOURNMENT & CLOSING CULTURAL REFLECTION (6:00 p.m.)**

*“Our students love to come to school in Northland”*



**NORTHLAND SCHOOL DIVISION NO. 61**  
**REGULAR BOARD MEETING NO. 19-02**

Page No.

**If the board meeting ends early, the COTW may convene after the board meeting.**

**\* Board Assessment Tool (survey link will be sent to Trustees after meeting)**



NORTHLAND SCHOOL DIVISION NO. 61  
**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** THE BOARD OF TRUSTEES **DATE:** April 26, 2019  
**SUBMITTED BY:** Trudy Rasmuson, Secretary-Treasurer  
**SUBJECT:** Approval of Consent Agenda  
**REFERENCE(S) & ATTACHMENTS:**

**RECOMMENDATION:**  
THAT the Board of Trustees acknowledge that they have reviewed and approve the consent agenda items.

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**BACKGROUND:**  
The board meeting agenda has a bit of a different look from previous agendas. A consent agenda is a board meeting practice that groups routine business and reports into one agenda item. The items in the consent agenda are approved in one motion, rather than filing motions on each item separately. Using a consent agenda can save boards time, and also allow more time for discussion or action items.  
  
This process only works, however, if everyone reads all the consent agenda items, and ask questions outside the meeting. Questions about the items can be directed to the Superintendent prior to the board meeting, who will answer them by email, letting all trustees know the question, and the response.  
  
Consent agenda items can be pulled from the consent agenda and put into the regular agenda if a trustee feels there needs to be action on something contained in the item. This needs to be done prior to the approval of the agenda and simply requires a trustee to request the item be pulled from the consent agenda and placed on the regular agenda.  
  
Once the consent agenda is approved, there will not be any discussion on any of the items. So, if there are changes to the minutes, for example, the changes need to be submitted to the Superintendent prior to the board meeting, as once the consent agenda is approved, the minutes are approved as well.

MINUTES OF THE NORTHLAND SCHOOL DIVISION NO.  
61 BOARD OF TRUSTEES REGULAR MEETING ON MARCH  
22, 2019 AT STAR OF THE NORTH IN ST. ALBERT, AB.

MEMBERSHIP		
✓	Maddy Daniels	• Chair Ward 1
✓	Cathy Wanyandie	• Trustee Ward 2
✓	Randy Anderson	• Trustee Ward 3
x	Jesse Lamouche	• Trustee Ward 4
✓	Louis Cardinal	• Trustee Ward 5
x	Silas Yellowknee	• Trustee Ward 6
✓	Robin Guild	• Trustee Ward 7
✓	Loretta Gladue	• Trustee Ward 8
✓	Rubi Shirley	• Trustee Ward 9
X	Jules Nokohoo	• Vice – Chair, Trustee Ward 10
✓	Karen Telford	• Trustee Ward 11
✓	Lois Byers	• Board Advisor
✓	Gord Atkinson	• Superintendent of Schools
✓	Trudy Rasmuson	• Secretary-Treasurer
✓	Wesley Oginski	• Associate Superintendent of Human Resources
✓	Shelley Willier	• Area 1 Associate Superintendent
✓	Nancy Spencer-Postras	• Area 2 Associate Superintendent
X	Tim Stensland	• Area 3 Associate Superintendent
X	Don Tessier	• Director of Student Attendance, Attendance, and Completion
✓	Curtis Walty	• Communications Coordinator
✓	Krystal Potts	• Executive Assistant

## CALL TO ORDER

Chair Daniels called the meeting to order at 9:21 a.m.

OPENING PRAYER,  
CULTURAL  
REFLECTION OR  
REFLECTION

Lorraine Cardinal-Roy gave the opening prayer, cultural reflection or reflection.

## ADOPT AGENDA

24803/19

Trustee Gladue moved that the Board of Trustees accept the agenda as amended:

Move No. 3 Consent Agenda - Trustee Expenses for the period ending February 28, 2019 to the In-camera Agenda.

Move No. 8 Committee of the Whole Agenda – Complete regular discussions with Superintendent on performance to the Regular Board Agenda

Add to the Regular Board Agenda:  
Superintendent Evaluation Process Committee

8-0  
CARRIED

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IN CAMERA SESSION	24804/19	Trustee Gladue moved that the meeting go in-camera at 9:29 a.m.
		8-0 CARRIED
REGULAR SESSION	24805/19	Trustee Anderson moved that the meeting revert to regular session at 9:55 a.m.
		8-0 CARRIED
ADOPT CONSENT AGENDA	24806/19	Trustee Wanyandie moved that the Board of Trustees acknowledge that they have reviewed and approve the consent agenda items.
		8-0 CARRIED
INCREASE TO BOARD HONORARIA	24807/19	Trustee Guild moved that the Board of Trustees move to increase the chair honorarium from \$250 to \$275 per day, and the Trustee honorarium from \$200 to \$225 per day, effective January 1, 2019, to compensate for the removal of the tax exemption.
		Trustee Telford requested the vote be recorded:
		In favour: Trustee Guild Trustee Shirley Trustee Wanyandie Trustee Gladue Board Chair Daniels
		Not in favour: Trustee Telford Trustee Anderson Trustee Cardinal
		5-3 CARRIED

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2018-2019 SECOND QUARTER FINANCIAL STATEMENT	24808/19	Trustee Telford moved that the Board of Trustees approve the 2018-2019 Second Quarter Financial statement, as attached.
		8-0 CARRIED
2019-2020 CAPITAL PLAN	24809/19	Trustee Guild moved that the Board of Trustees approve the 2019-2020 Capital Plan as attached with the proviso that the Board strongly supports all projects as number one, and will advocate to have the government fund all projects immediately as one school.
		8-0 CARRIED
RECESS		The meeting recessed at 10:27 am and reconvened at 10:48 am.
2019-2020 NORTHLAND CALENDAR	24810/19	Trustee Gladue moved that the Board of Trustees approve the Northland Calendar for 2019-2020.
		8-0 CARRIED
POLICY 7 APPENDIX C TRUSTEE EXPENSE AND CORPORATE CARD GUIDELINES – FIRST READING	24811/19	Trustee Gladue moved that the Board of Trustees approve the first reading of Policy 7 Appendix C Trustee Expense and Corporate Card Guidelines, as attached.
		8-0 CARRIED
POLICY 7 APPENDIX C TRUSTEE EXPENSE AND CORPORATE CARD GUIDELINES – SECOND READING	24812/19	Trustee Gladue moved that the Board of Trustees approve the second reading of Policy 7 Appendix C Trustee Expense and Corporate Card Guidelines, as attached.
		8-0 CARRIED

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RATIFICATION OF LETTER OF UNDERSTANDING SECTION 7.1 PRINCPAL ALLOWANCE STRUCTURE	24813/19	Trustee Guild moved that the Board of Trustees ratify the Letter of Understanding regarding Section 7.1 Principal's Allowance structure reached with the Northland Local Alberta Teachers' Association.
		8-0 CARRIED
BOARD MEETING LOCATION CHANGE	24814/19	Trustee Telford moved that the Board of Trustees approve a change of location to the April 26, 2019 board meeting to the Sawridge Inn, Edmonton South and the time to 1:00 - 5:00 pm.
		8-0 CARRIED
COUNCIL OF SCHOOL COUNCILS WORKSHOP – APRIL 26, 2019	24815/19	Trustee Shirley moved that the Board of Trustees direct administration to set up a meeting the morning of April 26, 2019 with the school council chairs, trustee-appointed Elders, members of the Metis Settlement General Council and members of Treaty 8 to discuss the "Every Season Learning" calendar, language development and land-based learning in NSD.
		8-0 CARRIED
COMPLETE REGULAR DISCUSSION WITH SUPERINTENDENT ON PERFORMANCE	24816/19	Trustee Cardinal moved that the Board of Trustees approve the implementation of an ad hoc Superintendent Evaluation Process Committee.
		8-0 CARRIED
SUPERINTENDENT EVALUATION PROCESS COMMITTEE	24817/19	Trustee Telford moved that the Board of Trustees appoint Trustees Gladue, Guild, and Wanayndie to the ad hoc Superintendent Evaluation Process Committee.
		8-0 CARRIED
RECESS		The meeting recessed for lunch at 12:06 p.m. and reconvened at 12:43 p.m.

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TERMS OF  
REFERENCE FOR  
SUPERINTENDENT  
EVALUATION  
PROCESS  
COMMITTEE

24818/19 Trustee Cardinal moved that the Board of Trustees approve the Terms of Reference for Superintendent Evaluation Process Committee.

8-0  
CARRIED

MONITORING  
REPORTS

24819/19 Trustee Anderson moved that the Board of Trustees receive the following Monitoring Reports as information:

- Area 3 Associate Superintendent Report

8-0  
CARRIED

ADJOURN

24820/19 Trustee Gladue moved that the Board of Trustees declare the meeting adjourned at 1:06 p.m.

8-0  
CARRIED

Trustee Shirley gave the closing prayer, cultural reflection or reflection.

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Maddy Daniels, Board Chair

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Trudy Rasmuson, Secretary-Treasurer

Recording Secretary: Krystal Potts, Executive Assistant



## Current Board Action Items

Meeting	Date of Meeting	Assigned To	Agenda Item	Task	Due Date	Status	Action
1 Board	3/22/2019	Curtis	Capital Plan	Send the list of candidates to the Board, when they are holding community campaigns, and develop a set of questions Trustees can ask regarding NSD.	4/1/2019	Complete	
2 Board	1/18/2019	Shelley	Hillview Viability Study	Set up a meeting with the East Prairie Settlement around Hillview viability and set up community meetings. Work with the Trustees and Associate Superintendent	3/1/2019	In progress	EPMS reorganized and so original meeting in March was cancelled. I requested a meeting for April 9th, 16th, or 23rd. These dates were not available as the Settlement was having reorganization, budget and membership meetings. I further requested April 30th
3 Board	1/18/2019	Wes	2019-2020 Calendar	Get feedback from the Settlements around closing the school on Metis Proclamation Day, will that affect their functions?	3/1/2019	Complete	This question was asked at March 21, 2019 MSGC Meeting. They said it would not affect them.
4 Board	5/24/2018	Trudy	Combining of Wards 6 & 7.	Administration to begin the process of seeking Ministerial approval to combine Wards 6 & 7, which would have one ward with 2 trustees.	5/1/2021	In Progress	Alberta Education will move forward with combining Wards 6 & 7, if the Minister directs them to. Currently, the Act allows the division to combine wards, but there would only be one trustee elected in the combined ward. To combine the wards and have two trustees elected to the new ward would require opening up the NSD Act, which Alberta Education would prefer not to do.

**TRUSTEE EXPENSE SUMMARY**  
**AS OF March 31, 2019**

	YTD	BUDGET	BUDGET REMAINING	% SPENT
Trustee Remuneration	\$141,771.40	\$194,450.00	\$52,678.60	72.91%
Trustee Employee Benefits	\$27,592.09	\$36,000.00	\$8,407.91	76.64%
PD/School Council Development	\$14,164.08	\$6,000.00	-\$8,164.08	236.07%
Legal Fees	\$17,923.64	\$3,000.00	-\$14,923.64	597.45%
Professional Services	\$304.80	\$0.00	-\$304.80	0.00%
Advertising	\$951.30	\$0.00	-\$951.30	0.00%
ASBA/PSBA Fees	\$30,015.32	\$40,000.00	\$9,984.68	75.04%
Office Supplies	\$675.26	\$3,600.00	\$2,924.74	18.76%
Printing and Binding	\$2,494.12	\$3,600.00	\$1,105.88	69.28%
Postage	\$187.20	\$600.00	\$412.80	31.20%
Travel and Subsistence - Trustees	\$152,905.69	\$194,450.00	\$41,544.31	78.63%
Insurance (liability)	\$199.38	\$250.00	\$50.62	79.75%
Telephone	\$3,230.76	\$4,800.00	\$1,569.24	67.31%
Awards	\$517.15	\$35,000.00	\$34,482.85	1.48%
Furniture and Equipment	\$9,780.01	\$0.00	-\$9,780.01	0.00%
	<b>\$402,712.20</b>	<b>\$521,750.00</b>	<b>\$119,037.80</b>	<b>77.18%</b>
<b>TOTALS</b>	<b>\$402,712.20</b>	<b>\$521,750.00</b>	<b>\$119,037.80</b>	<b>77.18%</b>
<b>TO BE EXPENSED:</b>				
March expenses to be paid in April	\$15,000.00			
Increase in budget due to honoraria increase		\$12,000.00		
<b>TOTALS</b>	<b>\$417,712.20</b>	<b>\$533,750.00</b>	<b>\$116,037.80</b>	<b>78.26%</b>

Note: The trustee budget is almost 80% spent, using a 12-month board work cycle. The budget should be at about 60% spent, so is over by \$97,462.

However, if a 10-month working cycle is used, then the year is 70% complete. 70% spent would be \$373,625, which would mean the budget is over by \$44,087. This would also mean that board expenses would only be incurred September through June, with no expenses (or very few) in July and August.



**NORTHLAND SCHOOL DIVISION NO. 61  
ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** THE BOARD OF TRUSTEES **Date:** April 26, 2019  
**SUBMITTED BY:** Gord Atkinson, Superintendent of Schools  
**SUBJECT:** Edwin Parr Nominee  
**ORIGINATOR:** Board Workplan  
**REFERENCE:** Alberta School Boards Association Awards

**RECOMMENDATION:**

**THAT** the Board of Trustees receive as information, that there was no NSD Edwin Parr nominee for 2019.

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**BACKGROUND:**

Edwin Parr nominations are to be submitted to the ASBA Zone Chair, and copied to the Superintendent who will facilitate the process. As NSD does not have a nominee, the ASBA Zone Chair will be notified.

**RISK ANALYSIS:**



NORTHLAND SCHOOL DIVISION NO. 61  
**TRUSTEE REPORT TO THE BOARD**

<b>TO:</b>	<b>The Board of Trustees</b>	<b>DATE:</b>	<b>April 26, 2019</b>
<b>SUBMITTED BY:</b>	Randy Anderson, Ward 3 Trustee		
<b>SUBJECT:</b>	Board Report for April 2019		

**SUMMARY:**

The new principal is in place, but the position in Jr. High is still vacant. I have dropped in on the school a couple of times to see how things are going. I have also had conversations with the Area Supervisor and she has kept me up to date on the school in Gift Lake. I have not heard anything in Peavine since the school meeting in March.

The Human Resources workshop we attended on March 23rd was very informative. We had the opportunity to hear from the ATA rep and NSD lawyer on our role as Trustees dealing with the staff at our schools. I hope we can somehow relay this information to the general public as some still feel we as trustees have a role in getting directly involved in resolving issues at our schools. They must understand we cannot have a role in dealing with staff.

Attended the CASS conference in Edmonton from April 10<sup>th</sup> to April 12<sup>th</sup>. The keynote speakers were excellent and the sessions I attended were informative. Since my ward covers schools on Metis Settlements, I attended a session on Alberta Metis Education Resources put together by Rupertsland. They are in the process of developing curriculum on the history of the Metis. I asked if we can have access to information and if they would work with NSD in our efforts to do our Metis curriculum in our Metis schools and they said they would be happy to help. It was also interesting to learn that the Edmonton Catholic School Board works with a council of Elders and meets with them 4 times per year.

NORTHLAND SCHOOL DIVISION NO. 61

**WARD 10 TRUSTEE REPORT TO THE BOARD**

<b>TO:</b>	<b>The Board of Trustees</b>	<b>DATE:</b>	April 27, 2019
<b>SUBMITTED BY:</b>	Jules Nokohoo Ward 10 Trustee		
<b>SUBJECT:</b>	Report for the months of March and April		

**SUMMARY:**

March 26-28, 2019 – Attended the Athabasca Tribal Council Land Base Learning and Language Conference in Fort McMurray.

April 11-12, 2019 – Attended the ASBC Meeting in Edmonton.

April 15, 2019 - Introduced the Red Cross people to the Father R. Perin School Principal to discuss student participation in the Missing Maps project for the community of Janvier. Red Cross would like the Junior High students and the Elders to put together the missing map. Sounds like an interesting project. The students in Grades 7, 8 and 9 have expressed their interest and will start the week of May 6-10, 2019 at the school.



NORTHLAND SCHOOL DIVISION NO. 61  
**TRUSTEE REPORT TO THE BOARD**

<b>TO:</b>	<b>The Board of Trustees</b>	<b>DATE:</b>	April 26, 2019
<b>SUBMITTED BY:</b>	KAREN TELFORD		
<b>SUBJECT:</b>	WARD 11 TRUSTEE REPORT		

**SUMMARY:**

Mar 12/19 - Meeting with MSGC Executive - Update on Capital Report, East Prairie, Peavine, Mental Health, Language, Proclamation Day, Meet and Greet, OH&S, Learning Calendar

Mar 12/19 - TEBA Provincial Representatives Teleconference - Bargaining Update

Mar 13/19 - ASBA Zone 1 Meeting - Grande Prairie

Mar 14/19 TEBA Meeting Nisku

Mar 19/19 Saskatoon/Professional Learning - Metis Education Programming

Mar 25/19 Elizabeth School Council Meeting

Mar 26/19 - Board Advocacy Teleconference

Apr 9/19 - All Candidates Forum St. Paul - Upcoming Provincial Election

Apr 11/19 - Board Advocacy Teleconference

Apr 15/19 - Board Advocacy Meeting - Edmonton

Upcoming: JF Dion Land based Learning Teaching, ASCA & Board Meeting, CAPSLE Conference



NORTHLAND SCHOOL DIVISION NO. 61

**BOARD ADVISOR REPORT TO THE BOARD**

<b>TO:</b>	<b>The Board of Trustees</b>	<b>DATE:</b>	<b>April 26, 2019</b>
<b>SUBMITTED BY:</b>	Lois Byers, Board Advisor		
<b>SUBJECT:</b>	March 12, 2019 - April 17, 2019		

**SUMMARY:**

- Assist with final drafting of Policy 7, Appendix C Trustee Expense Guidelines
- Various discussions with Chair on process
- Information re: Family Wellness Worker program with Elk Island Catholic
- Assist with revisions to Policy 21 Community Voice and Engagement
- Assist with revisions to Policy 16 Recruitment and Selection of Personnel with regard to Board and Superintendent Communication Guidelines
  - Review policies 2, 3, 3 App. B, 5 and 12 to align with Board and Superintendent communication guidelines
- Review policy 7 and appendices re alignment with trustee expense guidelines
- Process re: TEBA rep gathering feedback from trustees
- Assist with revisions to Policy 8 Board Committees and Policy 9 Board Representatives
- Attend Board meetings and COTW: follow up on a few items after meeting
- Assist with Superintendent Evaluation Process Committee; participate in meetings; draft documents
- Advocacy Committee: participate in meetings; draft some documents; background research for some items
- Complete items for Board package: Rules of Order; Policy 7 and appendices; policies 2, 3, 5, 12 and 3 Appendix B re: alignment with communication guidelines; mentorship program discussion item; pre-school collaboration mentorship program; policy 8, and policy 9
- Assist with drafting and review of agendas for April board meetings & COSC



NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** THE BOARD OF TRUSTEES **Date:** April 26, 2019

**SUBMITTED BY:** Wes Oginski, Associate Superintendent - HR

**SUBJECT:** MARCH 2019 ENROLLMENT UPDATE

**ORIGINATOR:** Wes Oginski, Associate Superintendent - HR

**REFERENCE(S) & ATTACHMENTS:** 2018-19 Student Enrollment  
 - Monthly Enrollment Count as of March 2019  
 - Monthly Enrollment Summary

**RECOMMENDATION:**

That the Board of Trustees accept as information, the March 2019 student enrolment.

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**BACKGROUND:**

Administration will provide a monthly update of student enrollment.

**RISK ANALYSIS:**

It is important for the Division to be aware of student enrollments, as this affects how Northland is able to organize and deliver services. A monthly update is provided to the Board as information.



**April 07-2019**

**AREA 1**

	P	E	1	2	3	4	5	6	7	8	9	10	11	12	Other	Total
Bishop Routhier	0	8	7	12	10	7	8	6	0	0	0	0	0	0	0	58
Gift Lake	0	11	12	20	16	17	15	18	13	13	14	0	0	0	0	149
Grouard Northland	0	9	7	7	9	8	11	4	6	3	3	0	0	0	0	67
Hillview School	1	0	2	2	3	3	5	3	0	0	0	0	0	0	0	19
Paddle Prairie	0	6	7	8	6	13	17	8	11	9	7	1	11	5	0	109
Susa Creek	0	7	5	6	2	12	3	5	4	4	0	0	0	0	0	48
<b>Total</b>	<b>1</b>	<b>41</b>	<b>40</b>	<b>55</b>	<b>46</b>	<b>60</b>	<b>59</b>	<b>44</b>	<b>34</b>	<b>29</b>	<b>24</b>	<b>1</b>	<b>11</b>	<b>5</b>	<b>0</b>	<b>450</b>

**AREA 2**

	P	E	1	2	3	4	5	6	7	8	9	10	11	12	Other	Total
Calling Lake	0	11	11	17	6	7	8	13	7	10	10	7	4	2	0	113
Calling Lake Outreach School	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	3
Career Pathways School	0	0	0	0	0	0	0	0	0	0	0	45	25	31	0	101
Chipewyan Lakes	0	7	2	1	5	4	1	1	1	0	5	3	0	0	0	30
Mistassiniy School	0	0	0	0	0	0	0	0	36	28	42	44	27	30	0	207
Pelican Mountain	0	3	2	4	2	5	4	1	0	0	0	0	0	0	0	21
St. Theresa	0	49	58	48	48	41	36	45	0	0	0	0	0	0	0	325
<b>Total</b>	<b>0</b>	<b>70</b>	<b>73</b>	<b>70</b>	<b>61</b>	<b>57</b>	<b>49</b>	<b>60</b>	<b>44</b>	<b>38</b>	<b>57</b>	<b>101</b>	<b>57</b>	<b>63</b>	<b>0</b>	<b>800</b>

**AREA 3**

	P	E	1	2	3	4	5	6	7	8	9	10	11	12	Other	Total
Athabasca Delta Community School	0	12	25	15	15	18	17	15	9	16	21	22	23	18	0	226
Anzac Community School	0	29	16	17	15	6	0	0	0	0	0	0	0	0	0	83
Bill Woodward School	0	0	0	0	0	5	20	9	19	11	13	15	15	17	0	124
Conklin	0	5	1	1	3	2	3	6	3	7	4	0	0	0	0	35
Elizabeth School	0	11	15	13	12	13	14	14	10	10	0	0	0	0	0	112
Father R. Perin	0	11	7	13	10	6	7	8	5	4	1	0	0	0	0	72
Fort McKay School	0	8	9	5	7	5	8	7	0	0	0	0	0	0	0	49
J.F. Dion	1	10	11	7	10	11	7	11	8	7	0	0	0	0	0	83
<b>Total</b>	<b>1</b>	<b>86</b>	<b>84</b>	<b>71</b>	<b>72</b>	<b>66</b>	<b>76</b>	<b>70</b>	<b>54</b>	<b>55</b>	<b>39</b>	<b>37</b>	<b>38</b>	<b>35</b>	<b>0</b>	<b>784</b>

**April 07-2019**

<b>2</b>	<b>197</b>	<b>197</b>	<b>196</b>	<b>179</b>	<b>183</b>	<b>184</b>	<b>174</b>	<b>132</b>	<b>122</b>	<b>170</b>	<b>139</b>	<b>106</b>	<b>103</b>	<b>0</b>	<b>2034</b>
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**Northland Monthly Enrollment Update for 2018-2019***by Area*

	September	October	November	December	January	February	March	April	May	March	June
<b>AREA 1</b>											
Bishop Routhier	61	60	59	59	59	59	58				
Gift Lake	149	150	147	144	146	148	149				
Grouard Northland	73	73	73	73	69	70	67				
Hillview School	17	16	15	15	15	19	19				
Paddle Prairie	121	120	117	118	116	116	109				
Susa Creek	45	45	45	45	49	49	48				
<b>Total</b>	<b>466</b>	<b>464</b>	<b>456</b>	<b>454</b>	<b>454</b>	<b>461</b>	<b>450</b>				

**AREA 2**

	Total						
Calling Lake	119	119	121	120	120	120	113
Calling Lake Outreach School	1	1	1	1	3	3	3
Career Pathways School	63	62	68	70	82	93	101
Chipewyan Lakes	29	31	31	31	30	31	30
Pelican Mountain	16	13	17	18	17	18	21
Mistassiniy School	240	237	218	218	220	211	207
St. Theresa	305	305	309	315	323	322	325
<b>Total</b>	<b>773</b>	<b>768</b>	<b>765</b>	<b>773</b>	<b>795</b>	<b>798</b>	<b>800</b>

**AREA 3**

	Total						
Athabasca Delta Community School	215	221	222	223	222	225	226
Anzac Community School	83	83	81	82	82	82	83
Bill Woodward School	131	131	124	123	125	125	124
Conklin	31	31	33	34	33	33	35
Elizabeth School	115	115	116	117	115	111	112
Father R. Perin	82	81	81	76	75	74	72
Ft McKay	46	44	44	44	48	46	49
J.F. Dion	84	86	86	86	85	85	83
<b>Total</b>	<b>787</b>	<b>792</b>	<b>787</b>	<b>785</b>	<b>785</b>	<b>781</b>	<b>784</b>

<b>TOTAL</b>	<b>2026</b>	<b>2024</b>	<b>2008</b>	<b>2012</b>	<b>2034</b>	<b>2040</b>	<b>2034</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
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NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** Board of Trustees **DATE:** April 26, 2019

**SUBMITTED BY:** Superintendent Evaluation Process Committee, Chair C. Wanyandie

**SUBJECT:** Process for Superintendent Annual Evaluation and Performance Reviews

**ORIGINATOR:** Board Advisor, L. Byers  
"Process, Criteria and Parameters for Superintendent Annual Evaluation and Performance Reviews" document;

**REFERENCE(S) & ATTACHMENTS:** Policy 12 Appendix B Superintendent Performance Assessment Guide; Policy 12 Appendix C Superintendent Performance Review Assessment Guide

**RECOMMENDATION:**

**THAT the Board of Trustees approve the process for Superintendent Annual Evaluation and performance reviews as outlined on the attached document "Process, Criteria and Parameters for Superintendent Annual Evaluation and Performance Reviews"**

\*\*\*\*\*

**BACKGROUND:**

An adhoc committee was set up at the March Board meeting to bring forward to the Board a recommendation for the process for regular performance reviews with the Superintendent and also a process for the annual evaluation of the Superintendent. The committee has met three times and drafted a process for the annual evaluation and performance reviews for the Board's consideration - see attached document "Process, Criteria and Parameters for Superintendent Annual Evaluation and Performance Reviews".

It is being proposed that the annual evaluation use the same process as in the previous annual evaluation. The only difference being recommended is for Policy 12 Appendix B Superintendent Performance Assessment Guide to be arranged differently to hopefully provide more insight to the Board with regard to the performance of the Superintendent, while also allowing the Superintendent to more closely highlight the accomplishments relative to policy (see attachment Policy 12 Appendix B)

Key points of the proposal for performance reviews includes:

- A standing committee be set up to complete the regular performance reviews with the Superintendent.
- An external consultant be hired to facilitate the performance reviews.
- The members of this committee would be appointed at the annually at either the organizational meeting or the Board could decide to appoint after each annual evaluation.
- Performance reviews be based on the growth areas identified at the annual evaluation (see Policy 12 Appendix C).
- The committee be required to solicit input from all trustees on the growth goals prior to each performance review.

NORTHLAND SCHOOL DIVISION NO. 61

## ADMINISTRATION RECOMMENDATION TO THE BOARD

- The committee be required to provide a written report to the Board after each performance review and the final performance review report would inform the annual evaluation.

If approved this committee would be added to Policy 8 Board Committees.

If approved as recommended, there would also need to be some housekeeping changes to Policy 12 Appendix A Superintendent Evaluation Process Criteria and Timelines to align it with the new process and include details of the performance reviews.

### **RISK ANALYSIS:**

No risks are seen.

**Process, Criteria and Parameters for  
Superintendent Annual Evaluation and Performance Reviews**

**The Annual Evaluation and Performance Reviews Process Overview:**

1. After each school year, the Superintendent evaluation process shall consist of an annual evaluation no later than October 31 of the following school year.
2. Following the annual evaluation, there will be three performance reviews over the school year, the last of which is to be completed in August, prior to the next annual evaluation.
3. The performance reviews will be based on the growth goals and areas identified in the Annual Evaluation Report.
4. The final performance review report shall inform the next annual evaluation.
5. The Board as a whole shall complete the annual evaluation and the Board shall form a "Superintendent Performance Review Committee" annually to complete the performance reviews.

**Process of Performance Reviews:**

1. The process of the performance reviews shall be in keeping with Policy 12 Role of Superintendent, Appendix A, item 13, which says the Board shall ensure feedback is provided through regular performance reviews following the annual evaluation. Such feedback will be timely, completed three times per year, based on the growth goals and areas identified in the annual evaluation report, supported by specific examples, and will focus on areas over which the Superintendent has authority.
2. A consultant external to NSD shall be contracted to facilitate the performance reviews, including the writing of the report and ensuring required processes are followed and completed.
3. A written report shall be generated from each performance review session which incorporates and moves forward from the previous performance review report. This report shall be shared with the Board in-camera at the next regular board meeting.
4. The final performance review shall occur in August prior to the Annual Superintendent Evaluation and the report from this review shall be used to inform the Annual Superintendent Evaluation and report.

**Criteria for Performance Reviews:**

1. The growth areas identified in the Annual Superintendent Evaluation Report will be used as the criteria for performance reviews.
2. The Quarterly Education Report shall be used as a basis for evidence for performance reviews.

**Parameters of Performance Reviews:**

1. The purpose of performance reviews is to work together to:
  - 1.1. Strengthen the Superintendent's ability to meet the goals and vision of the Board;
  - 1.2. Strengthen the Superintendent/Board team.
  - 1.3. Identify any issues or concerns and work to set-up processes to resolve them.
2. The Superintendent Performance Review Committee shall solicit input from other trustees, with regard to the growth goals, prior to each performance review.
3. The Superintendent Performance Review Committee may meet privately to prepare Board positions for any performance review.
4. Notwithstanding item 2 above, the Superintendent shall be a part of all formal discussions of the performance review and the report.
5. The Superintendent Performance Review committee may ask the consultant that is facilitating the process to gather feedback from the senior leadership team (Associates and/or Directors) for one performance review per year and shall inform the Superintendent prior to doing so.

## Policy 12 Role of Superintendent Appendix B Superintendent Performance Assessment Guide

1. **Student Learning**
  - 1.1 Provides leadership in all matters relating to education in the Division.
  - 1.2 Ensures students in the Division have the opportunity to meet or exceed the standards of education set by the Minister.
  - 1.3 Aligns Division resources and builds organizational capacity to support First Nations and Métis student achievement.
  - 1.4 Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.
  - 1.5 Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students.
  - 1.6 Provides leadership in implementing education policies established by the Minister and the Board.
  - 1.7 Acts as, or designates, the attendance officer for the Division.

	Performance Indicator	Superintendent Evaluation Comments	Board Evaluation Comments
A	Identifies trends and issues related to student achievement to inform the Three-Year Planning process.		
B	Conducts an analysis of student success and ensures school principals analyze individual student success and develop action plans to address concerns		
C	Measurable improved student achievement as a trend over time is realized		
D	Ensures parents and students are satisfied with improvement in student achievement		
E	Develops initiatives to foster student achievement		
F	Develops new approaches to the solution of significant and complex learning challenges		

**Policy 12 Role of Superintendent  
Appendix B Superintendent Performance Assessment Guide**

G	Meets all timelines with provision for appropriate Board input relative to the AERR		
H	Meets Alberta Education's expectations re: AERR format, process and content		
I	Ensures the Division's academic results are published and effectively communicated		
J	Complies with legislative requirements to appoint Attendance Officer for the Division		
K	Improves student attendance		

**STUDENT LEARNING OVERALL COMMENTS:**

**2. Student Wellness**

- 2.1 Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- 2.2 Ensures that the social, physical, intellectual, cultural, spiritual and emotional growth needs of students are met in the overall school environment.
- 2.3 Develops pathways beyond the residential school legacy.
- 2.4 Ensures the safety and well-being of students while participating in school programs or while being transported on transportation provided by the Division.
- 2.5 Ensures the facilities adequately accommodate Division students.



**Policy 12 Role of Superintendent  
Appendix B Superintendent Performance Assessment Guide**

	<b>Performance Indicator</b>	<b>Superintendent Evaluation Comments</b>	<b>Evaluation Comments</b>
A	Develops standards and monitors progress relative to providing an engaging, welcoming, caring, respectful and safe learning environment		
B	Develops programming thrusts to activate "whole child" learning		
C	Develops an action plan that advances understanding of reconciliation and healing surrounding the residential school legacy		
D	Provides analysis of incident reports		
E	Implements the requirements of Occupational Health and Safety legislation, including required staff professional development		

**STUDENT WELLNESS OVERALL COMMENTS:**

- 3. Fiscal Responsibility
  - 3.1 Ensures the fiscal management of the Division by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other Act.
  - 3.2 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
  - 3.3 Directs the preparation and the presentation of the budget.

**Policy 12 Role of Superintendent  
Appendix B Superintendent Performance Assessment Guide**

- 3.4 Ensures the Board has current and relevant financial information.
- 3.5 Directs the preparation of the Three-Year Capital Plan for submission to the Board.

	Performance Indicator	Superintendent Evaluation Comments	Evaluation Comments
A	Public sector accounting standards are being followed		
B	Adequate internal financial controls exist and are being followed		
C	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		
D	Revenue/expenditure envelope designations are clearly demonstrated in budget documents		
E	Budget process is transparent		
F	The budget is developed according to a timeline which ensures the Board's ability to provide direction, revise priorities, and is approved within Alberta Education timelines		
G	All funds are expended as per approved budgets		
H	Variance analysis and year-end projections are provided quarterly		
I	The Board is informed annually about incurred liabilities		
J	The Board is informed immediately regarding pending litigation		
K	The Capital Plan facilitates integrated planning and implementation, and is approved within Alberta Education timelines		

**Policy 12 Role of Superintendent  
Appendix B Superintendent Performance Assessment Guide**

**Fiscal Responsibilities Overall Comments:**

- 4. Personnel Management**
- 4.1 Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
  - 4.2 Monitors the performance of all staff and ensures appropriate evaluation processes are in place.
  - 4.3 Supports staff in accessing the professional learning and capacity building needed to meet the learning needs of First Nations, Métis and all other students.
  - 4.4 Ensures the coordination and integration of human resources within the Division.
  - 4.5 Ensures that each staff member and contractor is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging.

	<b>Performance Indicator</b>	<b>Superintendent Evaluation Comments</b>	<b>Evaluation Comments</b>
A	Provides useful, timely information and advice which facilitates the negotiating teams and the Board's work		
B	Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, supervisory and evaluation processes		

**Policy 12 Role of Superintendent  
Appendix B Superintendent Performance Assessment Guide**

C	Fosters high standards of instruction and professional improvement (Teaching Quality Standard)	
D	Provides for comprehensive staff development opportunities to facilitate the meeting of student needs	
E	Provides for training of administrators and the development of leadership capacity within the Division	
F	Models commitment to personal and professional growth	
G	Ensures effective workforce planning	
H	Follows Board policies re: personnel	
I	Models high ethical standards of conduct	
J	Develops standards and monitors progress relative to providing a welcoming, caring, respectful and safe working environment	

**Personnel Management Overall Comments:**

**5. Policy/Administrative Procedures**

- 5.1 Provides leadership in the planning, development, implementation and evaluation of Board policies.
- 5.2 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures.

	Performance Indicator	Superintendent Evaluation Comments	Evaluation Comments
A	Appropriately involves individuals and groups in the policy development process		

**Policy 12 Role of Superintendent  
Appendix B Superintendent Performance Assessment Guide**

B	Takes leadership in bringing policies to Board for review		
C	Demonstrates a knowledge of and respect for the role of the Board in policy processes		
D	Ensures adherence to Board policies		
E	Ensures adherence to Administrative Procedures		
F	Ensures timeliness of policy revisions		
G	Ensures timeliness of Administrative Procedures development and revision, and Board notification of the same		

**Policy/Administrative Procedures Overall Comments:**

6. Superintendent/Board Relations ("The First Team")
  - 6.1 Engages in and maintains positive, professional working relations with the Board.
  - 6.2 Respects and honours the Board's role and responsibilities and facilitates the implementation of that role as defined in Board policy.
  - 6.3 Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.
  - 6.4 Provides the information and counsel which the Board requires to perform its role.
  - 6.5 Keeps the Board informed on sensitive issues in a timely manner.
  - 6.6 Attends, and/or designates, administrative attendance at all committee meetings.
  - 6.7 Demonstrates respect, integrity and support, which is conveyed to the staff and community.

**Policy 12 Role of Superintendent  
Appendix B Superintendent Performance Assessment Guide**

	Performance Indicator	Superintendent Evaluation Comments	Evaluation Comments
A	Interacts with the Board in an open, honest, pro-active and professional manner		
B	Ensures high quality management services are provided to the Board		
C	Implements Board directions with integrity in a timely fashion		
D	Provides support to the Board re: advocacy efforts on behalf of the Division		
E	Ensures Board agendas are prepared and made available to trustees in sufficient time to allow for appropriate trustee preparation for the meeting		
F	Provides the Board with balanced, sufficient, concise information and clear recommendations in agendas		
G	Keeps the Board informed about Division operations and on emergent issues		
H	Provides the Board with correspondence directed to the Board or trustees		

**Superintendent/Board Relations ("The First Team") Overall Comments:**

## Policy 12 Role of Superintendent Appendix B Superintendent Performance Assessment Guide

7. Strategic Planning and Reporting
- 7.1 Leads a generative Strategic Planning engagement process.
  - 7.2 Assists the Board in determining the present and future educational needs of the Division through the development of short- and long-range plans.
  - 7.3 Involves the Board appropriately (Board approval of process and timelines; opportunity for Board establishment of strategic priorities and key results early in the process; final Board approval).
  - 7.4 Implements plans as approved.
  - 7.5 Reports regularly on results achieved.
  - 7.6 Develops the Annual Education Results Report for Board approval.

	Performance Indicator	Superintendent Evaluation Comments	Evaluation Comments
A	Ensures the Three Year planning process involves appropriate stakeholder input and results in high stakeholder satisfaction		
B	Ensures the Three Year Education Plan is developed according to a timeline which ensures the Board's ability to provide direction, revise priorities and is approved within Alberta Education timelines		
C	Develops short and long-range plans to meet the needs of the Division and provides for continuous improvement		
D	Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the Board		
E	Ensures transportation services are provided with due consideration for efficiency, safety and length of ride		

**Policy 12 Role of Superintendent  
Appendix B Superintendent Performance Assessment Guide**

F	Ensures "key results" identified by the Board are achieved	
G	Develops a comprehensive, succinct Annual Education Results Report to be approved within Alberta Education timeliness	

**Strategic Planning and Reporting Overall Comments:**

- 8. Organizational Management
  - 8.1 Demonstrates effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
  - 8.2 Reports to the Minister with respect to matters identified in and required by the School Act and provincial legislation.
  - 8.3 Reviews, modifies and maintains an organizational chart which accurately delineates lines of authority and responsibility.
  - 8.4 Builds an organizational structure and promotes a Division culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.
  - 8.5 Facilitates collaboration with First Nations and Métis leaders, organizations and communities to establish strategic policy directions in support of optimal learning success and development of First Nations, Métis and all other students.

	Performance Indicator	Superintendent Evaluation Comments	Evaluation Comments
A	Ensures Division compliance with all Alberta Education and Board mandates (timeliness and quality)		



**Policy 12 Role of Superintendent  
Appendix B Superintendent Performance Assessment Guide**

B	Ensures contracted services (eg, fiscal, labour and legal) meet quality expectations of the Board		
C	Ensures organizational structure is clear and facilitates results to be achieved		
D	Effectively manages time and resources		
E	Ensures use of technology is effective and efficient		
F	Ensures that appropriate procedures are in place for the management of critical events and emergencies		
G	Ensures that First Nations and Métis leaders, organizations and communities are satisfied with their involvement		

**Organizational Management Overall Comments:**

- 9. Communications and Community Relations
  - 9.1 Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
  - 9.2 Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the Division.
  - 9.3 Builds and sustains relationships with First Nations and Métis parents/guardians, Elders, local leaders and community members.

**Policy 12 Role of Superintendent  
Appendix B Superintendent Performance Assessment Guide**

- 9.4 Pursues opportunities and engages in practices to facilitate reconciliation within the school community.
- 9.5 Acts as the Head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.
- 9.6 In consultation with the Board Chair, serves as a spokesperson for the Division for the media and public in order to keep the Division's messages consistent and accurate.

	<b>Performance Indicator</b>	<b>Superintendent Evaluation Comments</b>	<b>Evaluation Comments</b>
A	Ensures information is disseminated to inform appropriate publics		
B	Promotes positive public engagement in the Division		
C	Facilitates effective home-school relations		
D	Facilitates effective First Nations and Métis relations		
E	Manages conflict effectively		
F	Implements the Board approved Communications Plan		
G	Facilitates reconciliation within school communities		
H	Represents the Division in a positive, professional manner		
I	Complies with FOIP legislation		
J	Works cooperatively with the Board Chair and the media to represent the Board's views/positions		
K	Improves the Division's public image		

**Communications and Community Relations Overall Comments:**

## Policy 12 Role of Superintendent Appendix B Superintendent Performance Assessment Guide

10. Leadership Practices
- 10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.
  - 10.2 Develops and maintains positive and effective relations with national, provincial and regional government departments and agencies.
  - 10.3 Ensures that meaningful collaboration arises from relationships built on trust, honesty and respect.
  - 10.4 Understands historical, social, economic and political implications of:
    - 10.4.1 Treaties and agreements with First Nations;
    - 10.4.2 Agreements with Métis;
    - 10.4.3 Residential schools and their legacy.
  - 10.5 Site visits

	Performance Indicator	Superintendent Evaluation Comments	Evaluation Comments
A	Provides clear expectations and direction		
B	Provides effective educational leadership		
C	Establishes and maintains positive, professional working relationships with staff		
D	Unites people toward common goals		
E	Demonstrates a high commitment to the needs of students		
F	Has a well-established value system based on integrity		
G	Empowers others		
H	Effectively solves problems		
I	Builds the leadership capacity of school-based and central office administrators		

**Policy 12 Role of Superintendent  
Appendix B Superintendent Performance Assessment Guide**

J	Demonstrates an understanding of treaties and agreements with First Nations, agreements with Métis, residential schools and their legacy		
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**Leadership Practices Overall Comments:**

Legal Reference: Section 14, 16.1, 45, 45.1, 60, 61, 113, 114, 115 School Act  
 Section 10, Northland School Division Act  
 Freedom of Information and Protection of Privacy Act

**Policy 12 Appendix C Performance Review Assessment Guide**

**Growth Goals from 2017-18 Annual Evaluation Report:**

Growth Goal	Superintendent Comments	Committee Comments
Ensure communications with the Board are appropriate and timely.		
Develop a greater understanding of the sensitivity surrounding some emergent situations.		
Enhance the communication process with principals and leaders in the organization		
Utilize social media to a greater extent to promote Division image.		

**Growth Areas: (comments taken from within the Annual Evaluation Report):**

Growth Area	Superintendent Comments	Committee Comments
<u>Student Wellness:</u> The Superintendent is encouraged to further enhance local curriculum in regards to Metis Settlements, Dene and First Nations history.		
The Superintendent is also encouraged to further support individual school initiatives in pertinent curriculum adaptation.		
The Superintendent is also encouraged to share with the Board an analysis of incidents outlining what actions have been taken moving forward to mitigate future risk.		

<p><b><u>Fiscal Responsibility:</u></b> The Superintendent is encouraged to ensure that financial information comes to the board in a timely manner.</p>		
<p><b><u>Personnel Management</u></b> The Superintendent is to be further commended for the initiative and is encouraged to complete the wage/grid analysis.</p>		
<p>The Board requests the Superintendent to provide the Board with a deeper understanding about the processes and procedures used in the supervision and evaluation of staff members and of the handling of breaches of professional conduct. This could be done in a workshop setting.</p>		
<p><b><u>Board/Superintendent Relations:</u></b> The Superintendent is encouraged to further discuss the Board package process with the Board.</p>		
<p><b><u>Leadership Practices:</u></b> Minor themes would be the amount of paperwork and the lack of support in student services in some instances.</p>		



NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** Board of Trustees **DATE:** April 26, 2019

**SUBMITTED BY:** Secretary-Treasurer, T. Rasmuson

**SUBJECT:** Policy 8 Board Committees

**ORIGINATOR:** Board Advisor, L. Byers

**REFERENCE(S) & ATTACHMENTS:** Policy 8 Board Committees, Superintendent Performance Review Committee Terms of Reference

**AFFILIATED POLICY(S) and/or ADMINISTRATIVE PROCEDURE(S):****RECOMMENDATION:**

**THAT the Board of Trustees approve first reading of Policy 8, Board Committees as attached (OR as amended, with the addition of a standing "Superintendent Performance Review Committee") .**

\*\*\*\*\*

**BACKGROUND:**

There maybe be an addition of a standing, "Superintendent Performance Review Committee" depending on what the Board decides with regard to the recommendation from the Superintendent Evaluation Process ad hoc committee.

The other recommended changes to Policy 8 are to standardize the format for each committee to include: Purpose; Powers and Duties; Membership and Meetings for each committee. This will help committees operate more effectively as all aspects of their role will be outlined. The main piece that was missing was outlining the ability to call meetings which is now outlined for each committee.

Of note, is that there is a proposed addition to the Committee of the Whole (COTW) committee which will enable the Chair to call additional meetings if required. The meeting will still be under all the guidelines of a committee with the main point being, decisions cannot be made at a committee, only recommendations to the Board. What has been seen in the past is the difficulty for the Board to get together to even have a discussion about something based on current policies which this will help alleviate. If a decision is required though, a Special Board meeting will have to be called.

It is also being recommended that there be a requirement for any "additional COTW meeting" to have a minimum number of trustees taking part in the meeting that equals quorum for a regular Board meeting. This is only to ensure a significant enough number of trustees can partake so there is balanced discussions, not that there is quorum to make decisions.

NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**RISK ANALYSIS:**

No risks are perceived.



## Policy 8

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### BOARD COMMITTEES

The Board may delegate specific powers and duties to committees of the Board that are established by the Board, subject to the restrictions on delegation in the School Act.

#### General Specifications

1. The Board may appoint Standing Committees and Ad Hoc Committees and shall prescribe their terms of reference (purpose, powers and duties, membership and meetings).
2. The Board Chair shall act as an ex-officio member, with voting privileges, of all committees appointed by the Board, with the exception of the Student Expulsion Committee.
3. Committee meetings are not public meetings.
4. In order to enhance efficiencies within the geographic context and fiscal responsibility, Committee meetings may be held by electronic means.
5. Appointed Trustees shall inform the Committee Chair (if applicable), Board Chair and Executive Secretary to the Board and Corporate Services if they are unable to attend a meeting as soon as possible so an alternate can be arranged and briefed.

#### Standing Committees

Standing committees are established to assist the Board with governance work of an ongoing or recurring nature. Standing committees are usually appointed annually at the Organizational Meeting. The appointed member shall serve on the committee for approximately one (1) year unless s/he is unable to perform the duties assigned or until replaced by a subsequent appointment.

1. Agenda Review Committee
  - 1.1 Purpose
    - 1.1.1 To make decisions regarding agenda items for regular Board meetings.
  - 1.2 Powers and Duties
    - 1.2.1 After careful consideration, to determine items to be placed on the agenda of regular Board meetings, including requests for presentations to the Board.
    - 1.2.2 Within the framework for Board agendas, determine the order of items placed on the agenda of regular Board meetings.
  - 1.3 Membership
    - 1.3.1 Board Chair.
    - 1.3.2 Vice-Chair
    - 1.3.3 One (1) trustee on a rotational basis.

1.3.4 Superintendent and/or designate(s).

1.3.5 The Board Chair shall be the chair of Agenda Review Committee but may assign chairing duties to someone else at the meeting if they so wish.

#### 1.4 Meetings

1.4.1 Approximately two (2) weeks prior to each regular Board meeting.

### 2. Board Committee of the Whole

The Board Committee of the Whole is established as a standing committee of the Board, with responsibility for work as detailed below.

#### 2.1 Purpose

2.1.1 To allow the Board to explore matters to much greater depth than can be accomplished in a scheduled regular meeting of the Board.

2.1.2 To solicit and receive information from the Superintendent relevant to the development of various system activities and plans.

#### 2.2 Powers and Duties

2.2.1 Make recommendations for agenda items for subsequent Board meetings.

2.2.2 Maintain confidentiality of proceedings unless otherwise stated.

#### 2.3 Membership

2.3.1 All trustees

2.3.2 Superintendent and/or designate.

2.3.3 Other administration personnel as required

2.3.4 The Board Vice-Chair shall be the chair.

#### 2.4 Meetings

2.4.1 Generally will be held monthly in conjunction with the Board meeting.

2.4.2 Additional meetings may be called by the Board Chair as required (e.g. discussion re info from TEBA; information needs to be disseminated and discussed, etc.):

2.4.2.1 At least a quorum number of the trustees must be able to take part in the meeting (e.g. 6 of 11).

### 3. Student Expulsion Committee

#### 3.1 Purpose

3.1.1 To make decisions regarding the recommendations for the expulsion of any student in accordance with relevant sections of the School Act.

#### 3.2 Powers and Duties

3.2.1 On a recommendation for expulsion, reinstate or expel the student. (If reinstated, state date for return and conditions to be met. If expelled, state term of expulsion and conditions for re-entry).

3.2.2 Inform the Board of the action taken by the Committee.

- 3.2.3 The Superintendent shall ensure that conflict of interest and personal bias are discussed with potential members of the expulsion committee before agreeing to sit on the expulsion committee.
- 3.2.4 The Superintendent shall ensure all members of an expulsion committee are well-briefed on the process of an expulsion hearing; their legal and other responsibilities.
- 3.3 Membership
- 3.3.1 Student Expulsion Committee would be an ad hoc committee of at least three (3) people for each student expulsion and may include Trustees, Elders and/or members with expertise in a particular area if required.
- 3.3.1 The Board Chair (or designate) in consultation with the Superintendent (or designate), is responsible for setting up the membership of each student expulsion committee and appointing the chair.
- 3.3.1.1 The trustee for the ward the student attends school in shall be given the opportunity to sit on the expulsion committee.
- 3.3.2 Superintendent and/or designate(s) as a resource person to the Board.
- 3.4 Meetings
- 3.4.1 As detailed in Policy 13 – Appeals and Hearings Regarding Student Matters.
4. Board Advocacy Committee
- 4.1 Purpose
- 4.1.1 Guide and support the ongoing advocacy efforts of the Board
- 4.1.2 Oversee the implementation of the Board Positive Path Forward Action Plan.
- 4.2 Powers and Duties
- 4.2.1 Develop an action plan to support the Board’s identified advocacy plan and Board Positive Path Forward Action Plan.
- 4.2.2 Identify key messages to support the advocacy plan.
- 4.3 Membership
- 4.3.1 Maximum two (2) trustees; one (1) alternate
- 4.3.2 Communications Coordinator
- 4.3.3 Superintendent or designate, as required
- 4.3.4 Secretary-Treasurer, as required
- 4.3.5 Committee members will determine the committee chair at their first meeting.
- 4.3.6 The Communications Coordinator shall ensure the first meeting is called after the Organizational Meeting.
- 4.4 Meetings
- 4.4.1 As called by the Committee Chair

## 5. Local Bargaining Committee

### 5.1 Purpose

- 5.1.1 To negotiate and conclude Memoranda of Agreement for recommendation to the Board.

### 5.2 Powers and Duty

- 5.2.1 Report to the Board from time to time and gather input from the Board
- 5.2.2 Maintain confidentiality of negotiation proceedings
- 5.2.3 Present a tentative agreement to the Board for its consideration.

### 5.3 Membership

- 5.3.1 Maximum three (3) trustees
- 5.3.2 May include TEBA Representative
- 5.3.3 Superintendent or designate, if required
- 5.3.4 Associate Superintendent of Human Resources
- 5.3.5 Secretary-Treasurer
- 5.3.6 The Board will appoint the Committee Chair and Vice-Chair

### 5.4 Meetings

- 5.4.1 To be called by the Committee Chair.

## 6. Professional Improvement Leave Selection Committee

### 6.1 Purpose

- 6.1.1 To review teacher applications for professional leave for the following school year.
- 6.1.2 This committee is part of the local collective agreement.

### 6.2 Power and Duties of Board Representative

- 6.2.1 To attend selection committee meetings or ensure alternate is arranged if cannot attend.
- 6.2.2 Represent the interest of the Board and its priorities.

### 6.3 Membership/Representation

- 6.3.1 One (1) trustee; one (1) alternate
- 6.3.2 Superintendent
- 6.3.3 One (1) teacher from the ATA local.

### 6.4 Meetings

- 6.4.1 One (1) meeting per year, prior to the February Corporate Board meeting to be called by the Superintendent

## 7. Attraction and Retention Committee

### 7.1 Purpose

- 7.1.1 To facilitate communication between the Board and the Local Teachers' Association.
- 7.1.2 To explore ways to enhance the experience of teacher employment in Northland. This is inclusive, but not restricted to: teacher wellness, housing, isolation and the experience of cultural immersion. This committee will also have the opportunity to review and provide input to any proposed changes to Administrative Procedure 508.
- 7.1.3 This committee is part of the local collective agreement.

### 7.2 Power and Duties of Board Representative

- 7.2.1 To attend the Attraction and Retention meetings or ensure an alternate is arranged if cannot attend.
- 7.2.2 Represent the interest of the Board and its priorities.
- 7.2.3 Provide a report to the Board after each meeting.
- 7.2.4 The Superintendent or designate shall ensure the first meeting is called.

### 7.3 Membership/Representation

- 7.3.1 Equal representation from the ATA and Board to a maximum of four (4) trustees and four (4) ATA members.
- 7.3.2 Superintendent or designate
- 7.3.3 Associate Superintendent of Human Resources
- 7.3.4 The committee members shall determine the chair at their first meeting.

### 7.4 Meetings

- 7.4.1 No less than two (2) per year to be called by the Committee Chair.
- 7.4.2 The first meeting of the committee will occur no later than November of any school year.

## 8. Teaching and Learning Committee

### 8.1 Purpose

- 8.1.1 To facilitate communication between the Board and the Local Teachers' Association.
- 8.1.2 To examine and propose ideas for the improvement of teaching and learning, inclusive of, but not restricted to:
  - 8.1.2.1 Examining and providing feedback for proposed Board policy; and
  - 8.1.2.2 Exploring innovative professional practices specific to Northland schools.
  - 8.1.2.3 This committee is part of the local collective agreement.

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- 8.2 Power and Duties of Representative**
- 8.2.1 Represent the interest of the Board and its priorities.
  - 8.2.2 Provide a report to the Board after each meeting.
- 8.3 Membership/Representation**
- 8.3.1 Equal representation from the ATA and Board to a maximum of four (4) trustees and four (4) ATA members.
  - 8.3.2 Superintendent or designate
  - 8.3.3 Associate Superintendent of Human Resources
  - 8.3.4 The committee shall determine their chair at their first meeting
  - 8.3.5 The Superintendent or designate shall ensure the first meeting of each school year is called.
- 8.4 Meetings**
- 8.4.1 No less than two (2) per year to be called by the Committee Chair
  - 8.4.2 The first meeting of the committee will occur no later than November of any school year.
- 9. Occupational Health & Safety (OH&S) Committee**
- 9.1 Purpose**
- 9.1.1 If formed and operates in accordance with the Occupational Health and Safety Act effective June 1, 2018.
  - 9.1.2 Provide on OHS compliance in the Division and make recommendations to the Executive Team for action.
- 9.2 Powers and Duties of Representative**
- 9.2.1 Attend OH&S meetings as required.
  - 9.2.2 Represent the interest of the Board and its priorities.
  - 9.2.3 Support the work of the OH&S Committee.
  - 9.2.4 Provide a report to the Board after each meeting.
- 9.3 Membership**
- 9.3.1 Board representative: One (1) trustee; one (1) alternate
  - 9.3.2 Cross-organizational representatives from all major operations of the Division.
  - 9.3.3 Superintendent or designate
  - 9.3.4 Safety Officer
  - 9.3.5 Other members as required by the Act.
  - 9.3.6 Committee members shall determine the committee chair at their first meeting.
  - 9.3.7 The Superintendent shall ensure the first meeting is called.
- 9.4 Meetings**
- 9.4.1 As called by the Committee Chair to ensure meet the requirements of the
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### Occupational Health and Safety Act.

#### 10. Student Scholarship and Bursaries Committee

##### 10.1 Purpose

10.1.1 To review student scholarship and bursary applications and select recipients.

##### 10.2 Powers and Duties

10.2.1 Attend scheduled meeting prior to May 30 every school year to select recipients.

10.2.2 Bring the committee's selection to the June Board meeting for information.

##### 10.3 Membership

10.3.1 One (1) trustee; one (1) alternate

10.3.2 Superintendent or designate

10.3.3 Director of First Nation, Metis and Inuit Learner Success

##### 10.4 Meetings

10.4.1 One (1) meeting every year, prior to May 30.

#### 11. Wellness Committee

##### 11.1 Purpose

11.1.1 To develop, implement and evaluate a comprehensive workplace health promotion program.

##### 11.2 Powers and Duties of Board Representative

11.2.1 Attend meetings as required.

11.2.2 Represent the interests of the Board and its priorities.

11.2.3 Provide a report to the Board after each meeting.

##### 11.3 Membership

11.3.1 One (1) trustee, one (1) alternate

11.3.2 Superintendent or designate

11.3.3 Director of Student Services

11.3.4 The committee shall select their chair at the first meeting

11.3.5 The Superintendent or designate shall ensure the first meeting is called.

##### 11.4 Meetings

11.4.1 As scheduled.

#### 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 by Board motion at the time of the formation.

**Resource Personnel**

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

Legal Reference: Section 60, 61, 62, 63, 70, 113 School Act  
Occupational Health and Safety Act [Highlights of changes effective June 1, 2018](#) Collective Agreement



## **Terms of Reference for Superintendent Performance Review Committee (DRAFT)**

NOTE - these will become part of Policy 8 Board Committees if approved.

### **1. Superintendent Performance Review Committee**

#### **1.1 Purpose**

- 1.1.1 Provide regular feedback following the Annual Evaluation;
- 1.1.2 To work together to strengthen the Superintendent's ability to meet the goals and vision of the Board;
- 1.1.3 Strengthen the Superintendent/Board team;
- 1.1.4 Identify any issues or concerns and work to set-up processes to resolve them.

#### **1.2 Powers and Duties**

- 1.2.1 Performance reviews shall be in keeping with Policy 12 Role of Superintendent, Appendix A, item 13 which says the Board shall ensure feedback is provided through regular performance reviews following the Annual Evaluation.
  - 1.2.1.1 Such feedback will be timely, completed three times per year, based on the growth goals and areas identified in the Annual Evaluation Report, supported by specific examples, and will focus on areas over which the Superintendent has authority.
- 1.2.2 The Quarterly Education Report shall be used as a basis for evidence for performance reviews.
- 1.2.3 A consultant external to NSD shall be contracted to facilitate the performance reviews including the writing of the report and ensuring required processes are followed and completed.
  - 1.2.3.1 The committee may ask the consultant to gather feedback from the senior leadership team (Associates and/or Directors) for one performance review per year and shall inform the Superintendent prior to doing so.
- 1.2.4 The committee shall solicit input from other trustees prior to each performance review.
- 1.2.5 The Superintendent Performance Review Committee may meet privately to prepare Board positions for any performance review.
- 1.2.6 Notwithstanding item 12.2.4 above, the Superintendent shall be a part of all formal discussions of the performance review and the report.
- 1.2.7 A written report shall be generated from each performance review session which incorporates and moves forward from the previous performance review report. This report shall be shared with the Board in-camera at the next regular Board meeting.

- 1.2.8 The final performance review shall occur in August prior to the Annual Superintendent Evaluation and the report from this review shall be used to inform the Annual Superintendent Evaluation and report.
  
- 1.3 Membership
  - 1.3.1 Three trustees appointed annually either at the Board Organizational Meeting or after the Annual Evaluation
  - 1.3.2 Superintendent
  - 1.3.3 External consultant/facilitator
  - 1.3.4 The committee shall appoint their chair annually
  
- 1.4 Meetings
  - 1.4.1 Following the Annual Evaluation, there will be three performance reviews over the school year, the last of which is to be completed in August, prior to the next Annual Evaluation.
  - 1.4.2 As called by the committee chair
  - 1.4.3 Committee chair shall ensure all required performance reviews are completed as outlined.



NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** THE BOARD OF TRUSTEES **DATE:** April 26, 2019

**SUBMITTED BY:** Trudy Rasmuson, Secretary-Treasurer

**SUBJECT:** Policy 7 Appendix C - Trustee Expense and Corporate Card Guidelines

**ORIGINATOR:** Board of Trustees

**REFERENCE(S)** Policy 7 - Board Governance and Operations

**RECOMMENDATION:**

**That the Board of Trustees approve the third reading of Policy 7 Appendix C Trustee Expense and Corporate Card Guidelines, as attached.**

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**BACKGROUND:**

This draft Trustee Expense and Corporate Card Guidelines was developed after conversations with the Board Chair, Superintendent, and Secretary-Treasurer. The guidelines were developed in order to help trustees understand what is considered a board expense, and to guide staff when reviewing trustee claims. The guidelines were discussed at the February Committee of the Whole meeting, with first reading at the March board meeting.

**RISK ANALYSIS:**

It is important that everyone involved in submitting and reviewing claims understand what is considered a board expense. This reduces the amount of uncertainty around the process, and provides consistency when dealing with claims.

## Policy 7 Appendix C – Trustee Expense and Corporate Credit Card Guidelines

This Appendix provides guidelines for the claiming, reimbursement and payment of travel, meal and other expenses and/or allowances. It is intended to ensure trustees are properly reimbursed for expenses incurred while on Northland School Division (NSD) board business through fair and reasonable practices and also enable the efficient review of expenses by finance staff.

### Expense Guidelines

#### 1. General Guidelines:

- 1.1. Reimbursement may only be made in respect of expenses and/or allowances incurred in relation to approved NSD board business.
- 1.2. Travel, meal and other expenses and/or allowances must be necessary and economical with due regard for health, safety and security.
- 1.3. Alcohol must not be purchased through any Division processes (NSD corporate credit card billed directly to the division, direct billing system or expense claims system, etc.)
- 1.4. There should always be a focus on accountability and transparency.
- 1.5. The Board, by motion, may grant an exemption from all or part of this Appendix in extenuating circumstances that are well documented, excluding alcohol.
- 1.6. Personal expenses are any expenses NOT allowed by this appendix.
- 1.7. When administrative requests trustee(s) to attend an administrative sponsored event, expenses for trustee(s) shall be covered by administration's budget and honorariums by the Board's budget. Trustees acceptance of the request shall be guided by policy.

#### 2. Procedures:

- 2.1. This Appendix applies regardless of how an expense has been paid for or is being reimbursed (e.g. NSD corporate credit card billed directly to the Division, direct billing system or expense claims system, etc.).
- 2.2. Expenses and/or allowances incurred by one trustee on behalf of another must be attributed to the trustee for whom those expenses and/or allowances were incurred.
- 2.3. The approved expense claim form(s) must be used.
- 2.4. A claim for reimbursement must be made within 60 days after the expense or occasion giving rise to the claim, unless approved by the board.
- 2.5. No claim shall be paid, unless approved by the Board, if;
  - 2.5.1. it is more than 60 days since the expense occurred
  - 2.5.2. it is not within the "electoral term of the Board" that the expense occurred
  - 2.5.3. the trustee is no longer duly elected.
- 2.6. A trustee is required to submit a signed expense claim to start the reimbursement process.
  - 2.6.1. By signing an expense claim, a trustee is attesting that the expense was incurred in relation to NSD business and has not been claimed previously
  - 2.6.2. Special oversight should be exercised when completing an expense claim to ensure expenses charged to a corporate credit card or direct billed to NSD are not also claimed on an expense claim.

- 2.7. All items on a claim must include enough detail to enable anyone reviewing the claim to determine if it is allowable.
- 2.8. Receipts must be provided for all expenses that contain details regarding the good or service purchased, itemized costs for each item, with a total, which includes the GST, if applicable.
  - 2.8.1. If a receipt is not available:
    - 2.8.1.1. The trustee may claim the allowance amount instead (e.g. \$x for breakfast, \$x for lunch, \$x for parking) or;
    - 2.8.1.2. In exceptional circumstances, provide a written statement outlining why a receipt cannot be provided, signed by the trustee and Chair or Vice-Chair for the Chair.
  - 2.8.2. Receipts may be submitted electronically (scanned, faxed, picture from mobile phone)
- 2.9. When a discount, credit or bonus for travel is received that reduces the original travel cost at the time the expense is incurred, only the net expense may be claimed.
- 2.10. A reimbursement must be repaid to the extent the related expense is credited or refunded.
- 2.11. Approvers must document their rationale for approval decisions for each claim where they have exercised discretion.
- 2.12. It is the responsibility of both the approver and the trustee to work out appropriate arrangements that would meet the test of being fair and equitable.
- 2.13. In cases where the trustee comes to the location of the Board meeting, conference, or workshops, but does not attend the meeting(s) for any reason, the Board will not pay honoraria and the trustee will be responsible to repay all expenses associated with the member's travel to that meeting through their honorarium claim(s).
- 2.14. In cases where a trustee does not attend a board meeting, conference or workshop and costs are incurred by the Board, the trustee is responsible to repay those costs through their honorarium claim(s).
  - 2.14.1. If a trustee does not attend a conference and costs are incurred by the Board, the trustee is not eligible to attend any further professional development until all costs are repaid.
  - 2.14.2. If there are extenuating circumstances, a trustee may appeal to the Board to exempt them from repaying the costs by Board motion.
- 2.15. In cases where a trustee does not attend all sessions of the conference or workshop they are attending they may only claim honorarium for the time they actually attended sessions.
- 2.16. In cases where cost are incurred to the Board due to trustees making changes to any travel arrangements or reservations the trustee is responsible to repay the costs through their honorarium claim(s).
- 2.17. Given the administration time required to book conferences and all logistics surrounding attending a conference and cancelling a conference, if a trustee does not attend a conference or workshop on more than one occasion they shall only be allowed to attend further conferences or workshops by Board motion.

### 3. Expense Claim Process

- 3.1. Expense claims must be submitted in advance of scheduled cheque runs with enough time to allow for the review, correction and approval processes to be completed. Generally nine days are required to complete all processes, however errors could cause delays.
- 3.2. Review Process:
  - 3.2.1. Expense claims are to be submitted to the Executive Secretary to the Board and Corporate Services for review against policy;
- 3.3. Correction Process:
  - 3.3.1. The Executive Secretary to the Board and Corporate Services will inform the trustee and provide explanation to the trustee of any errors or omissions;
  - 3.3.2. The trustee will make the correction(s) and resubmit the expense claim to the Executive Secretary to the Board and Corporate Services;
  - 3.3.3. If the trustee does not agree with the correction they may request the Board Chair to review it;
  - 3.3.4. If there is still disagreement it will be taken to the Board for a decision.
- 3.4. Approval Process:
  - 3.4.1. After the review process is complete the expense claim shall be sent to the Board Chair for approval, or Vice-Chair if for the Chair;
  - 3.4.2. Once approved, the expense claim shall be submitted by the Executive Secretary to the Board and Corporate Services for payment.

### 4. Travel

- 4.1. Trustees requiring travel arrangements may book this on their own or request the arrangement of these services through the Executive Secretary to the Board and Corporate Services.
- 4.2.
  - 4.2.1. If booking on own, trustee should share the information with the Executive Secretary to the Board and Corporate Services to help avoid double booking, allow easier coordination and make assistance easier if the trustee should so require while travelling.
  - 4.2.2. If a trustee wishes to bring friends or family members on a trip, the trustee will be responsible for making the arrangements and paying for the additional costs. There should be no additional costs to the division as a result of the extra guests.
- 4.3. Subject to requirements set out in this Appendix, a trustee may claim reimbursement of the following expenses with receipts:
  - 4.3.1. air or rail fare;
  - 4.3.2. automobile rental;
  - 4.3.3. excess baggage charges where extra equipment is required because of duties being performed;
  - 4.3.4. charges for electronic communication, faxes related to NSD business only if receipted;

- 4.3.5. charges for business related phone calls;
- 4.3.6. inter-municipal bus fares, including airport bus; and
- 4.3.7. internet connectivity in hotels or other public places if unable to use hotspot on NSD cell phone.
- 4.4. Flights
  - 4.4.1. Air travel shall be by economy class unless otherwise approved by Board motion.
  - 4.4.2. If a trustee chooses to travel business class they will only be reimbursed the cost of economy class.
- 4.5. Other Travel Routes or Modes of Transportation
  - 4.5.1. If a trustee chooses to travel in a manner that that is not the most direct, practical or cost-effective in the circumstances, the trustee may claim an allowance equivalent to the expense of the most direct, practical or cost-effective route and mode of transportation and pay the difference personally.
- 4.6. Travel Outside of Canada
  - 4.6.1. When travelling outside of Canada, a trustee may be reimbursed for the expense of procuring a business visa or passport, and related expenses, where required and where the trustee does not hold one.
  - 4.6.2. A trustee shall be paid in Canadian currency for any allowances related to foreign travel or for reimbursement for expenses and/or allowances incurred in a foreign currency and supported by receipts.
  - 4.6.3. A trustee shall be reimbursed for losses incurred due to any change in the rate of exchange for foreign currency purchased to meet reimbursable expenses when travel is required outside of Canada.
  - 4.6.4. A trustee must purchase and may claim the expense of travel medical insurance purchased for travel outside of Canada.
  - 4.6.5. If a trustee becomes ill and requires medical attention or hospitalization or both while travelling outside of Canada, the trustee may claim reimbursement of any related expenses in excess of personal coverage in Alberta and any purchased travel medical insurance.
  - 4.6.6. A trustee may claim the expense of travel immunizations.
- 4.7. Travel by Third Party Vehicle, including car rentals
  - 4.7.1. A trustee may claim reimbursement for the actual expense of hiring or renting third party vehicles. The actual expense shall be the amount shown on the invoice and may include a gratuity of up to 15 percent as shown on the receipt.
  - 4.7.2. A trustee may claim the expense of hiring a taxi and may only claim the expense of hiring a town car, limousine or similar vehicle if there is a valid business purpose.
  - 4.7.3. A trustee may claim the expense of renting a vehicle.
    - 4.7.3.1. The size and type of the vehicle must be appropriate for the number of passengers, road conditions, and nature of the need.
    - 4.7.3.2. In-car navigation systems and electronic toll payment (where appropriate) are reimbursable expenses but expenses for all other convenience options are not reimbursable.

#### 4.8. Travel by trustee Vehicle

- 4.8.1. If a trustee uses their private vehicle to travel for NSD business they shall be paid a vehicle mileage allowance at the rate set out in Policy 7 Appendix A Schedule of Rates.

### 5. Meal Expenses

- 5.1. When travelling on NSD business, a trustee may claim either:
- 5.1.1. the actual expense of the meal (with receipt); or
  - 5.1.2. the meal allowance as set out in Policy 7 Appendix A Schedule of Rates (no receipt required).
  - 5.1.3. If a trustee eats only once during the day (as evidenced by a receipt), and is over the meal limit amount for that meal, the trustee should claim the three meal allowances instead of the one large meal.
- 5.2. The actual expense of a meal is the amount shown on the bill, excluding alcoholic beverages, and may include a gratuity as shown on the receipt of no more than 15 percent.
- 5.3. When a trustee is travelling on NSD Business for part of a day, the trustee may be reimbursed for the amount shown on the receipt or paid the meal allowance as follows:
- 5.3.1. for breakfast, if the departure time is 7:30 a.m. or earlier or the return time is 7:30 a.m. or later, or
  - 5.3.2. for lunch, if the departure time is 1:00 p.m. or earlier or the return time is 1:00 p.m. or later, or
  - 5.3.3. for dinner, if the departure time is 6:30 p.m. or earlier or the return time is 6:30 p.m. or later.
- 5.4. A trustee must not claim a meal allowance if a meal is provided at no cost or included in a conference registration fee, unless the trustee declines the meal because of a pre-authorized:
- 5.4.1. dietary restriction; or
  - 5.4.2. business reason.
- 5.5. Meal expenses will not be reimbursed if the hotel provides a meal (usually breakfast) as part of the fee for the room.
- 5.5.1. If a meal is included in the expense of airfare, a trustee cannot claim a meal allowance unless the flight is delayed. When the flight is delayed, a meal may be claimed as per guidelines.
- 5.6. Any "room service" charges added to the cost for meals will not be reimbursed:
- 5.6.1. unless there is a valid reason the meal could not be obtained elsewhere or,
  - 5.6.2. the room service charge plus the cost of the meal is equal to or less than the meal allowance.

### 6. Accommodation Expenses

- 6.1. When a trustee is travelling on NSD business, and overnight accommodation away from the trustee's residence is necessary, the actual expense of accommodation (with receipt) or an allowance (no receipt required) at the rate set out in Policy 7, Appendix A Schedule of Rates per night may be claimed.



- 6.2. If a trustee wishes a larger or upgraded room from a standard room they shall be reimbursed for the cost of a standard room only unless required for business reasons.
- 7. Laundry Expenses
  - 7.1. A trustee may claim for laundry and dry cleaning expenses incurred (with receipt) after four consecutive nights while travelling.
- 8. Hosting Expenses
  - 8.1. The main purpose of an individual trustee hosting an event should be:
    - 8.1.1. To engage with the community toward the ultimate goal of improving student success.
    - 8.1.2. Engage with staff to help them feel welcome in the community, introduce them to the community and/or build relationships between them and the community.
  - 8.2. Hosting may not include meeting with people about responsibilities that are outside of the Board's role. Any request to meet about an administrative responsibility area must involve the area Associate Superintendent and is not claimable through the trustee hosting budget. Trustee General Duty Days cover meeting with community members.
  - 8.3. A "hosting summary" form must be submitted with any hosting expense claims that outlines the purpose of the event, people in attendance and outcome.
- 9. Business Expenses
  - 9.1. Office-type supplies required by a trustee to fulfil their requirements of their position (printer ink, paper, cards, etc.) are allowable business expenses.
    - 9.1.1. trustees must check with the Executive Secretary to the Board and Corporate Services before purchasing supplies to ensure the Division does not already have the required item(s) in stock and/or if there is a contract with a supplier the item(s) can be obtained through at a reduced cost.
  - 9.2. Any other business expenses must be approved by the board chair or vice-chair for the chair.

## Corporate Credit Card Guidelines

- 1. General Guidelines:
  - 1.1. At their request, trustees may be provided with a corporate credit card to assist with ease of travel and fulfilling the requirements of their position.
  - 1.2. The card may be used for any allowable expenses outlined in this appendix.
  - 1.3. The card may not be used for personal expenses with the following exceptions which will be charged back on the next honorarium claim:
    - 1.3.1. If necessary, fuel may be purchased for travel for NSD business, which will then be deducted from the trustees expense claim and the mileage allowance paid.
    - 1.3.2. Emergency vehicle repairs, with pre-approval of the Chair, or Vice-Chair in the instance of the Chair, which will be deducted from the trustees' next expense claim.

- 1.3.3. Emergency roadside assistance.
- 1.4. ALL expenditures charged to a corporate credit card must be supported by original bills or vouchers as well as the customer copy of the credit card receipt.
- 1.5. Details as to the trustee duties incurring the expense should be detailed on the receipt.
- 1.6. No cash advance is allowed through the corporate credit card.
- 1.7. The "Trustee Corporate Credit Card Agreement" must be signed by trustees receiving a corporate credit card. Cardholders are expected to know and observe the agreement as a condition of accepting and using the corporate card.
- 1.8. It is the responsibility of the cardholder to protect the card from loss or theft, and in the event of loss or theft, to notify the Secretary to the Board and Corporate Services immediately.
- 1.9. Along with the "Trustee Corporate Credit Card Agreement", this Appendix and all Board Policies apply to the use of a corporate credit card.
- 1.10. The Chair, or Vice-Chair in the case of the Chair are responsible for ensuring proper use of trustee corporate credit cards.
- 1.11. The Secretary/Treasurer shall immediately inform the Chair, or Vice-Chair in the case of the Chair, of any use by a trustee of their corporate credit card that is outside policy, including non-provision of receipts and the they shall take immediate action with the trustee involved.
- 1.12. The Chair, in consultation with the Vice-Chair, and the Vice-Chair in consultation with one other trustee in the case of the Chair, have the right to request the immediate return and/or cancellation of a card:
- 1.12.1. If the card is misused in any manner (e.g. charging personal expenses, charging alcohol)
- 1.12.2. Any other actions that are considered to constitute a general mishandling of the card such as, but not limited to:
- 1.12.2.1. Excessive administration time to required to reconcile the credit card statement against the trustee expense claim.
- 1.12.2.2. Claiming expenses on their expense form that were charged to their credit card.
- 1.13. The following process shall be enacted by the Chair, or Vice-Chair in the case of the Chair, if receipts are not provided, although consideration may be given if the offenses are some time apart:
- 1.13.1. The first time a receipt is not provided:
- 1.13.1.1. The charge will not be reimbursed and will be deducted from the trustees next honorarium claim and;
- 1.13.1.2. The Chair, or Vice-Chair in the case of the Chair, shall be notified immediately with the details and will contact the trustee involved to remind them of the policy and warn that their card could be cancelled.
- 1.13.2. The second time a receipt is not provided:
- 1.13.2.1. The charge will not be reimbursed and will be deducted from the trustees next honorarium claim and;
- 1.13.2.2. The Chair, or Vice-Chair in the case of the Chair, shall be notified immediately with the details and will contact the trustee involved to

remind them of the policy and warn that their card will be cancelled should this occur again.

- 1.13.3. The third time a receipt is not provided the credit card will be suspended.
- 1.13.4. Suspension of a card will be for the remainder of the electoral term unless the Chair/Vice-Chair decides to reinstate the card once all receipts and discrepancies have been resolved, including paying back any funds owed. Additional requirements can be added as well, such as signing an agreement:
  - 1.13.4.1.1. Immediately or;
  - 1.13.4.1.2. After two months.
- 1.14. Trustees are responsible to keep a copy of all receipts which they can provide in the case of a dispute.
- 1.15. As a condition of accepting a corporate credit card, a cardholder authorizes the Division to clear any outstanding accounts and deduct the payment from any funds which may be payable to the cardholder.
- 1.16. The corporate card must be returned to the Division Office one month prior to the end of each electoral term.
- 1.17. Any outstanding charges on the account must be resolved through the trustees honoraria claim prior to the end of an electoral term.



NORTHLAND SCHOOL DIVISION NO. 61  
**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** Board of Trustees **DATE:** April 26, 2019  
**SUBMITTED BY:** Secretary-Treasurer, T. Rasmuson  
**SUBJECT:** NSD Rules of Order  
**ORIGINATOR:** Board Advisor L. Byers  
**REFERENCE(S) & ATTACHMENTS:** Policy 7 Appendix D - Rules of Order  
**AFFILIATED POLICY(S) and/or ADMINISTRATIVE PROCEDURE(S):**  
Policy 7 Board Governance & Operations

**RECOMMENDATION:**

**THAT** the Board of Trustees approve first reading of Policy 7 Appendix D Rules of Order.  
**THAT** the Board of Trustees approve second reading of Policy 7 Appendix D Rules of Order.  
**THAT** the Board of Trustees approve third and final reading of Policy 7 Appendix D Rules of Order based on Policy 10 Policy Making guidelines that the circulation period may be waived based on other parameters which in this case is that this Appendix directs the rules during board meetings, so asking for feedback is not required.

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**BACKGROUND:**

The attached rules of order are based on presentations from Becky Kallal from the ASBA and Board discussions during and following these presentations. If approved these would become the "made in Northland" rules of order for Board meetings.

An important piece, and variance from formal meetings at large events like ASBA meetings of all school boards, is the recommendation to have discussion about an item, before a motion, to allow time for some highlights and questions. This is an important piece to Northland as all communities are very distinct so having some time for discussion will help ensure a decision is made that will work for everyone is important.

**RISK ANALYSIS:**

The role of the Chair is very important and need to ensure Chair is willing and able to keep to the procedures. Also it will be incumbent upon trustees assist the Chair and to speak up when the rules of order are not being followed. The Chair will have to be diligent in ensuring "discussion" is on topic and of reasonable time.

## Policy 7 Board Governance and Maintenance

### Schedule D Northland School Division Board of Trustees Rules of Order

Rules of order are designed to facilitate group decision-making. To allow everyone's opinion to be heard while ensuring fairness, respect and civility. Rules of order help efficiently manage conduct and time to cover all business. The ultimate goal is to help deliver quality decisions.

There are two components to Rules of Order

- Rules of Procedure, how to get business done
- Rules of Conduct, how to behave

"It is better to debate a question without settling it than to settle a question without debating it" -  
Joseph Joubert, 1754-1824

#### 1. RULES OF PROCEDURE

##### 1.1. Discussion

- 1.1.1. Prior to a motion being made, time will be allowed for discussing an item. During this time there should not be any debate on it, only time for the presenter to highlight parts and for trustees to ask questions, gather more information.
- 1.1.2. Once the Chair is comfortable there has been enough discussion, he/she will call for a motion
- 1.1.3. Before asking for a motion, the Chair will ask if anyone needs more time for discussion.

##### 1.2. A motion is made

- 1.2.1. A trustee shall make a motion (no seconder required as per School Act)
- 1.2.2. The motion may be as recommended by administration but does not have to be.
- 1.2.3. Motions may be made by any trustee, including the Chair.

##### 1.3. The Chair states the motion

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

##### 1.4. Debate

- 1.4.1. Once a motion is made debate may only be about the motion.
  - 1.4.1.1. E.g. I am favor of this motion because; I am against this motion because
- 1.4.2. Chair controls debate
  - 1.4.2.1. Chair may very occasionally let another trustee or administration provide feedback on a speaker's comments.

- 1.4.2.2. Chair to may ask administration to speak in the middle of the speaker list if feel it will help out; or let the mover answer a question from another trustee.
  - 1.4.3. Everyone can speak up to two times to each motion and up to two minutes per time talking.
    - 1.4.3.1. Chair may allow a third or more rounds of debate on an item if he/she determines it is necessary to ensuring a quality decision.
  - 1.4.4. Mover speaks first and may close the debate as well.
  - 1.4.5. 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 Chair.
  - 1.4.6. When a trustee arrives 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 Chair shall rule on whether further discussion will be allowed.
  - 1.4.7. Point of Order or Point of Information
    - 1.4.7.1. Everything stops to deal with "point"
    - 1.4.7.2. Two kinds of point of order:
      - 1.4.7.2.1.1. Point of Order - Process problem (e.g. someone speaking too long)
      - 1.4.7.2.1.2. Point of Information (e.g. Need information on an item - e.g. need to know if have enough \$\$ in budget for an item asking to purchase.)
  - 1.4.8. In all debate, any matter of procedure in dispute shall be settled, if possible, by reference to this Appendix. If this reference is inadequate, procedure shall be determined by motion supported by the majority of trustees in attendance.
- 1.5. Voting
- 1.5.1. As soon as motion is voted on debate is over and the motion stands as the position of the Board and each trustee.
  - 1.5.2. The Chair, and all trustees present, unless excused by resolution of the Board or by the provisions of the School Act, shall vote on each question.
  - 1.5.3. 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.
  - 1.5.4. In the case of an equality of votes, the question is defeated.
  - 1.5.5. A vote on a question shall be taken by open vote, expressed by show of hands, except votes to elect the Chair or Vice-Chair, which are by secret ballot, unless there is unanimous consent of all trustees present to use a show of hands.
- 1.6. Chair announces the result and effect.
- 1.6.1. Results of vote is announced (e.g. vote is: 9 in favor; 2 opposed - motion is carried).

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- 1.6.2. Effect of vote is announced (e.g. will be sending \$500 to charity for school uniforms).
  - 1.7. Procedural Motions
    - 1.7.1. Approve agenda; approve consent agenda.
      - 1.7.1.1. Trustee may ask for an item to be pulled from the consent agenda and put into action items but must do so prior to the approval of the consent agenda.
    - 1.7.2. Procedural motions should go through very quickly.
      - 1.7.2.1. If a trustee wishes to address a procedural motion they should be prepared to do so as soon as the item is called or have dealt with it prior to the board meeting such as correcting typos in minutes.
  - 1.8. Substantive motions
    - 1.8.1.1. Must only be debating one main motion at a time.
  - 1.9. Amendments
    - 1.9.1. Chair will decide if amendment is contrary to the essence of the main motion.
      - 1.9.1.1. If an amendment is accepted then debate on main motion stops and debate is about the amendment only.
      - 1.9.1.2. Only debate one amendment at a time.
      - 1.9.1.3. Chair should restart speaking list to discuss amendment.
      - 1.9.1.4. Ask mover of amendment if they would like to speak to their amendment.
      - 1.9.1.5. Ask if anyone else wants to speak to amendment.
      - 1.9.1.6. After all debate; mover may close.
      - 1.9.1.7. Vote is taken
        - 1.9.1.7.1. If amendment if accepted then go back to main motion as amended.
        - 1.9.1.7.2. If amendment is not accepted then go back to main motion as it was and go back to speaker list for the main motion.
    - 1.9.2. Friendly amendment
      - 1.9.2.1. Someone puts forward an amendment and indicates it may be a friendly amendment or if chair sees a lot of head nodding to the amendment may ask if it is a friendly amendment.
      - 1.9.2.2. Chair ask if anyone DISAGREES with it being a friendly amendment.
      - 1.9.2.3. If it is unanimous then the amendment is added into the main motion and then go back to speaker list of main motion (as now amended) because it is a friendly amendment.
    - 1.9.3. Germane Amendments

- 1.9.3.1. All amendments must be germane to the main motion which means the amendment must be about the same essence as the main motion, if not it might not be accepted.
- 1.9.3.2. No set rule on whether it is germane, depends on situation
  - 1.9.3.2.1. Chair can accept or not accept the amendment;
  - 1.9.3.2.2. Trustees can challenge the Chairs' ruling and then the Board votes on whether it will be considered as an amendment.

#### 1.10. Notice of Motion

- 1.10.1. 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.
- 1.10.2. A notice of motion is not debatable and may not be voted on.

#### 1.11. Motion to Adjourn

- 1.11.1. If all items on the agenda are complete:
  - 1.11.1.1. Chair says: "Seeing no further business, meeting is adjourned".
- 1.11.2. If agenda is not completed and are deferring business then should have a motion to adjourn and defer business.

## 2. RULES OF CONDUCT

- 2.1. The behavior of everyone in attendance at a meeting shall be to help ensure good debate and quality decisions.
- 2.2. Laptops and cell phones should not be used during in-camera meetings.
- 2.3. Forms of address
  - 2.3.1. Titles will be used at all public meetings
    - 2.3.1.1. Example: Chair Smith, Trustee Brown, Superintendent Jones
- 2.4. Speaking at Meetings
  - 2.4.1. Raise hands to be put on speaker list.
  - 2.4.2. Must be recognized by Chair before speaking.
  - 2.4.3. Thank Chair when recognized to speak; thank Chair when finished so everyone knows are finished speaking.
  - 2.4.4. The custom of addressing comments to the Chair is to be followed by all persons in attendance.
- 2.5. Addressing the Motion
  - 2.5.1. Debate motion, not each other.
  - 2.5.2. Discussion should occur with no reference to a prior position.



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- 2.6. Debating and Deciding the Motion
- 2.6.1. All debate and decisions shall be:
- 2.6.1.1. Formal enough to give clear direction to the Superintendent in implementing the Board’s expectations.
- 2.6.1.2. Informal enough to allow a complete, honest and factual sharing of information and opinions.
- 2.7. Role of the Chair
- 2.7.1. Main role is to “direct traffic”
- 2.7.2. Remain calm and neutral
- 2.7.3. Provide a “safe space” for everyone to speak, share thoughts and information.
- 2.7.4. Acknowledge, generally by nodding, that they see trustee or administration that wants to be on speakers list.
- 2.7.5. Read next three speakers on the speaker list and then acknowledge first speaker to speak.
- 2.7.6. Be as neutral as possible.
- 2.7.7. Avoid temptation to speak after every comment.
- 2.7.8. Hold own comments as long as possible, or at least until other trustees have had the opportunity to speak once.
- 2.7.9. Maintain speaking order and work towards goal of hearing from everyone, with priority given to first time speakers.
- 2.7.10. Think in “rounds”. Has everybody had a chance to speak first? Anybody else want to speak first? If not then could go to second round and allow second time speakers.
- 2.7.11. Responsible to limit a speaker when they are speaking too long, becoming repetitive or not on topic.
- 2.7.12. Chair must be firm in keeping order.
- 2.8. Role of the Trustees
- 2.8.1. All trustees are responsible to hold themselves and Chair to the rules of order.
- 2.8.2. Come prepared. A lot of work goes into preparing the Board packages and asking questions that are already answered in the package just should not happen.
- 2.8.3. Read all materials provided to you ahead of the meeting at least once, preferably twice and seek clarification to Consent Agenda items prior to the meeting.
- 2.8.4. Represent whole district.
- 2.8.5. Know how to behave; don’t repeat yourself.
- 2.8.6. Do not sidebar; only Chair and Superintendent can do that.
- 2.8.7. Be humble if corrected by Chair; you are the one that made the mistake
- 2.8.8. Help the Chair!



NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** Board of Trustees **DATE:** April 26, 2019

**SUBMITTED BY:** Secretary-Treasurer, T. Rasmuson

**SUBJECT:** Policy 7 - Board Governance and Operations, Policy 7 - Appendix A Schedule of Rates

**ORIGINATOR:** Board Advisor, L. Byers

**REFERENCE(S) & ATTACHMENTS:** Policy 7 - Board Governance and Operations, Policy 7 - Appendix A Schedule of Rates

**AFFILIATED POLICY(S) and/or ADMINISTRATIVE PROCEDURE(S):**

**RECOMMENDATION:**

**THAT the Board of Trustees approve the housekeeping changes to Policy 7 Board Governance and Operations and Policy 7 Appendix A Schedule of Rates**

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**BACKGROUND:**

The recommended changes are mainly to align the policy and appendix with the new Policy 7 Appendix C Trustee Expense Guidelines.

Changes are also being recommended that remove from the schedule of rates the list of what trustees receive honorariums for and put it into the main policy. Of special note is that a general description of what "Trustee General Duty Days" are for has been added.

**RISK ANALYSIS:**

No risks are perceived.

## Policy 7

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### BOARD GOVERNANCE AND OPERATIONS

The Board's ability to discharge its obligations in a productive and effective manner is dependent upon the development and implementation of a sound organization design. In order to discharge its responsibilities to the electorate of the Division, the Board shall hold meetings as often as necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting. The Board has adopted policies so the business of the Board can be conducted in an orderly and efficient manner.

The Board's fundamental obligation is to preserve, if not enhance, the public trust in education and in the affairs of its operations in particular. Consistent with its objective to encourage the general public to engage in 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.

There are times when public interest is best served by private discussion of specific issues in "in-camera" 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 in-camera for issues dealing with individual students, individual employees, land, labor, litigation or negotiation.

Presentations at Board meetings by members of the public, students and staff can enhance public interest.

#### 1. Wards

Within the stipulation of Ministerial Order #040/2017 dated July 4, 2017, the Board will provide for the nomination and election of trustees within the Division by wards.

Copies of the Ministerial Order are available from the Division Office.

- 1.1 Seven (7) to Eleven (11) wards can be established within Northland School Division. Eleven (11) wards were established for the 2017 elections.
- 1.2 One (1) trustee is to be elected in each ward.
- 1.3 The provisions of the Local Authorities Election Act respecting the election of trustees shall apply to every election in each ward.
- 1.4 During the four (4) year period immediately following a general election, a by-election need not be held if there is only one (1) vacancy on the Board and during the fourth year following a general election, a by-election need not be held if there are only two (2) vacancies on the Board. By-elections may be held as determined by the Board.

#### 2. Organizational Meeting

- 2.1 An Organizational Meeting of the Board, subject to 2.2, shall be held annually on the date determined by the Board in setting its schedule for regular meetings.
- 2.2 In any year in which a general election takes place, an Organizational Meeting shall be held within four weeks following the date of that election, at a time and place to be fixed by the

**Corporate Secretary-Treasurer** and shall be the first official meeting of the Board.

2.3 The Superintendent or designate will give notice of the Organizational Meeting to each trustee as if it were a special meeting. The Superintendent or designate shall call the meeting to order and act as Chair of the meeting for the purpose of the election of the Board Chair.

2.3.1 All votes for the positions of Board Chair and Vice Chair shall be conducted by secret ballot unless there is unanimous agreement among the trustees to use a show of hands.

2.4 Each trustee will take the oath of office immediately following the call to order of the Organizational Meeting after a general election. Special provisions will be made for a trustee taking office following a by-election.

2.5 Upon election as Chair, the Board Chair shall take the oath of office and preside over the remainder of the Organizational Meeting. The Board Chair shall normally be elected for a period of one (1) year.

2.6 The Organizational Meeting shall, in addition:

2.6.1 Elect a Vice-Chair;

2.6.2 Establish a schedule (date, time and place) for regular meetings and any other pre-determined meetings required for the ensuing year;

2.6.3 Create such standing or ad hoc committees of the Board as deemed appropriate; and appoint members;

2.6.4 Appoint Board representation as per Policy 9 Board Representation.

2.6.5 Review trustee conflict of interest stipulations and determine any disclosure of information requirements; and

2.6.6 Address other organizational items as required.

### 3. Regular Meetings

Regular Board meeting dates, times and locations shall be as established at the Organizational Meeting each year.

3.1 Notwithstanding the schedule established at the Organizational Meeting, the Board may, by resolution, alter the schedule in such manner as it deems appropriate.

3.2 All trustees shall notify the Board Chair and **Executive Secretary to Board and Finance** if they are unable to attend a Board meeting.

3.3 All trustees who are absent from three (3) consecutive regular meetings shall:

3.3.1 Obtain authorization by resolution of the Board to do so; or

3.3.2 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.

3.4 If both the Board Chair or Vice-Chair through illness or other cause are unable to perform the duties of the office or are absent, the Board shall appoint from among its members an acting Board Chair, who on being so appointed has all the powers and shall perform all the duties of the Board Chair during the Board Chair's and Vice-Chair's

inability to act or absence.

- 3.5 Regular meetings of the Board will not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's contract is being discussed.

#### 4. Special Meetings

- 4.1 Occasionally, unanticipated or emergent issues require immediate Board attention and/or action.
- 4.2 Special meetings of the Board will only be called when the Board Chair, the majority of trustees, or the Minister is of the opinion that an issue must be dealt with before the next regular Board meeting.
- 4.3 A notice of the special meeting including date, time, place and nature of business shall be issued to all trustees at least seven (7) days prior to the date of the meeting or personally served at least two (2) days prior to the date of the meeting unless every trustee agrees to waive in writing the requirements for notice. Such notice may be provided by recorded mail, personal service or by electronic means on the provision that the trustee provide a response that they received the notice.
- 4.4 The nature of the business to be transacted must be clearly specified in the notice of the meeting. Unless all trustees are present at the special meeting, no other business may be transacted. Items can be added to the agenda by a majority vote when all trustees are present.
- 4.5 Special meetings of the Board shall be open to the public recognizing that specific agenda matters may be held in-camera.
- 4.6 Special meetings of the Board will not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's contract is being discussed.

#### 5. Meetings by Electronic Means

- 5.1 It is the preference of the Board to meet at a common location to conduct Division business with trustees and the Superintendent or designate in physical attendance.
- 5.2 Notwithstanding 5.1, Trustees and Superintendent or designate participating in a meeting held by means of a communication facility are deemed to be present at the meeting, provided the trustee or Superintendent or designate are physically present within the boundaries of Alberta or with permission of the Chair if outside the boundaries of Alberta.
- 5.3 The facilities must enable all the meeting's participants to hear each other, and if possible enable all participants to view each other.
- 5.4 If it is a Board meeting, the facilities must enable the public to listen to the meeting, and if possible enable the public to view the meeting and participants.
- 5.5 One (1) facility will be determined by the Superintendent or designate to be the central and public-accessible site, and this site will be communicated to the public with the Board agenda.
- 5.5.1 At least one (1) trustee and the Superintendent or designate must participate from the central and public-accessible site.
- 5.6 Reasonable steps must be taken to notify the public of locations from which members of the public may participate.
- 5.7 The Superintendent or designate will be responsible for the organization of the electronic

communications with participants, and will inform trustees at the meeting if the identity of a participant is in question.

- 5.8 A trustee may participate from a location to which the public does not have access.
- 5.9 A trustee must ensure the means and location used to participate in the meeting will allow moving in-camera, and will meet all requirements of an in-camera session.
- 5.10 Through a Board motion, at least one (1) month in advance, trustees may determine that a future meeting will be exempt from electronic communication.

## 6. In-Camera Sessions

The School Act uses the term “private” for non-public meetings. Robert’s Rules of Order uses the term “executive session” for the same distinction. The term “in-camera” is most commonly used and is synonymous with the other two terms.

The preservation and enhancement of the public’s trust in the educational system is an important priority of the Board. The Board believes that public trust is preserved by conducting open Board meetings. Notwithstanding this belief, occasionally matters of unusual sensitivity require the Board to hold closed meetings.

In order to understand the ability to meet in-camera, consideration must first be given to the obligation of a school board to hold meetings in public and to refrain from excluding anyone from such meetings, except for improper conduct.

The exception to the general rule of holding meetings in public should be used sparingly.

- 6.1 The Board shall consider the following prior to moving in-camera:
  - 6.1.1 Is it in the public interest to move in-camera to have these discussions?
  - 6.1.2 Can the need to move in-camera be articulated by way of a resolution proposed to move in-camera?
  - 6.1.3 Would a reasonable member of the electorate, having understood all the circumstances, agree that it is in the public interest to have the matter further debated in-camera?
- 6.2 The Board may convene in-camera only to discuss matters of a sensitive nature, as outlined by the School Act:
  - 6.2.1 Land: Acquisition/disposal of real property;
  - 6.2.2 Labour: Matters relating to negotiations;
  - 6.2.3 Legal: Litigation brought by or against the Board;
  - 6.2.4 Personal information of an individual, including an employee of a public body, subject to guidelines outlined in 6.3.
    - 6.2.4.1 Personal information is much broader than personnel information and includes recorded information about an identifiable individual.
    - 6.2.4.2 When considering personal information for a matter that falls within the Board’s jurisdiction, the privacy protection rules under the FOIP Act must be applied.
  - 6.2.5 Other topics that a majority of the trustees present feel are of the opinion that

it is in the public interest, to be discussed in private, subject to guidelines outlined in 6.3.

- 6.3 The FOIP Act protects the privacy of certain types of information, including personal information and sets out the rules for who has access to what information:
- 6.3.1 The access rules are generally governed by following the “need to know” principle. Under this principle, if the Board does not have a need to know, the information should not be before them.
  - 6.3.2 The need to protect confidential information and the obligations of Trustees in that regard are outlined in Policy 4 Trustee Code of Conduct.
  - 6.3.3 If the contents of a concern refer to a matter that does not fall within the authority or decision making mandate of the Board, it should be referred to the Superintendent.
  - 6.3.4 If the contents of a concern do fall within the authority or decision making mandate of the Board, the Board Chair will be responsible to determine the use to which it is put, while protecting the privacy interests of the individual involved.
- 6.4 The Board may, by resolution, schedule an in-camera meeting at a time or place agreeable to the Board or recess a meeting in progress for the purpose of meeting in- camera. Such resolutions shall be recorded in the minutes of the Board and shall specify those individuals eligible to attend in addition to trustees and the Superintendent, notwithstanding item 3.5 above.
- 6.5 Such sessions shall be closed to the public and news media. The Board shall only discuss the matter(s) that gave rise to the in-camera meeting. Board members and other persons attending the session shall maintain confidentiality and shall not disclose the substance of the discussion at such sessions.
- 6.6 The Board shall, during the in-camera session, adopt only such resolution as is required to reconvene the Board in an open, public meeting. This resolution shall be recorded in the minutes of the Board meeting.

## 7. Agenda for Regular Meetings

The Agenda **Planning** Review Committee is responsible for preparing an agenda for Board meetings.

- 7.1 Items scheduled for a specific time shall be clearly identified on the agenda.
- 7.2 The agenda will be supported by copies of letters, reports, contracts and other materials as are pertinent to the business that will come before the Board and will be of value to the Board in the performance of its duties.
- 7.3 The Superintendent shall provide a recommendation, options considered, risk management and research, where appropriate.
- 7.4 Items may be placed on the agenda in one (1) of the following ways:
  - 7.4.1 By notifying the Board Chair or Superintendent at least six (6) calendar days prior to the Board meeting.
  - 7.4.2 By notice of motion at the previous meeting of the Board.
  - 7.4.3 As a request from a committee of the Board.

- 7.4.4 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 to accommodate truly emergent items may be made by a majority of those present.
- 7.5 The agenda package, containing the agenda and supporting information, will be provided to each trustee at least four (4) calendar days prior to the Board meeting.
- 7.5.1 Subsequently, information may be provided at the meeting; and further, the Superintendent shall advise the Board Chair regarding the emergent nature of such information.
- 7.5.2 The Superintendent (or designate) shall ensure - the board agenda is uploaded to the Northland Website for stakeholder access prior to the Board meeting.
- 7.6 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 trustees.
- 7.7 During the course of the Board meeting, the trustees present, with unanimous consent, may amend the agenda and place items before the Board for discussion. The Board may take action on such items.
- 7.8 The list of agenda items shall be posted on the Division website and be available in the Division Office. Any elector may inspect the agenda and request a copy.

## 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 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 persons making the motions;
  - 8.1.8 A brief summary of the circumstances which gave rise to the matter being considered by the Board;
  - 8.1.9 Points of order and appeals;
  - 8.1.10 Appointments;
  - 8.1.11 Receipt of reports of committees;
  - 8.1.12 Recording of the declaration of all votes on a motion (when requested pursuant to the School Act);
  - 8.1.13 Trustee declaration of conflict of interest pursuant to the School Act;



- 8.1.14 Departure and re-entry times of trustees and administration during a meeting; and
- 8.1.15 The time of adjournment.
- 8.2 The minutes shall:
  - 8.2.1 Be prepared as directed by the Superintendent;
  - 8.2.2 Be reviewed by the Superintendent 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.
- 8.3 The Superintendent or designate shall ensure, upon acceptance by the Board, that appropriate initials are affixed to each page of the minutes, and that appropriate signatures are affixed to the last page of the minutes.
- 8.4 The Superintendent shall establish a codification system for resolutions determined by the Board which will:
  - 8.4.1 Provide for ready identification as to the meeting at which it was considered;
  - 8.4.2 Provide for cross-referencing with resolutions of similar nature adopted by the Board at previous meetings.
  - 8.4.3 The Superintendent shall ensure all motions are tracked and business arising is completed and reported to the Board.
- 8.5 The Superintendent or designate will establish and maintain a secure file of all Board minutes.
- 8.6 As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.
- 8.7 The approved minutes of a regular or special meeting shall be posted to the website as soon as possible following approval. The Superintendent or designate is responsible to distribute and post the approved minutes.

## 9. Rules of Order

- 9.1 See Policy 7 Schedule D Northland School Division Board of Trustees Rules of Order

9.2 Motions do not require a seconder as the School Act

9.3 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.

9.4 Discussion on Motion

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 must generally be 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.

#### 9.5 Speaking to the Motion

The mover of a motion first and every trustee shall have an opportunity to speak to the motion.

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

The mover of the motion is permitted to close debate on the motion.

As a general guide, a trustee is not to speak longer than five (5) minutes on any motion. The Board Chair has the responsibility to limit the discussion by a trustee when such a discussion is repetitive or digresses from the topic at hand, or where discussion takes place prior to the acceptance of a motion.

No one shall interrupt a speaker, unless it is to ask for important clarification of the speaker's remarks, and any such interruption shall not be permitted without permission of the Board Chair.

When a trustee arrives 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.

#### 9.6 Reading of the Motion

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

#### 9.7 Required Votes

9.7.1 The Board Chair, and all trustees present, unless excused by resolution of the Board or by the provisions of the School Act, shall vote on each question.

9.7.2 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.

9.7.3 A vote on a question shall be taken by open vote, expressed by show of hands, except votes to elect the Board Chair or Vice-Chair, which are by secret ballot, unless there is unanimous consent of all trustees present to use a show of hands.

9.7.4 All votes shall be recorded votes.

#### 9.8 Debate

9.8.1 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.

9.8.2 All debate shall be:

9.8.2.1 Formal enough to give clear direction to the Superintendent in implementing the Board's expectations.

9.8.2.2 Informal enough to allow a complete, honest and factual sharing of

### Information and opinions

#### 10. Delegations at Board Meetings

The Board welcomes presentations on school matters by individuals or groups and may enter into a dialogue with a delegation concerning their expressed opinions, requests or demands in order to clarify the issues and/or explain policy. The Board is not obligated to act in connection with a matter or matters raised by a delegation.

The Board has established the following channels of communication for parents and other groups to address their concerns regarding:

10.1 Issues regarding the selection of learning materials and the interpretation of Board policy by employees shall be communicated in the following order:

10.1.1 Teacher,

10.1.2 Principal,

10.1.3 Superintendent,

10.1.4 Board.

10.2 Issues and concerns about Board policies or actions shall be:

10.2.1 Submitted to the Superintendent for review, discussion, and clarification.

10.2.2 If the concerns are not addressed to the satisfaction of a concerned individual or group, a written submission may be made to the Board. The concerned party may also request an appearance before the Board.

10.3 Procedures for delegations within to make a presentation to the Board are as follows:

10.3.1 The delegation shall give the Superintendent at least twenty (20) calendar days' notice before the day of the meeting at which it wishes to appear.

10.3.2 The notice shall be accompanied by a summary or explanation of the problem or concern that it wishes to discuss.

10.3.2.1 The Agenda Review Committee shall determine whether a delegation is to be permitted.

10.3.2.2 The Board Chair shall inform the delegation of the decision and review the details of the delegation process if it is to be heard.

10.3.3 The notice and summary shall be included in the agenda package for the meeting.

10.3.4 The delegation shall appoint not more than two (2) persons to speak on their behalf at the meeting and to respond to questions from the Board.

10.3.5 Normally, the Board will make their decision at the next regularly scheduled meeting.

#### 11. Petitions

11.1 Petitions shall be filed with the Corporate Secretary-Treasurer.

11.2 The Corporate Secretary shall determine petition sufficiency.

11.2.1 The Corporate Secretary-Treasurer will provide written notification of petition sufficiency/insufficiency to all petitioners.

- 11.3 Once a sufficient petition has been received by the Board, the Board shall establish an ad hoc committee within thirty (30) days to review the petition and provide recommendations on the purpose of the petition to the Board.
- 11.4 Within ninety (90) days of the receipt of a sufficient petition, the Board must make a decision(s) on the purpose of the petition.
- 11.5 Once a decision(s) on the purpose of the petition has been made by the Board, the Board will provide written notification to all petitioners.

## 12. Public Notices

- 12.1 Public notices must be published at least once a week for two (2) consecutive weeks in at least one (1) newspaper that has general circulation in the area in which school divisions and municipalities interested in the matter are situated.
- 12.2 Public notices must be posted for ten (10) business days in at least two (2) areas considered appropriate.
- 12.3 Additionally, public notices may be posted electronically.

## 13. Audio/Video Recording Devices

- 13.1 Anyone wanting to use recording devices at a public Board meeting must obtain prior approval of the Board Chair.

## 14. Trustee Compensation and Expenses

The Board recognizes that the Chair and trustees have a very important role to fulfill and should be fairly compensated and reimbursed for expenses for Board business.

The Board shall:

- 14.1 Include amounts for trustee honoraria and expenses in its annual budget.
- 14.2 Report individual trustee remuneration annually in the Division's audited financial statements, in accordance with the Fiscal Planning and Transparency Act.
- 14.3 Annually review and approve rates in Policy 7 Appendix A Schedule of Rates in conjunction with the budgeting process.
  - 14.3.1 Any changes to rates and/or compensation shall come into effect the following September 1.
- 14.4 Services for which Trustees shall receive remuneration shall include:
  - 14.4.1 Regular School Board Meetings
  - 14.4.2 Special School Board Meetings;
  - 14.4.3 Meetings of Committees of the Board;
  - 14.4.4 ASBA Zone meetings;
  - 14.4.5 ASBA and PSBAA spring and fall annual general meetings;
  - 14.4.6 PSBAA Governance Sessions, Council Meetings;
  - 14.4.7 ASCA Annual Conference
  - 14.4.8 Local Zone Alberta Education Consultation Sessions;

- 14.4.9 Conventions, retreats and workshops as authorized by the Board through Policy 7 Appendix B Professional Development Guidelines (including ASBA and CSBA);
- 14.4.10 Attendance at Christmas concerts of their respective school(s);
- 14.4.11 Attendance at Long Services Awards at schools within their ward or a division wide event;
- 14.4.12 Attendance at school activities where the trustee is formally invited to participate, and authorized by the Board Chair or Superintendent;
- 14.4.13 Attendance at meetings held by other organizations to which the Board has appointed the trustee as a representative;
- 14.4.14 Trustee General Duty Days
- 14.4.14.1 General Duty Days are to cover time for reading materials and preparing for board and/or committee meetings, working with community members on individuals concerns, short visits to schools, etc.
- 14.4.14.2 The Board Chair is entitled to claim up to five (5) Trustee Duty days per month for time spent engaging in official Division business as directed by the Board through policy or motion.
- 14.4.14.3 All other trustees are entitled to two (2) General Trustee Duty days per month, plus a maximum of four (4) additional days annually if the trustee is a member of a committee that requires significant additional reading, research and report writing. The committee will provide consensus of who and how many days are claimed.
- 14.4.15 Other activities where the Board places an obligation on the trustee(s) to attend and/or participated.
- 14.5 Reimbursement of expenses and allowances shall be paid in accordance with Policy 7 Appendix A Schedule of Rates, Appendix B Professional Development Guidelines and Appendix C Trustee Expense Guidelines.
- 14.6 Publish a schedule of dates on which payment will be issued. **OMIT ALL GREEN – Appendix C**
- 14.6.1 Signed pay and expense claims must be submitted to the Board chair to enact payment.
- 14.6.2 Generally, detailed receipts are required.
- 14.6.3 Payment shall be processed in the next regular cheque run and sent out by mail unless other arrangements are made by the trustee, such as electronic fund transfer.
- The following procedures shall be followed:
- 14.7 Establish expense rates for
- 14.7.1 Transportation
- 14.7.1.1 Transportation for trustees to attend Board meetings, workshops, conferences or other assigned duties.
- 14.7.1.2 No more than two (2) vehicles per community shall be utilized per trip.

**14.7.2 Accommodation**

14.7.2.1 Reimbursement to maximum rates established by the Board for:

14.7.2.1.1 Accommodation with receipts.

14.7.2.1.2 Accommodation without receipts.

14.7.2.1.3 Accommodation in a private dwelling.

**14.7.3 Meals**

14.7.3.1 Breakfast may be claimed if departure is earlier or the time of return is later than 7:30 a.m.

14.7.3.2 Lunch if departure is earlier or return is later than 1:00 p.m.

14.7.3.3 Dinner if departure is earlier or return is later than 6:30 p.m.

**14.8 Support Trustee Development**

The Board believes that trustees can best discharge their obligations to the electorate and the Board when they possess the necessary knowledge and skills.

14.8.1 The Board shall establish, in its annual budget, a sum of monies for the purpose of defraying expenses incurred by trustees who attend workshops, conferences and seminars conducted beyond the boundaries of the Division.

14.8.1.1 Monies may be accumulated in the first three (3) years following the election year, but in the fourth year, the budget must be balanced.

14.8.1.2 Surplus accounts in election years will be returned to the general revenues.

14.8.1.3 Deficit accounts will be accepted in the first three (3) years, providing a Four-Year plan is developed by the Board outlining how the deficit will be cleared in the fourth year of the election term.

14.8.2 Attendance at professional development shall be as per Policy 7 Appendix B Professional Development Guidelines

14.8.3 Reimbursement of expenses for professional development shall be paid in accordance with Policy 7 Appendix A Schedule of Rates and Policy 7 Appendix B Trustee Expense Guidelines.

14.8.4 Monies shall not be expended on behalf of any person other than the trustee.

14.8.5 Monies shall not be expended on objects, including alcoholic beverages, or personal entertainment. OMIT ALL GREEN – in Appendix C

14.8.6 The Secretary-Treasurer shall advise the trustees of their cumulative professional development expenditures on a quarterly basis.

**15. Trustee Conflict of Interest**

The trustee is directly responsible to the electorate of the Division and to the Board.

Upon election to office and annually thereafter, the trustee must complete a disclosure of personal interest statement and accept a position of public trust. The trustee is expected to act in a manner which will enhance the trust accorded the trustee, and through the trustee, the trust accorded to the Board.

The Board is of the firm conviction that its ability to discharge its obligations is dependent upon the trust and confidence of the electorate in its Board and in its trustee members. Therefore, the Board believes in the requirement to declare conflict of interest.

- 15.1 The trustee is expected to be comply with the relevant sections of the School Act.
- 15.2 The trustee is responsible for declaring him/herself to be in possible conflict of interest.
  - 15.2.1 The trustee 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.
  - 15.2.2 Following the declaration of conflict of interest by a trustee, all debate and action shall cease until the trustee has left the room.
- 15.3 It shall be the responsibility of the trustee in conflict to absent him/herself from the meeting in accordance with the requirements of the School Act and ensure that his/her declaration and absence is properly recorded within the minutes.
- 15.4 The recording secretary will record in the minutes:
  - 15.4.1 The trustee's declaration;
  - 15.4.2 The trustee's abstention from the debate and the vote; and
  - 15.4.3 That the trustee left the room in which the meeting was held.

**Legal Reference:** Section 60, 64, 65, 66, 67, 68, 70, 71, 72, 73, 74, 75, 76, 80, 81, 82, 83, 145, 208, 210, 261, 262  
 School Act  
 Fiscal Planning and Transparency Act Local  
 Authorities Elections Act Northland School  
 Division Act  
 Income Tax Act (Canada)  
 Freedom of Information and Protection of Privacy Act

**Reference:** Policy 7, Appendix A – Schedule of Rates  
Template: Northland Board Agenda

## Policy 7 – Appendix A

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### SCHEDULE OF RATES

Move all green right below to Policy 7 Board Governance and Operations

#### Trustee Compensation and Expenses

Trustees and the Chair have a very important role to fulfill and should be fairly reimbursed for their time spent carrying out Board business.

#### Guidelines & Procedures

1. The Honoraria and General Expense Allowance shall be established annually.

2. Services for which Trustees shall receive remuneration shall include:

2.1 Regular School Board Meetings;

2.2 Special School Board Meetings;

2.3 Meetings of Committees of the Board;

2.4 ASBA Zone meetings;

2.5 ASBA and PSBAA spring and fall annual general meetings;

2.6 PSBAA Governance Sessions, Council Meetings;

2.7 ASCA Annual Conference;

2.8 Local Zone Alberta Education Consultation Sessions;

2.9 Conventions, retreats and workshops as authorized by the Board (including ASBA and CSBA);

2.10 Attendance at Christmas concerts of their respective school(s);

2.11 Long Services Awards;

2.12 Attendance at school activities where the trustee is formally invited to participate, and authorized by the Board Chair or Superintendent;

2.13 Attendance at meetings held by other organizations to which the Board has appointed the trustee as a representative;

2.14 Other activities where the Board places an obligation on the trustee(s) to attend and/or participate;



A. TRUSTEE COMPENSATION	TRUSTEE HONORARIA
1. Meetings: <ul style="list-style-type: none"> <li>● Board Chair (per day)               <ul style="list-style-type: none"> <li>○ 1.0 day (4-8 hours)</li> <li>○ .5 day (2-4 hours)</li> <li>○ .25 day (less than 2 hours)</li> </ul> </li> <li>● Trustee (per day)               <ul style="list-style-type: none"> <li>○ 1.0 day (4-8 hours)</li> <li>○ .5 day (2-4 hours)</li> <li>○ .25 day (less than 2 hours)</li> </ul> </li> <li>● Elder attendance (only when Elder has been invited by the Board to attend a meeting or event).</li> </ul>	\$250.00 \$125.00 \$ 62.50 \$200.00 \$100.00 \$ 50.00 \$200.00 per diem do we want to change this?
The Board Chair is entitled to claim up to five (5) general Trustee Duty days per month, to a maximum of 65 days per year.	
All other trustees are entitled to two (2) General Trustee Duty days per month, plus a maximum of four (4) additional days annually if the trustee is a member of a committee that requires significant additional reading, research and report writing to a maximum of 26 days per year. The committee will provide consensus of who and how many days are claimed.	
Moved to Policy 7 Board Governance and Operations	
B. EXPENSES	AMOUNT
1. Travel	\$0.51/km
2. Regular Meal Rate: (The Division <u>will not</u> reimburse for the purchase of any alcohol) <ul style="list-style-type: none"> <li>Breakfast</li> <li>Lunch</li> <li>Dinner</li> <li>Or with receipts to a reasonable amount</li> </ul>	\$15.00 \$20.00 \$30.00
3. Accommodation: (receipts required) Without Receipts *	\$40.00

\* The purpose of this amount is to reimburse claimants for expenses incurred when staying at friends or relatives when away from home.

3. Travel Days for the purpose of paying trustee honoraria:

To receive the daily honorarium for travel days, consideration is given to the following; distance between the place of residence of the members and the meeting place:

- 3.1 149 km – no travel day
- 3.2 150–399 km – 1/2 travel day
- 3.3 400+ – 1 travel day

4. In cases where the Trustee comes to the location of the Board meeting, conference, or workshops but does not attend the meeting(s), the Board will not pay honoraria and will reclaim all expenses associated with the member's travel to that meeting, unless the trustee was ill or a family emergency prevented the trustee from attending.

\*\* Above green amended and moved to Appendix C Trustee Expenses and Guidelines

## 5. Benefits

- 5.1 Blanket Life Insurance will be available for trustees, provided through ASEBP at no cost to trustees.
- 5.2 Benefits are the same as the non-teaching staff group and the cost to the trustees is the same as the non-teaching staff group.



NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** Board of Trustees **DATE:** April 26, 2019

**SUBMITTED BY:** Board Advisor, L. Byers

**SUBJECT:** Board and Superintendent Communication Guidelines

**ORIGINATOR:** Board Advisor, L. Byers

**REFERENCE(S) & ATTACHMENTS:** Policy 2 Appendix D - Board and Superintendent Communication Guidelines

**AFFILIATED POLICY(S) and/or ADMINISTRATIVE PROCEDURE(S):** Policy 2 Role of Board, Policy 3 Role of Trustee, Policy 3 Appendix B Trustee Working Relationship Guidelines; Policy 5 Role of Chair, Policy 12 Role of Superintendent

**RECOMMENDATION:**

**THAT the Board of Trustees approve first reading of Policy 2 Appendix D Board & Superintendent Communication Guidelines.**

**THAT the Board of Trustees approve second reading of Policy 2 Appendix D Board & Superintendent Communication Guidelines.**

**THAT the Board of Trustees approve third and final reading of Policy 2 Appendix D Board & Superintendent Communication Guidelines based on Policy 10 Policy Making guidelines that the circulation period may be waived based on other parameters which in this case is that this Appendix directs work between the Board and Superintendent therefore asking for feedback is not required.**

\*\*\*\*\*

**BACKGROUND:**

These guidelines were created following a workshop on February 6, 2019 with the Chair and three other trustees. It was facilitated by Terry Gunderson, ASBA and Board Advisor, Lois Byers.

This workshop came about following discussions at the January Board meeting where the need for the Board and Superintendent to discuss and define expectations, roles and responsibilities to help strengthen communication was identified.

The items from the workshop that pertained to interview committees has been put into Policy 16 Recruitment and Selection of Personnel that is in the April COTW for discussion.

**RISK ANALYSIS:**

None.

## Policy 2 Role of Board

### Appendix D Board and Superintendent Communication Guidelines

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*"The single biggest problem in communication is the illusion that it has taken place"*  
George Bernard Shaw

The Board and Superintendent form one of the most important teams in Northland School Division and as such the communication between them needs to be very strong and effective. This appendix is designed to help enhance communication and is not intended in any way to interfere with the roles and responsibilities, or authority of either.

These guidelines are in addition to the guidelines about communication in policies:

- Policy 2 Role of the Board;
- Policy 3 Role of Trustee, Policy 3 Appendix B Trustee Working Relationships
- Policy 5 Role of Chair
- Policy 12 Role of Superintendent

#### **GUIDELINES**

##### **A. GOLDEN RULES OF COMMUNICATION**

- a. Model Policy 1 Foundational Statements at all times (*see also Policy 2 Role of Board, Policy 3 Role of Trustee*)
- b. see also Policy
- c. Remember to deposit into other's emotional bank accounts with the words you choose and the way you say them.
- d. Keep confidential information, confidential – no exceptions.
- e. Before sharing information from a conversation ensure the person who provided you the information is okay with you sharing it.
- f. Confirm understanding of communication:
  - i. Email follow up to phone conversations to ensure understanding and a record of information shared and actions to occur. Generally administration will follow up with email however trustee too has a responsibility to ensure there is understanding.
- g. Remember decision-making is made up of an education perspective and political (community) perspective.
- h. Communicate, Communicate, Communicate

##### **B. EDUCATION PROGRAMS/INITIATIVES** (*see also Policy 12 Role of Superintendent*).

- a. Engage the Board with regard to the structure and community engagement process of significant, or potentially controversial, education initiatives/programs when determining what items involve significant change, or have the potential to be controversial, the following factors are for consideration:
  - i. Traditions, cultures and practices vary extensively by community;

## Policy 2 Role of Board

### Appendix D Board and Superintendent Communication Guidelines

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- ii. Potential for it to be controversial. The larger the change being proposed, the higher the chance for controversy.
- iii. Using the services of an elder, expert or consultant outside of the division.
- b. Engage the Board to provide input and/or approval as required into major education initiatives such as, but not limited to:
  - i. Approval and implementation of locally developed courses;
  - ii. Major program initiatives: Flexible learning, family wellness workers program, 5 year investment funding,
  - iii. Attendance
  - iv. Land based learning framework
  - v. Pilot projects
  - vi. School year calendar concept

#### C. **HUMAN RESOURCES** *(see also Policy 16 Recruitment & Selection of Personnel)*

- a. Through various processes, practices and communication the Board should become certain that Northland has strong human resources policies and procedures so they can confidently say “we have good, lawful and fair processes and they are being followed in all instances”.

#### D. **INFORMATION SHARING** *(see also Policy 12 Role of Superintendent)*

- a. Superintendent shall keep the Board informed about what is going on in the division ahead of the public knowing:
  - i. To enable them to fulfill their role effectively
  - ii. Ensure they have the information they need so they can answer questions in a professional, informed manner, for example:
    - 1. If there is something that has a possible political implication that may cause a trustee to have to respond to the community:
    - 2. Major staff changes (i.e. teacher transfers, appt. of senior staff, principals, staff termination)
    - 3. A critical incident in the division
  - iii. Division initiatives that might result in questions to trustees from their communities:
    - 1. Purpose of professional development, especially a session involving a lot of Northland (Why is everyone going to Edmonton; What is the purpose of the session(s))
    - 2. Northland Games – where they are; how they work; who goes, etc.
- b. Trustees shall keep the Superintendent informed about communities to help ensure he/she can fulfill their role effectively.
  - i. Equipping him/her with all information to help make great decisions or handle issues/concerns effectively.

## Policy 2 Role of Board

### Appendix D Board and Superintendent Communication Guidelines

- c. Superintendent shall keep the Board will be informed of division media releases 1-2 hours prior to their release with the exception of media releases by schools about school events. Notwithstanding this exception:
  - i. The Chair will receive all media releases prior to their release, with time to provide input
  - ii. Social media releases related to things that could be politically sensitive will be approved by the superintendent and perhaps the Chair based on the item.
  - iii. Questions about any media release are to be directed to the Superintendent.

#### E. **ISSUES** (see also Policy 12 Role of Superintendent)

- a. Trustees need to be informed as soon as possible when a critical incident occurs so they are not "blind-sided" and also so they are prepared to answers questions.
- b. If Associate or Superintendent sends out information about an incident, trustees should provide them with any additional information they have about the incident. Even if you are not sure if the information is accurate it should be shared, it will be considered and researched before using it in any way.
- c. There is understanding that Superintendent cannot always share complete/exact details with trustees due to privacy and/or process rules.
  - i. Example: An incident occurred between 2 staff members, you may hear about it, if you do please let me know what you hear right away; appropriate action is being taken, will keep you informed as quickly as I can.
- d. Board needs to be confident something is being dealt with, maybe not exactly what is being done (if confidential) but that something (process) is occurring. This is part of their governance monitoring role but also helps prepare them answer questions within the community. Might not have political implication but important for the board to know.
- e. Inform board what incident has happened;
  - i. Include information about what is being done process wise.
  - ii. Keep them up to date on process as move forward, including some information about what is occurring not just that something is occurring.
  - iii. If sensitive, include information about what can and cannot be shared.
  - iv. Include suggestions on how to answer possible answers, especially if it is a sensitive issue.
- f. Communication of decisions shall generally be shared with the Board prior to the decision going public.
  - i. Let the board know about principal or key position hires, promotions or any other substantial change 1-2 hours prior to it going public.
  - ii. Inform board of substantive staff discipline type incidents with as much information as allowable.

## Policy 2 Role of Board

### Appendix D Board and Superintendent Communication Guidelines

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- iii. The Board shall not hear about the transfers of a teacher prior to the public as transfers are appealable to the Board.

**F. CONCERNS** *(see also Policy 3 Role of Trustee Appendix B Trustee Working Relationships Guidelines)*

- a. Trustee is to advise the Associate Superintendent immediately when hear a concern:
  - i. If advise via email, cc to Superintendent;
  - ii. If speak with the Associate on the phone follow up with an email re-outlining the concern with a cc to the Superintendent;
  - iii. Associate will acknowledge the information and give an idea of a timeline for resolving;
  - iv. Trustee will follow up with an email to the Associate (cc to Superintendent) if do not hear back within timeline.
  - v. Associate (cc to Superintendent) shall advise the trustee when the concern is resolved, providing as much information as allowable.
- b. Trustees should always follow up with the person regarding the concern to ensure it is resolved.
- c. Trustees are responsible to communicate a concern directly with the Associate/Superintendent and NOT ask or assume the Chair will take it forward.

**G. TRUSTEES ROLE IN EFFECTIVE COMMUNICATION** *(see also Policy 3 Role of a Trustee)*

- a. \*\*\*\*Keep confidential information, confidential – no exceptions\*\*\*\*.
- b. Check emails, text and voicemails and answer in a timely manner.
- c. Respond to requests with regard to travel ASAP, don't make staff chase you or feel like "nags". Try to keep changes to a minimum.
  - i. If you don't respond do not assume arrangements will be made for you.
- d. Ask the Associate/Superintendent to provide you will an "answer" to what is being said, a way to "lay the issue to rest".
- e. Don't immediately assume what you hear is true, work with Associate and/or Superintendent to get down to facts.
  - i. When told something negative about Northland, acknowledge the information and indicate you will look into it and get back to them;
    - 1. Ask questions to get details on where the information came from to help get down to facts.
  - ii. Always "challenge" negative comments (in a polite way) if you know they are not correct:
    - 1. Ask the person about the comment, where did it come from, share what you know, try to dispel the comment.
- f. If you aren't sure – ask.



NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** Board of Trustees **DATE:** April 26, 2019

**SUBMITTED BY:** Secretary-Treasurer, T. Rasmuson

**SUBJECT:** Alignment of Policies with Board and Superintendent Communication Guidelines

**ORIGINATOR:** Board Advisor, L. Byers

**REFERENCE(S) & ATTACHMENTS:** Policy 2 Role of Board, Policy 3 Role of Trustee, Policy 3 Appendix B Trustee Working Relationship Guidelines, Policy 5 Role of Chair, Policy 12 Role of Superintendent

**AFFILIATED POLICY(S) and/or ADMINISTRATIVE PROCEDURE(S):**

**RECOMMENDATION:**  
**THAT the Board of Trustees approve the housekeeping changes to Policy 2 Role of Board, Policy 3 Role of Trustee, Policy 3 Appendix B Trustee Working Relationship Guidelines, Policy 5 Role of Chair, Policy 12 Role of Superintendent.**

\*\*\*\*\*

**BACKGROUND:**  
 With the addition of Policy 2 Appendix D Board and Superintendent Communication Guidelines there are a number of policies that required some housekeeping changes to make sure the policies align to each other.

**RISK ANALYSIS:**  
 No risks are perceived.



## Policy 2

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### ROLE OF THE BOARD

The Board is a corporate entity established by the provincial legislature and given authority by the School Act, the Northland School Division Act and the attendant regulations. Board means Board of Trustees.

The Board is charged with the responsibility of providing an education system that is organized and operated in the best interests of the students and the communities it serves. It exercises this responsibility through setting of effective policies, clear strategic direction; the wise use of resources and good monitoring practices.

#### Specific Areas of Responsibility

##### 1. Accountability for Student Learning and Wellness

- 1.1 Provide overall direction for the Division by establishing vision, mission, beliefs and values.
- 1.2 Support & ensure the establishment of a welcoming, caring, respectful, safe and healthy learning and work environment.
- 1.3 Ensure Board policies are respectful of local cultural goals, values and traditions.
- 1.4 Enable each community to guide and shape the building of culture, values and traditions into their local school.
- 1.5 Enable supports for children regarding the impacts of residential school legacy.
- 1.6 Enable processes to support quality teaching.
- 1.7 Closely monitor the effectiveness of each school in achieving student success, established priorities and other key performance indicators.
- 1.8 Initiate school and program reviews as necessary to ensure the achievement of outcomes and student success.
- 1.9 Annually approve the process and timelines for the refinement of the Three-Year Education Plan.
- 1.10 In consultation with communities, identify Division priorities at the outset of annual Three-Year Education planning process.
- 1.11 Annually approve the “rolling” Three-Year Education Plan/Annual Education Results Report for submission to Alberta Education and for public distribution.

##### 2. Engagement

- 2.1 Engage at least once within the 12 month period immediately following each general election with respect to the establishment of the Board’s strategic direction with:
  - 2.1.1 the wards;

- 2.1.2 First Nations, Metis, Municipalities and other communities with respect to which the board provides educational services;
  - 2.1.3 Treaty 8 First Nations of Alberta;
  - 2.1.4 the Metis Settlements General Council; and
  - 2.1.5 the Council of School Councils.
  - 2.2 Meet with Council of School Councils (COSC) at least once a term.
  - 2.3 Enable and support the meeting of Ward Councils at least once each school year.
3. Community Assurance
- 3.1 Make informed decisions that represent the best interests of the entire Division, and honour community diversity.
  - 3.2 Establish ongoing plans for collaborative work between the Division and First Nations and Métis Settlements.
  - 3.3 Report Division outcomes to the community at least annually.
  - 3.4 Develop appeal procedures and hold hearings as required by statute and/or Board policy.
  - 3.5 Model a culture of respect and integrity.
  - 3.6 Maintain transparency in all fiduciary aspects.
  - 3.7 Ensure Board processes and procedures are respectful of local culture, values and traditions.
  - 3.8 School Facilities and grounds shall be kept to a high standard.
4. Accountability to Provincial Government
- 4.1 Act in accordance with all statutory requirements to implement provincial standards and policies.
  - 4.2 Perform Board functions required by governing legislation and existing Board policy.
  - 4.3 Ensure all students, teachers and Division leaders learn about First Nations, Métis and Inuit perspectives, experiences and contribution throughout history; treaties, and the history and legacy of residential schools.
5. Fiscal Accountability
- 5.1 Within the context of results-based budgeting, approve budget assumptions/principles and establish priorities at the outset of the budget process.
  - 5.2 Approve the annual budget and allocation of resources to achieve desired results.
  - 5.3 Approve, if any, annual fees for instructional resources, transportation and tuition.
  - 5.4 Approve expense reimbursement rates.
  - 5.5 Approve substantive budget adjustments when necessary.
  - 5.6 Enable the development of reciprocal partnership agreements to collectively enhance

supports and services for all students, including those attending First Nations operated schools.

- 5.7 Approve tenders/purchases/contracts/lease agreements in excess of one hundred twenty five thousand dollars (\$125,000).
  - 5.8 Ensure fair tender and bid processes.
  - 5.9 Monitor the fiscal management of the Division through receipt of, at minimum, quarterly variance analyses and year-end projections.
  - 5.10 Receive and approve annual Audit Plan.
  - 5.11 Receive the Audit Report and ensure the management letter recommendations are addressed.
  - 5.12 Approve annually the Three-Year Capital Plan for submission to Alberta Education.
  - 5.13 Approve borrowing for capital expenditures within provincial restrictions.
  - 5.14 Set the parameters for negotiations after soliciting advice from the Superintendent and others.
  - 5.15 At its discretion, ratify Memoranda of Agreement with bargaining units.
  - 5.16 Approve the Superintendent's contract.
  - 5.17 Approve annually the signing authorities for the Division.
  - 5.18 Approve transfer of funds to/from reserves.
  - 5.19 Approve investment parameters.
  - 5.20 Ensure all non-instructional programs are regularly reviewed to test the relevancy, effectiveness and efficiency of the programs against desired outcomes.
6. Board/Superintendent Relations ("First Team")
- 6.1 Select the Superintendent; provide for succession planning as required.
  - 6.2 Provide the Superintendent with clear corporate direction.
  - 6.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the School Act.
  - 6.4 Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions which are exercised within the delegated discretionary powers of the position.
  - 6.5 Demonstrate mutual respect and support, which is then conveyed to the staff and the community.
  - 6.6 Annually evaluate the Superintendent, in accordance with a pre-established performance appraisal mechanism.
  - 6.7 Annually review compensation of the Superintendent.
  - 6.8 See also Policy 2 Appendix D Board and Superintendent Communication Guidelines

## 7. Board Development

- 7.1 Annually review and approve the Board work plan.
  - 7.2 Develop a professional development plan for governance excellence in fiduciary, strategic and generative engagement modes.
  - 7.3 Annually evaluate Board effectiveness in meeting performance indicators and set a Positive Path Forward.
8. Policy
- 8.1 Identify how the Board is to function.
  - 8.2 Develop/revise policies using an engagement process, when appropriate.
  - 8.3 On a regular basis monitor policy currency, relevancy and effectiveness.
9. Political Advocacy
- 9.1 Act as an advocate for public education and the Division.
  - 9.2 Identify issues for advocacy on an ongoing basis.
  - 9.3 Develop a plan for advocacy including focus, key messages, relationships and mechanisms.
  - 9.4 Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials.
  - 9.5 Arrange meetings with elected provincial and federal government officials to communicate and garner support for education in local communities.

### **Selected Responsibilities**

The Board shall:

1. Acquire and dispose of land and buildings; ensure titles to or enforceable long-term interests in land, are in place prior to capital project construction.
2. Approve school attendance areas.
3. Establish entrance ages for student admission.
4. Approve locally developed/acquired courses for students.
5. Name schools and other Division-owned facilities.
6. Approve Division Calendar Framework and school calendar(s).
7. Provide for recognition of students, staff and community.
8. Approve leases, and agreements with municipal authorities; ensure leases are in place for all schools situated on Métis Settlement lands.
9. Approve all international field trips, and out-of-province field trips in excess of three (3) school

days.

### **Orientation**

To ensure continuity and facilitate smooth transition from one Board to the next following an election, trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and long-range plans.

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

1. The Board Chair and Superintendent are responsible for ensuring the development and implementation of the Division's orientation program for trustees.
2. The Superintendent shall provide each trustee with access to the references listed in Policy 3 Appendix "Services, Materials and Equipment Provided to Trustees" at the Organizational Meeting following a general election or at the first regular meeting of the Board following a by-election.
3. 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.
4. The Division will offer an orientation program for all trustees that provides information on:
  - 4.1 Role of the trustee, ward councils and school councils
  - 4.2 Board policies, agendas and minutes;
  - 4.3 The organizational structure and administrative procedures of the Division;
  - 4.4 Existing Division initiatives, annual reports, budgets, financial statements and long-range plans;
  - 4.5 Division programs and services;
  - 4.6 Board's function as an appeal body;
  - 4.7 Statutory and regulatory requirements, including responsibilities with regard to conflict of interest;
  - 4.8 Trustee remuneration and expenses.
5. The orientation program may also include:
  - 5.1 A tour of the offices and the opportunity to meet Division Office staff.
  - 5.2 A tour of the schools and the opportunity to meet principals and staff.
6. The Division will provide support within the Board governance budget for trustees attending provincial association sponsored orientation seminars.

Legal Reference: Section 45, 45.1, 56, 60, 61, 62, 63, 78, 113, 147 School Act  
 Local Authorities Elections Act  
 Northland School Division Act  
 Results-Based Budgeting Act  
 Disposition of Property Regulation

Early Childhood Services Regulation

## Policy 3

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### ROLE OF A TRUSTEE

The role of the trustee is to contribute to the Board as it carries out its mandate in order to achieve its vision, core purpose and goals. The oath of office taken by each trustee when s/he assumes office binds that person to work diligently and faithfully in the cause of public education.

The Board of Trustees is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. Individual trustees exercise an effective decision making role in the context of corporate action.

A trustee only has authority when so delegated by a motion 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.

Trustees shall also carry out their responsibilities as detailed in Policy 4 Trustee Code of Conduct with diligence.

#### Specific Responsibilities of Individual Trustees

1. Recognize his/her fiduciary responsibility to the Division to act in the best interests of all students of the Division, understanding that Division needs are paramount.
2. Recognize and model the leadership role of a trustee including areas such as knowledge of governance, education promising practices; use of technology and independence.
3. When attending to business matters outside of the Division, represent the Division's best interests.
4. Become familiar with Division policies and procedures, meeting agendas and reports in order to participate in Board business and effectively interact with individuals.
5. Ensure opportunities are provided for the engagement of parents, students and the community in matters related to education.
6. Respectfully bring forward and advocate for school community issues and concerns.
7. Refer matters not covered by Board policy, but requiring a corporate decision, to the Board for discussion.
8. Refer concerns about individuals and administrative matters to the Superintendent or Area Associate Superintendent only.
9. Deal with complaints or inquiries as per Policy 3 Appendix B Trustee Working Relationships Guidelines.

10. Keep the Superintendent/Area Associate Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect the Division.
  - 10.1 Personnel matters are to be brought to the attention of the Superintendent or Area Associate Superintendent only.
  - 10.2 Inform the Chair of sensitive issues in a timely manner so they can ensure the information gets into the proper process(s) so that all trustees, the superintendent and others are informed as needed.
- 11 See also Policy 2 Appendix D Board and Superintendent Communication Guidelines
12. Attend Board meetings, and committee meetings as assigned, having read all materials and prepared to participate in, and contribute to the decisions of the Board in order to help ensure the best decisions possible for education within the Division.
13. Inform the Chair and Executive Secretary to the Board and Corporate Services if unable to attend a meeting so an alternate can be arranged and briefed.
14. When delegated responsibility, will exercise such authority within the defined terms of reference in a responsible and effective way.
15. All trustees are expected to attend all aspects of the orientation program.
16. Participate in Board/trustee development sessions.
17. Be cognizant of provincial, national and international educational issues and trends.
18. Share the materials and ideas gained with fellow trustees at a Board meeting following a trustee development activity.
19. Strive to develop a positive and respectful learning and working culture within the Board and with school councils.
20. Be mindful of costs and help ensure the Board stays within its own budget.
21. Ward responsibilities include:
  - 21.1 Develop and nurture effective two-way communication with school councils and school community(s). See also Policy 3 Appendix B Trustee Working Relationships Guidelines.
  - 21.2 Attend school council meetings as possible, when invited.
  - 21.3 Attend Ward Council meetings.
  - 21.4 Attend school activities, including graduations as realistically possible.
  - 21.5 Maintain good relationships with other organizations in your ward toward the goal of enhancing the success of students
22. Attend Division functions/events as regularly as possible.
23. Become familiar with, and adhere to, the School Act and Trustee Code of Conduct.

24 Report any violation of the Trustee Code of Conduct to the Board Chair, or where applicable,



to the Vice-Chair.

25. Incumbent trustees are encouraged to help newly elected trustees become informed about history, functions, policies, procedures and issues.
26. Ensure have a good knowledge and understanding of First Nations, Métis and Inuit perspectives experiences and contributions throughout history; treaties, and the history and legacy of residential schools.
27. Develop and increase technology skills and knowledge to enhance communication, cost efficiencies, environmental stewardship and leadership skills.

Legal Reference: Section 60, 61, 68, 72, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 246 School Act  
Section 6 Commissioner of Oaths Act

## Policy 3 – Appendix B

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### TRUSTEE WORKING RELATIONSHIPS GUIDELINES

The guidelines are provided with the intent to assist trustees and senior administration in their work together.

They are a framework of actions which enable all parties to know and understand each other's role in working together. An understanding which is important in helping to ensure good working relationships as everyone shares the same goals: student success through strong community schools, with meaningful parent and community involvement.

The residential school legacy and oppression of the Metis people has left behind a mistrust and fear of schools that still exists for many people. Some community members feel they can't approach the school because of the history, therefore effectively handling concerns becomes ever more important to help move forward and ultimately student success.

#### Definitions:

*Senior Administration:* Superintendent, associate superintendents, Secretary-Treasurer, principals, vice-principals.

*Executive Team:* Superintendent, associate superintendents, Secretary-Treasurer.

#### 1. Trustee/Superintendent Working Relationship

- 1.1. The goal of a good trustee/Superintendent working relationship is to enable the superintendent to ensure the effective management of the Division and ultimately student success.
- 1.2. The Superintendent will ensure the coordination of associate superintendents, principals Secretary-Treasurer and any other senior staff in the resolution of a concern, as needed. (See Administrative Procedure 152 Dispute Resolution).
- 1.3. The Superintendent or Area Associate Superintendent is the administrative contact for trustees.
  - 1.3.1. Superintendent and Area Associate Superintendent are responsible for keeping each other informed as required when contacted by a trustee
- 1.4. Questions of clarification with regard to administrative procedures may be directed to an executive team member with a cc to the Superintendent or directly to the Superintendent.
- 1.5. If a matter is time-sensitive and the Superintendent or Area Associate Superintendent is not available, the trustee may contact an executive team member. The executive team member shall be responsible to inform the Superintendent.
- 1.6. If in doubt about anything, contact the Superintendent or Area Associate Superintendent.

## 2. Trustee/Principal Working Relationship

- 2.1. The goal of a strong trustee/principal working relationship is to support student success by working cooperatively within their roles to build strong community schools.
- 2.2. A strong working relationship will assist the trustee:
  - 2.2.1. In hearing the voice of the community;
  - 2.2.2. In being knowledgeable in a general sense about what is happening in the schools within their ward;
  - 2.2.3. In helping to engage the community with the school.
- 2.3. A strong working relationship will assist the principal:
  - 2.3.1. In hearing the voice of the community;
  - 2.3.2. To strengthen communication and engagement with the community;
  - 2.3.3. In dealing with concerns effectively.
- 2.4. The trustee and principal shall always demonstrate mutual respect and support.
- 2.5. In general, the trustee should be involved with the school through invitation only.
- 2.6. Trustees must not get involved in the day to day operations of the school and understands the principal reports to the Area Associate Superintendent/Superintendent.
- 2.7. The working relationship is not for the purposes of directing or monitoring each other's work.

## 3. Trustee – Principal Initial Meeting

- 3.1 Following an election:
  - 3.1.1 Trustees are responsible to contact the principal to arrange a time for an initial meeting.
  - 3.1.2 Principals shall facilitate an initial meeting as soon as possible.
  - 3.1.3 The meeting should include:
    - 3.1.3.1 Tour of facilities; introductions to staff; students.
  - 3.1.4 General discussion on processes for:
    - 3.1.4.1 Sharing of school related information; communications; invitations.
    - 3.1.4.2 How can the principal and trustee assist each other in engaging community; sharing information with community; etc.
  - 3.1.5 The principal is responsible for introducing the trustee to the school council chair (or principal advisory committee) and facilitating discussions with regard to trustee participation in school council meetings (or principal advisory committee meetings).
  - 3.1.6 Principal and trustee should review the process the trustee will use for handling concerns brought to them with regard to anything at the school and establish best way(s) for the trustee to contact the principal.
  - 3.1.7 Review Administrative Procedure 152 Appendix – Communication Protocol.

#### 4 Trustee/School Council Working Relationship

- 4.1 At the initial meeting with the principal, the trustee should ensure arrangements are made for them to meet the school council chair.
- 4.2 It is important for trustees to develop and nurture a good relationship with the school council chair and school council so the community feels connected to the board while keeping in mind it is the community's school council that is advisory to the principal.
- 4.3 Also important is for a trustee to be a champion of promoting parent and community involvement in education as a number one factor in student success; to be a champion of working together for the success for every student and to promote the vision, "Our students love to come to school in Northland" and how can everyone help that to be achieved.
- 4.4 Generally a trustee will provide a report at each school council meeting about the work of the board, but that should be confirmed with the school council chair.
- 4.4.1 The report would be about items from the previous Board meeting, and could include; policies to review with them; projects that are underway in the Division and other items the trustees feels would be of interest for the school council to hear about.
- 4.5 If a concern is raised to the trustee, refer to the "process for Handling Concerns" below. Do not allow concerns about individual to be discussed as these must be handled with only the individuals involved.

#### 5 Processes for Handling Concerns Brought to the Trustee

##### 5.1 Goals applicable to all concerns are to ensure:

- 5.1.1 The concern is resolved or a decision made.
- 5.1.2 Details are shared on an "as needed" basis only, with as few people involved as possible for protection of privacy.
- 5.1.3 Everyone is treated professionally and with respect.
- 5.1.4 The Superintendent is enabled to ensure the effective management of the Division.
- 5.1.5 See also Administrative Procedure 408, Staff Code of Conduct.

##### 5.2 Procedures applicable to all concerns:

- 5.2.1 Trustees will inform the Superintendent or Area Associate Superintendent, via email of all concerns/issues raised to them with a cc to the Board Chair for their awareness. The email needs to indicate if the trustees is:
- 5.2.1.1 Requesting the Superintendent or Area Associate to deal with the matter;  
or
- 5.2.1.2 Referring the matter to the school.
- 5.2.2 To help avoid being deemed as having a personal bias should a concern come through to an appeal, trustees must be careful to only facilitate a person through the process of resolving a concern and not offer any opinion, at any time, with regard to the concern or how it should perhaps be resolved and should not become involved in the resolution.

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- 5.2.3 If the trustee is directing the person to the school they shall contact the principal to provide them with a “heads up” to help enable the principal to facilitate a good resolution process – a “no surprises” mantra.
- 5.2.4 Trustees are responsible to guide a person through the process of resolving a concern and monitor the process to ensure they know their rights in addressing their concern and that the concern is resolved or a decision made.
- 5.2.4.1 Details about a situation must not be shared if it is about an individual due to privacy and legal implications.
- 5.2.4.2 The Superintendent, Area Associate Superintendent or principal will provide feedback to the trustee as/when the situation is resolved.
- 5.2.4.3 It is also good practice for the trustee to ensure the concern is resolved or a decision made by asking the person bringing the concern forward to communicate back to the trustee once it is resolved or a decision made. You could also agree it will be assumed the concern was resolved unless they tell you otherwise.
- 5.3 Process for Handling Concerns that are with Regard to Discrimination, Harassment or Sexual Harassment
- 5.3.1 If a trustee receives a concern of this nature they are to immediately refer it to the Superintendent or Area Associate Superintendent.
- 5.3.2 See also Administrative Procedure 170, Discrimination and Harassment.
- 5.4 Process for Handling Concerns Involving Teachers
- 5.4.1 Concerns involving teachers need to be resolved according to legal processes and agreements such as the code of conduct, collective agreement, Teaching Profession Act and/or appeal processes that are specific to teachers.
- 5.4.2 When the concern is about a teacher, the teacher must be given the opportunity to resolve the situation first.
- 5.4.3 Trustees will guide the person to:
- 5.4.3.1 Meet with the teacher directly to resolve concern; if not resolved then;
- 5.4.3.2 Meet with the principal about the concern; if not resolved then;
- 5.4.3.3 Meet with the Area Associate Superintendent; if not resolved then;
- 5.4.3.4 Inform them they have the right to go to the Superintendent, and if still not resolved;
- 5.4.3.5 Inform them they have the right to appeal to the Board of Trustees on matters that significantly affect the education of the student. Trustees should seek clarification if a matter is appealable to the Board before informing the person it is.
- 5.4.4 If a person has a concern about a teacher and does not feel comfortable to go and talk to the teacher the trustee shall refer the matter directly to the Superintendent or Area Associate Superintendent.
- 5.5 Process for Handling Concerns with Regard to Staff other than Teachers
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- 5.5.1 Concerns with regard to staff other than teachers (education assistants, bus drivers, caretakers, maintenance staff, etc.) need to go directly to the principal, Area Associate Superintendent or Superintendent.
- 5.5.2 Steps followed would be the same as for teachers omitting the first step of going to the teacher first.
- 5.5.3 See Administrative Procedure 418, Staff Suspension, Termination and Appeal (non-teaching staff).

5.6 See also Policy 2 Appendix D Board and Superintendent Communication Guidelines

Legal Reference: Section 18, 20, 48, 60, 61, 113, 123, 124 School Act AP  
152 Dispute Resolution  
AP 152 Appendix – Communication Protocol AP  
170, Discrimination and Harassment  
AP 408, Staff Code of Conduct  
AP 418, Staff Suspension, Termination and Appeal (non-teaching staff) [AP](#)  
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## Policy 5

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### ROLE OF THE BOARD CHAIR

The Board, at the annual Organizational Meeting and thereafter at any time as determined by the Board, shall elect one (1) of its members to serve as Board Chair, to hold office at the pleasure of the Board.

The Board Chair's primary function is to facilitate the effective operation of the Board. The Board delegates to the Board Chair the following powers and duties:

1. Act as the official spokesperson for the Board, except for those instances where the Board has delegated this role to another individual or group, and for the Division when there are potential political implications.
2. Preside over all Board meetings and ensure that such meetings are conducted in accordance with the School Act and the policies and procedures as established by the Board.
3. Prior to each Board meeting, confer with the Vice-Chair, the Superintendent and/or designate on the items to be included on the agenda, the order of these items and become thoroughly familiar with them.
4. Be familiar with basic meeting procedures.
5. Perform the following duties during Board meetings:
  - 5.1 Ensure the meeting is opened and recognition of the Traditional Territory and contribution of Metis peoples and adheres to the culture, values and traditions of the community the meeting is in.
  - 5.2 Maintain order, proper conduct and decorum at the meeting so that motions may be formally debated.
  - 5.3 Ensure that all issues before the Board are well-stated and clearly expressed.
  - 5.4 Display firmness, courtesy, tact, impartiality and willingness to give everyone an opportunity to speak on the subject under consideration.
  - 5.5 Ensure that debate is relevant. The Board Chair, in keeping with his/her responsibility to ensure that debate must be relevant to the question, shall, when s/he is of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question.
  - 5.6 Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Board Chair may speak to points of order in preference to other members, and shall decide questions of order, subject to an appeal to the Board by any member duly moved.
  - 5.7 Submit motions or other proposals to the final decision of the meeting by a formal show of hands.
  - 5.8 Ensure that each trustee present votes on all issues before the Board. When appropriate advise trustees of a possibility of a conflict of interest.
  - 5.9 Facilitate meetings so that the will of the Board is achieved.

- 5.10 Extend hospitality to trustees, officials of the Board, the press and members of the public.
6. Keep informed of significant developments within the Division.
  7. Assist with the Board's orientation program for trustees.
  8. Keep the Board and the Superintendent informed in a timely manner of all matters coming to his/her attention that might affect the Division.
  9. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events.
    - 9.1 See also Policy 2 Appendix D Board and Superintendent Communication Guidelines
  10. Convey directly to the Superintendent such concerns as are related to him/her by trustees, parents or students that may affect the administration of the Division.
  11. Provide counsel to the Superintendent.
  12. Ensure timely communication with school councils on emergent items and Division level initiatives.
  13. Review and approve the Superintendent's vacation entitlement and expenditure claims.
  14. Review and approve trustee expenditure claims, in accordance with Board policy.
  15. Bring to the Board all matters requiring a decision of the Board.
  16. Act as ex-officio member of all Board committees, except the Student Expulsion Committee.
  17. Act as a signing authority for Board minutes.
  18. Act as a signing authority for the Division as follows:
    - 18.1 As required by the Government of Alberta.
    - 18.2 As required by financial institutions.
  19. Represent the Board, or arrange alternative representation, at official meetings or other public functions.
  20. Ensure alternates are arranged and briefed when a trustee cannot attend a meeting they are appointed to.
  21. Address inappropriate behaviour on the part of a trustee.
  22. Ensure the Board engages in annual assessments of its effectiveness as a Board.
  23. Act on behalf of the Superintendent in his/her inability to act due to conflict of interest.



## Policy 12

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### ROLE OF THE SUPERINTENDENT

Under the provisions of section 10 of the Northland School Division Act, the Superintendent is the Chief Executive Officer of the Board. In accordance with the School Act, the Superintendent is also the Chief Education Officer of the Division. The Superintendent shall perform the duties and assume the responsibilities assigned through provincial legislation as well as those assigned by the Board. All Board authority delegated to the staff of the Division is delegated through the Superintendent.

#### Specific Areas of Responsibility

1. Student Learning
  - 1.1 Provides leadership in all matters relating to education in the Division.
  - 1.2 Ensures students in the Division have the opportunity to meet or exceed the standards of education set by the Minister.
  - 1.3 Aligns Division resources and builds organizational capacity to support First Nations and Métis student achievement.
  - 1.4 Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.
  - 1.5 Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students.
  - 1.6 Provides leadership in implementing education policies established by the Minister and the Board.
  - 1.7 Acts as, or designates, the attendance officer for the Division.
2. Student Wellness
  - 2.1 Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
  - 2.2 Ensures that the social, physical, intellectual, cultural, spiritual and emotional growth needs of students are met in the overall school environment.
  - 2.3 Develops pathways beyond the residential school legacy.
  - 2.4 Ensures the safety and well-being of students while participating in school programs or while being transported on transportation provided by the Division.
  - 2.5 Ensures the facilities adequately accommodate Division students.
3. Fiscal Responsibility
  - 3.1 Ensures the fiscal management of the Division by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other Act.

- 3.2 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
  - 3.3 Directs the preparation and the presentation of the budget.
  - 3.4 Ensures the Board has current and relevant financial information.
  - 3.5 Directs the preparation of the Three-Year Capital Plan for submission to the Board.
4. Personnel Management
- 4.1 Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
  - 4.2 Monitors the performance of all staff and ensures appropriate evaluation processes are in place.
  - 4.3 Supports staff in accessing the professional learning and capacity building needed to meet the learning needs of First Nations, Métis and all other students.
  - 4.4 Ensures the coordination and integration of human resources within the Division.
  - 4.5 Ensures that each staff member and contractor is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging.
5. Policy/Administrative Procedures
- 5.1 Provides leadership in the planning, development, implementation and evaluation of Board policies.
  - 5.2 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures.
6. Superintendent/Board Relations (“The First Team”)
- 6.1 Engages in and maintains positive, professional working relations with the Board.
  - 6.2 Respects and honours the Board’s role and responsibilities and facilitates the implementation of that role as defined in Board policy.
  - 6.3 Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.
  - 6.4 Provides the information and counsel which the Board requires to perform its role.
  - 6.5 Keeps the Board informed on sensitive issues in a timely manner.
  - 6.6 See also Policy 2 Appendix D Board and Superintendent Communication Guidelines.
  - 6.7 Attends, and/or designates, administrative attendance at all committee meetings.
  - 6.8 Demonstrates respect, integrity and support, which is conveyed to the staff and community.
7. Strategic Planning and Reporting
- 7.1 Leads a generative Strategic Planning engagement process.

- 7.2 Assists the Board in determining the present and future educational needs of the Division through the development of short- and long-range plans.
- 7.3 Involves the Board appropriately (Board approval of process and timelines; opportunity for Board establishment of strategic priorities and key results early in the process; final Board approval).
- 7.4 Implements plans as approved.
- 7.5 Reports regularly on results achieved.
- 7.6 Develops the Annual Education Results Report for Board approval.

## 8. Organizational Management

- 8.1 Demonstrates effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
- 8.2 Reports to the Minister with respect to matters identified in and required by the School Act and provincial legislation.
- 8.3 Reviews, modifies and maintains an organizational chart which accurately delineates lines of authority and responsibility.
- 8.4 Builds an organizational structure and promotes a Division culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.
- 8.5 Facilitates collaboration with First Nations and Métis leaders, organizations and communities to establish strategic policy directions in support of optimal learning success and development of First Nations, Métis and all other students.

## 9. Communications and Community Relations

- 9.1 Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
- 9.2 Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the Division.
- 9.3 Builds and sustains relationships with First Nations and Métis parents/guardians, Elders, local leaders and community members.
- 9.4 Pursues opportunities and engages in practices to facilitate reconciliation within the school community.
- 9.5 Acts as the Head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.
- 9.6 In consultation with the Board Chair, serves as a spokesperson for the Division for the media and public in order to keep the Division's messages consistent and accurate.
- 9.7 See also Policy 2 Appendix D Board and Superintendent Communication Guidelines.

## 10. Leadership Practices

- 10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.
- 10.2 Develops and maintains positive and effective relations with national, provincial and regional government departments and agencies.
- 10.3 Ensures that meaningful collaboration arises from relationships built on trust, honesty and respect.
- 10.4 Understands historical, social, economic and political implications of:
  - 10.4.1 Treaties and agreements with First Nations;
  - 10.4.2 Agreements with Métis;
  - 10.4.3 Residential schools and their legacy.
- 10.5 Site visits

Legal Reference: Section 14, 16.1, 45, 45.1, 60, 61, 113, 114, 115 School Act  
Section 10, Northland School Division Act  
Freedom of Information and Protection of Privacy Act



NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** Board of Trustees **DATE:** April 26, 2019

**SUBMITTED BY:** Secretary-Treasurer, T. Rasmuson

**SUBJECT:** Policy 9, Board Representatives

**ORIGINATOR:** Board Advisor, L. Byers

**REFERENCE(S) & ATTACHMENTS:** Policy 9 - Board Representatives

**RECOMMENDATION:**

**THAT the Board of Trustees approve the housekeeping changes to Policy 9 Board Representatives.**

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**BACKGROUND:**

The changes are outlined in yellow. The change refers to when the representatives are appointed, and the organizations that receive board representation are posted on the website.

## Policy 9

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### BOARD REPRESENTATIVES

The Board may appoint trustees to represent the Board on 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 to further student success.

The Board will determine the terms of reference for each representative. The Superintendent may appoint resource personnel to work with representative and shall determine the roles, responsibilities and reporting requirements of resource personnel.

The following committees/organizations will have Board representation as determined at the annual Organizational Meeting. Appointed Trustees are responsible to inform the assigned Alternate, if applicable, the Chair and Executive Secretary to the Board and Corporate Services if they are unable to attend.

The Board representative will provide a report to a subsequent Board meeting.

#### 1. Alberta School Boards Association (ASBA) Zone Meetings

##### Purpose of the Association Zones

- 1.1.1 Act as a forum for discussion of relevant, timely and emerging issues identified from individual boards, ASBA Board of Directors, Alberta Education, and other sources.
- 1.1.2 Discuss, and/or develop, policy issues for submission at the Fall General Meeting of the ASBA.
- 1.1.3 Facilitate the development of trustee skills and knowledge.
- 1.1.4 Act on action requests from ASBA Board of Directors.

#### 1.2 Powers and Duties of the Board Representative

- 1.2.1 Attend ASBA Zone meetings.
- 1.2.2 Represent the Board's positions and interests at the Zone level.
- 1.2.3 Communicate to the Board the work of ASBA Zone.
- 1.2.4 Build relationships.

#### 1.3 Representation

- 1.3.1 One (1) trustee; one (1) alternate per Zone
- 1.3.2 All trustees may attend ASBA Zone 1 or ASBA Zone 2/3, subject to what zone is closest and/or most cost effective to attend.

#### 1.4 Meetings

1.4.1 As called by ASBA Zone.

2. Organizations the Board determines it is important to have a strong partnership with. Organizations the Board shall appoint representatives to shall be reviewed and determined at each Organizational Meeting. The listing of organizations shall be posted on the Northland School Division website in "Board Information" under "Governance."

2.1 Purpose of the Liaison

2.1.1 To explore and/or strengthen partnership opportunities/challenges.

2.2 Powers and Duties of the Board Representative

2.2.1 Meet with organization representatives to:

2.2.1.1 Explore ways to ensure/enhance student success.

2.2.1.2 Share successes.

2.2.1.3 Ensure effective two-way communication.

2.2.1.4 Build relationships.

2.2.2 Represent the Board's positions and interests at meetings.

2.3 Representation

2.3.1 One trustee; one alternate per organization.

2.4 Meetings

2.4.1 At least one (1) time per term.

3. Public School Boards' Association of Alberta (PSBAA) Council

3.1 Purpose of the Association Council

3.1.1 The Public School Board Council is a forum for public school boards to discuss issues with an equal voice, to address public school education issues on a provincial level to effect change and improvement.

3.2 Powers and Duties of the Board Representative

3.2.1 Attend PSBAA Council meetings as required.

3.2.2 Represent the Board's positions and interests at PSBAA Council meetings.

3.2.3 Communicate to the Board the work of PSBAA Council.

3.2.4 Build relationships.

3.3 Representation

3.3.1 One (1) trustee; one (1) alternate.

3.4 Meetings

3.4.1 As called by PSBAA Council.

4. Teachers' Employer Bargaining Association (TEBA)

4.1 Purpose of TEBA

4.1.1 Represent the Board at meetings of TEBA.

4.2 Powers and Duties of the Board Representative

4.2.1 Must attend all TEBA meetings as TEBA regulations do not allow alternates. If the appointed Board representative does not attend the meeting, Northland will not have input or a vote if it is called.

4.2.2 Represent the Board's position and interests.

4.2.3 Communicate to the Board the work of TEBA.

#### 4.3 Representation

4.3.1 One (1) trustee (no alternates are allowed as per TEBA regulations).

#### 4.4 Meetings

4.4.1 As called by TEBA.

### 5. Northland School Division (NSD) Act Partner Engagement

#### 5.1 Purpose of Engagement with Partners

5.1.1 To gather input with respect to the establishment of the Board's strategic direction.

#### 5.2 Powers and Duties of the Board and/or Board Representative(s)

5.2.1 The Board shall develop and implement a "NSD Act Partner Engagement Plan" for meeting with partners outline in the NSD Act, at least once within the 12-month period immediately following each general election, with respect to gathering input into the Board's strategic direction.

5.2.2 See also Policy 21 Appendix A, School Council Conflict Resolution and Administrative Procedure 159 Community Engagement, Appendix A Community Engagement Framework and Appendix B Community Engagement Process.

#### 5.3 Northland School Division Act Partners

5.3.1 First Nations, Metis and other communities with respect to which the Board provides educational services;

5.3.2 Metis Settlement General Council;

5.3.3 Treaty 8 First Nations of Alberta.

#### 5.4 Meetings

5.4.1 The Board and/or representatives shall meet at least once with the partners identified above within the 12-month period immediately following each general election.

### 6. Rural Caucus of Alberta School Boards (RCASB)

#### 6.1 Purpose of the Rural Caucus

6.1.1 To lobby the Provincial government as a group for rural transportation.

#### 6.2 Powers and Duties of the Board Representative

6.2.1 Attend RCASB meetings.

6.2.2 Represent the Board's positions and interests.

6.2.3 Communicate to the Board the work of the RCASB



- 6.2.4 Build relationships.
- 6.3 Representation
  - 6.3.1 One (1) trustee; one (1) alternate
- 6.4 Meetings
  - 6.4.1 As called by RCASB.

Legal Reference: Section 61, 68 School Act  
Policy 21 Appendix A, School Council Conflict Resolution  
AP 159 Community Engagement  
AP 159 App A Community Engagement Framework  
AP 159 App B Community Engagement Process  
Board Representation to Organizations  
Terms of Reference Board Representation



NORTHLAND SCHOOL DIVISION NO. 61

**ADMINISTRATION RECOMMENDATION TO THE BOARD**

**TO:** THE BOARD OF TRUSTEES **DATE:** April 26, 2019  
**SUBMITTED BY:** Gord Atkinson, Superintendent of Schools  
**SUBJECT:** Policy 21 Housekeeping Changes  
**ORIGINATOR:** Board Work Plan item 2.5  
**ATTACHMENT:** Policy 21 – Community Voice and Community Engagement

**RECOMMENDATION:**

**THAT the Board of Trustees receive as information the housekeeping changes to Policy 21, as attached.**

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**BACKGROUND:**

Policy 21 was reviewed with the Board of Trustees at Committee of the Whole March 22, 2019. The proposed housekeeping changes are in bold and yellow.

**RISK ANALYSIS:**

## Policy 21

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### COMMUNITY VOICE AND COMMUNITY ENGAGEMENT

School Councils, Ward Councils, Council of School Councils and Partners

The Board recognizes and embraces opportunities to engage with their communities. Strong schools, with strong community support, are important factors in student success. The board is committed to engagement through a variety of channels to ensure voices are heard.

The Board, in keeping with the knowledge that meaningful parent and community involvement is a key factor in student success, deeply values the role of school councils. School councils need to be part of the foundation upon which student success is built.

“School councils will have the primary task of facilitating the collaboration and cooperation between members of the communities and their schools in developing shared responsibility for the learning success and well-being of all children and youth through community engagement in school planning and improvement processes (Policy 18, Northern Lights School Division, Sask. June 2009).”

Council of School Councils (COSC) and ward councils build upon community voices that are heard at school councils and ensure these voices travel to division staff, superintendent and Board of Trustees. This system of engagement also ensures information travels back to the school councils and the community.

COSC and ward councils also provide the opportunity for communities to share and learn from each other.

The board shall establish a formal engagement process for engaging with key community partners as the board understands students are more likely to succeed with the entire community supporting them. “It takes a community to raise a child.”

#### Procedures

1. Opportunities will be provided for communities to be involved in the education of their children.
2. Information is to be shared with school councils, students, parents, staff and the community to enable them to offer input into the programs, policies and procedures of the Division and schools.
3. Communities shall be engaged through effective communication and dialogue with the level of consultation made clear.
4. **Administrative Procedure 159, Community Engagement and 159 Appendix B Community Engagement Framework provide guidance** for process and procedures to follow when undertaking a community engagement project.

## 1. School Councils

### 1.1 Role of School Council (or Principal Advisory Committee)

1.1.1 The school council is advisory to the principal.

### 1.2 Membership and Meetings:

1.2.1 Any person who is interested in being involved in the education of students is eligible to participate in a town hall model of school council (i.e. parents, grandparents, aunts, uncles, caregivers, of child in the school, Elders/Knowledge Keepers, business person; local governance **counsellor**, etc.).

1.2.2 A school council shall be established in each school operated by the Board in accordance with section 22 of the *School Act*, and the Alberta School Council Regulation.

1.2.3 If a school council is not formed then the principal must set up a principal advisory committee (PAC) that shall be open to all community members and have the same rights to involvement as school councils have.

1.2.3.1 A PAC must be established within 30 days of the non-establishment of a school council.

1.2.4 The Alberta School Council Resource Manual shall serve as the handbook for all school councils, outlining:

1.2.4.1 The role of a school council; and

1.2.4.2 Operational procedures of a school council.

1.2.5 The Board shall support the operation of school councils by providing a budget for:

1.2.5.1 Annual membership fee for all school councils for Alberta School Council Association (ASCA).

**1.2.5.2 The school council chair (or representative) to attend the Alberta School Councils annual conference.**

1.2.5.3 Other professional development opportunities as approved by the Superintendent.

1.2.5.4 Refreshments at school council meetings through the school budget.

### 1.3 Honoraria and Expenses:

1.3.1 No honoraria or expenses shall be paid to any person attending a school council or principal advisory meeting.

### 1.4 Conflict Resolution Procedure:

1.4.1 In the case of a conflict between the school council and principal, they shall refer to and follow the procedures outlined in Policy 21, Appendix A School Council Conflict Resolution.

1.4.2 The principal shall provide the school council chair a copy of Policy 21, Appendix A School Council Conflict Resolution.

## 2. Ward Councils

## 2.1 Structure:

### 2.1.1 Ward Council meetings may be held by ward, by area or in conjunction with a Council of School Councils meeting:

2.1.1.1 Ward Council meeting: held within a ward and includes only the schools and communities within the ward.

2.1.1.2 Area Ward Council meeting: held within an area as defined by the areas of the associate superintendents and includes representation from all the ward councils within that area.

## 2.2 Membership:

2.2.1 Each ward shall have a ward council that consist of the trustee from the ward, a member of each school council in the ward and other person(s) that may become members (*Northland School Act*).

2.2.1.1 Each school council shall choose their representative.

2.2.1.2 If a school does not have a school council then a representative shall be selected from the principal's advisory committee by the committee.

2.2.2 Other person(s) may become members of a ward council and shall be chosen as follows:

2.2.2.1 Ward Council (within a ward): Selected by the trustee of the ward in consultation with the associate superintendent of the area.

2.2.2.2 Area Ward Council (within an area): Selected by the trustees of the wards within the area and the associate superintendent of the area.

2.2.2.3 Northland Ward Council: Selected by the Board and Superintendent.

2.2.3 The number of other persons selected for ward council meetings shall be guided by budget, logistics and the purpose of the particular meeting.

2.2.4 The term of each person selected/appointed shall be outlined at the time of selection/appointment and may be for:

2.2.4.1 One meeting or;

2.2.4.2 Until the end of the school year in which the person is selected/appointed or;

2.2.4.3 Until the board disqualifies them as a member of the ward council by motion.

2.2.5 A person can be selected/reappointed to a ward council in the next, or any school year.

## 2.3 Meetings:

2.3.1 There shall be a meeting of each ward council at least once each school year either by ward council meetings, area ward council meetings or a Council of School Councils meeting.

- 2.3.2 The board shall ensure ward councils have the opportunity to provide input into the board's strategic direction within the 12-month period immediately following each general election.
- 2.3.3 Division administration, as designated by the Superintendent, will provide support for ward council meetings and facilitate setting the agenda in consultation with the trustee(s), school council reps and principal(s).
- 2.3.4 The ward council shall determine the process for selecting a chair for each meeting. At the choice of the trustee(s), Division administration or a trustee shall chair the meeting until a chair is chosen.
- 2.3.5 The general purpose of the ward council meeting is to:
  - 2.3.5.1 Hear from communities through their school council representatives.
  - 2.3.5.2 Enable the ward council to advise the board respecting any matter relating to the board's strategic direction and policy in the ward.
  - 2.3.5.3 Discuss and share ideas on strategic direction of NSD and increasing student success.
  - 2.3.5.4 Share information between communities.
  - 2.3.5.5 Discuss general operational bouquets and concerns.
- 2.4 Honoraria and Expenses:
  - 2.4.1 Travel and other expenses will be paid as per Board Policy 7 Appendix A, Schedule of Rates for Area Ward Council meetings and Northland Ward Council meetings.
  - 2.4.2 No member of a ward council shall receive any remuneration/honoraria, other than an appointed Elder(s), for acting as a member of a ward council (*Northland School Act*).
- 3. The Board shall be responsible for appointing Elder(s), if any, by motion to a ward council meeting. A Board Appointed Elder(s) shall receive honoraria and travel expenses in accordance with Board Policy 7 Appendix A Schedule of Rates. Council of School Councils (COSC)

#### **4. Council of School Councils (COSC)**

- 4.1 Membership:
  - 4.1.1 Each school council may select one representative to attend the meeting.
  - 4.1.2 If a school does not have a school council then a representative shall be selected from the principal's advisory committee, by that committee.
- 4.2 Meetings:
  - 4.2.1 At a minimum, shall meet at least once a term with the Board within the 12-month period immediately following each general election.
  - 4.2.2 The general purpose of the COSC meeting shall be to:

- 4.2.2.1 Ensure the opportunity is provided for input into the Board's strategic direction is provided within the 12-month period immediately following each general election.
  - 4.2.2.2 Enable all communities to hear from each other and share information and ideas with the Board.
  - 4.2.2.3 Discuss and share ideas on strategic direction of NSD and increasing student success.
  - 4.2.2.4 Discuss general operational bouquets and concerns.
- 4.3 Honoraria and Expenses:
- 4.3.1 Travel and other expenses, if required, shall be paid as per Board Policy 7 Appendix A, Schedule of Rates, to each representative attending a COSC meeting.
  - 4.3.2 No representative at the COSC shall receive any remuneration for acting as a representative to the COSC meeting.
  - 4.3.3 Division administration will facilitate setting the agenda in consultation with the Board Chair.

Legal Reference: Section 20, 43.1 60, 62 School Act  
Northland School Division Act  
Freedom Information and Protection of Privacy Act  
Policy 21, Appendix A School Council Conflict Resolution  
AP 159 – Community Engagement



NORTHLAND SCHOOL DIVISION NO. 61

## ADMINISTRATION RECOMMENDATION TO THE BOARD

**TO:** THE BOARD OF TRUSTEES **DATE:** April 26, 2019  
**SUBMITTED BY:** Trudy Rasmuson, Secretary-Treasurer  
**SUBJECT:** Monitoring Reports  
**REFERENCE(S) & ATTACHMENTS:**

### RECOMMENDATION:

**THAT the Board of Trustees accept as information the Monitoring Reports as presented and attached.**

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### BACKGROUND:

The monitoring reports are a requirement of the board's oversight role. The reports included are:

- Board Chair Highlights
- Superintendent Highlights
- Area 1 West Associate Superintendent Report
- Transportation Department Report





# Superintendent's Report

April 26, 2019

<b>Meeting with University of Alberta</b>	<b>April 1, 2019</b>
Met with the U of A to discuss next steps regarding Alberta Education Research Partnerships Program.	
<b>Teleconference with School Success Lead at Screencastify</b>	<b>April 2, 2019</b>
Teleconference to discuss the premium version of Screencastify, a super simple screen recorder for video-based learning. NSD students and teachers have made 536 Screencastify videos since September 1, 2018, which is the top 5% most active districts worldwide.	
<b>Workplace Wellness Provincial Committee</b>	<b>April 3, 2019</b>
Provincial committee meeting at the University of Calgary regarding school jurisdiction and post-secondary workplace wellness.	
<b>Former NSD Teacher Hearing</b>	<b>April 4, 2019</b>
Attended a hearing for a former NSD teacher.	
<b>Xerox Meeting</b>	<b>April 5, 2019</b>
Met with the President of MRG Technologies Inc. to discuss Xerox services.	
<b>Urban Rez Society Meeting</b>	<b>April 8, 2019</b>
Met with members of the Urban Rez Society to discuss a student symposium in the Fall of 2019.	
<b>Central Office PowerSchool Training</b>	<b>April 9, 2019</b>
Facilitated training at Central Office regarding the implementation of the new student information system, PowerSchool.	
<b>Board Agenda Review</b>	<b>April 9, 2019</b>
Meeting with the agenda review committee to discuss the board agenda for April 26, 2019.	

<b>NSD61 Presentation at College of Alberta Superintendents (CASS) First Nation, Metis, and Inuit Conference</b>	<b>April 10, 2019</b>
Presented on NSD Outcomes, NSD projects and developments within the 5 Year Investment plan, and the Alberta Research Network Organization for Economic Co-operation and Development (OECD) Report.	
<b>Meeting with Education Director, Bigstone Cree Nation</b>	<b>April 10, 2019</b>
Meeting regarding the reciprocal tuition agreement, and the educational services agreement for Bigstone Cree Nation.	
<b>Teleconference for Superintendent Evaluation</b>	<b>April 10, 2019</b>
Teleconference with the Committee to discuss evaluation recommendations.	
<b>Alberta Education Meeting Re: Attendance</b>	<b>April 15, 2019</b>
Met with the Director of North Services to discuss a letter of request regarding attendance data.	
<b>CASS Wellness Director Interview</b>	<b>April 15, 2019</b>
Met with a representative from CASS and the Director of Student Services to participate in an interview regarding NSD Wellness work. CASS is interviewing across the province and in the end will have a detailed synopsis of the Wellness work that is occurring in all Alberta school authorities.	
<b>TQS / LQS Symposium</b>	<b>April 16, 2019</b>
Symposium regarding Alberta Education's Teacher Quality Standard and Leadership Quality Standard.	
<b>Meeting with BCN Child &amp; Family Services</b>	<b>April 17, 2019</b>
Along with the Director of Student Services, met with the Casework Manager for Bigstone Cree Nation Child & Family Services regarding the attendance of children in care and kinship care at school.	
<b>ASEBP Meeting</b>	<b>April 18, 2019</b>
Meeting with NSD's new ASEBP Workplace Wellness Liaison and the Director of Student Services.	
<b>District Learning Plan Meeting</b>	<b>April 24, 2019</b>
Meeting with the Learning Services Team and Pedagogical Supervisors to draft the 2019 - 2020 division professional development plan.	

<b>School Council Workshop - Supper and Dry Run</b>	<b>April 25, 2019</b>
Meeting the the 'Every Season Learning Calendar' committee and the Board to have a dry run of the April 26, 2019 presentation.	

### **Committed Dates**

<b>Mikisew Cree First Nation Education Services Agreement Meeting</b>	<b>April 30, 2019</b>
<b>Walking Together: Education for Reconciliation Gatherings 2019</b>	<b>May 15, 2019</b>
<b>Attendance Update with Alberta Education</b>	<b>May 17, 2019</b>
<b>Northland Games</b>	<b>May 31, 2019</b>

PELICAN MOUNTAIN SCHOOL VIABILITY UPDATED  
INFORMATION IN YELLOW

## Data

Teachers	2
EA	1
Secretary	.35
Language Instructor	.25
Cook	1
Custodian	1
Bus Drivers	1

## Students

ECS	3
1 - 6	14

The school was opened in 1984. The student capacity of the school is 57.  
Community population is 156 in the community, 35 school aged students.

There are 22 students whose parents chose to send their children to Wabasca rather than attend Pelican Mountain School. Northland provides transportation for 21 of these students.

## Rationale

As per Northland School Division #61 proposed policy 15 and current Policy 16 the report is prepared to meet article 3 of proposed policy and articles 2.1, 2.2 in current policy, which reads

- 3.1 Unnecessary costs are incurred by the Board in maintaining the school and educational program.
- 3.2 The ability to provide an adequate educational program to the students in attendance.

## Analysis

- 4.1 The consideration factors precipitating the proposed school closure;

The consideration factors triggering this report are items outlined above in the rationale section. The viability study was done to determine whether or not the costs

Alternative uses or next steps for the facility will need to be determined. See Article 4.11

- 4.5 The number of students who would need to be relocated as a result of the closure;
- 17 students will be displaced to St. Theresa School in Wabasca
- 4.6 The need for, and extent of, busing;
- Students would be bused to St. Theresa School in Wabasca. Northland School Division will operate the bus service. The approximate ride time for all students is 35 minutes one way.
- 4.7 Program implications for other schools and for the students when they are attending other schools;
- The absorption of 17 students should not significantly impact other St. Theresa's educational programming.
- 4.8 The educational and financial impact of closing the school, including the effect on operational costs and capital implications;

The educational impact on students would be that some younger students would now be riding a bus to school which may be close to **2.2 hours** per day. For young students, this can have a negative impact as they are not used to this type of daily commute. While not preferred, this is within tolerable limits given that many other similar aged children have similar ride times in the province.

Administrative duties are time-consuming and regardless of the number of students in the school, some duties do not reduce in scope. At least .25 time must be given to teachers to be Principals and adequately cover all duties. In the case of Pelican Mountain and 17 students, .25 administrative time is not financially viable.

The financial analysis is prepared in item 4.9

If the school was closed the Board would need to consider alternatives for the use of the building or transferring the building to the community. See item 4.11

- 4.9 The educational and financial impact if the school were to remain open;

If the school were to remain open the current students would continue to be serviced with the quality of education and educational opportunity that Pelican Mountain School provides. Northland School Division operates an adequate educational program in Pelican Mountain School. In 2015 NSD conducted a survey asking parents why they preferred to send students to Wabasca. Many responses cited lack

Calling Lake School Viability Updated Information in Yellow

Data

Teachers	.25
Support Staff	0
Students	3
ECS	0
1 - 12	1

Calling Lake Outreach School is a small quonset building located near the Calling Lake School. The building was fashioned into a classroom with computers and network access. The outreach program is an extension of Calling Lake School, and the program can be absorbed inside Calling Lake School. The highest enrollment was 10 students. The program has served some students to get high school credits. The closure of this school is recommended by the Principal and Area Associate Superintendent.

Rationale

As per Northland School Division #61 policy 15 and the report is prepared to meet article 3 of proposed policy and articles 2.1, 2.2 in current policy, which reads -

- 3.1 Unnecessary costs are incurred by the Board in maintaining the school and educational program.
- 3.2 The ability to provide an adequate educational program to the students in attendance.

Analysis

- 4.1 The consideration factors precipitating the proposed school closure;

The consideration factors triggering this report are items outlined above in the rationale section. The viability study was done to determine whether or not the costs to operate the program are effective and sustainable, and whether or not the school division can provide an adequate educational program at the school.

Area 1 Schools

- Bishop Routhier
- Gift Lake
- Grouard
- Hillview
- Paddle Prairie
- Susa Creek

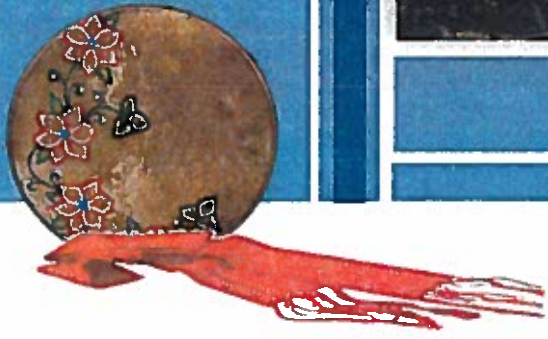
# NORTHLAND

School Division No. 61

January to  
March



## Associate Superintendent's Update Report to Board



### Leading Learning – Putting Equity into Action

#### Area 1 Learning Team

- Shelley Willier, Associate Superintendent
- Crystal Colville, Pedagogical Supervisor
- Mark Ladd, Pedagogical Supervisor
- Shawn Ram, Division Learning Coach, CTF/S (Pilot Program)

#### Building Capacity- January to March

PROFESSIONAL LEARNING
<p><b>JANUARY</b></p> <p><b>09; 8-29 – Jim Knight Instructional Coaching (SW; CC; ML)</b></p> <ul style="list-style-type: none"> <li>• Understanding google platform/tools</li> </ul> <p><b>22-23 – Google Cohort Training (CC; ML)</b></p> <ul style="list-style-type: none"> <li>• A model of instructional coaching with teachers</li> </ul> <p><b>FEBRUARY</b></p> <p><b>06-07 – First Aide/CPR (SR)</b></p> <ul style="list-style-type: none"> <li>• Training for Central Office staff.</li> </ul>

## PROFESSIONAL LEARNING

### FEBRUARY

#### 12 – Building a Thinking Classroom: Mathematics (ML)

#### 13– Understanding a Framework for Poverty (SW; CC; ML;SR)

- Developing an understanding of working with students in poverty

#### 14-15 – ATA Teachers’ Convention (CC; ML;SR)

- Professional learning for teachers

#### 19– MyBlueprint & All About Me (CC; ML)

- Digital platform for developing student profiles
- Students have the ability to develop personal profiles, create learning goals, track learning and draw links to career planning/learning

#### 28– Leadership Quality Standard Certification Training (SW; CC; SR)

- Roll out of Alberta’s standard for school leaders

### MARCH

#### 01– Leadership Quality Standard Certification Training (SW; CC; SR)

- Roll out of Alberta’s standard for school leaders

#### 04-05 – Education Technology Summit (CC)

- Leveraging the use of technology to support student learning

#### 06 – Jim Knight Instructional Coaching (CC; ML)

- A model of instructional coaching with teachers

#### 04-05 – Education Technology Summit (CC)

- Leveraging the use of technology to support student learning

#### 11-12 – At Risk Conference (CC; ML)

- Supporting students with special needs

#### 28-31 – National School Board Association Conference (SW)

- Gathering of school board representative and education leaders to look at global trends in education



Serving Our Schools – January

EQUITY IN ACTION		
Leadership	Teaching Practice	School Culture
<p><b>Coherence Making:</b> Focusing Direction; Cultivating Collaborative Cultures; Deepening Learning; Securing Accountability.</p>	<p><b>Instruction &amp; Intervention:</b> Curriculum; Teaching Skills; Assessment; Intervention</p>	<p><b>Learning Environments &amp; Learning Culture:</b> Professional attitudes; Focus on students; Inclusive environments; Collaboration</p>
BISHOP ROUTHIER SCHOOL		
<p><b>10 – Associate</b>  <ul style="list-style-type: none"> <li>• NSD &amp; Peavine Partnership Meeting- School Principal &amp; Gregg/Daniel Gauchier</li> </ul> </p>		
GIFT LAKE SCHOOL		
<p><b>06 – Supporting new teacher (SW; CC)</b></p> <p><b>14-15; 21 – Associate Issue Management</b></p> <p><b>07-23 – Acting Principal (CC)</b> Instructional leadership and Issue Management</p> <p><b>24 – Associate</b> Supporting new Acting Principal</p> <p><b>31 – Supporting new Acting Principal transition</b></p>	<p><b>07-23 – Acting Principal (CC)</b></p> <ul style="list-style-type: none"> <li>• Classroom Walk-throughs</li> <li>• Instructional Plan Review</li> <li>• Relationship building – students/staff</li> </ul>	<p><b>25 – Associate &amp; Pedagogical Supervisors</b></p> <ul style="list-style-type: none"> <li>• Gift Lake School Hosting</li> <li>• Delivery of Area 1 PD – Numeracy Framework</li> </ul>
HILLVIEW SCHOOL		
<p><b>18 – Associate – principal evaluation</b></p> <p><b>18 – Interviewing for teacher position (ML)</b></p>		
PADDLE PRAIRIE SCHOOL		
<p><b>14 – High School Redesign Site Visit – Alberta Education (ML)</b></p>		

OTHER
<ul style="list-style-type: none"> <li>• Principal Meeting (17) (CC; ML) <ul style="list-style-type: none"> <li>– NRLC – Concept-based Curriculum</li> </ul> </li>   <li>• CASS FNMI Committee (16) (SW) <ul style="list-style-type: none"> <li>– Alberta Education presentation – Measuring student achievement</li> </ul> </li>   <li>• Learning Services Team (17) (SW)</li>   <li>• Board Meeting &amp; Committee of the Whole (18-19) (SW)</li> </ul>

### Serving Our Schools – February

EQUITY IN ACTION		
Leadership	Teaching Practice	School Culture
<b>Coherence Making:</b> Focusing Direction; Cultivating Collaborative Cultures; Deepening Learning; Securing Accountability.	<b>Instruction &amp; Intervention:</b> Curriculum; Teaching Skills; Assessment; Intervention	<b>Learning Environments &amp; Learning Culture:</b> Professional attitudes; Focus on students; Inclusive environments; Collaboration
BISHOP ROUTHIER SCHOOL		
	<b>21</b> – CTF Material Preparation – woodwork (ML)	
GIFT LAKE SCHOOL		
<b>21</b> – Interviewing for teacher position (CC)	<b>08</b> – Associate – Teacher evaluation  <b>20</b> – PLC Delivery (SW;CC;ML) Data Dive; Mathletics Webinar (Area 1 school participation)  <b>21</b> – Teacher Instructional support (CC); teacher evaluation (SW)	
HILLVIEW SCHOOL		
<b>01</b> – Associate – Issue Management <b>04</b> – Associate – Principal evaluation		

<b>EQUITY IN ACTION</b>		
<b>Leadership</b>	<b>Teaching Practice</b>	<b>School Culture</b>
<b>Coherence Making: Focusing Direction; Cultivating Collaborative Cultures; Deepening Learning; Securing Accountability.</b>	<b>Instruction &amp; Intervention: Curriculum; Teaching Skills; Assessment; Intervention</b>	<b>Learning Environments &amp; Learning Culture: Professional attitudes; Focus on students; Inclusive environments; Collaboration</b>
<b>PADDLE PRAIRIE SCHOOL</b>		
	<b>22 – PLC Delivery (CC;ML) Data Dive</b>  <b>25 – Teacher Instructional support (CC)</b>	<b>25 – Land-based Learning Dinner (CC;ML) Community Engagement</b>
<b>SUSA CREEK SCHOOL</b>		
<b>06;07 – Associate – Issue Management</b>  <b>25 – Parent meeting with Superintendent</b>		<b>19 – Coffee with the Superintendent/Associate &amp; Trustee</b>  <b>26 – Land-based Learning Dinner (CC;ML) Community Engagement</b>

<b>OTHER</b>
<ul style="list-style-type: none"> <li>● Google Cohort Training – Online (05) (CC; ML)</li> <li>● Principal Meeting (12) (SW; CC; ML; SR)</li> <li>● My Blueprint &amp; All About Me Training Delivery (CC; ML; SR)</li> <li>● PLC Presentation Development – Data Dive (11) (SW; ML; CC)</li> </ul>

## Serving Our Schools – March

<b>EQUITY IN ACTION</b>		
<b>Leadership</b>	<b>Teaching Practice</b>	<b>School Culture</b>
<b>Coherence Making:</b> Focusing Direction; Cultivating Collaborative Cultures; Deepening Learning; Securing Accountability.	<b>Instruction &amp; Intervention:</b> Curriculum; Teaching Skills; Assessment; Intervention	<b>Learning Environments &amp; Learning Culture:</b> Professional attitudes; Focus on students; Inclusive environments; Collaboration
<b>BISHOP ROUTHIER SCHOOL</b>		
<b>11</b> – Associate – Issue Management	<b>07</b> – Teacher support (CC) – Reports cards	<b>04</b> – Land-based Learning Dinner (SW;CC;ML) Community Engagement  <b>27</b> – Numeracy Dinner – Parent & student engagement (CC)
<b>GIFT LAKE SCHOOL</b>		
	<b>13</b> – MLA school tour (SW; CC)  <b>14; 21; 26</b> – Teacher support (CC) – Reports cards and Unit Plans	<b>08; 13</b> – Associate – Teacher evaluation  <b>21</b> – Land-based Learning Dinner (CC;ML) Community Engagement  <b>26</b> – Numeracy Dinner – Parent & student engagement (SW; CC; ML)
<b>GROUARD NORTHLAND SCHOOL</b>		
	<b>04-14</b> – CTF Blitz – Grades 4-9 (SR)  <b>28</b> – Teacher Instructional support (CC)	<b>28</b> – Numeracy Dinner – Parent & student engagement (CC)
<b>HILLVIEW SCHOOL</b>		
<b>12</b> – Associate – Principal evaluation	<b>27</b> – Resources Review (CC)	<b>07</b> – Land-based Learning Dinner (CC;ML) Community Engagement

<b>EQUITY IN ACTION</b>		
<b>Leadership</b>	<b>Teaching Practice</b>	<b>School Culture</b>
<b>Coherence Making:</b> Focusing Direction; Cultivating Collaborative Cultures; Deepening Learning; Securing Accountability.	<b>Instruction &amp; Intervention:</b> Curriculum; Teaching Skills; Assessment; Intervention	<b>Learning Environments &amp; Learning Culture:</b> Professional attitudes; Focus on students; Inclusive environments; Collaboration
<b>PADDLE PRAIRIE SCHOOL</b>		
<b>06 – Associate – Meeting with MSGC representative &amp; principal – Locally developed land-based learning course with GIS mapping</b>	<b>08 – Teacher support (CC) – 25 – Land-based locally developed course (SW;CC;ML)</b>	

<b>OTHER</b>
<ul style="list-style-type: none"> <li>• Principal Meeting (12) (SW) – Follow up from Ruby Payne</li> <li>• Regional Professional Learning Day – Follow up Ruby Payne (15)</li> <li>• One-on-One Superintendent (14)</li> <li>• Learning Services Team (21)(SW)</li> <li>• Board Meeting &amp; Committee of the Whole (22-23) (SW)</li> </ul>

2019

# Transportation Department Department Monitoring Report



Susanne Jones

Northland School Division No. 61

4/12/2019

## Staffing

Our department consists of 2.5 staff in central office, 29 bus drivers, 16 contract bus operators and numerous casual bus drivers and bus monitors.

Many of the bus drivers hold second jobs in the schools. 57% of the bus drivers have driven for 5-30 years.

## Budget

With the loss of Trout Lake, Peerless Lake, Little Buffalo and Keg River, our budget has decreased to \$2.98 million (includes both provincial and federal funding).

## Fleet

NSD owns 53 buses that service 30 divisional bus routes. Our buses travel approximately 700,000 kilometers per year, not including field trips. With only one serious accident (non-preventable, zero deaths) in the last ten years, proving that School Bus Transportation is the safest means of transportation for our students

The Transportation Department has also taken over the management of the division's 42 light vehicle fleet.

We are currently piloting ten GPS systems that are equipped with work alone satellite communication to greater enhance the safety of all Northland students and staff.

## Students

We are responsible for the safe and effective transportation of over 2,300 students to 30 different schools.

## Routing

Routing is done in RouteFinder Pro, a product from TransFinder. With access to student data entered in Maplewood (soon to be PowerSchool), we can map the students at their home and ensure that all students of NSD have access to transportation.



Alberta Education funds students that live over 2.4 kilometres from their designated school only. NSD has long offered transportation for all NSD students regardless of distance and with pick up locations right at the end of their driveway (no walk limit). Of the 1,725 students riding NSD or contract buses, 580 reside under 2.4 kilometres. With funding pressures, the Transportation Department will be evaluating routing and looking at maximizing efficiencies as we may not be able to provide the same level of service without the funding to support it. We may have to design group stops which may lead to consolidated bus routes. We have always tried to keep bus ride times lower than 60 minutes (some exceptions may apply) even though the industry standard is 90 minutes. The group stops will aid with keeping lower ride times by the bus not needing to stop as often. It will become an expectation that students must be at the bus stop on time (recommended 3-5 minutes early). Considerations will be made for the age of the students and the location of their residence when making the group stops.

To help aid with the route designs, we are going to start educating families about pre-registering for the bus. We are able to set up a fill-in-the-blanks form on the website that will send an email to the Transportation Department to register the students for busing after the parent/guardian has completed the form. Alternately, paper forms are also available at any NSD school. It is quite common that students must register for both school and busing separately, as there are students in the school that don't need busing and it would ensure that the Transportation Department has the most up-to-date address information for our students.

## Operation – Busing

2018-2019 (Sept to Feb) total = 96.8% operational (up 1.8 %)

3.2% non-operational due to driver absence (down 0.2%)

0.3% non-operational due to mechanical (down 0.1%)

4.3% non-operational due to inclement weather (up 3.1%)

### Previous Years

17-18 – 95% Operational, 0.4% Mechanical, 1.2% Inclement, 3.4 % Driver leaves

16-17 – 93% Operational, 0.4% Mechanical, 0.6% Inclement, 6.0% Driver leaves

15-16 – 95% Operational, 0.1% Mechanical, 0.2% Inclement, 4.7% Driver leaves

14-15 – 96% Operational, 0.4% Mechanical, 0.9% Inclement, 2.7% Driver leaves

13-14 – 96% Operational, 0.2% Mechanical, 1.6% Inclement, 2.2% Driver leaves

12-13 – 90% Operational (tracking wasn't as specific as following years)



## MELT

### (Mandatory Entry Level Training for Class 1, 2 and 2S driver's licences)

Effective March 1, 2019, standardized, entry level training is mandatory for all new Class 1 and 2 commercial drivers, along with the S Endorsement (School Bus Driver Improvement Program) for all school bus drivers. Class 4 drivers operating a school bus must have the S Endorsement as well.

Training includes a government-mandated number of training hours in-class, in-yard and in-vehicle. Standardized curriculums are taught at all licensed Alberta driving schools and knowledge and road tests for Class 1 and 2 drivers will be part of the new curriculum.

The Transportation Department was successful in getting all of the regular school bus drivers, contract bus driver and some spare bus drivers caught up with their S Endorsement training prior to the deadline. Alberta Transportation then granted an extension to July 31, 2019 so we will have an opportunity to capture more spare drivers, if they are available.

Drivers wishing to obtain their Class 2S have also been granted an extension from the MELT program. Drivers can obtain their Class 2 license with a permit in the old way (no mandatory training) until July 31, 2019. However, any drivers that have obtained their Class 2 between October 10, 2018 (date MELT was announced) and July 31, 2019 will be required to challenge the MELT program by March, 2020 in order to keep their commercial license.

To obtain a Class 2S license the trainee will need to obtain and complete:

- Driver's Medical

- Class 2S MELT program (53.5 hours):

- Classroom - 18.5 hours

- In-yard - 11 hours

- Practical - 24 hours

- Pass enhanced knowledge test

- Schedule road test - trainee must go to any registries agent to confirm

- Pass road test - trainee must pass the pre-trip and the driver's road test

- Go to the registry agent – upgrade license

Cost to train a driver from a Class 5 to a Class 2S:

- Driver's Medical - \$80-\$100

- Class 2S Training - \$5000 (capped)

- Knowledge Test - \$20

- Road Test - \$167

- License Upgrade - \$80

- Bus Driver Salaries to attend training approximately \$1000

- Bus Driver expenses to travel to training facility approximately \$400, plus mileage

- Total Approximately \$6,767.**

Fortunately, with the number of long-term employees at NSD we don't train a high volume of drivers from Class 5. Most of our drivers come to us with a Class 1. Which means we will only have to train the S Endorsement as we have in the past already. Only now, they must have the S Endorsement prior to driving a school bus.

In the future, the Transportation Department is expecting to see a decrease in the number of spare drivers available. The time to take the training and the associated travel is not appealing to a driver for only casual hours. We may also find it difficult to recruit permanent employees due to the fact that a school bus driving position is essentially a part-time position.

To ensure our students have a ride to school, the Transportation Department is re-evaluating the need for an itinerant driver for the Wabasca area, is continuing to work with neighboring school divisions and contractors to provide spare drivers from another community (at a cost) and lay out stricter guidelines for bus driver absences.

## Strengths

- Staffing - Team respect and cooperation / Long-term employees / Long-term contractors / Excellent benefits (both a strength and a weakness) / Centralized business services
- Communications - Cell phones / Texting / Social Media / School Messenger
- Solid fleet and driver practices as evidenced through Carrier Services audit (July 2014)
- Solid student data practices for grant purposes as evidence by the Alberta Education audit (2017-2018 Funding Application Audit).
- Support from external bus repair facilities
- New routing software (TransFinder implemented 2017-2018)

## Weaknesses

- Limited labor force - Casual driver availability / Training (MELT)
- Age of staff
- Education/Communication - Lack of centralized mail delivery system / Literacy issues
- Lack of definitive transportation procedures (in process)
- Aged manuals in need of update (need policies to back)
- Mobility of the student population
- External fleet maintenance
- Size & Distance of the division (also a threat)
- In-Bus Reviews (drivers & routes)
- Green Movement - emissions standards

## Opportunities

- Skill/knowledge of staff - mentorship
- Community Support & Engagement - partnering with Metis Settlements / First Nations / local educational institutions / working with municipalities / road safety
- Provincial Government - Increasing safety recommendations
- Technology Integration - School Messenger / Website / PowerSchool

## Threats

- Funding Uncertainty - Fuel incentive (discontinued even with the rising cost of fuel) / Carbon Tax / Federal students living off of reserve
- Increasing expectations – Parents, communities, schools / Yard/door service
- Declining enrollment
- Weather and road conditions
- Training - Class 2 & 4 MELT / Air Brakes / First Aid / S Endorsement / WHIMIS
- Socioeconomic circumstances of the stakeholders
- Purchasing difficulties - Parts & service / Buses
- School of Choice - Impact on schools
- Size & distance of the division

As a result of the identified strengths, weaknesses, opportunities and threats, the Transportation Department has put together goals to improve our system and a plan on how to obtain them. The goals and action plans are:

### Goal #1

People -**Training**, professional development, mentorship, recognition

*All staff will continue to receive appropriate training to remain abreast of safety, their current responsibilities and emergency duties.*

- ✓ Commit to budgeting funds for **training**
- ✓ Source outside driver **training** schools (ongoing)
- ✓ Continue financial support for driver **training**, examination and licensing costs
- ✓ Purchase new routing software
- X Develop a NSD Commercial Driver Training Program (Now handled by MELT)
- Organize mandatory professional development such as Child Abuse & Neglect recognition and reporting, Anti Bullying Programs, Public School Works Safety Modules (Public School Works in process), and many more.
- Explore annual gathering for Bus Drivers (in process)

### Goal #2

Safety -Provincial/Federal compliance, highway/road safety, student/parent/school education, OH&S compliance, mechanical compliance

*The safe transportation of children is first and foremost consideration of the Transportation Department. Safety is our primary objective. All avenues of safety will be pursued with due diligence and with reasonable judgement.*

- ✓ Understand all Provincial and Federal Regulations ensuring full compliance
- ✓ Apply "Route Risk Assessment" to every route
- ✓ Maintain membership in Student Transportation Association of Alberta
- ✓ Drivers educate students in rules and safety procedures (rules posted in every bus) (ongoing)
- ✓ Drivers practice evacuation **drills** (twice per year)
- ✓ Continue school based bus safety education programs
- ✓ Annual driver abstract records obtained for all bus drivers
- ✓ Mechanical Compliance & Integrity
- Use technology to ensure safety compliance (in process)
- Review and update Field Trip Manual

### Goal #3

Communication -Internal/external staff communication, student/parents/school communication, community/media communication, all stakeholders will share the responsibility for a safe and timely transportation system

*Establishing open lines of communication with staff, parents, schools & communities utilizing all means at our disposable to enable support, education & information to be transmitted in a timely & comprehensible fashion.*

*Solid communication is required to transmit reliable information regardless of the difficulties presented by demographics of distance, number and variety of stakeholders, age and technological maturity and literacy of stakeholders. Clear communication will enhance*

*operations and various methods such as newsletters, email, telephone, website, staff meetings will be utilized.*

- ✓ Promote use of technology (Email, Website, School Messenger, Texting)
- ✓ Provide information regarding upcoming events to the NSD Communications Coordinator
- ✓ Maintain contact with local municipalities and Transportation with regards to pertinent signage (ongoing)
- Review all components of the Bus Driver Manual, Bus Driver Handbook, Safety & Maintenance Plan, Preventative Maintenance Plan, and Emergency Response Plan (in process)

#### **Goal #4**

Operations -train staff in routing software, implement software for fleet and personal records, develop/review/revise policies that impact transportation, review/plan for shifting enrollment with increased parent expectations, research and implement special needs transportation, maximize route efficiencies to minimize ride time.

- ✓ Maximize funding with accurate student data
- ✓ Annually assess routes based on expected student pick-ups and use TransFinder to create routes that minimize costs and create reasonable ride times for students (ongoing)
- Investigate GPS for safety (In Process)
- Develop, review and revise policies that impact transportation ie. school of choice, walk limits, driveway service, cooperative bussing, cold weather (in process)

#### **Goal #5 Infrastructure**

- ✓ Research and implement new technologies to enhance the fleet (ongoing)
- ✓ Use of joint resources (ongoing)
- ✓ Bus Fleet Evergreening (ongoing)
- Embrace Green technology

#### **Closing**

The Transportation Department has come a long ways from the last horse-drawn wagons that we used up until 2004 and we are constantly investigating and implementing way to improve safety and efficiencies.

