

# Supplemental Documents for Section 1

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## Supplemental Information: History and Context

1914	The Saskatchewan Union of Teachers is formed, a forerunner to the STF
1915	The Saskatchewan School Trustees' Association is formed
1921	The first teachers' strike in Saskatchewan occurs in Moose Jaw
1935	An <i>Act Respecting the Teaching Profession</i> is the first in the English-speaking world to require all teachers to belong to a teachers' organization, in this case the Saskatchewan Teachers' Federation
1951	The Catholic School Trustees' Association of Saskatchewan amalgamates with the SSTA
1973	The Teacher Collective Bargaining Act is passed, establishing bi-level provincial bargaining between teachers and a government-trustee team
1989	The Coordinating Committee for the Governance of Francophone Schools by Francophones is established and files its report
1995	The Saskatchewan government exercises constitutional responsibility for making laws regarding Kindergarten to Grade 12 education by enacting <i>The Education Act</i>
2004	In May, the Minister of Learning announces the response to the Boughen Commission and establishes a task force to draw new school division boundaries. In November, the Minister of Learning releases the new school division boundaries, to be effective on January 1, 2006. Comparison of Standard Education Levels
2009	The Government of Saskatchewan delivers largest education property tax cut in history
2010	In December, The Government of Saskatchewan releases the final report from the Provincial Panel on Student Achievement
2011	The Minister of Education introduces legislation that amends <i>The Education Act, 1995</i> to meet the Premier's commitment for the 2012-13 school year to begin after the Labour Day long weekend

2013

In January, the school year becomes uniform across Saskatchewan as legislative and regulatory amendments set instructional hours in a school year at 950 for the 2013-14 school year. The number of students enrolled in Saskatchewan schools is 170, 582, up 1.27 per cent from the previous year with an increase of 2,140 students overall

# Supplemental Information on Roles and Responsibilities

## Sample School Board Members Board CHARTER

### Core Function

The board of ABC School Board oversees the conduct of the business and affairs of the School Board, supervises its management and uses reasonable efforts to ensure that all major issues affecting the School Board are given appropriate consideration.

The board governs the School Board, by:

- Approving strategic direction (plan: mission, vision, values and objectives);
- Stewarding the resources (approving budget, overseeing risk, delegating authorities);
- Supervising the management of the School Board (appointing and monitoring);
- Approving and monitoring compliance with policies;
- Making strategic level decisions appropriate to governance; and
- Being accountable to the Minister and public.

### Powers and Duties

The board is the governing board of ABC School Board, and derives its powers and duties from *The Education Act, 1995*, including full power to make all Bylaws and policies consistent with the Act.

The school board has the duty to administer and manage the educational affairs of the School Division, to exercise general supervision and control over the schools, as well as other duties and powers as outlined in sections 85 and 87 of the Act.

Every school board member, in exercising his or her powers and discharging his or her duties, shall:

- Act honestly and in good faith with a view to the best interests of the School Board;
- Exercise the care, diligence and skill that a reasonably prudent person would exercise in comparable circumstances; and
- Comply with the Act, Bylaws, this Charter and any policies adopted by the board.

### Responsibilities and Delegations

In fulfilling its responsibilities of governance and stewardship, the Board:

- Delegates to management the authority to manage the School Board's day-to-day business, while reserving the ability to review management decisions.
- Discharges its responsibilities directly, and through its committees and through management.
- Confirms and maintains strategic direction (as initially developed and recommended by the Director), assigns responsibility to management for achievement of that direction, delegates approval and reporting authority levels to management, and monitors performance against those objectives and authority levels.
- Reviews corporate objectives on a regular basis so that they continue to be responsive to the changing business environment in which the School Board operates.

In addition to its primary roles of overseeing corporate performance and providing quality, depth and continuity of management to meet the School Board's strategic objectives, the Board, among other things:

- Approves business, strategic, financial and succession plans and monitors the implementation of such plans.
- Oversees the School Board’s financial reporting and disclosure.
- Appoints officers and reviews the Director’s performance at least annually.
- Approves items such as acquisition and disposition of capital assets, short and long-term objectives and human resource and other plans, executive officer compensation and employee benefits, including incentive award plans.
- Approves changes in the Bylaws of the School Board and, where applicable, submits these to the Minister of Education.

## **Minutes and Reporting Responsibility**

An outline of material issues addressed by the board and all recommendations, decisions and directives of the Board will be recorded by the Secretary of the Board in the minutes of the meeting.

A draft copy of the minutes of such meeting, approved by the board Chair, shall be circulated to the board at least seven (7) days prior to the next regular board meeting.

At least annually, the board shall review its performance respecting the discharge of its duties pursuant to Act, Bylaws and Charter.

In performing any of its duties and responsibilities, the board will have access to any and all books and records of the School Board required for the execution of its obligations, and, as necessary, may discuss with appropriate officers and employees such records and other relevant matters.

The following illustrates the delineation of responsibilities of, and the line between, board and management of the School Board. No list of this sort can be comprehensive, and the line may shift from time to time, but this assists the board and management in differentiating their responsibilities.

## **Leadership**

<b><i>Function</i></b>	<b><i>Board Responsibility</i></b>	<b><i>Management Responsibility</i></b>
Strategic Planning	<p>Develop Values, Vision and Mission, in conjunction with management</p> <p>Consult with Management in drafting of Goals and Objectives</p> <p>Review and Approve Strategic Plan including all items (Goals, Objectives, Strategies, Measures)</p> <p>Monitor implementation of Strategic Plan focusing on Measures of results (performance driven, not activity driven; long term strategic benchmarks vs. short term)</p> <p>Review and approve any multi-year, capital or operational plans and budgets, and any amendments to them, or material deviations from them, ensuring consistency with vision and</p>	<p>Develop Values, Vision and Mission, in conjunction with board</p> <p>Develop Goals and Objectives in consultation with board</p> <p>Develop Strategic Plan, including Objectives, Strategies and Measures, for board approval</p> <p>Implement Strategic Plan, within board-approved parameters and Budget</p> <p>Develop and implement operational plans</p>

	mission	
Policy Development	Approve and ensure the implementation of strategic and operational policies within which management will operate in relation to: acquisitions, research and development, finance and investment, risk management, human resources, codes of conduct, significant stakeholder relationships, management reporting and information	Develop and recommend strategic and operational policies within which management will operate within approved policies or seek exceptions to policy where required
Board Committees	Develop effective board governance processes and procedures, including establishing board committees and ensuring the committees are effectively composed and functioning.  Approve items submitted to the board by committees as outlined in the committee charters	Support and inform the work of the committees

## Stewardship

<b><i>Function</i></b>	<b><i>Board Responsibility</i></b>	<b><i>Management Responsibility</i></b>
Risk Management	Understand strategic risks facing the School Board  Develop risk tolerances in conjunction with Committees and management  Monitor risk management, focusing on results and performance benchmarked against approved tolerances	Identify strategic risks facing the School Board  Develop risk tolerances in conjunction with board and Committees  Assess and manage strategic risks facing the School Board  Report to board (and/or board Committees) on management of risks, using approved tolerances as benchmarks
Succession	Facilitate capacity building of the board including reviewing the board's skills, succession, functioning and development  Recruit and monitor the Director  Satisfy itself that a process is in place with respect to the appointment, development, evaluation and succession of senior management (including CFO, Principals and Teachers)	Recruit and monitor all other staff  Develop and implement a process with respect to the appointment, development, evaluation and succession of senior management (including CFO, Principals and Teachers)

Delegation of Authority	<p>Make decisions about all aspects of employing the Director</p> <p>Delegate to the Director the authority (specific approval and reporting authority levels) to manage and supervise the educational and administrative affairs of the school division, including making of all decisions regarding operations that are not specifically reserved for the Board</p>	<p>Supervise the educational and administrative affairs of the school division</p> <p>Delegate approval and reporting authority levels throughout the School Division</p> <p>Obtain approval for any decision that will result in a material deviation from board-approved strategic, business or operational plans or policies</p>
Compensation	<p>Establish procedures for reviewing the performance of the Director</p> <p>Satisfy itself that executive compensation is linked appropriately to performance</p>	<p>Direct dealings with staff in all HR and compensation issues</p> <p>Set compensation levels for all other staff (subject to requirements of collective bargaining and Regulations)</p>

## Monitoring

<b><i>Function</i></b>	<b><i>Board Responsibility</i></b>	<b><i>Management Responsibility</i></b>
Performance Management	<p>Review and approve proposed performance indicators</p> <p>Monitor performance management, focusing on performance results benchmarked against targets and peers</p>	<p>Identify key performance indicators based on planned results in key risk/goal areas</p> <p>Report to board on performance indicators, using actual performance results benchmarked against targets and peers</p>
Evaluation	<p>Approve procedures to exercise oversight of the evaluation of the board and management</p> <p>Ensure the performance evaluation of the Director, board and board committees</p>	<p>Evaluate the performance of all levels of employees below the Director</p>
Contracting	<p>Authorize, execute or enter into (on behalf of the School Board) any contract or transaction, the performance of which will require the expenditure or result in an actual or contingent liability of the School Board under the terms of the Act [\$ limits should be specified]</p> <p>Authorize, execute or enter into any material contracts out of the ordinary</p>	<p>Authorize, execute or enter into (on behalf of the School Board) any contract or transaction, the performance of which will require the expenditure or result in an actual or contingent liability of the School Board up to the limits of the Act [\$ limits should be specified]</p> <p>Authorize, execute or enter into any</p>

	course of business [\$ limits should be specified]	non-material contracts or those contracts that occur in the ordinary course of business [\$ limits should be specified]
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## Reporting

<b><i>Function</i></b>	<b><i>Board Responsibility</i></b>	<b><i>Management Responsibility</i></b>
Financial Oversight	<p>On recommendation of the Audit Finance &amp; Risk Committee, approve any annual or interim quarterly financial statements of the School Board</p> <p>On recommendation of the Audit Finance &amp; Risk Committee, approve any change in the accounting policies or practices of the School Board</p> <p>On recommendation of the Audit Finance &amp; Risk Committee, validate the effectiveness of internal controls and information received by the board</p>	<p>Prepare any annual or interim quarterly financial statements of the School Board</p> <p>Select the accounting policies and practices of the School Board</p> <p>Select and ensure the effectiveness of internal controls and information systems</p> <p>Attain and report on board approved financial targets and budgeted projections</p>
Disclosure & Accountability	<p>Approve the School Board's communications plan or policy including the extent of disclosure</p> <p>Approve accountability reports to the Minister/Province as appropriate</p>	<p>Develop and implement the School Board's communications plan or policy and disclosures</p> <p>Prepare accountability reports to the Minister/Province as appropriate</p>
Stakeholder Communications & Public Engagement	Satisfy itself that effective communication is in place between the board and the School Board's stakeholders and the public	Proactively communicate with the stakeholders and the public on behalf of the School Board



# Sample Audit Finance & Risk Committee Charter

## Core Function

The Audit Finance & Risk Committee ("the Committee") of the school board assists the board in fulfilling its responsibilities with respect to the integrity, accuracy and completeness of the financial statements, risk management, budgeting and financial reporting of the School Board.

The Committee plays an advisory role to the board, and reports its recommendations to the board: it fulfills a governance oversight role rather than an operating or decision-making role.

## Duties and Responsibilities

The Committee shall have the following specific functions, duties and responsibilities:

1. Review with management and the external auditors, and recommend to the board for approval, the annual financial statements and related financial reports
2. Consider and approve, annually, in consultation with management and external auditor, the audit scope and plan, including reviewing the engagement, effectiveness and independence of the auditors, and recommending the annual appointment of the auditors, including consideration of tendering and rotating auditors from time to time and approval of non-audit services
3. Consider, annually, the appropriate need for and oversee internal audit services, whether these are provided by the external auditor, outsourced, insourced or co-sourced
4. Review legal and regulatory matters, litigation and compliance that may have a material impact on the financial statements; significant changes in accounting policies; compliance with Accounting Standards; and material accounting issues that require disclosure in the financial statements
5. Review with management and the auditors their judgment about the appropriateness, not just the acceptability, of accounting principles and the financial disclosure practices used or proposed, and particularly the degree of aggressiveness or conservatism of the School Board's accounting principles and estimates
6. Review and recommend to the board for approval an annual operating and capital budget
7. Oversee financial management of major capital projects (project milestones, financing, contracting, payments)
8. Review, recommend or approve, and monitor compliance with financial, risk and administrative Policies, such as investment and procurement policies, compliance and conduct policies (e.g. Integrity Assurance – whistleblowing – and procedures to investigate complaints fairly), limits on capital expenditures and tolerances for budget variances (i.e. the range - if any - of allowable variance from approved budget line items before seeking pre-approval from the Board)
9. Review and oversee the effectiveness of the risk management of the School Board, including:
  - a. the definition/identification and assessment/measurement of material risks
  - b. the setting of risk tolerances to prioritize strategic objectives or outcomes
  - c. the mitigation/management of risk exposures, including insurance programs
  - d. the effectiveness and performance of control processes established to manage those risks
10. Meet with management and the auditors to review the adequacy of internal controls
11. Consider and review with management any significant audit findings and recommendations, together with management's responses and monitor implementation of corrective actions
12. Review with management, and recommend to the board for approval, the annual report to the Ministry of Education and other stakeholders

13. Review, at least on an annual basis, any related party transactions including the expenses of the Director and school board members
14. Facilitate integrated effective working relationships among all the parties responsible for the financial accountability of the School Board, including the board, this and other board committees, management, the external auditors and the Provincial Auditor

## **Governance Process**

1. The Committee will be composed of a minimum of four School Board Members.
2. All members of the Committee shall be "independent" with no material relationship to the School Board. Members of the Committee must be free from conflicts of interest and exercise independent judgment in carrying out their responsibilities.
3. Committee members are appointed by the school board annually at its organizational meeting.
4. All members of the Committee shall have a basic understanding of finance and accounting and be able to read and understand fundamental financial statements.
5. At least one member of the Committee shall have accounting or related financial management expertise.
6. One of the members shall be elected Committee Chair by the board. In the absence of the Committee Chair, the Committee members shall choose an acting Chair.
7. The Secretary to the board will serve as the Secretary to the Committee. If the Secretary is not present at any meeting of the Committee, the Committee may appoint an acting Secretary to perform the functions of the Secretary at that meeting.
8. The Committee meets at least four times per year. Additional meetings may be held as deemed necessary by the Committee Chair.
9. The agenda and associated materials are sent to each member of the Committee prior to the time for such meeting, preferably seven (7) days before the meeting.
10. At each meeting of the Committee, the members of the Committee may meet in executive session.
11. The Director and board Chair will be notified of and may attend meetings of the Committee (voice but not vote, although if the board Chair is a committee member, then she/he would count in quorum and have a vote.)
12. A quorum will be a minimum of 50% of the members or not less than three members.
13. Minutes of all meetings of the Committee will be available to the board.
14. Oral reports by the Committee Chair on significant results of meeting(s) are to be provided to the board at its next meeting.
15. The Committee will annually review and approve a workplan to support this Charter.
16. The Committee shall undertake and provide to the board an annual self-evaluation of the Committee, which evaluation shall compare the performance of the Committee with the requirements of its charter and workplan.
17. The Committee will meet in executive session with the auditors at least annually to review the financial statements and to discuss any matters that the Committee or the auditors believe should be discussed.
18. The Committee may ask members of management or others to attend meetings and provide pertinent information as necessary.
19. The Committee may conduct or authorize any investigations into any matters within the Committee's scope of responsibilities.

## **Access to Corporate Records**

In performing any of its duties and responsibilities, the Committee will have access to any and all books and records of the School Board required for the execution of the Committee's obligations, and, as necessary, shall discuss with appropriate staff and advisors such records and other relevant matters.

# Sample Governance and Human Resources Committee Charter

## Core Function

The Governance and Human Resources Committee ("the Committee") of the school board assists the board in fulfilling its responsibilities with respect to the effectiveness of the School Board's governance, board and committee functioning, the Director of Education's employment relationship, and oversight of human resources strategically.

The Committee plays an advisory role to the board, and reports its recommendations to the board: it fulfills a governance oversight role rather than an operating or decision-making role.

## Duties and Responsibilities

The Committee shall have the following specific functions, duties and responsibilities:

1. Recommend to the board the use or disbanding of board committees and their size, membership and chairs.
2. Review at least annually the charters of the board and board Committees, and recommend to the Board any amendments deemed necessary or advisable.
3. Direct and be responsible for policy development, including monitoring, evaluating and reporting to the board on the overall effectiveness of board, governance and human resources, compensation and occupational health and safety policies and principles of the School Board and any affiliated or subsidiary organizations, recommending changes where desirable, and maintaining the Board Governance Manual or Handbook.
4. Review and report to the board on conflict of interest and conduct matters involving school board members, as necessary. This would include:
  - a. providing clarification and direction to the school board members respecting the existence of a conflict or potential conflict of interest;
  - b. reviewing activities submitted by school board members which they believe may contravene School Board policy, code or expectations, and if so, advising the school board member how to manage these, such as to refrain from the activity or take other appropriate action to remedy the conflict or perceived conflict; and
  - c. monitoring and reporting annually to the board concerning compliance with the school board member Conflict of Interest policy and more broadly all staff with the Code of Conduct.
5. Review, approve and oversee the school board member orientation and continuing education (development) plan, budget and effectiveness.
6. Establish procedures for effective board and Committee meetings and the independent and effective functioning of the board.
7. Monitor the functioning of the board and committees of the board, and recommend issues to be dealt with by the board and committees of the board, to ensure timely and complete information and decision-making at the board and committee levels.
8. Evaluate and report at least annually to the board on the overall performance of the Board, its committees, its members and the performance of the board Chair and Committee Chairs.
9. Identify, for the purpose of providing communications to the electorate and use in the board development plan, the appropriate mix of skill sets, qualifications, expertise and diversity sought by the board and its committees based on the needs and interests of the School Board and its strategic plan.

10. Assist the board and the Chair with the effective employment relationship with the Director of Education, including:
  - a. Annually review and recommend to the board the performance objectives of the Director, including agreed measures and weightings,
  - b. Annually conduct a performance evaluation of the Director against these, for board review and use,
  - c. Annually develop and recommend to the board the compensation, including salary, incentive payments, perquisites and other benefits proposed for the Director,
  - d. Annually develop for the board's review succession and development plans for the Director,
11. In consultation with the Director, oversee the effectiveness of human resources and performance management throughout the School Board, including:
  - a. Annually discuss with the Director her/his succession and development plans for the leadership team, including management succession and talent management broadly,
  - b. Annually review and recommend to the board the School Board's compensation plan philosophy and design, including pension and benefits plans broadly as applicable,
  - c. Provide information and assist the board in oversight of collective bargaining negotiations and review and concur with or recommend to the board, as appropriate, any collective bargaining agreements negotiated,
12. Oversee the effectiveness of risk management of human resources, compensation and governance risks assigned by the board or Audit Finance & Risk Committee, and request any relevant internal audit services through that Committee.
13. Monitor the affairs of the School Board re: compliance with relevant governance and human resource-related statutory and regulatory requirements.
14. Review and recommend to the board at least annually the appropriate disclosure of corporate governance, human resources and compensation matters.

## **Governance Process**

1. The Committee will be composed of a minimum of three board members.
2. All members of the Committee shall be "independent" with no material relationship to the School Board. Members of the Committee must be free from conflicts of interest and exercise independent judgment in carrying out their responsibilities.
3. Committee members are appointed by the school board annually at its organizational meeting.
4. At least one member of the Committee should have expertise in human resources. In the event there is no member with expertise in human resources, one of the Committee members should undertake to develop human resources expertise.
5. At least one member of the Committee should have expertise in corporate governance. In the event there is no member with expertise in corporate governance, one of the Committee members should undertake to develop corporate governance expertise.
6. One of the members shall be elected Committee Chair by the board. In the absence of the Committee Chair, the Committee members shall choose an acting Chair.
7. The Secretary to the board will serve as the Secretary to the Committee. If the Secretary is not present at any meeting of the Committee, the Committee may appoint an acting Secretary to perform the functions of the Secretary at that meeting.
8. The Committee meets at least twice per year. Additional meetings may be held as deemed necessary by the Committee Chair.
9. The agenda and associated materials are sent to each member of the Committee prior to the time for such meeting, preferably seven (7) days before the meeting.
10. At each meeting of the Committee, the members of the Committee may meet in executive session.

11. The Director and board Chair will be notified of and may attend meetings of the Committee (voice but not vote, although if the board Chair is a committee member, then she/he would count in quorum and have a vote.)
12. A quorum will be a minimum of 50% of the members or not less than two members.
13. Minutes of all meetings of the Committee will be available to the board.
14. Oral reports by the Committee Chair on significant results of meeting(s) are to be provided to the board at its next meeting.
15. The Committee will annually review and approve a workplan to support this Charter.
16. The Committee shall undertake and provide to the board an annual self-evaluation of the Committee, which evaluation shall compare the performance of the Committee with the requirements of its charter and workplan.
17. The Committee may ask members of management or others to attend meetings and provide pertinent information as necessary.
18. The Committee may conduct or authorize any investigations into any matters within the Committee's scope of responsibilities.

### **Access to Corporate Records**

In performing any of its duties and responsibilities, the Committee will have access to any and all books and records of the School Board required for the execution of the Committee's obligations, and, as necessary, shall discuss with appropriate staff and advisors such records and other relevant matters.

Approved by:

Date:

# Sample Board and Committee Work Plans

## Board Workplan

The board of ABC School Board oversees the conduct of the business and affairs of the School Board, supervises its management and uses reasonable efforts to ensure that all major issues affecting the School Board are given appropriate consideration.

	Q1			Q2			Q3			Q4			Actions/ Comments
	S	O	N	D	J	F	M	A	M	J	J	A	
<i>Regular Meetings will be held at least quarterly, with an inaugural organizing meeting in November each year (based on an August 31 year end, and October elections)</i>													
	<b>Sept</b>			<b>Nov</b>			<b>Mar</b>			<b>June</b>			
<i>Special Meeting: in addition, an annual Strategic Planning retreat will be held in June or July</i>													
Approve the strategic, business/operational (financial, budget), and succession plans for the organization (and subsidiary(ies))							<b>June or July (strategic plan and objectives)</b>			<b>August (budget and metrics for coming year)</b>			
Appoint officers (Chair, Vice, Director, Committee Chairs and members)				<b>Nov</b>									
Approve the Director's performance evaluation results and compensation				<b>Nov</b>									
Oversee the School Board's financial reporting and disclosure				<b>Nov (and other meetings as needed)</b>									

	Q1			Q2			Q3			Q4			Actions/ Comments
	S	O	N	D	J	F	M	A	M	J	J	A	
Approve communications and reports to the stakeholders, including accountability reporting to Minister/Province				<b>Nov (and other meetings as needed)</b>									
Monitor the implementation of strategic plan and budget	<b>Sept</b>			<b>Nov</b>			<b>Mar</b>			<b>June</b>			
Review the performance (financial and non-financial metrics) of the organization (and subsidiary(ies))	<b>Sept</b>			<b>Nov</b>			<b>Mar</b>			<b>June</b>			
Approve transactions that are above the delegated levels of Director's authority	<b>Sept</b>			<b>Nov</b>			<b>Mar</b>			<b>June</b>			
Approve policies and decisions recommended by its committees	<b>Sept</b>			<b>Nov</b>			<b>Mar</b>			<b>June</b>			
Review and monitor risk management, including approving risk tolerances and capital plan				<b>Nov or Mar (semi-annual ERM update)</b>						<b>July or August (annual ERM review)</b>			
Conduct an evaluation of its own performance	<b>Sept</b>												

## Audit Finance & Risk Committee Workplan

The Audit Finance & Risk Committee (“the Committee”) of the school board assists the board in fulfilling its responsibilities with respect to the integrity, accuracy and completeness of the financial statements, risk management, budgeting and financial reporting of the School Board.

	Q1			Q2			Q3			Q4			Actions/ Comments
	S	O	N	D	J	F	M	A	M	J	J	A	
<i>Regular Meetings will be held quarterly, preferably two weeks before the board meeting so that Committee Reports and recommendations will be ready and circulated in enough time prior to each board meeting (timing based on August 31 year end)</i>													
	<b>Sept</b>			<b>Nov &amp; Dec</b>			<b>Mar</b>			<b>June</b>			
<b>Committee Responsibilities &amp; Duties</b>													
Review year end financial reports (annual financial statements); recommend approval to the Board				<b>Nov</b>									
Review and recommend for approval the annual operating and capital budgets									<b>June or August</b>				
Review interim financial reports (quarterly financial statements)							<b>Mar (Q2)</b>			<b>June (Q3)</b>			
Review public disclosures related to financial reporting, including all annual disclosures				<b>Nov (and other meetings as needed)</b>									



	Q1			Q2			Q3			Q4			Actions/ Comments
	S	O	N	D	J	F	M	A	M	J	J	A	
Review the engagement, scope (audit plan), independence, accountability and performance of the external auditor; recommend to the Board the appointment of auditor										<b>June</b>			
Review the scope (internal audit plan), independence, and resourcing of internal audit services										<b>June</b>			
Review with management and the external auditor critical accounting policies, and ensure effective financial reporting		<b>Sept</b>			<b>Nov</b>								
Meet with management and the auditors to review the adequacy of internal controls					<b>Nov (and other meetings as needed)</b>								
Meet with management and the auditor(s) (in camera) regarding financial reporting issues					<b>Nov</b>								

	Q1			Q2			Q3			Q4			Actions/ Comments
	S	O	N	D	J	F	M	A	M	J	J	A	
Review any problems encountered by the auditor(s) in the course of their work				Nov									
Review all material written communications between the auditor and management and follow up identified weaknesses	Sept			Nov & Dec			Mar			June			
Oversee risk management, including identification, impact and mitigation of significant risks, risk tolerances, insurance	Sept			Dec			Mar			June			
Review and monitor compliance with financial, risk and administrative Policies	Sept			Dec			Mar			June			
Oversee financial management of major capital projects (project milestones, financing, contracting, payments)	Sept			Dec			Mar			June			

	Q1			Q2			Q3			Q4			Actions/ Comments
	S	O	N	D	J	F	M	A	M	J	J	A	
Review: -all related party transactions, -expenses of Board members and the CEO, -actual or anticipated litigation, -regulatory correspondence, -employee complaints re: whistleblowing	<b>Sept</b>			<b>Nov &amp; Dec</b>			<b>Mar</b>			<b>June</b>			
Conduct an evaluation of its own performance, including succession, qualifications and required training of committee members	<b>Sept</b>												
Report after each meeting to the next board meeting, including a written summary report of key issues, deliberations and recommendations, and a verbal report delivered by the Chair	<b>Sept</b>			<b>Dec</b>			<b>Mar</b>			<b>June</b>			

## Governance and Human Resources Committee Workplan

The Governance and Human Resources Committee of the school board assists the board in fulfilling its responsibilities with respect to the effectiveness of the School Board's governance, board and committee functioning, the Director of Education's employment relationship, and oversight of human resources strategically.

	Q1			Q2			Q3			Q4			Actions/ Comments
	S	O	N	D	J	F	M	A	M	J	J	A	
<i>Regular Meetings will be held at least twice a year, preferably two weeks before the board meeting so that Committee Reports and recommendations will be ready and circulated in enough time prior to each board meeting (timing based on August 31 year end)</i>													
	<b>Sept</b>			<b>Nov</b>			<b>Mar</b>			<b>June</b>			
<b>Committee Responsibilities &amp; Duties</b>													
Recommend to the board the use or disbanding of board committees and their size, membership and chairs				<b>Nov</b>									
Review and approve orientation and continuing education policy and budget				<b>Nov</b>									
Conduct annual evaluation on the overall performance of the Board, its committees, committee chairs and individuals	<b>Sept</b>												
Monitor the functioning of the board and committees of the board, and recommend issues to be dealt with	<b>Sept</b>												
Review and update Charters of the board and board Committees	<b>Sept</b>												

	Q1			Q2			Q3			Q4			Actions/ Comments
	S	O	N	D	J	F	M	A	M	J	J	A	
Identify, communicate to the electorate and use in the board development plan, the appropriate mix of skill sets, qualifications, expertise and diversity sought	<b>Sept</b>												
Review compliance with statutory requirements, Bylaws and codes													
Review and update the annual performance objectives (targets and weighting) of the Director	<b>Sept</b>												
Conduct the annual performance evaluation of the Director (for the board and Chair's use)	<b>Sept (process)</b>												
Recommend to the board the specific annual compensation of the Director													
Review succession and development plan for the Director, and the Director's succession, development and talent management plan for team										<b>June</b>			

	Q1			Q2			Q3			Q4			Actions/ Comments
	S	O	N	D	J	F	M	A	M	J	J	A	
Oversee the School Board's compensation plan philosophy and design, including pension and benefits plans										<b>June</b>			
Review and monitor compliance with governance and HR policies and update the Board Governance Manual if changes							<b>Mar (and as needed)</b>						
Review public disclosures related to governance, human resources and compensation				<b>Nov</b>									
Review and monitor risks related to governance, human resources and compensation	<b>Sept</b>			<b>Nov</b>			<b>Mar</b>			<b>June</b>			
Review and report to the board on conflict of interest matters involving board members (as necessary)	<b>Sept</b>			<b>Nov</b>			<b>Mar</b>			<b>June</b>			
Review and monitor compliance of all with the Code of Conduct, including ethical and integrity matters.				<b>Nov (and as needed)</b>									

	Q1			Q2			Q3			Q4			Actions/ Comments
	S	O	N	D	J	F	M	A	M	J	J	A	
Review and monitor governance and human resources related litigation, regulatory and compliance matters					<b>Nov (and as needed)</b>								
Provide information and assist the board in oversight of collective bargaining negotiations		<b>(as needed)</b>											
Conduct an evaluation of its own performance, including succession, qualifications and required training of committee members		<b>Sept</b>											
Report after each meeting to the next board meeting, including a written summary report of key issues, deliberations and recommendations, and a verbal report delivered by the Chair		<b>Sept</b>			<b>Nov</b>			<b>Mar</b>			<b>June</b>		

## California School Boards Association Example

### Board Member and School Board Roles and Responsibilities

**The Individual School Board Members** – A school board member is a person elected to serve on a board of education. Individual school board members bring unique skills, values and beliefs to their board. In order to govern

effectively, individual board members must work with each other and the director to ensure that each student receives a high quality education.

**To be effective, an individual school board member:**

- Keeps learning and achievement for all students as the primary focus.
- Values, supports and advocates for public education.
- Recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community.
- Acts with dignity, and understands the implications of demeanor and behaviour.
- Keeps confidential matters confidential.
- Participates in board development and commits the time and energy necessary to be an informed and effective leader.
- Understands the distinctions between board and staff roles, and refrains from performing management functions that are the responsibility of the director and staff.
- Understands that authority rests with the board as a whole and not with individuals.

**The Board** – School systems are governed by boards, not by individual school board members. While understanding their separate roles, the board and director work together as a “governance team”. This team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively.

**To operate effectively, the board must have a unity of purpose and:**

- Keep the school system focused on learning and achievement for all students.
- Communicate a common vision.
- Operate openly, with trust and integrity.
- Govern in a dignified and professional manner, treating everyone with civility and respect.
- Govern within board-adopted policies and procedures.
- Take collective responsibility for the board’s performance.
- Periodically evaluate its own effectiveness.
- Ensure opportunities for the diverse range of views in the community to inform board deliberations.

**The Board’s Job** – The primary responsibilities of the board are to establish a direction for the school system, provide a structure by establishing policies, ensure accountability, and provide community leadership on behalf of the school system and public education. To fulfill these responsibilities, there are a number of specific jobs that effective boards must carry out.

**Effective boards:**

- Engage the community, parents, students and staff in developing a common vision for the school system focused on learning and achievement and responsive to the needs of all.
- Adopt, evaluate and update policies consistent with the law and the school system’s vision and goals.
- Maintain accountability for student learning by approving the school program and monitoring student progress
- Hire and support the director so that the vision, goals and policies of the school system can be implemented.
- Conduct regular and timely valuations of the director based on the vision, goals and performance of the school system, and ensure that the director holds system personnel accountable.
- Approve a fiscally responsible budget based on the school system’s vision and goals and regularly monitor the fiscal health of the school system.
- Ensure that a safe and appropriate educational environment is provided to all students.
- Establish a framework for the school system’s collective bargaining process and adopt responsible agreements.
- Provide community leadership on educational issues and advocate on behalf of students and public education at the local, provincial and federal levels.

Source: Adapted from California School Boards Association, 2003. Used with permission.



# Supplemental Information: Requirements of and Restrictions on Board Members

*When you are elected to a school board, The Education Act, 1995 places certain requirements and restrictions on you* – These requirements and restrictions are described below.

## Requirements

- **You must not be convicted of an indictable offence.** If you are convicted of an indictable offence while you are a school board member, you will lose your seat. This requirement applies during the time that you are a board member. If you were convicted of an indictable offence before you became a board member, you are still eligible to stand for election to the school board.
- **You must attend meetings regularly.** If you are absent from three or more consecutive meetings without the permission of your fellow board members, you will lose your seat.
- **You must maintain eligibility to sit on the school board or the conseil scolaire.** Eligibility requirements vary slightly depending on whether you are serving on a school board or a conseil scolaire. One important requirement for both is that you live on land in the school division or the francophone education area served by the board.

## REQUIREMENTS

68 (1) ...A member of a board of education or the conseil scolaire shall vacate his or her office if any one of the following applies to him or her:

the member is convicted of an indictable offence;  
the member is absent from three or more consecutive meetings of the board or the conseil scolaire without the authorization of the board or the conseil scolaire to do so;

the member ceases to be eligible for election as a member

## RESTRICTIONS

69 (1) ...No member of a board of education and no member of the conseil scolaire shall:

- a) be or become directly interested in any contract entered into by or on behalf of the board of education or the conseil scolaire of which he or she is a member;
- b) participate directly in the profit or in any benefit or emolument arising from a contract entered into by or on behalf of the board of education or the conseil scolaire of which he or she is a member;
- c) accept any office or place of emolument under the board of education or the conseil scolaire of which he or she is a member;
- d) perform any duty, transact any business or do anything whatever in any character or capacity for or in expectation of any fee, gain or reward for or on behalf of the board of education or the conseil scolaire of which he or she is a member.

If you are required to vacate your seat, the remaining members of the school board have a legal duty to declare your seat vacant and inform the Minister of Education of the vacancy.

## **Supplemental Information: Sample Conflict of Interest and Code of Conducts Policy Documents**

### **Conflict of Interest and Loyalty Protocol**

#### **Purpose and Policy**

This protocol is intended to preserve and promote the reputation of both ABC School Board and the individual school board member. It is inevitable that conflicts of interest and loyalty will arise from time to time. The purpose of this protocol is to give school board members a clear road map to follow to help to identify and track these inevitable situations. The main point is that conflicts are not the problem, they are unavoidable, it is undeclared or undisclosed conflicts that are a problem and should be avoided; disclosure is the key.

A conflict of interest arises when a board member has a material interest in something (for example, a transaction, contract, business opportunity, employment) that ABC School Board also has a material interest in. Section 69 of *The Education Act, 1995* (see Appendix) sets out the conflict of interest provisions for board of education members. Board members are not allowed to have any direct monetary interest in contracts with the board of education. If a board member violates the conflict of interest section the board member will be guilty of an offence and can be fined. The board member will also be required to vacate their position on the board.

The duty to act in a fair and unbiased manner is far wider than the duty set out in section 69. A conflict of loyalty may arise when the interests of a board member have the potential to be at odds with the best interests of the organization (for example, a board member being an officer or employee of a major supplier, customer or stakeholder of ABC School Board, a board member having a material relationship with another board member, a board member having a close affinity with a party that could benefit or suffer loss from a transaction being considered by ABC School Board.)

- A conflict of loyalty does not exist only when interests are at odds, but when there is the *potential* for interests to be at odds.
- A conflict of loyalty exists in the context of the *best* interests of the organization. This means that it is not sufficient for the organization to benefit, but how the decision is made is also of importance. It is important that the decision is made by the right individual or group, in an objective and informed manner, and according to all policies of the organization.
- Board members are expected to follow the spirit and the intent of benefiting the organization, not just avoiding costs or losses to the organization.

## Protocol Principles

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

- Private Interests**  
Disclose fully any private interests that could be affected by ABC School Board actions or that could put ethical practice at risk.
- Public Interest**  
Arrange their private affairs in a manner that will prevent real, potential or apparent conflicts of interest and loyalty from arising; but if such a conflict does arise between the private interests of an individual and the official duties and responsibilities of that individual, the conflict shall be disclosed and resolved in favour of the interest of ABC School Board.
- Preferential Treatment**  
Not step out of their official roles to assist private entities or persons in their dealings with ABC School Board where this would result in preferential treatment to any person or organization.
  - Board members of ABC School Board must not be compromised by obligation to anyone who may benefit from the individual's special consideration with respect to ABC School Board matters.
- Gifts and Benefits**  
Not solicit or accept transfer of economic benefit, other than incidental gifts, customary hospitality, or other benefits of nominal value (defined as less than \$100 per year) from persons, groups or organizations having, or likely to have, dealings with ABC School Board.
- Insider Information**  
Not knowingly take advantage of, or benefit from, material information that is not generally available to the public that is obtained in the course of their official duties and responsibilities.
  - Board members of ABC School Board must not use their position or influence to secure employment, funding or special treatment for family members or business associates.

## Process

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

In the case of a direct pecuniary conflict of interest, this must be treated as below; in the case of a potential or perceived conflict of loyalty, the Chair must rule on whether this should be treated as below, and the Chair may consult with the Governance & Human Resources Committee and/or legal counsel in reaching this ruling.

A conflicted board member shall refrain from participating in the matter further, including not voting on the consideration or approval of any contract, grant, award, contribution, construction project or situation involving a conflict, whether potential or apparent, which includes their participation, directly or indirectly.

- Except as prescribed below, board members must not be involved in any business, commercial or financial transaction with ABC School Board other than as a recipient of a legitimate payment pursuant to the Remuneration Schedule and Expense Guideline for School board members, as periodically approved by the Board.
- If a Board Member should apply for employment from or any other remunerative relationship with ABC School Board, the Member must resign from the Board and will not be eligible for re-election for at least one year. If a Member is aware of such an interest they must not be part of the decision making process.

The Governance and Human Resources Committee, in particular through its Chair, is responsible for implementing and enforcing this protocol, with the support and assistance of the Board Secretary who maintains records and prompts consideration.

Review: Annually by Governance & Human Resources Committee

## **Appendix to the Conflict of Interest and Loyalty Protocol: The Education Act, 1995, Section 69 Conflict of Interest**

Conflict of interest

69(1) No member of a board of education and no member of the conseil scolaire shall:

- (a) be or become directly interested in any contract entered into by or on behalf of the board of education or the conseil scolaire of which he or she is a member;
- (b) participate directly in the profit or in any benefit or emolument arising from a contract entered into by or on behalf of the board of education or the conseil scolaire of which he or she is a member;
- (c) accept any office or place of emolument under the board of education or the conseil scolaire of which he or she is a member;
- (d) perform any duty, transact any business or do anything whatever in any character or capacity for or in expectation of any fee, gain or reward for or on behalf of the board of education or the conseil scolaire of which he or she is a member.

(2) A member of a board of education or the conseil scolaire who violates subsection (1):

- (a) is guilty of an offence and liable on summary conviction to a fine of not more than \$100 and, in default of payment, to imprisonment for a term of not more than 30 days; and
- (b) shall vacate his or her office as a member of the board of education or the conseil scolaire.

(3) Where a member of a board of education or the conseil scolaire is convicted of an offence pursuant to subsection (2), the remaining members shall:

- (a) declare that office to be vacant; and
- (b) immediately inform the minister of the vacancy.

(4) Nothing in this section shall extend to or disqualify as a member of a board of education or the conseil scolaire any person who:

- (a) purchases or becomes the holder of debentures issued by the board of education;
- (b) enters into a contract with the board of education or the conseil scolaire for the sale to the board of education or the conseil scolaire of a school site;
- (c) has received a sum not exceeding \$200 in any one year for labour authorized by and supplied to the board of education or the conseil scolaire;
- (d) enters into a contract with the board of education or the conseil scolaire for the sale of utilities, services or merchandise in an amount or amounts that in total do not exceed \$500 in any one year;
- (e) receives payment on account of or in lieu of the cost of transportation or other allowances payable to him or her as the parent or guardian of a pupil; or
- (f) is a shareholder in or is employed by a company that has dealings or contracts with the board of education or the conseil scolaire for the supply of utilities, goods or

services, but that person shall not vote as a member of the board or the conseil scolaire on any matter affecting that company.

(5) Notwithstanding subsection (1), a member of a board of education or the conseil scolaire may have an interest in a contract with the board of education or the conseil scolaire for goods and services where:

- (a) the goods and services are not readily obtainable from some other person in the school division or the francophone education area;
- (b) the price of goods and services to be obtained is reasonable; and
- (c) every member of the board of education or the conseil scolaire present and eligible to vote at a meeting of the board of education or the conseil scolaire votes in favour of the contract.

(6) Notwithstanding subsection (1) but subject to any terms and conditions that the board of education or the conseil scolaire considers proper, a board of education or the conseil scolaire may include any or all members of the board of education or the conseil scolaire in a benefit fund maintained for the benefit of its employees.

# Sample Code of Conduct

## General Information

The purpose of this policy is to establish a standard of conduct applicable to the board members of ABC School Board. This standard of conduct is required for public confidence, to ensure the maintenance of the integrity of ABC School Board and to promote ABC School Board goals. Board members of ABC School Board are expected to act with the utmost of integrity and have a duty to act in the best interests of ABC School Board and to make objective decisions on the strategic investment of resources in pursuit of the goals and objects of ABC School Board.

## Code of Conduct - Principles

As elected officials, board members are expected to behave in a reasonable manner. They are expected to put the best interests of the public ahead of their own person concerns.

They are expected to act as role models for employees and students. While there are specific legal ramifications for inappropriate behaviour board members should also remember the moral and ethical considerations.

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

- a. **Ethical Standards**  
Act with honesty and uphold the highest ethical standards in order to honour and enhance public confidence in ABC School Board's ability to act in the public interest and for long term public good.
- b. **Confidentiality**  
Respect the confidentiality of information relating to the personnel and client records and all administrative and financial business of ABC School Board, its subsidiaries and projects.
  - Shall not copy, read, discuss or distribute any portion of these records or information unless they are specifically authorized in writing by the Senior Staff Person or by resolution of the Board to do so.
  - At all times maintain confidentiality of any information or records that are the property of ABC School Board.
  - Never use inside information for personal gain or disclose inside information to anyone except to persons inside the School Board whose positions require them to know it, until such information is made public.
  - Not buy or sell assets the value of which might be affected by ABC School Board's actions or plans, when having knowledge or material inside information which has not been disclosed to the public.
  - Not use information obtained as a result of their position or involvement with ABC School Board for personal profit or as a basis of a tip to others unless the information has been made generally available to the public.

- Not make any official announcement of a corporate or policy nature without the prior approval of the Board.

*The Local Authority Freedom of Information and Protection of Privacy Act (LAFOIPP)* applies to Boards of Education. LAFOIPP requires that any records containing personal information obtained by a board of education must be kept confidential. Personal information is defined in the LAFOIPP to include any information about the education of a person and also covers details of most employment issues. This would include virtually all information about individual students or staff members.

In addition, other types of confidential information are exempt from disclosure under LAFOIPP. If disclosure of this type of information is made by individual board members they could be personally liable for any damage to the board or other persons to whom the information relates.

Types of information that are exempt from disclosure under LAFOIPP include:

- advice from solicitors and other legal documents
- confidential information involving third parties
- information that might interfere with an investigation
- drafts of resolutions or bylaws
- advice, recommendations, analysis, options etc. developed for the board
- proposed plans or positions for negotiations

While LAFOIPP applies only to records and documents, similar principles will apply to verbal information. A board member who speaks in public about personal issues of an employee or student is violating confidentiality.

A person whose information is improperly disclosed may have a cause of action against the board member, and against the board of education itself. If the information presented is untrue the board member may be open to a lawsuit for defamation.

- c. **Public Scrutiny**  
Perform their official duties and arrange their private affairs in a manner that will bear the closest public scrutiny, an obligation that is not necessarily fully discharged by simply acting within the law.
- d. **Decision-Making**  
Make decisions in the best interests of ABC School Board.
- e. **Conflict of Interest**  
Not place themselves in any situations where they may be in a real or perceived conflict of interest (please refer to the separate Conflict of Interest Policy.)
- f. **Integrity Assurance (Whistleblowing)**  
Encourage integrity assurance (“whistleblowing”) in the context of ensuring that all ABC School Board employees and those of contractors, suppliers and all other individuals acting on behalf of ABC School Board exhibit ABC School Board’s values as well as the utmost of honesty, objectivity, care and responsibility.
- g. **ABC School Board Property**  
Not directly or indirectly use, or allow the use of ABC School Board property of any kind, for anything other than officially approved activities



- h. Ensure that their actions do not commit ABC School Board to unreasonable financial or other liabilities and that all commitments and actions on behalf of ABC School Board are made according to the law and bylaws, with ABC School Board policies and procedures.
- i. **Post ABC School Board Activity**  
Not act, after they leave ABC School Board, in such a manner as to take improper advantage of their previous office. This includes keeping confidential all Board and corporate information and matters, and not using these for either personal or corporate advantage.
- j. Offer, provide, solicit or accept any gifts, or benefits, or excessive entertainment from any person or organization which is directly or indirectly involved in any manner whatsoever with ABC School Board, with the following exceptions:
  - i. They are not intended to be, nor are of sufficient value to be taken as a bribe or other improper payment;
  - ii. The gift does not exceed one hundred (\$100.00) dollars in value. Any gift received in excess of such amount must be disclosed by the recipient to the Governance and Human Resources Committee Chair, who will rule on its disposition.
- k. Use ABC School Board's assets, space or services for private business, activity or profit, unless
  - i. These are available for such use by the public generally, and the person is receiving no special preference in its use; or
  - ii. These are made available to the person as matter of ABC School Board policy or under the terms of employment or appointment.
- l. Gain or attempt to gain a material benefit or advantage over other members of the public from the use of information acquired as a result of their position with ABC School Board unless such information is available to the public generally, nor disclose such information without proper authorization.
- m. Give undue preference or treatment to any person in their dealings with ABC School Board.
- n. Seek, accept or agree to accept a commission, reward, or benefit of any kind from any person who has dealing with ABC School Board, either on their own behalf or through a relative or other person for their benefit.
- o. Represent ABC School Board or attempt to influence ABC School Board's dealings directly or indirectly with any of their relatives or business associates.
- p. Engage in activities or accept appointments, or election to office in any organization or association the activities of which are, or likely to be, in conflict with the activities of ABC School Board or an embarrassment to ABC School Board without prior written consent of the Governance and Human Resources Committee through its Chair.
- q. **Inappropriate Behaviour:** Like members of the public, board members are covered by *The Education Act, 1995* which provides in section 376 that any person who "wilfully disturbs, interrupts or disquiets the proceedings of any school meeting" is guilty of an offence and subject to a fine. The responsibility for ensuring proper conduct of a

meeting ultimately lies with the entire board but it will be the Chair of the board who will have the authority to act if a meeting is disrupted.

The following steps are suggested:

- if anyone at a meeting, including a board member, is acting to disturb or interrupt the meeting, the person should first be warned;
  - if the behaviour persists the person should be asked to leave;
  - if the person does not leave and continues to interrupt and disturb the meeting, then the police can be called.
- r. Conduct towards Employees: Board members do not have any right to direct employees or to interfere with employee conduct. Policies of the Board must be followed with regard to supervision of employees. This involves professional skills and knowledge and is not within the expertise of the board. Interference in employee issues, and sometimes even mere knowledge of facts other than those presented at the board table, can lead to an allegation of bias on behalf of the board. The Board is generally the ultimate decision-maker when it comes to employee discipline and termination and Board members who become involved in or have knowledge of extraneous facts may have to excuse themselves from the decision process. Board members are also bound by board policies and by legislation concerning harassment and discrimination. A board member who acts inappropriately towards an employee, whether or not it is during a board meeting may expose the board to legal liability for a harassment complaint or an allegation of constructive dismissal.

## Policy Oversight

The Governance and Human Resources Committee, in particular through its Chair, is responsible for implementing and enforcing this policy, with the support and assistance of the Board Secretary who maintains records and prompts consideration.

Review: Annually by Governance and Human Resources Committee

## Appendix to the Code of Conduct: Saskatchewan School Boards Association Code of Ethics

1. I will be motivated by an earnest desire to serve my school division to the best of my ability to meet the educational needs of all students.
2. I will recognize that the expenditure of school funds is a public trust, and I will endeavour to see that the funds are expended efficiently, in the best interests of the students.
3. I will not use my position for personal advantage or to the advantage of any other individual apart from the total interest of the school division, and I will resist outside pressure to so use my position.
4. I will act with integrity, and do everything possible to maintain the dignity of the office of a school board member.
5. I will carry out my duties objectively, and I will consider all information and opinions presented to the board in making my decisions, without bias.
6. I will work with other board members in a spirit of respect, openness, co-operation and proper decorum, in spite of differences of opinion that arise during debate.

7. I will accept that authority rests with the board and that I have no individual authority outside the board, and I will abide by the majority decisions of the board once they are made, but I shall be free to repeat the opinion that I upheld when the decision was made.
8. I will express any contrary opinion respectfully and honestly, and without making disparaging remarks, in or outside board meetings, about other board members or their opinions.
9. I will communicate, and conduct my relationship with staff, the community, other school boards and the media in a manner that focuses on facts.
10. I will not divulge confidential information, which I obtain in my capacity as a board member, and I will not discuss those matters outside the meetings of the board or the board's committees.
11. I will endeavour to participate in trustee development opportunities to enhance my ability to fulfil my obligations as a school board member.
12. I will not conduct myself in a manner which is intended to be to the detriment of another school board.
13. I will support the value of public education, and will endeavour to participate, and encourage my board to participate, in activities that support or promote public education in Saskatchewan.

## Annual Declaration of Potentially Conflicting Interests

Annually, each member of the board shall confirm in writing that he or she has read and understood the board's Code of Conduct and Ethics. Board Members shall disclose any outside interests or activities that may pose a conflict of interest.

Currently, I am a Board Member, board member, member, committee member, officer, substantial shareholder/owner/investor, or an employee of the following organizations or community groups:

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

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

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

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I \_\_\_\_\_ have read, understood and will comply with the Code of Conduct and Ethics set out by the board. I will act in the best interest of the institution/organization and avoid any situations that could result in real or perceived conflict of interest.

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

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

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

# Supplemental Information about the Education Program

## Saskatchewan's Education Program

Saskatchewan's Goals of Education provide a foundation for the education program.

***The Goals of Education provide a foundation for the education program –***

Saskatchewan's Goals of Education define the broad purposes of education and outline the outcomes that we, as a society, want for our children. These outcomes include academic learning, plus the ability to understand and relate to others, to live a positive lifestyle, to display initiative, to work hard, and to respect law and authority.

The Goals of Education begin thusly:

**The Goals of Education recognize the inherent worth and value of each individual. Education, then, should develop the potential of each person to the fullest extent. It should also enhance the ability of each individual to cope effectively in a changing physical, economic and social environment.**

The Minister of Learning is responsible for the overall quality of learning in Saskatchewan. The Ministry of Education and Saskatchewan school boards both play a role in the education program.

- **Saskatchewan Learning** supports the education program by developing curricula for all grade levels, evaluating resource materials for use in the schools, and providing leadership in a number of province-wide initiatives that support learning.
- **Saskatchewan school boards** are responsible for delivering the education program, which means they maintain schools and transportation systems, hire and supervise teachers and other staff, purchase and provide instructional resources, and make decisions about teaching and learning. *The Education Act, 1995* authorizes school divisions to make choices regarding the education program and to select options locally.

## Core Curriculum

***Saskatchewan's Core Curriculum provides a foundation for the education program, but school boards have responsibility for implementing that curriculum.***

**Core Curriculum** defines specific aspects of the education program and outlines, in a general way, how the Goals of Education are to be achieved.

Two major components of Core Curriculum are **Required Areas of Study** and **Common Essential Learnings**.

- **Required Areas of Study** – These are language arts, mathematics, science, social studies, health education, arts education, and physical education.
- **Common Essential Learnings (CELS)** – These are generic processes, skills and values that permeate all subjects and can be applied to a wide variety of situations. The six CELs are Communication, Numeracy, Critical and Creative Thinking, Technological Literacy, Personal and Social Values and Skills, and Independent Learning.

Core Curriculum provides for the diverse needs of students through the **Adaptive Dimension** which permits teachers to adapt instruction when appropriate. It also includes **Locally-determined Options** which allow for local or community program priorities.

Core Curriculum also includes a number of initiatives that guide instruction in the classroom and the selection of teaching materials. These initiatives include: Resource-based Learning, First Nations and Métis Content and Perspectives, Gender Equity, Multicultural Education, and Special Education (Saskatchewan Learning, 1997).

## School Board Responsibilities

Although the Core Curriculum provides a basic foundation for the education program, *The Education Act, 1995*, gives school boards considerable control over the school program.

### School boards are responsible for:

- Approving the educational program in each school.
- Approving textbooks and other resource materials. This is usually done by development of a materials selection policy; the *Regulations to The Education Act, 1995* requires that every school board have such a policy
- Approving courses of study that are developed locally (Locally-determined Options). This is usually done by creating a policy which specifies procedures for development and approval of Locally-Determined Options.
- Authorizing cultural and athletic activities.

### ***The school board is responsible for ensuring an appropriate program of studies for every child***

The broad goals of education and the curriculum are provincially prescribed, but school boards are responsible for making choices and organizing appropriate opportunities for learning. The number of instructional days in each school year is provincially determined, but school boards are responsible for establishing the school calendar each year – deciding when school will start and end and setting the dates of breaks.

School boards are responsible for establishing the plans, allocating the resources and implementing the policies that make it possible to improve student achievement. They are

## COURSES OF STUDY

85 (1) ... a board of education shall:

- j) subject to the *Regulations*, authorize and approve the courses of instruction that constitute the instructional program for each school in the school division.

87 (1) ... a board of education may:

- f) subject to the *Regulations*, approve textbooks and other learning resource material and teacher reference.

176 (1) ... With the approval of the Minister, a board of education or a conseil scolaire may authorize the implementation of a course of study that has been developed within the school division or the francophone education area for use in any of the schools in the school division or the francophone education area, and that a course may be recognized for credit purposes in accordance with the *Regulations*.

responsible for establishing system policies and evaluation processes to ensure reliable information for informed decision making. School boards are responsible for establishing partnerships with other agencies that serve children, youth and families in order to support students' development needs.

School boards are expected to do their part to create and support the kind of learning system that will contribute to achieving goals of healthy development and high achievement for every child in Saskatchewan.

When school boards are planning the education program, it is appropriate that they consider four important questions about curriculum decision making.

1. What do students need to know, be like, and be able to do?
2. What educational experiences will lead to fulfilling these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being met?

## CONNECTING THE SCHOOL PROGRAM TO STUDENT ACHIEVEMENT

The school board is responsible for ensuring an appropriate program of studies for every child.

The Goals of Education and curricula for each grade level are determined by the province, but within that framework school boards have considerable authority over the education program. For example, school boards are responsible for approving the program of studies for each school, resource materials used in the schools and courses of study that are developed locally.

It is desirable that school boards have authority as well as responsibility for these aspects of the education program – something that can be achieved by developing policies, relating to the education program.