

# Research

## R E P O R T

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Saskatchewan School  
Boards Association  
400-2222 13th Avenue  
Regina, Saskatchewan  
S4P 3M7  
Fax: (306) 352-9633  
Email: [admin@saskschoolboards.ca](mailto:admin@saskschoolboards.ca)

Look us up on our website  
[www.saskschoolboards.ca](http://www.saskschoolboards.ca)

## A Framework for the Development of School Division Operational Policies and Procedures

By  
Ken McDonough

This resource outlines a recommended framework for developing school division Operational Policies and Procedures. School divisions are encouraged to consult the School Boards Association for support in this work.

This report includes:

- ✓ Key questions and considerations.
- ✓ A framework for establishing Operational Policies and Procedures.
- ✓ Links and sample procedures.

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## Introduction

The purpose the FRAMEWORK FOR THE DEVELOPMENT OF SCHOOL DIVISION OPERATIONAL POLICIES AND PROCEDURES is to assist boards of education in developing their operational policies and procedures. The publishing of the FRAMEWORK is timely given the number of boards in the province restructuring due to the current amalgamations of school divisions, and committing to strategic policy governance as a means of governing.

Specific operational policies and procedures for boards and their administrations are essential. It is necessary to define the authority, responsibility, and accountability for the making of decisions in each major area of board and school division operations.

Consequently this framework is presented in nine sections. Each section addresses a key area of board and school operations. Sections 1 and 2 provide a framework for the development of board procedures:

- Section 1—BOARD OF EDUCATION
- Section 2—LOCAL BOARDS OF TRUSTEES AND SCHOOL COUNCILS.

The remaining sections outline a framework for the development of administrative policies and procedures:

- Section 3—Central Administration
- Section 4—School Operations
- Section 5—Human Resources
- Section 6—Programs and Curriculum
- Section 7—Business Administration
- Section 8—Student Transportation
- Section 9 – Buildings and Grounds

## **Web Sites**

The FRAMEWORK is designed with the intention that the policies and procedures will be placed on board web sites with links to other sites for access to pertinent and current documentation and legislation. It is intended that the links to sites be embedded within the specific operational statements to ensure that references are current and ever-green. As a consequence, the degree of specificity recommended to be written into any one policy or procedure is tempered by the presence of links to web sites. Some samples are provided within the text of the FRAMEWORK.

Board publications such as guidelines for tragic events, child abuse, violence prevention, WHMIS, and physical education safety are recommended to be available on the boards' web sites and accessed through pertinent policies. As well, it is recommended that cross-references of policies and manuals be used to ensure ease of access.

## **Policies and Procedures Referenced**

The policies and procedures referenced in each section of the FRAMEWORK provide information on:

- Purpose of the statement
- Major components
- Guidelines for development
- References

The Major Components section is designed with the intent that boards will consider consolidating policies. For example, ADMINISTRATIVE POLICY: SCHOOL OPERATIONS —J. SAFETY incorporates the following areas:

## **Major Components**

- General
- Fire Drill and Evacuation
- Bus Loading
- First Aid
- Explosives and Firearms
- Emergencies
- Protective Equipment
- Physical Activities
- Motorized Vehicle Traffic
- Unusual Threats
- Dangerous and Communicable Diseases
- Tragic Events

## **Organization of Framework**

The organization of the FRAMEWORK into sections enables boards to organize the policies and procedures into specific modules to create hard or print copies for specified users. For example, bus drivers may be given SECTION 8 —STUDENT TRANSPORTATION or school councils SECTION 3—LOCAL BOARDS OF TRUSTEES AND SCHOOL COUNCILS. However the options of how boards organize and display the statements are many.

## **Options for Board and Administrator Decisions**

Boards of education will exercise various options in developing and presenting their operational policies and procedures. A number of considerations for boards and their administrations to establish at the are:

- *Degree of Specificity* – at the outset decide how specific in terms of detail the board and administration want to be in writing policies and procedures. Some boards will want to develop general statements of direction, while others will make their directions more comprehensive and detailed. This decision will depend often on the nature of the item itself, or on other information or regulations that may be readily available in board publications or provincial and federal acts and regulations to the acts. Some items are required by legislation to be stated in policy.
- *Topics to Include* – it is suggested at the outset that a process be established to determine which topics or items will be placed in the operational policies and procedures manual. There is no established protocol that a board can refer to except for those items that are required by legislation to be included in the operational policies of the board. The FRAMEWORK details these items. For example, it is required that a board have a policy in place for persons wishing to challenge resource materials used in the school.
- *Criteria* – in selecting policies and procedures to include it is suggested that criteria be established so that the statements produced meet the following characteristics:
  1. Foster stability
  2. Foster continuity
  3. Foster consistency and fair treatment
  4. Assist in orienting the board, the public, electors, school councils and staff.
  5. Save time and effort
  6. Provide essential and vital direction on selected matters
  7. Conform to legal requirements
- *Use of Web* – it is suggested that boards consider the option of placing their operational policies and procedures on a board of education web site. This option enables the board to revise their statements electronically ensuring that the latest version is available within the school division. Boards can restrict access to the statements on the web for internal use only, or make them available on the web site to the public as well. Either way, it is important to note that all operational policies and procedures are public documents.
- *Links to web sites* – when a board chooses to place its operational policies and procedures on a web site it gains the advantage of writing its statements with direct links to pertinent web sites such as the Queen’s Printer. The Queen’s Printer has all provincial legislative acts and regulations on line, as well as links to federal acts and

regulations. This option of being able to access directly legislation and government departments ensures that school officials have the most current legislation and information available.

- *Referencing School Division Guidelines and Manuals* – it is suggested that boards consider referencing their operational policies to the various school division manuals developed for providing direction and assistance within the board’s schools. This option allows boards to ensure consistency between their operational policies and their manuals. For example, many boards develop user manuals that outline specific directions and expectations such as bus driver manuals and tragic events manuals. Boards are advised to place these manuals on the web and cross – reference them electronically to specific policies.
- *Establishing a Format* – the sample policies and procedures referenced in this Framework provide an example of a format that boards may wish to use. Decisions about format should be made in the initial discussions about how policies and procedures are to be communicated to users and to the public. Visual impression and grammar used are important considerations. For example, the samples presented in the Framework are written in the present tense, a background statement is provided for each policy, each major component of the policy or procedure is addressed under a separate heading, and references when required are quoted in the text often with links to web sites.

## ELECTION OF BOARD MEMBERS

### BACKGROUND

The Board of Education is the unit of organization for the local governance of schools. The Board is responsible for the provision and administration of education in those schools located within its boundaries. Members of the Board of Education are elected in accordance with the provisions of *The Local Government Election Act*.  
<http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=609>

### PROCEDURES

#### 1. *Subdivisions*

- a. The school division is to be divided into subdivisions for the purpose of determining the number of members to be elected to the Board of Education.
- b. The boundaries of each subdivision are determined by the Minister of Learning in consultation with the Educational Boundaries Commission in accordance with *The Education Act, 1995*.  
<http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=487>
- c. The Board is to review the subdivision boundaries at least every five years

#### 2. *Informing Electors*

- a. At least one month prior to the nomination date, the Board is to publish an announcement of the election, giving nomination and election dates and qualifications required by the candidates and electors.
- b. The Board in its announcement is to encourage electors to present themselves for the office of school trustee.

#### 3. *Trustee Election Package*

The Board is to provide a packet of information for candidates containing:

- a. The most recent Annual Report of the Board
- b. The most recent Auditor's Report
- c. The Saskatchewan School Boards Association Handbook.
- d. Excerpts from *The Local Government Election Act*.  
<http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=609>.
- e. A copy of the nomination form.

## **Managing and Communicating Operational Policies Procedures**

Management and communication of operational policies and procedures has become less cumbersome in recent years due to the extensive use and advantages of computers and the internet. Although many examples may be provided in terms of managing operational statements, it is important to stress that perhaps the greatest downfall for boards in the past has been ignoring the need to keep policies and procedures updated and current. As boards move to

the development of employing the strategic policy governance structure as a means of governing, they find an important component of their monitoring process is the practice of updating policy and procedure on an ongoing basis.

In terms of categorizing and organizing operational statements, a variety of formats may be used by a board:

- Some boards simply number or letter their policies and procedures:

A. ELECTION OF BOARD MEMBERS

B. MEETINGS

C. REMUNERATION

OR

101 ELECTION OF BOARD MEMBERS

102 MEETINGS

103 REMUNERATION

- Some boards select a categories such as:

1. Organization
2. Administration
3. Business Administration
4. Special Services
5. Conveyance
6. Curriculum
7. Students
8. Maintenance
9. Personnel

OR

1. General Administration
2. Instructional Program
3. Pupils
4. Personnel
5. Board Administration

A board needs to consider which format best suits its needs.

## **Legal Considerations**

The FRAMEWORK presents numerous references to the various acts and regulations governing the operation of boards of education. When developing operational policies and procedures boards should be aware generally of legal requirements. Their administrations are cautioned to review any applicable legislation and government policy which may apply to the topics under consideration. Boards are strongly advised to provide for a legal audit of their operational policies and procedures. The following links are provided for reference:

## **Links**

### **A. Saskatchewan Education**

1. The Education Act, 1995  
<http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=487>
2. The Education Regulations, 1986  
<http://www.qp.gov.sk.ca/documents/English/Regulations/Regulations/E0-1R1.pdf>
3. Saskatchewan Learning  
<http://www.sasked.gov.sk.ca/>
4. Course Challenge  
<http://www.sasklearning.gov.sk.ca/docs/policy/course/index.html>
5. Special Project Credit  
[http://www.sasklearning.gov.sk.ca/docs/policy/corecurr\\_pta/elec.html#1](http://www.sasklearning.gov.sk.ca/docs/policy/corecurr_pta/elec.html#1)
6. CORE Curriculum  
[http://www.sasklearning.gov.sk.ca/docs/policy/corecurr\\_pta/index.html](http://www.sasklearning.gov.sk.ca/docs/policy/corecurr_pta/index.html)
7. The Home Based Education Program Regulations  
<http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=663>
8. Accreditation (Initial and Renewal): Policies and Procedures  
[http://www.sasked.gov.sk.ca/branches/prov\\_exams/docs/accpolicyjune2002.pdf](http://www.sasked.gov.sk.ca/branches/prov_exams/docs/accpolicyjune2002.pdf)
9. Teacher Exchange  
[http://www.sasked.gov.sk.ca/branches/prov\\_exams/teacher\\_services/teacherexchange.shtml](http://www.sasked.gov.sk.ca/branches/prov_exams/teacher_services/teacherexchange.shtml)
10. Saskatchewan School Boards Association  
<http://www.ssta.sk.ca/>



## **B. Saskatchewan Government: Relevant Acts**

1. The Occupational Health and Safety Act, 1993  
<http://www.qp.gov.sk.ca/documents/English/Statutes/Statutes/O1-1.pdf>
2. Local Government Election Act  
<http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=960>
3. The Local Authority Freedom of Information and Protection of Privacy Act  
<http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=605>
4. The Labour Standards Act  
<http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=592>
5. The Archives Act, 2004  
<http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=9376>
6. The Highway Traffic Act  
<http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=560>
7. The Vehicle Administration Act  
<http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=925>



## **C. Government of Canada: Relevant Acts**

1. Youth Criminal Justice Act, 2002  
<http://laws.justice.gc.ca/en/Y-1.5/index.html>
2. Controlled Drug and Substance Act, 1996  
<http://laws.justice.gc.ca/en/c-38.8/36401.html>
3. The Food and Drug Act, 1985  
<http://laws.justice.gc.ca/en/F-27/>
4. The Criminal Code  
<http://laws.justice.gc.ca/en/C-4/>



# **BOARD PROCEDURES FRAMEWORK**

## **Section 1**

### *Procedures to Board of Education Governance Policies*

ELECTION OF BOARD MEMBERS

MEETINGS

REMUNERATION AND EXPENSE

DIRECTOR OF EDUCATION

COMMUNICATIONS

SCHOOL BOARD ASSOCIATIONS

OTHER PROCEDURES

# SECTION 1 — BOARD PROCEDURES

## BOARD OF EDUCATION

### A. Election of Board Members

#### Purpose of Procedure

To inform electors and potential board members of the specific requirements for election to a board of education.



#### Major Components of the Procedure

- **Subdivisions**

Refer to Sections 40 to 48 of *The Education Act, 1995*  
<http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=487> which outlines requirements for establishing subdivisions. Subdivisions are established to determine the number of members to be elected to the board.

- **Informing Electors**

Elections are to be conducted in accordance with *The Local Government Election Act*  
<http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=609>. Establish procedures to inform electors of an election in accordance with the *Act*. Include specific details in terms of nomination and election dates and required qualifications of candidates.

- **Trustee Election Package**

Establish procedures for developing an information package for candidates.

## **SAMPLE PROCEDURE:**

### **ELECTION OF BOARD MEMBERS**

#### **BACKGROUND**

The Board of Education is the unit of organization for the local governance of schools. The Board is responsible for the provision and administration of education in those schools located within its boundaries. Members of the Board of Education are elected in accordance with the provisions of *The Local Government Election Act, 1995*.  
<http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=609>

#### **PROCEDURES**

##### **4. Subdivisions**

- d. The school division is to be divided into subdivisions for the purpose of determining the number of members to be elected to the Board of Education.
- e. The boundaries of each subdivision are determined by the Minister of Learning in consultation with the Educational Boundaries Commission in accordance with *The Education Act, 1995*.  
<http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=487>
- f. The Board is to review the subdivision boundaries at least every five years

##### **5. Informing Electors**

- c. At least one month prior to the nomination date, the Board is to publish an announcement of the election, giving nomination and election dates and qualifications required by the candidates and electors.
- d. The Board in its announcement is to encourage electors to present themselves for the office of school trustee.

##### **6. Trustee Election Package**

The Board is to provide a packet of information for candidates containing:

- f. The most recent Annual Report of the Board
- g. The most recent Auditor's Report
- h. The Saskatchewan School Boards Association Handbook.
- i. Excerpts from *The Local Government Election Act*.  
<http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=609>.
- j. A copy of the nomination form.

## B. Meetings

### Purpose

To outline board procedures for conducting meetings

### Major Components



#### o Organizational Meeting

Refer to Section 72 of *The Education Act, 1995* for requirements in terms of the organizational meeting. Develop procedures that will determine who will convene the meeting—Director or Secretary-Treasurer—as well as procedures for election of the chairperson and vice-chair. Detail items to appear on the agenda.

### SAMPLE PROCEDURE:

#### 1. Organizational Meeting

- a. The organizational meeting is to be held no later than November 30 in each year.
- b. The Director of Education is to convene the meeting, call it to order, and receive the certificate of declaration of office from each of the members of the Board in accordance with *The Education Act, 1995* <http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=487>
- c. The Director is to call for the election of a Board Chairperson by requesting nominations. If more than one person is nominated a vote by ballot is to be held. The Board member receiving the majority of the votes of the members present is to be declared elected.  
  
If no member receives a majority of votes, successive ballots are to be taken until one member receives a majority vote. The nominee receiving the fewest number of votes is to be eliminated on each successive ballot.
- d. The Chairperson, on being elected, is to take the Chair and call for nominations of a vice-Chair who is to be elected by nomination and ballot in the same manner as for the Chair.
- e. The Board is to proceed with the following items on agenda:
  - i. Appointment of auditors
  - ii. Banking resolution
  - iii. Signing officers
  - iv. Remuneration and expense.

## ○ **Regular Meetings**

Refer to Sections 73 to 80 of *The Education Act, 1995*. The *Act* requires that boards meet at least six times each year as established by resolution of the Board. Procedures should include provisions for:

- i. Establishing an annual schedule of meetings
- ii. Defining a quorum
- iii. Voting
- iv. Adoption of motions
- v. Open, public meetings
- vi. Preparation and delivery of the board file
- vii. Election of acting chairperson
- viii. Minutes of meeting,

## ○ **Special Meetings**

A board may hold special meetings in addition to regular meetings to transact unfinished business. Procedures regarding quorum, voting, and attendance by the public apply as for regular meetings.

Refer to Section 74 (2) of *The Education Act, 1995* for development of procedures to convene a special meeting.

## ○ **Delegations**

Determine procedures the board wishes to establish for giving direction to persons or organizations requesting to appear before the board. Procedures may include items such as:

- i. Requirement to give notice of intention to appear
- ii. Requirement to state the nature of the subject to be presented; and
- iii. Length of presentation permitted.

## ○ **Attendance**

Determine with the board expectations of informing the board when a member is absent from a meeting of the board. These expectations and procedures are to be consistent with Section 68 of *The Education Act, 1995*

which stipulates a member of the board is required to vacate his or her office if absent from three or more meetings without board authorization. The board also may consider stipulating expectations of the director's attendance.

As well, the procedures should outline that a board member must vacate his or her office if convicted of an indictable offense—Section 63.

### ○ **Closed Session**

Section 80 (2) of *The Education Act, 1995* stipulates a board may determine by resolution that any matter may be referred to closed session. It is suggested that, notwithstanding the legislation, boards determine in their procedures which items are expected to be referred to closed session, such as:

- i. Personal or confidential items relating to staff, students, or finance.
- ii. Legal opinions respecting board activities.
- iii. Negotiations with respect to the purchase, lease, or sale of property; and
- iv. Contract negotiations with employee groups.

Ensure provision is made for directing that decisions reached in closed session be presented as reports or motions in open board meetings for approval or official receipt.

### ○ **Electronic Meeting**

Determine in accordance with Section 80 of *The Education Act, 1995* and *Electronic Meeting Procedures Regulations* procedures for holding electronic meetings.

### ○ **Annual Meeting of Electors**

Refer to Section 97 of *The Education Act, 1995* for detailed procedures.

### ○ **Special Meeting of Electors**

Refer to Sections 98 and 99 of *The Education Act, 1995*. Special meetings of electors are to conform to the procedures outlined in the *Act*.

## C. Remuneration and Expense

### Purpose

To acknowledge and compensate board members for their service to the board and community. Personal expense is incurred in the work of a board member. Boards strive to ensure that remuneration levels reflect a capacity to enable all electors to seek a position on the board.

### Major Components



#### ○ Principles

Boards are encouraged to establish a set of principles to guide the setting of remuneration and expense levels.

#### ○ Rates

Indemnity rates and allowances are to be reviewed annually as directed by the board. It is preferable that procedures allow the setting of rates to occur at the organizational meeting of the board.

#### ○ Schedule

Establish the schedule of remuneration and expense in accordance with Sections 82 to 84 of *The Education Act, 1995*. Establish within the procedure the areas to be recognized for payment such as:

- i. Attendance at board meetings
- ii. Attendance at events as an official representative of the board; and
- iii. Attendance at trustee meetings and trustee development sessions.



Also, determine within procedures who will respond to any questions by board members or the public that may arise out of processing board members' claims.

## **D. Director of Education**

### **Purpose**

To establish procedures for the appointment of a director of education, and outline contractual obligations and assessment procedures.

### **Major Components**

#### **○ Appointment**

Directors of education are appointed in accordance with Sections 107 to 109 of *The Education Act, 1995* and Sections 5 and 6 of *The Education Regulations, 1986*. It is suggested that procedures include provision for the following items:

- ii. When a search for a director is to occur.
- iii. The extent and manner of the search, i.e. provincially or beyond.
- iv. Who will conduct the search
- v. Membership of the selection committee.
- vi. Identification of qualifications, qualities, and competencies sought.
- vii. Appointment by resolution of the board

#### **○ Contract**

Detail the provisions required to enter into a contract of employment with the director of education. The contract should include clauses with respect to:

- i. Compensation and benefits
- ii. Duration of contract
- iii. Board-director relationship
- iv. Authority

- v. Review of contract
- vi. Termination

- **Assessment**

Establish procedures for assessment of the director's performance. Include detail as to frequency, criteria, and process.

## **E. Board Communications**

### **Purpose**

Communications is a major function of a board of education. It is important for a board to have established procedures to link with its stakeholders to ensure the board reflects community values and expectations.

### **Major Components**



- **Board-Staff**

These procedures are meant to establish clearly that the director of education is responsible to the board for every aspect of the school division operations. All communication regarding school division operations is to come to the board through the director. It is suggested that communications originating from staff organizations, semi-autonomous bodies or from the supervisory level be detailed as to how the director will relay that information to the board along with his/her recommendations.

- **Communicating with the Board**

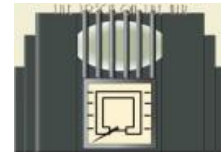
Specific detail should be provided as to how the public may communicate officially with the board, either by appearing before the board as a delegation or through correspondence. Procedures for delegations are contained in board meeting procedures (**see B. Meetings**). In terms of correspondence, board proceedings should outline how the board is to

receive correspondence, on regular or closed session agenda, as well as details outlining response to the correspondence.

### ○ **Channels of Communication**

It is usual for boards to endorse the concept of school-based decision making. Accordingly electors, parents, and members of the public are to be directed to contact the teacher and/or principal at the local school level if they have an enquiry, concern, or comment regarding the school. Board procedure should outline subsequent steps to be taken if satisfactory resolution cannot be obtained at the school level.

### ○ **Board-Media**



Boards need to clearly define who will speak for the board when contacted by media outlets. Procedures normally detail that:

- viii. The chairperson represents the board to outside parties by stating positions consistent with board policy, resolution, and procedures.
- ix. The director is authorized to speak for the board on behalf of the chairperson.

### ○ **Public Consultation**

Boards, in fulfilling their mandate, are committed through policy and procedure to various forms of public consultation. Board procedure outlines the forms of communication and consultation the board will employ with its publics including:

- i. Local boards of trustees
- ii. School councils
- iii. Board meetings
- iv. Annual meetings of electors
- v. Special meetings of electors

In addition to formal structures procedures often outline other forms of consultation such as:

- i. Public information meetings
- ii. Public forums
- iii. Focus groups

## **F. School Board Associations**

### **Purpose**

To establish the board's commitment and relationship to its school board association — Saskatchewan School Boards Association.

### **Major Components**



#### **o Membership and Participation**

This procedure establishes the board's endorsement of membership in the Association through payment of its annual fee to the SSBA. Other procedures for the consideration of the Board could include statements:

- x. Of participation in Caucus, Branch, and Section meetings.
- xi. Of remuneration and expense schedules to recognize expenses incurred by board members attending SSBA sponsored meetings, seminars, workshops, and conventions.

- **SSBA Voting Delegates**

This procedure is to be developed in accordance with SSBA <http://www.ssta.sk.ca/> Bylaws 10 and 11. The procedure outlines the processes to determine voting delegates to convention and the apportioning of votes among delegates.

## **G. Assessment of Board Effectiveness**

### **Purpose**

To establish the process the board will follow for monitoring its effectiveness.

### **Major Components**

- **Process**

Procedures establish the criteria the board will employ in its monitoring process over the course of the year.

- **Assessment Sessions**

Procedures in this section relate to conducting an annual self-assessment of the performance of the board and director of education. They should relate to who will be included in the assessment process (board members, director, senior staff, etc.), criteria employed, and desired outcomes or purpose.

- **Engaging a Facilitator**

It is suggested that provisions be included in board procedures for employing an outside facilitator. Although this may not be the usual practice of boards, procedures are recommended to be in place to allow it.

# SAMPLE PROCEDURE

## ASSESSMENT OF BOARD EFFECTIVENESS

### BACKGROUND

The Board's *Governance and Management* policy 2.8 *Monitoring Performance* states that the Board shall establish a schedule for monitoring its policies on a regular and systematic basis. It may also monitor any policy whenever it perceives a need.

The Board is to monitor achievement or compliance only against policy and previously set criteria.

The Board is also to monitor and evaluate the Director's and its own performance annually by determining the extent to which achievement has been attained in terms of its *Foundations and Direction* and *Limitations on Operations* policies.

### PROCEDURES

#### 1. *Process*

- a. Prior to May 15 in each year the Board is to establish a monitoring schedule for the ensuing one year period or August 1 to July 31. The monitoring schedule will form part of the Board's continuous agenda.
- b. The Board in establishing its monitoring schedule will select the methods, frequency, and month(s) for monitoring each of its policies.
- c. Policies are to be monitored using reports provided by the Director, external sources such as auditors, or by direct inspection by the Board.

#### 2. *Assessment Sessions*

- a. In addition to the on-going and systematic monitoring of policies over the course of the year, the Board is to conduct an annual self-assessment of its performance and that of the Director of Education.
- b. The process of evaluation is to be so structured that it leads to strengthening communications and relationships among Board members and the Director.
- c. The process is to be designed using the Board's *Governance Health Check* documents as the criteria for assessment of performance.
- d. The process is to involve the Board Chairperson, all other Board members and the Director of Education.
- e. The Board is to assess itself as a whole.

#### 3. *Engaging a Facilitator*

- a. Generally the assessment sessions are to be conducted by the Board and Director.
- b. Provision is to be made for engaging a facilitator to conduct sessions where the Board perceives a need or benefit which has been defined clearly by the Board.

## **H. Other Board Procedures**

Boards may wish to include other procedural statements such as:

- xii. Committees of Board
- xiii. Board Representation on External Committees
- xiv. Conflict Resolution
- xv. Duties and Powers (Sections 85 to 91 of the *Act*).
- xvi. Trustee Web Sites
- xvii. Trustee Professional Development.

# **BOARD PROCEDURES FRAMEWORK**

## **Section 2**

*Procedures to Board of Education Governance  
Policies:  
Local Boards of Trustees and School Councils*

ESTABLISHMENT

ROLES AND RESPONSIBILITIES

LOCAL BUDGET

OTHER PROCEDURES



## Section 2 — Board Procedures

### Local Boards of Trustees and School Councils

#### **A. Establishment**

##### **Purpose**

To outline board procedures for establishing local boards of trustees and school councils.

##### **Major Components**

###### ○ Local Boards of Trustees

Boards of education of school divisions with school districts that are established pursuant to section 120 of *The Education Act, 1995* <http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=487> may establish local boards of trustees and school councils within their division. Local boards are established in accordance with section 123 of the *Act*. Election of the local board is conducted according to section 125 of the *Act* and the *Local Government Election Act* <http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=609>

with modification. Consideration should be given to incorporating the following detail in the board's procedure:

- i. The minimum and maximum number of members on the local board is determined by the board of education.
- ii. The establishing of the returning officers for elections
- iii. The day and month of the call and close of nominations
- iv. The day and month of elections
- v. That elections are held at large in the school district

## ○ School Councils

Boards of education that have school districts may have local boards of trustees and school councils within their division. Provision should be made for any school district to petition the board of education to establish a school council (local school advisory committee in accordance with section 136 of the *Act*).

Boards of education that do not have school districts are required by section 135 of the *Act* to provide procedures for the establishment of school councils (school advisory committees).

Procedures for establishing school councils are to be in accordance with sections 135 to 140 of the *Act*.

### **SAMPLE PROCEDURE:**

#### *SCHOOL COUNCILS*

- a. School councils may be established by the Board of Education on petition by at least ten electors of a school district.
- b. Where the Board of Education approves the establishment of a school council, there will cease to be a board of trustees for that school district. School councils may be established for each school in the district.
- c. Following Board of Education approval of the formation of a school council, the interested electors are to submit to the Board a preliminary proposal that outlines the intended composition, organizational structure, and procedures for maintenance of membership of the council. The proposal should include, but is not limited to, the following:
  - Number of members
  - Selection of members
  - Term of members
  - Replacement of members
  - Designation of roles (Chair, Secretary, Treasurer, etc.)
  - Details of meetings (times, dates, etc.)
- d. Following Board of Education approval of the preliminary proposal, the interested electors are to call a general meeting to elect the school council.
- e. Nominations for council member are to be taken from the floor. Election of members is to be in any form agreed to by electors in attendance at the meeting, if consensus cannot be reached then election of members is to be by written ballot, conducted at the meeting among those electors in attendance.
- f. Within six months of its organizational meeting, the school council must prepare a Constitution and Bylaws that will govern the operations of the council. The Constitution and Bylaws must conform to all relevant sections of *The Education Act, 1995* and to the Duties and Responsibilities of School Councils /Local Boards of Trustees as determined by the Board of Education. This document must be submitted to the Board of Education for approval.
- g. Sub-division Board members are the Board of Education's liaison representatives to the councils.

## ***B. Roles and Responsibilities***

### **Purpose**

To outline the function of local boards and school councils. Their primary function is to assist the board of education in an advisory and practical manner.

### **Major Components**

#### ○ **Linkage to Board of Education**

In terms of both local boards and school councils boards of education should determine procedures for communication and consultation:

- i. Determine who the local board or school council should communicate through: the principal, the sub-division board member, the board chair, etc.
- ii. Determine if a board of education member should attend local board of school council meetings.
- iii. Determine if the principal is required to attend all meetings. Is the principal a voting member?
- iv. Decide items that the board of education will seek input on from the local level: e.g. board policy, curriculum, and school program areas.
- v. Decide what information is to be shared with the local level.

#### ○ **Recommendations to Board of Education**

Determine areas where local boards and school councils are to make recommendations to the board, for example:

- i. Approval of local school mission and goals
- ii. Religious exercises
- iii. Locally determined course options
- iv. Maintenance and beautification of the school
- v. Innovative projects
- vi. Rental of school facilities

- **Review of Finances**



Determine the areas of financial involvement that local boards or school councils will be involved in, for example:

- i. Reviewing the allocation of funds in the school's decentralized budget.
- ii. Monthly bank reconciliations of school accounts
- iii. Reviewing lists of student fees
- iv. Fundraising activities

- **Review of School Activities**

Determine the degree of involvement of local boards or school councils in reviewing and approving school activities: curricular or co-curricular; graduation; excursions; and school trips.

- **Meeting Procedures**

Ensure that meeting procedures are consistent with the requirements of *The Education Act*, 1995 sections 130 to 140.

- **Self-Assessment**

Establish that local boards and school councils are expected to engage in on-going self-assessment in order to ensure their effectiveness.

## **C. Local Budget**

### **Purpose**

To determine how the board of education will assist local boards and school councils in offsetting their expenses

## **Major Components**

### ○ **Allocation of Funds**

Establish how the board of education will provide an annual grant to provide operational funds for the local board or school council—at a set dollar level or per pupil allocation, etc. Establish what the funds are to be used for. Establish requirements regarding creation of a LOCAL BUDGET based on the funds allocated.

### ○ **Annual Statement**

Determine if the board of education requires the local board or school council to submit an annual statement of revenues and expenditures.

## **D. Other Board Procedures**

Boards may consider other operational procedures such as:

- i. Community Schools
- ii. Associate Schools (*The Independent School Regulations*)  
<http://www.qp.gov.sk.ca/documents/English/Regulations/Regulations/EO-1R11.pdf>
- iii. Joint Boards
- iv. School Council Web Sites.



# ADMINISTRATIVE POLICIES AND PROCEDURES FRAMEWORK

## Section 3

### *Central Administration*

ADMINISTRATIVE STRUCTURE

DIRECTOR OF EDUCATION

SUPERINTENDENTS AND SUPERVISORS

CENTRAL ADMINISTRATIVE COUNCIL

BONDING OF EMPLOYEES

OTHER PROCEDURES

## Section 3 — Administrative Policies and Procedures

### Central Administration

#### **A. Administrative Structure**

##### **Purpose**

To demonstrate how the administrative structure reflects the board's strategic policy governance model.

##### **Major Component**

- **Organizational Chart**

Develop an organizational chart to demonstrate the policy governance model.



#### **B. Director of Education**

##### **Purpose**

To outline the accountability framework of the director of education in relation to the board and staff.

## **Major Components**

### ○ **Board-Staff Relationship**

State that authority and responsibility to manage the operations of the school division is delegated by the board to the director. All accountability of staff is through the director.

### ○ **Responsibilities**

Outline the responsibilities of the director as determined in board policy and delegated to the director of education. For example, the director is:

- i. Responsible for achieving the board's foundations and direction policies
- ii. To comply with the board's limitations on operations policies
- iii. To ensure that schools offer appropriate programs and instruction.
- iv. To ensure budget priorities are maintained
- v. To ensure assets are protected; and
- vi. To ensure the board is informed.

## **C. Senior Administrative Staff**

### **Purpose**

To state which positions in the school division form the senior staff group. To state how persons are appointed to these positions, and what their role in the organization is to be.



## **Major Components**

- **Appointment**

Determine in consultation with the board of education the procedures for selection and appointment of senior staff. Refer to sections 110 to 116 of *The Education Act, 1995* and sections 14.1 to 14 of *The Education Regulations, 1986*

<http://www.qp.gov.sk.ca/documents/English/Regulations/Regulations/E0-1R1.pdf>

- **Role**

Detail the major role expectations for senior officers.

- **Contract**

Stipulate the areas that are to be addressed in the employment contract.

- **Assessment**

Determine how senior staff will be assessed.

## **D. Central Administrative Council**

### **Purpose**

To establish in procedure the function and purpose of the central administrative council of senior staff members.



## **Major Components**

- **Membership**

Determine and state the members of the council

- **Purpose**

Determine and state the purpose and role of council

## **E. Bonding of Employees**

### **Purpose**

To instruct the Secretary-Treasurer to ensure he or she provides a guarantee to the board in accordance with *The Education Act, 1995*.

### **Major Component**

- **Commercial Blanket Bond**

The procedure is to direct that the Secretary Treasurer maintains a Commercial Blanket Bond in an amount as determined by the board. Refer to section 111 of *The Education Act, 1995*.

## **F. Other Administrative Procedures**

Other policies may include:

- A. Central Administrative Council Insurance Provisions
- B. Use of board Vehicles

# ADMINISTRATIVE POLICIES AND PROCEDURES FRAMEWORK

## Section 4

### *School Operations*

DECISION MAKING  
STUDENT GOVERNANCE  
ADMISSION OF STUDENTS  
CLASS SIZE  
HOURS OF OPERATION  
STUDENT SUPERVISION  
STUDENT CONDUCT  
DISCIPLINE  
STUDENT COMPLAINTS AND GRIEVANCES  
SAFETY  
PROTECTIVE SERVICES  
ACCESS TO SCHOOLS  
ADMINISTERING MEDICATIONS AND MEDICAL TREATMENT TO STUDENTS  
STUDENT ASSESSMENT  
STUDENT AWARDS  
STUDENT RECORDS  
STUDENT FEES  
LEARNING ACTIVITIES OUTSIDE OF SCHOOL  
INTERNET USE  
ADVERTISING AND CORPORATE SPONSORSHIP

## SECTION 4 — ADMINISTRATIVE POLICIES AND PROCEDURES

### SCHOOL OPERATIONS

#### **A. Decision Making**

##### **Purpose**

To define the authority, responsibility, and accountability for decision making in each major area of the school division's operation.

##### **Procedures**

- **Central Office**

Determine the decisions which are to be made by senior administrative staff. Determine decisions which are to be made in consultation with the board of education, local boards, or school councils, principals, teachers, coordinators, consultants, and service and support staff. It is suggested this procedure be developed in a chart or matrix form.

- **School**

Determine those decisions to be made by the principal in consultation with teachers, parents, students, service and support staff, local boards, or school councils.



**SAMPLE :**

<b><u>DECISION MATRIX</u></b>		
	<b>Central Office</b>	<b>School</b>
<b><i>Budget</i></b>		
a. Operating		
i. Administration of salary rates	✓	
ii. Service levels and standards	✓	
iii. Allocation of funds	✓	
iv. Raise revenues (e.g. rentals, utilities).	✓	
v. Deployment and expenditure of school funds		✓
vi. Expenditure of non-public funds.		✓
<b><i>Personnel</i></b>		
a. Allocation of staff levels to schools	✓	
b. Establishment of personnel practices	✓	
c. Recruitment of staff	✓	✓
d. Selection of staff from applicants	✓	✓
e. Appointment of staff	✓	✓
f. Deployment of staff within school		✓
g. Implementation of evaluation criteria as defined standards set by Board	✓	
h. Reassignment of staff within district	✓	
i. Provision of staff development activities	✓	✓
j. Harassment and violence	✓	✓
<b><i>School Operations</i></b>		
a. Student Governance	✓	✓
b. Admission of Students	✓	✓
c. Class Size	✓	✓
d. Hours of Operation	✓	✓
e. Student Supervision and Safety	✓	✓
f. Community Consultation	✓	✓
g. Student Records	✓	✓
j. Administration of Medication	✓	✓

**B. Student Governance**

**Purpose**

To endorse and provide guidance to schools forming student leadership councils (SLCs) or student representative councils (SRCs)

## **Major Components**

- **General**

Establish who will supervise and advise SLCs.

- **Formation**

Make provision in the procedures for guidelines and expectations for producing a written constitution. Determine if the board endorses the formation and operation of a division-wide SLC.

- **Local and Division Activities**

Determine procedures regarding the handling or requests for student representation in local and school division activities.

- **Activity Fund**

Determine if the SLC is to follow school division procedures in terms of fund raising and financial accountability.

## ***C. Admission of Students***

### **Purpose**

To stipulate the procedures schools are to follow in admitting students.

## **Major Components**

### ○ **Resident Students**

Detail who is responsible for the admission of resident students both within the boundaries of the attendance area of an individual school, and within the school division for students requesting admission outside the attendance area of their assigned school. Sections 141 to 144 of *The Education Act, 1995* state the student has the right to an education if he or she has attained six years of age, but has not yet attained twenty-two years of age.

### ○ **Kindergarten and Grade One**

Determine the admission requirement for Kindergarten. For example, some school divisions state the pupil must be five years of age as of December 31 of the school year. Likewise provisions in procedures are to be made for admission to grade one.

### ○ **Provisions for Preschool**

Establish the age of entry for a student with a designated disability in accordance with Saskatchewan Learning criteria. School divisions with community school programs likewise need to establish the criteria and age of entry.

### ○ **Non-Resident Students**

Provisions for non-resident students are to be established in accordance with section 201 of *The Education Regulations, 1986* <http://www.qp.gov.sk.ca/documents/English/Regulations/Regulations/E0-1R1.pdf>. Establish criteria for admission such as space available, program capacity, and tuition fee charged. Three categories of students to consider are:

- xviii. Non-resident Saskatchewan students.
- xix. Exchange students.
- xx. Visa students

- **Transfers from Other Jurisdictions**

Establish set procedures for admitting students to the school division including special situations such as:

- i. A Kindergarten child who does not meet school division admission requirements.
- ii. A student whose previous placement varies with school division protocols for placement.

- **Documentation**

Determine the documentation required for admission of a student. Also determine who is responsible to provide the documentation and who is to receive it.

## **D. Class Size**

### **Purpose**

To establish procedures for size of classes in a school.



### **Major Category**

- **General Procedures**

Establish whether the school division will provide a procedure for the division as a whole with set categories and capacity, or instruct the principals to develop a local school procedure. In either case, general criteria should be considered that would be followed in the school division.



## **E. Hours of Operation**

### **Purpose**

To establish when school will be operating and open to students.



### **Major Categories**

- **School Year**

Refer to sections 163-167 of *The Education Act, 1995* to establish procedures.

- **School Day**

Refer to section 164 of *The Education Act, 1995*. Determine who is to establish starting times, breaks, recesses and dismissal times in schools within the school division.

- **School Opening and Closing**

Establish procedures in terms of early dismissal and closing of schools for health or safety reasons.

## **F. Student Supervision**

### **Purpose**

To outline the expectations of principals in regard to student supervision during authorized school activities both at school and off the school premises.

## **Major Categories**

### ○ **General Directives**

Outline the director's expectations of principals in terms of supervision:

- i. To assign supervision to staff in a consultative manner.
- ii. To include provisions for morning arrival, recesses, and after school.
- iii. To establish set practices in the school.

### ○ **Lunch**

Establish set criteria for supervision of students during the lunch break in accordance with acceptable supervisory practices and local circumstance for assigning supervision.

## **G. Student Conduct**

### **Purpose**

To establish guidelines for student conduct which conform to the duties of students as set out in sections 150 to 151 of *The Education Act, 1995*.

### **Major Categories**

It is suggested that procedures direct principals to develop guidelines for student conduct in cooperation with staff, parents, and students that employ the following directives:

### ○ **Attend**

Students are to attend school regularly and punctually.

- **Conform**

Students are to conform to the directives of the school.

- **Observe Standards**

With respect to the rights of others.

- **Account for Self**

To teachers, principals, bus drivers, and other students.

## **H. Student and Parent Complaints and Grievances**

### **Purpose**

To ensure that students and parents have the right to due process.

### **Major Categories**



- **General**

Refer to section 148 of *The Education Act, 1995*. Determine how complaints will be addressed in the school division. Ensure provisions are made for appropriate persons to lodge a complaint, that the complaint is documented, and steps are developed if a complaint cannot be resolved by the school or senior administration.

## **SAMPLE:**

### **STUDENT AND PARENT COMPLAINTS AND GRIEVANCES**

#### **BACKGROUND**

The Board is to ensure that there is a fair and equitable means to hear and address student and parent complaints. The Board is committed to ensuring that just and careful procedures for adjudicating and resolving these complaints are established, maintained, and reviewed.

#### **PROCEDURES**

##### ***1. General***

- a. Complaints are to be addressed in a timely and appropriate manner.
- b. Complaints and efforts at address and/or redress are to be documented in order to ensure and enhance a fair and consistent response.
- c. Complaints regarding school operation and treatment of students may be made by:
  - i. A parent or guardian who is acting on behalf of the student.
  - ii. A student who is:
    - Sixteen years of age or older and living independently, or
    - Eighteen years of age or older
- d. In the event of a dispute involving a teacher, the student's teacher is to be the first person to hear and address any complaint or grievance from a student or parent.
- e. If the complaint cannot be resolved with the teacher, the principal is to be contacted.
- f. If a complaint cannot be resolved with the principal, the student or parent may contact the Director of Education to seek resolution.
  - i. Complaints may be made directly to the Director (or designate) in the event of conflict of interest with the principal.
  - ii. Complaints against the principal may be made directly to the Director (or designate).
- g. If a complaint cannot be resolved with the Director of Education or the Director's designate, the student or parent may make a written complaint to the Board of Education.
  - i. Complaints may be made directly to the Board in the event of conflict of interest with the Director.
  - ii. Complaints against the Director may be made directly to the Board.
- h. The Board is to decide on an appropriate address to the complaint or grievance, and then is to use that method to make a decision that resolves the dispute. The Board's decision is binding on all parties.

## **I. Discipline**

### **Purpose**

Boards of education are to make provisions in policy for investigation and treatment of problems arising in relationship between a student and the school.

### **Major Categories**

#### **○ General Provisions**

Determine the directive the school division wishes to relate to schools in regard to discipline in schools. Specifically, it is advised that:

- i. Discipline is to stress corrective means.
- ii. Students are to be accountable for their behavior.
- iii. Principals and staffs seek the cause of misbehaviour and stress rectifying it.
- iv. Where safety of others is not a risk a specific long-term course of action be undertaken. Where safety is a concern temporary restraining force may be used.

#### **○ Detention**

Develop detention procedures that allow for judicious treatment of students.

#### **○ Suspension**

Refer to section 154 of *The Education Act, 1995* for specific details in developing procedures for suspension

- **Expulsion**

Refer to section 155 of *The Education Act, 1995* for specific details in developing procedures.

## **J. Safety**

### **Purpose**

To ensure safe learning and working environments in the school division. To prescribe practices and procedures of comfort, safety, and sanitation.

### **Major Categories**



- **General**

Establish the responsibilities of the principal in maintaining adequate conditions of safety and sanitation in the school and on school grounds, for example:

- i. Establish and maintain an Occupational Health Committee in accordance with *The Occupational Health and Safety Act, 1993*  
<http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=743>
- ii. Conduct safety inspections.

- **Fire Drill and Evacuation Plan**

Establish responsibilities for fire drill protocols and facility evacuation in case of fire as required by local and provincial fire authorities.

- **Bus Loading**

Determine procedures and responsibilities for supervision of bus loading areas

- **First Aid**



Develop protocols to ensure:

- i. First aid materials are available in a known location in all facilities.
- ii. Sufficient staff members are trained in CPR and first aid
- iii. WHMIS requirements are maintained in accordance with *The Occupational Health and Safety Act, 1993* and regulations to the same Act.

- **Explosives and Firearms**

Refer to section 193(1) (2) of *The Education Act, 1995*. Procedures are to forbid explosives, firearms, and dangerous weapons, materials, or instruments in a school.

- **Emergencies**

Establish protocols for schools handling emergencies including hospital emergency treatments in the absence of a parent or guardian, and in situations requiring an ambulance.

- **Protective Equipment**

Determine directives for schools to require students to wear protective equipment in certain instructional programs, and in other school-approved activities. It is suggested that school divisions outline specific requirements for sporting and physical activities equipment in a separate manual or handbook that can be available to teachers and coaches.

## ○ **Physical Activities**

Specific direction should be given on procedures for:

- i. Standard of care
- ii. Facilities
- iii. Equipment
- iv. Instruction
- v. Supervision
- vi. Clothing and footwear
- vii. Approved activities

It is recommended that procedures require these items to be included in a separate sport/activity handbook and kept current.



## ○ **Motorized Vehicle Traffic**

Procedures should prohibit vehicular traffic on school property except in designated parking areas, or for maintenance vehicles requiring specific access.

## ○ **Unusual Threats**

Establish guidelines for schools to follow in the event of an unusual threat to staff or students. It is suggested that school divisions establish extended guidelines in an EMERGENCY RESPONSE GUIDEBOOK that is readily available to school personnel. Within the school's administrative procedure manual directions should be given as to handling a threat that is known to be a hoax, and a threat that is considered authentic.

## ○ **Dangerous and Communicable Diseases**

Establish procedures which direct that:

- i. Any student or staff member whose health or medical condition may pose a significant health risk to others is to be required to contact a physician



- ii. The physician is to be requested to provide a medical certificate stating whether the physical condition of the individual poses any significant threat to the health and welfare of others.

- **Tragic Events**

Determine how the school division will coordinate personnel in the event of a tragic event occurring in the school division. Consider procedures for:

- i. Forming a tragic events response team in the school division
- ii. Developing a manual to guide the team

## **K. Protective Services**

### **Purpose**

To establish a policy for all employees needing to address concerns of suspected abuse or neglect of children.

### **Major Components**

- **Reporting Children in Need of Protective Services**

All procedures and information on reporting children are contained in the *Provincial Child Abuse Protocol*. Procedures should be developed using this protocol.

- **Cooperation with Youth Workers and Police**

Procedures should be developed to direct principals and teachers in terms of requests by youth workers or police to:

- i. Interview or interrogate a student.

ii. Search school property or persons

These procedures are to be developed on accordance with the *Youth Criminal Justice Act, 2002*

<http://www.qp.gov.sk.ca/index.cfm?fuseaction=content.display&id=9>

○ **Use of Drugs and Alcohol**

Determine procedures for handling a student who is in possession of, selling, or supplying drugs or alcohol listed under the *Controlled Drug and Substances Act, 1996* or *The Food and Drug Act, 1985* on school premises, school buses, or at school-sponsored activities.

**SAMPLE:**

*Use of Drugs and Alcohol*

- a. The principal may suspend any student who is in possession of, distributing, selling, or supplying drugs or alcohol listed under the *Controlled Drugs and Substances Act, 1996* or *The Food and Drug Act, 1985* and is on school premises, school buses, or at school sponsored activities. The suspension is to be in accordance with ADMINISTRATIVE POLICY NO. 409.
- b. Any student convicted of trafficking in drugs on school property, school activities, or school buses is to be suspended in accordance with ADMINISTRATIVE POLICY NO. 409 after consultation with the Director of Education.
- c. Any student who has a drug or alcohol problem and confides in a teacher or principal for the purpose of overcoming the problem is to be directed to appropriate programs and services for assistance.
- d. The principal and staff are to cooperate fully with parents, community agencies, and law enforcement agencies in their attempts to solve problems associated with drug and alcohol usage.

## **L. Access to Schools**

### **Purpose**

To ensure that discretion is exercised in allowing individual access to schools, classrooms, and school grounds.

### **Major Components**

#### ○ **Visitors**

Establish a set procedure in the school division that the principal determines the right of access to school. Determine whom the visitor is to report to on visiting the school.

#### ○ **Sales Promotions**

Refer to section 368 of *The Education Act, 1995*. Determine in procedures access to schools in regard to persons promoting sales of goods or services, or distributing materials of a political nature.

#### ○ **Community and Student Promotions**

Determine procedures for allowing these promotions, what will be allowed, and by whom will it be allowed.

#### ○ **Volunteers**

Establish procedures for approving volunteer help in the school. Establish who will approve the volunteer, the need for a criminal records check, and how confidential student and teacher records will be protected.

## **M. Administering Medications and Medical Treatment to Students**

### **Purpose**

To allow students requiring essential medical or personal treatment during school hours access to that treatment at school.



### **Major Categories**

The major categories are outlined in the following sample procedure:

### **SAMPLE:**

#### **ADMINISTERING MEDICATIONS AND MEDICAL TREATMENT TO STUDENTS.**

##### **BACKGROUND**

The Board of Education recognizes that some students may require:

- Essential oral and/or injectable medication on a regular basis.
- Essential oral and/or injectable medication in an emergency situation.
- Essential procedures.

An “essential medication” is a medication prescribed by a physician which cannot be scheduled outside of regular school hours and which is necessary for the student’s health or well being.

An “essential procedure” is a procedure prescribed for a student by a physician which cannot be scheduled for administration outside of regular school hours and which is necessary for the student’s health or well being. Examples of an essential procedure could include:

- Gastronomy feeds
- Catheterization
- Suctioning
- Response to seizures
- Blood glucose monitoring
- Response to low blood sugar emergencies.

## PROCEDURES

### *1. Essential Medications and Procedures*

- a. The principal is to ensure that students requiring medication or medical procedures during school hours are identified and the ADMINISTRATION OF MEDICATION FORM has been completed and filed prior to administering medications or procedures. Non-prescribed medications are not to be administered by Board employees.
- b. The principal in consultation with the Superintendent of Student Support Services and school-based staff are to determine staff members responsible for the administration of the service.
- c. Staff members may decline to administer any medication or procedure without prejudice.
- d. The principal is to ensure that:
  - i. The staff is sufficiently trained to carry out the required procedures. Assistance may be sought from parents, the health nurse, and other health professionals.
  - ii. A secure and proper location is provided for the location of medications.
  - iii. Medications or procedures are administered in a manner respecting the dignity of the student.
  - iv. Daily medication records are established and maintained.
  - v. Medications have dispensing instructions on the medications container's official label of the pharmacy.
- e. Prior to school excursions the teacher is to ensure that:
  - i. The parent or guardian has been informed of the nature of the excursion, and has consented to the student's level of involvement in the excursion.
  - ii. **An emergency action plan specific to the excursion has been developed in conjunction with the parent or guardian.**

### *2. Medication in an Emergency Situation*

- a. In response to a parent's or guardian's identification of those students who may require emergency attention because of a severe allergic reaction, the principal is to:
  - i. Require the parent/guardian to provide the school with the ANAKIT or EPIPEN.
  - ii. Prepare, in consultation with parent/guardian and physician, a written action plan.
  - iii. Make school-based employees aware of the identity of the student(s).
  - iv. Arrange an in-service for all school based employees, together with parent(s) and student(s) regarding the written action plan and the administration of the ANAKIT or EPIPEN.
- b. Prior to a school excursion the teacher is to:
  - i. Communicate to the parent/guardian the nature of the excursion.
  - ii. Determine the needs of the child.
  - iii. Develop, in consultation with the parent/guardian and the principal, an emergency plan that is specific to the excursion.

## **N. Student Assessment**

### **Purpose**

To establish guidelines for reporting student progress to parents or guardians.



### **Major Categories**

#### ○ **General**

Establish general guidelines such as directing that each school:

- i. Is required to have a systematic and articulated program to evaluate student progress
- ii. The evaluation process is to be diagnostic, formative, and summative.
- iii. It is required that teachers report student progress by means of parent-teacher conferences, report cards, and personal contact.

#### ○ **Parent-Teacher Conferences**

Determine how many and when they are to be held, and who will attend.

#### ○ **Written Reports**

Determine the number of reports per year, and whether standard report cards will be used.

## **O. Student Awards**

### **Purpose**

To determine a process by which principals will consider consenting to offers of student awards by a variety of individuals and organizations.

### **Major Categories**

#### ○ **General Regulations**

Establish procedures that allow for a process for the principal to judge whether he/she should consent to accepting the offer of the award.

Consideration should be given to factors such as:

- i. Purpose of the award.
- ii. Terms and duration of the award
- iii. Criteria for selection of recipients
- iv. When and who will present the award
- v. Costs of maintaining the award

## **P. Student Records**

### **Purpose**

To establish direction and procedures for creating student records and maintenance of permanent student records.

### **Major Categories**



- **General**

Determine who is responsible for the collection, maintenance, and release of student records

- **Cumulative Records**

These are records for students currently enrolled which hold information relevant to the student's program. Identify the information to be held in the record, procedures for annual review and culling of the record, as well as retention of the record on leaving the school.

- **Access**

Establish who will be permitted access to the records and under what conditions.

- **Transfer of Records**

Determine procedures for transferring records on the occasion of a student moving to another school.



- **Permanent Records**

All records are to be retained in accordance with the regulations to *The Education Act, 1995*.

## **Q. Student Fees**

### **Purpose**

To determine procedures to levy student fees to defray costs incurred in maintaining special programs and services for students.

### **Major Categories**



- **General**

Refer to sections 87(V) and 142(4) of *The Education Act, 1995*. Determine whether fees will be administered and collected at the school or centrally. Establish whether an accounting of fees is to be provided by the school to the Secretary Treasurer.

- **Fee Schedule**

Establish how a fee schedule will be established, whether at the local school level or centrally. Establish what fees will be levied

## **R. Learning Activities Outside the School**

### **Purpose**

To establish procedures for permitting learning activities to occur outside the school.



### **Major Categories**

#### ○ **General**

Determine procedures in terms of:

- i. Supervision of students
- ii. Safety precautions
- iii. Transportation

#### ○ **Day Trips**

Determine who will approve the trips, the principal or central administration, and under conditions such as:



- i. The completion of a parental consent form
- ii. Completion of a school day trip form
- iii. Satisfaction of supervisory arrangements

## ○ Overnight and Outdoor Excursions

Determine who will approve these excursions and under what conditions.



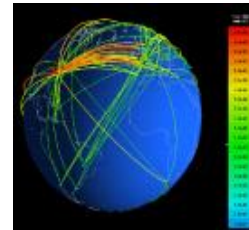
## ○ Out of Province Excursions

Determine who will approve these excursions and under what conditions.

## S. Internet Use

### **Purpose**

To establish policy to govern teacher, staff, and student access to the internet.



### **Major Category**

## ○ General Regulations

Determine who is responsible, the school or the division, to develop acceptable use practices and procedures to guide the use of the internet. Establish that the procedures will include items such as:

- i. Statement of purpose
- ii. Supervision
- iii. Definition of acceptable use
- iv. Print control guidelines
- v. Copyright compliance
- vi. Provision of email accounts
- vii. Communication of procedures to the community

## **T. Advertising and Corporate Sponsorship**

### **Purpose**

To outline relationships with members of the business and corporate community who desire to assist schools.

### **Major Categories**

#### ○ **Partnerships**

Refer to the Conference Board of Canada's *Ethical Guidelines for Business-Education Partnerships*. Establish school division guidelines for developing partnerships with businesses using the Conference Board materials as a source.

#### ○ **Curricula**

Develop statements as to whether the board of education supports or accepts sponsorship by a business or corporation of any curricula in school.

#### ○ **Materials**

Develop criteria for accepting materials developed by corporations for use in the schools.

#### ○ **Professional Development Activities**

Develop guidelines for approval of employee professional development provided by businesses or corporations.

- **Extra Curricular Activities**

Develop criteria for the sponsorship of specific school events.

- **Advertising**

Develop criteria for approval of advertising and signage by businesses or corporations under set circumstances.

- **Donations**

Establish criteria for accepting donations.

## ***U. Other Administrative Procedures***

Boards may consider other operational policies such as:

- i. Community participation
- ii. School-community partnerships
- iii. SCHOOL WEB SITES

# ADMINISTRATIVE POLICIES AND PROCEDURES FRAMEWORK

## Section 5

### *Human Resources*

RECRUITING AND PLACEMENT

LEAVES

PROFESSIONAL GROWTH, SUPERVISION, AND EVALUATION

STAFF ALLOCATION

HARASSMENT

RECOGNITION OF SERVICE

EMPLOYEE RECORDS

GRIEVANCE

## Section 5 — Administrative Policies and Procedures

### Human Resources

#### A. *Recruiting and Placement*

##### **Purpose**

To establish policy and procedures for the recruiting and placement of all employees in a school division with the exception of the director of education and senior administrative staff who form the Central Administrative Council.

##### **Major Components**

###### ○ **Teaching Personnel**

Establish statements under the following headings:



- i. *Role*—define the role of the teacher in terms of achieving the mission and goals of the school division, modeling appropriate behaviour, and following the duties of a teacher in accordance with *The Education Act*.
- ii. *Recruiting and Placement*—Determine criteria for recruitment and placement. Determine who will be responsible for hiring, placement, assignment, and transfer. Establish procedures to settle any disagreement which may arise in terms of transfer and placement.
- iii. *Redundant Positions*—Establish procedures in the event of redundancy.

○ **In-School Administrators**

Establish statements under the following headings:



- i. *Role of Principal*—define role in terms of leadership and management. Refer to section 175 of *The Education Act*, duties of principals.
- ii. *Role of Vice-Principal*—define the role of the vice-principal in relationship to the principal.
- iii. *Recruitment and Placement*—determine who will be responsible to recruit and assign in-school administrators. Determine criteria for recruitment and placement. Establish procedures for reporting assignment to the board of education.

○ **Non-Teaching Support Staff—Central Office**

Establish statements related to role, recruiting, and placement.

○ **Non-Teaching Support Staff—School Based**

Establish statements related to role, recruiting, and placement.

○ **Caretaking and Maintenance**

Establish statements related to role, recruiting, and placement.

○ **Bus Drivers**

Establish statements related to role, recruitment, and placement.



## ○ **Criminal Record Check**

Establish that the following is required:

- i. An original, current (within one year) criminal records check for any applicant being recommended for employment or as a volunteer.
- ii. The records check is to include:
  - a. Vulnerable sector check
  - b. All criminal convictions, under *The Criminal Code, The Narcotics Control Act, The Controlled Drug and Substances Act 1996, and The Food and Drugs Act, 1985*. Conviction means the final judgment on a verdict or a finding of guilty, or a plea of guilty. Conviction does not include a final judgment which has been reversed, set aside, or otherwise rendered invalid.
  - c. A search of the automated criminal records retrieval system to determine if the applicant has been convicted of, and has been granted pardon for, any of the offences that are listed in the schedule to the *Criminal Records Act*.
- iii. Procedures for assessment of record checks which include a conviction(s).
- iv. Provision for appeal of the assessment
- v. Procedures to maintain confidentiality of the information obtained.
- vi. Provisions for an employee who receives a pardon or whose conviction is expunged to alter his/her record.

## ○ **Reporting Criminal Charges**

Establish procedures within the school division requiring any employee to report a criminal conviction within two working days of having been charged.

## ○ **Substitute and Casual Staff**

Determine protocols for engaging substitute and casual staff including:

- i. Developing a list of available casual employees and substitute teachers
- ii. Requirements to be placed on the list
- iii. Who is to develop the list
- iv. When persons can be employed and by whom
- v. Requirements to report the engagement of the person
- vi. Details regarding performance monitoring

## ○ **Job Sharing**

Define job sharing in the procedures. Determine situations where and when job sharing is permissible. Develop understandings in terms of factors such as:

- i. Prorating of employee entitlements
- ii. Sharing time on a percentage basis
- iii. Attendance at staff meetings and institutes
- iv. Supervision duties
- v. Attendance on non-student day

## ○ **Teacher Exchange**

The Department of Learning Teacher Exchange

[http://www.sasked.gov.sk.ca/branches/prov\\_exams/teacher\\_services/teacherexchange.shtml](http://www.sasked.gov.sk.ca/branches/prov_exams/teacher_services/teacherexchange.shtml)

provides for exchange of teachers between provinces or other countries. School divisions should establish procedures for teacher application and approval of the exchange. Detail the number of exchanges permitted within the school division at any one time. Identify to whom applications should be submitted in the school division.

## ○ **Interns and Field Experience**

Procedures are to endorse participation and cooperation with field experience programs. Details for placement and participation of staff with interns and practicing students should be established.

## ○ Accreditation

Procedures for accreditation of teachers are to comply with the Department of Learning Regulations as stated in the document ACCREDITATION (INITIAL AND RENEWAL): POLICIES AND PROCEDURES [http://www.sasked.gov.sk.ca/branches/prov\\_exams/docs/accpolicyjune2002.pdf](http://www.sasked.gov.sk.ca/branches/prov_exams/docs/accpolicyjune2002.pdf)

Procedures should outline items such as:

- i. When a teacher can be considered by the board of education for accreditation
- ii. Requirements to be met
- iii. Responsibility for compliance with accreditation policies
- iv. Responsibility for expenses to attend accreditation seminars

## **B. Leaves**

### **Purpose**

To establish policy and procedures for granting various leaves of absence.

### **Major Categories**

## ○ Administration of Leaves

Develop procedures for the administration of leaves considering the following:

- i. Leaves the board recognizes
- ii. Leaves the board delegates administration of to the director.
- iii. Leaves delegated to the principal to administer
- iv. Reporting of leaves.

- v. Designation of persons to apply for leave to within the school division
- vi. Consideration for learning and students when leaves are granted
- vii. Granting of leave in accordance with current legislation, collective agreements, or employee contracts.
- viii. Granting leaves for the purpose of employment with another employer or to enter into a business venture
- ix. Length of leaves in months or years
- x. Extension of leaves
- xi. Guarantee of position on return
- xii. Leaves not in contracts which may receive favourable consideration such as:
  - o Teacher exchange
  - o Secondments
  - o Department of National Defence

o **Deferred Salary Leave—Boards**

Boards with established deferred salary leave plans have detailed procedures to ensure understanding and obligations of the teacher and the board. The following sample is provided in total to ensure clarity for a board wishing to draft a procedure:

## SAMPLE:

### 1. *Deferred Salary Leave—Teachers*

- a. Teachers may avail themselves of the Board’s Deferred Salary Leave Plan. This enables the teacher to schedule and finance a one year leave of absence.
- b. The DSLP is available for teachers employed on permanent contract.
- c. The DSLP is restricted to a one year leave of absence called the leave period.
- d. The leave period will be a school year; from the commencement of school in August or September of a year to the end of the school year in June of the following calendar year.
- e. The deferral period of four years will be each of the four school years preceding the leave period.
- f. Applications must be completed by the teacher prior to May 30 preceding the school year in which the deferral period is to begin. Applications will be approved on a first-come, first-serve basis. Subject to preference being given to first-time applicants. Applicants will be notified within 45 days of receipt of their applications as to whether or not their application has been approved.
- g. When application is approved the teacher will be required to sign a deferral salary contract supplied by the Board of Education. The deferral salary contract must be completed prior to August 1 of the school year preceding the first year of the deferral period.
- h. A teacher has to take the planned leave of absence if they have not withdrawn from the plan prior to March 1 of the school year preceding the leave period.
- i. The DSLP is restricted to a one year leave of absence called the leave period. Salary will be set aside in each of the preceding four years
- j. Complete details are available from the Superintendent of Business Affairs or Coordinator of Human Resources.
- k. Teachers wishing to apply for the DSLP may do so by completing the APPLICATION FORM—DEFERRED SALARY LEAVE PLAN, and submitting it to the Superintendent of Business Affairs.
- l. There can be no more than three participants per year on a deferred salary leave plan. No more than one in-school administrator is allowed on the DSLP in any one year.

### o **Leave for Political Office**

Procedures should be established for employees seeking political office, and for those who are successful at the polls:



- i. *Seeking Political Office*—generally procedures provide for employees to apply for leave from the official date of nomination to the election date.
- ii. *Successful Candidates*—procedures will vary depending on the political office: school board, municipal, provincial, or federal—and the time requirement. Determination in procedure should

establish when a leave to serve is understood to be for the entire term of office. When a leave to serve is granted procedures need to be in place to determine the employee's position on return to the board.

## **C. Professional Growth, Supervision, and Evaluation**

### **Purpose**

To develop policy and procedures for systematic supervision, professional development, and formal evaluation to ensure the objectives of the school division are being met.

### **Major Categories**

#### **○ Teacher Supervision and Evaluation**

Establish procedures for evaluation noting:

- i. When teachers are to participate in a performance appraisal throughout their employment with the board.
- ii. Who is responsible for the performance appraisals
- iii. What supports are available to assist and coach teachers.
- iv. The criteria upon which the appraisal is based
- v. Procedures for conducting appraisals
- vi. Procedures for a teacher to initiate an appraisal.

#### **○ Professional Growth of Teachers**

Establish procedures for growth noting the following:

- i. That teachers are to develop a growth plan on an annual basis in consultation with their principal
- ii. The plan should focus on the goals of the teacher in the upcoming year.

- iii. Provisions should be made to review the plan in mid-year and at the end of the school year.

- **School-Based Administrators**

Establish procedures for evaluation and professional growth noting:

- i. With respect to supervision:

- a. Who has the primary responsibility for the supervision of principals
- b. Who has the primary responsibility for the supervision of vice-principals

- ii. With respect to professional growth:

- a. Who has primary responsibility for the professional growth plans of principals and vice-principals
- b. How the plans will be reviewed and by whom

- iii. With respect to evaluation:

- a. When school-based administrators are to be evaluated
- b. Who has primary responsibility for the evaluation
- c. The procedures to follow in conducting the evaluation
- d. Procedures for a principal to initiate an evaluation of his/her performance.

- **Non-Teaching Staff Supervision and Evaluation**

Develop procedures with:

- i. Respect to systematic supervision noting the principal or immediate supervisor who is responsible for the supervision
- ii. Respect to formal evaluation noting:
  - a. Employees are to be evaluated according to established criteria

- b. When employees are to be evaluated during their employment with the board.
- c. The procedures for conducting the evaluation
- d. The procedures for an employee request to be evaluated.

## **D. Staff Allocation**

### **Purpose**

To establish policy and procedures for allocating personnel throughout the school division.

### **Major Category**

- **General**

Options vary for allocating staff. Some divisions have procedures that set numbers of staff for various functions such as school administration, library, classroom teachers, special services, caretaking, etc. Other procedures are more general stipulating that the staffing formula is to be set annually by the director of education.



## **SAMPLE:**

### **STAFF ALLOCATION**

#### **BACKGROUND**

The Board of Education is committed to engaging the best quality employees available. It recognizes the need to provide strong teaching and non-teaching staff in sufficient numbers to meet the needs of students and their schools.

This recognition must be balanced annually against the resources available to the Board for this component of the budget.

#### **PROCEDURES**

1. A staffing formula will be developed annually by the Director of Education for Board approval as part of the annual budget process.
2. The formula includes allocation considerations for teaching and non-teaching staff, as well as contract obligations with various employee groups.
3. Superintendents, supervisors, and principals are to use the formula in determining staff allocation for each school and work centre including bus drivers.
4. Approvals for any increase in staff numbers beyond those provided in the annual budget allocation are to be made by the Director of Education following Board approval.

## **E. Harassment**

### **Purpose**

To ensure work environments are created and maintained where employees are treated with respect and dignity.

### **Major Categories**

#### **○ Administration of Harassment Procedures**

Establish policy and procedures detailing that:

- i. Procedures are to ensure that the director of education or designate keeps these procedures current, and posts them in accordance with the

regulations to *The Occupational Health and Safety Act, 1993*.

<http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=743>

- ii. Staff Support Committees are to be formed under these procedures and report annually to the director of education.
- iii. The principal or supervisor in each work location is to advise employees annually and the local occupational health committee of the harassment procedures and their intent.
- iv. The director of education is to provide for a collective review of the procedures every three years.

#### ○ **Harassment Guidelines**

Establish guidelines in the in conformity with *The Occupational Health and Safety Act, 1993* and the Regulations to the Act.

#### ○ **Administration of Violence Prevention**

Determine procedures to establish that the director of education is to maintain and keep current the violence prevention procedures ensuring they are available and posted in all work centers.

#### ○ **Violence Prevention Guidelines**

Establish guidelines in conformity with *The Occupational Health and Safety Act, 1993* and Regulations to the Act.

### **E. Recognition of Service**

#### **Purpose**

To establish uniform policy for recognizing service of board employees.

## **Major Categories**

### ○ **Service Awards**

Detail service awards that are to be presented to staff. Generally these awards are presented every five or ten years. Recipients' years of service should be calculated to the end of the current year. Years of service should include service in school divisions prior to amalgamation

### ○ **Presentation of Awards**

Establish that awards will be presented at an appropriate board event.

### ○ **Retirement Awards**

Establish that awards will be presented at an appropriate board event

## **F. Employee Records**

### **Purpose**

To outline policy and procedures for the administration of personnel files.

### **Major Category**

#### ○ **General**

Establish procedures detailing that:

- i. A personnel file is maintained for each employee
- ii. The file is kept secure in the central office and as a private and confidential file
- iii. Only necessary information is kept in the file
- iv. All items kept in the file are with the knowledge of the employee

- v. Employees have a right to access their individual file according to written procedures

## **G. Grievance**

### **Purpose**

To provide any employee who feels he or she has a grievance of a serious nature concerning his or her contract, welfare or other divisional matter an opportunity to place that grievance before the board of education.

### **Major Categories**

#### ○ **Grievance by a Teacher**

Include statements that:

- i. Indicate what a grievance includes such as a disagreement with respect to the meaning, application, or violation of the LINC contract, provincial agreement, or teacher-board contract.
- ii. Direct teachers to attempt to settle disagreements through appropriate administrative channels prior to approaching the board
- iii. Direct how a grievance is to be brought to the board of education
- iv. Provide for the establishment of a grievance committee consisting of representation of teacher and board with selection of a mutually agreed upon person to act as chair
- v. Establish procedures for the grievance committee
- vi. Give direction if the grievance is not resolved it may be referred by the teacher for disposition under the provisions of *The Education Act, 1995*

○ **Grievance by a Member of CUPE**

State that procedures for grievances are outlined in the board-CUPE collective agreement

○ **Grievance by an Employee Other than a Teacher or CUPE Member**

It is suggested that procedures be developed that parallel those established for teachers.

## ***H. Other Administrative Procedures***

Boards may consider other operational policies such as:

- i. Employee assistance program
- ii. Teacher Retirement incentive
- iii. Equal Employment opportunity
- iv. Conflict of Interest
- v. Military Leave
- vi. Secondary Employment
- vii. Employee Vehicles
- viii. Recognition of Ill or Bereaved Employees
- ix. Teachers Code of Professional Practice
- x. Liaison Committee
- xi. Sick Leave
- xii. Confidentiality

# ADMINISTRATIVE POLICIES AND PROCEDURES FRAMEWORK

## Section 6

### *Programs and Curriculum*

BASIC INSTRUCTIONAL PROGRAM

SERVICES FOR STUDENTS WITH SPECIAL NEEDS

CITIZENSHIP EDUCATION

RELIGIOUS EDUCATION

HOME-BASED EDUCATION

PHYSICAL EDUCATION

FAMILY LIFE AND SEX EDUCATION

DRIVER EDUCATION

PURCHASE OF SERVICES

INSTRUCTIONAL RESOURCES

## SECTION 6 — ADMINISTRATIVE POLICIES AND PROCEDURES

### PROGRAMS AND CURRICULUM

#### **A. Basic Instructional Program**

##### **Purpose**

To establish that the director of education is responsible to ensure that programs and services offered in the school division are in accordance with provincial requirements (see sections 21 to 29 of *The Education Regulations, 1986*), and within the parameters of the board's vision, mission, beliefs, and goals.

##### **Major Categories**

###### ○ **Supervision and Coordination**

Refer to sections 176 and 177 of *The Education Act, 1995*. Determine and state who is responsible for the general supervision of curriculum in the schools. Likewise, establish that the principal is responsible for the organization and supervision of the instructional program offered in a school.

###### ○ **Program of Studies**

Establish that teachers are to implement the program of studies as outlined by the Department of Learning, and the school division guidelines and manuals

[http://www.sasklearning.gov.sk.ca/docs/policy/corecurr\\_pta/index.html](http://www.sasklearning.gov.sk.ca/docs/policy/corecurr_pta/index.html).

Also determine if teachers, in consultation with their principal, may modify the content of the approved program of studies, and for what reasons. Direction should also be given for engaging in pilot programs.

- **Special Project Credit**

Establish procedures consistent with Department of Learning directives  
[http://www.sasklearning.gov.sk.ca/docs/policy/corecurr\\_pta/elec.html#1](http://www.sasklearning.gov.sk.ca/docs/policy/corecurr_pta/elec.html#1)

- **Course Challenge**

Establish procedures in accordance with Department of Learning directives  
<http://www.sasklearning.gov.sk.ca/docs/policy/course/index.html>

## ***B. Services for Students with Special Needs***

### **Purpose**

To provide policy and procedures to ensure students are placed in enabling environments for learning.

### **Major Categories**

- **Specialized Programs and Services**

Refer to sections 178 and 186-187 of *The Education Act, 1995*. Establish procedures indicating:

- i. Who is responsible for the implementation, maintenance, and supervision of the program and services
- ii. In specific detail the delivery system for special education. Most school divisions have established procedural manuals to accomplish this directive.



## C. Citizenship Education

### Purpose

To direct that all students are to receive instruction in Canadian citizenship and participate in patriotic observances and exercises



### Major Categories

#### ○ General

Refer to section 184 of *The Education Act, 1995*. Suggestions for inclusions in procedures include provisions for:

- i. Displaying photographs of the current Monarch and Lieutenant Governor
- ii. Displaying the Canadian and Saskatchewan flags, and *The Canadian Charter of Rights and Freedoms* <http://laws.justice.gc.ca/en/charter/>
- iii. The singing of “O Canada”
- iv. Observing Remembrance Day

## **D. Religious Education**

### **Purpose**

To establish policy and procedures for religious instruction in the school division



### **Major Category**

- **General Procedure**

Religious instruction is to be established in a school division in accordance with section 182 of *The Education Act, 1995* and resolution of the board of education

## **E. Home Based Education**

### **Purpose**

To establish directives for the provision of home-based instruction

### **Major Categories**

- **Registration**

Establish who is responsible for the registration of students, and when registration is to occur.

- **Annual Progress Report**

Determine when parents or guardians are to provide the report. Also establish if a meeting or conference with the parents and student(s) is to occur.

- **Activities**

Establish activities and services that will be provided to the student(s) and parents or guardians

## **F. Physical Education**

### **Purpose**

To establish the provision for instruction and services provided in the area of physical education.



### **Major Categories**

- **General**

Refer to sections 188 of *The Education Act, 1995*. Establish procedures including:

- iv. Time provided for instruction.
- v. Dress standards for students.
- vi. Provisions for a service program, intramural, and co-curricular programs.

## **G. Family Life and Sex Education**

### **Purpose**

To establish policy and procedures related to offering of family life and sex education at various grade levels.

### **Major Categories**

- **General**

Establish set procedures outlining that:

- Courses and materials are to be appropriate to the age of the student
- The provincial health curriculum is to be used as a general outline in planning local family life and sex education programs to meet student and community needs.
- The program is to be approved by the principal and local board or school council
- Elementary and middle level health programs are to be compulsory
- Parents are to be informed when the instruction is to occur. Options to withdraw students from instruction are to be given.

## **H. Driver Education**

### **Purpose**

To establish provisions for driver education.



## **Major Categories**

### ○ **General**

Refer to section 189 of *The Education Act, 1995* and to sections 53 to 56 of *The Education Regulations, 1986*. Determination and direction in the following areas should be established:

- i. Whether instruction will be contracted or provided by board personnel
- ii. Who will be responsible for the program
- iii. Who will schedule students
- iv. How assessment of the program will be undertaken

## **I. Purchase of Services**

### **Purpose**

To establish guidelines and authorities for the purchase of educational services where it is not feasible or practical to provide the services within the school division.

## **Major Categories**

### ○ **General**

Determine who will be authorized to purchase services and under what situations including:

- v. Lack of classroom space
- vi. Geographic locations which facilitate transportation to another school division.
- vii. Provision of distance education courses when the school is unable to offer the courses
- viii. Provisions of distance education for home-based learners

## **J. Instructional Resources**

### **Purpose**

To establish directives and regulations in regard to the selection of instructional resources and provisions for challenging selected resources.

### **Major Categories**

#### ○ **General**

Refer to sections 36 and 37 of *The Education Regulations, 1986*  
<http://www.qp.gov.sk.ca/documents/English/Regulations/Regulations/E0-1R1.pdf>

#### ○ **Selection of Resources**

Establish guidelines for inclusion in administrative procedures. Determine who is responsible for selection within individual schools and the division as a whole.

#### ○ **Challenged Resources**

Establish detailed procedures for the challenging of resources. Indicate:

- i. Who may challenge
- ii. The bases of a challenge
- iii. Informal procedures for challenging
- iv. Formal procedures
- v. Provisions for a formal appeal procedure to the board of education

## ***K. Other Administrative Procedures***

Boards may consider other operational policies such as:

- iv. Designated schools
- v. Language instruction
- vi. Co-curricular programs
- vii. Instrumental Music (Band)
- viii. Music
- ix. Fine Arts



# ADMINISTRATIVE POLICIES AND PROCEDURES FRAMEWORK

## Section 7

### *Business Administration*

ACCOUNTING GUIDELINES

BUDGET

INVENTORY MANAGEMENT

INSURANCE

PAYMENTS

PURCHASING

FUND ACCOUNTING

RECORDS



## Section 7 — Administrative Policies and Procedures

### Business Administration

#### **A. Accounting Guidelines**

##### **Purpose**

To establish that the board uses, to the extent applicable, the accrual method of accounting for revenues and expenditures.



##### **Major Categories**

###### ○ **Accounting System**

Establish procedures that state that the accounting system must make it possible to:

- iv. Provide an accurate record of financial transactions
- v. Provide meaningful financial reports.
- vi. Show compliance with legal provisions.
- vii. Provide a basis for safeguarding the financial resources of the school division

###### ○ **Classification of Accounts**

Establish that classification of accounts is to be consistent with Department of Learning requirements, and where applicable with Generally Accepted Accounting Principles (G.A.A.P.)

## ○ Reporting

Establish the frequency of providing reports to the board, as well as the information required by the board. Relate that an audited financial report is to be prepared as of December 31 of each year, and presented to the board.

## **B. Budget**

### **Purpose**

To establish policy for setting the annual budget.



### **Major Categories**

## ○ Management and Procedures

Determine procedures to guide the budget setting process:

- i. Refer to sections 277-283 of *The Education Act, 1995* and sections 310 to 318 of *The Education Regulations, 1986*.
- ii. Establish who is to direct the preparation of the budget.
- iii. Establish the standard revenue and expenditure classifications to be used
- iv. Establish general expectations in terms of spending:
  - Expenditures are not to exceed the amount budgeted within major classifications
  - Dollars assigned to specific fund allocations are to be extended only for the purpose intended

- The dollar level that the director of education may approve for emergency expenditures in excess of budget
- The dollar value for change orders that the director may approve
- v. Establish procedures for determination of decentralized expenditures
- vi. Determine monitoring procedures and budget control

- **Calendar**

Include in procedures a detailed calendar with target dates and actions required to establish the budget:

**SAMPLE PROCEDURE:**

## 1. Calendar

Attempts are to be made to meet the following target dates in the development of the budget. The dates are subject to minor changes due to receipt of data from other agencies.

### Budget Calendar Guidelines

#### Target Date

#### Action

December 1<sup>st</sup> to January 15<sup>th</sup>

Request to principals for:

1. Additions to and Changes in Program Offerings
2. Enrolment Projections
3. Staffing Requirements
4. Current Fiscal Requirements
5. Exceptional Requests
6. Five-Year Capital Plan

January 15<sup>th</sup> to February 1<sup>st</sup>

1. Prepare Financial Forecast—  
Budget Guidelines
2. Establish Enrolment Projections
3. Establish Staffing Requirements
4. Hold Workshops/Study Sessions  
on Budget
5. Prioritize Requests

February 1<sup>st</sup> to March 15<sup>th</sup>

Prepare Preliminary Budgets

March 15<sup>th</sup>

1. Receive Grant Data from  
Saskatchewan Learning
2. Prepare Final Budget

April 1<sup>st</sup>

1. Adopt Final Budget
2. Determine Mill Rate—Notify Taxing Authorities
3. Submit Final Budget to Regional Director of  
Education.
4. Communicate Budget to School Personnel and  
Community

## ○ Decentralized Funding Allocation

Establish:

- iii. Who is responsible to develop and present to the board for approval the annual decentralized and school budget appropriations to schools.
- iv. The criteria to be used in determining allocations
- v. Procedures for principals to access current financial statements for their schools
- vi. If principals are to be permitted to carry forward a percentage of their school allocation to the next budget year

## ○ Capital Budget

Establish responsibilities for producing and maintaining the board's five year school facilities construction plan. Determine what the plan is to include, and how it will be presented to the board as an integral component of the annual budget process

## **C. Inventory Management**

### **Purpose**

To ensure that the requirements of *The Education Act, 1995* to maintain an inventory of assets for the purposes of property control and financial planning are met.



## **Major Components**

### ○ **Inventory**

Determine who is responsible for developing procedures for maintaining inventories. Establish the frequency of updating the inventory, and how it will be done.

### ○ **Replacement and Repair**

Determine who will provide direction and procedures for the replacement and repair of school property

### ○ **Disposal of Property**

Guidelines should be set for property disposal:

- iii. Establish who will determine what is surplus, obsolete and worn out, and what process will be used to make this determination
- iv. Establish methods to dispose of school property other than buildings and land. Such methods may be:
  - a. Public auction
  - b. Tender
  - c. Trade-In
  - d. Salvage or disposal
- iii. Determine how proceeds from (ii) above will be handled.
- iv. Establish that disposal of lands and buildings is the responsibility of the board of education. Land and buildings may be leased, sold, transferred, or exchanged subject to the provisions of *The Education Act, 1995*.

## **D. Insurance**

### **Purpose**

To establish procedures for providing continuous property and liability insurance as required by *The Education Act 1995*.

### **Major Categories**

#### ○ **Responsibility**

Establish who is responsible for the insurance management functions of the board and school division.

#### ○ **Specifications**

Procedures are to establish that all specifications for the procurement of insurance are consistent with the board's schedule of insurable values and guidelines for placing insurance:

- i. Appraisal of buildings and contents
- ii. Liability insurance to indemnify the board and its employees
- iii. Student accident insurance to assist in indemnifying guardians
- iv. Exclusions and limitations:
  - Staff and parents are to be advised to carry personal all-risk coverage for personal belongings
  - Teachers or parents transporting students in private or leased vehicles are to be informed that it is recommended that they have third party liability insurance of at least one million dollars.

- **Loss and Damage**

Establish procedures for reporting and handling situations when property is lost or damaged

## **E. Payments**

### **Purpose**

To establish that payments for services and goods are made in accordance with prevailing good business practices.

### **Major Categories**

- **Pay Day Schedules**

- v. Establish procedures for payment in accordance with local collective agreements, local contracts, and established patterns of employee expectations. Consideration of a standard pay “date” each month should be undertaken.

- **Compensation for Expenses**

Establish procedures to determine:

- v. How and when compensation levels are to be established, reviewed, and updated
- vi. Who is responsible to maintain a board schedule of fees and expenses
- vii. Procedures for the timely payment of expenses

- **Vendors**

Establish general practices for the payment of accounts for commercial vendors.



- **Petty Cash**

Establish procedures for administering petty cash funds determining:

- i. Who administers the funds
- ii. The level in dollar value of the fund
- iii. The purpose of the fund
- iv. Procedures for replenishment of the fund

- **Honoraria**

Determine procedures for payment of honoraria including:

- i. Reasons for paying
- ii. Determination of dollar value
- iii. Consideration of reimbursement for travel and accommodation in addition to honoraria
- iv. Approval of payment

## ***F. Purchasing***

### **Purpose**

To establish policy and procedures for the purchase of materials, supplies, and equipment.



### **Major Categories**

- **Definitions**

It is recommended that boards place definitions in the procedures to ensure clarity:

- i. Tender
- ii. Request for proposal
- iii. Written quotation
- iv. Local purchase order
- v. Standing order

○ **Processing Purchases**

Establish set guidelines outlining:

- i. When a tender is required. Procedures for tendering
- ii. When a formal proposal is used
- iii. The number of written quotations required
- iv. The maximum dollar level allowed budget managers using a local purchase order
- v. Standard purchasing procedures for all purchases including petty cash
- vi. Procedures forbidding the acceptance of gifts or benefits from individuals, corporations, or organizations.

○ **Responsibilities and Authorities**

Determine responsibilities and authorities within the school division, and as stipulated by *The Education Act, 1995* and *The Education Regulations, 1986*. Determine responsibility for:

- i. Award of tenders
- ii. Purchase order and practices
- iii. Receiving requisitions
- iv. Authorizing purchases

## **SAMPLE:**

### *Responsibilities and Authorities*

- a. The Board of Education is responsible for the award of tenders for capital expenditures for motor vehicles, furniture and fixtures, equipment and educational materials and supplies exceeding \$20,000.00, capital expenditures for building materials exceeding \$40,000, contracts for other capital works exceeding \$100,000 and transportation services exceeding \$50,000.00
- b. The Superintendent of Business Affairs is responsible for purchasing practices and procedures.
- c. The Superintendent of Business Affairs has the authority to revise requisitions according to established standards, provided such revisions are discussed with the requisitioner.
- d. Purchases may be authorized only by budget managers in the person of the Director of Education, Superintendents, Coordinators, Principals, Consultants, and other designated managers.

## **G. Fund Accounting**

### **Purpose**

To establish policy and procedures for the provision of capital, reserve, and trust funds.

### **Major Categories**

#### ○ **Responsibility**

Determine who is responsible to maintain and manage the board's fund accounting

#### ○ **Reserves Planning**

Establish procedures for reserves planning for a reserve for operating expenditures and a reserve for capital expenditures. Other reserves that may be established are reserves established from proceeds of the disposal of land and buildings as required by the Minister of Learning.

#### ○ **Trust Funds**

Establish provision for a trust fund to receive donations for student scholarships and student bursaries

## **H. Records**

### **Purpose**

To establish policy and procedures for the maintenance and safeguarding of board records.



### **Major Categories**

#### ○ **Records Retention and Disposal**

Retention and disposal of records is to be established in accordance with the directions of:

- vii. *The Education Act, 1995*
- viii. *The Local Government Election Act*
- ix. *The Archives Act, 2004*

The duration of the retention of records is set out in Saskatchewan Learning's Records Retention and Disposal Schedules

#### ○ **Access to Information**

Establish within the administrative procedures that individuals have the right of access to certain information. As well, the board has a responsibility to restrict access to personal information. Refer to the *Local Authority Freedom of Information and Protection of Privacy Act and Regulations*

<http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=605>.

Determine who is responsible for compliance with the *Act* and designate an access officer. Fees for copies of information are to be in accordance with the regulations to the *Act*.

# ADMINISTRATIVE POLICIES AND PROCEDURES FRAMEWORK

## Section 8

### *Transportation Services*

TRANSPORTATION SERVICES

SCHOOL BUS SAFETY

BUS MAINTENANCE AND INSPECTION

STUDENT CONDUCT

SEVERE WEATHER

SPECIAL USE OF BUSES

PRIVATE VEHICLE USE

## SECTION 8 — ADMINISTRATIVE POLICIES AND PROCEDURES

### STUDENT TRANSPORTATION

#### A. Transportation Services

##### **Purpose**

To establish operational procedures for the provision of transportation services for students in accordance with:



- i. *The Education Act, 1995*  
<http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=487>
- ii. *The Highway Traffic Act*  
<http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=560>
- iii. *The Vehicle Administration Act*  
<http://www.qp.gov.sk.ca/index.cfm?fuseaction=publications.details&p=925>

##### **Major Categories**

###### ○ **Provision of Services**

Establish in procedures how services are to be provided and to whom:

- i. Determine who is to receive services and under what conditions
- ii. Establish whether services are by board-owned or contracted buses
- iii. Establish if services may be provided to other school divisions or organizations

- iv. Determine if transportation is to be approved by board resolution or by the director of education as delegated by the board.

- **Regular Student Transportation**

Establish who is responsible for scheduling and routing. Determine regulations in terms of bus restrictions to highways, and certain municipal roads and approved yard service. Determine regulations in terms of time schedules, communication of schedules to parents, and understandings of variations in schedules.

## **B. School Bus Safety**

### **Purpose**

To establish a school bus safety program to facilitate the safe transportation of students.



### **Major Categories**

- **Safety Program**

Establish in procedures that an on-going school bus safety program is to be maintained and kept current. Also determine who is responsible to do so.

- **Workshops**

Determine the frequency of bus driver workshops, the requirement to attend and the topics which will form the major portion of agendas, including:

- i. Defensive driving
- ii. Bus driving skills



- iii. Emergency accident procedures
- iv. First aid

- **Student Awareness**

Determine who will be responsible for maintaining a student awareness program regarding bus safety.

- **Driver Instruction**

Determine procedures for instructing and training prospective new drivers.

- **Driver Manual**

Develop a *Bus Driver's Manual* which outlines the duties of bus drivers, procedures relevant to student transportation, and containing required forms for operation of the service.

Establish who is responsible to keep the manual current

- **Evaluation**

Determine procedures and responsibilities to ensure that assessment and evaluation of bus drivers is conducted on an on-going basis

## **C. Bus Maintenance and Inspection**

### **Purpose**

To establish policy and procedures for a preventative maintenance program to ensure buses meet the requirements of SGI Vehicle Standards and Inspection.

### **Major Categories**

- **General**

Establish set procedures stating that:

- i. Maintenance and safety standards are to meet the approval of SGI Vehicle Standards and Inspection, and the standards of the Department of Learning
- ii. It is the duty of bus drivers to ensure that safety inspection certificates are retained in the buses
- iii. Regular maintenance is to be carried out according to an established schedule

## **D. Student Conduct**

### **Purpose**

To establish that student conduct on school buses is to be consistent with that expected of the student in the classroom

### **Major Categories**

- **Posting of Rules**

Establish that rules are to be posted in each bus. Determine who is to develop the rules.

- **Failing to Abide by Rules**

Determine procedures to govern situations where students do not abide by the rules

## ***E. Severe Weather***

### **Purpose**

To outline responsibility in terms of the care and safety of students in the event that severe weather prevents the operation of school buses.



### **Major Categories**

Determine in detail the responsibility of the following persons in the event of bus cancellations due to severe weather. Establish the conditions under which cancellation will occur or can occur and the actions each person is to take:

- i. RESPONSIBILITY OF THE DIRECTOR OF EDUCATION
- ii. RESPONSIBILITY OF PRINCIPALS
- iii. RESPONSIBILITY OF BUS DRIVERS
- iv. RESPONSIBILITY OF SUPERVISOR OF TRANSPORTATION
- v. RESPONSIBILITY OF TEACHERS AND OTHER SCHOOL PERSONNEL
- vi. RESPONSIBILITY OF PARENTS AND GUARDIANS

## ***F. Special Use of Buses***

### **Purpose**

To establish policy for the use of school buses to transport students for educational and school related activities

## **Major Categories**

### ○ **Approved Activities**

Determine which activities buses may be used for, for example:

- i. Class trips
- ii. Outdoor activities
- iii. Co-curricular

### ○ **Applications and Charges**

Establish procedures to apply for use of a bus, appointment of a driver, and billing at established rates

### ○ **Reimbursement of Bus Drivers**

Determine procedures for remuneration of expenses incurred by drivers

## **G. Transportation in Private Vehicles**

### **Purpose**

To establish policy and procedures regarding the use of private vehicles to transport students.

### **Major Categories**

#### ○ **Favourable Practice**

State that the board strongly favours the practice of using buses to transport students. However, it recognizes there are times when it is not practical or is inefficient to use buses. In such cases, it is permissible to use private vehicles.

○ **Favourable Practice**

Establish:

- i. When private vehicles may be used
- ii. That only employees or parents and guardians may convey students
- iii. That all drivers must complete an APPLICATION FOR AUTOMOTIVE DRIVER AUTHORIZATION and have it approved by the principal annually.
- iv. That it is recommended that drivers have third party liability insurance or at least one million dollars coverage.

Rental or lease of vehicles must include appropriate insurance coverage including third party liability of at least one million dollars

# ADMINISTRATIVE POLICIES AND PROCEDURES FRAMEWORK

## Section 9

### *Buildings and Grounds*

FACILITIES PLANNING

MAINTENANCE AND INSPECTION

COMMUNITY USE OF SCHOOL FACILITIES

BREAK-IN, THEFT, VANDALISM

NAMING OF SCHOOLS AND BOARD BUILDINGS

# Section 9 — Administrative Policies and Procedures

## Buildings and Grounds

### A. Facilities Planning

#### **Purpose**

To outline responsibilities for maintaining the board's five year facility plan as required by the Department of Learning and board of education



#### **Major Categories**

- **Maintenance of Plan**

Establish which officer of the board is responsible to maintain the five year plan and keep it current on an annual basis

- **Plan to Include**

Determine what the detailed plan includes:

- Demographic review
- Enrolment analysis
- Current construction
- Proposed construction
- Current or proposed additions
- Current or proposed additions
- Current or proposed alterations or reconstruction
- Major repairs

## **B. Maintenance and Inspection**

### **Purpose**

To establish policy and procedures for on-going maintenance and inspection of board facilities and grounds

### **Major Categories**

#### **○ Responsibility of Principals**

Establish the responsibilities of principals in terms of:

- i. On-going and daily supervision and monitoring of the general maintenance of schools and grounds.
- ii. Establishing in-school procedures for reporting general maintenance and repair
- iii. Establishing procedures with the caretaker for monitoring the school building, school grounds and equipment, and determining minor repairs to be handled locally and those to be referred to central office.

#### **○ Review of Facility**

Establish school division procedures for:

- i. Submitting recommendations for facility repair and minor renovation
- ii. Determining major construction items



## ○ **Playground Development**

Establish procedures for development of playgrounds including:



- i. Involvement of the local school community
- ii. Establishing detailed development plans
- iii. Safety and equipment standards
- iv. Access standards
- v. Budget provisions
- vi. Construction standards
- vii. Off-street parking

## **C. Community use of Facilities**

### **Purpose**

To determine provisions for community use of school facilities

### **Major Components**

#### ○ **Activities—School Use**

Determine which activities, organizations, and groups will be allowed to use certain areas of the school. Also determine when rental fees will be levied or waived.

#### ○ **Rental Rates and Charges**

Establish procedures for setting rates, publishing rates, and billing for use of facilities

- **Application for Rental**

Determine application procedures for rental of school facilities

- **Restrictions**

Establish guidelines and rules for use of facilities by the public.

## ***D. Break-In, Theft, Vandalism***

### **Purpose**

To establish policy and procedures in the event of break-in, theft, and vandalism.

### **Major Categories**

- **Responsibility of Principals**

Outline responsibilities of the principal in the event of a break-in, theft, or vandalism including items such as:

- i. Reporting the incident to police
- ii. Informing central school board officials
- iii. Measures to secure the building
- iv. Formal reporting of the incident.

- **Replacement and Repair**

Determine responsibilities for replacement and repair of the facility and any equipment involved. Also details may be provided for attempts to recover costs when a claim can be made against a student for damages.

## ***E. Other Procedures***

Other policies the board may consider:

- i. Naming of school and board buildings
- ii. Painting of buildings
- iii. Signage on school facilities and grounds
- iv. Energy conservations
- v. Building Security