

Responsibilities of Board Members

Policy 1110

February 22, 2005

The school exists for the child. The Board shall attempt to harmonize all relations between the home and the school in conjunction with responsibilities as outlined in the School Act.

Acting under the authority of the province, Board members are representatives of the community, whose duty it is to foster and protect the welfare of the community through the school. The Board members shall acquaint themselves with the school district policies and practices and use their influence to create public opinion favorable to educational policies. The public is invited and welcomed to all Board Meetings, however, affairs that cannot be made public shall be taken up at a special meeting or through a meeting of the Board as a Committee of the Whole.

1. The community has a right to expect that each Board member:
 - 1.1 take her/his responsibility seriously;
 - 1.2 keep abreast of what is happening in the schools;
 - 1.3 spend school funds wisely and make a financial report of such disbursements;
 - 1.4 regard himself as a representative of the people and respect their interest; and
 - 1.5 act broad-mindedly and impartially.

 2. To support Board unity, a member should:
 - 2.1 subordinate personal interests;
 - 2.2 adhere to the policy-making and legislative functions of the Board;
 - 2.3 accept and support majority decisions of the Board;
 - 2.4 identify self with Board policies and actions; and
 - 2.5 refuse to speak or act on school matters independently subsequent to Board action.

 3. To demonstrate leadership, a member should:
 - 3.1 suspend judgement until the facts are available;
 - 3.2 make use of pertinent experience;
 - 3.3 help identify problems;
 - 3.4 have the ability to determine satisfactory solutions to problems;
 - 3.5 devote time outside of Board meetings as Board business may require;
 - 3.6 be willing to accept ideas from others; and
 - 3.7 have enthusiastic interest in the welfare of the children.

 4. To show her/his understanding of the executive function, a member should:
 - 4.1 understand the desirability of delegating administrative responsibility;
 - 4.2 support the Executive Officer in her/his authorized functions;
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- 4.3 encourage teamwork between the Administrative Staff and the Board; and
 - 4.4 recognize problems and conditions that are of executive concern.
5. To foster good group relationships, a member should:
- 5.1 have the ability to communicate effectively;
 - 5.2 believe firmly in democratic processes and in the right of all groups to be heard;
 - 5.3 understand how groups think and act; and
 - 5.4 assist others in working effectively.
6. To maintain effective interpersonal relationships, a member should:
- 6.1 be willing to work with fellow Board members in spite of personality differences;
 - 6.2 display both tact and firmness in relationships with individuals;
 - 6.3 treat everyone fairly and ethically; and
 - 6.4 foster harmonious relationships.
7. To support courageous action, a member should:
- 7.1 be able to weather criticism;
 - 7.2 maintain firm convictions; and
 - 7.3 share responsibilities for Board decisions.

Organizational Chart
Policy 1210
October 10 2000

Trustee Code of Ethics
Policy 1111
February 22, 2005

As a member of my local School Board representing all the citizens of my community and responsible to the electorate through the Democratic process, I recognize:

1. That my fellow citizens have entrusted me, through the electoral process, with the educational development of the children and youth of the community.
2. That trustees are the children's advocates and my first and greatest concern is the best interest of each and every one of these children without distinction as to who they are or what their background may be.
3. That trustees are educational leaders who realize that the future welfare of the community, of the Province, and of Canada depends in the largest measure upon the quality of education we provide in the public schools to fit the needs of every learner.
4. That legally the authority of the Board is derived from the Province which ultimately controls the organization and operation of the school district and which determines the degree of discretionary power left with the board and the people of this community for the exercise of local autonomy.
5. That as a representative of the taxpayer and responsible for public monies, I must provide sound fiscal responsibility in all my decisions and ensure that maximum resources for the education of children are available within the context of financial accountability.
6. That I must never neglect my personal obligation to the community and my legal obligation to the Province, nor surrender these responsibilities to any other person, group, or organization.

In view of the foregoing, I will:

1. Devote time, thought and study to the duties of a school board member so that I may render effective and creditable service.
2. Work with my fellow board members in a spirit of harmony and co-operation in spite of differences of opinion that arise during vigorous debate of points of issue.
3. Consider information received from all sources and base my personal decision upon all available facts in every case; unswayed by partisan bias of any kind, and thereafter, abide by and uphold the final majority decision of the Board.
4. Work together with my fellow board members to communicate to the electorate all the facts about their schools, to the end that they will readily provide the finest possible school program, school staff, and school facilities.

5. Provide leadership to my community through setting goals.
6. Remember at all times that as an individual I have no legal authority outside the meeting of the Board, and to conduct my relationships with the school staff, the community, and all the media of communication on the basis of this fact.
7. Resist every temptation and outside pressure to use my position as a school board member to benefit either myself or any other individual or agency apart from the total interest of the school jurisdiction.
8. Recognize that the primary function of the Board is to establish the policies by which the schools are to be administered, and that the administration of the educational program and conduct of school business shall be left to the employed superintendent of schools and her/his staff.
9. Encourage active co-operation by citizens, organizations, and the media in the district with respect to establishing policy on current school operation and proposed future developments.
10. Provide to the best of my ability effective school board service to my community in the spirit of teamwork and devotion to public education as the greatest instrument for the preservation and perpetuation of our representative democracy.

Expectations of Trustees

Policy 1112

February 22, 2005

The Trustees of School District #81 (Fort Nelson) wish to ensure an efficient and effective operation of their School Board. In order to accomplish this, the following duties and responsibilities have been adopted so that all will know the expectations for a Trustee so that they may render effective and credible service.

Attendance at Meetings/Functions

All school board meetings and school board functions have compulsory attendance and only under exceptional circumstances should they be missed. These meetings/functions include:

1. Regular Board meetings;
2. Special Board meetings;
3. Committee meetings;
4. Advisory Council Meetings;
5. Special functions such as Graduation, retreats, inservice, new teachers' orientation, student teacher orientation, etc.

In the event that a trustee cannot attend a meeting or fulfill his/her obligation, he/she is to contact the Chair as soon as possible. If a trustee misses two consecutive board meetings, the trustee will forfeit his/her indemnity.

Preparation

It is each trustee's responsibility to ensure that they have done the necessary reading and background work to ensure that they are familiar with the issues to be discussed at Board meetings and/or Committee meetings.

Behavior

As an elected representative of the public, it is mandatory that at all times, a trustee presents himself/herself to the public and to staff in a responsible manner.

Responsibilities

The Chair, as an ex-officio member of all committees, is responsible to ensure that in the event a trustee cannot fulfill his/her commitment to a committee or meeting either the Chair attends or delegates another trustee's attendance.

In the event that a Chair or Vice-Chair cannot fulfill the obligations of this regulation, it becomes incumbent upon them to tender their resignation as Chair or Vice-Chair of the Board.

The Chair, as the elected representative of the Trustees, is responsible for monitoring the attendance, preparation and behavior of his/her colleagues and in the event a trustee acts irresponsibly, the Chair is to take action. In the event that the Chair is the trustee at fault, it becomes incumbent upon the Vice-Chair to take the necessary action.

Board Committees/School Representatives
Policy 1120
February 22, 2005

The Chair shall have the power to appoint trustees to act on standing committees, to appoint ad hoc committees as required, and to appoint representatives to such other organizations that require representation from the Board of School Trustees for School District #81 (Fort Nelson).

A Trustee representative is expected to reflect the opinion of the Board and raise any matters which will improve the educational development of the children and youth of the community.

Further, as a Trustee representative, the Trustee will devote time and study to the information and duties of each committee or organization to ensure that they are an effective member of such committees.

A Trustee representative will keep the Board informed of all information and decisions made by the committees / organizations to ensure other Trustees are aware of the significant issues being considered by such organizations / committees.

Trustee Representatives are appointed to each school to become familiar with the staff and operation of the school as well as act as a Board representative in official school functions and School Advisory Council meetings. In his/her official capacity as a Board representative, the Trustee is to reflect Board opinion and policy on issues. Since this is a unique arrangement probably found only in Fort Nelson, it is important to remember that Trustees as representatives are not to become advocates for that particular school, but rather are advocates for all children and all schools in the district.

The purpose of the Parent Advisory Councils is to work co-operatively with the school and staff - not to act as a political body in concert with the Trustee representative. The Trustee representative is an observer and consultant to the Parent Advisory Council only.

**Trustee Compensation/Inservice
Policy 1140
May 1, 2007**

The Board will pay an annual indemnity to each Trustee who is a member of the Board.

The annual Trustee Indemnity will be established by Board motion.

The indemnity is paid in twelve installments, with income tax deductions.

Trustees who travel on Board business will be reimbursed for travel and accommodation and receive a per diem as per school district policy for meals and miscellaneous expenditures.

To enable Trustees to carry out their responsibilities it is expected that Trustees will undertake inservice activities. Both individual growth as a Trustee and growth for the Board as a whole are desirable objectives.

Inservice Guidelines

1. A Board inservice account will be established annually.
 - 1.1 \$3,500.00 will be allocated to Trustees individually to pursue their own professional development needs over their three year term.
 - 1.2 inservice of the Board as a whole subsequent to an election will take place within the first four months of office of the new Board.
 - 1.3 Board related or directed inservice funds will be approved by the Board.
2. No expenditures related to inservice shall be made for the period July 1 to November 30 of the final term of office for the Board.

School Planning Councils

Policy #1320

May 6, 2003

The *School Act* provides for the establishment of a School Planning Council at each school.

School District No. 81 (Fort Nelson) believes that parents, the Principal (and Vice Principal), and community share, with teachers and students, the responsibility for student learning. Student learning is supported and enabled through school-based planning. Planning for student success, at the school level, is most effective when it is supported by the collaboration of the Principal, teachers, support staff and the parents.

1. Purpose

- 1.1 The School Planning Council acts in an advisory capacity to review relevant data pertaining to student achievement and, through consultation, assists the Principal to prepare the school growth plan for the success of all students in the school.
- 1.2 The School Planning Council is not mandated to review personnel matters, employment contracts, and specific personal and confidential information on students, parents, teachers, other employees or members of the school community.
- 1.3 The School Planning Council members are responsible to consult with their representative groups during the preparation of the school growth plan.
 - 1.31 The Principal is responsible for ensuring that the School Planning Council's decisions and actions are consistent with the School Act and District policies. The District Plan and the Board's Accountability / Performance Contract will include common goals from the individual School Growth Plan.
- 1.4 The Board will consult with the School Planning Council in respect of:
 - 1.41 preparation of a proposed school plan;
 - 1.42 consultation on matters referred to it by the School Board, the Superintendent or the Superintendent's designate;
 - 1.43 consultation on matters referred to it by the principal;
 - 1.44 consultation on matters referred to it by the Parent Advisory Council.

2. Membership

- 2.1 The School Planning Council consists of:
 - 2.1.1 the Principal of the school;

2.1.2 one of the teachers of the school, and an alternate, elected by secret ballot, by the teachers who teach in the school;

2.1.3 three representatives of the Parent Advisory Council, one of whom is an officer of the school's PAC. The representatives must be parents (as defined by the School Act) of the school and must not be employees of any School Board. Where a vote is required, parent candidates for the School Planning Council must be elected by secret ballot by the Parent Advisory Council.

2.2 The Board may appoint a person to fill a vacancy on a School Planning Council if:

2.2.1 there is no Parent Advisory Council for the school;

2.2.2 the Parent Advisory Council for the school does not elect three representatives:

2.2.3 the teachers at the school do not elect a representative.

2.3 The school Principal, in consultation with the Parent Advisory Council, may include elected alternate parent representatives. The school Principal, in consultation with the School Planning Council, may also include additional representatives (eg. support staff, aboriginal representative, and/or students) on the School Planning Council. The alternates (unless replacing a member) and additional representatives will not hold voting privileges but may participate in all discussions.

2.4 During their term of office, if a teacher representative or Parent Advisory Council representative resigns, or respectively does not continue to be a teacher or PAC member of the school, or if during their term of office, a teacher representative or a PAC representative fails to attend two duly called meetings in a row, unless the School Planning Council agrees otherwise; then the membership of that teacher representative or PAC representative on the School Planning Council will cease, and the alternate will take the previous representative's place on the School Planning Council. If there is no alternate, then the group the representative represents will elect another representative within one (1) month of that representative's loss of the School Planning Council membership, or the Board will appoint a representative.

3. Timelines

3.1 By October 15th the Principals will put out the call for representatives for their School Planning Council.

3.2 By November 15th Principals will notify the District administration if there are any problems in choosing their School Planning Council.

3.3 By November 30th representatives will be chosen from:

3.3.1 Fort Nelson Teachers' Association

3.3.2 Parent Advisory Council

3.3.3 BC Government Employees Union (if desired)

3.3.4 Students (if desired)

3.4 In early December an in-service will be held for all School Planning Council representatives.

3.5 By January 15th the inaugural meeting of the School Planning Council will be held. They will:

3.5.1 set future meeting dates/times;

3.5.2 set agenda for the first meeting.

3.6 By May 30th the School Planning Council will submit the draft plans highlighting preliminary student success results, intended revisions and targets to the office of the Superintendent.

4. Support

4.1 The Superintendent shall designate a board officer to act as district liaison for School Planning Councils. This district liaison officer will have the right to attend any meeting of the School Planning Council or a School Planning Council sub-committee, and may designate another board officer or employee to attend in his or her place.

5. Officers

5.1 The Principal of the school shall be the chair of the School Planning Council and preside over all meetings. Where the Principal has delegated a Vice-Principal to attend a meeting in his or her stead, the Vice-Principal shall perform the functions of chair for that meeting.

5.2 The secretary shall be elected amongst the members of the School Planning Council and shall be an officer of the School Planning Council.

6. Responsibilities

6.1 Attend School Planning Council meetings.

6.2 Become knowledgeable about the issues facing the School Planning Council.

6.3 Support the School Planning Council.

6.4 Be free of "Conflicts of Interest".

6.5 Develop a School Plan that must meet requirements as outlines in Section 10 School Plans.

6.6 It is expected that each School Planning Council will determine its preferred method(s) for gathering student, staff and parent input.

6.7 Adhere to all other responsibilities including, but not limited to those identified in this Policy.

7. Meetings

7.1 When the representatives have been named but not later than January 15th, the Principal shall call the Inaugural meeting of the School Planning Council. When school is in session, a minimum of three (3) meetings per school year will be held.

7.2 Quorum shall be the Principal (or Vice-Principal alternate) and two other members. The School Planning Council shall make every reasonable effort to meet only when all members are available.

7.3 Meetings will be conducted efficiently and with fairness to members present.

7.4 "Roberts Rules of Order" will be used as a guide for meeting procedures.

7.5 The agenda shall take precedence over general discussion.

7.6 The meetings are not a forum for the discussion of personnel matters, nor for the discussion of individual school personnel, students, parents, or other individual members of the school community.

7.7 All business or matters coming before the School Planning Council shall be decided by consensus, or failing that, by a simple vote cast by members who are present at the meeting.

7.8 Authority of Officers - the officers may conduct the business between regular meetings of the School Planning Council.

7.9 Chair - the Chair of the School Planning Council will preside over all meetings.

7.10 Secretary - shall record attendance and prepare minutes (cc to: SPC, Staff bulletin board, PAC, Principal, Superintendent) and prepare and distribute notices for all Council meetings, and have custody of all records and documents of the Council.

7.11 School Planning Councils may invite others to attend and / or participate in their meetings but no such guest shall have a vote.

7.12 Except when dealing with confidential matters, meetings shall be open to members of the School Planning Council, alternates, invited guests, and others who have permission from the Council.

7.13 The Chair may require anyone to leave, other than a member, if he or she is disrupting the functioning of the Council.

- 7.14 Alternates, when they are present but not functioning as the designated representatives, are observers.
- 7.15 The School Planning Council may meet by telephone or electronically, so long as all members can communicate with each other, and other participants can observe or audit proceedings.
- 7.16 Additional meetings may be convened at the call of the Chair, upon at least one week's notice. Notice may be waived unanimously. An additional meeting must be called if requested by the members.
- 7.17 Any member may place an item on the proposed agenda of the next meeting by a request to the Chair. Agendas shall be provided at least one week in advance, but this shall not prevent members from adding matters to the agenda for discussion without prior notice.
- 7.18 The Chair shall ensure that a record is kept in the custody of the school of meetings held and subjects discussed (in general terms) and decisions made.

8. Financial

- 8.1 Membership is voluntary. School Planning Council members will receive no honorarium, payment or reimbursement of expenses other than those outlined in 8.3 for participation in School Planning Council meetings.
- 8.2 A School Planning Council has no power to raise or expend money.
- 8.3 The Board will allocate the amount of \$.75 per student per School or a minimum of \$200.00 for coffee supplies and to offset child care expenses.

9. Confidentiality and Conduct

- 9.1 From time to time, the School Planning Council may be provided with information by or on behalf of the School Board that has been designated as confidential. The members of the Council are expected not to disclose such information without permission given by or on behalf of the School Board and to abide by any restrictions or conditions placed on the disclosure of the information.
- 9.2 It is expected that parent representatives will function as representatives of all families and represent their community of interest, not the interests of any subgroup.
- 9.3 It is expected that the teacher representative will function as a representative of all teachers in the school and represent their community of interest, not the interests of any subgroup.
- 9.4 Members are expected to be collaborative and respectful in the conduct of Council business and to abide by the rulings of the Chair.

- 9.5 Any member of a School Planning Council may request the district liaison officer appointed under this Policy, to assist the School Planning Council in resolving internal disputes or problem-solving or improving its processes.
- 9.6 Any complaint about the functioning of the School Planning Council should be made to the Council through the Chair. If the complaint is not resolved, then the complainant may address the complaint to the district liaison officer.
- 9.7 If it appears to the School Board, following an investigation, that a member of a School Planning Council has been guilty of misconduct, including but not limited to breach of confidentiality, the School Board may discharge the member and request that a new member be elected, or may appoint a new member if elections are not feasible. Before making such a decision, the School Board shall ensure that the member has had the opportunity to respond to the allegations. The School Board will not be required to provide an oral hearing, but shall take into account any written representations.

10. School Plans

- 10.1 The School Planning Council must consult with the school's Parent Advisory Council during the preparation of the School Plan. Consultation shall be continuous, with notice given to parents in accordance with Parent Advisory Council protocols. This consultation will provide the Parent Advisory Council members a reasonable opportunity for input into the School Plan and must include a presentation of the final draft. The School Planning Council will consider such input when deciding on the School Plan.
- 10.2 School Plans are to focus on specific areas of student achievement.
- 10.3 Student achievement includes intellectual, human and social development and career development.
- 10.3.1 the primary focus of the school is on intellectual development.
- 10.4 School Plans should reflect the context of the school and the full range of students served.
- 10.5 Multiple sources of relevant data should be used in the planning.
- 10.6 School Planning Councils should consider the performance of significant groups, depending on the population of the school (ie. Aboriginal, Special Needs, etc.).
- 10.7 Goals should be specific, measurable, achievable, relevant and timely.
- 10.8 The Principal will oversee the School Plans and they should include:
- 10.8.1 clearly stated goals;
- 10.8.2 analysis and rationale for the selection of these goals;

10.8.3 an indication of the special performance targets for improving student achievement; and

10.8.4 a description of the data that the school uses to track its progress.

11. Acceptance, Rejection, Modification of School Plans

11.1 In order for the proposed School Plan to be adopted by the School Board, it must be consistent with the educational objectives, strategic directions and policies of the School Board, meet legal requirements, be supportable from available resources, and be reasonably likely to achieve its goals.

11.2 If the School Board rejects or modifies a proposed School Plan, it shall provide reasons to the School Planning Council.

12. Amendments

12.1 The School Board may make amendments to this Policy, from time to time.

Vision Statement
Policy 1410
February 22, 2005

The Board of School Trustees believes that the overall operation of School District #81 (Fort Nelson) is most effective when it is guided by commonly held purposes and beliefs.

Shortly after the Inauguration meeting, and annually, the Board will become acquainted with and review the existing vision, its intended meaning, and its ramifications.

The vision statement must be reviewed with regard to a board's current perspective to support the decisions required in the coming school year

The Trustees and administration are encouraged to actively refer to the vision statement when planning and making decisions to give life to the vision, to provide common ground during deliberations, and to create a standard of accountability for decisions made.

The vision must be publicized to make it be seen as relevant.

The review process will require input from all stakeholders to ensure the formulation of a vision statement through discussion but will leave the wording of a final vision statement to the Trustees as their delegated responsibility.

Aboriginal Program Goals
Policy 1421
June 13, 2000

School District #81 is committed to the success and support of all Aboriginal students in the district. The following goals are being implemented for Aboriginal Education programming:

1. To provide opportunities for Aboriginal students to foster success at all levels in the district, particularly at the graduation level.
2. To develop educational programs that offer a range of services aimed at enhancing academic, social, and personal growth Aboriginal students.
3. To provide support through role models, leadership, and cultural awareness activities, to develop and reinforce a strong sense of identity, pride, and feelings of self worth in Aboriginal students.
4. To increase awareness and respect for Aboriginal culture among all students and personnel of School District #81.
5. To provide Aboriginal students with opportunities to develop and strengthen leadership skills.
6. To ensure Aboriginal involvement in the development and implementation of Aboriginal education and support programs.
7. To develop a positive relationship with our Aboriginal communities, organizations, and families.

Policy Development

Policy 1510

February 22, 2005

Policy is a general statement expressing the will of the Board in reference to the activities of the people for whom it is responsible and who are responsible to it. Policy may be expressed in philosophic terms, as a general statement of purpose, or as a statement of intent.

Guidelines are the definition of procedures to be adhered to in the implementation of a related policy, and where necessary, the specification of personnel affected. Not all policy statements will require guidelines, only those in which the Board wishes to determine the method of administration of policy.

Policy Development Procedures:

1. Suggestions for policy will be received by the Board from any committee of the Board, Secretary/Treasurer, Superintendent of Schools and through these media from any interested party (ie: from the district).
2. Proposed policies should be screened on behalf of the Board to make sure that they are district-wide in focus
3. Proposed policies which receive "approval in principle" from the Board should be circulated to all stakeholder groups.
4. A thirty (30) day circulation period shall be allowed to permit those interested to provide additional information to the Board.
5. The only exception to No.2-4 above would be the instance in which policy has been drafted as a result of negotiations between the Board and the Fort Nelson District Teachers' Association and / or the BCGEU.
6. If a policy includes protocol development at the school level, the Board will direct the Superintendent to ensure this is completed.

Bylaw Development
Policy 1520
February 22, 2005

The Board's Bylaws are rules designed to organize and control its internal operations. Some bylaws are set by the School Act. Others may be formulated and adopted at its option by the Board itself, as long as they are in harmony with the intent and specifics of the statutes.

In its deliberations leading to the establishment or amendment of its bylaws, the Board's central concern will be for increased efficiency and effectiveness in carrying out its legally mandated tasks.

The Board will ensure that all Board members are informed of and do participate fully in the discussion of each proposed new or amended bylaw. The Board will also provide in its bylaws for the adoption or amendment of its bylaws only after at least three opportunities to read and discuss the proposal in successive regular meetings.

