

## **Policy 1110**

### **Responsibilities of Board Members**

**February 22, 2005**

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March 3, 2015

The school exists for the child. The Board of Education 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 Open Board meetings. However, emergent affairs that cannot be made public shall be taken up at an in camera 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 themselves 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 judgment 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 Officers in their authorized functions;
  - 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 commit to democratic processes, including 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.