

Minutes of the Special Meeting of the Board of Education of the Chinook School Division No. 211 held on Saturday, March 13, 2021 at 4:00 p.m. at the Days Inn Meeting Room, Swift Current.

PRESENT: Kimberly Pridmore
Katelyn Toney
Shane Andrus
Ken Duncalfe
Rachael Eliason
Dianne Hahn
Gwen Humphrey
Susan Mouland
Rachelle Patzer
Tim Ramage

REGRETS: Mark Benesh – Acting Director of Education
Kathy Robson – Acting Deputy Director of Education
Rod Quintin – Chief Financial Officer
Joanne Booth – Communications Coordinator
Jackie Wiebe – Executive Assistant

The meeting was called to order at 4:00 p.m. by Chair Kimberly Pridmore.

WAIVER 34/21 Mouland THAT we, the undersigned members of the Board of Education of the Chinook School Division No. 211 hereby waive notice of a Special Meeting of the Board to be held at the Days Inn Meeting Room, Swift Current, commencing at 4:00 p.m. on Saturday, March 13th, 2021, for the purpose of discussing and acting upon the business of the Board.

CARRIED

AGENDA 35/21 Ramage THAT the Special Meeting Agenda be approved as circulated and revised.

CARRIED

SPECIAL MEETING -----March 13, 2021

RESCIND 36/21 Humphrey THAT the Chinook School Division Board of Education rescind the
POLICY policies as attached.

CARRIED

BP 104.1 37/21 Toney THAT the new Board Procedure No. 104.1 Role of the Director
be approved as attached.

CARRIED

DIRECTOR 38/21 Eliason THAT the Board of Education make an offer of employment for the
OF ED. position of Director of Education / CEO of Chinook School
Division to Mark Benesh, conditional on mutual agreement on a
Contract of employment, and a criminal record check and a child
Intervention record check, both satisfactory to the Board.

Further, the Board authorizes the Chair in consultation with the
Vice Chair to determine when mutual agreement has been achieved
And to sign the contract on behalf of the Board.

CARRIED

ADJOURN 39/21 Duncalfe THAT we do now adjourn.

CARRIED

Board Chair

Board Vice Chair

**WAIVER OF NOTICE OF A SPECIAL MEETING FOR THE BOARD OF
EDUCATION OF THE CHINOOK SCHOOL DIVISION NO. 211**

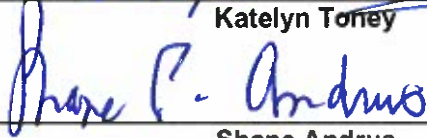
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Kimberly Pridmore



Katelyn Toney



Shane Andrus



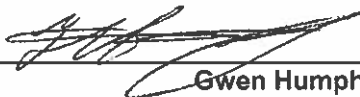
Ken Duncalfe



Rachael Eliason



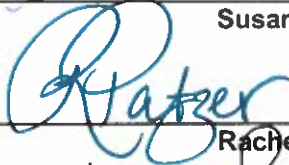
Dianne Hahn



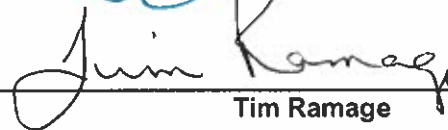
Gwen Humphrey



Susan Moulant



Rachelle Patzer



Tim Ramage

**THIS WAIVER OF NOTICE TO BE FILED AS PART OF THE MINUTES
OF THIS SPECIAL MEETING.**

Chinook School Division Board of Education Policies to Rescind

Governance Policies

1. Limitations on Operations
 - a. 3.0 General Constraints
 - b. 3.1 Relationships
 - c. 3.2 Programs and Services
 - d. 3.3 Finances
 - e. 3.4 Assets
 - f. 3.5 Communications with the Board
 - g. 3.6 Decision Matrix

Operational Policies and Procedures

1. Board Procedure 104.1 Director of Education
2. Board Procedure 107.2 Assessment Sessions
3. Board Procedure 107.3 Engaging a Facilitator
4. Administrative Policy 302 Director of Education
5. Administrative Policy 303 Superintendents

BOARD PROCEDURE NO. 104

DIRECTOR OF EDUCATION, SENIOR ADMINISTRATION AND ALL OTHER STAFF

Pursuant to *The Education Act, 1995*, contracts of employment for all School Division staff are with the Board of Education. Accordingly, the Board will classify and govern staff under the following three separate categories: Director of Education, Senior Administration, and All Other Staff.

A. ROLE OF THE DIRECTOR

The Director is the Chief Executive Officer of the Board and of the Division in accordance with Section 108 of the Education Act 1995. The Director reports directly to the corporate Board, and is accountable to the Board for the conduct and operation of the Division. All Board authority delegated to the staff of the Division is delegated through the Director.

While recognizing the provisions of Section 109 of The Education Act 1995 and the Regulations under The Education Act 1995, and related statutes the following specific areas of responsibility are assigned by the Board:

Specific Areas of Responsibility are:

1. Educational Leadership

- 1.1 Provides leadership in all matters relating to education in the Division.
- 1.2 Students in the Division have the opportunity to meet the standards of education established by the Minister.
- 1.3 Accurate, regular, and effective evaluation of students is conducted.
- 1.4 Ensure that the schools are conducted in accordance with the Education Act, the regulations, and the policies of the board.

2. Fiscal Responsibility

- 2.1 The fiscal management of the Division is in accordance with the terms or conditions of any funding received by the Board.
- 2.2 The Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.

3. Personnel Management

- 3.1 Has overall authority and responsibility for all personnel-related issues except the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements, or Board policy.

4. Policy/Procedures

- 4.1 Provides administrative support to the Board in the planning, development, implementation, and review of Board policies.
- 4.2 Implements Board policy with integrity.
- 4.3 Has authority and responsibility to develop and implement administrative procedures to guide the work of staff.

5. Director/Board Relations

- 5.1 Establishes and maintains positive professional working relations with the Board.
- 5.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy.

6. Strategic Planning and Reporting

- 6.1 Leads the strategic planning process
- 6.2 Involves the Board appropriately (Board identification of priorities and outcomes, opportunity for Board input early in the process, final Board approval).
- 6.3 Reports regularly on results achieved.

7. Organizational Management

- 7.1 Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.

8. Communications and Community Relations

- 8.1 Internal and external communications are developed and maintained which build staff and community support for Board directions.

9. Student Well-Being

- 9.1 Safe and caring environments are provided that foster respectful and responsible student behaviors.
- 9.2 Facilities adequately and safely accommodate Division students.
- 9.3 Provide for the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division. Student transportation shall be provided with due regard

for Safety, Reasonable Access to Educational Opportunities, Fiscal Responsibility, Efficiencies of Time.

10. Leadership Practices

- 10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom the Director works most directly in carrying out the directives of the Board and the Minister.

B. SENIOR ADMINISTRATION

a) Deputy Director

The role of the Deputy Director of Education of the Board of Education is to assist the Director of Education with the management of the operations of the school division. The Deputy Director is also responsible to act in the position of Director of Education in the absence of the Director.

b) Chief Financial Officer

The role of the Chief Financial Officer of the Board of Education is to manage the finances of the school division in conjunction with the Board and Director or Deputy Director.

c) Communications Officer

The role of the Communications Officer of the Board of Education is to advise the Board and senior administrators on issues relating to effective communication and to manage the communication of school division matters in conjunction with the Board and Director or Deputy Director.

d) Executive Assistant

The role of the Executive Assistant of the Board of Education is to provide confidential Executive Assistant services to the Board, Director, Deputy Director and Chief Financial Officer.

The Deputy Director, Chief Financial Officer, Communications Officer and Executive Assistant are accountable to the Board to achieve the Board's *Foundations and Direction* policies and comply with the Board's *Limitations on Operations* policies.

The Board and Director are jointly responsible for the selection and appointment of the Deputy Director, Chief Financial Officer, Communications Officer and Executive Assistant, and the maintenance of a collegial relationship between these positions and the Board.

Procedures

1. *Appointment*

- a. The Board and Director will undertake a search for a Deputy Director of Education, Chief Financial Officer, Communications Officer and Executive Assistant at an appropriate time prior to the position(s) becoming vacant.
- a. The Board and Director will determine the extent and manner of the search as well as determine the membership of the Selection Committee for the positions of Deputy Director, Chief Financial Officer, Communications Officer and Executive Assistant.
- b. Prior to mandating the Selection Committee, the Board and Director will identify the personal qualities, professional competencies, expectations, and academic qualifications required of applicants for the position of Deputy Director, Chief Financial Officer, Communications Officer and Executive Assistant.
- c. The Board and Director or Deputy Director are to be mindful of the requirements of *The Education Act, 1995*
<http://www.qp.gov.sk.ca/documents/English/Statutes/Statutes/E0-2.pdf>
in establishing criteria and process.
- d. The appointment of the Deputy Director, Chief Financial Officer, Communications Officer and Executive Assistant is by official resolution of the Board.

2. *Contract*

The contract of employment with the Deputy Director, Chief Financial Officer, Communications Officer and Executive Assistant will include clauses with respect to:

- i. Compensation and Benefits
- ii. Duration of Contract
- iii. Board to Deputy Director, Chief Financial Officer, Communications Officer and Executive Assistant Relationship
- iv. Authority
- v. Procedure for Review of Contract
- vi. Termination of Contract
- vii. Other Mutually Agreed Terms and Conditions.

3. Assessment

- a. Assessment of the Deputy Director's performance and the Chief Financial Officer's performance is to occur annually in *accordance with the Board's Governance and Management Policy 2.9 Monitoring Performance* and shall be undertaken by the Board and Director.
- b. Assessment of the Communications Officer's performance and the Executive Assistant's performance is to occur in accordance with contractual obligations and shall be undertaken by the Director of Education and reported to the Board.

C. ALL OTHER STAFF

The Director or Deputy Director and the Human Resources Department are jointly responsible for the selection and appointment, following established guidelines and/or any contractual requirements, of all other staff within the school division. All staffing appointments are by official resolution of the Board. The Director or Deputy Director and Human Resources Department are responsible for the maintenance of a collegial relationship between these staff positions and the Board.

Revised September 9, 2013

Revised March 13, 2021

Board Procedure 104.1 – Appendix A

DIRECTOR EVALUATION PROCESS, CRITERIA AND TIMELINES

Features of the Evaluation Model

1. Provides for both growth and accountability, and the strengthening of the relationship between the Board and the Director. The written report will affirm specific accomplishments and will identify growth areas. Some growth goals will address areas of weakness while others will identify areas where greater emphasis is required due to changes in the environment.
2. Recognizes that the Director is the Chief Executive Officer. The Director is held accountable for work performed primarily by other senior administrators, e.g., fiscal management.
3. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses.
4. Is aligned with and based upon the Director's roles and responsibilities. The Roles and Responsibilities statement is aligned with this evaluation document.
5. Is linked to the Division's goals. The Strategic Plan and Reporting section directly link the Director's performance to the Strategic Planning and reporting process, which includes the Division's goals.
6. Sets out standards of performance. The quality indicators in Appendix B set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.
7. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations take into consideration the previous evaluation, and an assessment of the Director's success in addressing any identified growth areas in the previous report.
8. Uses multiple data sources including both objective data such as external audit reports and student achievement data and more subjective data.
9. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding the CEO's work relative to Board agendas, committee, and Board meetings, etc.
10. Ensures Board feedback is provided regularly. Such feedback will be timely, supported by specific examples, and will focus on areas over which the Director has authority.

Process for Evaluations

An evaluation workshop will be conducted in closed session by the Board.

An external facilitator, chosen by the Board, will assist the Board with the evaluation process and the evaluation workshop.

The role of the external facilitator will be to guide the Board through the evaluation process including:

- interviewing staff as required by policy and providing a report to the Board
- facilitating the evaluation workshop
- drafting documentation related to the evaluation workshop and evaluation process; and
- advising the board throughout the evaluation process

It is the responsibility of the Director to provide evidence that each role expectation has been met during the evaluation period. This evidence portfolio must be provided to the Board at least one week in advance of the evaluation workshop, which will involve the Board, the Director, and an external facilitator. The Director will only be absent from the room for the period when the Board constructs the conclusion section. The evidence examined will be in the form of an internal report or external report. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved. In addition, the corporate Board will supplement the evidence contained in the evidence portfolio with agreed-upon direct Board observations. For example, this would be most evident in the section Board/Director Relations.

During the evaluation workshop, a written evaluation report will be facilitated which will document:

- the evaluation process,
- evaluation context,
- assessments relative to each of the criteria noted in Appendix B,
- an examination of progress made relative to any growth goals or redirections identified in the previous year's evaluation,
- identification of any growth goals if deemed appropriate, and
- a conclusions section followed by appropriate signatures and dates.

The assessments contained in the evaluation report will reflect the corporate Board position. This report will be approved by Board motion. A signed copy will be provided to the Director and a second signed copy will be placed in his personnel file held by the Division.

Evaluation Criteria

Criteria for Evaluations

The criteria for the first evaluation will be those role expectations and quality indicators set out in Appendix B–, which is intended to clarify for the Director performance expectations that are held by the corporate Board. This guide is also intended to be used by the Board to evaluate the performance of the Director in regard to each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

In subsequent evaluations, the criteria will be those identified in Appendix B as listed or revised after each evaluation, plus any growth goals provided by the Board in previous written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities such as an increased emphasis on capital construction due to an increased number of approvals.

Timelines for Evaluations

Evaluations will be conducted annually, however the Leadership Practices section will only be addressed every third year unless the Board determines at the conclusion of any evaluation that it wishes to address Leadership Practices in the next evaluation.

New Policy March 13, 2021

Board Procedure 104.1 – Appendix B

DIRECTOR/CEO ROLE EXPECTATIONS AND PERFORMANCE ASSESSMENT GUIDE

The Director is the Chief Executive Officer of the Board and of the Division in accordance with Section 108 of the Education Act 1995. The Director reports directly to the corporate Board and is accountable to the Board for the conduct and operation of the Division. All Board authority delegated to the staff of the Division is delegated through the Director.

While recognizing the provisions of Section 109 of The Education Act 1995 and the Regulations under The Education Act 1995, and related statutes the following specific areas of responsibility are assigned by the Board:

1. Educational Leadership

Role Expectations:

- RE 1.1 Provides leadership in all matters relating to education in the Division.
- RE 1.2 Ensures students in the Division have the opportunity to meet the standards of education set by the Minister.
- RE 1.3 Accurate, regular, and effective evaluation of students is conducted.
- RE 1.4 Schools are conducted in accordance with the Education Act, the regulations, and the policies of the board.

Quality Indicators relative to educational leadership:

- QI 1.1 The Director conducts an analysis of student success and ensures development of action plans to address concerns.
- QI 1.2 The Director identifies trends and issues related to student achievement to inform the setting of yearly priorities and outcomes.
- QI 1.3 There is improvement in measurable student achievement over time.

2. Fiscal Responsibility

Role Expectations:

- RE 2.1 The fiscal management of the Division is in accordance with the terms or conditions of any funding received by the Board.
- RE 2.2 The Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.

Quality Indicators relative to fiscal responsibility:

- QI 2.1 Generally accepted accounting practices are being followed.
- QI 2.2 Adequate internal financial controls exist and are being followed.
- QI 2.3 All collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made.
- QI 2.4 Insurance coverage is in place to adequately protect assets, indemnify liabilities and provide for reasonable risk management.
- QI 2.5 The Board is informed annually about incurred liabilities and immediately regarding pending litigation.
- QI 2.6 All deficiencies identified in the previous audit report and management letter are remediated to the satisfaction of the auditor.
- QI 2.7 The Board is informed immediately regarding any litigation launched against the Board or initiated by the Division.

3. Personnel Management

Role Expectations:

- RE 3.1 Has overall authority and responsibility for all personnel-related issues, save and except: the development of mandates for collective bargaining and those personnel matters precluded by, legislation, collective agreements, or Board policy.

Quality Indicators relative to personnel management:

- QI 3.1 Quality recruitment, orientation, staff development, disciplinary, evaluation and supervisor processes are developed and effectively implemented.
- QI 3.2 The Director models a commitment to personal and professional growth.
- QI 3.3 Fosters high standards of instruction and professional improvement.
- QI 3.4 The Director provides for training of administrators and the development of leadership capacity within the Division.
- QI 3.5 The Director models high ethical standards of conduct.

4. Policy/Procedures

Role Expectations:

- RE 4.1 Provides administrative support to the Board in the planning, development, implementation, and review of Board policies.
- RE 4.2 Implements Board policy with integrity.

- RE 4.3 Has the authority and responsibility to develop and implement administrative procedures to guide the work of staff.

Quality Indicators relative to policy role:

- QI 4.1 The Director ensures policy is adhered to.
- QI 4.2 The Director provides policy related administrative services including policy research services required by the Board
- QI 4.3 The Director demonstrates a knowledge of and respect for the role of the Board and works in a complementary manner to make effective the Board's defined role.
- QI 4.4 The Director ensures administrative procedures are kept current and are in compliance with the intent of Board Policy.

5. Director/Board Relations

Role Expectations:

- RE 5.1 Establishes and maintains positive professional working relations with the Board.
- RE 5.2 Honors and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy.

Quality Indicators relative to Director/Board relations:

- QI 5.1 Board agendas and the Director's reports are prepared and distributed to trustees in sufficient time to allow for appropriate trustee preparation for the meeting.
- QI 5.2 The Director keeps the Board informed about Division operations.
- QI 5.3 The Director attends all Board meetings and provides the Board with balanced, sufficient, concise information and clear recommendations for action items in agendas.
- QI 5.4 The Director interacts with the Board in an open, honest, pro-active, and professional manner.
- QI 5.5 The Director provides support to the Board re: lobby efforts on behalf of the school division.
- QI 5.6 The Director ensures high quality management services are provided to the Board.
- QI 5.7 The Director provides the Board with correspondence directed to the Board or trustees.
- QI 5.8 The Director implements Board directions with integrity in a timely fashion.

QI 5.9 Builds staff support for the Board and its directions.

6. Strategic Planning and Reporting

Role Expectations:

- RE 6.1 Leads the strategic planning process
- RE 6.2 Involves the Board appropriately (Board identification of priorities and outcomes, opportunity for Board input early in the process, final Board approval).
- RE 6.3 Reports regularly on results achieved.

Quality Indicators relative to continuous improvement planning and reporting:

- QI 6.1 The budget and priorities and outcomes are developed according to a timeline which ensures the Board's ability to provide direction and revise priorities.
- QI 6.2 Achieves the key results identified in the Strategic Plan.

7. Organizational Management

Role Expectations:

- RE 7.1 Demonstrates effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.

Quality Indicators relative to organizational management:

- QI 7.1 Ensures Divisional compliance with all Department of Education and Board mandates (timelines and quality).
- QI 7.2 Facility project budgets and construction schedules are followed, or timely variance reports are provided to the Board.

8. Communications and Community Relations

Role Expectations:

- RE 8.1 Internal and external communications are developed and maintained which build staff and community support for Board directions.

Quality Indicators relative to communications and community relations:

- QI 8.1 Represents the Division in a positive, professional manner.
- QI 8.2 Manages conflict effectively.

- QI 8.3 Ensures information regarding Board initiatives and priorities are disseminated to inform the electorate and build staff and public support for Board directions.
- QI 8.4 Works cooperatively with the media to represent the Board's views/positions.
- QI 8.5 Acts as, or designates, the Head of the organization for the purposes of the Local Authority Freedom of Information and Protection of Privacy (LAFOIP) Act.

9. Student Well-Being

- RE 9.1 Safe and caring environments are provided that foster respectful and responsible student behaviors.
- RE 9.2 Facilities adequately and safely accommodate Division students.
- RE 9.3 Provide for the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division. Student transportation shall be provided with due regard for Safety, Reasonable Access to Educational Opportunities, Fiscal Responsibility, Efficiencies of Time.

Quality Indicators relative to student welfare:

- QI 9.1 Processes are developed and implemented to ensure busses and facilities are safe and healthy and a transportation accountability report shall be tabled annually with the Board.
- QI 9.2 A clear criminal reference check and vulnerable sector check is to be obtained before volunteers are allowed to work with students.
- QI 9.3 The Director acts as or designates the local attendance counsellor(s) for the Division.

Leadership Practices

Role Expectations:

- RE 10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom he works most directly in carrying out the directives of the Board and the Minister.

Quality Indicators relative to leadership practices of the Director:

- QI 10.1 Provides clear direction.
- QI 10.2 Provides effective educational leadership.
- QI 10.3 Establishes and maintains positive, professional working relationships with staff.

- QI 10.4 Unites people toward achieving the Board's goals.
- QI 10.5 Demonstrates a high commitment to the needs of students.
- QI 10.6 Is trustworthy.
- QI 10.7 Empowers others.
- QI 10.8 Effectively solves problems.

Note: Direct reports and one fifth of the principals will be interviewed for the 2022 evaluation. The Director will divide the principals into five groups and the Board will select by lot the group to be interviewed.

Interviews will be conducted using the questions outlined in Appendix C. The interviews will be individual phone interviews with verbatim comments and a summary report (recommended insertion) provided to the Board and Director.

New Policy March 13, 2021

Board Procedure 104.1 – Appendix C

LEADERSHIP PRACTICES INTERVIEW GUIDE

Perceptions of Principals, Direct Reports

1. What evidence can you cite to support or refute the following:
 - a. the Director provides clear direction?
 - b. the Director provides effective educational leadership?
 - c. the Director establishes and maintains positive, professional working relationships with staff?
 - d. the Director unites people toward achieving the Board's goals?
 - e. the Director demonstrates a high commitment to the needs of students?
 - f. The Director is trustworthy?
 - g. the Director empowers others?
 - h. the Director effectively solves problems?
2. What does the Director do, if anything, that helps you do your job?
3. What does the Director do, if anything, that makes doing your job more difficult?

*Note: An external consultant will use this form to collect data.

*All Central Office Direct Reports and 1/5 of Principals

New Policy March 13, 2021