



# Suzuki Charter School Society

# Board Policy Manual

*“Confronted with a high mountain, you cannot reach the summit in one stride, you must climb step by step to approach your goal...Do not hurry...Do not rest in your efforts... Without stopping, without haste, carefully taking a step at a time forward, surely you will get there”*

*– Dr. Shinichi Suzuki*

## Introduction

This Board Policy Handbook has been developed to highlight and support the very important governance function of the Board. In addition to clearly defining the role of the Board, and the role of the Superintendent, it includes the following as policies:

1. Foundational statements which provide guidance and direction for all activities within SCSS;
2. Directions for how the Board itself is to function and how individual directors are to conduct themselves; how Board committees and representatives are to function;
3. Statements as to how appeals and hearings will be conducted;

This Board Policy Handbook is intended to be supplemented by an Administrative Procedures Manual; the primary written document by which the Superintendent directs staff. The Manual must be entirely consistent with this Handbook.

The development of two separate and distinct documents is meant to reinforce the distinction between the Board's responsibility to govern and the Superintendent's executive or administrative duties.

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*“Where love is deep, much can be accomplished”*

## Suzuki Charter School Foundational Statements

### *Vision*

To provide an enriched academic program utilizing a continuous, integrated program of music instruction based upon the teachings of Dr. Shinichi Suzuki, and to enable every child enrolled in the Suzuki Charter School to find the joy that comes through music making and the realization of his potential.

### *Mission*

To create, develop and maintain continuity and growth over time in an enriched learning environment utilizing the Suzuki philosophy and method thereby promoting the academic and musical/artistic talents of each individual student.

### *Rationale for a Suzuki Charter School*

- Music is an integral uniting force between individuals, communities and nations.
- Learning music is an important aspect of every child's education and musical progress is attainable for all.
- Parents should be allowed choices in the method of education for their children, a belief shared by Alberta Education.
- The Suzuki philosophy and methodology is internationally recognized as valid educational pedagogy in helping all children reach their potential.
- Research strongly supports the positive relationship between learning music and brain development.
- Integrating the components of the Suzuki philosophy and methodology within the academic environment effectively strengthens student learning both in music as well as in all facets of the daily curriculum.
- Immersing children in the Suzuki Method at Suzuki Charter School nurtures the positive communication and support between all community members, specifically the Suzuki student/parent/teacher triangle.

## ***Principles and Philosophies***

Every individual has an innate ability and talent, with the potential and capacity to learn within a nurturing environment, supported by dedicated and talented teachers, and nurturing parents.

The school is based upon the research of Dr. Suzuki, who believed that if children can learn a complex language at a young age, then they can also develop musical skills and appreciation if they are exposed to music making and music listening at a young age. Dr. Suzuki's 'mother tongue' learning method values the realization of the potential of all children through:

- The awakening and growth of a desire to learn at an early age
- The creation of positive, high expectations for the learner
- A favorable environment characterized by encouragement, praise and cooperation
- The utilization of a mastery approach to learning, which is understood by distinguishing three phases of task-specific skill development:
  - i) emphasis on the learner's understanding of what is to be learned*
  - ii) meaningful practice with appropriate feedback that is specific to the relationship between current performance levels and goals that are within the student's immediate reach and*
  - iii) review that develops and reinforces the automatic execution of skill*
- Instruction based on the knowledge that children will learn at different rates and with different learning styles
- Cognitive learning is facilitated by a strong auditory foundation
- Social interaction in the form of group lessons encourages motivation and commitment
- The active involvement of parents as crucial participants to ensure the open communication of the student-teacher-parent-triad, and
- Teachers contributing as role models and facilitators of learning.

## Overview of the Suzuki Philosophy and Methodology

There are moments in history when a place, a time, a man and an idea converge to produce results of great significance. Such a moment occurred when Shinichi Suzuki (1898 –1998) began his research in violin teaching in Japan. The results have attracted international attention, and have generated much speculation about the nature of musical learning and the way in which every human being develops in the early formative years. Upon studying violin in Germany under the tutelage of Karl Klinger, Suzuki began to realize that most children, by the age of three, could speak and understand fluent German. If young children can learn a complex language by absorbing it throughout their environment, they must also have the abilities to learn music. These observations and reflections on the learning habits of young children gave birth to apply the ‘Mother Tongue’ approach to music education, otherwise known as the Suzuki Method. He began the Talent Education Institute in Matsumoto, Japan in 1947, which is based on the assumption that humans are born with a very high potential for developing themselves not only in knowledge or technical skill but also in character and sensitivity – human attributes acquired by education and environment.

***“The purpose does not lie in an effort to create professional musicians, but to create persons of a receptive, creative mind and fine ability.”*** The Suzuki method engages in human education through music so children will grow with beautiful and high sensitivity through an unparalleled uniquely musical approach. The aim is to raise in children sensitivity and understanding creating for each child a better life and for us a better world.

Education begins by fostering the ability to learn with the assumption that children come to school with a wealth of experiences and knowledge; teaching is not just filling an empty vessel with facts and figures. Teachers should not simply be dispensers of information, but should foster the learning experience.

The purpose is to advance education from mere instruction to education in the real sense of the word – *“education that inculcates, brings out, and develops the human potential, based on the growing life of the child”*.

The core philosophy of Suzuki Charter School is embedded in the philosophy of Dr. Shinichi Suzuki. The following principles, used in the Suzuki Method, provide the framework necessary to create a natural environment so that learning can occur in a way similar to that in which language development occurs, that is, the “Mother Tongue” approach.

### Every child can learn

*“...that talent is not inborn; all children have great potential. Ability must be developed. Talent is no accident of birth. Any child has the sprout of possibility to grow. If a child is left alone, his talent will wither. Nurture that sprout with overflowing love, and make the flower of hope bloom. In today’s society a good many people seem to have the idea that if one is born without talent, there is nothing he can do about it; they simply resign themselves to what they consider to be their fate. Consequently they go through life without living it to the full...never knowing life’s true joy. That is man’s greatest tragedy.”*

### Education begins as early as possible

Ability development begins at birth thus necessitating much participation on the part of the parent in the role of home teacher. One knows well that rice will never give a good crop if one fails to nurture a good young plant.

### *A positive environment encourages learning*

Learning is encouraged when adult interest and praise are strong, the desire to imitate the adult and other children acting as good role models is powerful, and when many opportunities for success are present. Create an enjoyable, nurturing learning environment. When working with children we should remember Dr. Suzuki's advice that we must come "down to their physical limitation and up to their sense of wonder and awe." The self-fulfilling prophecy states that if you expect a child to act in a certain way, he will. Think of the child's feelings and praise rather than criticize. If the child is corrected after being praised, receptiveness to the correction is beyond comparison than if given after criticism. Teacher/parent expectations must be transmitted in a loving, caring way that conveys to the child a belief in her respect for feelings. Too heavy expectations place a heavy burden on a child making him want to give up rather than strive for further goals.

It is essential to find the balance of 'wisely held' and 'wisely expressed' expectations of a student's potential. Teachers/parents require optimism and enthusiasm. Research has shown that intellectual/artistic performances are considerably enhanced and increased in proportion to the strength of the belief of the teacher/parent in the child's ability and potential.

### *Mastery approach to learning*

Children need to master each activity before it can be integrated with another for a higher stage of learning. Knowledge plus 10,000 times is skill. Learning requires waiting patiently, exerting a great control and letting the child do it for himself. Such occurrences reveal the capacity of children to become absorbed in a task and to persist. Mastery of a skill consists of three aspects:

- First, the learner needs to understand what he is expected to achieve; he must understand the objective and how to accomplish it.
- Secondly, the learner must be given meaningful practice with appropriate feedback. Knowledge of results or feedback is one of the most significant factors in practice. The learner will improve much more quickly if he receives specific information about the relationship of his practice/performance to his goal. Assessment is ongoing and positive. Assessment must be meaningful, specific and immediate, and should endeavor to help the student recognize his own learning challenges. He should be assisted in recognizing and observing his own sensory information from the task.
- Thirdly, the learner's movement patterns should become automatic so the student can concentrate on interpretation. Technical problems and challenges should be executed automatically. The program of **reviewing** reinforces the principle of automatic execution. With **memory** as the basis of learning, each child has experiences. As a result of these experiences, he can reason. "If you rest today, yesterday's ability is diluted."

### *Children Learn at Different Rates*

"Where are you going in such a hurry? There's no finish line you know." Students learn at different rates according to their ability. The rate of improvement on a specific task is dynamic. Refinement and growth are gradual, not necessarily perceived by the student, yet are very real, contributing significantly to skill

development. Don't push. Learn precisely and with quality. *"I think all elementary schools must give education which fosters ability. Don't be the kind of parents who insist on the immediate progress of their children. Sit back calmly with the determination to make your child great. It's fine to be slow; handle it so your child enjoys it. All you need is to be faithful to the principle, no hurry, no rest...without stopping, without haste...carefully taking one step forward at a time will surely get you there"*. In this manner a child can feel a total sense of success, and foster confidence and enthusiasm for learning.

### **Aural Immersion**

The importance of taking advantage of the auditory sense to facilitate quicker learning immerses the child in good examples for future cognitive learning. Immersed in daily listening to good examples be it language, music, reading or other subject matter, is paramount.

### **Group Activities**

Giving opportunities for group interaction, increases motivation. Older students, by joining with the younger students, provide role models making them conscious of the necessity of learning more and helping them get more. In this way, the children develop their own ability of learning for themselves. The spirit of self-betterment and collaboration prevails among them, inspiring all participants.

### **Quality Role Models**

Dr. Suzuki states that, *"The child's first teacher is the parent. Who else fosters their own children but parents?"* The responsibility and joy both belong to parents. Those who assist in it are teachers; hence teachers are supposed to be cooperators.

*"The teacher, if he is a teacher at all, must seriously study together with the parent and develop himself; he must be a human presence that ever continues to advance."* The better teacher brings out better ability from his students. *"Teacher (sensei-consisting of two Chinese characters meaning 'first' and 'birth') does not mean living first; it means one who walks a road of constant and incessant pursuit of the higher. Children view the teacher as a tall child. He has stayed close to the little boy within, and that is the most compelling of his gifts as a teacher of children."*

### **Parental Involvement**

Dr. Suzuki's approach to learning requires a strong parental commitment and involvement in the educational process. Dr. Suzuki suggests that schools have tended to take away the educational function from parents, and there is need for the re-involvement of parents in their children's learning. The most important ingredient for success is the parent's willingness to devote regular quality time to work closely with the child and the teacher. *"The Suzuki method aims at fostering the desire to learn. This is the most important. Young children...don't do things because they have to. They live in a natural world in which they do things they feel like doing. The challenge is to create conditions that make the child love it and want to do it by all means. Creating desire in a child is a parent's duty."*

### *Fostering an Attitude of Cooperation*

The Suzuki approach seeks to foster improvement-oriented and persistent young learners. Competition, with its likelihood of stress often eroding a student's self-image and confidence, adds nothing of merit to the learning process.

There is no need to compare your child with other children. Recognize how your family operates and motivate your child within the given environment; he will improve. Eventually each child will have a basis for developing in his own unique way. Supporting each other's accomplishments through the Suzuki developmental process enables children to acquire confidence and self-esteem, determination to try difficult things, self-discipline and concentration as well as a lasting enjoyment of music and the sensitivity and skill for making music. The Suzuki principles seek to develop the whole child, to help unfold his natural potential to learn and to become a good and happy person. Every child is a worthy person and through the study of music, can attain greatness as a human being.

### *References*

*Nurtured By Love* - Shinichi Suzuki,

*Ability Development from Age Zero* - Shinichi Suzuki Charter School

*To Learn With Love* - W. and C. Starr.

*The Genius of Simplicity* - Linda Wickes

*The Suzuki Approach* - Libby Dixon and Molly Johnson

*An Introduction to the Suzuki Method* - Zen-On Music Company Ltd.

**Adopted:** November 17, 2011

**Amended:**

**Due for Review:** November, 2016

## Role of the Charter Board

The Board of Directors is responsible for the development of goals and policies to guide the provision of educational services to its students, in keeping with the requirements of government legislation, the values of the Suzuki Charter and the interests of the parents.

### *General Areas of Responsibility*

The Board is responsible to set priorities and policies to provide leadership and overall direction for SCSS.

The Board shall serve as an advocate of the charter school and public education.

### *Specific Areas of Responsibility*

1. Accountability to Provincial Government
  - 1.1 Act in accordance with all statutory requirements to implement provincial educational standards and policies.
  - 1.2 Perform Board functions required by governing legislation and existing Board policy.
  
2. Accountability to Community
  - 2.1 Proactively identify student needs and develop mechanisms to address those needs.
  - 2.2 Make decisions that reflect values outlined in the Suzuki Charter and represent the interests of parents.
  - 2.3 Establish processes and provide opportunities for focused community input.
  - 2.4 Develop procedures for and hear appeals as required by statute and/or Board policy.
  - 2.5 Model a culture of respect and integrity.
  
3. Combined Annual Education Results Report and Education Plan
  - 3.1 Provide overall direction for SCSS by establishing mission, vision, strategic priorities and key results.
  - 3.2 Annually approve planning process and timelines.
  - 3.3 Identify Board priorities at the outset of the annual planning process.
  - 3.4 Annually approve *Combined Annual Education Results Report and Education Plan* for submission to Alberta Education by due date.
  - 3.5 Monitor progress toward the achievement of student outcomes and other desired results.
  - 3.6 Approve *Combined Annual Education Results Report and Education Plan* for distribution to public.

4. Policy
  - 4.1 Determine the goals and objectives SCSS wishes to pursue.
  - 4.2 Identify the manner in which the Board is to function.
  - 4.3 Monitor policy impact to determine if policy is producing the desired results.
  - 4.4 Define responsibilities for the Superintendent.
  
5. Superintendent / Board Relations
  - 5.1 Select the Superintendent.
  - 5.2 Provide the Superintendent with clear corporate direction.
  - 5.3 Identify administrative authority, in writing, subject to provisions and restrictions in the School Act and the Charter School Regulations.
  - 5.4 Annually evaluate the Superintendent in regard to the Superintendent’s job description and additional Board direction.
  - 5.5 Annually review compensation of Superintendent.
  
6. Political Advocacy
  - 6.1 Develop a yearly plan for advocacy including focus, key messages, relationships, and mechanisms.
  
7. Board Development
  - 7.1 Annually evaluate Board effectiveness.
  - 7.2 Develop a yearly plan for Board/director development including increased knowledge of role, processes and issues to further the effective implementation of the Education Plan.
  - 7.2 Develop an annual work plan outlining its key activities along with appropriate timelines.
  
8. Fiscal Accountability
  - 8.1 Approve budget annually and ensure resources are allocated to achieve desired results.
  - 8.2 Receive Audit Report and ensure quality indicators are met.
  - 8.3 Monitor fiscal management of SCSS.
  - 8.4 Ratify salary agreement for staff
  - 8.5 Approve the transfer of funds to capital reserves.
  - 8.6 Approve all contracts for goods and services with SCSS that exceed a value of \$200,000 unless such contracts follow explicitly from budget approval.

### ***Other Responsibilities***

The Board shall:

1. Acquire and dispose of buildings.
2. Approve school-year calendar.
3. Establish entrance ages for student admission.
4. Approve leaves of absence with pay for employees other than those specified.
5. Provide for recognition of students, staff and community.

## Policy 2 – Role of the Charter Board

6. Hear appeals of the Superintendent's decision on harassment complaints.
7. Approve instructional materials fees.
8. Approve new leases; such leases to include any provisions for the placement or modification of facilities by outside agencies.
9. Approve the appointment of a secretary-treasurer.

**Legal Reference:** Section 56, 60, 116 School Act  
**Adopted:** November 17, 2011  
**Amended:**  
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## Role of the Director

The role of the director is to contribute to the Board as it carries out its mandate in order to achieve its mission and goals.

The Board of Directors is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. A director who is given corporate authority to act on behalf of the Board may carry out duties individually but only as an agent of the Board. In such cases, the actions of the director are those of the Board, which is then responsible for them. A director acting individually has only the authority and status of any other parent of SCSS.

As a result of elections, the Board may experience changes in membership. To ensure continuity and facilitate smooth transition from one Board to the next following an election, directors must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and long-range plans.

The Board believes an orientation program is necessary for effective directorship.

1. The Board will offer an orientation program for all newly elected directors to provide information on:
  - 1.1 Role of the director and the Board;
  - 1.2 Organizational structures and procedures of SCSS;
  - 1.3 Board policy, agendas and minutes;
  - 1.4 Existing initiatives, annual reports, budgets, financial statements and long-range plans;
  - 1.5 School programs and services;
  - 1.6 Board's function as an appeal body; and
  - 1.7 Statutory and regulatory requirements, including responsibilities with regard to conflict of interest.
2. The Board Chair is responsible for ensuring the development and implementation of the Board's orientation program for newly elected directors. The Superintendent shall provide each director with access to the Board Policy Handbook and the Administrative Procedures Manual at the organizational meeting following a general election or at the first regular meeting of the Board following a by-election.
3. Incumbent directors are encouraged to help newly elected directors become informed about the history, functions, policies, procedures and issues.

### *Specific Responsibilities of Individual Directors*

1. Become familiar with SCSS's policies and procedures, meeting agendas, and reports in order to participate in Board business.
2. Refer queries, or issues and problems not covered by Board policy, to the Board for corporate discussion and decision.
3. Refer administrative matters to the Superintendent. The director, upon receiving a complaint from a parent or community member about operations, will refer the parent or community member back to the school or department and will inform the Superintendent of this action.
4. Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect SCSS.
5. Assist the Superintendent with counsel and advice, providing the benefit of the director's judgment, experience and familiarity with the community.
6. Attend Board meetings; participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for education.
7. Support the decisions of the Board and refrain from making any statements that may give the impression that such a statement reflects the corporate opinion of the Board when it does not.
8. When delegated responsibility, will exercise such authority within the defined limits in a responsible and effective way.
9. Participate, subject to Board approval, in Board/director development sessions so that the quality of leadership and service can be enhanced.
10. Stay current with respect to provincial, national and international educational issues and trends.
11. Strive to develop a positive and respectful learning and working culture both within the Board and SCSS.
12. Attend School community functions when possible.

**Legal Reference:** Section 9, SCSS Bylaws  
**Adopted:** November 17, 2011  
**Amended:**  
**Due for Review:** November, 2016

## Director Code of Ethics

### *Each director recognizes:*

- That fellow citizens have entrusted them, through the electoral process, with the educational development of the children and youth of the school community.
- That directors are the children's advocates and their first and greatest concern is the best interest of each and every one of these children, without distinction as to who s/he is or what her/his background may be.
- That directors 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 they provide in the public schools to fit the needs of every learner.
- That, legally, the authority of the Board is derived from the province, which ultimately controls the organization and operation of the Charter School and which determines the degree of discretionary power left with the Board and the people of this community for the exercise of local autonomy.
- That directors must never neglect their personal obligation to the community and their legal obligation to the province, nor surrender these responsibilities to any other person, group, or organization but that, beyond these, directors have a moral and civic obligation to the nation, which can remain strong and free only so long as public schools in Canada are kept free and strong.

### *In carrying out the role of director, the Board expects members to adhere to the following Code of Ethics:*

1. Devote time, thought and study to the duties of a director so that they may render effective and creditable service.
2. Work with their fellow directors in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debate of points of issue.
3. Consider information received from all sources and base personal decisions 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 fellow directors to communicate to the parents.
5. Provide leadership to the school community through setting goals and policies for educational programs and by regularly evaluating these in the light of the wishes and expectations of the community.

6. Remember at all times that individual directors have no legal authority outside the meeting of the Board, and therefore relationships and communications with school staff, the community, and all media are to be conducted on the basis of this fact.
7. Refrain from using the director position to benefit either oneself or any other individual or agency apart from the total interest of SCSS.
8. Recognize that a key responsibility of the Board is to establish the policies by which the system is to be administered, and that the administration of the educational program and conduct of school business shall be left to the Superintendent and School Administration.
9. Encourage active cooperation by stakeholders with respect to establishing policies.
10. Provide effective director service to the community in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and perpetuation of our representative democracy.
11. Represent the Board responsibly in all Board-related matters with proper decorum and respect for others.
12. Represent the perceived concerns or needs of the community to the Board or Superintendent as appropriate, and accurately communicate the Board's decisions to those we serve.
13. Declare a pecuniary interest in a matter before the board or any committee of the board or any commission, committee or agency to which the director is appointed as a representative of a board. The director shall, if present:
  - immediately disclose the general nature of the pecuniary interest prior to any discussion of the matter;
  - abstain from voting on any question relating to the matter;
  - abstain from discussing the matter; and
  - leave the room in which the meeting is being held until the discussion and voting on the matter are concluded.

The Director Code of Ethics Sanctions are included in Appendix A.

**Legal Reference:** Section 81, 82, 83 School Act  
**Adopted:** November 17, 2011  
**Amended:**  
**Due for Review:** November, 2016

## Appendix A – Director Code of Ethics Sanctions

1. Directors shall conduct themselves in an ethical and prudent manner in compliance with the Director Code of Ethics. The failure by directors to conduct themselves in compliance with this policy may result in the Board of Directors instituting sanctions.
2. A director who believes that a fellow director has violated the Code of Ethics should seek resolution of the matter through appropriate conciliatory measures prior to commencing an official complaint under the Code of Ethics.
3. A director who wishes to commence an official complaint, under the Code of Ethics, shall file a letter of complaint with the Chair or Vice Chair within thirty (30) days of the alleged event occurring, and indicate the nature of the complaint and the section or sections of the Code of Ethics that are alleged to have been violated by the director. The director who is alleged to have violated the Code of Ethics, and all other directors, shall be forwarded a copy of the letter of complaint by the Chair, or where otherwise applicable, in what follows, by the Vice Chair, within five (5) days of receipt by the Chair of the letter of complaint.
4. When a director files a letter of complaint, and a copy of that letter of complaint is forwarded to all directors, the filing, notification, content, and nature of the complaint shall be deemed to be strictly confidential, the public disclosure of which shall be deemed to be a violation of the Code of Ethics. Public disclosure of the complaint and any resulting decision taken by the Board of Directors may be disclosed by the Chair only at the direction of the Board of Directors, following the disposition of the complaint by the Board of Directors at a hearing.
5. The Chair shall add the item to a meeting of the Board of Directors as soon as is reasonable.
6. A violation of the Code of Ethics shall result in the board doing any or all of the following as it sees fit:
  - 6.1 The Chair writing a letter of censure marked “Personal and Confidential” to the director in question. This occurs only after having such action discussed and agreed upon by a majority of directors present at an in-camera meeting of the Board of Directors. A majority of directors at a public meeting of the Board of the Directors shall immediately approve this decision;
  - 6.2 Presenting at a public meeting of the Board of Directors, a motion of censure against the director in question; and,
  - 6.3 Presenting at a public meeting of the Board of Directors, a motion to remove the director in question from one (1), or more, of all Board of Directors appointments.

**References:****Adopted:****Amended:****Due for Review:**

## Role of the Board Chair

The Board believes that its ability to discharge its obligation is enhanced when leadership and guidance is forthcoming from its membership.

The Board chairperson shall be elected at the annual general meeting of the Society. The Board entrusts to its Chair primary responsibility for providing leadership and guidance.

### *The Board delegates to the Chair the following powers and duties:*

1. Preside over all Board meetings and ensure that such meetings are conducted in accordance with the School Act and the policies and procedures as established by the Board.
2. Shall be the official spokesperson of the Society but may delegate such authority in this regard as the Chairperson, in consultation with the Board of Directors, deems appropriate;
3. Prior to each Board meeting, confer with the Vice-Chair and the Superintendent on the items to be included on the agenda, the order of these items, and become thoroughly familiar with them;
4. Perform the following duties during Board meetings:
  - 1.1 Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated;
  - 1.2 Ensure that all issues before the Board are well-stated and clearly expressed;
  - 1.3 Display firmness, courtesy, tact, impartiality, and willingness to give everyone an opportunity to speak on the subject under consideration;
  - 1.4 Ensure that debate is relevant. The Chair, in keeping with his/her responsibility to ensure that debate must be relevant to the question, shall, when s/he is of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question;
  - 1.5 Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Chair may speak to points of order in preference to other members, and shall decide questions of order, subject to an appeal to the Board by any member duly moved;
  - 1.6 Submit motions or other proposals to the final decision of the meeting by a formal show of hands;
  - 1.7 Ensure that each director present votes on all issues before the Board;
5. Keep informed of significant developments within SCSS.
6. Be responsible for ensuring the development and implementation of the Board's orientation program for newly elected directors.
7. Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect SCSS.
8. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events.

9. Shall inform and work with the Superintendent and the Principal of the Suzuki Charter School in accordance with the wishes of the Society, the bylaws, the School Act, and the Charter School Regulations.
10. Convey directly to the Superintendent such concerns as are related to him/her by directors, parents, or students that may affect the administration of SCSS.
11. Bring to the Board all matters requiring a corporate decision of the Board.
12. May, from time to time, with the concurrence of the Board of Directors, approve the formation of ad hoc committees of the Society or Officers and prescribe their functions and limitations, and appoint such persons to sit thereon; provided however, that each appointment to membership on each committee shall end on the day prior to the Annual General Meeting following such appointment.
13. Act as ex-officio member of all committees appointed by the Board.
14. Act as a signing officer for SCSS.
15. Represent the Board, or arrange alternative representation, at official meetings or other public functions.
16. Address inappropriate behavior on the part of a director.
17. Ensure that the Board engages in annual assessments of its effectiveness as a Board.

**Legal Reference:**           Section 11, SCSS Bylaws  
                                  Section 60, School Act  
                                  Section 6, Local Authorities Election Act

**Adopted:**                   November 17, 2011

**Amended:**

**Due for Review:**       November, 2016

## Role of the Vice Chair

The Vice-Chair shall be elected by the Board at its first meeting following the Annual General meeting, to hold office during the pleasure of the Board.

### *Specific Responsibilities*

1. The Vice-Chair shall act on behalf of the Board Chair, in the latter's absence and shall have all the duties and responsibilities of the Board Chair.
2. The Vice-Chair shall assist the Board Chair in ensuring that the Board operates in accordance with its own bylaws, policies and procedures and in providing leadership and guidance to the Board.
3. Prior to each Board meeting, the Vice-Chair shall confer with the Board Chair and the Superintendent on items to be included on the agenda, the order of these items and become thoroughly familiar with them.
4. The Vice-Chair shall perform all other duties and exercise all such powers as shall be from time to time determined by the Board.
5. The Vice-Chair shall be a signing authority for SCSS.

**Legal Reference:** Section 11 SCSS Bylaws  
**Adopted:** November 17, 2011  
**Amended:**  
**Due for Review:** November, 2016

## Board Operations

The Board believes that its ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organization design. In order to discharge its responsibilities to the parents of SCSS, the Board shall hold meetings as often as is necessary.

A quorum, which is a majority of the number of directors specified in the By-Laws of the Suzuki Charter School Society, must be present for every duly constituted meeting.

The Board has adopted policies so that the business of the Board can be conducted in an orderly and efficient manner.

Consistent with its objective to encourage all parents to contribute to the educational process, Board meetings will be open to the public. Towards this end, the Board believes its affairs must be conducted in public to the greatest extent possible.

The Board believes there are times when public interest is best served by private discussion of specific issues in "in-camera" sessions. The Board believes it is necessary to protect individual privacy and the Board's own position in negotiating either salary agreements or contracts and therefore expects to go in-camera for issues dealing with individual students, individual employees, land, labour, litigation or negotiation.

The Board further believes having members of the public make presentations at Board meetings can enhance public interest.

The Board also believes that public forums dealing with specific educational topics can enhance communications and the effectiveness of the Board.

### 1. Organizational Meeting

An organizational meeting of the Board shall be the first meeting following the Annual General Meeting.

The organizational meeting shall include, but not be restricted to, the following:

- 1.1 Elect a vice-chair;
- 1.2 Establish a schedule (date, time and place) for regular meetings, and any additional required meetings;
- 1.3 Approve the annual work plan for the Board;
- 1.4 Create such standing or ad hoc committees of the Board as are deemed appropriate, and appoint members;
- 1.5 Review director conflict of interest stipulations and determine any disclosure of information requirements.

2. Regular Meetings

The dates of regular Board meetings shall be as established at the annual organizational meeting.

- 2.1 All meetings will ordinarily be held in the Suzuki Charter School;
- 2.2 Notwithstanding the schedule noted in 1.2, the Board may, by resolution, alter the schedule in such manner as it deems appropriate.
- 2.3 All directors shall notify the Board Chair or the Superintendent if they are unable to attend a Board meeting.
- 2.4 All directors who are absent from three consecutive regular meetings shall:
  - 2.4.1 Obtain authorization by resolution of the Board to do so; or
  - 2.4.2 Provide to the Superintendent evidence of illness in the form of a medical certificate respecting the period of absence.  
  
Failure to attend may result in disqualification.
- 2.5 If both the Chair or Vice-Chair through illness or other cause are unable to perform the duties of the office or are absent, the Board shall appoint from among its members an acting Chair, who on being so appointed has all the powers and shall perform all the duties of the Chair during the Chair's and Vice-Chair's inability to act or absence.

3. Special Meetings

Occasionally, unanticipated or emergent issues require immediate Board attention and/or action. Special meetings of the Board may be held from time to time as provided for in the bylaws of SCSS. These are public meetings.

The nature of the business to be transacted must be clearly specified in the notice of the meeting. Unless all directors are present at the special meeting, no other business may be transacted. Items can be added to the agenda only by the unanimous consent of the entire Board.

4. In-Camera Sessions

The Board may, by resolution, schedule an in-camera meeting at a time or place agreeable to the Board or recess a meeting in progress for the purpose of meeting in-camera. Such resolutions shall be recorded in the minutes of the Board and shall specify those individuals eligible to attend in addition to directors. The reason for the In-Camera session shall be limited to discussion pertaining to the following stated reasons:

- 4.1 Individual students;
- 4.2 Individual employees;
- 4.3 Bargaining issues;
- 4.4 Litigation issues;
- 4.5 Acquisition/disposal of property; and
- 4.6 Other topics that a majority of the directors present feel should be held in private, in the public interest.

The Board shall only discuss the matter that gave rise to the closed meeting. Directors and other persons attending the session shall maintain confidentiality and not disclose the substance of deliberations at such sessions.

The Board shall, during the in-camera session, adopt only such resolution as is required to reconvene the Board in an open, public meeting.

### 5. Agenda for Regular Meetings

The Superintendent is responsible for preparing an agenda for Board meetings in accordance with board policy, practice and the School Act.

The board chair is responsible to review the draft agenda prior to distribution.

5.1 The order of business at a regular meeting shall generally be as follows:

#### 5.1.1 Call to Order

- Approval of Agenda

#### 5.1.2 Communications from the Chairperson

#### 5.1.3 Communications from the Superintendent

#### 5.1.4 Approval of Minutes

- Minutes of Regular Board Meetings
- Minutes of Special Board Meetings

#### 5.1.5 Reports

- Action Items
- Information items

#### 5.1.6 Delegations

#### 5.1.7 Committee Reports

#### 5.1.8 Comments from Parents, Staff and the Public

#### 5.1.9 Notices of Motion

#### 5.1.10 Adjournment

Items scheduled for a specific time shall be clearly identified on the agenda.

5.2 The agenda will be supported by copies of letters, reports, contracts and other materials as are pertinent to the business that will come before the Board and will be of value to the Board in the performance of its duties.

5.3 Items may be placed on the agenda in one of the following ways:

- 5.3.1 By notifying the Board Chair or Superintendent at least six days prior to the Board meeting.

- 5.3.2 By notice of motion at the previous meeting of the Board.
  - 5.3.3 As a request from a committee of the Board.
  - 5.3.4 Emergent issues that require Board action may arise after the agenda has been prepared. The Board Chair, at the beginning of the meeting, shall ask for additions to and/or deletions from the agenda prior to agenda approval. Changes to the agenda may be made by a majority of those present
- 5.4. The agenda package, containing the agenda and supporting information, will be provided to each director at least three (3) days prior to the date of the meeting. Subsequently, emergent information may be sent electronically.
- 5.5 The list of agenda items shall be posted on SCSS’s notice board and on the school website on the same day it is distributed to directors. Any parent may inspect the agenda.
- 5.6 The Board will follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Board.
- 5.7 During the course of the Board meeting, the majority of directors present may amend the agenda and place items before the Board for discussion. The Board may take action on such items.
- 5.8 The Board will deal with all matters properly brought before it, unless referred to a committee by a majority vote of the members present.

## 6. Minutes for Regular or Special Meetings

- 6.1 The minutes shall record:
- 6.1.1 Date, time and place of meeting;
  - 6.1.2 Type of meeting;
  - 6.1.3 Name of presiding officer;
  - 6.1.4 Names of those directors and administration in attendance;
  - 6.1.5 Approval of preceding minutes;
  - 6.1.6 A brief summary of the circumstances which gave rise to the matter being debated by the Board;
  - 6.1.7 All resolutions, including the Board’s disposition of the same, placed before the Board, are to be entered in full;
  - 6.1.8 Names of persons making the motion;
  - 6.1.9 Points of order and appeals;
  - 6.1.10 Appointments;

- 6.1.11 Summarized reports of committees;
- 6.1.12 Recording of the vote on a motion when requested; and
- 6.1.13 Director declaration pursuant to the SCSS bylaws.

6.2 The minutes shall:

- 6.2.1 Be prepared as directed by the Superintendent;
- 6.2.2 Be reviewed by the Superintendent prior to submission to the Board;
- 6.2.3 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
- 6.2.4 Upon adoption by the Board, be deemed to be the official and sole record of the Board’s business.

6.3 The Superintendent or designate shall ensure, upon acceptance by the Board, that appropriate initials are appended to each page of the minutes, and that appropriate signatures are affixed to the concluding page of the minutes.

6.4 The Superintendent or designate shall establish and maintain a file of all Board minutes.

6.5 Upon adoption by the Board, the minutes shall be open to public scrutiny through posting on the school website or availability at the school office.

7. Motions

Motions do not require a seconder, except in rare instances as described below.

7.1 General

- 7.1.1 All questions will be submitted to the Board by a motion of any director other than the Board Chair.
- 7.1.2 After a motion has been submitted, the chairperson or any member may request that it be put in writing or recorded before it is stated by the chairperson.
- 7.1.3 The motion must be read before the director who introduced the motion may speak on it.
- 7.1.4 The motion will be voted on unless, with the permission of the Board, it is withdrawn by the mover.

7.2 Notice of Motion

The notice of motion serves the purpose of officially putting an item on the agenda of the next or future regular meeting and gives notice to all directors of the item to be discussed. A notice of motion is not debatable and may not be voted on. A director may present a notice of motion for consideration at the next regular meeting of the Board or may specify another meeting date. A director may also provide the Superintendent with a written notice of

motion and ask that it be placed on the agenda of the next regular meeting and read at the meeting.

The director will need not be present during the reading of the motion, however if the director is not present, a seconder is required at the meeting at which the notice is given, otherwise the item will be dropped.

### 7.3 Discussion on Motions

The custom of addressing comments to the Board Chair is to be followed by all persons in attendance.

A Board motion or a recommendation from administration must generally be placed before the Board prior to any discussion taking place on an issue. Once a motion is before the Board and until it is passed or defeated, all speakers shall confine their remarks to the motion or to the information pertinent to the motion.

### 7.4 Speaking to the Motion

The mover of a motion first and every director shall have an opportunity to speak to the motion before any director is allowed to speak a second time.

The mover of the motion is permitted to close debate on the motion.

As a general guide, a director should not speak longer than five minutes on any motion. The Board Chair has the responsibility to limit the discussion by a director when such a discussion is repetitive or digresses from the topic at hand, or where discussion takes place prior to the acceptance of a motion.

No one shall interrupt a speaker, unless it is to ask for important clarification of the speaker's remarks, and any such interruption shall not be permitted without permission of the Board Chair.

Should a director arrive at the meeting after a motion has been made and prior to taking a vote, the director may request further discussion prior to the vote.

The Board Chair shall rule on further discussion.

### 7.5 Reading of the Motion

A director may require the motion under discussion to be read at any time during the debate, except when a director is speaking.

### 7.6 Recorded Vote

Whenever a director requests a recorded vote, before the vote is taken, the minutes shall record the names of the directors who voted for or against the matter.

### 7.7 Required Votes

The Board Chair, and all directors present, unless excused by resolution of the Board or by the provisions of the bylaws, shall vote on each question. Each question shall be decided by a majority of the votes of those directors present.

A simple majority of a quorum of the Board will decide in favour of the question.

In the case of an equality of votes, the question is defeated. A vote on a question shall be

taken by open vote, expressed by show of hands, except the vote to elect the Vice-Chair, which is by secret ballot, unless there is unanimous agreement among the directors to use a show of hands.

#### 7.8 Debate

In all debate, any matter of procedure in dispute shall be settled, if possible, by reference to Robert’s Rules of Order. If this reference is inadequate, procedure may be determined by motion supported by the majority of directors in attendance.

### 8. Delegations to Board Meetings

The Board believes that it has the responsibility to encourage parents of SCSS to bring matters of concern regarding the education of children and the operation of SCSS to regular meetings of the Board. The Board also believes it has a responsibility to conduct regular public meetings of the Board in an orderly and efficient fashion. The Board will receive representations and delegations on any subject pertinent to Board business provided the item has been placed on the agenda.

8.1 All delegations wishing to appear before the Board shall give six days notice thereof in writing to the Board Chair or Superintendent before the meeting at which they wish to appear. The notice shall contain sufficient information to enable the directors to become acquainted with the subject beforehand. A copy of the request shall be sent to each director with the agenda for the meeting at which the delegation is to appear.

8.2 In an emergent situation where time does not permit adherence to this timeline, the Board may agree to receive a delegation. The Superintendent shall acquaint the directors with the problem prior to receiving the delegation.

8.3 A spokesperson(s) for the delegation must be identified.

8.4 Delegations are encouraged to keep their presentations brief, with a maximum of fifteen (15) minutes. The Board Chair has the right to restrict the length of time for any delegation at any meeting.

8.5 Matters deemed to be of a sensitive and/or confidential nature shall be heard at an in-camera session of the Board. Personnel issues will not be discussed in an open forum.

8.6 In discussing matters with the delegation, the Board Chair shall act as spokesperson for the Board. The Board will normally hear the matter presented to it without entering into discussion or debate. However, individual directors or administrators may raise questions of clarification and address these to the delegation. At no time during the presentation shall any director commit the Board to any specific course of action.

8.7 The Board will not necessarily make a decision on the matter at the same meeting that a representation or delegation is heard. Upon completion of the presentation, the Board Chair shall inform the delegation when a decision, if required, will be made. Such decision will be communicated in writing to the spokesperson.

9. Recording Devices

9.1 The Board expects that anyone wanting to use a recording device at a public Board meeting shall obtain prior approval of the Chair.

10. Director Conflict of Interest

The director is directly responsible to the parents of SCSS and to the Board. Upon election to office, the director must complete a disclosure of personal interest statement and accept a position of public trust. The director is expected to act in a manner which will enhance the trust accorded the director, and through the director, the trust accorded to the Board.

The Board is of the firm conviction that its ability to discharge its obligations is dependent upon the trust and confidence of the electorate in its Board and in its director members. Therefore, the Board believes in the requirement to declare conflict of interest

10.1 The director is expected to be conversant with sections 80-86 of the School Act.

10.2 The director is solely responsible for declaring him/herself to be in possible conflict of interest.

10.2.1 The director shall make such declaration in open meeting prior to Board or committee discussion of the subject matter which may place the director in conflict of interest.

10.2.2 Following the declaration of conflict of interest by a director, all debate and action shall cease until the director has left the room.

10.3 It shall be the responsibility of the director in conflict to absent him/herself from the meeting in accordance with the requirements of the School Act and ensure that his/her declaration and absence is properly recorded within the minutes.

10.4 The recording secretary will record in the minutes:

10.4.1 The director's declaration;

10.4.2 The director's abstention from the debate and the vote; and

10.4.3 That the director left the room in which the meeting was held.

11. Board Self-Evaluation

11.1 The annual Board self-evaluation process will complement the Superintendent evaluation process.

11.2 The purpose of the Board self-evaluation is to answer the following questions:

11.2.1 How well have we fulfilled each of our defined roles in relation to our mission, goals and objectives as a Board this past year?

11.2.2 How do we perceive our interpersonal working relationships?

11.2.3 How well do we receive input and how well do we communicate?

11.2.4 How well have we adhered to our annual work plan?

11.2.5 How would we rate our Board-Superintendent relations?

11.2.6 How well have we adhered to our governance policies?

11.2.7 What have we accomplished this past year? How do we know?

11.3 The principles upon which the Board self-evaluation is based are as follows:

- 11.3.1 A learning organization or a professional learning community is focused on the improvement of practice.
- 11.3.2 A pre-determined process for evaluation strengthens the governance functions and builds credibility for the Board.
- 11.3.3 An evidence-based approach provides objectivity.
- 11.4 The components of the Board self-evaluation are:
  - 11.4.1 Review of Board Performance
  - 11.4.2 Monitoring Interpersonal Working Relationships
  - 11.4.3 Monitoring Board Representation/Communication
  - 11.4.4 Review of Annual Work Plan Completion
  - 11.4.5 Monitoring Board-Superintendent Relations
  - 11.4.6 Review of Board Motions
  - 11.4.7 Review of Board Governance Policies
  - 11.4.8 Creating a Positive Path Forward

**Legal Reference:** Section 60, 75, 80, 81, 82, 83, 145, School Act  
**Adopted:** November 17, 2011  
**Amended:**  
**Due for Review:** November, 2016

## Committees of the Board

The Board may establish committees to assist with its work.

### *Working Committees*

The Board of Directors shall have the power to constitute such working committees as it deems necessary to assist the Board in fulfilling its mandate. In this regard, the Board of Directors shall:

1. Identify the chair of the working committee or make provisions for same;
2. Designate the composition of the working committee, or provide for a selection process for its members, such a process to be consistent with the Bylaws and the School Act;
3. Define the role and tasks of the working committee, including timelines and budget, if necessary;
4. Define the reporting requirements of the working committee; and
5. Define other such requirements and regulations as the Board deems appropriate.

### *Standing Committees*

Standing committees are established to assist the Board with work of an on-going or recurring nature. At its annual organizational meeting, the Board shall establish such standing committees as it deems necessary. Such standing committees shall remain in place until the subsequent organizational meeting unless dissolved by Board motion.

1. Finance Committee and its sub committees
  - Casino
  - Charitable Donations
  - Bursary
  - Audit
2. Facilities Committee and its subcommittee
  - Playground
3. Governance Committee
4. Advocacy Committee

### *Ad Hoc Committees*

Ad hoc committees may be established at any meeting of the Board for the purpose of studying, investigating or acting on specific matters; they cease to exist as soon as they have completed the specified task. Terms of reference are outlined at the time of establishment. At any duly constituted meeting, the Board may establish such standing or ad hoc committees as it deems necessary.

### *Resource Personnel*

The Superintendent may appoint resource personnel to work with committees and shall determine the roles, responsibilities and reporting requirements of the resource personnel.

The Terms of Reference for the committees and subcommittees are included in Appendix B.

**Legal Reference:** Section 14, SCSS Bylaws  
Section 60, School Act  
**Adopted:** November 17, 2011  
**Amended:**  
**Due for Review:** November, 2016

## Appendix B – Committees and Sub-Committees of the Board

### *FACILITIES STANDING COMMITTEE*

#### **Terms of Reference**

#### **Purpose**

To deal with all facilities issues at Suzuki Charter School.

#### **Key Duties and Responsibilities**

#### *LEVEL OF AUTHORITY*

Has absolute authority to direct the investigation and production of any report and/or make such recommendations to the Board as it sees fit on any matter falling within its mandate.

#### *REPORTING RELATIONSHIP*

Chairperson of this committee will report directly to the Board via written report and/or oral reporting methods at such times as the Chair may deem necessary or appropriate.

#### **Composition and Appointments**

The standing committee shall have a minimum of one Board Member, the Secretary-Treasurer, and may include other individuals who shall be members of the Society, unless pre-approved by the Board.

The Board, in its sole discretion shall appoint Committee Members. Appointment of a Committee Member shall be effective for a term determined by the Board at the time of appointment, and may be terminated at the discretion of the Board. Any and all appointments must be ratified by the Board not less than once every 12 months.

Ad-hoc sub-committees may be formed as deemed necessary by the standing committee to carry out the business of the committee. Any sub-committee may include one or more board members or other individuals who shall be members of the society, unless pre-approved by the board. Creation of sub-committees must be approved by the board.

#### **Meetings**

Will be scheduled as needed and called by the Chairperson.

Minimum of one meeting annually.

**Resources**

**FINANCIAL**

None without Board authorization.

**STAFF**

None unless directed by the board.

**Specific Annual Objectives**

To report to the board all items of significant issues of concern which affect the existing facilities of Suzuki Charter School.

To ensure a safe, healthy and functional facility.

To pursue improvements to existing facilities and/or additional or alternate facilities as deemed necessary by the Board.

To monitor all Facilities Sub Committees.

**Reports and Target Dates**

Reports and target dates will be established by the Board or the Chair of the Committee, as needed having regard to individual programs and/or concerns.

**Review and Evaluation Process**

Committees will be reviewed and evaluated as needed, but not less than once during the school year.

**Adopted:** May 15, 2008

**Amended:**

**Due for Review:** May, 2013

**FACILITIES STANDING COMMITTEE  
PLAYGROUND SUB COMMITTEE**

**Terms of Reference**

**Purpose**

To deal with all issues affecting the future plan of the Suzuki Charter School playground.

**Key Duties and Responsibilities**

**LEVEL OF AUTHORITY**

Has absolute authority to direct the investigation and production of any report and/or make such recommendations to the Chair of the Facilities Committee as it sees fit on any matter falling within its mandate.

**REPORTING RELATIONSHIP**

Chairperson of this committee will report directly to the Chairperson of Facilities via written report and/or oral reporting methods.

**Composition and Appointments**

The Playground Sub Committee shall have a minimum of one member of the Society and may include other individuals who shall be members of the Society, unless pre-approved by the Board

The Chair of the Facilities committee, in their sole discretion shall appoint committee members.

Appointment of a Committee Member shall be effective for a term determined by the Chair of the Facilities Committee at the time of appointment, and may be terminated at the discretion of the Board.

Any and all appointments must be ratified by the Board not less than once every 12 months.

**Meetings**

Will be scheduled as needed and called by the Playground Chair. Meetings will include the presence of the Facilities Chair.

Minimum of one meeting annually.

**Resources**

**FINANCIAL**

None without board authorization.

**STAFF**

None unless directed by the board.

**Specific Annual Objectives**

To report to the Chair of Facilities on all items of significant issues of concern which affect the development of the playground at Suzuki Charter School.

To monitor the progress and development of the playground.

**Reports and Target Dates**

Reports and target dates will be established by the Chair of the Facilities Committee as needed having regard to individual programs and/or concerns.

**Review and Evaluation Process**

Committee will be reviewed and evaluated as needed or a minimum of twice yearly.

**Adopted:** May 15, 2008

**Amended:**

**Due for Review:** May, 2013

## **FINANCE STANDING COMMITTEE**

### **Terms of Reference**

#### **Purpose**

To deal with all issues regarding the finances of the Suzuki Charter School.

Budget reviews will occur to make recommendations to the Suzuki Charter School Board to maintain fiscal responsibility and ensure the viability of Suzuki Charter School.

### **Key Duties and Responsibilities**

#### **LEVEL OF AUTHORITY**

Has absolute authority to direct the investigation and production of any report and/or make such recommendations to the Board as it sees fit on any matter falling within its mandate.

#### **REPORTING RELATIONSHIP**

Chairperson of this committee will report directly to the Board via written report and/or oral reporting methods at such times as the Chair may deem necessary or appropriate.

### **Composition and Appointments**

Minimum of one Board Member, the Secretary-Treasurer and up to two other individuals who shall be members of the Society, unless pre-approved by the Board, to comprise each committee.

The Board, in its sole discretion shall appoint Committee Members. Appointment of a Committee Member shall be effective for a term determined by the Board at the time of appointment, and may be terminated at the discretion of the Board.

Any and all appointments must be ratified by the Board not less than once every 12 months.

### **Meetings**

Shall be scheduled as needed and called by the Chairperson.  
Minimum of one meeting annually.

**Resources**

**FINANCIAL**

None without Board authorization.

**STAFF**

None unless directed by the Board.

**Specific Annual Objectives**

To report to the Board all items of significant issues of concern with the finances of Suzuki Charter School.

**Reports and Target Dates**

Reports and target dates will be established as needed by the Board or the Chair of the committee, with specific attention given to individual programs and/or concerns.

**Review and Evaluation Process**

May be reviewed and evaluated as needed, with a minimum of quarterly reporting.

Monthly reporting provided by the Secretary-Treasurer.

**Adopted:** May 15, 2008

**Amended:**

**Due for Review:** May, 2013

## ***FINANCE STANDING COMMITTEE BURSARY - SUB-COMMITTEE***

### **Terms of Reference**

#### **Purpose**

To aid students who require financial assistance to maintain their Suzuki Charter School Music programs by subsidizing monies required to participate in the music program, i.e.) private lessons, group lessons.

#### **Key Duties and Responsibilities**

##### ***LEVEL OF AUTHORITY***

Has absolute authority to direct the investigation and production of any report and/or make such recommendations to the Board as it sees fit on any matter falling within its mandate.

##### ***REPORTING RELATIONSHIP***

Chairperson of the Bursary Committee will report directly to the Chair of the Finance via written report and/or oral reporting methods at such times as the Chair may deem necessary or appropriate. However, at a minimum, the Chair will report to the Chair of the Finance committee not less than once per year.

#### **Composition and Appointments**

Minimum of one Board member plus up to two other individuals who shall be members of the Society, unless pre-approved by the Board.

Selection committee will be comprised of two Board members and the Secretary Treasurer.

An appointment as a committee Member shall be effective for a term determined by the Board at the time of appointment, and may be terminated at the discretion of the Board.

Any and all appointments must be ratified by the Board not less than once every 12 months.

#### **Meetings**

Will be scheduled as needed and called by the Chair of the Committee.

Minimum of one meeting annually.

**Resources**

**FINANCIAL**

None without Board authorization.

**STAFF**

None without Board authorization.

**Specific Annual Objectives**

To report to the Chair of the Finance Committee all items of significant concern affecting the dispersion and management of the Bursary Fund.

**Reports and Target Dates**

Reports and target dates will be established by the Board or Chair of the Committee, as needed.

Information sheets, application and forms will be available to members of the Suzuki Charter School Society at the annual general meeting in November.

Applications and information sheets will be available to all members including starting families at the information night and will be accepted after registration has been completed in April of each year.

**Review and Evaluation Process**

Committee may be reviewed and evaluated as needed, but not less than once during the school year.

**Adopted:** May 15, 2008

**Amended:**

**Due for Review:** May, 2013

## **FINANCE STANDING COMMITTEE CASINO SUB-COMMITTEE**

### **Terms of Reference**

#### **Purpose**

To deal with all issues respecting any casino's held by the Suzuki Charter School and/or the Board.

#### **Key Duties and Responsibilities**

##### **LEVEL OF AUTHORITY**

Has absolute authority to direct the investigation and production of any report and/or make such recommendations to the Chair of the Finance Committee as it sees fit on any matter falling within its mandate.

##### **REPORTING RELATIONSHIP**

Chairperson of the Casino Sub Committee will report directly to the Chair of the Finance Committee via written report and/or oral reporting methods at such times as the Chair may deem necessary or appropriate.

However, at a minimum, the Chair will report to the Board not less than two times per year.

#### **Composition and Appointments**

The Casino Sub Committee shall have a minimum of one member of the Society and may include other individuals who shall be members of the Society, unless pre-approved by the Board.

The Board, in its sole discretion shall appoint committee members.

Appointment of a Committee Member shall be effective for a term determined by the Board at the time of appointment, and may be terminated at the discretion of the Board.

Any and all appointments must be ratified by the Board not less than once every 12 months.

#### **Meetings**

Will be scheduled as needed and called by the Casino Chair.

Meetings will include the presence of the Finance Chair and shall be a minimum of one meeting annually.

**Resources**

**FINANCIAL**

None without Board authorization.

**STAFF**

None unless directed by the Board.

**Specific Annual Objectives**

To report to the Chair of Finance on all items of significant issues which may affect the operation of the casino.

**Reports and Target Dates**

Reports and target dates will be established by the Board or the Chair of the Committee.

**Review and Evaluation Process**

Committees will be reviewed and evaluated as needed or a minimum of twice yearly.

**Adopted: May 15, 2008**

**Amended:**

**Due for Review: May, 2013**

## **FINANCE COMMITTEE**

### **CHARITABLE DONATIONS DISBURSEMENTS SUB-COMMITTEE**

#### **Terms of Reference**

##### **Purpose**

To monitor and oversee the issues regarding the disbursements of charitable donation made to the Suzuki Charter School Society.

To make recommendations to the Suzuki Charter School Society Board regarding expenditures of charitable donations as required by the Canada Revenue Agency.

##### **Key Duties and Responsibilities**

##### **LEVEL OF AUTHORITY**

Has absolute authority to direct the investigation and production of any report and/or make such recommendations to the Board as it sees fit on any matter falling within its mandate.

##### **REPORTING RELATIONSHIP**

Chairperson of this subcommittee will report directly to the Board via written report and/or oral reporting methods at such times as the Chair may deem necessary or appropriate.

##### **Composition and Appointments**

All members of finance standing committee shall comprise the Charitable Donations Disbursement subcommittee, the Secretary-Treasurer and up to two other individuals who shall be members of the Society, unless pre-approved by the Board, to comprise the committee.

##### **Meetings**

Shall be scheduled as needed and called by the Chairperson.

Minimum of one meeting annually.

**Resources**

**FINANCIAL**

None without Board authorization.

**STAFF**

None unless directed by the Board.

**Specific Annual Objectives**

To make recommendations to the Board regarding the disbursements of all charitable donation to Suzuki Charter School Society.

**Reports and Target Dates**

Reports and target dates will be established as needed by the Board or the Chair of the committee.

**Review and Evaluation Process**

May be reviewed and evaluated as needed, by the Board. with a minimum of quarterly reporting.

Annual reporting provided by the subcommittee Chair.

**Adopted:** June 17, 2010

**Amended:**

**Due for Review:** June, 2015

**FINANCE STANDING COMMITTEE**  
**GRANT RESEARCH SUB-COMMITTEE**

**Terms of Reference**

**Purpose**

To research and monies/grants that are available to Suzuki Charter School from community/government initiative programs.

To forward this information to proper channels to follow up on filing applications when appropriate

**Key Duties and Responsibilities**

**LEVEL OF AUTHORITY**

Chair has authority to gather information, report and recommend to the Board on all matters involving the research fund and feasibility of receiving these monies. The Board will have final approval of which monies/grant to pursue.

**REPORTING RELATIONSHIP**

Chair of this committee will report directly to the Board via written and/or oral reports at such times as the Chair may deem necessary or appropriate.

However, at a minimum, the Chair of the Grant Research Sub-Committee will report to the Chair of the Finance Committee not less than once per year.

**Composition and Appointments**

Minimum of one Board member plus up to two other individuals who shall be members of the society, unless pre-approved by the Board.

An appointment as a committee Member shall be effective for a term determined by the Board at the time of appointment, and may be terminated at the discretion of the Board. Any and all appointments must be ratified by the Board not less than once every 12 months.

**Meetings**

Will be scheduled as needed and called by the Chair of the Committee

Minimum of one meeting annually.

**Resources**

***FINANCIAL***

None without Board authorization.

***STAFF***

None without Board authorization.

**Specific Annual Objectives**

To report to the Board all items of significant concern affecting the selection of monies/grants that will be pursued.

**Reports and Target Dates**

Reports and target dates will be established by the Board or Chair of the Committee, as needed.

**Review and Evaluation Process**

Committee may be reviewed and evaluated as needed, but not less than once during the school year.

**Adopted: December 11, 2008**

**Amended:**

**Due for Review: December, 2013**

## **GOVERNANCE STANDING COMMITTEE**

### **Terms of Reference**

#### **Purpose**

To deal with all governance issues related to Suzuki Charter School and/or the Suzuki Charter School Board.

#### **Key Duties and Responsibilities**

##### ***LEVEL OF AUTHORITY***

Has absolute authority to direct the investigation and production of any report and/or make such recommendations to the Board as it sees fit on any matter falling within its mandate.

##### ***REPORTING RELATIONSHIP***

Chairperson of the Governance Committee will report directly to the Board via written report and/or oral reporting methods at such times as the Chair may deem necessary or appropriate.

However, at a minimum, the Chair will report to the Board not less than two times per year.

#### **Composition and Appointments**

Minimum of one board member with an option of an additional two other individuals who shall be members of the Society, unless pre-approved by the Board.

The Board in its sole discretion shall appoint Committee Members.

An appointment as a Committee Member shall be effective for a term at the discretion of the Board. Any and all appointments must be ratified by the Board not less than once every 12 months.

#### **Meetings**

Will be scheduled as needed and called by the Chairperson.

Minimum of one meeting annually.

**Resources**

**FINANCIAL**

None without Board authorization.

**STAFF**

None unless directed by the Board.

**Specific Annual Objectives**

To report to the Board all items of significant issues of concern concerning the governance of Suzuki Charter School and/or the Board.

**Reports and Target Dates**

Reports and target dates will be established by the Board or the Chair of the committee, as needed having regard to individual programs and/or concerns.

**Review and Evaluation Process**

The Governance Committee may be reviewed and evaluated as needed, but not less than once during the school year.

**Adopted:** May 15, 2008

**Amended:**

**Due for Review:** May, 2013

## **ADVOCACY STANDING COMMITTEE**

### **Terms of Reference**

#### **Purpose**

To deal with all issues affecting advocacy (partisan and non partisan) used by The Suzuki Charter School Board and Suzuki Charter School.

#### **Key Duties and Responsibilities**

##### **LEVEL OF AUTHORITY**

Has absolute authority to direct the investigation and production of any report and/or make such recommendations to the Board as it sees fit on any matter falling within its mandate.

##### **REPORTING RELATIONSHIP**

Chairperson of the Advocacy Committee will report directly to the Board via written report and/or oral reporting methods at such times as the Chair may deem necessary or appropriate. However, at a minimum, the Chair will report to the Board not less than two times per year.

#### **Composition and Appointments**

The standing committee shall have a minimum of one board member, and may include other individuals who shall be members of the society, unless pre-approved by the board.

Ad-hoc sub-committees may be formed as deemed necessary by the standing committee to carry out the business of the committee.

Any sub-committee may include one or more board members or other individuals who shall be members of the society, unless pre-approved by the board. Creation of sub-committees must be approved by the board.

The board, in its sole discretion shall approve committee members.

#### **Meetings**

Will be scheduled as needed and called by the Chairperson.

Minimum of one meeting annually.

## Resources

### *FINANCIAL*

None without Board authorization.

### *STAFF*

None unless directed by the board.

## Specific Annual Objectives

To advocate on behalf of Suzuki Charter School at political, community and internal levels.

To report to the board all items of significant issues of concern which deal with the advocacy of The Suzuki Charter School Board and Suzuki Charter School

## Reports and Templates

Reports and target dates will be established by the board as needed having regard to individual programs and/or concerns.

## Review and Evaluation Process

Committees will be reviewed and evaluated as needed or a minimum of twice yearly.

**References:** Section 14, SCSS Bylaws  
**Adopted:** May 15, 2008  
**Amended:**  
**Due for Review:** May, 2013

## Policy Development and Review

Policy development is a key responsibility of the Board. Board policies, and the Suzuki School charter approved by the Minister of Education, establish direction and guide the desired operation of the Suzuki Charter School. Policies reflect the values directors bring as representatives of the parents to a specific issue.

Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.

Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines for SCSS and the opportunity for the Superintendent to exercise professional judgment in the administration of the school.

The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to fulfill the mandate of the Charter and compliance with the School Act and provincial legislation. Further, while reserving unto itself the authority and responsibility to determine and adopt policies, the Board encourages interested groups and individuals to participate in the policy making process.

### *The Board shall adhere to the following stages in its approach to policy making:*

#### 1. Planning

The Board, in cooperation with the Superintendent, shall assess the need for a policy, either as a result of its own monitoring activities or in response to a request from a director, the administration, the School Council, a parent or a staff member, and identify the critical attributes of each policy to be developed.

#### 2. Implementation

The Board is responsible for the implementation of policies governing its own processes. The Board and Superintendent share the responsibility for implementation of policies relating to the Board-Superintendent relationship. The Superintendent is responsible for the implementation of all other policies.

#### 3. Review

The Board, in cooperation with the Superintendent, shall review each policy in a timely manner in order to determine whether or not it is meeting its intended purpose.

### *Specifically*

1. A policy need is established. The need for a new or revised policy can be initiated by any individual or group and is communicated to the Superintendent.
2. All policies should:
  - 2.1 Create a framework within which the superintendent can discharge assigned responsibilities.
  - 2.2 Be capable of implementation and review.
  - 2.3 Be limited to a single policy topic and written in clear, concise language.
3. The Board may choose to pass the policy in its draft or amended form, or direct that the draft policy be circulated to appropriate interest groups for input/comment. The following groups may be consulted:
  - 3.1 School Administration
  - 3.2 Parents
  - 3.3 Teachers
  - 3.4 School Council
  - 3.5 Non-certificated staff
4. If the policy is circulated to appropriate interest groups, at a subsequent meeting, the policy in its original or amended form shall be given further consideration and recommended for approval.
5. Policy shall be approved by Board motion.
6. New or revised policies will become effective on the date of Board approval unless otherwise indicated in a Board motion.
7. In the absence of existing policy, the Board may make decisions, by resolution, on matters affecting SCSS. Such decisions carry the weight of policy until such time as specific written policy is developed.
8. The Board may direct that an administrative procedure be written as a draft Board policy, and will provide the rationale for same.
9. The Superintendent must develop administrative procedures as specified in Policy 10 and may develop such other procedures as deemed necessary for the effective operation of SCSS; these must be in accordance with Board policies.
10. The Board may also, in its discretion and as it deems appropriate, delete a policy and may assign the Superintendent authority over this area. The Superintendent may choose to then develop an administrative procedure relative to this matter.

11. The Superintendent must inform the Board in a Board agenda of any changes to administrative procedures.
12. All Board policies shall be posted on the school’s website and notification of any changes sent to directors, school administration and staff.

***Policy Review***

1. The Board, with support and advice from the administration, shall be responsible for overseeing the policy review process in accordance with the following:
  - 1.1 Each policy shall be reviewed at a minimum of every five years.
  - 1.2 The superintendent shall make recommendations to the Board for revision, deletion or reclassification of existing policies identified through the review process.

**Legal Reference:** Section 60, School Act  
**Adopted:** November 17, 2011  
**Amended:**  
**Due for Review:** November, 2016

## Role of the Superintendent

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer for the Society. The Superintendent reports directly to the corporate Board, and is accountable to the Board of Directors for the conduct and operation of the school.

The Superintendent is the head of the Suzuki Charter School Society for the purposes of the Freedom of Information and Protection of Privacy Act.

### *Specific areas of responsibility are:*

1. Student Welfare
  - 1.1 Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviors.
  - 1.2 Ensures the safety and well-being of students while participating in school programs or while being transported to or from school programs on transportation provided by the school.
  - 1.3 Ensures the facilities adequately accommodate Suzuki students.
  - 1.4 Acts as, or designates, the attendance officer for the school.
2. Educational Leadership
  - 2.1 Provides leadership in all matters relating to education.
  - 2.2 Ensures students in the Suzuki Charter School have the opportunity to meet the standards of education set by the Minister.
  - 2.3 Implements education policies established by the Minister and the Board.
3. Fiscal Responsibility
  - 3.1 Ensures the development of the annual budget for consideration by the Board
  - 3.2 Ensures the fiscal management by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other applicable Act or regulation.
  - 3.3 Ensures the Society operates in a fiscally responsible manner, including adherence to recognized accounting procedures.

4. Personnel Management
  - 4.1 Has overall authority and responsibility for all personnel-related matters, save and except those personnel matters precluded by Board policy, or legislation.
  - 4.2 Has overall authority and responsibility for monitoring the performance of staff.
  - 4.3 Ensures development of leadership capacity within SCSS.
5. Policy/Procedures
  - 5.1 Provides leadership in the planning, development, implementation and evaluation of Board policies and administrative procedures.
6. Superintendent / Board Relations
  - 6.1 Establishes and maintains positive, professional working relations with the Board.
  - 6.2 Respects and honours the Board's role and responsibilities, and facilitates the implementation of that role as defined in Board policy.
  - 6.3 Provides the information which the Board requires to perform its role.
  - 6.4 Considers political implications relative to the development of administrative procedures and solicits Board input as appropriate.
7. Three-Year Education Planning & Reporting
  - 7.1 Has overall authority and responsibility for the combined three-year education planning and reporting process including the development of school goals, budget, facilities and transportation plans and implements plans as approved.
  - 7.2 Involves the Board appropriately (Board approval of process and timelines; opportunity for Board establishment of strategic priorities and key results early in the process; final Board approval).
  - 7.3 Reports regularly on results achieved.
8. Organizational Management
  - 8.1 Demonstrates effective organization skills resulting in compliance with all legal, Ministerial and Board mandates and timelines.
  - 8.2 Reports to the Minister with respect to matters identified in and required by the School Act.
9. Communications & Community Relations

## Policy 10 – Role of the Superintendent

- 9.1 Takes appropriate actions to ensure open, transparent, positive external and internal communications are developed and maintained.
- 9.2 Keeps the Board informed through the provision of appropriate monitoring reports.
- 9.3 Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the school.
- 9.4 Participates actively in school community events in order to enhance and support its mission.

### 10. Leadership Practices

- 10.1 Demonstrates leadership in a manner that is viewed positively and has the support of those with whom (s)he works most directly in carrying out the directives of the Board and the Minister.
- 10.2 Develops and maintains positive and effective relations with provincial and regional government departments and agencies.

**Legal Reference:** Section 14, 60, 113, 114, 115 School Act  
**Adopted:** November 17, 2011  
**Amended:**  
**Due for Review:** November, 2016

## Role of the Secretary/Treasurer

Under the School Act, the Board shall appoint a Secretary and a Treasurer or one person to act as Secretary-Treasurer.

The Board expects that the Secretary-Treasurer will carry out his/her responsibilities in accordance with SCSS and Alberta Education policy and regulations, the School Act, applicable provincial and federal statutes and within the provisions of contract of employment.

1. Subject to the School Act and Alberta Education policy and regulations, the Board is responsible for appointing the Secretary-Treasurer.
2. The following shall apply to the role of the secretary-treasurer:
  - 2.1. The Secretary-Treasurer reports directly to the Superintendent and or the Board as the Board may from time to time direct.
  - 2.2. Responsibility for evaluation of the Secretary-Treasurer shall rest with Superintendent.
  - 2.3. The Secretary-Treasurer's contract is negotiated directly with the Board.
3. The duties and responsibilities of the Secretary-Treasurer shall include:
  - 3.1. Administration of all SCSS business functions in a manner that is consistent with standard accounting procedures and legal and ethical requirements;
  - 3.2. Planning for and control of the expenditure of public funds to achieve SCSS goals;
  - 3.3. Care and control of SCSS assets;
  - 3.4. Provision of regular reports regarding the financial operations of the SCSS;
  - 3.5. Provision of advice on all financial and business matters and the development and recommendation of related policies and practises for consideration;
  - 3.6. Provision of assistance and advice with respect to contracts and labour relations issues and concerns;
  - 3.7. Proper tendering and contracting procedures;
  - 3.8. Recording and compiling of minutes for all regular and special meetings of the Board;
  - 3.9. Liaison with Alberta Education, local municipalities and other organizations or agencies as required;
  - 3.10. Carrying out of any other duties that the Secretary–Treasurer may be required to do, from time to time, as dictated by the School Act or by Board policy, and;
  - 3.11. Other duties and responsibilities as may be assigned by the Superintendent. and or such other additional responsibilities as may be assigned by the Board

**Legal References:**        **Section 116, School Act**  
**Adopted:**                **November 17, 2011**  
**Amended:**  
**Due for Review:**        **November, 2016**

## Appeals and Hearings Regarding Student Matters

Under section 124 of the School Act, the only matters on which the Minister of Education will consider appeals are:

1. Special education placement;
2. Language of instruction;
3. Home education programs;
4. Student expulsion;
5. Amount and payment of fees or costs;
6. Access to, or the accuracy or completeness of student records;
7. Amount of fees payable by a Board to another Board; or
8. Board responsibility for a specific student.

The Board will hear appeals on administrative decisions on all matters other than expulsion of students, which are submitted in accordance with section 123 of the School Act and that significantly affect the education of a student.

### ***A. All Matters Other Than Expulsion of a Student***

1. Prior to a decision being appealed to the Board, it must be appealed to the Superintendent.
2. Parents of students, and students 16 years of age or over, have the right to appeal to the Board a decision of the Superintendent. The Superintendent must advise parents and students of this right of appeal.
3. The appeal to the Board must be made within five days from the date that the individual was informed of the Superintendent's decision. The appeal must be filed in writing and must contain the name of the party filing the appeal, the date, the matter at hand, and the reason for the appeal.
4. Parents or students as above, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.
5. The hearing of the appeal must be scheduled so as to ensure that the person making the appeal and the Superintendent, or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.
6. The appeal will be heard in-camera, with specified individuals in attendance.
7. The appeal hearing will be conducted in accordance with the following guidelines:
  - 7.1 The Board Chair will outline the purpose of the hearing, which is to provide:

- 7.1.1 An opportunity for the parties to make representation in support of their respective positions to the Board. This information may include expert medical, psychological and educational data and may be presented by witnesses. The information presented may include both written and verbal communications;
- 7.1.2 The Board with the means to receive information and to review the facts of the dispute;
- 7.1.3 A process through which the Board can reach a fair and impartial decision.
- 7.2 Notes of the proceedings will be recorded for the purpose of the Board’s records.
- 7.3 The Superintendent and/or staff will explain the decision and give reasons for the decision.
- 7.4 The appellant will present the appeal and the reasons for the appeal and will have an opportunity to respond to information provided by the Superintendent and/or staff.
- 7.5 The Superintendent and/or staff will have an opportunity to respond to information presented by the appellant.
- 7.6 Directors will have the opportunity to ask questions or clarification from both parties.
- 7.7 No cross-examination of the parties shall be allowed, unless the Chair deems it advisable under the circumstances.
- 7.8 The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The recording secretary will remain in attendance. The Board may have legal counsel in attendance.
- 7.9 If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.
- 7.10 The Board decision and the reasons for that decision will be communicated to the appellant by telephone and confirmed in writing following the hearing. Included in the communication to the appellant shall be information that the appellant has the right to seek a review by the Minister if the appellant is dissatisfied with the decision of the Board, if the matter under appeal is a matter described in Section 124 of the School Act.

## **B. *Expulsion of a Student***

The Board Committee of the Whole will hear representations with respect to a recommendation for a student expulsion in accordance with sections 24 and 25 of the School Act.

If a student is not to be reinstated within five school days of the date of suspension, the Principal shall immediately report in writing all the circumstances of the suspension and provide a recommendation to the Board Committee of the Whole through the Office of the Superintendent.

The Board Committee of the Whole will convene in an in-camera session upon the call of the Superintendent, but in no event shall the meeting occur later than ten school days from the first day of suspension.

Parents of students, or students 16 years of age or over, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.

The Board Committee of the Whole may have legal counsel in attendance.

Notes of the proceedings will be recorded for the purpose of the Board's records.

The expulsion hearing will be conducted in accordance with the following guidelines:

1. The Chair will outline the purpose of the hearing, which is to:
  - 1.1 Provide an opportunity to hear representations relative to the recommendation from the Principal;
  - 1.2 Provide an opportunity for the student and/or the student's parents to make representations;
  - 1.3 Reinstate or expel the student.
2. The Chair will outline the procedure to be followed, which will be as follows:
  - 2.1 The Principal will present the report documenting the details of the case and the recommendation to expel the student;
  - 2.2 The student and the student's parents will be given an opportunity to respond to the information presented and to add any additional relevant information;
  - 2.3 The members of the Board Committee of the Whole will have the opportunity to ask questions of clarification from both the Principal and the student and the student's parents;
  - 2.4 The Superintendent or designate will provide information on possible educational programming for the student should the expulsion be upheld.
  - 2.5 The Board Committee of the Whole will meet, without either the administration or the student and the student's parents present, to discuss the case and the recommendation. The recording secretary may remain in attendance. Legal counsel may also remain in attendance.
  - 2.6 Should the Board Committee of the Whole require additional information, both parties will be requested to return in order to provide the requested information;
  - 2.7 The Board Committee of the Whole will then make a decision to either reinstate or expel the student; and
  - 2.8 The Board Committee of the Whole decision shall be communicated in writing to the student and the student's parents within 5 days of the hearing, with copies being provided to the Principal and the Superintendent. (The Superintendent's office will attempt to inform the parent(s) and the student of the decision by telephone or personal communication as soon as possible after a decision has been reached.)

3. If the Board Committee of the Whole’s decision is to expel the student, the following information must be included in the letter to the student and the student’s parents:
  - 3.1 The length of the expulsion which must be greater than 10 school days;
  - 3.2 The educational program to be provided to the student and the name of the individual to be contacted in order to make the necessary arrangements; and
  - 3.3 The right of the student and the student’s parents to request a review of the decision by the Minister of Education.
  
4. Expulsion is at the discretion of the Committee. The Board Committee of the Whole, in making its decision, shall take into account the circumstances under which the student committed the offence. The following offences may be considered by the Committee as justification for expulsion:
  - 4.1 Open opposition to the authority of the staff;
  - 4.2 Conduct deemed to be injurious to the general tone and well being of the student population being served by the school and the staff employed by the Society; including conduct enacted through technological means, regardless of the place of occurrence.
  - 4.3 Willful disobedience over a prolonged period or in a single instance where the disobedience endangers the students, teacher, building or general climate of orderly behavior;
  - 4.4 Habitual neglect to do work that is assigned to the student and which is within his/her competence to complete;
  - 4.5 Profane or indecent language in the presence of other students or before staff;
  - 4.6 Threats of physical violence or acts of violence against a staff member or a serious unprovoked attack on other students;
  - 4.7 Any act of indecency in a school building, on the school grounds, or on a school bus;
  - 4.8 Failure to observe and to obey any reasonable rule, regulation or procedure established by a staff member for maintaining a climate of behavior conducive to learning;
  - 4.9 Willful or malicious damage to school property or equipment;
  - 4.10 Prohibited use of drugs, alcohol, or tobacco; or
  - 4.11 Use of explicit materials.

It is expected that all students will comply with section 12 of the School Act, Board policy and school policy.

**Legal Reference:** Section 10, 12, 24, 25, 60, 123, 124, 125 School Act  
**Adopted:** November 17, 2011  
**Amended:**  
**Due for Review:** November, 2016

## Hearings on Termination of Teacher Contracts of Employment

The Suzuki Charter School Society includes administration in its definition of “teacher”.

The Superintendent may make a recommendation to the Board to terminate a contract of employment with a teacher or to terminate a designation of a teacher. In terminating a contract of employment or a designation, the Board shall act reasonably.

The Board or the Superintendent may suspend a teacher from the performance of the teacher’s duties in accordance with Section 105 of the School Act. The teacher may appeal such suspension to a Board of Reference. The Board of Directors may make an investigation of the circumstances and may reinstate the teacher pursuant to sections 105(8) to 105(11) of the School Act, or it may terminate the contract of employment in accordance with Section 107 of the School Act.

### *Specifically*

#### 1. Termination of Contract or Designation

- 1.1 When the Superintendent has decided to make a recommendation to the Board to terminate a teacher's contract, or terminate a designation, the Superintendent shall forward that recommendation:
  - 1.1.1 To the teacher, not less than 14 days before the scheduled date of the meeting at which the recommendation shall be considered; and
  - 1.1.2 To the Board, through the recording secretary, in accordance with the practice for regular Board meetings.
  - 1.1.3 All supporting documentation and the names of any witnesses to be called shall be forwarded by the Superintendent to the teacher not less than 14 days before the date of the hearing.
- 1.2 One adjournment of the meeting of no more than 14 days shall be granted by the Board Chair, provided that:
  - 1.2.1 A request is submitted in writing to the recording secretary by the teacher no less than seven days before the originally scheduled date of the meeting; or
  - 1.2.2 The request, although not submitted in accordance with clause 2.2.1 is supported with reasons that the Board Chair considers valid, including the reason the request was not submitted within the required period.
  - 1.2.3 The Board Chair may seek submissions from the Superintendent, as a party to the appeal, about whether to grant an adjournment.

Where reasonable, the Board Chair may grant further adjournments.

**2. Suspension**

- 2.1 Should the Board determine that it is necessary to suspend the services of a teacher for reasons noted in Section 105 (1) of the School Act; the Board shall provide the teacher with written notice of the suspension specifying the reasons for the action.
- 2.2 A teacher wishing to appeal the suspension to the Board must submit a request in writing to the recording secretary with a copy being provided to the Superintendent, within one week of receipt of the notice of suspension.
- 2.3 The Board shall meet to hear the appeal within three weeks of having received the written request from the teacher.
- 2.4 The recording secretary shall advise the teacher in writing of the date, time and location of the Board meeting at which the appeal will be heard.

**3. Provision of Information**

- 3.1 Any written materials the teacher or the Superintendent wishes the Board to consider must be submitted to the recording secretary not less than four days prior to the scheduled date of the meeting. The recording secretary will provide copies to the Board, the Superintendent, and the teacher.
- 3.2 The teacher or the Superintendent may be accompanied by counsel or other representative, and may bring witnesses if, not less than four days prior to the scheduled date of the meeting, the following is provided by the teacher or the Superintendent in writing:
  - 3.2.1 The names of counsel, other representatives, and any witnesses; and
  - 3.2.2 An explanation satisfactory to the Board Chair as to why the witnesses' evidence may not be adequately presented in writing.

**4. Procedure at Hearings**

- 4.1 Notes of the proceedings will be recorded for the purposes of the Board's records.
- 4.2 The Superintendent and the teacher shall be given an opportunity to make introductory and closing statements.
- 4.3 If the Superintendent considers it necessary to have witnesses appear on behalf of the recommendation, they shall be called to appear prior to the teacher making any representations.
- 4.4 Directors shall ask questions of a witness only after the party calling the witness has completed its presentation.
- 4.5 The presentation of the teacher's case shall commence after the Superintendent has presented his/her evidence.
- 4.6 After the teacher's closing statement, the Superintendent shall have an opportunity to respond to information presented by the teacher.
- 4.7 Directors will have the opportunity to ask questions or clarification from both parties.

- 4.8 No cross-examination of witnesses shall be allowed, unless the Board Chair deems it advisable.
- 4.9 The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The recording secretary will remain in attendance. The Board may have legal counsel in attendance.
- 4.10 If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.
- 4.11 The Board decision will be communicated to the teacher in writing following the hearing.

**Legal Reference:** Section 104, 105, 107, 109, School Act  
**Adopted:** November 17, 2011  
**Amended:**  
**Due for Review:** November, 2016

## Recruitment and Selection of Personnel

The Board believes that the recruitment and selection of administrative personnel is a shared responsibility between the Board and the Superintendent.

The Board further believes strong leadership and administration for the Society and school are essential to the effective and efficient operation of the Suzuki Charter School Society.

### *Specifically*

1. The Board, in the case of the Superintendent, or the Superintendent or designate, in all other instances, will assume the sole responsibility for initiating the advertising process and will make reasonable effort to ensure that all current employees are made aware of staff vacancies.
2. The Board has the sole authority to recruit and select an individual for the position of Superintendent.
3. The following process will be followed for the positions of Secretary-Treasurer and School Principal:
  - 3.1 The Superintendent shall be responsible for the creation of a short list of candidates for these positions.
  - 3.2 The Superintendent and a committee of three directors shall constitute the interview team. The Secretary-Treasurer may be invited to participate in the interviews for the principal.
  - 3.3 The decision will be made by consensus of the interview team.
  - 3.4 Each position shall have a role description and each person occupying one of the positions shall have a written contract of employment.
4. The Superintendent and/or Secretary-Treasurer will recruit and select staff for all board office positions not including the senior administration level detailed above, and will recommend the successful candidate to the Board for its approval.
5. The Superintendent and the principal will recruit and select staff for all other school-based positions, and will recommend the successful candidate to the Board for its approval.
6. In the event of an unexpected or short-term vacancy, the Superintendent or designate, may recommend the appointment of an “acting Principal” or “acting Vice-Principal” to the Board for its approval without going through a formal selection process.

7. All offers of employment shall be conditional on board approval and the successful applicant providing a criminal records check and a Child Welfare Check that is acceptable to the Superintendent or designate. Additionally, the Superintendent may require documentation certifying that the candidate is medically fit for the position.

**Legal References:**       **Sections 60, 97, 113, 116 School Act**  
**Adopted:**               **November 17, 2011**  
**Amended:**  
**Due for Review:**       **November, 2016**