

District Education Council Handbook



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Introduction

Dear District Education Council Member:

As Minister of Education and Early Childhood Development, it gives me great pleasure to welcome you to the 2016-2020 term of office for the District Education Councils.

Thank you for your commitment to the children and youth of New Brunswick. As members of the District Education Councils, you will play an essential role in public education in New Brunswick.

The District Education Councils are truly important partners in delivering the quality education that New Brunswickers expect and deserve.

Thank you for your commitment to education. I look forward to our partnership and collaboration.

Sincerely,

Brian Kenny
Minister

Mission of New Brunswick Public Education

To have each student develop the attributes needed to be a life-long learner, to achieve personal fulfilment, and to contribute to a productive, just and democratic society

1. Education System Overview

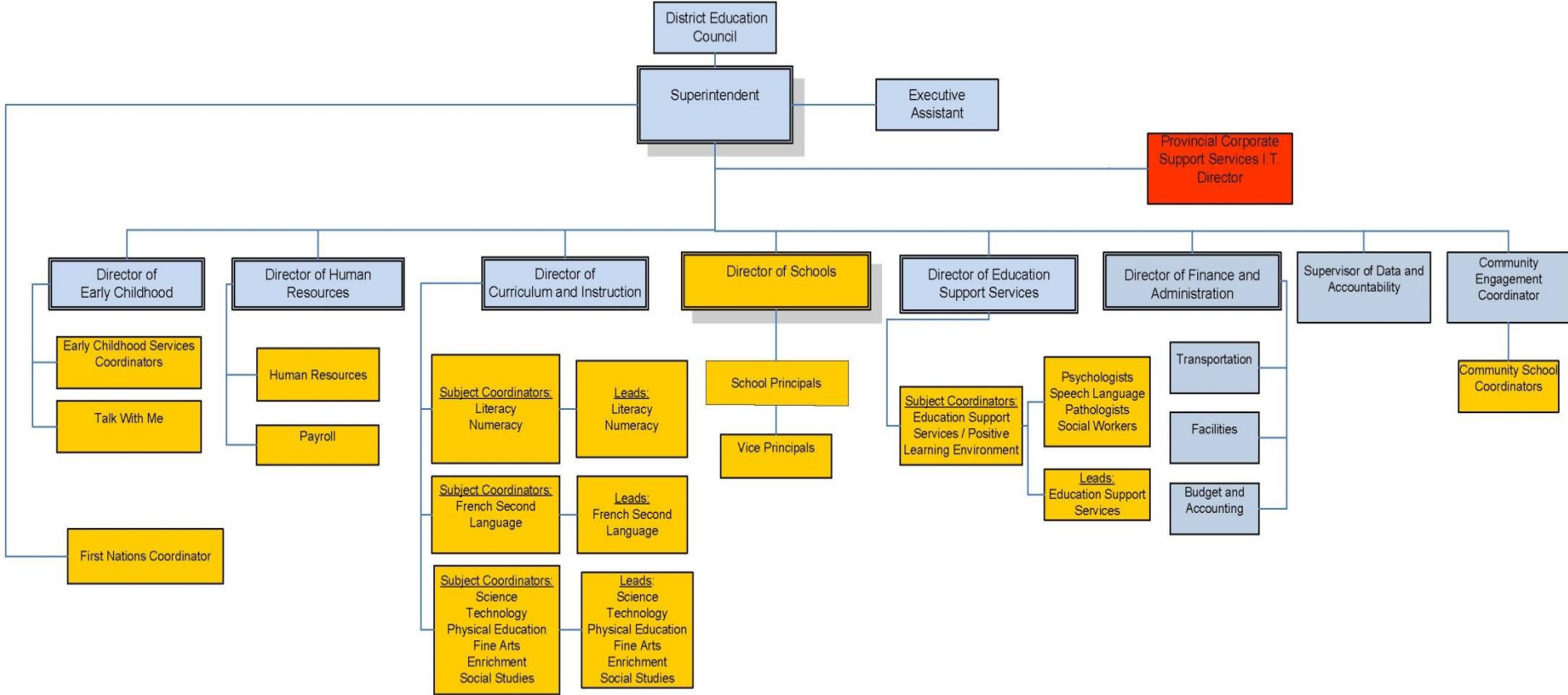
The education system structure includes a number of partners with specific roles to play. These partners interact to achieve the goals of the education system.

The division and balance of responsibilities and authorities are outlined in the ***Education Act***. The following partners are working together to build the best education system for New Brunswick's children:

- Minister and Staff of the Department of Education and Early Child Development
- District Education Councils (DEC)
- Parent School Support Committees (PSSC)
- Superintendents and District Staff
- Principals and Teachers
- Parents, Guardians and Students.

We are always aspiring to excellence and achievement for our students. This handbook will help you understand the balance of these responsibilities and provide more information on your role as a DEC member.

**STAFF REPORTING RELATIONSHIPS
ANGLOPHONE
EDUCATION CENTRES**



* Blue indicates Office of the Superintendent
 * Red indicates Corporate Services
 * Yellow indicates Education Centre

Note: Directors offer support and guidance in their specialized area to School Principals when needed.

2. District Education Councils

New Brunswick's public education system has 7 school districts, 4 Anglophone and 3 Francophone. Each school district has a District Education Council.

Anglophone Districts



2.1 Roles & Responsibilities

District Education Councils focus on education issues, develop policies which detail the district goals and expectations, and then monitor the results. The DEC is a corporate body which means it is a legal entity which can sue or be sued. The members of the DEC are elected or appointed from the community to serve four-year terms of office. Each DEC has the following responsibilities:

- hire, direct and establish limits for the Superintendent (their sole employee)
- establish governance policy
- develop and monitor District Education Plans
- set district policy within the framework of provincial policy
- review district performance reports and make them public
- review School Improvement Plans, and school performance reports for each school in the district
- ensure the Superintendent follows provincial policies and procedures
- have management, care and control of school property
- monitor budget and expended funds (district expenditure plan)
- facilitate community use of schools
- initiate school establishment and closures
- maintain linkages with Parent School Support Committees and the community
- monitor trust fund expenditures
- review Superintendent performance on an annual basis
- identify capital construction project priorities

A District Education Council does not:

- establish the school calendar or curriculum
- set provincial education standards
- develop provincial budgets
- intervene in daily operations of the school district

2.2 DEC Members

Accepting a position on the DEC is a significant commitment. You are accepting responsibility for making decisions which will directly shape the education of our students and the operations of the school district. DEC members generally hold public meetings one evening each month. DEC members may be expected to attend working sessions or committee meetings to prepare for the public meetings. Members have the opportunity to provide input on many aspects of the education system and some members, such as the Chair of the DEC, may be expected to attend additional meetings and consultations.

Taking on the challenge of local governance in education is a significant commitment. DEC members must:

- participate in all meetings
- maintain high ethical standards and respect for other members

- respect the majority decision of the DEC
- work collectively towards improving student learning and achievement
- limit discussions to matters of the district as a whole and do not discuss individual student or personnel issues
- consult students on issues that impact them
- resolve issues in the best interest of all students and the entire school community
- build a positive learning environment
- support an open communication process
- create and encourage successful relationships and support with PSSC and the community
- declare and avoid the appearance of any conflict of interest
- elect, or appoint by consensus, a Chair from among the DEC members
- respect established DEC policies
- have no individual authority over the Superintendent; as only the Council acting as a unit has this authority

DEC members are encouraged to attend PSSC meetings to promote communication and understanding of the DEC priorities and to keep up-to-date on issues at the school level. Councils may decide to assign members to specific schools to create linkages and ensure representation at PSSC meetings and events. DEC representatives are not members of the PSSC and may not vote.

The **Education Act** allows DEC members to attend any PSSC meeting in the District. (s. 32)

2.3 DEC Chair

The DEC elects a Chair who facilitates the meetings of the Council and acts as a representative of the DEC between meetings of the Council. Each DEC will have a policy to set the term length for their Chair position. The role of the Chair involves a great deal of time and commitment. Chairs work closely with the Superintendent, and represent the DEC in discussions with the Minister, and work collaboratively with other DEC chairs as part of the Council of DEC Chairs.

Regulation 2001-48 of the **Education Act** outlines the requirements for the election of officers of the DEC in s. 26.

The DEC Chair's responsibilities may include:

- set the meeting dates, times, and agenda in consultation with the Superintendent and District Education Council members
- stimulate discussion by asking questions and encouraging member participation
- keep to the agenda by setting and keeping time limits, interrupting members if necessary
- help members reach consensus and call for a vote if necessary
- help to resolve conflicts
- ensure DEC minutes are signed, maintained and distributed
- represent the DEC at the Minister's Forums
- represent the DEC on the provincial Council of DEC Chairs
- act as the spokesperson to the public and media for the DEC on authorized issues
- ensure that DEC operations are consistent with their established policies

Refer to Appendix A1 for additional information on meeting procedures.

A Vice-Chair is elected to fill the role of the Chair if they are unable to perform the duties of Chair due to illness, a conflict of interest, or some other reason.

2.4 Council of DEC Chairs

The elected chairs of the four Anglophone District Education Councils work collectively as the Council of DEC Chairs to advocate for the public education system. A Chair is elected annually.

The Council of DEC Chairs believes:

- all children can learn
- volunteering is important
- leadership creates vision
- diversity is of great value
- investing in professional development is essential
- the quality of life depends on the quality of education
- education is a public trust reflecting community values

The Council meets regularly in conjunction with the Minister's Forum, and as needed, to share best practices and to discuss issues of common concern. They collaborate with each other and the Department of Education and Early Childhood Development to move forward on the priorities they establish each year. They strive to identify priorities with outcomes that can be demonstrated, observed and/or measured.

Since forming in 2004, the Council of DEC Chairs has worked together to develop a strong voice for enhancing public education in New Brunswick. The Council of DEC Chairs is accountable to the members of their respective District Education Councils, the students and families, and the citizens of New Brunswick. Contributions and accomplishments have been made in the following areas:

- increased standardization of the DEC Codes of Conduct
- Government Renewal Process
- Inclusive Education Review
- provision of orientation and training opportunities for DEC and PSSC members
- development and implementation of Provincial/District/School Improvement planning processes
- increased financial accountability
- development of provincial policy
- representing the interests of DEC and their District in provincial budget discussions

The Chair of the Council of DEC Chairs directs the work of the DEC manager. He or she participates in the annual performance review and makes HR decisions relevant to the DEC manager.

2.5 District Education Council Manager

The DEC Manager works under the direction of the Council of DEC Chairs to facilitate information sharing and communication among the DECs and with the Department of Education and Early Childhood Development. The DEC Manager's responsibilities include:

- coordinating professional development, training opportunities and resources
- acting as a liaison between the Council and the Deputy Minister and Assistant Deputy Minister to move DEC issues forward
- arranging for collaboration and communication with the Minister
- managing the provincial budget
- developing DEC policy
- handling requests for information from the media, the public and the districts
- representing DEC interests at meetings and as a liaison within the Department
- consulting on provincial policy and interpretation of the **Education Act** and
- working on behalf of the Council of DEC Chairs to provide research and recommendations on moving forward on their established priorities

The **Education Act** requires the Minister to provide a dedicated support staff for the DECs. (s. 38.2)

The DEC Manager is the contact person for the Council of DEC Chairs and can address general questions about DEC and PSSC.

Following the election of new DEC members, a provincial orientation session is held. The Council of DEC Chairs directs the DEC Manager to develop the program with input from DEC members, the Department of Education and Early Childhood Development and other stakeholders. Each District will provide further training and development opportunities for their members.

The Council of DEC Chairs sponsors an annual provincial symposium for DEC members and a limited number of Parent School Support Committee (PSSC) members. The event is an opportunity for information sessions, professional development and networking with other Councils. Attendance at these sessions is strongly encouraged. Expenses are covered under the provincial DEC budget.

2.6 The Superintendent

The Superintendent is employed by the District Education Council to manage the day-to-day decisions and administration of the school district. The superintendent is the only employee of the DEC and is accountable to the DEC for the performance of the district.

Superintendents are hired by the DEC on a 5 year contract. Although they are an employee of the DEC, appointing a Superintendent requires the approval of the Minister of Education and Early Childhood Development.

The Superintendent assumes responsibility for all of the other employees and is the educational and operational leader of the District. The DEC, acting as a unit, has authority over the Superintendent. The Superintendent is accountable for the overall performance of the District including:

- effective, efficient management of all programs and resources
- quality of student learning
- primary responsibility for preparation and implementation of the District Education Plan and the District Expenditure Plan
- providing leadership in the school district
- coordinating and administering the educational programs and services prescribed by the Minister
- ensuring that school district and provincial policies are followed
- preparation and distribution of a district performance report
- ensuring the allocation, management and development of all human resources in the district, including performance evaluation of school personnel
- consulting with Parent School Support Committees
- attending and participating in official District Education Council meetings
- ensuring that effective communication mechanisms are in place
- attending the Minister's provincial forums

The responsibility and authority of the Superintendent is provided in s. 48 of the ***Education Act***

The DEC annually evaluates the performance of the Superintendent. The performance of the Superintendent is measured by the performance of the district in meeting its goals and objectives.

2.7 Parent School Support Committees (PSSC)

A Parent School Support Committee (PSSC) ensures that the parent voice is heard in setting education priorities and planning for improvements at the school. PSSC meetings are open to the public and focus on providing input in the following areas:

- setting the education priorities for the school
- identifying the needs of all students in the school
- providing advice on school policy issues
- reviewing the School Report Card
- helping to develop and monitor the School Improvement Plan
- communicating with the DEC
- providing support to the Principal and Staff
- providing input into the hiring of the Principal and Vice-Principal(s)
- being involved in performance evaluations of the Principal and Vice-Principal(s) at the request of the Superintendent and
- promoting effective communication with parents

The ***Education Act*** outlines the requirements for PSSC membership in s. 32 and the duties in s. 33.

PSSC members do not:

- get involved in the day-to-day operations of the school
- raise funds for the school

Parent School Support Committees (PSSC) are made up of 6 to 12 members elected by the parents in the school. The elections are generally held during an open house at the school in September. A PSSC may include the following representatives:

Parents

Most members are parents elected for a 3-year term at a school meeting in September.

Community

1-2 community members may be appointed. These members must be nominated by a parent.

Home & School

A parent representative may be appointed.

Student

High Schools have 1 member chosen by the student body. Other schools may appoint a student.

Teacher

A teacher will be elected by the teachers at that school.

DEC members are encouraged to attend PSSC meetings in the district. DEC members who attend are primarily observers. They are non-voting but may respond to questions or provide clarification as necessary. Their role is not to act as a carrier or conduit for issues the PSSC may wish to refer to the District Office; these issues are to be dealt with through the Principal.

3. Governance

District Education Councils in New Brunswick have adopted a form of the policy governance to set strategic direction through policies. They monitor these policies to ensure goals are met, risks are managed, and resources are used responsibly.

Using policies developed in four main categories, District Education Councils delegate the day-to-day operation of the district to the Superintendent.

Governance Process – the DEC defines its work and how it will be carried out to maintain accountability, performance, and linkages with the public; the DEC has authority only when acting as a group (one voice).

Ends – the DEC sets the direction, monitors the progress, and defines the results to be achieved by the Superintendent, with a long-term perspective.

Executive Limitations – the DEC sets limits and controls on the Superintendent’s decisions by stating what the Superintendent cannot do without Council approval.

Council-Superintendent Linkage – the DEC establishes the manner, process, and timelines for the Superintendent’s performance on Ends and Executive Limitations policies.

Having strong policies and a clear understanding of policy governance can improve governance. Successful governance:

- eliminates the confusion between DEC and Superintendent roles
- allows the DEC to add value to the district it governs by focusing on the end results
- frees the Superintendent and staff to do their jobs without the DEC approving, reviewing, or redoing day-to-day decisions

DEC members become involved in the education system and are encouraged to join provincial committees and consultations, to take part in professional development, and to represent the DEC at PSSC meetings and events within the community.

DEC members attend regularly scheduled public meetings and working sessions and take part in DEC sub-committees and special meetings for issues such as staffing, budgets, audits, student appeals, and training sessions. Members spend time addressing questions and concerns from individual parents and guardians in their sub-district and as part of parent forums for issues such as school closures or policy changes. Members are often invited to participate in graduation ceremonies, awards ceremonies and other public events.

At the provincial level, DEC members are invited to provide feedback on policy development and to participate in committees. The Chairs are often called upon by the Minister to represent the interests of the Districts at the provincial forums and in additional meetings as needed.

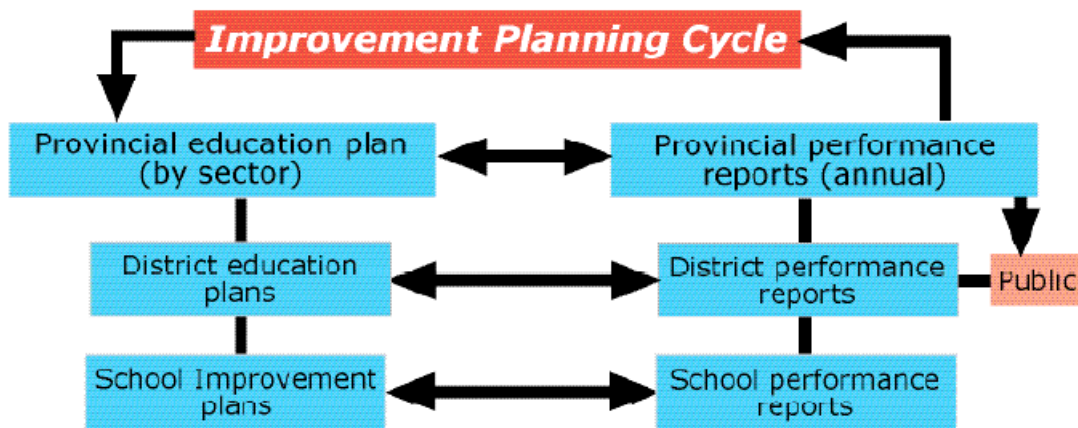
4. Accountabilities

4.1 Reporting on Achievement

District Education Councils develop policies to ensure that District Education Plans, School Improvement Plans and performance reports are widely communicated throughout their district and community.

The Assessment and Evaluation Branch of the Department of Education and Early Childhood Development also gathers data from provincial assessments, School Educational Reviews (SER), and parent, student, and teacher perception surveys which inform the Superintendent about schools. Provincial and district comparative results are available to DEC members through the Superintendent. Student exit survey results by district and school are also now available from the Superintendent or through the Policy and Planning Branch of the Department of Education and Early Childhood Development.

The following graph illustrates the various segments of the planning cycle used within the education system to improve student learning and achievement, and to ensure accountability to the public.



4.1.1 District Education Plan

The DEC establishes, implements, and monitors a three-year District Education Plan, ensuring consistency with the provincial education plan. Plans must be updated and submitted to the Minister by July 1st each year.

The District Education Plan includes:

Vision – including mission statement, goals, and values

Strategies – for delivery and evaluation of programs and services, including priorities, objectives, work plans

Accountability Measures – for evaluating student achievement, monitoring district performance and achievement of objectives

4.1.2 School Improvement Plans

Parent School Support Committees (PSSC) work with their school principals to develop School Improvement Plans, based on the provincial and district education plans, to ensure there is continuous improvement in student learning over time. School Improvement Plans are generally developed for a three-year time period. District Education Councils are required to review the plans for every school each year.

4.1.3 Provincial Improvement Plan/District Improvement Plan/School Improvement Plans (PIPs/DIPs/SIPs) Framework

Annually, senior staff from the Department of Education and Early Childhood Development meet with District Education Council Chairs, Superintendents and senior district staff to review progress and make recommendations on District Education Plans and District Expenditure Plans which form the District Improvement Plan and the School Improvement Plans, to ensure their alignment with the Provincial Improvement Plan.

4.1.4 Annual Report to the Minister

The Superintendent is required to provide an annual report on achievement and performance results based on the District Education Plan. This report is submitted to the DEC and the Minister. The DEC is required to present this report annually at a public meeting.

4.2 Financial Reporting

4.2.1 Legislation

The government and school district operate on a fiscal year which runs from April 1st to March 31st. District bank and trust accounts are held in the name of the District Education Council.

Funding for district operations, capital construction projects, and repairs is provided by the Department following budget approval by the Legislative Assembly. District budgets are provided based on government-established guidelines and funding norms.

Refer to Appendix B1 for additional information.

Once funding for the operating budget has been received, the District Education Council will work with the Superintendent to establish and approve the District Expenditure Plan.

The District Education Council cannot run a deficit, but can retain a surplus of up to \$100,000 per year. Surplus funds in excess of \$100,000 must be returned to the Department of Education and Early Child Development.

The District Education Council is required to submit a balanced District Expenditure Plan to the Department by July 1st each year. This date may be extended if there is a delay in providing the District Budget.

Department Policy 101 requires the District to submit quarterly expenditures reports. The Superintendent must provide the DEC with updated financial statements, including expenditures and revenues to date, and year-end projections, along with updates on repairs and renovations. The DEC must review and approve these reports.

4.2.2 District Audits

The Office of the Comptroller conducts audits on the district financial records; the audit report is submitted to the Minister and to the Superintendent. The District Education Council must publicly present the report at an official meeting of the District Education Council within a reasonable time period.

The *Education Act* Audit of School Districts s. 51.1

4.3 DEC/Superintendent Relationship

As the Superintendent’s employer, the District Education Council has a number of responsibilities relating to district human resources.

4.3.1 Hiring process for Superintendents

The District Education Council is involved in the hiring process, and is responsible for selecting the Superintendent.

Once the District Education Council has selected a candidate, they must submit all required information in writing to the Minister for approval. The Minister must approve the request in writing before the Superintendent is officially appointed.

The *Education Act* s. 47

Superintendent appointments are for a five-year term. The District Education Council may reappoint the Superintendent on the expiry of the term of appointment or reappointment. Reappointments are also for five-year terms and do not require the Minister’s approval.

In addition to selecting, appointing and directing the Superintendent, the District Education Council also has the authority to suspend, dismiss, and discipline this person.

4.3.2 Education requirements

A person employed as Superintendent in the delivery of public education must:

- a) Possess a master’s degree in education, or another appropriate post-graduate degree acceptable to the Minister.
- b) Have at least five years of teaching experience, and
- c) Have at least five years of appropriate experience in an administrative and supervisory capacity

The *Education Act* regulation 97-150, s. 20

4.3.3 Duties of the Superintendent

The Superintendent is the sole employee of the District Education Council, and is the Chief Executive Officer of the school district. The Superintendent is accountable for all other employees in the district (school-based and district-office based) and is responsible for selecting/appointing personnel required to operate the school district office in accordance with the Plan of Establishment authorized by the Minister. The Superintendent has a crucial role as the district’s educational and operational leader. The Superintendent’s responsibilities are outlined in Section 2.6 of this handbook.

The *Education Act* s. 48

4.3.4 Performance Evaluation

The District Education Council is required to annually evaluate the performance of the Superintendent. Tools to assist DEC members in the assessment of the Superintendent can be provided by the Human Resource Branch of the Department of Education.

The *Education Act* s. 36.9(5) (e) and Policy AD-2601, Performance Appraisal System

4.3.5 Human Resources Policies

The District Education Council has the authority to create school district policies provided these policies are not inconsistent with provincial policies, the **Education Act** and Regulations. However, the establishment of salary and benefits for all public service employees rests with the Board of Management (Financial Administration Act, section 5(e)) and the Office of Human Resources and cannot be varied by DEC's.

The District Education Council is responsible to ensure that provincial policies and procedures are being followed by the Superintendent.

District Education Council members should familiarize themselves with the following Government of New Brunswick policies:

- AD-2203 Maternity Leave
- AD-2204 Adoption Leave
- AD-2205 Paid Leave for Personal and Other Reasons
- AD-2207 Jury and Witness Leave
- AD-2210 Statutory/Public Holidays
- AD-2302 Classification Review Process, Part II
- AD-2406 Premium Pays
- AD-2502 Long Service and Retirement Recognition Program
- AD-2601 Performance Appraisal System
- AD-2801 Travel Policy
- AD-2802 Relocation Expenses Directive
- AD-2907 Employment of Relatives
- AD-2913 Workplace Harassment
- AD-2915 Conflict of Interest
- AD-2922 Attendance at Work Policy
- A D-3102 Health, Travel & Dental Programs – Active Employees
- AD-3104 Group Life Insurance
- AD-3105 Long Term Disability Coverage
- AD-3106 Public Service Superannuation Pension Plan
- AD-3108 Personal Liability Protection
- AD-3109 Workers' Compensation

The Department of Education also has human resources-related policies with which District Education Council members should be familiar:
<http://www.gnb.ca/0000/policies.asp>

- Policy 204 Job Classification and Reclassification - Part II Non-Bargaining Personnel
- Policy 205 Educational Leave (Non- Bargaining Personnel)
- Policy 213 Conflict of Interest
- Policy 214 Indemnification of Employees, District Education Council Members, Parent School Support Committee Members, Volunteers and Student Teachers

4.3.6 Hours of Work, Compensation and Vacation Entitlement

Monitoring Hours of Work

Part II Non-Bargaining Personnel Policies state that a full-time employee is expected to work a minimum of 36.25 hours weekly, and may be required to work in excess of this amount, depending on the nature of the employee's work.

No overtime provision exists that allows a non-bargaining employee to be paid for extra hours worked or to take time off in lieu of the hours worked beyond the stipulated minimum weekly hours. This means that a DEC may not authorize additional pay or time off in lieu for their Superintendent.

Monitoring Vacation Entitlement

The District Education Council approves the Superintendent's vacation leave. The Superintendent approves vacation leave for all other employees in the district.

A non-bargaining employee earns vacation leave credits at a rate based on the number of months of continuous employment. The rate is 1 ¼ days per calendar month if the employee has completed less than 96 months of continuous employment, 1 ⅔ days per calendar months commencing with the 97th month of continuous employment, and 2 ½ days per calendar month commencing with the 241st month of continuous employment, effective January 1, 1990.

Vacation entitlement for bargaining employees is identified in the various collective agreements. Vacation leave is normally taken during the calendar year in which it is earned. Board of Management policies state that non-bargaining employees may carry over vacation credits to the next calendar year, provided the employee has obtained permission to do so from the District Education Council.

Monitoring Compensation

The District Education Council shall pay salary to school personnel, including the Superintendent, only the amounts specified in the salary scales established by the Board of Management under the **Financial Administration Act**.

The Education Act s. 47.1 (4,5)

If a Superintendent has been paid at the top of the salary scale during the year, there is no opportunity to pay any additional compensation.

4.3.7 Superintendent Travel Expenses

Superintendent travel expenses are approved by the District's Director of Finance and Administration to ensure compliance with government's regulations and policies. It is recommended that a travel claim report be provided to the District Education Council on a regular basis to ensure that expenditures are reasonable, follow government policies and meet public expectations. This review should be included in the District Education Council meeting minutes.

4.4 Due Diligence

District Education Council members have several legal duties in representing the interests of their constituents as they direct the affairs of the district. These duties include:

- **Diligence** – to act reasonably, prudently, in good faith and with a view to the best interests of the school district;
- **Loyalty** – to place the interests of the school district first, and to not use one’s position to further private interests;
- **Obedience** – to act within the scope of governing policies, codes of conduct, legislation, and other laws, rules and regulations that apply.

Due diligence is the effort made by an ordinarily prudent or reasonable party to avoid harm to another party or oneself.

Due diligence is the basis for governance policy development, acceptance, and monitoring. Indicators of organization success include:

- **Meetings** – good attendance, high levels of participation in discussions, well-managed meetings, early circulation of agendas, members well prepared for focused discussion and do not monopolize the discussion.
- **Culture** – all communications are clear, open, honest, and above board, there is no political manoeuvring outside the meetings, DEC members and Superintendent immediately address any concerns of trust, conflict of issue, divided factions, dissatisfied or disenchanting members.
- **Decision Making** – recommendations receive meaningful debate, discussions are focused on the “big picture” of student learning and achievement, members do not interfere, are not preoccupied with daily operational details, have good communications with stakeholders, decisions are normally made by consensus, Superintendent follows DEC policies and decisions, decisions are clear and moving forward.
- **Human Resources** – little turnover in Superintendent or DEC members; credible members are easily recruited and retained.
- **Financial/ Organizational Performance** – budgets are well planned and managed; reserve funds are built upon, performance targets are consistently met.

4.5 Transportation

The District Education Council oversees the school transportation system by requesting the Superintendent to present periodic reports on compliance with regulations.

The **Education Act**, Reg. 2001-51

Funding for transportation is based on government norms including historical costs, kilometres driven, and classification of bus drivers where salaries are determined by collective agreement.

4.6 School Facilities

The District Education Council is required to provide a list of construction priorities to the Minister, including new school buildings or additions to existing facilities, and school improvement projects in the Fall of each year.

The *Education Act* s. 45, 46

The District Education Council oversees school facilities by requesting the Superintendent present periodic reports on compliance with regulations, provincial and federal requirements (i.e. National Building Code) during inspections, and by ensuring that identified steps are taken within specific timelines to bring schools into compliance where required.

District Education Council members are accountable for Department policies regarding school facilities, including:

<http://www.gnb.ca/0000/policies.asp>

Policy 402 - Disposal of Surplus Furnishings and Equipment

Policy 403 - Disposal of School Buildings

Policy 404 - Modular Classroom Units (Portable)

Policy 405 - Leasing of School Properties

Policy 406 - Outdoor School Play Areas

Policy 407 - Community Use of Schools

Policy 408 – Liability Waiver/Rental of School/Outside Groups

Policy 409 – Multi-year School Infrastructure Planning

Policy 410 - Accessibility of Schools for the Physically Disabled

5. Role of the Minister of Education and Early Childhood Development

The Minister sets provincial parameters and direction in education. A provincial education plan is established to meet this mandate.

The *Education Act*, s. 6

Through the Department of Education and Early Childhood Development, the Minister:

- sets provincial goals and standards
- maintains an environment that supports learning
- provides money and other resources as required
- provides an appropriate legislative and policy framework
- identifies and reflects in the provincial education program, the social and economic needs and desires of New Brunswickers
- identifies and communicates provincial expectations to DEC's, district staff, parents and students
- encourages and enables the work of dedicated education professionals, and
- may pay legal costs and defend members of the District Education Councils with respect to any claim for damages arising from any act done or omitted in good faith in the execution of their duties

The Minister has a responsibility to ensure that some basic standards are in place across New Brunswick. These standards are found in the *Education Act* and *Regulations*, and Department plans and policies. These standards define the level of service that New Brunswickers expect from their education system, and ensure that fundamental curriculum safety and service requirements are met.

6. Linkages

6.1 Minister's Forum

The Minister of Education is required to hold at least two provincial forums each year to facilitate information sharing and consultation between the Minister and the District Education Councils, and to identify and discuss issues of common concern.

The *Education Act*
s. 38.1

Each Minister's Forum is to be attended by:

- the Chair of each District Education Council, or a person designated
- the Superintendent of each school district, or a person designated
- the Minister, and other provincial officials as the Minister may designate for this purpose

6.2 Community

District Education Council meetings are open to the public. Parents and interested community members are encouraged to attend to observe the meetings.

The *Education Act*
reg. 2001-48, s. 31

A District Education Council meeting may be closed to the public in some circumstances. The Chair is required to exclude all members of the public from the meeting during discussions about individual pupils, personnel or legal matters.

When the Chair of the District Education Council is of the opinion that it is in the public interest to hold a meeting, or any part of a meeting, in private, the Chair may exclude any or all persons, including the Superintendent from the meeting. Decisions related to these closed meetings are to be made part of the public record by reading only the results of any such motion into the minutes of the next meeting that is open to the public.

6.3 Parent School Support Committees

The District Education Council must provide training for Parent School Support Committee members. The Parent School Support Committees communicate with the District Education Council on matters relating to PSSC duties under the *Education Act*. A member of the District Education Council may attend PSSC meetings.

The *Education Act*
s. 33

7. Remuneration and Reimbursement of Travel Expenses

7.1 Remuneration

DEC members are not employees of the Department of Education or of the District. The Department does provide \$3000/year to all DEC members in recognition of time and work and to help cover expenses such as babysitters and incidentals expenses in the course of their work. This amount is paid in monthly installments through the District.

The *Education Act*
s. 36.71(1)

An additional \$3000/year is provided to the Chair in recognition of the additional time and expense incurred with this leadership role.

If a DEC member's seat is declared vacant under s. 36.7(4), the individual is entitled to remuneration up to the month of their removal or resignation.

7.2 Travel Expenses

7.2.1 Requirements for Reimbursement

Under the *Education Act*, the chair and the other councilors of a District Education Council are entitled to be paid travel expenses incurred in relation to the performance of their duties.

The *Education Act*
s. 36.71(2)

Council members must be able to demonstrate that the travel was appropriate and relevant to the DEC mandate. Use the following guidelines to determine if your travel qualifies for reimbursement:

- The member must be attending a meeting or event in an official capacity on behalf of the DEC.
- The member should be representing the DEC with an active role such as participating in a meeting, making a speech, or delivering a presentation.
- Travel must be directly related to the work of the DEC. The event or activity must be connected to the mandate of the DEC under the *Education Act*, regulations, or to goals and ends established by the DEC in its policies.

Members who are assigned to committee or are working on behalf of the DEC in partnership with the Department of Education and Early Childhood may claim their travel expenses. Check with the organizer prior to travel to clarify if your expenses are being paid by EECDC or the district.

Expenses incurred by DEC Chairs in their work as part of the Council of DEC Chairs is reimbursed by the DEC Manager. DEC Members will be invited to training and events coordinated by the Council of DEC Chairs. Travel expenses will be reimbursed for these events.

Members are encouraged to engage in professional development related to their work on the Council. Professional development costs and travel expenses for DEC members will generally require the pre-approval of your Council to qualify for reimbursement.

Council member must ensure expenses are modest and in line with GNB Travel Directive -AD-2801. Members must be able to justify not only the purpose of their travel but that they have made responsible choices in the mode of transportation, accommodations, and length of stay.

EECD Policy 113 – Remuneration and Reimbursement of Expenses

7.2.2 Making a claim for travel expenses

Your district office will provide you with a *NB Government Travel Expense Summary and Authorization Form* (green form) to complete for reimbursement of your expenses. Some expenses, such as meals, are paid as a flat rate. For other expenses, such as hotel costs, you will need to attach your original receipts. Receipts should show the method of payment, the item or service purchased, the cost, and taxes paid.

Your district may create policies with regards to travel and the process for making claims. District staff can assist in completing forms and information on current rates for eligible expenses.

Appendices

A - District Education Council Member Resources

Appendix A1 - Meeting Procedures

To ensure that meetings are effective and efficient, District Education Council members should:

- begin and end meetings on time
- turn off cell phones and other electronic devices
- stick to the agenda, keeping on track and on topic
- address the Chair one at a time
- limit the number of times a person speaks on an issue
- encourage communication in a comfortable, open atmosphere
- show empathy, patience, understanding and respect, and cooperate with others
- support and consider diverse ideas without judgment
- make no assumptions; offer solutions
- deal with disagreement and conflict openly and positively
- ask questions and clarify by rephrasing or paraphrasing

Public Notification of Meetings

Meeting times, dates, location, and agendas should be publicized and distributed within the community. District Education Councils must hold at least ten regular meetings each year.

The DEC Chair may call special meetings to discuss pressing issues. All DEC members must be notified of the meeting verbally or through other means agreed upon by the Council members.

Agenda

A carefully planned and organized agenda makes a successful meeting. The DEC Chair and the Superintendent usually plan the agenda for approval of the DEC. Members should receive the notification of meeting, agenda and supporting documentation several days before the meeting date.

The agenda may be approved as presented or as amended, by consensus or by vote of the members of the District Education Council at the beginning of the meeting.

Quorum

No actions or motions of a District Education Council are binding unless adopted at an official meeting with a quorum present. A quorum is a majority of the number of positions on a District Education Council, regardless of whether or not these positions are filled.

Where the number of members on a District Education Council falls below the quorum, the Minister may direct that the majority of the remaining members be the quorum until an election is conducted or appointments are made to fill vacancies for a normal quorum.

Right to Speak

Meeting observers cannot participate in DEC meeting discussions, unless they specifically request to be on the agenda and their request relates to the DEC responsibilities. The DEC Chair decides in these situations, subject to the wishes of the DEC members.

Proposals/Presentations

Each District Education Council develops a process for proposals and presentations to be brought to their meetings. Many require that written notice be received at least two weeks prior to the scheduled public meeting. Proposals brought before the District Education Council may be voted on following debate, or deferred to a future meeting (tabled).

Decision-making

There are two ways to arrive at a decision:

Consensus means finding the highest level of agreement without dividing members into factions. Although they may differ on some aspects of the decision, the DEC members agree that the total decision best meets everyone's needs, and members support it on that basis. If consensus cannot be reached, a vote is taken.

Majority Voting means that following discussion of the issue, the Chair calls for a motion (statement of decision to be made). Once the motion is seconded, the vote is called. Voting is generally by show of hands. All members vote unless excused by the Chair for conflict of interest, or if a member chooses not to vote (abstains). The majority vote rules. Generally, the Chair does not vote unless there is a tie.

A motion passed or rejected is not reconsidered at the same meeting. A motion may be rescinded at a following meeting, but no motion can be deleted or crossed out from the minutes.

For more information, please go to <http://www.rulesonline.com/> to get Robert's Rules of Order on line.

Adjournment

The District Education Council may establish the length of meetings. When all agenda items have been discussed, the Chair may adjourn the meeting.

If there is business that has not been completed and there is a proposal to adjourn that is seconded, a majority of District Education Council members may vote to adjourn the meeting.

Minutes of Meetings

Minutes are to be kept for each regular open District Education Council meeting and are to be included in the District's official records. All minutes are public documents. The Superintendent must forward a copy of the minutes of each District Education Council meeting to the Department of Education and Early Childhood Development.

Education Act,
regulation 2001-
48, s. 32

Minutes should give a clear, objective summary of what took place at the meeting; an account of group decisions with the rationale behind them, giving highlights rather than narrative accounts, and document motions and resolutions. Minutes cannot be altered once they have been approved by the District Education Council.

Minutes are taken by a recorder appointed by District Education Council members. Minutes normally include:

- date, time and place of meeting
- kind of meeting – regular or special
- name of the Chair
- names of District Education Council members in attendance
- approval of the agenda
- approval of minutes of the last meeting
- summary of reports
- summary of consensus reached
- recording of votes on motions
- signature of the District Education Council Chair

Declaration of Conflict of Interest

Situations where District Education Council members may be in a conflict of interest include:

Education Act,
Regulation
2001-48, s. 33

- where the member or a family associate has an interest in any contract the District Education Council has an interest in
- where the member or a family associate has an interest in any other matter the District Education Council is concerned with that would be of financial benefit to the member or family associate
- where the member or a family associate is a shareholder in, or is a director or officer of, a corporation that has an interest in any contract with the school, the school district or the Province
- where the member or a family associate is a shareholder in, or is a director or officer of, a corporation that has an interest in any other matter the District Education Council is concerned with that would be of financial benefit to the corporation
- where the member uses for personal gain or for the gain of others, the member's position on the District Education Council or any privileged information to which the member may have access or be privy to because of the member's position
- where the member accepts any fees, gifts, gratuities or other benefit that could reasonably be seen to influence any decision made by that member in the performance of his/her duties as a member of the District Education Council
- where a member's family associate is being considered for employment by the District Education Council

In these situations, the District Education Council member must not participate in any discussion or vote on any question related to any matter where the member has a conflict of interest. As soon as the matter is introduced, the member must disclose the conflict of interest and immediately withdraw from the meeting while the matter is under discussion or vote.

Code of Conduct

Every member of a DEC exercises his/her duties in good faith, by complying with the **Act** and the regulations, and refraining from exercising individual influence or authority over the Superintendent of the school district or other school personnel.

<i>Education Act,</i> s. 40

Each District Education Council develops its own Code of Conduct to facilitate meetings and relationships and may include the following:

A District Education Council member:

- accepts the education of all students in the district as their first obligation
- limits discussion to matters of concern to the whole school community
- applies democratic principles
- promotes high standards of ethical practice
- is guided by the district's mission
- is honest, discreet and respectful in discussing problems and conflicts
- never discloses confidential information
- respects that some school business is confidential, and may limit the District Education Council operations or discussions
- encourages a positive atmosphere where individual contributions are encouraged, valued and respected
- uses appropriate communication channels when questions or concerns arise
- declares any conflict of interest

In a public meeting, the Chair may expel a member of the public who behaves in an improper manner.

Conflict Resolution/Interventions

Conflict can be a positive force if used to clarify an issue, increase member involvement, encourage growth, create more spontaneous communication and strengthen relationships.

Conflict can be negative when it diverts energy from the task at hand, decreases productivity, destroys morale, deepens differences, produces irresponsible behaviours and creates suspicion or distrust.

District Education Councils should determine intervention processes to resolve any conflicts that may arise within the District Education Council or Parent School Support Committee.

Replacement of District Education Council Members

A District Education Council position is considered to be vacant when a member:

- dies or resigns
- becomes ill and is declared by the DEC as incapable of acting for the remainder of his/her term of office
- is declared by the DEC to have acted willfully or negligently in contravention of the **Education Act**
- is convicted of an indictable offence

<i>Education Act,</i> s. 36.7

- is declared by the DEC to have failed to attend three (3) regular meetings in a twelve-month period without cause
- becomes a member of the school/district personnel or an employee of the Department of Education and Early Childhood Development
- ceases to be a resident of the school district for which the Councillor was elected or appointed

The DEC must notify the Minister in writing within seven (7) days of accepting a resignation or removing a member of the District Education Council.

The District Education Council will recommend a list of candidates to fill the vacant position. The Minister appoints a person from that list to fill the vacancy for the balance of the term of the member being replaced.

Appendix A2 - Glossary of Terms

The following is a list of terms and acronyms that may be helpful as you learn more about education in New Brunswick.

Term	Definition
ADM	Assistant Deputy Minister; second highest ranking employee of the department
AEFNB	Association des enseignantes et des enseignants francophones du Nouveau- Brunswick; the professional organization of francophone teachers
APEF	Atlantic Provinces Educational Foundation; an interprovincial curriculum development organization
Acceptable Use	Acceptable use of technology and computer equipment on school premises, under the guidelines of Department of Education Policy 311
Accountability	Measurable proof that publicly-stated expectations are being met. For example, teachers, schools and districts are teaching students efficiently and effectively, usually illustrated in the form of student success rates on various tests.
Achievement Tests	Norm – referenced tests used to measure how much a student has learned in various key subjects. Results are used to compare the scores of individual students and schools with others – those in the area, across the province, country or internationally.
Active Learning	Students are engaged in meaningful activities to reinforce or discover learning.
Activity-Based	Refers to small groups of children working at centers to discover, question or observe curriculum outcomes.
Advisory Program	Schools schedule periods of time, sometimes daily, for advisory groups to meet for group and individual activities; i.e. focusing on adolescent concerns.
Affective Education	Schooling that helps students deal in a positive way with their emotions and values
Alternative Assessment	Refers to a number of different kinds of assessments that are not traditional paper-and-pencil, such as performance based and portfolio assessments
Alternative Site	Individual programs for students whose needs are not being met in the regular classroom
Anecdotal Observation	Brief written notes or records of student behavior
Assessment	Measuring or judging the learning and performance of students or teachers
At-Risk	Term used to refer to students who have a higher than average probability of dropping out or failing school

Authenticity	Describes instruction and assessment that are characterized by tasks that are similar to real life
B Contract	Refers to continuing (permanent) teaching contract
BBT (Broad Based Technology)	Computer class where individual or small groups rotate through stations to complete tasks related to technology
BTIP (Beginning Teacher Induction Program)	The district's support and enrichment program for new teachers, teamed with more experienced veterans; a mentorship opportunity for new teachers
Baseline Data	Starting point identified to evaluate gains and achievement
Benchmark	Content standard for particular grade levels
Best Practice	Effective education strategies and activities
Block Scheduling	A way of organizing the school day, usually in secondary schools.
Brain-based Learning	Teaching and learning strategies based on recent neurological research.
Bullying Programs	Program for teachers to address bullying on the playground or in the classroom. Generally, focus is on the victims and the persons responsible for bullying.
CUPE	Canadian Union of Public Employees, union representing most non-teaching district employees
Classroom Assessment	The collection, evaluation, and use of information for teacher decision-making
Classroom Environment	Refers to interpersonal interactions in the classroom (climate).
Combined Classroom	Refers to a classroom with more than one grade level.
Community Access Center	Computer Centers in schools available to the general public after school hours.
Constructed Response	Type of item in which students create or produce their own answer or response.
Content Standards	Describes what students should know and be able to do.
Core French	Refers to French program taught to all non-immersion students.
Curriculum	Refers to the learning outcomes prescribed by the Department of Education and Early Childhood Development.
D Contract	Refers to a teaching contract terminated every June 30th; D Contracts have recall rights for 18 months after termination.
District Education Council (DEC)	District Education Council; the corporate governing body of the school district.
DIP	Refers to the District Improvement Plan, com-prised of the District Education Plan and the District Expenditure Plan

Deputy	The deputy minister; the highest ranking employee of the department.
Differentiated Curriculum	Relevant instruction that meets the needs of all learners as a result of considerations given to content, process and product.
EA (Education Assistant)	Support assigned to teachers to assist in delivering academic program for students.
Educational Goal	A general statement of what students should know and be able to do.
Educational Objective	A specific statement of what students should know and be capable of doing at the end of an instructional unit.
EECD	Department of Education and Early Childhood Development
Evaluation	Interpretation of gathered information to make the information meaningful
Expectation Desired	Level of performance communicated to others
Extramural S.S.E. (Support Services to Education)	A range of health and social services provided by Dept. of Social Development and Dept. of Health to school students & their families to improve the student's capacity to function in the public school system.
FI	French Immersion
FTE	Full-time Equivalent teacher - 1.0 FTE / Half-time teacher 0.5 FTE.
Formative Evaluation	On-going assessment of students or teachers to improve performance.
Gifted Children	Children who exhibit rapid, accurate learning and reasoning skills; the regular program requires enhancement to meet their thirst for intellectual stimulation.
Grade Equivalent	Type of standardized test score that indicates performance in units of year and month of school as compared to the norm group.
Guided Reading	An approach to reading instruction for small groups within the classroom.
IS	Information Systems, as in "the IS group" – the current blanket- term for everything to do with computers and technology for the classroom teacher or office.
IDU	Refers to interdisciplinary units; one or more subjects taught through a common theme.
IEP (Individualized Education Program)	Personalized plan for a student, taking into account the student's learning style with strategies for school-based resource utilization.
ILF	Innovation Learning Fund
IMP	Refers to Individualized Modified Program.
Immersion	Early French Immersion, begins in Grade 3

	Late French Immersion begins in Grade 6
Inclusion	A defined standard of practice intending to meet the needs of exceptional students in regular classroom settings.
Intern Student	A university student, studying to become a teacher, who is involved in a practical work experience Teacher (up to 4 months) at a school.
L.I.F.T. (Literacy Interventions For Teachers)	A professional development reading program to help students who are struggling readers.
LTS	Long- term substitute teacher replacing a teacher for more than 20 consecutive days.
Learning Disability	Discrepancy between aptitude and achievement.
Learning Styles	Learning-style preferences e.g. visual, auditory.
Looping	Refers to a school structure whereby teachers continue with students for two or three years e. g. grade 6 teachers teach student for grade 6 & 7 and then return to pick up new grade 6 class.
Mean	Average of test scores of all respondents.
Median	Refers to score located in the middle.
Multi-age Grouping	Refers to a group of students being taught in the same vicinity but of varying age groups e.g. ages 5 -7 being taught in the same classroom.
Multi-level Instruction	Refers to grouping children according to age with varying ability levels.
Multiple Intelligence	Recognizes that individuals have several forms of intelligence e.g. musical, artistic, verbal.
Norm-referenced	A test interpretation where relative standing is identified by comparing performance to how others (norm group) performed.
NBTA	New Brunswick Teachers' Association; a professional organization for Anglophone teachers.
NBTF	New Brunswick Teachers' Federation; union representing all contracted teaching staff of the province.
OBE	Outcome based education approach that focuses on specific, clearly-defined outcomes.
PD	Professional Development; on-going learning opportunities for employees, including self-directed.
PE's	Provincial exams written by students
P.L.E.P.	Positive Learning Environment Policy.
PSSC	Parent school support committee; elected annually by the school community to advise the Principal.
Performance-based Assessment	Assessment in which students perform an activity or create a product.

Portfolios	A compilation of a student's or teacher's work; may include both finished pieces and works in progress.
Range	The difference between the highest and the lowest score in the distribution.
Readiness Test	Type of standardized aptitude test that identifies strengths and weaknesses of specific skills.
Reliability	The consistency, stability, and dependability of scores.
Research School	A school where a program or initiative is being piloted.
Resource Teacher	<p>Teacher who works with exceptional children to provide for their learning requirements.</p> <p>Indirect Service - The student receives accommodations, modification, or individualization of classroom programming from the classroom teacher as a result of consultation with the Resource Teacher.</p> <p>Monitored - The student is not receiving accommodations, modifications or individualization of classroom programming from the classroom teacher at this time, but the Resource Teacher and the classroom teacher monitor the student's progress on a regular basis.</p>
Rubric	A scoring that uses specific criteria for rating levels of student proficiency on a rating scale.
SA	Student attendant that looks after physical needs of students e. g. mobility, hygiene.
SEP	Special education plan – individualized plan for students with special needs.
SIP	School Improvement Plan.
Student-led	Refers to when students take the responsibility Conference for presenting their portfolios to parents.
Summative	A final assessment of a student's or teacher's evaluation performance.
Supply Days	Days when a teacher is attending workshops or other planned activities and requires a supply teacher to replace him or her in the school.
Validity	How well a test measures what it is intended to measure.

Appendix A3 - District Education Council Member Elections

Eligibility

To be eligible to run for election to your District Education Council you must be:

- 18 years of age on or before the declared election date
- a Canadian citizen
- a resident of the province for at least six (6) months prior to the declared election date; three (3) months in Oromocto
- a resident of the sub-district and school district when nominated
- not a judge, an employee of the Department of Education and Early Childhood Development, or of any school or school district

Education Act, s. 36.3(1-11), s. 36.31 (1 & 2), and Regulation 2001-48, s. 21-26 inclusive

Nomination Process

Nomination papers are to be completed and returned to the Office of the Municipal Returning Officer between dates specified for the nomination process (generally one month prior to declared election date)

Nomination papers include:

- Your name, civic address, and occupation;
- Your consent, witnessed by the person who will obtain nominators' signatures;
- The signatures of ten (10) nominators who are all qualified voters living in your sub-district and parents of children registered in district schools;
- Declaration of the witness who obtained the nominators' signatures.

Elections are held every four years, at the same time as Municipal and Health Authority elections, and are conducted by the Office of the Chief Electoral Officer. Terms of office begin July 1st following the elections, and end June 30th following the next election.

A person can be re-elected to the District Education Council for any subsequent four-year term if that person continues to meet the eligibility requirements to be a candidate.

Incomplete Elections

If the District Education Council election fails to elect a member for a sub-district or enough members for an electoral zone, the Minister will appoint the number of members required to fill the vacancies from among nominated candidates.

B - Government Overviews

Appendix B1 - Province of New Brunswick

There are several key government stakeholders involved directly in the K-12 education system. A broad range of topics and issues are dealt with within this stakeholder group including: provincial/department/district budgeting, policy and curriculum development, student achievement and financial/human resource management. Additional information can be provided upon request through the DEC Manager.

It is also important for DEC members to understand the process used to develop what ultimately becomes the school district budget. A short overview of this process follows:

Budget cycle

The government and school district annual fiscal year extends from April 1st to March 31st. The Ordinary Account budget process is outlined in the government's Administrative Policy 6501. A similar process is used for the development of the capital budget.

There are four steps followed in the budget development process:

- Preparation of the fiscal framework by the Department of Finance;
- Preparation and prioritization of departmental budgets;
- Board of Management review and recommendation;
- Final approval by Executive Council and the Legislative Assembly.

Fiscal Framework

The Department of Finance prepares a multi-year forecast of key budgetary accounts at least twice a year – once in the fall of the year before fiscal targets are set and again in winter before final decisions are taken and budget documents tabled.

Departmental Budgets

The Department of Education and Early Childhood Development is responsible for the preparation of the departmental budget and the submission to the Board of Management. The department's budget proposal is developed within the context of educational priorities after formal or informal consultation with DECs, School Districts, program directors and managers.

The fiscal framework and government policies have a significant impact on the departmental budgets. Budgetary growth or reduction is based on the availability of funds identified in the fiscal framework.

Outlined below for your information are the general timelines or milestones for the department's Ordinary Account (operating) budget. The capital budget process is normally completed during the fall. The Superintendent can provide additional specific timelines on the ordinary and capital budget processes.

June – September

Detailed expenditure review based on volume changes, one-time costs, collective agreement costs and inflationary fluctuations.

September – February

The Department consults formally and informally with school districts, reconciles with government's fiscal objectives and prepares budget proposals with new program initiatives for consideration by government.

February - March

Government approves budget and Main Estimates are prepared for approval by the Legislative Assembly.

March - June

Legislative Assembly reviews Main Estimates of departments and approves budgets.

Policy and Priorities Committee and Board of Management

The Policy and Priorities Committee reviews and recommends all program changes that significantly impact government service delivery, policy or direction for approval by Cabinet. Board of Management recommends the departmental budgets to Cabinet for approval.

Executive Council approval and consideration of Main Estimates by the Legislative Assembly

Once the Executive Council has approved the provincial budget, it is tabled in the Legislative Assembly for public scrutiny and approval. Each Cabinet Minister is expected to defend the budget within their portfolio as outlined in the Main Estimates document.

Financial Reporting to DEC

Once the budget has been approved by the Legislature, the Department of Education and Early Childhood Development will inform school districts of their operating budget for the fiscal year, based on established budget guidelines and norms.

After receipt of the school district's operating budget the DEC, with the assistance of the superintendent, will establish and approve the district expenditure plan by taking into consideration the education plan and the school improvement plans. The District Education Council is required to submit a balanced district budget expenditure plan to the Department of Education by July 1st. An extension to this requirement may be granted in the event of delays in providing school districts with their budget.

Appendix B2 - Department of Education Overview

Additional information on organizational structure can be found online under the Department of Education and Early Childhood Development Contacts.



