



# **BOARD POLICY HANDBOOK**

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Parkland School Division No. 70

September 2010

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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, the role of the Superintendent and the delegation of authority from the Board to the Superintendent, it includes the following as policies:

1. Foundational statements which provide guidance and direction for all activities within the Division;
2. Directions for how the Board itself is to function and how individual trustees are to conduct themselves; how Board committees and representatives are to function;
3. Statements as to how appeals and hearings will be conducted;
4. Non-delegable matters such as school closures and policy-making; and
5. Specific matters which the Board has chosen not to delegate to the Superintendent.

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 in this Division between the Board's responsibility to govern and the Superintendent's executive or administrative duties.

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## Policy 1

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### DIVISION FOUNDATIONAL STATEMENTS

#### Vision

A learning organization dedicated to the development of children.

#### Mission

Our primary purpose in the Division is to create learning environments through which children achieve enduring success.

#### Motto

Excellence in Education

#### Beliefs

Our Beliefs are founded on the values of:

- Trust
- Respect
- Integrity
- Fairness
- Inclusiveness
- Accessibility
- Transparency In Communication

Foundational Principles	Beliefs
Our work is first and foremost about children, their learning and development	<ul style="list-style-type: none"> <li>• Learning begins with the child.</li> <li>• All students have the right to access an excellent basic education program that meets their needs.</li> <li>• Learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.</li> <li>• All students can experience success in learning.</li> <li>• Social, physical, intellectual, cultural and emotional growth needs of students can be met in the school environment.</li> <li>• Students have diverse learning and program needs.</li> <li>• We believe in nurturing hope.</li> </ul>

Ours is a vibrant learning organization where we are all learners	<ul style="list-style-type: none"> <li>• Education is a life-long process.</li> <li>• Staff development is fundamental to students' success.</li> <li>• All education stakeholders are learners.</li> </ul>
Effective decisions will be made within an environment that supports meaningful collaboration	<ul style="list-style-type: none"> <li>• Parents are our partners.</li> <li>• Leadership is the shared responsibility of everyone within the organization.</li> <li>• The education of our students is an activity that requires the participation of all members of the community.</li> <li>• People closest to the activity have essential information and perspective.</li> <li>• Effective communication is beneficial to all.</li> <li>• Meaningful collaboration arises from relationships built on trust, honesty and respect.</li> </ul>
Successful learning will occur in purposeful, safe and respectful environments	<ul style="list-style-type: none"> <li>• Everyone is entitled to a safe and caring learning environment.</li> <li>• Excellence in teaching results in excellence in learning.</li> <li>• Effective staff are critical to successful learning.</li> </ul>
People have the freedom to choose and will be responsible for their decisions	<ul style="list-style-type: none"> <li>• People are accountable for the decisions they make.</li> <li>• Our Vision, Mission, Principles, Beliefs and Outcomes are the standard against which we measure our decisions.</li> <li>• Students are responsible for participating fully in the achievement of their success.</li> </ul>

### Code of Conduct

In the Division, all members of our school community are expected to promote and demonstrate respect, civility, and responsible citizenship. With these goals in mind, everyone must:

- Demonstrate honesty and integrity;
- Respect differences in people, their ideas and their opinions;
- Acknowledge the right of everyone to be treated with dignity, at all times;
- Take appropriate measures to help those in need;
- Use non-violent means to resolve conflict;
- Honour the role(s) of persons in positions of authority;
- Show care and regard for school property and the property of others;
- Comply with all applicable federal, provincial and municipal laws.

In the Division, we are all models for the kinds of citizens we desire to be. We teach and learn by example, maintain proper decorum and demonstrate professionalism in all of our interactions.

## Goals

- Goal One: High quality learning opportunities for all.
- Goal Two: Excellent learner outcomes achieved by students.
- Goal Three: Success for First Nation, Métis and Inuit (FNMI) students.
- Goal Four: Highly responsive and responsible jurisdiction.

## Distributed Decision-Making

The Board believes that a resilient, effective organization is managed best by employing all expertise, knowledge and resources available. Therefore, the Board is committed to an organization that is based on a distributed decision making model.

The Superintendent shall determine the distribution of decision-making responsibility throughout the organization based on the following guiding beliefs.

1. The distribution of decision-making responsibility will create, and draw upon, leadership capacity within our organization.
2. The Division's staff will have the responsibility to make decisions about activities within the scope of their authority.
3. Individuals who have critical knowledge and expertise about a certain activity are best suited to make the necessary decisions regarding how to best achieve the goals and objectives for that activity.
4. Decision-making responsibility must be supported by equitable resource allocation.
5. Equity is established through a process of collaboration and consensus building.
6. External and internal conditions affecting an organization must be shared to all parties engaged in decision making.

Distribution of Decision Making responsibility shall encompass the following guiding principles.

1. Those who are closest to the activity will have the major influence in decision-making surrounding that activity.
2. Informed decisions will be made with attention to balancing choice, responsibility, and accountability, while maintaining alignment with the organization's mission, vision and principles.
3. Individuals will accept responsibility for their decisions.

4. Decision makers will endeavor to take into account the full scope of impact of their decisions, and will collaborate with those who may be affected by such decisions.
5. Information will be shared as freely as possible throughout the organization.

### Logo



Legal Reference: Section 8, 13, 39, 45, 47, 60, 61, 78, 113 School Act  
School Authority Accountability Policy 2.1.1

## Policy 2

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### ROLE OF THE BOARD

The Board is a corporate entity created by the provincial legislation and given authority by the School Act and the attendant regulations. It is comprised of trustees elected in accordance with the Local Authorities Election Act. The Board exercises its authority through a democratic process.

The Board is charged with the responsibility of providing, for its students and their parents, an education system organized and operated in their best interests. It exercises this responsibility through setting of local educational policy and the wise use of resources.

The Board has one main purpose, namely to provide educational services as required by the School Act.

#### **Specific Areas of Responsibility:**

1. Planning
  - 1.1 Approves annual educational goals for the Division.
  - 1.2 Reviews and approves the annual budget assumptions.
  - 1.3 Reviews and approves the three-year education plan, on an annual basis.
  - 1.4 Reviews and approves capital plans, on an annual basis.
  - 1.5 Reviews and approves the annual budget.
2. Policy Governance
  - 2.1 Approves the vision for the Division.
  - 2.2 Establishes policy.
  - 2.3 Evaluates policy impact.
  - 2.4 Sets the mandates for collective bargaining.
3. Accountability
  - 3.1 Acts in accordance with all statutory requirements.
  - 3.2 Performs Board functions required by governing legislation and Ministerial directives.
  - 3.3 Monitors, evaluates and reports Division performance and achievements to all stakeholders.
  - 3.4 Develops procedures and hears appeals as required by statute.
  - 3.5 Ratifies memoranda of agreements with bargaining units.

- 3.6 Models a culture of respect, understanding and integrity.
- 4. Communications and Community Relations
  - 4.1 Establishes processes and provides opportunities for input from its constituents.
  - 4.2 Promotes positive community engagement within the Division.
  - 4.3 Represents the community's needs, hopes and desires.
  - 4.4 Supports the school's programs, needs and desires to the community.
  - 4.5 Holds regular meetings and maintains timely, frank and constructive communications with locally elected officials.
- 5. Superintendent-Board Relations
  - 5.1 Provides the Superintendent with clear corporate direction.
  - 5.2 Delegates to the Superintendent responsibility for all executive functions and provides authority commensurate with responsibilities.
  - 5.3 Evaluates the Superintendent.
  - 5.4 Supports the Superintendent's actions.
  - 5.5 Respects the Superintendent as the Chief Executive Officer.
  - 5.6 Demonstrates mutual support which is conveyed to the staff and the community.
- 6. Political Advocacy
  - 6.1 Develops a yearly plan for advocacy including focus, key messages, and mechanisms.
  - 6.2 Participates in local, provincial and national advocacy processes.
  - 6.3 Reinforces local, provincial and national positions with media and members of the legislature and parliament.
- 7. Board Development
  - 7.1 Develops a yearly plan for Board/trustee development.
  - 7.2 Encourages individual trustees to participate in conferences and other activities to further develop Board and trustee effectiveness.
  - 7.3 Undertakes an annual Board self-evaluation.
  - 7.4 Promotes positive and productive interactions amongst fellow trustees.

**Selected Responsibilities:**

- 1. Approves student attendance areas.
- 2. Approves the annual school-year calendar.

3. Approves alternative programs.
4. Hears a conflict resolution appeal related to the operation of a School Council, and rules on the appeal.
5. Hears a recommendation for the dissolution of a School Council, and requests the Minister to dissolve the School Council when deemed necessary.
6. Provides recognition to students, staff, trustees and community.
  - 6.1 In acknowledgment of the valuable contributions made by trustees in public service, the Board will recognize trustees:
    - 6.1.1 As they leave the Board; and/or
    - 6.1.2 As they accrue service on the Board.
  - 6.2 Retiring trustees will receive a final memento upon termination of service, and will be nominated for life membership in the Alberta School Boards Association.
7. Determines computer network acceptable use parameters for trustees, and authorizes by motion, review of individual trustee accounts and files.
8. Approves transfers to and from reserves.
9. Acquires and disposes of land and buildings.
10. Names schools and other Division-owned facilities.
  - 10.1 Establishes an ad hoc school naming committee consisting of two (2) trustees and the Superintendent or designate, and other members as determined by the committee.

Legal Reference: Section 21, 39, 43, 45, 56, 60, 61, 62, 63, 78, 147, 187, 188 School Act  
Section 16, Government Accountability Act  
Local Authorities Election Act

## Policy 2 Appendix

### BOARD ANNUAL WORK PLAN (2011 – 2012)

Month	ACTION	INFORMATION
September	<ul style="list-style-type: none"> <li>• Approve July Financial Report</li> </ul>	<ul style="list-style-type: none"> <li>• Receive Facilities/Summer Work Report</li> </ul>
October	<ul style="list-style-type: none"> <li>• Hold Organizational Meeting (non-election years)</li> <li>• Attend Fall PSBAA AGM and University</li> <li>• Host Community Consultation (once every three years)</li> <li>• Complete Superintendent/CEO Evaluation</li> <li>• Complete Board Self-Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Receive PAT and Diploma Results (embargoed)</li> <li>• Receive September 30 Enrolment Report</li> </ul>
01 November	<ul style="list-style-type: none"> <li>• Hold Organizational Meeting (election years)</li> <li>• Approve August Financial Report</li> <li>• Approve Unaudited Report</li> <li>• Approve Final Budget</li> <li>• Attend Fall AGM ASBA</li> </ul>	<ul style="list-style-type: none"> <li>• Module Classroom Requests</li> <li>• Receive Student Achievement Monitoring Report 2</li> <li>• Receive Staffing Monitoring Report 3</li> </ul>
29 November	<ul style="list-style-type: none"> <li>• Approve Annual Education Results / Three Year Education Plan Report</li> <li>• Approve Audited Financial Statement</li> </ul>	<ul style="list-style-type: none"> <li>• Accountability Pillar Results Report</li> </ul>
December	<ul style="list-style-type: none"> <li>• Approve October 31 Financial Report</li> <li>• Discuss School Calendar Options</li> <li>• Discuss Capital Plan Enrolments</li> <li>• Sunlife renewal</li> </ul>	<ul style="list-style-type: none"> <li>• Receive Facilities/Vandalism Report</li> </ul>
January	<ul style="list-style-type: none"> <li>• Approve November Financial Report (First Quarter)</li> <li>• Attend Education Planning Session</li> <li>• Provide direction for Capital Plan</li> </ul>	
February	<ul style="list-style-type: none"> <li>• Approve December Financial Report</li> </ul>	<ul style="list-style-type: none"> <li>• OH &amp; S Report</li> </ul>
March	<ul style="list-style-type: none"> <li>• Approve Fees/Allowances</li> <li>• Approve Edwin Parr Teacher Nomination</li> <li>• Approve January Financial Report</li> <li>• Approve School Calendars</li> <li>• Approve Education Plan Priorities</li> <li>• Host the Annual PSD/Evergreen Dinner</li> </ul>	<ul style="list-style-type: none"> <li>• Receive Priority Report 1 Citizenship and Social Responsibility</li> </ul>

April	<ul style="list-style-type: none"> <li>• Approve February Financial Report (Second Quarter)</li> <li>• Approve Capital Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Receive Transportation Dept. Report</li> <li>• Receive Human Resources Dept. Report</li> </ul>
01 May	<ul style="list-style-type: none"> <li>• Host Annual Service Awards</li> <li>• Approve Budget Assumptions</li> <li>• Approve March Financial Report</li> <li>• Host Business Partners Celebration</li> <li>• Approve Board Three Year Meeting Schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Receive Division Satisfaction Survey Results</li> <li>• Receive Priority Report 2 – Developmentally Responsive Curriculum and Effective Assessment</li> <li>• Receive Business &amp; Finance Dept. Report</li> </ul>
29 May	<ul style="list-style-type: none"> <li>• Approve Preliminary Budget</li> <li>• Approve April Financial Report</li> <li>• Discuss Draft Three-Year Education Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Receive Technology Dept. Report</li> </ul>
June	<ul style="list-style-type: none"> <li>• Approve May Financial Report (Third Quarter)</li> <li>• Attend Spring AGM ASBA, PSBAA</li> </ul>	<ul style="list-style-type: none"> <li>• Receive Facilities Dept. Report</li> <li>• Receive AISI Report</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Attend ASBA Zone, PSBC meetings</li> <li>• Hold Expulsion Hearings as needed</li> <li>• Conduct Advocacy Activities</li> <li>• Attend Professional Development Activities</li> <li>• Attend Committee Meetings (as appointed)</li> <li>• Attend Stakeholder / Committee meetings</li> <li>• Attend School Council meetings</li> <li>• Attend PSD Tomorrow Meetings</li> </ul>	

Legal Reference: Section 39, 43, 45, 56, 60, 61, 62, 63, 78, 147, 187, 188 School Act  
Section 16, Government Accountability Act  
Local Authorities Election Act

Revision Date: 04 October 2011

## Policy 3

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### ROLE OF THE TRUSTEE

The role of the trustee is to contribute to the Board as it carries out its mandate in order to achieve its mission and goals. The oath of office taken or affirmation made by each trustee when s/he assumes office binds that person to work diligently and faithfully in the cause of public education.

The Board of Trustees is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. Individual trustees exercise an effective decision making role in the context of corporate action. A trustee who is given authority by Board motion 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 trustee are those of the Board, which is then responsible for them. A trustee acting individually has only the authority and status of any other citizen of the Division. Individual trustees do not have the authority to direct the Division's administration and staff.

#### Specific Responsibilities of Individual Trustees

1. Become familiar with Division policies and procedures, meeting agendas and reports in order to participate in Board meeting business.
2. Promote positive community engagement.
3. Refer queries, or issues and problems not covered by Board policy, to the Board for corporate discussion and decision.
4. Refer administrative matters to the Superintendent. The trustee, upon receiving a complaint or an inquiry 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.
5. Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect the Division.
6. Attend Board meetings prepared to participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for education within the Division.
7. Respectfully bring forward and advocate for local issues and concerns.
8. Recognize his/her fiduciary responsibility to the Division and act in the best interests of the Division understanding that Division needs are paramount.

9. When delegated responsibility, will exercise such authority within the defined limits in a responsible and effective way.
10. Participate, subject to Board approval, in Board/trustee development sessions so that the quality of leadership and service in the Division can be enhanced.
11. Stay current with respect to provincial, national and international educational issues and trends.
12. Share the materials and ideas gained with fellow trustees at a Board meeting, in written format, following a trustee development activity.
13. Strive to develop a positive and respectful learning and working culture both within the Board and the Division.
14. Attend School Council(s) meetings as assigned.
15. Attend Division or school community functions when possible.
16. Participate in community initiatives/activities.
17. Hold meetings with elected officials of the municipalities they represent.
18. Participate in school events as invited. On those occasions when attending a school outside the office of trustee, principals are to be advised.
19. Become familiar with, and adhere to, the Trustee Code of Ethics.
20. Report any violation of the Trustee Code of Ethics to the Board Chair.
21. Model the Division Code of Conduct.

## **Orientation**

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, trustees 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 trusteeship. All trustees are expected to attend all aspects of the orientation program.

1. In the year of an election, the Division will host a preliminary orientation session for all elected candidates prior to the Organizational Meeting which will include a review of and an expression of interest in Board assignments and committees.
2. The Division will offer an orientation program for all newly elected trustees that provides information on:
  - 2.1 Role of the trustee and the Board;

- 2.2 Board policy, agendas and minutes;
  - 2.3 Organizational structures and procedures of the Division;
  - 2.4 Existing Division initiatives, annual reports, budgets, financial statements and long-range plans;
  - 2.5 Division programs and services;
  - 2.6 Board's function as an appeal body; and
  - 2.7 Statutory and regulatory requirements, including responsibilities with regard to conflict of interest.
3. The orientation program will also include:
    - 3.1 A tour of the offices and the opportunity to meet Division Office staff.
    - 3.2 A tour of the schools and the opportunity to meet the Principals and staff.
  4. The Board Chair and Superintendent are responsible for ensuring the development and implementation of the Division's orientation program for newly elected trustees. The Superintendent shall provide each trustee with access to the references listed in Policy 3 Appendix at the organizational meeting following a general election or at the first regular meeting of the Board following a by-election.
  5. The Division will provide support for trustees attending Alberta School Boards Association and Public School Boards Association sponsored orientation seminars.
  6. Incumbent trustees are encouraged to help newly elected trustees become informed about history, functions, policies, procedures and issues.

Legal Reference: Section 60, 61, 68, 72, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 246 School Act  
Section 6 Commissioner of Oaths Act

## Policy 3 Appendix

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### SERVICES, MATERIALS AND EQUIPMENT PROVIDED TO TRUSTEES

Trustees shall be provided with the following services, materials and equipment while in office:

1. Reference
  - Copy of the School Act, the Regulations and related documents
  - Board Policy Handbook and Administrative Procedures Manual if requested
  - Copy of current Division documents
    - Budget
    - Capital Plan
    - Three-Year Education Plan
    - Annual Education Results Report
    - Collective Agreements
    - Audited Financial Statements
  - School year and meeting calendars
  - Current telephone listings of schools and principals
  - Maps and directions to school sites
  - List of School Council officials
  - Alberta School Boards Association (ASBA) and Public School Boards Association of Alberta (PSBAA) membership services
2. Communications/Public Relations
  - Notification of significant media events
  - Name tags, business cards and lapel pins
  - Key messages as required
  - Individual and Board photographs
3. Administrative/Secretarial Services Through the Superintendent
  - Access to interoffice mail
  - Conference registration, travel and accommodation arrangements
  - E-mail address and Blackberry service support
  - Photocopying and related secretarial services (Board Chair only)
4. Equipment
  - A Blackberry with appropriate maintenance, accessories and software.

Legal Reference: Section 60, 61, 68, 72, 80, 81, 82, 83, 84, 246 School Act

## Policy 4

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### TRUSTEE CODE OF ETHICS

The Board commits itself and its members to conduct which meets the highest ethical standards. It is expected that all personal interactions and relationships will be characterized by mutual respect, which acknowledges the dignity and affirms the worth of each person.

#### Specifically

Trustees are to:

1. Remember at all times that as an individual they have no legal authority outside the meetings of the Board unless the Board has so delegated. Relationships with the school staff, the local citizenry, and the media will be conducted on the basis of this fact.
2. Devote time, thought, and study to the duties and responsibilities of trusteeship so that they may render effective and creditable service.
3. Recognize that the expenditure of school funds is a public trust and endeavour to see that all such funds shall be expended efficiently, economically, and for the best interest of the students.
4. Endeavour to work with fellow trustees in a spirit of harmony and cooperation in spite of differences of opinion that may arise during debate. Avoid rancor and bitterness; observe proper decorum and behaviour; encourage full and open discussions in all matters with fellow trustees; treat each other with respect and consideration; and not withhold or conceal any information or matter with which other trustees should be concerned.
5. Base personal decisions upon all available facts in each situation; vote their honest conviction in every case, unswayed by partisan bias of any kind; and thereafter abide by and uphold the final majority decision of the Board.
6. Not use the schools or any part of the school program for their own personal advantage or for the advantage of family and friends; do everything possible to maintain the integrity, confidence, and dignity of the office of trustee; and resist every temptation and outside pressure to use their position as a trustee to benefit either themselves or any other individual or agency.
7. Not discuss the confidential business of the Board outside of a Board meeting or a Committee meeting thereof.
8. Support provincial and Canadian School Boards Associations.

9. Earnestly attempt to understand the needs and aspirations of the Division and do their best to support effective educational programs for the students.
10. Represent unconflicted loyalty to the interests of the Division. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staffs. It also supersedes the personal interest of any trustee acting as a consumer of the organization's services.
11. Avoid conflict of interest with respect to their fiduciary responsibility.
12. Declare any pecuniary interests and act in accordance with legislation.

Consequences for the failure of individual trustees to adhere to the Trustee Code of Ethics are specified in Policy 4 Appendix.

Legal Reference: Section 60, 61, 68, 72, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 246 School Act

## Policy 4 Appendix

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### TRUSTEE CODE OF ETHICS SANCTIONS

1. Trustees shall conduct themselves in an ethical and prudent manner in compliance with the Trustee Code of Ethics, Policy 4. The failure by trustees to conduct themselves in compliance with this policy may result in the Board instituting sanctions.
2. In particular, the Trustee Code of Ethics requires that trustees shall respect the confidentiality appropriate to issues of a sensitive nature.
3. Failure to comply with this requirement constitutes a failure of security. An individual trustee may bring a suspected breach of security to the attention of the Board Chair. If unresolved, the suspected breach of security will go to an in-camera meeting of the Board. If, by majority vote at a public meeting, the Board agrees that a failure has occurred, the failure shall be recorded by the Board and the following procedure shall be invoked:
  - 3.1 The Board Chair shall request that the Superintendent or designate (as Head of the Division under the Freedom of Information and Protection of Privacy Act), appoint an independent investigator to review this matter. This request may occur only after such a motion has been discussed and agreed to by a majority of trustees present at an in-camera meeting of the Board. This decision shall immediately be approved in a public meeting of the Board.
  - 3.2 The independent investigator shall conduct an investigation and submit a report of findings and recommendations to the Board Chair and to the Superintendent.
  - 3.3 The Board Chair shall present at an in-camera meeting of the Board, the report of the independent investigator. At this time, the trustee in question shall have an opportunity to present any additional, relevant information.
  - 3.4 If it is determined by a majority vote of the Board that a willful violation of security has occurred, for a first occurrence, a motion to write a letter of censure marked "Personal and Confidential" is required to be discussed and agreed upon by a majority of trustees present at an in-camera meeting of the Board. This decision requires immediate approval by a majority vote of trustees at a public meeting of the Board.
  - 3.5 For subsequent occurrences, a motion of censure against the trustee in question may be brought directly to a public meeting of the Board. To have effect this motion must be approved by a majority vote of trustees present at such a meeting.
4. A violation of all other sections of the Code of Ethics shall result in:
  - 4.1 The Board Chair writing a letter of censure marked "Personal and Confidential" to the trustee in question. This occurs only after having such

action discussed and agreed upon by a majority vote of trustees present at an in-camera meeting of the Board. A majority of trustees at a public meeting of the Board shall immediately approve this decision;

- 4.2 For a subsequent occurrence, at a public meeting of the Board, a motion of censure shall be presented against the trustee in question; and
  - 4.3 For a third and subsequent occurrences, at a public meeting of the Board, a motion to remove the trustee in question from one (1), or more, of all Board appointments may be presented.
5. There may be violations deemed to be so extreme that the Board may omit steps in the process defined above.

Legal Reference: Section 60, 61, 68, 72, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 246 School Act

## Policy 5

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### 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, at the organizational meeting and thereafter at any time as determined by the Board, shall elect one of its members to serve as Board Chair, to hold office at the pleasure of the Board. 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. 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.
2. 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.
3. Perform the following duties during Board meetings:
  - 3.1 Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated;
  - 3.2 Ensure that all issues before the Board are well-stated and clearly expressed;
  - 3.3 Display firmness, courtesy, tact, impartiality, and willingness to give everyone an opportunity to speak on the subject under consideration;
  - 3.4 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;
  - 3.5 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;
  - 3.6 Submit motions or other proposals to the final decision of the meeting by a formal show of hands;
  - 3.7 Ensure that each trustee present votes on all issues before the Board;
  - 3.8 Extend hospitality to trustees, officials of the Board, the press, and members of the public;
  - 3.9 Facilitate meetings so that the will of the Board is achieved.

4. Keep informed of significant developments within the Division.
5. Be responsible for ensuring the development and implementation of the Board's orientation program for newly elected trustees.
6. Ensure that computer network user agreements are signed by trustees and maintain custody of the same.
7. Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect the Division.
8. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events.
9. Convey directly to the Superintendent such concerns as are related to him/her by trustees, parents, or students that may affect the administration of the Division.
10. Provide counsel to the Superintendent, when requested to do so.
11. Bring to the Board all matters requiring a corporate decision of the Board.
12. Act as the official spokesperson for the Board except for those instances where the Board has delegated this role to another individual or group.
  - 12.1 The Board requires that the Board Chair represent the views of the Board as determined in official decisions of the Board.
  - 12.2 The Board Chair has the authority to determine whether or not to participate as spokesperson, where it is reasonable to do so, without prior approval of the Board. Further, in the absence of the Board, the Board Chair has the authority to make decisions and shall be accountable to the Board for all activities related to the duties as official spokesperson.
13. Formally communicate with other elected government leaders.
14. Review and approve trustee claims for travel, subsistence and honorarium.
15. Act as ex-officio member of all committees appointed by the Board.
16. Act as a signing officer for the Division for union agreements.
17. Represent the Board, or arrange alternative representation, at official meetings or other public functions.
18. Address inappropriate behaviour on the part of a trustee.
19. Ensure that the Board engages in annual assessments of its effectiveness as a Board.

Legal Reference: Section 60, 61, 62, 64, 65, 67 School Act  
Section 6, Local Authorities Election Act

**Policy 6**

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**ROLE OF THE VICE CHAIR**

The Vice-Chair shall be elected by the Board at its Organizational Meeting, and thereafter at any time determined by the Board, 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 inability to act or 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 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 Superintendent on items to be included on the agenda, the order of these items and become thoroughly familiar with them.
4. The Vice-Chair may be assigned other duties and responsibilities by the Board Chair.

Legal Reference: Section 60, 61, 65 School Act

## Policy 7

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### 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 electorate of the Division, the Board shall hold meetings as often as is necessary. A quorum, which is a simple majority of the number of trustees, 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.

The Board believes that its fundamental obligation is to preserve, if not enhance, the public trust in education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage the general public 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 collective 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.

#### 1. Wards

Within the stipulations of Ministerial Order 156/94, which established Parkland School Division No. 70, and subsequent Ministerial Order 005/98, the Board has decided to provide for the nomination and election of trustees within the Division by wards (electoral subdivisions).

A copy of the Ministerial Orders are available from the Division Office.

- 1.1 All wards (electoral subdivisions) shall comprise all those lands as outlined in Policy 7 Appendix A.
- 1.2 The number of trustees to be elected in each ward is as follows:
  - 1.2.1 One (1) trustee from each of wards 1, 2, 3, 4 and 6.
  - 1.2.2 Two (2) trustees from ward 5, elected at large.
- 1.3 The provisions of the Local Authorities Election Act respecting the election of trustees shall apply to every election in each ward.
- 1.4 If a vacancy occurs in the membership of the Board during the three (3) years following an election, a by-election may be held, unless this vacancy occurs in the last six (6) months before the next election. If two (2) vacancies occur prior to the third year of the term of office, a by-election must be held.

## 2. Swearing-In Ceremony

An official swearing-in ceremony will be scheduled following confirmation of trustee election results in a general election year.

Each trustee will take the oath of office or make an affirmation as called upon in accordance with the agenda.

Special provisions will be made for a trustee taking office following a by-election.

## 3. Organizational Meeting

An organizational meeting of the Board shall be held annually, and no later than four (4) weeks following election day, when there has been a general election. The first official meeting of the Board following a general election shall be an organizational meeting.

The Superintendent or designate will give notice of the organizational meeting to each trustee as if it were a special meeting.

The Superintendent or designate shall call the meeting to order and act as Chair of the meeting for the purpose of the election of the Board Chair. Upon election as Chair, the Board Chair shall take the oath of office or make an affirmation and preside over the remainder of the organizational meeting. The Board Chair shall normally be elected for a period of one (1) year.

The organizational meeting shall, in addition:

- 3.1 Elect a Vice-Chair;
- 3.2 Establish a schedule (date, time and place) for regular meetings and any additional required meetings for the ensuing year;
- 3.3 Create such standing or ad hoc committees of the Board as are deemed appropriate, and appoint members;
- 3.4 Appoint Board representatives to the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate;
- 3.5 Establish rates of honoraria and expense reimbursement for trustees;
- 3.6 Review trustee conflict of interest stipulations and determine any disclosure of information requirements; and
- 3.7 Address other organizational items as required.

## 4. Regular Meetings

Regular Board meeting dates and times shall be as established at the annual organizational meeting.

- 4.1 All meetings will ordinarily be held in the Division Office in Stony Plain.
- 4.2 All trustees shall notify the Board Chair or the Superintendent if they are unable to attend a Board meeting.
- 4.3 All trustees who are absent from three (3) consecutive regular meetings shall:

- 4.3.1 Obtain authorization by resolution of the Board to do so; or
- 4.3.2 Provide to the Board Chair evidence of illness in the form of a medical certificate respecting the period of absence.

Failure to attend may result in disqualification.

- 4.4 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.
- 4.5 Regular meetings of the Board will not be held without the Superintendent and/or designate(s) in attendance.

## 5. Special Meetings

- 5.1 Occasionally, unanticipated or emergent issues require immediate Board attention and/or action.
- 5.2 Special meetings of the Board will only be called when the Chair, the majority of trustees, or the Minister is of the opinion that an issue must be dealt with before the next regular Board meeting.
- 5.3 A written notice of the special meeting including date, time, place and nature of business shall be issued to all trustees by registered mail (at least seven (7) days prior to the date of the meeting) or in person (at least two (2) days prior to the date of the meeting) unless every trustee agrees to waive in writing the requirements for notice.
- 5.4 The nature of the business to be transacted must be clearly specified in the notice of the meeting. Unless all trustees 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.
- 5.5 Special meetings of the Board shall be open to the public recognizing that specific agenda matters may be held in-camera.
- 5.6 Special meetings of the Board will not be held without the Superintendent and/or designate(s) in attendance.

## 6. In-Camera Sessions

The School Act uses the term "private" for non-public meetings. Robert's Rules of Order uses the term "executive session" for the same distinction. The term "in-camera" is most commonly used and is synonymous with the other two terms.

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 trustees and the Superintendent.

The Board may convene in-camera only to discuss matters of a sensitive nature, including:

- 6.1 Personnel
  - 6.1.1 Individual students;
  - 6.1.2 Individual employees;
- 6.2 Matters relating to negotiations;
- 6.3 Acquisition/disposal of real property;
- 6.4 Litigation brought by or against the Board;
- 6.5 Other topics that a majority of the trustees present feel should be held in private, in the public interest.

Such sessions shall be closed to the public and press. The Board shall only discuss the matter(s) that gave rise to the in-camera meeting. Board members and other persons attending the session shall maintain confidentiality and shall not disclose the details of the discussion at such sessions.

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

## 7. Agenda for Regular Meetings

The Superintendent is responsible for preparing an agenda for Board meetings in consultation with the Board Chair and Vice-Chair.

- 7.1 The order of business at a regular meeting shall generally be as follows:
  - 7.1.1 Call to Order
    - In-Camera Session
    - National Anthem
    - Personal Reflection
    - Announcements
    - Changes to the Agenda
    - Approval of the Agenda
  - 7.1.2 Approval of Minutes
  - 7.1.3 Business Arising From the Minutes
  - 7.1.4 Delegation
  - 7.1.5 Board Chair Report
  - 7.1.6 Action Items
  - 7.1.7 Administration Reports
  - 7.1.8 Trustee Reports
  - 7.1.9 Future Business
    - Meeting Dates
    - Topics for Future Agendas

- Requests for Information
- Response to Requests for Information

#### 7.1.10 Adjournment

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

- 7.2 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. Each action item will include a clear recommendation.
- 7.3 Items may be placed on the agenda in one of the following ways:
- 7.3.1 By notifying the Board Chair or Superintendent at least ten (10) calendar days prior to the Board meeting.
- 7.3.2 By notice of motion at the previous meeting of the Board.
- 7.3.3 As a request from a committee of the Board.
- 7.3.4 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.
- 7.4 The agenda package, containing the agenda and supporting information, will be provided to each trustee five (5) calendar days prior to the Board meeting. Subsequently, emergent information may be provided at the meeting; and further, the Superintendent shall advise the Chair regarding the emergent nature of such information.
- 7.5 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.
- 7.6 During the course of the Board meeting, the majority of trustees present may amend the agenda and place items before the Board for discussion. The Board may take action on such items.
- 7.7 The list of agenda items shall be posted on the Division website and be available in the Division Office. Any elector may inspect the agenda and request a copy.

## 8. Minutes for Regular or Special Meetings

The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.

- 8.1 The minutes shall record:
- 8.1.1 Date, time and place of meeting;
- 8.1.2 Type of meeting;
- 8.1.3 Name of presiding officer;

- 8.1.4 Names of those trustees and senior administration in attendance (excused trustee absences indicated as regrets; unexcused absences recorded as absences);
  - 8.1.5 Approval of preceding minutes;
  - 8.1.6 All resolutions, including the Board's disposition of the same, placed before the Board, are to be entered in full;
  - 8.1.7 Names of persons making the motions;
  - 8.1.8 Points of order and appeals;
  - 8.1.9 Appointments;
  - 8.1.10 Receipt of reports of committees;
  - 8.1.11 Recording of the vote on a motion (when requested pursuant to the School Act); and
  - 8.1.12 Trustee declaration pursuant to the School Act.
- 8.2 The minutes shall:
- 8.2.1 Be prepared as directed by the Superintendent;
  - 8.2.2 Be reviewed by the Superintendent prior to submission to the Board;
  - 8.2.3 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
  - 8.2.4 Upon adoption by the Board, be deemed to be the official and sole record of the Board's business.
- 8.3 The Superintendent or designate shall ensure, upon acceptance by the Board, that appropriate signatures are appended to each page of the minutes, and that appropriate signatures and the corporate seal of the Division are affixed to the concluding page of the minutes.
- 8.4 The Superintendent or designate will establish and maintain a file of all Board minutes.
- 8.5 As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.
- 8.6 The approved minutes of a regular or special meeting shall be posted to the website as soon as possible following approval. The Superintendent or designate is responsible to distribute and post the approved minutes.
- 8.7 Each standing or ad hoc committee will maintain records of the proceedings and share electronically for committee approval. Once approved by the committee electronically, the minutes are presented to the Board for approval.

## 9. Motions

Motions do not require a seconder.

### 9.1 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 trustees of the item to be discussed. A notice of motion is not debatable and may not be voted on.

## 9.2 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. Motions may be submitted by any trustee, including the Board Chair.

## 9.3 Speaking to the Motion

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

If the Board Chair wishes to speak on a motion, s/he is to vacate his/her seat as Chair and ask the Vice-Chair to preside. The Chair will normally speak just prior to the last speaker who will be the mover of the motion.

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

As a general guide, a trustee should not speak longer than five (5) minutes on any motion. The Board Chair has the responsibility to limit the discussion by a trustee 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 trustee arrive at the meeting after a motion has been made and prior to taking a vote, the trustee may request further discussion prior to the vote. The Board Chair shall rule on further discussion.

## 9.4 Reading of the Motion

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

## 9.5 Recorded Vote

Whenever a trustee requests a recorded vote, before the vote is taken, the minutes shall record the names of the trustees who voted for or against the matter. Immediately after a vote is taken and on the request of a trustee, the minutes shall record the name of that trustee and whether that trustee voted for or against the matter.

## 9.6 Required Votes

The Board Chair, and all trustees present, unless excused by resolution of the Board or by the provisions of the School Act, shall vote on each question.

Each question shall be decided by a majority of the votes of those trustees 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 Board Chair or Vice-Chair, which is by secret ballot.

#### 9.7 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 trustees in attendance.

### 10. Public Participation at Board Meetings

A primary responsibility of the Board is to help the school and the community relate to each other, therefore the Board is interested in:

- Monitoring the community's needs, hopes and desires;
- Explaining the schools' programs and Board policy and guidelines to the community.

The Board, also, welcomes presentations on educational matters by individuals or groups from the community at its meetings and may, if it so chooses, direct questions of clarification to delegations.

- 10.1 The Superintendent shall ensure that delegations wishing to appear before the Board have pursued all avenues of resolution (where appropriate) prior to requesting an opportunity to appear before the Board. Further, the Superintendent shall provide the delegation with a copy of the Board policy excerpt regarding public participation at Board meetings.
- 10.2 The delegation shall provide the Superintendent five (5) business days written notice of intent, prior to the regular Board meeting at which they wish to appear. The notice shall include a written brief articulating the matter.
- 10.3 The delegation shall appoint not more than two (2) persons to speak on its behalf at the meeting and to respond to questions from the Board.
- 10.4 The delegation will be afforded fifteen (15) minutes for presentation, following which ten (10) minutes will be allocated for trustee questions.
- 10.5 The notice, the summary and the names of persons who will be making the presentation shall be included in the agenda for the meeting.
- 10.6 If a decision is required in response to a presentation, the Board will render its decision at a subsequent meeting and in a timely manner.
- 10.7 The Board Chair and the Superintendent may jointly agree to waive the foregoing requirements in special circumstances where the health and/or safety of students and/or staff are of concern.
- 10.8 The Board may also incorporate a recess session during a Regular meeting of the Board, for the purpose of unscheduled public participation.

## 11. Audio/Video Recording Devices

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

## 12. Trustee Compensation and Expenses

The Board believes that successful trusteeship requires a significant time commitment. It recognizes that each trustee is responsible for:

- Attending Board-approved meetings; and
- Participating in conferences, workshops and other in-service activities.

To compensate trustees for their time, contribution and expenses, the Board approves the establishment of a trustee remuneration program.

12.1 Basic honorarium and allowance shall be set annually for each individual trustee.

12.1.1 The basic honorarium and allowance shall cover all activities of the trustee except for travel within the Division, allowances and travel expenses for elected Committee positions and allowances and travel expenses for conferences, conventions, workshops and seminars outside of the Division.

12.1.2 The basic honorarium and allowance will not be reduced if a trustee is unable to attend the designated meetings.

12.1.3 Retiring trustees receive the basic honorarium and allowance for the full month during which they retire.

12.1.4 Newly elected trustees receive a pro-rated basic honorarium and allowance effective from the date of their official oath of office.

12.1.5 The Chair and Vice-Chair of the Board shall receive an additional annual honorarium and allowance as shown on the trustee's remuneration schedule.

12.2 Trustees who are elected or appointed by the Board to represent the Board at Committee Meetings or meetings of other organizations are eligible to claim for travel and per diem at the rate shown on the trustee remuneration schedule.

12.3 Conference expenses may be claimed for attendance at conventions outside the Division.

12.3.1 Alberta School Boards' Association (ASBA) and Public School Boards' Association of Alberta (PSBAA) conference expenses will be paid in accordance with the rates established annually by the Board. When travelling on Division business, a trustee may claim either the actual cost of a meal or the meal allowance.

12.3.2 Trustees' attendance at conventions, seminars, workshops and other similar functions shall be at the approval of the Board.

- 12.4 Trustees are eligible to claim travel expenses from their residence to attend all meetings of the Board and meetings of organizations to which they have been appointed to represent the Board.
  - 12.4.1 Claims are submitted in accordance with the mileage rate established annually by the Board.
- 12.5 Trustee claims for travel, subsistence and honorarium are approved by the Board Chair (Vice-Chair) and submitted to Business and Finance for processing. To account for the appropriate taxable and non-taxable calculations for honorarium and travel, payment is processed through the payroll system and direct deposited to trustees' bank accounts with their regular paycheque.

### 13. Trustee Conflict of Interest

The trustee is directly responsible to the electorate of the Division and to the Board.

Upon election to office and annually thereafter, the trustee must complete a disclosure of personal interest statement and accept a position of public trust. The trustee is expected to act in a manner which will enhance the trust accorded the trustee, and through the trustee, 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 trustee members. Therefore, the Board believes in the requirement to declare conflict of interest.

- 13.1 The trustee is expected to be conversant with sections 80-91 of the School Act.
- 13.2 The trustee is responsible for declaring him/herself to be in possible conflict of interest.
  - 13.2.1 The trustee shall make such declaration in open meeting prior to Board or committee discussion of the subject matter which may place the trustee in conflict of interest.
  - 13.2.2 Following the declaration of conflict of interest by a trustee, all debate and action shall cease until the trustee has left the room.
- 13.3 It shall be the responsibility of the trustee 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.
- 13.4 The recording secretary will record in the minutes:
  - 13.4.1 The trustee's declaration;
  - 13.4.2 The trustee's abstention from the debate and the vote; and
  - 13.4.3 That the trustee left the room in which the meeting was held.

#### 14. Board Self-Evaluation

The annual Board self-evaluation process will be undertaken in concert with the Superintendent evaluation process to reinforce alignment of purpose.

Legal Reference: Section 60, 64, 65, 66, 67, 68, 70, 71, 72, 73, 74, 75, 76, 80, 81, 82, 83, 145, 208, 210,  
261, 262 School Act  
Local Authorities Elections Act  
Income Tax Act (Canada)

Revision date 05 October 2010

**PARKLAND SCHOOL DIVISION NO. 70  
IN THE PROVINCE OF ALBERTA**

**BY-LAW NO. 1-97**

**A BY-LAW OF THE PARKLAND SCHOOL DIVISION NO. 70  
IN THE PROVINCE OF ALBERTA TO REVISE THE  
ELECTORAL SUBDIVISIONS AND THE NUMBER  
OF SCHOOL TRUSTEES TO BE ELECTED  
FROM EACH SUBDIVISION FOR  
THE PARKLAND SCHOOL DIVISION NO. 70**

WHEREAS The School Act, Chapter S-3.1 of the Statutes of Alberta 1988, and amendments thereto; Section 225 provides for a Board to pass a by-law to provide for the nomination and election of Trustees by electoral subdivision,

AND WHEREAS the Government of Alberta Department of Education, by Ministerial Order #156/94 and dated December 9, 1994 established the Parkland School Division No. 70 and appointed official Trustees for the Parkland School Division No. 70,

AND WHEREAS the ministerial order further established the number of Trustees to be elected to the Board to be seven (7) and further the number of Trustees to be elected from each of the five (5) subdivisions,

AND WHEREAS the Board of Trustees desires to change the number of electoral subdivisions from five (5) subdivisions to six (6) subdivisions,

AND WHEREAS the Board of Trustees desires to change the number of Trustees to be elected from each of the six (6) subdivisions to create an equitable distribution of the population as to the number of electoral subdivisions,

NOW THEREFORE be it resolved, The Board of Trustees of Parkland School Division No. 70 hereby establishes six (6) electoral subdivisions as described in Appendix "A" attached hereto,

AND FURTHERMORE the number of Trustees to be elected from each subdivision shall be as follows:

- a) one (1) Trustee for Subdivision #1

- b) one (1) Trustee for Subdivision #2
- c) one (1) Trustee for Subdivision #3
- d) one (1) Trustee for Subdivision #4
- e) two (2) Trustees for Subdivision #5
- f) one (1) Trustee for Subdivision #6

AND FURTHER the total number of Trustees elected from all six (6) electoral subdivisions shall be seven (7),

AND FURTHER this By-law is passed in accordance with the School Act, Revised Statutes of Alberta 1988, Section 225 and shall take effect for the next general election to be held in October, 1998,

AND FURTHER this By-law is subject to the approval of the Minister of Education.

APPENDIX "A"  
Attached to By-Law 1,97

a) **Subdivision #1** shall consist of the following public school districts:

The White Whale School District No. 746  
 The Smithfield School District No. 1307  
 The Woodland School District No. 1832  
 The Rexborough School District No. 1851  
 The Entwistle School District No. 1936  
 The Keephills School District No. 2037  
 The Golden Rule School District No. 2040  
 The Wanchie School District No. 2172  
 The Magnolia School District No. 2190  
 The Highvale School District No. 2350  
 The Whitby School District No. 2391  
 The Gainford School District No. 2578  
 The Wabamun School District No. 2843  
 The Brightwood School District No. 2891  
 The Shoal Lake School District No. 3006  
 The Duffield School District No. 3296  
 The Fallis School District No. 3318  
 The Bloomingdale School District No. 4072  
 The Limeson School District No. 4083  
 The Everest School District No. 4218  
 The Rose Valley School District No. 4276  
 The Volga School District No. 4540  
 The Dniiproo School District No. 4550  
 The Jasper Creek School District No. 4619  
 The Matthews Crossing School District No. 4630  
 The South End School District No. 4676  
 The Low Water School District No. 4688  
 The Moon Lake School District No. 4724  
 The Seba Beach School District No. 4782

b) **Subdivision #2** shall consist of that portion of The Stony Plain Town School District No. 1638 lying outside of the municipal boundaries of the Town of Stony Plain and south of Highway #16 and west of Range Road 275 (Boundary Road) and; that portion of the Glory Hills School District No. 400 lying south of Highway #16 and; that portion of the Manly School District No. 1744 lying south of Highway #16 and west of Range Road 275 (Boundary Road) and; the following public school districts:

The Warden School District No. 301  
 The Holborn School District No. 881  
 The Lucknow School District No. 1946  
 The Tecumseh School District No. 1992  
 The Comet School District No. 2301  
 The Hansen Corners School District No. 3112  
 The Teddington School District No. 4261  
 The Carvel School District No. 4262

page 2

c) **Subdivision #3** shall consist of that portion of the Stony Plain Town School District No. 1638 lying within the municipal boundaries of the Town of Stony Plain

d) **Subdivision #4** shall consist of that portion of The Spruce Grove School District No. 1638 lying outside of the municipal boundaries of the City of Spruce Grove and south of Highway #16 and east of Range Road 275 (Boundary Road) and; that portion of the Glory Hills School District No. 400 south of Highway #16 and east of Range Road 275 (Boundary Road) and; that portion of Atim Lake School District no. 3205 which lies south of Highway #16 and; that portion of The Stony Plain Town School District No. 1638 lying south of Highway #16 and east of Range Road 275 (Boundary Road) and the following public school districts:

The Graminia School District No. 1813  
The Sand Hill School District No. 2444  
The Middleton School District No. 2877  
The Clymont School District No. 3435

e) **Subdivision #5** shall consist of that portion of The Spruce Grove School District No. 450 lying within the City of Spruce Grove

f) **Subdivision #6** shall consist of that portion of The Stony Plain Town School District No. 1638 lying outside of the municipal boundaries of The Town of Stony Plain and which lies north of Highway #16 and; that portion of The Spruce Grove School District No. 1638 lying outside of the City of Spruce Grove and north of Highway #16 and; that portion of the Manly School District No. 1744 lying north of Highway #16 and; that portion of The Glory Hills School District No. 400 lying north of Highway #16 and; that portion of the Atim Lake School District No. 3205 and; the following public school districts:

The Michael School District No. 4404

READ A FIRST TIME THIS SIXTH (6TH) DAY OF NOVEMBER, 1997.

Monika Cappis CHAIRMAN      [Signature] SECRETARY

READ A SECOND TIME THIS SIXTH (6TH) DAY OF NOVEMBER, 1997.

Monika Cappis CHAIRMAN      [Signature] SECRETARY

READ A THIRD TIME THIS SIXTH (6TH) DAY OF NOVEMBER, 1997.

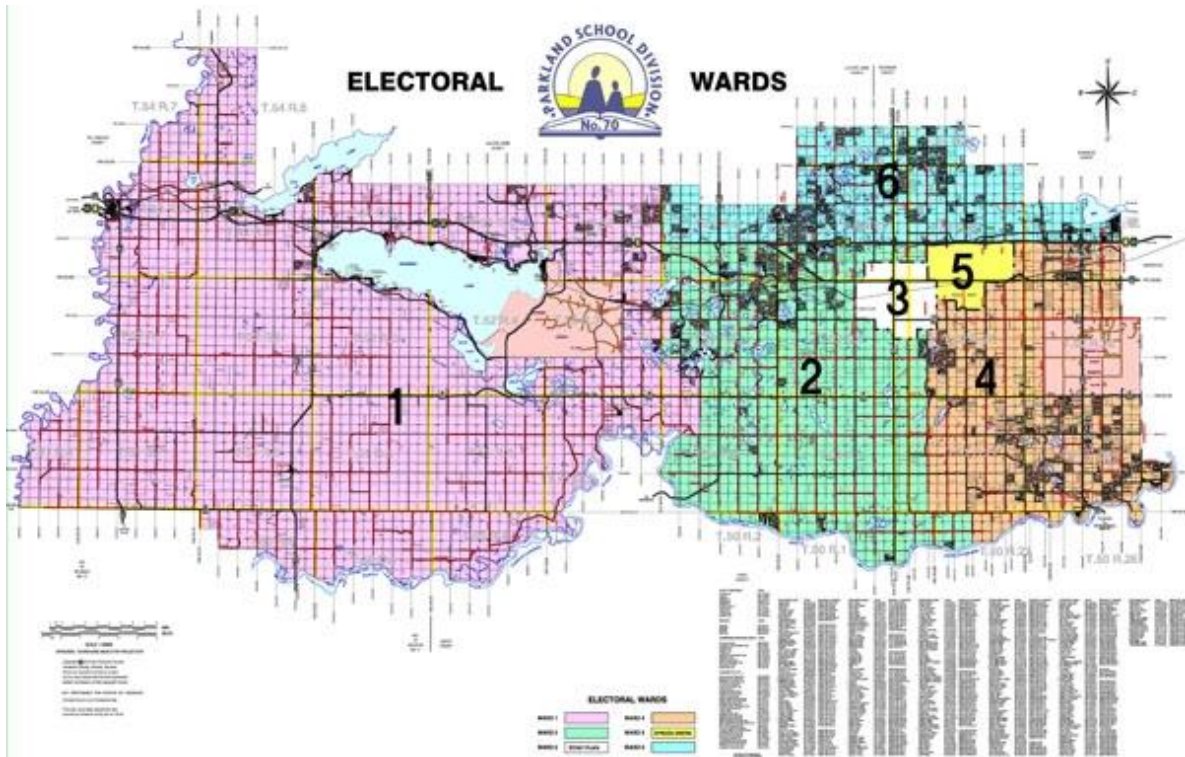
Monika Cappis CHAIRMAN      [Signature] SECRETARY

MINISTERIAL APPROVAL

Dary D. Nar SIGNATURE      MARCH 18, 1998 DATE

Policy 7 Appendix B

### MAP OF WARDS (ELECTORAL SUBDIVISIONS)



## Policy 7 Appendix C

### TRUSTEE REMUNERATION SCHEDULE

Basic Annual Honorarium and Allowance			\$21,000.00
<b>Additions to Basic</b>			
Board Chair Annual Honorarium and Allowance			\$9,000.00
Vice-Chair			\$4,000.00
<b>Committee Rates – Claimable at Per Diem Rate</b>			
Per Diem	up to 4 hours		\$100.00
	up to 8 hours		\$200.00
	over 8 hours		\$300.00
Travel Allowance			\$0.51
	<b>Trustees</b>	<b>Half-Day Meeting</b>	<b>MAXIMUM TOTAL BUDGET</b>
<b>Standing Committee Board Representatives</b>			
Chair of the Education Committee	1	3	\$300.00
Chair of the Student Advisory Committee	1	4	\$400.00
Benefits Committee	1	3	\$300.00
Teacher Advisory Committee	3	4	\$1,200.00
Audit Committee	3	4	\$1,200.00
Labour Relations	6	8	\$4,800.00
<b>Appointed Board Representative to:</b>			
Alberta School Boards' Association	1	20	\$2,000.00
Joint Use	2	2	\$400.00
Public School Boards' Association	1	20	\$2,000.00
Council of School Councils	1	10	\$1,000.00
Linkages Committee	1	5	\$500.00

## Policy 8

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### BOARD COMMITTEES

The Board shall establish certain standing committees for ongoing study of major areas of responsibility and may establish ad hoc committees from time to time for specific purposes.

#### General Requirements

1. Committees normally have no legal powers, although in special circumstances they may be empowered by the Board to make certain decisions on its behalf.
2. All trustees who are members of a specific committee are entitled to vote at any meetings of that committee.
3. Committees can consider only those topics or problems which are referred to them by the Board or the Superintendent.
4. Committees may be charged with conducting in-depth studies into the matters to which they are assigned and providing recommendations to the Board that they deem advisable.
5. Committees shall meet from time to time as specified by the Board.
6. The designated secretary is responsible for preparing and maintaining records of Committee Meetings and distributing copies to all members of the Board.
7. The Board Chair may serve as ex officio to all Board committees.

#### Standing Committees

##### 1. Education Committee

The Board may establish annually an Education Committee to provide an opportunity for all trustees to undertake detailed examination of issues of a curricular and program nature and to celebrate student achievements.

- 1.1 The committee shall consist of all trustees and the Superintendent (and/or designate).
- 1.2 The Board shall elect a Chair of the Education Committee at the Board's annual organizational meeting.
- 1.3 The responsibilities of the Education Committee shall include, though not be limited to:

- 1.3.1 Discussion of curricular areas being considered by Alberta Education;
  - 1.3.2 Discussion of education issues and programs of the Division;
  - 1.3.3 Discussion of possible program initiatives and/or research regarding educational matters; and
  - 1.3.4 Celebration of student achievements.
- 1.4 This committee of the whole Board must be diligent in confining itself to receipt of information, questions for clarification, and requests for further information.

## 2. Student Advisory Committee

The Board believes in, and supports, the inclusion of a student voice in its deliberations; therefore the Board may establish, annually, a Student Advisory Committee.

- 2.1 The committee shall consist of the Board, the Superintendent, and student representatives as follows:
  - 2.1.1 One (1) Grade 9 student from each K-9 and middle school within the Division; and
  - 2.1.2 One (1) representative for each of Grades 10, 11 and 12 – from both high schools within the Division.
- 2.2 Each Principal will select a student representative who has shown leadership ability and who best represents the views of their respective student body.
- 2.3 The Board shall elect a Chair of the Student Advisory Committee at the Board's annual organizational meeting.
- 2.4 The committee shall elect a student Chair, who shall co-chair the meetings with the Board's committee Chair.
- 2.5 The purposes of the Student Advisory Committee shall include, but are not limited to:
  - 2.5.1 Providing a mechanism for the Board and Superintendent to hear directly from students about classroom and school issues;
  - 2.5.2 Providing students with an opportunity to provide advice about Division-level initiatives and work;
  - 2.5.3 Providing an opportunity for student representatives from various schools to dialogue with the trustees and Superintendent; and
  - 2.5.4 Providing students with knowledge and understanding of other Division schools, as well as a student contact in each participating school.
- 2.6 Student membership on the committee will be by term, not to exceed two (2) consecutive years.

- 2.7 The Student Advisory Committee shall meet up to three (3) times annually, with the schedule to be confirmed by the Board at the Board organizational meeting in the fall of each school term.

### 3. Benefit Plan Advisory Committee

The Board shall establish a Benefit Plan Advisory Committee to administer and review the Board's group benefit insurance plans and other employee benefit plans.

#### 3.1 Membership

- 3.1.1 The committee shall be made up of six (6) voting members and three (3) non-voting members.

Voting Members:

- 3.1.1.1 One (1) trustee as appointed by the Board, and
- 3.1.1.2 Two (2) representatives appointed by Central Alberta Association of Municipal and School Employees (CAAMSE) Local #1, and
- 3.1.1.3 Two (2) representatives appointed by International Union of Operating Engineers (IUOE) Local #955, and
- 3.1.1.4 One (1) representative appointed by Parkland School Division (PSD) No. 70 Non-Union Group (NUG).

Non-Voting Members:

- 3.1.1.5 The Superintendent shall appoint the three (3) non-voting members to facilitate committee operations.
- 3.1.2 CAAMSE, IUOE and NUG staff will appoint members to this committee for two (2) year terms, and alternate replacement(s) of their representative(s). These appointments are to be managed in a manner that maintains consistency on the committee.
- 3.1.3 The Board, at each annual organizational meeting, shall appoint one (1) member to this committee. The term will be for one (1) year.
- 3.1.4 November 1 of each year will be the yearly start date for each representative.

#### 3.2 Meetings and Committee Organization

- 3.2.1 Meetings, as required, may be called by the committee Chair or the Superintendent or designate. Notice of and all meeting agendas will be sent to each member prior to each meeting by the Superintendent or designate.
- 3.2.2 At the first meeting, following the Board's organizational meeting, a committee Chair will be elected by the Benefit Plan Advisory Committee from its voting members.
- 3.2.3 Committee Chair will be elected for a one (1) year term.

- 3.2.4 All decisions and recommendations will require a simple majority from the voting members.
- 3.3 Committee Operating Expenses
  - 3.3.1 The Division will be responsible for the nominal operating expenditures incurred by the committee.
- 3.4 Other
  - 3.4.1 The Board will be the policyholder of the various benefit insurance policies.
  - 3.4.2 The Board will appoint an independent benefits consultant to administer and provide information on the group insurance plans to the committee.
- 3.5 Authority
  - 3.5.1 The committee will make recommendations to the Board when major changes in coverage, a change in the benefit consultant, or new employee benefit plans are considered necessary by the committee.
  - 3.5.2 The committee has authority to:
    - 3.5.2.1 Approve minor changes to coverage provided by each benefit insurance policy or plan (providing there is no increase in premiums); and
    - 3.5.2.2 Change benefit insurance carriers.
  - 3.5.3 The committee has the authority to hear and decide on employee appeals relative to group benefits.
  - 3.5.4 The Superintendent or designate has the authority to renew group insurance policies.

#### 4. Board/Teacher Advisory Committee (TBAC)

The Board believes that, in the interests of effective consultation and transparent communication, there shall be established a committee of Board and teacher representatives, the purpose of which shall be to provide a forum for discussion of the views of the respective parties.

- 4.1 The Board/Teacher Advisory Committee shall consist of an equal number of representatives for the Board (of which the Superintendent or designate is considered to be) and representatives of the Alberta Teachers' Association Local No. 10, employed by the Division.
- 4.2 The purpose of the Board/Teacher Advisory Committee is to provide an informal, safe and open environment for committee members to express and discuss ideas/concerns to foster increased understanding of and appreciation for perspectives.
- 4.3 Issues related to the interpretation of the collective agreement and grievances shall not be brought forward or discussed as agenda items,

except by mutual agreement, and shall focus on system-wide concerns and policies.

- 4.4 Decision making of the committee shall be a consensus model.
  - 4.5 Minutes shall be taken by the recording secretary and shared with members of the committee for acceptance. A copy of the minutes will reside at Division Office as a matter of record of the Board.
  - 4.6 Matters of a sensitive nature that are shared within the context of the committee shall remain confidential to the members of the committee.
  - 4.7 The annual Board appointments to the committee shall be the Board Chair and two (2) additional members to be appointed annually by the Board at their organizational meeting.
  - 4.8 The Alberta Teachers' Association Local No. 10 will make appointments to the committee. These appointments will be determined by the Alberta Teachers' Association Local on an annual basis.
  - 4.9 The Chair of the Board/Teacher Advisory Committee shall be elected for a one (1) year term from and by the annual appointees, and the position will alternate yearly between the Board and the Local No. 10.
  - 4.10 The recording secretary shall be assigned on an annual basis from within the membership of the committee and shall alternate between the ATA and Board representatives.
  - 4.11 The recording secretary shall be responsible for the following:
    - 4.11.1 Preparation and distribution of the agenda;
    - 4.11.2 Notifying members of the deadline for submission of items for the agenda;
    - 4.11.3 Emailing a final agenda to all committee members one (1) week prior to the meeting;
    - 4.11.4 Should members have concerns about items submitted, they shall express those concerns via a "reply to all" email prior to the distribution of the agenda by the recording secretary.
  - 4.12 Meeting dates/times/ location and duration will be determined, by consensus of the members of the committee.
  - 4.13 Any resolutions agreed to by this committee shall be forwarded to the Board and the Alberta Teachers' Association Local No. 10 for consideration as recommendations only.
  - 4.14 Should the committee wish to invite others to make brief presentations, as a means of sharing information (i.e. professional development, budget, etc.), then those individuals shall be invited to attend for their presentation only, and would not attend for any committee discussion.
5. Audit Committee  
The Board shall establish an Audit Committee to fulfill their oversight responsibility for reliable financial reporting, effective internal controls and compliance with legislation and regulatory requirements.

## 5.1 Authority

The Audit Committee has authority to conduct or authorize investigations into any matters within its scope of responsibility. It is empowered to:

- 5.1.1 With the consent of the Board, retain outside counsel, accountants or others to advise the committee or assist in the conduct of an investigation;
- 5.1.2 Seek any information it requires from employees – all of whom are directed to cooperate with the committee’s requests – or external parties; and
- 5.1.3 Meet with Division officers, external auditors or outside counsel, as necessary.
- 5.1.4 Make recommendations to the Board on financial control matters, including selection of external auditors.

## 5.2 Composition

The Audit Committee will consist of:

- 5.2.1 Three (3) trustees, not to include the Board Chair, who are financially literate or willing to become so. One of the trustees will be appointed Chair by the trustees on the committee;
- 5.2.2 One member at large, not connected with Parkland School Division or the external auditors. The member must be financially literate and preferably hold an accounting designation;
- 5.2.3 The Executive Secretary to the Associate Superintendent of Business and Finance, who shall act as recording secretary for the committee;
- 5.2.4 The Associate Superintendent of Business and Finance and the Manager of Business and Finance shall provide information and advice to the committee as requested.

## 5.3 Meetings

The Audit Committee will meet at least four (4) times a year, with authority to convene additional meetings, as circumstances require. All Audit Committee members are expected to attend each meeting, in person or via tele-conference or video-conference. The Audit Committee will invite members of management, auditors or others to attend meetings and provide pertinent information, as necessary. It may hold private meetings with auditors in executive sessions. Minutes of meetings will be prepared and provided at a meeting of the Board.

## 5.4 Compensation

- 5.4.1 Trustee members shall be compensated as specified in Policy 7 Appendix C.
- 5.4.2 The member at large shall be compensated, as specified in Policy 7 Appendix C, as follows:

5.4.2.1.1 one (1) full day per diem for each meeting up to four (4) hours;

5.4.2.1.2 mileage to and from Audit Committee Meetings.

## 5.5 Responsibility

The Audit Committee will carry out the following responsibilities:

### 5.5.1 Financial Statements:

5.5.1.1 Review significant accounting and reporting issues, including complex or unusual transactions;

5.5.1.2 Review with management and the auditors the results of the audit, including any difficulties encountered;

5.5.1.3 Review the annual financial statements, and consider whether they are complete, consistent with information known to committee members, and reflect appropriate accounting principles; and

5.5.1.4 Review with management and the auditors all matters required to be communicated to the Board.

### 5.5.2 Internal Control

5.5.2.1 Consider the effectiveness of the Division's internal controls over annual reporting, including information technology security and control; and

5.5.2.2 Understand the scope of auditor's review of internal control over financial reporting, and obtain reports on significant findings and recommendations, together with management's responses.

### 5.5.3 Audit

5.5.3.1 Review the auditor's proposed audit scope and approach;

5.5.3.2 Review the performance of the auditor(s), and provide a recommendation to the Board regarding final approval on the appointment or discharge of the auditors;

5.5.3.3 Review and confirm the independence of the auditors by obtaining statements from the auditors on relationships between the auditors and the Division, including non-audit services, and discussing the relationship with the auditors; and

5.5.3.4 On a needs basis, meet separately with the auditors to discuss any matters that the Audit Committee or auditors believe should be discussed privately.

### 5.5.4 Compliance

5.5.4.1 Review the findings of any examinations by regulatory agencies, and any audit observations; and

5.5.4.2 Obtain regular updates from management and company legal counsel regarding compliance matters.

6. Alberta Teachers' Association (ATA) Labour Relations

6.1 Purpose

- To meet with representatives of the ATA Local to propose collective agreement changes.
- To negotiate and conclude memoranda of agreement for recommendation to the Board.

6.2 Powers and Duties

- Establish Board proposals within established Board mandates and guidelines.
- Negotiate with representatives of the ATA Local.
- Sign memoranda of agreement and make recommendations to the Board for ratification.

6.3 Membership

- Two (2) trustees; and
- Superintendent or designate(s).

6.4 Meetings

- As required to negotiate or interpret agreements.

7. Central Alberta Association of Municipal and School Employees (CAAMSE) Labour Relations

7.1 Purpose

- To meet with representatives of CAAMSE to propose collective agreement changes.
- To negotiate and conclude memoranda of agreement for recommendation to the Board.

7.2 Powers and Duties

- Establish Board proposals within established Board mandates and guidelines.
- Negotiate with representatives of CAAMSE.
- Sign memoranda of agreement and make recommendations to the Board for ratification.

7.3 Membership

- Two (2) trustees; and
- Superintendent or designate(s).

7.4 Meetings

- As required to negotiate or interpret agreements.

## 8. International Union of Operating Engineers (IUOE) Labour Relations

### 8.1 Purpose

- To meet with representatives of IUOE to propose collective agreement changes.
- To negotiate and conclude memoranda of agreement for recommendation to the Board.

### 8.2 Powers and Duties

- Establish Board proposals within established Board mandates and guidelines.
- Negotiate with representatives of IUOE.
- Sign memoranda of agreement and make recommendations to the Board for ratification.

### 8.3 Membership

- Two (2) trustees; and
- Superintendent or designate(s).

### 8.4 Meetings

- As required to negotiate or interpret agreements.

## 9. PSD Tomorrow

The Board may establish annually a PSD Tomorrow Committee to provide an opportunity for all trustees to engage in dialogue on generative governance and to inform on long range plans and strategic modeling.

- 9.1 The committee shall consist of all trustees and the Superintendent (and/or designates).
- 9.2 The Board Chair shall chair the PSD Tomorrow Committee meeting.
- 9.3 The Superintendent is responsible for preparing an agenda for the PSD Tomorrow Committee meeting in consultation with the Board Chair.
- 9.4 As per section 70 (3) of the School Act, the committee may deem it appropriate to move "in camera".

### **Ad Hoc Committees**

Ad hoc committees may be established from time to time to assist the Board for a specific purpose or function. The terms of reference for each ad hoc committee will be established at the time of formation. The term of appointment shall end upon conclusion of the appointed purpose or function or at the pleasure of the Board.

## **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.

Legal Reference: Section 60, 61, 62, 63, 70, 113 School Act  
Collective Agreements

**Policy 8, Article 4 Revised April 2011**  
**Policy 8, Article 6 Revised June 2011**

## Policy 9

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### BOARD REPRESENTATIVES

The Board may appoint trustees to represent the Board on various external committees, agencies and organizations. Such representation is established at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the Division and other organizations.

The Board will determine the terms of reference for each representative. The Superintendent may appoint resource personnel to work with representatives and shall determine the roles, responsibilities and reporting requirements of resource personnel.

The following committees/organizations will have a Board representative as identified at the annual organization meeting:

1. Alberta School Boards Association (ASBA) Zone 2/3
  - 1.1 Purpose
    - Represent the Board at meetings of ASBA Zone 2/3
  - 1.2 Powers and Duties
    - Attend ASBA Zone 2/3 meetings
    - Represent the Board's positions and interests at the Zone level
    - Communicate to the Board the work of ASBA Zone 2/3
  - 1.3 Membership
    - One (1) trustee
  - 1.4 Meetings
    - As called by ASBA Zone 2/3
2. Spruce Grove Joint Use Committee
  - 2.1 Purpose
    - Represent the Board at Joint Use Committee meetings
  - 2.2 Powers and Duties
    - Attend committee meetings
    - Represent the Board's positions and interests
    - Communicate to the Board the work of the committee
  - 2.3 Membership
    - One (1) trustee
    - Superintendent or designate(s)

- 2.4 Meetings
  - As called by the executive of the Joint Use Committee
- 3. Stony Plain Joint Use Committee
  - 3.1 Purpose
    - Represent the Board at Joint Use Committee meetings
  - 3.2 Powers and Duties
    - Attend committee meetings
    - Represent the Board's positions and interests
    - Communicate to the Board the work of the committee
  - 3.3 Membership
    - One (1) trustee
    - Superintendent or designate(s)
  - 3.4 Meetings
    - As called by the executive of the Joint Use Committee
- 4. Public School Boards' Association of Alberta (PSBAA) Council
  - 4.1 Purpose
    - Represent the Board at meetings of PSBAA Council
  - 4.2 Powers and Duties
    - Attend PSBAA Council meetings
    - Represent the Board's positions and interests
    - Communicate to the Board the work of PSBAA Council
  - 4.3 Membership
    - One (1) trustee
  - 4.4 Meetings
    - As called by PSBAA Council
- 5. Council of School Councils (COSC)
  - 5.1 Purpose
    - Represent the Board at meetings of the Council of School Councils
  - 5.2 Powers and Duties
    - Attend agenda meetings and Council of School Councils meetings
    - Represent the Board's positions and interests
    - Communicate to the Board the work of the Council

- Attend the ASCA parent conference and Annual General Meeting
- 5.3 Membership
- One (1) trustee
  - Superintendent or designate(s)
- 5.4 Meetings
- As called by the Council
6. Linkages Committee (Region 6)
- 6.1 Purpose
- Represent the Board at meetings of Linkages Committee (Region 6)
- 6.2 Powers and Duties
- Attend Linkages Committee (Region 6) meetings
  - Represent the Board's positions and interests
  - Communicate to the Board the work of the Committee
- 6.3 Membership
- One (1) trustee
- 6.4 Meetings
- As called by Linkages Committee (Region 6)

Legal Reference: Section 61, 68 School Act

Revision date 05 October 2010  
Revision date 04 October 2011

## Policy 10

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### POLICY MAKING

The Board reserves to itself the function of providing guides for the discretionary action of those to whom it delegates authority. These guides for discretionary action constitute the policies governing the operation of the Division. The formulation and adoption of these policies will constitute the basic method by which the Board exercises its leadership in the operation of the school system. The study and evaluation of reports concerning the execution of its written policies will constitute the basic method by which the Board exercises its control over the operation of the school system. The Board acknowledges the desirability of consultation in the development of policy and requires that the input of those who will be affected be requested and considered.

The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide public education and compliance with the School Act and provincial as well as federal legislation.

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

The Board believes in the establishment and review of policy which reflects its values and perspectives.

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, as a result of its own monitoring activities or on the suggestion of others, and identify the critical attributes of each policy to be developed.

2. Development

The Board may develop the policy itself or delegate the responsibility for its development to the Superintendent.

3. 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 the other policies.

4. Evaluation

The Board, in cooperation with the Superintendent, shall evaluate each policy in a timely manner in order to determine if it is meeting its intended purpose.

### **Specifically**

1. Policy needs may be identified by the Board, or by the Superintendent, by any individual or group as well as through legislative or regulatory requirements.
2. The Board will review the identified problem, issue or need to determine whether or not there is to be a review or development of policy.
3. If there is a determination by the Board to review or develop policy, the Superintendent will be directed by motion of the Board to draft a policy proposal.
4. Policy proposals are to include:
  - 4.1 Background (as applicable)
  - 4.2 Legal implications
  - 4.3 Costs
  - 4.4 Impact on persons affected
  - 4.5 Legislative or collective agreement references
  - 4.6 Samples of similar policies, where possible
  - 4.7 Policy recommendation
5. The draft policy will be submitted to the Board for first reading and discussion. The Board may reject the proposal and direct a reconsideration or may approve the draft policy, in principle, for reaction.
6. If the policy is approved for reaction, the policy will be distributed to Principals, ATA, CAAMSE, IUOE, Non-Union Group and school councils for reaction. Written reactions will be forwarded to the Superintendent within a designated time frame, subject to reasonable limitations.
7. If necessary a policy advisory committee may be struck to examine the policy and make recommendations to the Board.
8. The Superintendent will undertake any redrafting necessary. The redrafted policy will be submitted to the Board for a second reading, discussion and possible amendment. Written reactions which were submitted will be provided to the Board in support of proposed changes.
9. The Board may approve the policy as amended or direct the Superintendent to further revise the policy prior to a third and final reading.
10. When a policy has been approved by the Board, the policy will be recorded in the minutes of the Board meeting. Only those written statements so adopted and so recorded will be regarded as official policy of the Board. Policies will be effective

immediately upon adoption unless a specific effective date is provided in the motion to adopt.

11. All policies will specify the effective date.
12. The following principles shall guide the evaluation and review process:
  - 12.1 Policies shall be term specific.
  - 12.2 Policies due to expire shall be presented to the Board for review, reaffirmation or rescinding.
  - 12.3 The Board invites input from constituent groups relative to policies and their implementation, where appropriate.
  - 12.4 All policies must be reviewed, then reaffirmed or rescinded within a predetermined time from adoption.
  - 12.5 The review process shall be initiated by the Superintendent or the Board and is to involve representatives of affected stakeholders.
  - 12.6 Policy statements which are superseded by superior legislation or newer Board policies shall be automatically declared invalid.
  - 12.7 Notwithstanding 12.1 and 12.2, policies may be revised, reaffirmed or rescinded by the Board when required.
13. The Board may request the Superintendent to change an administrative procedure to a draft Board policy, and will provide the rationale for same.
14. The Superintendent must develop administrative procedures as specified in Policy 11 and may develop such other procedures as deemed necessary for the effective operation of the Division; these must be in accordance with Board policies.
15. The Board may also delete a policy and subsequently delegate the Superintendent authority over this area. The Superintendent may choose to then develop an administrative procedure relative to this matter.
16. The Superintendent must inform the Board of any substantive changes to administrative procedures.
17. The Superintendent shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the Division's website, in a timely manner, for staff and public access.
18. The Board shall review each policy as required.

Legal Reference: Section 60, 61, 113 School Act

## Policy 11

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### BOARD DELEGATION OF AUTHORITY

The School Act allows for the Board to delegate certain of its responsibilities and powers to others.

The Board authorizes the Superintendent to do any act or thing or to exercise any power that the Board may do, or is required to do, or may exercise, except those matters which, in accordance with section 61(2) of the School Act, cannot be delegated. This delegation of authority to the Superintendent specifically:

- Includes any authority or responsibility set out in the School Act and regulations as well as authority or responsibility set out in other legislation or regulations;
- Includes the ability to enact administrative procedures, practices or regulations required to carry out this authority; and also
- Includes the ability to sub-delegate this authority and responsibility as required.

Notwithstanding the above, the Board reserves to itself the authority to make decisions on specific matters requiring Board approval. This reserved authority of the Board is set out in Board policies, as amended from time to time.

Further, the Board requires that any significant new provincial, regional or local obligations be brought to the Board for information and discussion.

#### Specifically

1. The Board reserves to itself the ability to make decisions on recommendations for the termination of a continuous contract of employment for a teacher, or of any designation held by a teacher, made pursuant to sections 19, 95 or 96 of the School Act.
2. The Superintendent is authorized to suspend a teacher from the performance of the teacher's duties in accordance with sections 105(1) and 105(2) of the School Act. Further, the Superintendent is authorized to terminate the contract of employment for a teacher employed under a probationary, temporary or interim contract of employment, where such termination is made during the term of such contract. The power to suspend or terminate the services of a teacher may not be further delegated. The suspension and/or termination shall be conducted in accordance with the requirements of the School Act. The Superintendent is also authorized to suspend or terminate non-certificated staff.
3. The Superintendent is delegated the authority to develop administrative procedures that are consistent with provincial policies and procedures for the following program areas:
  - 3.1 Special Education
  - 3.2 Guidance and Counseling

- 3.3 Services for Students and Children
  - 3.4 Student Evaluation
  - 3.5 Teacher Growth, Supervision and Evaluation
  - 3.6 Home Education
  - 3.7 Early Childhood Services
  - 3.8 Outreach Programs
  - 3.9 Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses
  - 3.10 Knowledge and Employability Courses
  - 3.11 Off-Campus Education
  - 3.12 English as a Second Language
  - 3.13 French as a Second Language and French Language Immersion
  - 3.14 Alternative Programs
4. The Superintendent is directed to develop an administrative procedure to fulfill Board obligations created by any federal legislation or provincial legislation other than the School Act.

Legal Reference: Section 19, 60, 61, 95, 96, 98, 101, 102, 105, 106, 107, 109, 109.1, 110, 113 School Act  
ATA Collective Agreement  
CAAMSE Collective Agreement  
IUOE Collective Agreement

## Policy 12

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### ROLE OF THE SUPERINTENDENT

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division. The Superintendent reports directly to the corporate Board, and is accountable to the Board of Trustees for the conduct and operation of the Division. All Board authority delegated to the staff of the Division is delegated through the Superintendent.

#### **Specific Areas of Responsibility:**

##### 1. Student Welfare

The Superintendent shall:

- 1.1 Ensure that the social, physical, intellectual, cultural and emotional growth needs of students are met in the overall school environment.
- 1.2 Ensure the accommodation, safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division.
- 1.3 Ensure that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.

##### 2. Educational Leadership

The Superintendent shall:

- 2.1 Ensure students in the Division have the opportunity to meet the standards of education set by the Minister.
- 2.2 Implement education policies established by the Minister and the Board.
- 2.3 Ensure that leadership is the shared responsibility of everyone within the organization and build leadership capacity.
- 2.4 Demonstrate commitment to life-long learning by participation in professional organizations and development activities.

##### 3. Fiscal Responsibility

The Superintendent shall:

- 3.1 Ensure the fiscal management of the Division 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.
- 3.2 Ensure the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.

#### 4. Personnel Management

The Superintendent shall:

- 4.1 Have overall authority and responsibility for all personnel-related matters except the development of mandates for collective bargaining and those personnel matters precluded by Board policy, legislation or collective agreements.
- 4.2 Ensure that the processes regarding grievances, as described within existing collective agreements, are followed.

#### 5. Policy

The Superintendent shall:

- 5.1 Provide leadership in the planning, development, implementation and evaluation of Board policies.

#### 6. Superintendent / Board Relations

The Superintendent shall:

- 6.1 Establish and maintain positive, respectful, professional working relations with the Board and endeavour to ensure staff interacts with the Board in a similar manner.
- 6.2 Respect and honour the Board's role and responsibilities, and facilitate the implementation of that role as defined in Board policy.
- 6.3 Provide the information which the Board requires to perform its role.
- 6.4 Ensure that the relationship between the office of the Superintendent and the corporate Board demonstrates mutual support and that this is conveyed to the entire staff and to the community.

#### 7. Planning and Accountability

The Superintendent shall:

- 7.1 Demonstrate effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
- 7.2 Report to the Minister with respect to matters identified in and required by the School Act.
- 7.3 Facilitate the three-year education planning process including the development of Division goals, budget, facilities and transportation plans and implement plans as approved.
- 7.4 Involve the Board in the establishment of strategic priorities and key results early in the process, with final Board approval.

## 8. Communications and Community Relations

The Superintendent shall:

- 8.1 Take actions to ensure open, transparent, positive internal and external communications are developed and maintained.
- 8.2 Keep the Board informed through the provision of monitoring reports.
- 8.3 Strive to ensure that parents and students have a high level of satisfaction with the services provided and the responsiveness of the Division.
- 8.4 Strive to maintain effective relationships within the system and the community served by the system.
- 8.5 Act as, or designate, the head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.

## 9. Leadership Practices

The Superintendent shall:

- 9.1 Practice 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.
- 9.2 Develop and maintain positive and effective relationships with provincial and municipal government departments, external agencies and provincial organizations.
- 9.3 Ensure that meaningful collaboration arises from relationships built on trust, honesty and respect.

Legal Reference: Section 14, 45, 60, 61, 113, 114, 115 School Act  
Freedom of Information and Protection of Privacy Act

## Policy 13

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### 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:

- Special education placement;
- Language of instruction;
- Home education programs;
- Student expulsion;
- Amount and payment of fees or costs;
- Access to, or the accuracy or completeness of student records;
- Amount of fees payable by a Board to another Board; or
- 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 sixteen (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 (5) 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 Board members will have the opportunity to ask questions or clarification from both parties.
  - 7.7 No cross-examination of the parties shall be allowed.
  - 7.8 The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. 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 once a decision has been reached 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 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 (5) 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 through the office of the Superintendent.

The Board will convene in an in-camera session upon the call of the Superintendent, but in no event shall the meeting occur later than ten (10) school days from the first day of suspension.

Parents of students, or students sixteen (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 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 will have the opportunity to ask questions of clarification from both the Principal and the student and the student's parents;
  - 2.4 The Board 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;
  - 2.5 Should the Board require additional information, both parties will be requested to return in order to provide the requested information;
  - 2.6 The Board will then make a decision to either reinstate or expel the student; and
  - 2.7 The Board's decision shall be communicated immediately following the expulsion hearing and confirmed in writing to the student and the student's parents within five (5) days of the hearing, with copies being provided to the Principal and the Superintendent.
3. If the Board'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 ten (10) school days; and
  - 3.2 The right of the student and the student's parents to request a review of the decision by the Minister of Education.
4. Immediately following the hearing, the Superintendent or designate will discuss with the family the educational program to be provided to the student and the name of the individual to be contacted. These arrangements are confirmed in writing to the family.
  5. Expulsion is at the discretion of the Board. The Board, 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 Board as justification for expulsion:
    - 5.1 Open opposition to the authority of the staff;
    - 5.2 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 Division;
    - 5.3 Willful disobedience over a prolonged period or in a single instance where the disobedience endangers the students, teacher, building or general climate of orderly behaviour;
    - 5.4 Habitual neglect to do work that is assigned to the student and which is within his/her competence to complete;
    - 5.5 Profane or indecent language in the presence of other students or before staff;
    - 5.6 Threats of physical violence or acts of violence against a staff member or a serious unprovoked attack on other students;
    - 5.7 Any act of indecency in a school building, on the school grounds, or on a school bus;
    - 5.8 Failure to observe and to obey any reasonable rule, regulation or procedure established by a staff member for maintaining a climate of behaviour conducive to learning;
    - 5.9 Willful or malicious damage to school or Division property or equipment;
    - 5.10 Prohibited use of drugs, alcohol, or tobacco; or
    - 5.11 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 8, 10, 12, 24, 25, 45, 47, 48, 60, 61, 123, 124, 125 School Act

## Policy 14

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### HEARINGS ON TEACHER MATTERS

The Superintendent may transfer a teacher in accordance with section 104 of the School Act. The teacher may make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer.

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

The Superintendent may suspend a teacher from the performance of the teacher's duties in accordance with subsections 105(1) and 105(2) of the School Act. The power to suspend the services of a teacher may not be further delegated. The teacher may appeal such suspension to a Board of Reference.

The Superintendent may terminate the probationary, temporary or interim contract of a teacher during the term of such contract. The power to terminate the contracts of employment referenced in the preceding sentence may not be further delegated.

#### Specifically

##### 1. Transfers

- 1.1 A teacher who has received a notice of transfer may, within seven (7) days from the day on which the teacher receives the notice of transfer, make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer.
- 1.2 The request for a hearing before the Board shall be submitted by the teacher to the Associate Superintendent, Business and Finance with a copy being provided to the Superintendent.
- 1.3 The Board may set a date and time for the hearing requested not earlier than fourteen (14) days after the teacher receives the notice of transfer, unless the teacher agrees in writing to an earlier date.
- 1.4 The Associate Superintendent, Business and Finance shall advise the teacher in writing of the date, time and location of the hearing.

##### 2. Termination of Continuous Contract or Designation

- 2.1 When the Superintendent has decided to make a recommendation to the Board to terminate a teacher's continuous contract, or terminate a designation, the Superintendent shall forward that recommendation:

- 2.1.1 To the teacher, not less than fourteen (14) days before the scheduled date of the meeting at which the recommendation shall be considered; and
    - 2.1.2 To the trustees, through the Corporate Secretary, in accordance with the practice for regular Board meetings.
  - 2.2 Either party to the proceedings may make a request for an adjournment. Such request for an adjournment shall be made in writing, to the Board Chair, with a copy to the other party. The Board Chair, at the Chair's discretion, may allow for written or oral submissions from the other party. The Chair's decision about the adjournment request shall be communicated to each of the parties.
3. Provision of Information
  - 3.1 Any written materials the teacher or the Superintendent wishes trustees to consider must be submitted to the Corporate Secretary not less than four (4) days prior to the scheduled date of the meeting. The Corporate Secretary will provide copies of all such documentation to the trustees and the parties prior to the hearing, where possible, or during the hearing.
  - 3.2 The teacher or the Superintendent may be accompanied by counsel or other representative, and may bring witnesses if, not less than four (4) days prior to the scheduled date of the meeting, the following is provided by the teacher or the Superintendent in writing, the names of counsel, other representatives, and any witnesses.
  - 3.3 Notwithstanding, the Board Chair shall reserve the right to receive further documentation as deemed relevant.
4. Procedure at Hearings
  - 4.1 The hearing shall be conducted at an in-camera session of the Board, and chaired by the Chair, or in the Chair's absence, the Vice-Chair or designate.
  - 4.2 The Chair will introduce all parties, and the parties or their representative shall introduce all witnesses at the hearing.
  - 4.3 The sequence of the hearing shall be as follows:
    - 4.3.1 an opening statement to be made by each of the parties;
    - 4.3.2 written and oral presentation by the Superintendent or designate, including any evidence by witnesses where appropriate;
    - 4.3.3 written and oral presentation by the teacher, including any evidence by witnesses where appropriate;
    - 4.3.4 Superintendent's or designate's opportunity for a response to the teacher's presentation;
    - 4.3.5 teacher's opportunity for a response to the administration's presentation;

- 4.3.6 an opportunity for the Board to ask questions of both parties and any questions of clarification of both parties and any of the other witnesses;
  - 4.3.7 an opportunity for the Superintendent or designate to make final comments;
  - 4.3.8 an opportunity for the teacher to make final comments; and
  - 4.3.9 no cross-examination of witnesses shall be allowed unless the Chair deems it advisable.
- 4.4 The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have the Corporate Secretary or legal counsel in attendance.
- 4.5 If the Board requires additional information or clarification in order to make its decision, both parties will be recalled to appear before the Board and the request for information will be made in the presence of both parties. If the information is not readily available, the Chair may request a recess, or if necessary an adjournment of the hearing to a later date. In the case of an adjournment, members of the Board are prohibited from disclosing the evidence presented or matters raised at the hearing, either amongst themselves or with the parties and their representatives or witnesses until the hearing is reconvened.
- 4.6 When the Board is ready to make its decision on the matter, both parties, if still present, will be advised that the Board will be reconvening and will consider a motion to move into a regular or special Board meeting in order to consider the resolution.
- 4.7 The Board decision will be communicated to the teacher, in writing, following the hearing.

Reference: Section 19, 60, 61, 95, 96, 98, 101, 102, 104, 105, 107, 109, 109.1, 110, 113 School Act

## Policy 15

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### SCHOOL CLOSURES

The Board recognizes that it may have to consider closure of a school, or three consecutive grades in a school, when the operation of the school is no longer financially viable.

Demographic studies will be made for all schools and will be updated periodically. Such studies will review the impact of population shifts and transportation patterns on individual schools and school centralization.

The Superintendent will annually recommend to the Board the groupings which appear to be justified, specifying individual schools for more comprehensive studies concerning possible closing.

#### Specifically

1. A school will be considered for a comprehensive closing study if any of the following conditions apply:
  - 1.1 The school building is inadequate by virtue of age, condition, size of site, or other overriding limitations and cannot reasonably and economically be renovated to currently accepted educational standards.
  - 1.2 The student occupancy rate of the school has fallen substantially under capacity and is projected to remain so.
  - 1.3 The school's site-based budget can no longer feasibly support the financial viability of the operation of the school.
2. Although use for students will be the primary function of a school, unusual circumstances may prevail which will require alternative use of a particular location or building. A closing study of such a school may also be authorized by the Board. A closing study will include direct consultation with those communities considered in the study and is to address the following factors:
  - 2.1 Review of the in-depth demographic studies, including grouping; and consideration of alternatives.
  - 2.2 Age and current physical condition of the building and program facilities.
  - 2.3 Adequacy of site, location, access, surrounding development, traffic patterns, and other environmental conditions.
  - 2.4 Reassignment of students, including alternative plans.
  - 2.5 Transportation factors, including numbers of children bussed, time, distance, and safety.
  - 2.6 Alternate uses of the building.
  - 2.7 Costs/savings:

- 2.7.1 Personnel
- 2.7.2 Plant operation
- 2.7.3 Transportation
- 2.7.4 Capital investment
- 2.7.5 Alternate use
- 2.8 Continuity of Instructional and Community Programs
  - The Board recognizes that once a closure is given active consideration, the Board has an obligation to:
    - 2.8.1 Ensure that students, staff and community become aware of the potential of a school closure at the point when that potential is judged to be significant; and
    - 2.8.2 Ensure that students, staff and the community become aware immediately the Board declares its intention to close a school; and have an opportunity for input.

### **Process**

The Board establishes the following process with respect to the closing of schools:

1. The Superintendent recommends closure to the Board.
2. Where the Board decides to pursue closure, a notice of motion must be served at a regular meeting of the Board, proposing that a specific school or schools be closed.
3. Immediately following notice of motion, the Superintendent or designate must send a letter to the parent of every child in the school informing them of the fact and implications of the notice of motion.

Such communication must address questions relating to how a specific closure would affect the following:

- 3.1 The attendance area defined for that school;
- 3.2 The attendance at other schools by students re-located by virtue of school closure;
- 3.3 The need for, and extent of, busing;
- 3.4 The effect on the social environment of the community;
- 3.5 Program implications for the students when they are attending other schools;
- 3.6 Program implications for other schools;
- 3.7 The educational and financial impact of closing the school, including the effect on operational costs and the capital implications;
- 3.8 The financial and educational impact of not closing the school;
- 3.9 The capital needs of other schools that may have increased enrollment.

Such communication shall also include a statement as to the proposed disposal of the closed school (e.g., mothballing, lease to community organization, lease to government agency, sale, or demolition).

4. A public meeting shall be organized and convened by the Board, in the school, for the purpose of discussing the proposed resolution, its implications for students and for the system, possible implementation, and possible alternatives. Such a meeting must be effectively advertised, particularly to the parents of students enrolled in the school. Advance notice of two (2) weeks must be provided. At least six (6) trustees are to be in attendance at this public meeting.
5. The council of the municipality in which the school is located shall be provided an opportunity to provide a statement to the Board of the impact the closure may have on the community.
6. Concerned electors shall be allowed up to three (3) weeks to prepare a response (or responses) to the notice of motion. They are encouraged to include preferred alternatives.
7. Representatives of concerned electors shall be given an opportunity to present their response to the Board to comment upon the response and the notice of motion, and to answer questions.
8. The debate and the vote upon the motion must take place only after the above minimum criteria have been met and within twelve (12) months of the notice of motion.
9. In the event that the motion is passed, the Superintendent shall advise the Minister of Education.

Legal Reference: Section 45, 58, 60, 113, 200, 201, 270, 271 School Act  
Alberta Regulation 257/2003

## Policy 15 – Appendix A

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### PROGRAM REDUCTION/RECONFIGURATION

The Board believes that in certain situations, particularly those related to declining student population in schools, consideration is to be given to program reduction and/or reconfiguration as a possible means for enhancing program viability and learning opportunities for students.

#### Definitions

##### Reconfiguration

The addition or removal of one (1) or more entire grades to or from any school.

##### Program Reduction

The reduction of three (3) or more consecutive grades in a school, also referred to as closure in the School Act and Closure of Schools Regulation.

#### Specifically

1. The Superintendent or designate may initiate a programming review process when student enrolment levels fall below eighty (80) students in any K-6 school, or below forty-five (45) students in any grade 7-9 program of a school.
2. The programming review process shall take into account the:
  - 2.1 Intended Learner Outcomes for all students in the Division (what is the evidence that students are/are not achieving the system's intended learner outcomes for all students?), and
  - 2.2 The three "E's", that is "educational indicators", "ecological considerations", and "economic factors", where:
    - 2.2.1 The educational indicators refer to the overall level of student performance in the school, as reflected in student achievement on academic, social and emotional growth measures;
    - 2.2.2 The ecological considerations refer to the opportunities or challenges that program reduction or reconfiguration might have on:
      - 2.2.2.1 Social and community relationships,
      - 2.2.2.2 Parental involvement,
      - 2.2.2.3 Programming implications for receiving schools(s), and
      - 2.2.2.4 Student transportation arrangements.
    - 2.2.3 The economic factors refer to the benefits or disadvantages associated with possible program reduction or reconfiguration including the financial impact of program reduction or

reconfiguration, positive or adverse effects on operational costs and capital implications.

3. In addition to the above, a programming review shall take into account:
  - 3.1 The potential for increased student attendance at other schools, and the anticipated benefits, disadvantages or other impacts of relocating students to another school site(s);
  - 3.2 Programming adjustments that may need to be made in one or both schools when/if students move from one school's attendance area to another;
  - 3.3 The need for and extent of busing, both before and subsequent to any proposed changes;
  - 3.4 The relationship of the school or program operation to the social environment of the community.
4. Notwithstanding any decision by the Superintendent or designate to initiate or not initiate a programming review in a school or school program area faced with low enrolment, all schools with student numbers at or near the minimum enrolment threshold shall engage with stakeholders in contingency planning for possible program closure or consolidation, where student interest and welfare for student learning is held paramount.
5. When a programming review process is initiated, the Superintendent or designate shall describe the programming review process to affected school stakeholders (including staff and school council) as early as possible in the school year following the September 30 enrolment count, and shall bring the review report to the Board prior to the end of May of the same school year.
6. If, following the Superintendent or designate's report on the programming review at a certain school, the Board determines not to pursue reconfiguration or program reduction in the subsequent year, the Board will communicate the same in writing to the parent of every child in the school that while the student population in one or more of the school's program areas has fallen below the minimum enrolment target(s), the school will nevertheless operate in the subsequent school year.
7. If the Board wishes to consider reorganizing the school's grade reconfiguration as an outcome of the Superintendent or designate's review, it shall so indicate with a notice of motion and set a date of a public Board meeting at which the question will be considered.
8. If as an outcome of the Superintendent or designate's programming review report, the Board decides to pursue program reduction (closure); the Board will proceed with a notice of motion, at a regular meeting of the Board, proposing that three (3) or more consecutive grades be closed and indicating the time and location of a public meeting referred to in Board Policy 15 (School Closures), along with all other requirements as set out in Board policy and Alberta Regulations.

Legal Reference: Section 45, 58, 60, 113, 200, 201, 270, 271 School Act  
 Alberta Regulation 257/2003

## Policy 15 Appendix B

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### CRITERIA FOR USE IN ASSESSING SCHOOL VIABILITY IN LOW ENROLMENT SCHOOLS/PROGRAMS

#### Educational Indicators

1. Percentage of students in 3, 6 and 9 at/above the acceptable standard on the Provincial Achievement Tests over a five (5) year trend.
2. Percentage of students in all grades judged by teachers to be at/above grade standard in all core subjects.
3. Percentage of students who demonstrate a year's growth in a year's time on identified, consistent school based measures. (HLAT [Highest Level of Achievement Testing], CTBS [Canadian Test of Basic Skills], other.)
4. Percentage of students with special needs for whom SMART (Specific, Measurable, Attainable, Results oriented, Time bound) goals are established.
5. Percentage of students with special learning needs who meet or exceed learning targets set on IPPs.
6. Percentage of students who meet or exceed standards for social responsibility and citizenship, as set for their age range.

#### Economic Factors

1. The ability of the school to manage its early and middle years operation within the budget means provided through the newly revised funding allocation model approved by the Division.
2. Percentage of parents, staff, students who express satisfaction with school resources available for computer technology, professional development, library resources, physical education equipment, science supplies, complementary programs, other.
3. Percentage of school budget spent on staffing.
4. Per-student Division cost of maintenance, custodial and transportation services to school.

#### Ecological Considerations

1. Percentage of resident parents who choose the neighborhood school for their children.

2. Percentage of student population who choose to attend school from across boundary.
3. Percentage of parents, students and staff who consider the school a safe and caring environment.
4. Percentage of students whose attendance rate is above ninety (90) %.
5. Extent to which students are actively contributing in community through school-based initiatives.
6. Extent to which community members are contributing to/involved in school life.
7. Percentage of parents who contribute to the school through active volunteerism.
8. Percentage of students whose ride time to school on buses does not exceed forty-five (45) minutes (one (1) way).
9. The degree of facility compatibility for quality middle years programming.
10. Analysis of enrolment trends over five (5) – ten (10) year history.
11. Percentage of students who participate in one or more school sponsored extra-curricular activities.
12. Percentage of parents who express satisfaction with the overall quality of the school.

Legal Reference: Section 45, 58, 60, 113, 200, 201, 270, 271 School Act  
Alberta Regulation 257/2003

## Policy 16

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### RECRUITMENT AND SELECTION OF PERSONNEL

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

The Board further believes strong leadership and administration at the Division and school levels are essential to the effective and efficient operation of the school system.

#### 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 every reasonable effort to ensure that all current Division 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 Associate Superintendent, Business and Finance (Secretary-Treasurer) position:
  - 3.1 The Superintendent shall be responsible for the creation of a short list of candidates for this position.
  - 3.2 The Board and the Superintendent shall constitute the interview panel.
  - 3.3 The Superintendent will have the final choice.
  - 3.4 This position shall have a role description and the person occupying this position shall have a written contract of employment. The Superintendent is delegated full authority to determine contract renewals.
4. The Superintendent is delegated full authority to recruit and select staff for all other Division Office positions.
5. The following process will be followed for the appointment of candidates to the position of Principal:
  - 5.1 The Superintendent shall form an interview team including the Board Chair. The interview team will provide advice to the Superintendent regarding the placement of candidates into a "pool".
  - 5.2 The Superintendent will have the final choice in the selection of a Principal to fill a vacancy.
  - 5.3 The Superintendent is delegated the authority to make all decisions regarding the term and/or continuing appointments of Principals.

- 5.4 When time permits and where there is a vacancy, the Superintendent will invite the School Council and staff to provide a response to the Principal Quality Guideline.
6. The Superintendent is delegated full authority to recruit and select staff for all school-based positions, including assistant Principals.
7. In the event of an unexpected or short-term vacancy, the Superintendent may appoint an “acting Principal” without going through a formal selection process. The position, if still vacant, would be advertised prior to the commencement of the subsequent school year.
8. The Superintendent may initiate a procedure of transfers of Principals between schools.
9. All offers of employment shall be conditional on the successful applicant providing a criminal record check that is acceptable to the Superintendent. Additionally, the Superintendent may require documentation certifying that the candidate is medically fit for the position.

Legal Reference: Section 60, 61, 113, 114, 115, 116, 117 School Act

## Policy 17

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### STUDENT TRANSPORTATION SERVICES

The Board believes in providing a safe, caring and efficient transportation service for students.

#### Specifically

1. The Board considers the contracting of bus services to be an acceptable way of providing student transportation. The Board is prepared to advertise bus service contracts through a competitive request for proposals.
2. The Board will approve school attendance areas for each school.
3. The Board acknowledges its responsibility to provide transportation to and from the designated school for all resident pupils eligible for such service. In fulfilling this commitment the Board establishes the following criteria:

#### Grades K-12

- 3.1 Transportation services shall be provided for students residing more than 2.4 kilometers from the designated school site.
  - 3.2 Transportation services may be provided if the distance is less than 2.4 kilometers and more than 0.9 kilometers from the school site.
  - 3.3 For children who are not disabled, a reasonable walk distance from a property entrance along a public roadway to a bus stop, is 0.4 of a kilometer (1/4 mile).
  - 3.4 Alternate bus stops may be authorized by the Superintendent or designate after due regard has been given to safety factors.
4. The Board recognizes the School Act provides choice for parents in the matter of which school they may wish to have their children attend. When exercising such choice, parents accept responsibility for transportation. The Board may provide transportation to students who are attending a school other than their designated school; provided there is space available on the bus; the bus does not have to be diverted from the regular approved route; and that any applicable cross-boundary fees are paid.
    - 4.1 This policy shall apply to eligible passengers attending ECS through Grade 12.
    - 4.2 All applications for cross-boundary busing shall be made using the Cross-Boundary Attendance/Transportation Form (Form 17-1). Parents registering in a non-designated school will be advised by the registering school of the requirement to complete a Cross-Boundary Attendance/Transportation Form.
    - 4.3 Approval of a student's eligibility for cross-boundary busing will be determined by the Superintendent or designate on a year-to-year basis.

- 4.4 When attendance boundaries are changed by the Board, students residing in an effected area that have been transferred from one attendance area to another as of the beginning of a new school year shall be permitted to attend their previous school for that year. The Board may make an extension to a transition year as a result of program or accommodation considerations.
  - 4.5 The Board may establish optional attendance areas that service two (2) or more schools in which parents have a choice. The Board will establish specific conditions on how the cross-boundary fee would apply.
  - 4.6 In determining space availability, eligible students attending their designated school shall be accommodated first before consideration is given to any cross-boundary busing applications.
  - 4.7 If a cross-boundary fee is established, it shall be reviewed annually by the Board.
5. The Superintendent or designate may arrange for transportation of a student by a parent or legal guardian of that student and pay an allowance in lieu of Board provided transportation pursuant to Alberta School Grants Regulations when:
    - 5.1 A student has been directed to attend a school for which the student is unable to access Division transportation service; or
    - 5.2 The provision of Division transportation is not practical.

Legal Reference: Section 13, 45, 51, 52, 53, 60, 61, 113 School Act  
Traffic Safety Act  
School Bus Operation Regulation  
Student Transportation Regulation 250/98 (Amended A.R. 197/2000)

## Policy 18

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### ROLE OF THE STUDENT

The Board endorses a set of desirable personal and interpersonal character traits that incorporate universal values common to all religions and ethnic-cultural groups, including respect, integrity, empathy, compassion, independence, cooperation, responsibility and self-control.

Students are expected to learn, practice and develop such personal and interpersonal character traits and to contribute to the development of safe, orderly and caring school communities.

Within the aforementioned context, students are expected to pursue academic and cultural studies to maximize their individual potential in becoming self-reliant, contributing members of society.

#### Specifically

1. Students are expected to:
  - 1.1 Use their abilities and talents to gain maximum learning benefits from their school experiences;
  - 1.2 Contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living;
  - 1.3 Co-operate fully with everyone authorized by the Board to provide education programs and other services;
  - 1.4 Comply with the rules of the school;
  - 1.5 Account to the student's teachers for the student's conduct;
  - 1.6 Attend school regularly and punctually;
  - 1.7 Choose how to behave, with full understanding of the consequences that invariably follow their choices;
  - 1.8 Treat other students and staff with dignity, respect and fairness;
  - 1.9 Contribute to a learning environment that is free from physical, emotional, and social abuse;
  - 1.10 Demonstrate, with increasing consistency, the Division Code of Conduct.
2. Students are accountable for:
  - 2.1 Demonstrating respect for authority;
  - 2.2 Demonstrating respect for others and their property;
  - 2.3 Demonstrating respect for school property, equipment and textbooks;
  - 2.4 Demonstrating respect for the diversity of all people.

3. Students are prohibited from engaging in unacceptable behaviour within the school or on any school or Board-related trips or activities.

Examples of such activities include, but are not limited to:

- 3.1 Possession or use of tobacco products;
  - 3.2 Possession or use of alcohol;
  - 3.3 Possession or use of illegal substances (including, but not limited to drugs and inhalants);
  - 3.4 Criminal activity (which includes tampering with fire alarms, extinguishers or safety equipment);
  - 3.5 Harassment, hazing, froshing, bullying, cyberbullying or the formation of secret societies; and
  - 3.6 Possession or use of weapons.
4. Students will contribute, to the greatest extent possible, to a learning environment that is well-ordered, peaceful, safe, non-threatening, and conducive to learning and optimal growth.

Legal Reference: Section 12, 14, 45, 60, 61, 113 School Act

## Policy 19

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### SURPLUS LAND AND BUILDINGS

#### Belief

The Board believes that when land and buildings become surplus to needs, the Board should arrange for the effective disposal of these items.

#### Guidelines:

8. The Board should dispose of land and buildings in the best interest of the students of the Division and the community, pursuant to existing government legislation and regulation.
9. Disposing of surplus land and buildings requires the approval of the Board of Trustees.

#### Criteria:

#### Closed School Buildings

11. The following criteria will be used to determine whether a school building that has been closed pursuant to the *Closure of Schools Regulation* and *Board Policy 15: School Closures* is temporarily or permanently surplus to the Board:
  - 11.1 demographic factors, including but not limited to:
    - 11.1.1 population and demographic data for the surrounding area,
    - 11.1.2 the former enrolment of the school, and enrolment trends,
    - 11.1.3 the location and proximity of other schools, and their potential.
  - 11.2 other potential public educational uses for the building,
  - 11.3 the cost to operate an educational program at the school,
  - 11.4 the cost to maintain the facility in, or restore the facility to, a usable condition, and other costs of ownership,
  - 11.5 such other criteria as the Board considers necessary.
12. If the Board determines that there is no present use for the school building, but that there may be a need for the school building in the foreseeable future, the Superintendent may investigate a lease of the school building in accordance with the *Disposition of Property Regulation*.
13. If the Board cannot identify a use for a school building in the foreseeable future, the Board may attempt to sell the school building in accordance with the *Disposition of Property Regulation*, and article 4 and 5 of this Policy (if applicable).

**School Reserves, Municipal and School Reserve or Municipal Reserve**

14. The following criteria will be used to determine whether interest in a school reserve, municipal and school reserve or municipal reserve is surplus to the Board's needs:
- 14.1 enrolment trends within the area intended to be served by the school reserve, municipal and school reserve or municipal reserve,
  - 14.2 student accommodation and transportation issues,
  - 14.3 whether a school on the school reserve, municipal and school reserve or municipal reserve is included in the Board's capital plan,
  - 14.4 consultation with other Boards with respect to their needs for the school reserve, municipal and school reserve or municipal reserve, or
  - 14.5 any other criteria the Board considers necessary.
15. If the Board is of the opinion that a school reserve, municipal and school reserve or municipal reserve in which the board has an interest is surplus to the Board's needs, the Board must provide the Minister with a declaration to that effect.

Reference: Section 200 Disposition of Property Regulation, *School Act*

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