



# **Board Policy Handbook**

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**Wild Rose School Division No. 66**

**June 2008**



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## **POLICY 1**

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### **DIVISION MOTTO, MISSION, VISION, AND VALUES STATEMENTS**

#### **Reference:**

School Act, Section 45, 47, 78

#### **Motto**

Creating Powerful Learning Environments

#### **Mission Statement**

The Mission of Wild Rose Public Schools is to create powerful learning environments that lead to success for all students.

#### **Vision Statement**

Wild Rose Public Schools is an innovative learning community that demonstrates growth and achievement for every student and is characterized by high measurable student achievement, continuous improvement, evidence based decision making and active engagement of Educational Partners.

#### **Values**

##### **Honesty**

Transparency, complete disclosure and absence of falsehood, acting with integrity;

##### **Team**

Honour those not in the room, build the credibility of WRPS Board and employees, achieve goals;

##### **Accountability**

Meet obligations to legitimate authority, use resources to meet WRPS mission not for personal advantage;

##### **Continuous improvement**

Accurate analysis of current reality based on evidence, identification of realistic targets based on bench marking, aligned actions, assessment, repeat or move to a new area of focus;

##### **Loyalty**

When one has a problem with an individual go directly to that person and not to others and address the issue and if not resolved may go to the individual's supervisor, obligated to good-mouth what is praiseworthy.



## POLICY 2

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### ROLE OF THE BOARD

As the corporate body elected by the voters and the ratepayers that support the Wild Rose School Division, the Board of Trustees is responsible for the development of goals and policies to guide the provision of educational services to students resident within the Division, in keeping with the requirements of government legislation and the values of the electorate.

Specific areas of responsibility:

1. Accountability to Provincial Government

The Board shall:

- 1.1 Act in accordance with all statutory requirements to implement provincial and educational standards and policies.
- 1.2 Perform Board functions required by governing legislation and existing Board policy.

2. Accountability to Community

The Board shall:

- 2.1 Make data-driven decisions that reflect community values and represent the interests of the entire community served, from a long-term perspective.
- 2.2 Establish processes and provide opportunities for community input.
- 2.3 Approve the Annual Education Review Results (A.E.R.R.) for distribution.
- 2.4 Develop procedures for and hear appeals as required by statute and/or Board policy.
- 2.5 Model a culture of respect and integrity and operate in an open, transparent fashion.

3. Strategic Planning

The Board shall:

- 3.1 Provide overall direction for the Division by establishing mission, vision, beliefs, strategic priorities and key results.
- 3.2 Annually approve Strategic Planning process and timelines.
- 3.3 Identify Board priorities at the outset of the annual Strategic Planning process.
- 3.4 Annually approve Strategic Plan for submission to Alberta Learning by due date.
- 3.5 Monitor progress toward the achievement of student outcomes and other desired results.
- 3.6 Annually evaluate the effectiveness of the Division in achieving established goals and desired results.
- 3.7 Approve Annual Education Results Report for distribution to public.

4. Policy

The Board shall:

- 4.1 Determine the goals and objectives the Division wishes to pursue.
- 4.2 Identify how the Board is to function.
- 4.3 Monitor policy impact to determine if policy is producing the desired results.
- 4.4 Set the mandates for negotiation.
- 4.5 Delegate authority to the Superintendent and define commensurate responsibilities.

5. Superintendent / Board Relations

The Board shall:

- 5.1 Select the Superintendent.
- 5.2 Provide the Superintendent with clear corporate direction.
- 5.3 Establish and maintain positive, professional working relations with the Superintendent.
- 5.4 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the School Act.
- 5.5 Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions which are exercised within the delegated discretionary powers of the position.
- 5.6 Annually evaluate the Superintendent as outlined in the Superintendent Evaluation Process, Criteria and Timelines document filed with the Superintendent's contract.
- 5.7 Review on an annual basis, the Superintendent's Compensation and benefits.
- 5.8 Provide for Superintendent succession planning as required.

6. Political Advocacy

The Board shall:

- 6.1 Develop an advocacy plan that includes focus, key messages and mechanisms to be reviewed on an annual basis.

7. Board Development

The Board shall:

- 7.1 Annually evaluate Board effectiveness.
- 7.2 Develop a plan for trustee development including increased knowledge of role, processes and issues to be reviewed on an annual basis.

8. Fiscal

The Board shall:

- 8.1 Approve annual allocation process.
- 8.2 Approve budget principles and priorities, the annual allocation model, and the annual budget.
- 8.3 Approve annually the Three-Year Capital Plan and Facilities Master Plan for submission to Alberta Infrastructure by the date due.
- 8.4 Receive Audit Report and Management Letter and ensure quality indicators are met as identified in the Superintendent's evaluation report.
- 8.5 Monitor fiscal management of the Division.
- 8.6 Ratify Memoranda of Agreement with bargaining units
- 8.7 Appoint a Secretary-Treasurer

9. Selected Responsibilities:

- 9.1 Approval of annual calendar
- 9.2 Naming of educational facilities
- 9.3 Approval of tender selection for building construction and modernization
- 9.4 Approval of disposition of land and buildings
- 9.5 Approval of out-of-country student travel
- 9.6 Approval of locally developed courses
- 9.7 Appoint representatives to administrative selection panels



## POLICY 3

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### ROLE OF THE TRUSTEE

#### Reference:

School Act, Section 60, 61, 68

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 Board believes that newly elected trustees should be quickly introduced to the duties and ethics of trusteeship, legislation and regulations basic to education in Alberta and also be given an overview of the operation of the Wild Rose School Division system.

The Superintendent of Schools shall be responsible for offering the following services for new Board members soon after their election:

1. A compilation of background material for each new member, including the following items:
  - 1.1 The School Act
  - 1.2 Wild Rose School Division No. 66 Board Policy Handbook
  - 1.3 Collective Agreements
  - 1.4 Most Recent Budget(s)
  - 1.5 The Three-Year Education Plan
  - 1.6 The Capital Plan
  - 1.7 Copies of the most recent Annual Reports
2. A special briefing session at the Division Office to discuss the above documents
3. A tour of the Division Office(s) and the opportunity to meet staff
4. A tour of the schools and the opportunity to meet the principals, and staff
5. An invitation to attend ASBA and PSBAA Orientation Seminars for new trustees.

The Board of Trustees is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. A trustee who is given corporate authority to act on behalf of the Board may carry out duties individually but only as an agent of the Board. In such cases, the actions of the 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.

#### Primary Functions of Individual Trustees

- To act as a member of a body with power entrusted by the Provincial Government
- To make corporate decisions which ensure the best possible education for our children

- To set short term and long term objectives for the School Division and then to endeavour to meet these objectives
- To represent the public (residents) to the best of their abilities, and to solicit as much input as possible for the decision-making process
- To set policy for the Division; policy making should be the major activity of the Board
- To conduct meetings in an open way and with as much efficiency as possible
- To conduct themselves in such a manner as to exemplify the education system and its priorities (ethics)
- To make decisions based on the needs of the entire Division, rather than only as a representative of an electoral area

### **Specific Duties of Individual Trustees**

#### 1. Politician

Trustees, as policy makers and legislators, are politicians, not by the common definition associated with partisan politics, but as members of a governmental unit charged with the responsibility of conducting the affairs of the school jurisdiction. They are responsible to their electorate through the democratic process.

The political process is the process by which a community makes decisions about its goals, priorities, processes, and allocation of resources and the means by which it will resolve its conflicts. A politician is an important part of this process; in our society, elected and accountable to the community which is the very essence of democratic government. Webster's Dictionary defines politician as "one versed in the art of science of government, especially one actively engaged in conducting the business of a government".

The business of the Board is to provide access to educational services for students of the community.

#### 2. Goal Setter

The trustee, through the Board, provides leadership to the system by setting goals of purpose and direction which serve to identify the results the Board wishes the system to achieve. If a Board is not continually studying its community and society needs, the school system will continue to educate its students in a manner which prepares them better for the past than the future. It is the trustee's responsibility to ensure that education stays in step with today's world and is ready for the world of tomorrow.

#### 3. Planner

To guide the system toward the achievement of its goals, the Board must plan the allocation of its resources. Wild Rose School Division is committed to the concept and practice of decentralized budgeting and decision-making. The trustee, as a planner will be faced with setting priorities in light of community wishes, changing needs, resources available and sound educational practice. This planning will necessitate the delegation of duties to the district administration and staff. The quality of planning will determine the success of goal achievement.

#### 4. Evaluator

The trustee, as evaluator, must ensure that policies are within the parameters of the Board's authority, consistent with goals, compatible with other policies, implemented in a fair and just manner, and effective in achieving intended outcomes. In addition, the trustee is constantly evaluating the information received before decisions are made.

Trustees must constantly appraise the system to determine its present development relative to expressed goals. The appraisal function is an important on-going activity that allows the trustee to assess the total system and make adjustments when necessary. The Superintendent of Schools is responsible to the School Board for this function.

#### 5. Financial Planner

The Board operates within specific financial parameters. The trustee recognizes that the wishes of all cannot be realized and that astute financial planning is an essential part of trusteeship. The role of the trustee is to assess the needs of the system and to decide what can be achieved with the resources available. The annual budget is a statement to administration, the schools and the public that the Board is accountable for the dollars spent. In the eyes of the public, the adoption of the budget is perhaps the single most important decision a Board makes. It is an opportunity for the trustee to demonstrate to the electorate willingness and ability to shoulder the responsibility that comes with being a member of the Board.

#### 6. Policy Maker

A responsibility of the trustee, through the Board, is to develop policy which will guide the administration and other employees toward achieving Division goals. Policy-making requires recognition of the needs for specific policies and often the anticipation of those needs. Policies create the framework within which the staff perform their duties. The trustee, as policy maker, recognizes that the task of implementing policy is delegated to the Chief Executive Officer. Policy development is also a process which allows for systematic review by trustees of the district's objectives and plans.

#### 7. Legislator

Many acts of a Board have the status of law in a jurisdiction. When a Board sets the school year or develops a policy on corporal punishment, these actions are laws which govern the conduct of students and staff. Other Board actions directly impact members of the public. The trustee, as legislator, must carefully consider the effects the Board's laws will have on all the members of the community it serves.

#### 8. Communicator

To effectively meet the responsibility of trusteeship, the trustee must be a communicator; one who will interact effectively with the many publics who have an interest and role in education. The electorate must be made aware that their concerns and wishes will be heard and in turn must be informed as to the actions taken to deal with them. Effective communication is essential between board members as in reality the corporate decision determines the actions of the Division. Expectations need to be clearly communicated to staff. Different points of view must be presented, considered and evaluated. In short, communication is an integral part of trusteeship, a necessary skill and a critical obligation.

#### 9. Education Advocate

Schooling is one of the most important activities that any community undertakes. The role of the trustee is to keep the positive image of schooling before the community, both to ensure that it is given a high priority by the public and to keep the community aware of its accomplishments. The

image must be tempered by reality because the image is not only presented for the purpose of enhancing the reputation of schooling in general, but also for the purpose of identifying and solving problems when necessary.

The changing role of the family impacts directly on the educational needs of children, and the changing Canadian society results in both rising and diverse expectations for schools. Trustees must recognize that the health, welfare and social needs of children are prerequisites to effective learning, and where these needs cannot be met within the parameters of the educational program, the trustees must be the children's primary advocates to ensure that more appropriate agencies meet their needs. Trustees, together with health, welfare, and social agencies, should identify those services which are the responsibility of the Division, those that can be shared and those that are clearly the responsibility of other agencies.

#### 10. Information Receiver

Good information forms the basis for sound decisions. Trustees often utilize the Board's staff through their Executive Officer to research information; however, only the corporate board has the right to demand information. The public may provide input and also receive information through formal procedures established by policy, attendance and participation at Board meetings, surveys prepared by staff, and informal contact with trustees and staff. Good information may also be available from fellow trustees from other jurisdictions that have considered similar problems. The Alberta School Boards Association provides services to trustees by organizing workshops and seminars and by providing boards with consultative services in legal, labour relations, and educational matters upon request.

#### 11. Information Disseminator

Decisions made at the Board table must in turn be communicated through procedures established by Board policy. A trustee may be expected to communicate these decisions on a less formal basis to those affected by the decisions. Good communication policies will identify those occasions when an official Board spokesperson will deal with issues and announcements.

#### 12. Adjudicator

Policy implementation is usually delegated to the Board's administrative staff. From time to time, staff members, parents, students, and other members of the community may appeal to the Board if they feel decisions and/or the procedures used affect them in a prejudicial manner. The trustee, as an adjudicator, must set aside personal concerns and make judgments that are perceived by those concerned to be fair and just.

The Board may also delegate to a committee the task of adjudicating policy disputes. As a member of such a committee the trustee's role is determined by the powers granted the committee by the Board.

Sound policy-making procedures can minimize the number of occasions when the trustee is called upon to act as an adjudicator.

#### 13. Lobbyist

The term 'lobbyist' defines the trustee's role as a communicator to all levels of government. The trustee, as lobbyist, will ensure that the voice of the local community will be heard by those who have the power to keep education high on the list of government priorities. Local governments and individual members of the Legislative Assembly can be key allies for trustees. Collectively, through the Alberta School Boards Association, trustees can have a significant impact on the decisions made pertaining to education. In co-operation with other groups, they can work to ensure that the accomplishments of education are kept before the public. Trustees should not adopt an insular view but an important aspect of trusteeship is the lobbying of fellow Board members to ensure that local,

as well as system needs, are fulfilled. Good communication skills are a prerequisite to successful lobbying.

\* These roles are not listed in order of priority.



**POLICY 4**

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**TRUSTEE CODE OF ETHICS****Reference:**

School Act, Section 60

As a member of the Wild Rose School Division Board of Trustees, I will:

- Listen carefully and respectfully to other Board members
- Respect the opinions of others
- Respect and support the majority decisions of the Board
- Recognize that authority is only vested in the full Board when it meets in legal session
- Keep informed of developments relevant to issues that may come before the Board
- Participate actively in Board and committee meetings
- Bring to the attention of the Board any issues that may adversely affect the Division
- Interpret the needs of the community to the Division and the School Division's actions to those we serve
- Refer complaints to the Superintendent
- Understand that my role is governance and not management
- Represent everyone this Division serves, not a particular interest group or geographic area
- Act as a trustee of this School Division and work carefully to ensure that it is well-maintained, fiscally secure, and operating in the best interests of those we serve
- Declare any conflict of interest between my personal life and my position on the Board and abstain from voting when appropriate

As a member of the Wild Rose School Division Board of Trustees, I will not:

- Criticize fellow Board members or the Superintendent, either in or out of the board room
- Use the School Division for my personal advantage, or that of my friends, business associates, or family members
- Discuss the confidential workings of the Board outside of the board room
- Promise how I will vote prior to a meeting
- Interfere with the Superintendent's duties, in day-to-day management, or undermine his or her authority with staff members



## POLICY 5

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### ROLE OF THE BOARD CHAIR

#### Reference:

School Act, Section 60, 61, 62, 65

The Board of Trustees at the Organizational Meeting, or at any time determined by the Board, shall select one of its members to serve as Board Chair, to hold office during the pleasure of the Board.

The primary responsibility of the Board Chair is to provide leadership and guidance to assist members of the Board to operate effectively as a group, in order to achieve the goals established for the Division in a competent manner.

#### Specific Responsibilities:

The Board Chair shall:

1. Ensure that the Board operates in accordance with its own policies and procedures.
2. Prior to each Board meeting, confer with the Superintendent on the items to be included on the agenda, the order of these items, and become thoroughly familiar with them.
3. Call and preside over all regular and special meetings of the Board.
4. Perform the following duties during Board meetings:
  - 4.1 Ensure that all issues before the Board are well stated and clearly expressed.
  - 4.2 Ensure that each trustee has a full and fair opportunity to be heard and understood by the other members of the Board in order that collective opinion can be developed and a corporate decision reached.
  - 4.3 Direct the discussion by trustees to the topic being considered by the Board.
  - 4.4 Ensure that each trustee present votes on all issues before the Board.
  - 4.5 Extend hospitality to trustees, officials of the Board, the press, and members of the public.
5. Conduct meetings in accordance with provincial legislation and with the rules and procedures established by the Board and where those are silent, Robert's Rules of Order.
6. Act as the chief spokesperson for the Board except for those instances where the Board has delegated this role to another individual or group.
7. Represent the Board, or arrange alternative representation, at official meetings inside and outside of the Division.
8. Present, on behalf of the Board, such awards as the Board may authorize from time to time.
9. Keep the trustees and the Superintendent informed on all matters that might affect the educational opportunities in the Division.

10. Be an ex officio member, with voting privileges, to all committees appointed by the Board. The Board Chair is not obligated to attend and should not be considered as part of a quorum.
11. Ensure that the Board engages in regular assessments of its effectiveness as a Board.
12. Address inappropriate behaviour on the part of a Trustee (See Appendix A.)

**POLICY 5 – Appendix A**

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The Board of Trustees and each of its members believe in faithful compliance with the provision of the Board of Trustees' policies. Accordingly:

1. Any allegations of non-compliance against a trustee shall be provided in writing to the chair or Vice-Chair of the Board of Trustees;
2. a trustee who is alleged to have violated Board of Trustees' policy shall be informed in writing by the Chair and shall be allowed to present his or her views of such alleged breach at a private Board of Trustees' meeting. The complaining party shall be identified;
3. Trustees who are found to have violated Board of Trustees' policy may be subject to censure as outlined below and may result in the Board of Trustees instituting the following sanctions:
  - a. The Board Chair shall write 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 of trustees present at a private meeting of the Board of Trustees. A majority of trustees present at a public meeting of the Board of Trustees shall immediately approve this decision;
  - b. For subsequent occurrences, a motion of censure against the trustee in question shall be considered at a public Board of Trustees meeting;
  - c. A motion to remove the trustee in question from one or more appointments may be considered at a public Board of Trustees' meeting.



## **POLICY 6**

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### **ROLE OF THE VICE-CHAIR**

#### **Reference:**

School Act, Section 65

The Vice-Chair shall be elected by the Board of Trustees 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 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. The Vice-Chair may be assigned other duties and responsibilities by the Board Chair.



## POLICY 7

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### BOARD OPERATIONS

#### Reference:

School Act, Section 60, 64, 65, 66, 67, 68, 70, 71, 72, 74, 75, 76, 80, 81, 83, 145

In order to discharge its responsibilities to the electorate of the Division, the Board of Trustees shall hold meetings as often as is necessary. The Board has adopted policies so that the business of the Board can be conducted in an orderly and efficient manner.

#### 1. Organizational Meeting

An organizational meeting of the Board of Trustees shall be held annually and no later than four weeks following election day when there has been a general election.

Each trustee will take the oath of office immediately following the call to order of the organizational meeting after a general election. Special provisions will be made for a trustee taking office following a by-election.

The Secretary-Treasurer shall act as Chair of the meeting for the purpose of the election of the Board Chair. Upon election, the Board Chair shall preside over the remainder of the organizational meeting. The election of the Board Chair shall be for a period of one year.

The organizational meeting shall, in addition:

- 1.1 Elect a vice-chair;
- 1.2 Establish a schedule for regular meetings, and any additional required meetings;
- 1.3 Create such standing committees of the Board as are deemed appropriate, and appoint members;
- 1.4 Appoint Board representatives to the various boards or committees of organizations or agencies where the Board has regular representation, as appropriate;
- 1.5 Establish annual honorarium and mileage rates; and
- 1.6 Review Board member conflict of interest stipulations and determine any disclosure of information requirements.

#### 2. Regular Meetings

- 2.1 The Board will meet at least once a month with the exception of the month of July. Such meetings will ordinarily be held in the Wild Rose School Division Board office in Rocky Mountain House on the third Wednesday of each month commencing at 10:00 a.m., with the exception of the June and August meetings which will normally be on the fourth Wednesday.
- 2.2 Notwithstanding this schedule, the Board may, by resolution, alter the schedule in such manner as it deems appropriate.

### 3. Special Meetings

Special meetings of the Board of Trustees may be held from time to time as provided for under section 67 of the School Act. These are public meetings.

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.

Whenever practical, the Board will endeavor to make known the date, time, and place of such meetings to persons who may be interested in the topics to be discussed.

### 4. Committee of the Whole (In-Camera) Sessions

The Board believes that its fundamental obligation is to preserve and enhance the public trust in education generally and in the affairs of its operations in particular. The Board believes this trust is preserved through the conduct of Board meetings which are open to the public, but at the same time recognizes that occasions may arise when it is in the best public interest to discuss sensitive matters in closed meetings.

The Board reserves the right within the constraints of statute to hold Committee of the Whole (In-Camera) Sessions. Such sessions shall be convened only by proper resolution of the Board. Such resolutions shall be recorded in the minutes of the Board and shall specify those individuals eligible to attend. The reason for the Committee of the Whole (In-Camera) session shall be stated prior to its approval and shall be limited to discussion pertaining to the following stated reasons:

- 4.1 Personnel matters involving students and staff;
- 4.2 Collective bargaining issues;
- 4.3 Litigation issues;
- 4.4 Acquisition/disposal of property; and
- 4.5 Other topics that a majority of the trustees present feel should be held in private, for the public interest.

Such sessions shall be closed to the public and press. The Board shall only discuss the matter which gave rise to the closed meeting. Board members and other persons attending the session are honor bound not to disclose the details of discussion at such sessions.

No official action shall be taken in Committee of the Whole (In-Camera) sessions. The Board shall convene or re-convene a regular meeting to take action on any matter discussed.

### 5. Agenda for Regular Meetings

The Board Chair, in consultation with the Superintendent and the Secretary-Treasurer, is responsible for establishing the agenda for Board Meetings.

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

- 5.1 By notifying the Superintendent or Board Chair at least nine days prior to the Board meeting.
- 5.2 By notice of motion at the previous meeting of the Board.
- 5.3 Request from a committee of the Board.

The agenda package, containing the agenda and supporting information prepared by administration, will be distributed to each trustee at least five days in advance of regular Board meetings.

Trustees adding an item to the agenda will provide supporting documentation.

The agenda will be readily accessible to the general public. Any elector may inspect the agenda and request a copy.

Emergent issues that require Board action may arise after the agenda has been prepared. Such items shall be brought to the attention of the Board Chair, who may bring items before the Board. The Superintendent, with the permission of the Board Chair, may also bring forth emergent items.

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.

The Board Chair may change the order of items on the agenda in order to meet deadlines or accommodate delegations. In such cases, a trustee may challenge the Chair in accordance with the procedures adopted by the Board. (Robert's Rules of Order)

During the course of the Board meeting, the majority of trustees present may request that the Board Chair place items before the Board for discussion.

## 6. Minutes

### 6.1 The Minutes shall record:

- 6.1.1 A brief summary of the circumstances which gave rise to the matter being placed before the Board;
- 6.1.2 All resolutions, including the Board's disposition of same, placed before the Board; and
- 6.1.3 The votes, when and as requested, by a trustee, as per section 72 of the School Act.

### 6.2 The Minutes shall:

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

### 6.3 The Secretary-Treasurer shall:

- 6.3.1 Upon approval of the Superintendent as to the accuracy of the 'draft' minutes, prepare a copy of the unofficial minutes, marked 'Unofficial Draft - Subject to Ratification', for distribution to central office personnel;

- 6.2.2 Upon adoption by the Board, initial each page of the minutes and sign the concluding page of the minutes. The approved minutes will be readily accessible to the general public. Electors may receive a copy of minutes upon request for a fee to be established annually by the Board;
- 6.3.3 Establish a codification system for resolutions placed before the Board which will provide for ready identification of the resolution as to the meeting at which it was considered; and
- 6.3.4 Establish and maintain a file of all Board minutes.
- 6.3.5 Prepare “Board Highlights” following each Board meeting; and
- 6.3.6 Distribute the same to local news media circulating within all areas of the Division, to schools and division office staff, school councils, the local members of the Legislative Assembly, local municipalities, and to others upon request.

The Board Chair shall, upon adoption by the Board, initial each page and sign the concluding page of the minutes. It is the responsibility of all trustees present at a meeting to check the minutes for errors or omissions.

Board Committees shall appoint a person who shall prepare and submit minutes of the Committee meetings to the Board.

## 7. Motions

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

### 7.1 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.

A trustee may present a notice of motion for consideration at the next regular meeting of the Board or may specify another meeting date. A trustee may also provide the Superintendent with a written notice of motion and ask that it be placed on the agenda of the next regular meeting and read at the meeting. The trustee will need not be present during the reading of the motion, however if the trustee is not present, a seconder is required at the meeting at which the notice is given, otherwise the item will be dropped.

### 7.2 Discussion on Motions

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

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

### 7.3 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. 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 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.

#### 7.4 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.

#### 7.5 Recorded Vote

The recording secretary shall, whenever a recorded vote is requested by a trustee before the vote is taken, record in the minutes the name of the trustees who voted for or against the matter. The recording secretary shall, immediately after a vote is taken and on the request of a trustee, record in the minutes the name of that trustee and whether that trustee voted for or against the matter.

#### 7.6 Required Votes

The Board Chair, and all trustees present, unless excused by the provisions of the School Act, shall vote on each question. A trustee not voting under this provision shall excuse her/himself from the meeting during discussion and until the vote is taken. 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.

#### 7.7 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.

### 8. Public Participation at Board Meetings

The Board believes it has the responsibility to encourage residents of the school division to bring matters of concern regarding the education of children and the operation of the Division to regular meetings of the Board. Representation and delegations from any individual or group may be received on any subject pertinent to Board business according to the following Procedures:

- 8.1 An outline of the general nature of the concern is to be received by the Board Chair, Superintendent, or Secretary-Treasurer at least seven days prior to meeting.
- 8.2 The Board may agree to receive a delegation at less than seven days notice where the matter is deemed to be of an emergent nature.
- 8.3 A spokesperson(s) for the delegation is to be identified.

- 8.4 The Board Chair has the right to restrict the length of time for any delegation at any meeting.
  - 8.5 Matters relating to personnel, or otherwise deemed to be of a sensitive and/or confidential matter, shall be heard at an in-camera session of the Board.
  - 8.6 The Board will normally hear the matter presented to it without entering into discussion or debate.
  - 8.7 The Board will not necessarily make a decision on the matter at the same meeting that a representation or delegation is heard.
  - 8.8 The delegation will be advised of the date and/or approximate time at which a decision will be reached.
  - 8.9 Individual trustees or administrators may raise questions of clarification and address these to the delegation.
9. Board Member Honoraria and Expenses

The Board believes that Trustees should be fairly reimbursed for their time spent carrying out Board business.

#### 9.1 Honoraria

Honoraria and per diems shall be established at least annually by the Board. Service for which Trustees receive remuneration shall include:

- 9.1.1 Regular School Board meetings
- 9.1.2 Special School Board meetings
- 9.1.3 Meetings of committees of the Board
- 9.1.4 Meetings with Division staff and tours of facilities planned by the Board
- 9.1.5 School Council meetings
- 9.1.6 ASBA Zone meetings
- 9.1.7 CSBA, ASBA, and PSBAA Conventions and Workshops
- 9.1.8 Other workshops, conventions, retreats and staff socials as authorized by the Board
- 9.1.9 Attendance at extra-curricular school activities where formally invited by the school or designated by the Board and where the trustee shall be participating
- 9.1.10 Attendance at meetings held by other organizations to which the Board appoints a representative (e.g. Library Boards, Distance Learning Consortium, etc.)
- 9.1.11 Attendance at graduation exercises.
- 9.1.12 The Chair shall receive a basic monthly honorarium in recognition of the responsibilities of the position.

Honoraria shall be paid to trustees in recognition of trustee attendance at one regular Board meeting per month and up to two school council meetings per month. Per diems shall be paid

in recognition of other Board responsibilities, including extra meetings, and attendance at other conventions, seminars, workshops, etc.

A full per diem shall be paid for an eight-hour day and may be pro-rated on the basis of 0.25, 0.50, 0.75, 1.25, 1.50 days. Travel time may be used in calculating the per diem claim.

The following activities shall be considered as part of Trustee public relations for which no honorarium will be paid:

Optional attendance at concerts, plays and/or social functions of schools

Attendance at social functions of the staff

Informal, unsolicited school or office visits and individual meetings with members of the staff or public

## 9.2 School Trustee Related Activities

When a trustee accesses funds for trustee professional development, the trustee is expected to provide a written or e-mail report to the next Board meeting that would include:

9.2.1 The information about the event

9.2.2 Learnings/benefits to the students or the Division

9.2.3 Impressions of what took place

## 9.3 Travel Expense Allowances

Expenses actually incurred by Board members in the performance of their official duties, and not reimbursed by any other source, will be deemed approved expenses and appropriate for reimbursement at rates outlined in the schedule to this policy:

9.3.1 All commercial transportation less than first class airfare. Ground transportation will not exceed:

9.3.1.1 Cab fares from hotel of residence to the meeting and return

9.3.1.2 Fares from the airport to the hotel of residence and return

9.3.2 Mileage and meals at the approved rates for employees

9.3.3 All hotel, motel, or other overnight accommodations within or outside the Division at the approved rate for employees. The cost of room upgrades shall be the responsibility of the Trustee.

9.3.4 Expenses incurred to attend conventions will be reimbursed at the rates established periodically by the Board.

9.3.5 Registration fee (Receipt must be attached to expense voucher unless prepaid by the treasurer of the Board.)

9.3.6 Telephone calls, both local and long distance, for official business, or for the reservation of rooms, meals or transportation.

9.3.7 The Board has designated its Board offices as the Division Office in Rocky Mountain House and Evergreen Elementary School in Drayton Valley. Travel between a

trustee's residence and the nearer of these offices is not considered to be a non-taxable expense and is subject to tax on the same basis as other income. Travel from the nearest designated Board Office to board sponsored/recognized activities shall be regarded as a non-taxable expense allowance.

#### 9.4 Payment

9.4.1 Payment shall be made monthly following presentation and approval by the Secretary-Treasurer of the Expense Report form.

9.4.2 Per diem and expense claims shall not be submitted for extra or personal days taken in conjunction with conventions, workshops, or meetings.

9.4.3 Corporate credit cards are made available to trustees with use pursuant to Administrative Procedures.

#### 9.5 Trustee Honoraria and Expenses Schedule

The schedule will be approved at the organizational meeting.

### 10. Board Member Conflict of Interest

The Board believes that trustees, or their families, should not gain benefits or monetary rewards because of their position as a trustee except for any allowances, honorarium or remuneration approved by the Board for duties performed.

The Board expects:

10.1 Each trustee will accept sole responsibility for declaring a conflict of interest.

10.1.1 Each trustee will be knowledgeable with Sections 80-91 of the School Act.

10.1.2 Each trustee will limit a declaration of conflict of interest to those matters specified in Section 80 of the School Act.

10.2 Each trustee will advise the recording secretary of the declaration.

10.2.1 The trustee will declare any personal conflict of interest at the point in the agenda where the matter arises.

10.2.2 The trustee will absent himself or herself from the Board table when in conflict, and shall leave the meeting room until the discussion and voting on the matter are concluded.

10.3 Each trustee will refrain from participating in discussion, debate or voting on any issues in which a personal conflict of interest is declared.

10.3.1 The recording secretary will record in the minutes:

The trustee's declaration;

The trustee's abstention from the debate and the vote.

## 11. Board Self-Evaluation

11.1 The annual Board self-evaluation process will complement the Superintendent evaluation process described in the document entitled Superintendent Evaluation Process, Criteria and Timelines.

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

11.2.1 How well have we fulfilled each of our defined roles as a Board this past year?

11.2.2 How do we perceive our interpersonal working relationships?

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

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

11.2.5 How would we rate our Board-Superintendent relations?

11.2.6 How well have we adhered to our governance policies?

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

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

11.3.1 A learning organization or a professional learning community is focused on the improvement of practice.

11.3.2 A pre-determined process for evaluation strengthens the governance functions and builds credibility for the Board.

11.3.3 An evidence-based approach provides objectivity.

11.4 The components of the Board self-evaluation are:

11.4.1 Review of Board Role Performance

11.4.2 Monitoring Interpersonal Working Relationships

11.4.3 Monitoring Board Representation/Communication

11.4.4 Review of Annual Work Plan Completion

11.4.5 Monitoring Board-Superintendent Relations

11.4.6 Review of Board Motions

11.4.7 Review of Board Governance Policies

11.4.8 Creating a Positive Path Forward



**POLICY 8**

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**COMMITTEES OF THE BOARD****Reference:**

School Act, Section 61, 62, 63

The Board may, from time to time, create committees in order to expedite the conduct of its business. Committees can perform the following functions:

- Be empowered to act on behalf of the Board
- Conduct research and report back to the Board with recommendations
- Perform a liaison function

The Board will determine the terms of reference for each committee, including purpose, powers and duties, membership, budget, and meeting requirements. Board committees shall only exercise such powers as are specifically assigned by the Board.

Committees may be standing or ad hoc in nature.

1. Standing Committees

Standing Committees are established to assist the Board with work of an on-going or recurring nature. Terms of reference for each committee follow in the appendices to this policy.

The following are standing committees of the Board:

- ATA Negotiating Committee
- CAAMSE Negotiating Committee
- CAAMSE Employer-Employee Liaison Committee
- IUOE Negotiating Committee
- IUOE Liaison Committee
- Grievance Committee
- Teacher Board Advisory Committee
- Collaborative Action for Education Committee
- Public Speaking Awards Committee

2. Ad Hoc Committees

Ad hoc committees are established to assist the Board on a specific project for a specific period of time. The terms of reference for each ad hoc committee will be established at the time of formation.

3. 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.

**Policy 8 -Appendix 1**

**Terms of Reference for Standing Committees**

**TERMS OF REFERENCE**

**ATA NEGOTIATING COMMITTEE**

The ATA Negotiating Committee is established as a standing committee of the Board, with responsibility for work as detailed below:

- i. Purpose
  - Negotiate a memorandum of agreement with the ATA
- ii. Powers and Duties
  - Establish Board proposals within the constraints set by the Board
  - Negotiate with ATA representatives
  - Recommend action to the Board on negotiations issues
  - Conclude and sign a memorandum of agreement
- iii. Membership
  - Two trustees
  - Secretary-Treasurer
- iv. Meetings
  - To be called by the Committee Chair as required to negotiate agreements



**Policy 8 -Appendix 1**

**Terms of Reference for Standing Committees**

**TERMS OF REFERENCE**

**CAAMSE NEGOTIATING COMMITTEE**

The CAAMSE Negotiating Committee is established as a standing committee of the Board, with responsibility for work as detailed below:

- i. Purpose
  - Negotiate a memorandum of agreement with CAAMSE
- ii. Powers and Duties
  - Establish Board proposals within the constraints set by the Board
  - Negotiate with CAAMSE representatives
  - Recommend action to the Board on negotiations issues
  - Conclude and sign a memorandum of agreement
- iii. Membership
  - Two trustees
  - Secretary-Treasurer
- iv. Meetings
  - To be called by the Committee Chair as required to negotiate agreements



**Policy 8 -Appendix 1**

**Terms of Reference for Standing Committees**

**TERMS OF REFERENCE**

**CAAMSE EMPLOYER-EMPLOYEE LIAISON COMMITTEE**

The CAAMSE Employer-Employee Liaison Committee is established as a standing committee of the Board, with responsibilities for work as detailed below:

i. Purpose

- The committee is established to discuss matters of common interest which are not related to collective bargaining or remuneration and provide a means of communication between the parties.

ii. Powers and Duties

- Items which are contained in the Collective Agreement shall not be discussed by the Liaison Committee.
- The Liaison Committee is advisory only. Therefore no information discussed at these meetings is to be passed on to the news media other than by mutual consent of the CAAMSE Local and the Board.
- The Committee may make recommendations to the Board or CAAMSE Local as a result of its discussions.

iii. Membership

- One Trustee
- Administrative support as required

iv. Meetings

- Two to four times per year



## **Policy 8 -Appendix 1**

### **Terms of Reference for Standing Committees**

#### **TERMS OF REFERENCE**

#### **IUOE NEGOTIATING COMMITTEE**

The IUOE Negotiating Committee is established as a standing committee of the Board, with responsibility for work as detailed below:

- i. Purpose
  - Negotiate a memorandum of agreement with IUOE
- ii. Powers and Duties
  - Establish Board proposals within the constraints set by the Board
  - Negotiate with IUOE representatives
  - Recommend action to the Board on negotiations issues
  - Conclude and sign a memorandum of agreement
- iii. Membership
  - Two trustees
  - Secretary-Treasurer
- iv. Meetings
  - To be called by the Committee Chair as required to negotiate agreements



**Policy 8 -Appendix 1**

**Terms of Reference for Standing Committees**

**TERMS OF REFERENCE**

**IUOE EMPLOYER-EMPLOYEE LIAISON COMMITTEE**

The IUOE Employer-Employee Liaison Committee is established as a standing committee of the Board, with responsibilities for work as detailed below:

i. Purpose

- The committee is established to discuss matters of common interest which are not related to collective bargaining or remuneration and provide a means of communication between the parties.

ii. Powers and Duties

- Items which are contained in the Collective Agreement shall not be discussed by the Liaison Committee.
- The Liaison Committee is advisory only. Therefore no information discussed at these meetings is to be passed on to the news media other than by mutual consent of the IUOE Local and the Board.
- The Committee may make recommendations to the Board or IUOE Local as a result of its discussions.

iii. Membership

- One Trustee
- Administrative support as required

iv. Meetings

- One time per year



**Policy 8 -Appendix 1**

**Terms of Reference for Standing Committees**

**TERMS OF REFERENCE**

**GRIEVANCE COMMITTEE**

The Grievance Committee is established as a standing committee of the Board, with responsibility for work as detailed below:

- i. Purpose
  - Hear formal grievances in accordance with collective agreement provisions
- ii. Powers and Duties
  - To represent the Board in grievance hearings
  - To render decisions regarding grievances filed
- iii. Membership
  - Two trustees
  - Administrative support as required
- iv. Meetings
  - As required



## Policy 8 -Appendix 1

### Terms of Reference for Standing Committees

#### TERMS OF REFERENCE

#### TEACHER BOARD ADVISORY COMMITTEE

The Teacher-Board Advisory Committee is established as a standing committee of the Board, with responsibility for work as detailed below:

i. Purpose

- The committee is established to discuss matters of common interest which are not related to collective bargaining or remuneration and provide a means of communication between the parties.

ii. Powers and Duties

- Items which are contained in the Collective Agreement shall not be discussed by the Advisory Committee.
- The Teacher-Board Advisory Committee is advisory only. Therefore no information discussed at these meetings is to be passed on to the news media other than by mutual consent of the ATA Local and the Board.
- The Committee may make recommendations to the Board or ATA Local as a result of its discussions.
- Any changes to these terms of reference require the ratification of both the ATA Local and the Wild Rose School Division No. 66 Board.

iii. Membership

- Two Board Members
- Two Teachers selected by ATA Local
- ATA Local Vice-Presidents
- Superintendent or designate
- Additional resource people when deemed necessary

iv. Meetings

- Meetings will be held once a month during the school year when there is business to conduct, on the dates agreed to by Committee members.
- Meetings will be cancelled by the Committee Chair where no agenda items have been identified to him/her by 10:00 a.m. on the Wednesday prior to the meeting date.
- Meetings will be conducted on an informal basis, without the requirement of formal motions.

The Committee Chair will draft the agenda and send copies to Committee members at least one day prior to the meeting.

- The first item of business at each meeting will be the confirmation of the agenda for the meeting.
- The Committee Chair may alternate between a teacher and Board member on a year-to-year basis.
- A written record of proceedings will be taken by a secretary chosen by the Committee, and distributed to all members of the Committee, all trustees, and the President of the ATA Local.
- Expenses of members of the Committee are to be borne by their respective organizations.

## **Policy 8 -Appendix 1**

### **Terms of Reference for Standing Committees**

#### **TERMS OF REFERENCE**

##### **COLLABORATIVE ACTION FOR EDUCATION COMMITTEE**

The Collaborative Action for Education Committee is established as a standing committee of the Board, with responsibilities for work as detailed below:

i. Purpose

- The committee includes representatives of the board, the ATA, administrators, central office and school councils to increase awareness of educational issues with local MLA's in a constructive and non-confrontational atmosphere.

ii. Powers and Duties

- To present the Board's position on important educational issues in a straight forward format, easily accessible to the general public.

iii. Membership

- All Trustees
- Superintendent and/or designate(s)

iv. Meetings

- As required

*Amended by Board Motion #136/06  
18 September 2006*



**Policy 8 -Appendix 1**

**Terms of Reference for Standing Committees**

**TERMS OF REFERENCE**

**PUBLIC SPEAKING AWARDS COMMITTEE**

The Public Speaking Awards Committee is established as a standing committee of the Board, with responsibilities for work as detailed below:

- i. Purpose
  - The committee works with schools to organize and coordinate the annual Wild Rose Public Speaking Competition.
- ii. Powers and Duties
  - The committee promotes the public speaking competition by providing advice and assistance to host schools.
- iii. Membership
  - Two trustees
- iv. Meetings
  - As required



**POLICY 9**

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**BOARD REPRESENTATIVES**

In response to requests from external organizations or agencies, the Board will give consideration to naming representatives to various external boards or committees. 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 Board and other organizations.

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

The roles of the representative are to:

- Represent the Board at meetings of the Committee
- Represent the views, positions and interests of the Board to the Committee
- Communicate to the Board the work of the Committee

The following committees will have Board representation as identified at the Organizational Meeting:

- ASBA Zone 4 (One trustee; one alternate)
- ASBA Labour Relations Representative (One trustee; one alternate)
- Yellowhead Regional Library (One trustee; one alternate)
- Region 9 Family Services Advisory Council (One trustee; one alternate)
- PSBAA (One trustee; one alternate)
- The Family School Liaison Committee – Rocky Mountain House (One trustee; one alternate)
- The Family School Liaison Committee – Drayton Valley (One trustee; one alternate)
- Building Safer Communities - Drayton Valley (One trustee; one alternate)



**POLICY 10**

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**POLICY MAKING****Reference:**

School Act, Section 60, 61

The Board believes that one of its primary corporate functions is in the making of effective policy for the Division. The Board further believes that effective governance for the school system occurs best through the development of sound policy. Policy for the Division shall be developed to:

- Be consistent with the vision, mission, and values of the Division;
- Meet the needs of the system; and
- Align with provisions of current legislation and regulations of the government.

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

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 could delegate the responsibility for development to the Superintendent or to a Board committee.

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 all other policies.

4. Evaluation

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

The Board believes that a broad base of input from a variety of interested individuals and groups is desirable in the development of policy for this Division.

Policy shall be approved by resolution at a public Board meeting.

**Specifically**

1. The need for a new or revised policy can be initiated by any individual or group and communicated to the Superintendent for consideration.
2. A "First Draft" of any proposed policy change is written by the administration and presented to the Board for consideration.
3. The Board may choose to pass the policy in its draft or amended form, or direct that the draft policy be circulated to appropriate interest groups for input/comment. The following may be consulted:
  - 3.1 Central office personnel
  - 3.2 Parents
  - 3.3 ATA and support staff locals
  - 3.4 School Councils or other recognized parent groups
  - 3.5 Exempt staff
  - 3.6 Outside agencies (Alberta Learning, ASBA etc.)
  - 3.7 Administrators' Association members
  - 3.8 Other groups that may be identified
4. At a subsequent meeting, the policy in its original or amended form shall be given further consideration and considered for approval after three readings, two of which may be at the same meeting.
5. Policies which are circulated shall be circulated for not less than 28 days from the date of first consideration.
6. The Board reserves the right to introduce any policy immediately as "interim policy" where circumstances warrant, and while the normal policy development process takes place.
7. Policy amendment or revision that, in the opinion of the Superintendent and/or Board does not substantially change the policy, shall be given one reading, followed by discussion and a vote on the changes. If passed, this shall constitute an amendment to policy.
8. If the Board feels it is warranted, revisions or amendments may be circulated for input prior to approval through a "referring motion".
9. New or revised policies and regulations will become effective on the date of the final Board approval unless otherwise indicated by a resolution of the Board.
10. The Board may also request the Superintendent to change an administrative procedure to a draft Board policy, and will provide the rationale for it.
11. The Superintendent shall develop administrative procedures as specified in Policy 11 – Board Delegation of Authority, and may develop such other procedures as deemed necessary for the effective operation of the Division; these must be in accordance with Board policies.
12. The Board may direct the Superintendent to change a Board policy to an administrative procedure. As with other administrative procedures, these procedures may then be modified at the Superintendent's discretion.

13. On matters deemed by the School Board to be of unusual urgency, the Board may waive the consultation process/period and take immediate action to adopt new policies or revise existing ones.
14. In approving policy, the Board will always work from the broadest, most general statement of policy, and will proceed to develop progressively more specific policies until it is satisfied that it has achieved the degrees of definition necessary in the policy area under consideration.
15. The Superintendent is responsible for communicating Board policies and administrative procedures within the Division; for monitoring policies and procedures on an ongoing basis; for reporting the outcomes of policy decisions to the Board; and for making recommendations to the Board for revision.
16. The Board shall review each policy annually as part of its self-evaluation.



**POLICY 11****BOARD DELEGATION OF AUTHORITY****Reference:**

School Act, Section 61, 105

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 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 also 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 new provincial, regional, or local initiatives must be initially brought to the Board for discussion and determination of decision-making authority.

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.

Specifically:

1. The Superintendent is authorized to suspend a teacher from the performance of the teacher's duties or to terminate the services of a teacher. The suspension or termination shall be conducted in accordance with the requirements of the School Act, and the decision shall not be appealable to the Board.
2. The Superintendent is delegated the authority to develop Administrative Procedures that are consistent with provincial policies and procedures for the following program areas:
  - a. Special Education
  - b. Guidance and Counseling
  - c. Services for Students and Children
  - d. School-Based Decision Making
  - e. Student Evaluation
  - f. Teacher Growth, Supervision and Evaluation

- g. Home Education
  - h. Early Childhood Services
  - i. Outreach Programs
  - j. Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses
  - k. Integrated Occupational Programs
  - l. Off – Campus Education
  - m. English as a Second Language
  - n. French as a Second Language and French Language Immersion
  - o. Daily Physical Activity
  - p. Second Languages
3. The Superintendent is directed to develop an Administrative Procedure to guide supervisors in situations where employees work alone.

Revised: March 15, 2006

**POLICY 12**

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**ROLE OF THE SUPERINTENDENT****Reference:**

School Act, Section 14, 113, 114, 115

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division, reporting 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. Educational Leadership**

The Superintendent shall:

- 1.1 Provide leadership in all matters relating to education in the Division.
- 1.2 Ensure students in the Division have the opportunity to meet the standards of education set by the Minister.
- 1.3 Implement education policies established by the Minister and the Board.

**2. Fiscal Responsibility**

The Superintendent shall:

- 2.1 Ensure the fiscal management of the Division by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other applicable Act or regulation.
- 2.2 Ensure the Division operates in a fiscally responsible manner, including adherence to generally accepted accounting procedures.

**3. Personnel Management**

The Superintendent shall:

- 3.1 Have overall authority and responsibility for all personnel-related issues, save and except: the development of mandates for collective bargaining and those personnel matters precluded by Board policy, legislation or collective agreements.
- 3.2 Monitor and improve the performance of all staff.
- 3.3 Delegate appropriate responsibilities, duties, and powers to other appointed administrative and supervisory officials.
- 3.4 Ensure the opportunity for Board Involvement on all interview committees for the following positions:

· Assistant Superintendents

- Secretary-Treasurer
- Assistant Secretary-Treasurer
- District Administrator
- Co-ordinators
- Directors
- Principals and Vice-Principals
- Leadership Development Candidates

The Superintendent shall retain the authority to make the final decision for all above positions except the Secretary-Treasurer. (Policy 2, Section 116 School Act)

#### 4. Policy

The Superintendent shall:

- 4.1 Provide leadership in the planning, development, implementation and evaluation of Board policies.
- 4.2 Advise the Board of substantive changes to Administrative Procedures.

#### 5. Superintendent / Board Relations

The Superintendent shall:

- 5.1 Establish and maintain positive professional working relations with the Board.
- 5.2 Respect and honour the Board's role and responsibilities, and facilitate the implementation of that role as defined in Board policy.
- 5.3 Provide the information which the Board requires to perform its role.

#### 6. Three-Year Education Planning and Reporting

The Superintendent shall:

- 6.1 Lead the Three-Year Education Planning process including the development of Division goals, budget, facilities and transportation plans and implement plans as approved.
- 6.2 Involve the Board appropriately (Board approval of process and timelines, opportunity for Board establishment of strategic priorities and key results early in the process, final Board approval).
- 6.3 Report regularly on results achieved.
- 6.4 Develop the Annual Education Results Report.

#### 7. Organizational Management

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.

8. Communications And Community Relations

The Superintendent shall:

8.1 Take appropriate actions to ensure open, transparent, positive external and internal communications are developed and maintained.

8.2 Inform the Board of matters that may impact schools/communities.

8.3 Monitor and improve the level of satisfaction parents have with the services provided and the responsiveness of the Division.

8.4 Perform a public relations function for the Division and maintain effective and productive school-community relationships.

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 relations with provincial and regional government departments and agencies.

Revised: March 29, 2008



**POLICY 12 - ROLE OF THE SUPERINTENDENT**

**Appendix A**

**SUPERINTENDENT EVALUATION**

**Superintendent Evaluation Process, Criteria and Timelines**

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**March 2008**

## SUPERINTENDENT EVALUATION PROCESS, CRITERIA & TIMELINES

### Background

ASBA was contracted by Wild Rose Public Schools to assist the Board and the Superintendent in developing a proposed process, criteria and timelines document for a comprehensive Superintendent evaluation as required in Form 4 of the Superintendent of Schools Regulation 178/2003.

The Board initially appointed Bev Hammond to the position of Superintendent effective January 1, 2008 with a five year term concluding December 31, 2013. The contract makes provision for reappointment upon such terms and conditions as agreed upon by the parties and on the condition that the Minister approves such reappointment as required by section 114 of the *School Act*.

The contract signed by the Superintendent and the Board requires an evaluation in the first year and stipulates that evaluations be conducted annually, or more often if the Board so desires.

An Education Consultant with the ASBA conducted a Superintendent Pre-Evaluation Workshop on March 28, 2008. The Superintendent and the Board were in attendance.

The evaluation process, criteria and timelines agreed to at this time:

1. Provides for both growth and accountability and the strengthening of the relationship between the Board and the Superintendent. The written report will affirm specific accomplishments and will identify growth areas. Some growth goals may address areas of weakness while others will identify areas where greater emphasis is required due to changes in the environment.
2. Complies with Form 4 and Form 5 of the Superintendent of Schools Regulation. These forms require that the contract between the Board and the Superintendent includes performance evaluation criteria and processes and, at minimum, provision for regular written evaluation of the Superintendent's performance.
3. Highlights the key role of the Superintendent as the Chief Education Officer for the District to enhance student achievement and success for all children.
4. Recognizes that the Superintendent is the Chief Executive Officer. The Superintendent is held accountable for work performed primarily by other senior administrators, e.g., fiscal management.
5. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses.
6. Extends natural justice provisions in that the Superintendent and Board came to a mutual agreement relative to the comprehensive evaluation process to be followed.
7. Is aligned with and based upon the Superintendent's roles and responsibilities as defined in Policy 12 of the Board Policy Handbook. (see #4 and #9 re Policy 12).
8. Is linked to the District's goals. The Three-Year Planning section directly links the Superintendent's performance to the three-year planning process, which includes the District's goals.
9. Sets out standards of performance. The quality indicators in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.
10. Is a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations take into consideration the previous evaluation, and an assessment of the Superintendent's success in addressing identified growth areas.

11. Uses multiple data sources.
12. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas and Board meetings, etc.
13. Ensures Board feedback is provided regularly. Such feedback will be timely, provided at defined times, supported by specific examples, and will focus on areas over which the Superintendent has authority.

## Timelines for Evaluations

Form 4 and Form 5 of the Superintendent Regulation require that the Superintendent's performance is evaluated on a regular basis. "Regular" is not defined. The current contract requires an annual evaluation.

With respect to the current Superintendent/Board contract, evaluations will be conducted in accordance with this document according to the following schedule:

EVALUATION	BASED ON PERIOD	REPORT DELIVERED TO SUPERINTENDENT
First	Jan. 1, 2008 – June 10, 2008	June 30, 2008
Second	June 11, 2008 – June 30, 2009	July 31, 2009
Third	July 1, 2009 – June 30, 2010	July 31, 2010
Fourth	July 1, 2010 – June 30, 2011	July 31, 2011
Fifth	July 1, 2011 – June 30, 2012	July 31, 2012
Sixth	July 1, 2012 – May 30, 2013	June 30, 2013

The *School Act* (114.2) requires a minimum renewal notification period of no less than six months. The current Superintendent contract of employment leaves renewal to the discretion of the Board. This decision, according to the *School Act*, must be made no later than July 1, 2013. The current contract requires an annual evaluation.

### A. Criteria for Evaluations

The criteria for the first evaluation will be those set out in *Appendix B*, the *Performance Assessment Guide*. In the subsequent evaluation, the criteria will be those defined by the *Performance Assessment Guide* as listed or revised after the first evaluation, plus any growth goals provided by the Board in its written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities. The exception will be the Role Expectation "Leadership Practices", which will only be included in the third evaluation and, subsequently, once during any renewal period. An external consultant will collect data relative to leadership practices by interviewing all principals and all "direct reports." "Direct reports" are defined to be those individuals who report directly to the Superintendent on the District's organizational chart.

*Appendix B* is the *Performance Assessment Guide*, which is intended to clarify for the Superintendent performance expectations that are held by the corporate Board. This guide is also intended to be used by the Board to evaluate the performance of the Superintendent in regard to each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

## **Superintendent Evaluation - Appendix A**

### **SUPERINTENDENT ROLES AND RESPONSIBILITIES**

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 are:

#### **1. Educational Leadership**

- Provides leadership in all matters relating to education in the Division.
- Ensures students in the Division have the opportunity to meet the standards of education set by the Minister.
- Implements education policies established by the Minister and the Board.

#### **2. Fiscal Responsibility**

- Ensures the fiscal management of the Division by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other applicable Act or regulation.
- Ensures the Division operates in a fiscally responsible manner, including adherence to generally accepted accounting procedures.

#### **3. Personnel Management**

- Has overall authority and responsibility for all personnel-related matters, save and except: the development of mandates for collective bargaining and those personnel matters precluded by Board policy, legislation or collective agreements.
- Monitors and improves the performance of all staff.
- Delegates appropriate responsibilities, duties, and powers to other appointed administrative and supervisory officials.
- Ensure the opportunity for Board Involvement on all interview committees for the following positions:
  - Assistant Superintendents
  - Secretary-Treasurer
  - Assistant Secretary-Treasurer
  - District Administrator
  - Co-ordinators
  - Directors

- Principals and Vice-Principals
- Leadership Development Candidates

The Superintendent shall retain the authority to make the final decision for all above positions except the Secretary-Treasurer. (Policy 2, Section 116 School Act)

#### **4. Policy/Procedures**

- Provides leadership in the planning, development, implementation and evaluation of Board policies.
- Keeps the administrative procedures manual current

#### **5. Superintendent / Board Relations**

- Establishes and maintains positive, professional working relations with the Board.
- Respects and honours the Board's role and responsibilities, and facilitates the implementation of that role as defined in Board policy.
- Provides the information which the Board requires to perform its role.

#### **6. Education Planning & Reporting**

- Leads the Three-Year Education Planning process including the development of Division goals, budget, facilities and transportation plans and implements plans as approved.
- Involves the Board appropriately (Board approval of process and timelines; opportunity for Board establishment of strategic priorities and key results early in the process; final Board approval).
- Reports regularly on results achieved.
- Develops the Annual Education Results Report.

#### **7. Organizational Management**

- Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
- Reports to the Minister with respect to matters identified in and required by the School Act.

#### **8. Communications & Community Relations**

- Takes appropriate actions to ensure open, transparent, positive external and internal communications are developed and maintained.
- Informs the Board of matters that may impact schools/communities.
- Monitors and improves the level of satisfaction parents have with the services provided and the responsiveness of the Division.

- Performs a public relations function for the Division and maintains effective and productive school-community relationships.

**9. Leadership Practices**

- Practices 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.
- Develops and maintains positive and effective relations with Alberta Education.



**SUPERINTENDENT EVALUATION - APPENDIX B**  
**PERFORMANCE ASSESSMENT GUIDE**

<b>Role Expectation: Educational Leadership</b>	<b>Superintendent Evaluation Evidence</b>	<b>Quality Indicators</b>
<ul style="list-style-type: none"> <li>· Provides leadership in all matters relating to education in the Division.</li> <li>· Ensures students in the Division have the opportunity to meet the standards of education set by the Minister.</li> <li>· Implements education policies established by the Minister and the Board.</li> </ul>	<p><b>Internal Report</b></p>	<ul style="list-style-type: none"> <li>· The Superintendent conducts an analysis of student success and ensures school principals develop action plans to address concerns.</li> <li>· The Superintendent identifies trends and issues related to student achievement to inform the Three-Year Planning process, including recommendations for means to improve measurable student achievement.</li> </ul>
	<p><b>External Report</b></p>	<ul style="list-style-type: none"> <li>· There is measurable improved student achievement over time.</li> </ul>
	<p><b>Direct Board Observation</b></p>	<ul style="list-style-type: none"> <li>· The Superintendent meets Alberta Education's expectations re: AERR format and process and content.</li> <li>· The Superintendent meets all timelines with provision for appropriate Board input relative to the AERR.</li> <li>· The Superintendent ensures the Division's academic results are published.</li> </ul>

## SUPERINTENDENT EVALUATION - APPENDIX B

## PERFORMANCE ASSESSMENT GUIDE

Role Expectation: Fiscal Leadership	Superintendent Evaluation Evidence	Quality Indicators
<ul style="list-style-type: none"> <li>· Ensures the fiscal management of the Division by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other applicable Act or regulation.</li> <li>· Ensures the Division operates in a fiscally responsible manner, including adherence to generally accepted accounting procedures.</li> </ul>	<p><b>Internal Report</b></p>	<ul style="list-style-type: none"> <li>· The Board is informed immediately regarding pending litigation.</li> <li>· School based funds are expended as per approved budgets.</li> <li>· The Board is informed annually about incurred liabilities.</li> <li>· School generated funds are appropriately accounted for at each site.</li> </ul>
	<p><b>External Report</b></p> <ul style="list-style-type: none"> <li>· Auditor's Report</li> <li>· Auditor's Management Letter</li> </ul>	<ul style="list-style-type: none"> <li>· Generally accepted accounting practices are being followed.</li> <li>· Adequate internal financial controls exist and are being followed.</li> <li>· All collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made.</li> </ul>

## Superintendent Evaluation - Appendix B

### PERFORMANCE ASSESSMENT GUIDE

Role Expectation: Personnel Management	Superintendent Evaluation Evidence	Quality Indicators
<ul style="list-style-type: none"> <li>· Has overall authority and responsibility for all personnel-related matters, save and except: the development of mandates for collective bargaining and those personnel matters precluded by Board policy, legislation or collective agreements.</li> <li>· Monitors and improves the performance of all staff.</li> <li>· Delegates appropriate responsibilities, duties, and powers to other appointed administrative and supervisory officials.</li> <li>· Ensure the opportunity for Board Involvement on all interview committees for the following positions:               <ul style="list-style-type: none"> <li>· Assistant Superintendents</li> <li>· Secretary-Treasurer</li> <li>· Assistant Secretary Treasurer</li> <li>· District Administrator</li> <li>· Co-ordinators</li> <li>· Directors</li> <li>· Principals and Vice-Principals</li> <li>· Leadership Development Candidates</li> </ul> </li> </ul> <p>The Superintendent shall retain the authority to make the final decision for all above positions except the Secretary-Treasurer. (School Act, Policy 2, Section 116).</p>	<b>Internal Report</b>	<ul style="list-style-type: none"> <li>· Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisor processes.</li> <li>· Models commitment to personal and professional growth</li> <li>· Fosters high standards of instruction and professional improvement.</li> <li>· Provides for training of administrators and the development of leadership capacity within the Division.</li> </ul>
	<b>Direct Board Observation</b>	<ul style="list-style-type: none"> <li>· Follows Board personnel policies.</li> <li>· Models high ethical standards of conduct.</li> </ul>

## Superintendent Evaluation - Appendix B

### PERFORMANCE ASSESSMENT GUIDE

Role Expectation: Policies/Procedures	Superintendent Evaluation Evidence	Quality Indicators
<ul style="list-style-type: none"> <li>· Provides leadership in the planning, development, implementation and evaluation of Board policies.</li> </ul>	<p><b>Internal Report</b></p>	<ul style="list-style-type: none"> <li>· The Superintendent appropriately involves individuals and groups in the administrative procedure development process.</li> <li>· Taking leadership in bringing policies to Board for review.</li> </ul>
	<p><b>Direct Board Observation</b></p>	<ul style="list-style-type: none"> <li>· The Superintendent demonstrates a knowledge of and respect for the role of the Board in policy processes.</li> </ul>

## Superintendent Evaluation - Appendix B

### PERFORMANCE ASSESSMENT GUIDE

Role Expectation: Superintendent/Board Relations	Superintendent Evaluation Evidence	Quality Indicators
<ul style="list-style-type: none"> <li>· Provides leadership in the planning, development, implementation and evaluation of Board policies. Establishes and maintains positive, professional working relations with the Board.</li> <li>· Respects and honours the Board's role and responsibilities, and facilitates the implementation of that role as defined in Board policy.</li> <li>· Provides the information which the Board requires to perform its role.</li> </ul>	<p><b>Internal Report</b></p>	<ul style="list-style-type: none"> <li>· The Superintendent implements Board directions with integrity in a timely fashion.</li> <li>· The Superintendent provides support to the Board re: lobby efforts on behalf of the Division.</li> </ul>

## Superintendent Evaluation - Appendix B

## PERFORMANCE ASSESSMENT GUIDE

Role Expectation: Education Planning & Reporting	Superintendent Evaluation Evidence	Quality Indicators
<ul style="list-style-type: none"> <li>· Leads the Three-Year Education Planning process including the development of Division goals, budget, facilities and transportation plans and implements plans as approved.</li> <li>· Involves the Board appropriately (Board approval of process and timelines, opportunity for Board establishment of strategic priorities and key results early in the process; final Board approval).</li> <li>· Reports regularly on results achieved, including an annual Superintendent's report.</li> <li>· Develops the Annual Education Results Report.</li> </ul>	<p><b>Internal Report</b></p>	<ul style="list-style-type: none"> <li>· Facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.</li> <li>· Transportation services are provided with due consideration for efficiency, safety and length of ride.</li> <li>· Develops short and long-range plans to meet the needs of the Division and provide for continuous improvement.</li> </ul>
	<p><b>External Report</b></p> <ul style="list-style-type: none"> <li>· Transition Plan</li> <li>· Three Year Education Plan</li> </ul>	<ul style="list-style-type: none"> <li>· "Key results" identified by the Board are achieved.</li> </ul>
	<p><b>Direct Board Observation</b></p>	<ul style="list-style-type: none"> <li>· The budget and 3-year plan are developed according to a timeline which ensures the Board's ability to provide direction, revise priorities and is approved within Alberta Education deadlines.</li> </ul>

## Superintendent Evaluation - Appendix B

### PERFORMANCE ASSESSMENT GUIDE

Role Expectation: Organizational Management	Superintendent Evaluation Evidence	Quality Indicators
<ul style="list-style-type: none"> <li>· Demonstrates effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.</li> <li>· Reports to the Minister with respect to matters identified in and required by the School Act.</li> </ul>	<b>Internal Report</b>	
	<b>External Report</b> <ul style="list-style-type: none"> <li>· Letter from Alberta Education Manager</li> </ul>	<ul style="list-style-type: none"> <li>· Ensures Division compliance with all Alberta Education requirements.</li> </ul>
	<b>Direct Board Observation</b>	

## Superintendent Evaluation - Appendix B

### PERFORMANCE ASSESSMENT GUIDE

Role Expectation: Communications & Community Relations	Superintendent Evaluation Evidence	Quality Indicators
<ul style="list-style-type: none"> <li>· Takes appropriate actions to ensure open, transparent, positive external and internal communications are developed and maintained.</li> <li>· Informs the Board of matters that may impact schools/communities.</li> <li>· Monitors and improves the level of satisfaction parents have with the services provided and the responsiveness of the Division.</li> <li>· Performs a public relations function for the Division and maintains effective and productive school-community relationships.</li> </ul>	<p><b>Internal Report</b></p>	<ul style="list-style-type: none"> <li>· Facilitates effective home-school relations.</li> <li>· Manages conflict effectively.</li> <li>· Ensures information is disseminated to inform appropriate publics.</li> <li>· Works cooperatively with the media to represent the Board's views/positions.</li> <li>· Promotes positive public engagement in the Division.</li> </ul>
	<p><b>Direct Board Observation</b></p>	<ul style="list-style-type: none"> <li>· Represents the Division in a positive, professional manner.</li> </ul>

## Superintendent Evaluation - Appendix B

### PERFORMANCE ASSESSMENT GUIDE

Role Expectation: Leadership Practices	Superintendent Evaluation Evidence	Quality Indicators
<ul style="list-style-type: none"> <li>· Practices leadership in a manner that is viewed positively and has the support of those with whom he/she works most directly in carrying out the directives of the Board and the Minister.</li> <li>· Develops and maintains positive and effective relations with Alberta Education.</li> </ul>	<p><b>Internal Report</b></p>	<ul style="list-style-type: none"> <li>· Provides clear direction.</li> <li>· Provides effective educational leadership.</li> <li>· Establishes and maintains positive, professional working relationships with staff.</li> <li>· Unites people toward common goals.</li> <li>· Demonstrates a high commitment to the needs of students.</li> <li>· Has a well-established value system based on integrity.</li> <li>· Empowers others.</li> <li>· Effectively solves problems.</li> </ul>
	<p><b>External Report</b></p> <ul style="list-style-type: none"> <li>· Report of interviews with all principals.</li> <li>· Report of interviews with Superintendent's "direct reports".</li> </ul>	



## **Superintendent Evaluation - Appendix C**

### **INTERVIEW GUIDE**

#### **CEO LEADERSHIP PRACTICES**

##### **Perceptions of Principals and Superintendent “Direct Reports”**

1. What evidence can you cite to support or refute the following:
  - a. the Superintendent provides clear direction?
  - b. the Superintendent provides effective educational leadership?
  - c. the Superintendent establishes and maintains positive, professional working relationships with staff?
  - d. the Superintendent unites people toward common goals?
  - e. the Superintendent demonstrates a high commitment to the needs of students?
  - f. the Superintendent has a well-established value system based on integrity?
  - g. the Superintendent empowers others?
  - h. the Superintendent effectively solves problems?
2. What does the Superintendent do, if anything, that helps you do your job?
3. What does the Superintendent do, if anything, that makes doing your job more difficult?

Revised: Policy 12 Role of the Superintendent  
June 2008



**POLICY 13**

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**APPEALS REGARDING STUDENT MATTERS****Reference:**

School Act, Section 12, 24, 25, 61, 123, 124

Under section 124 of the School Act, the only matters on which the Minister of Learning 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 student.

The Board will hear appeals on administrative decisions submitted in accordance with requirements established in the Alberta Human Rights Act.

The principles of natural justice shall apply to the entire appeal process.

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

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

6. The appeal will be heard in-camera, with specified individuals in attendance.
7. The appeal hearing will be conducted in accordance with the following guidelines:
  - 7.1 The 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;
    - 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, unless the Chair deems it advisable under the circumstances.
  - 7.8 The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The recording secretary will remain in attendance. The Board may have legal counsel in attendance.
  - 7.9 If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.
  - 7.10 The Board will make every effort to make a decision based on the process described above on the same day as the hearing.
  - 7.11 The Board decision and the reasons for that decision will be communicated to the appellant by telephone, as soon as possible following the decision. The Board decision will be communicated in writing within five school days 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 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, or a committee of the Board under extenuating circumstances, will convene in an in-camera session upon the call of the Superintendent, but in no event shall the meeting occur later than ten school days from the first day of suspension.

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

The Board 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 parent or guardian to make representations
  - 1.3 Reinstatement or expulsion of 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 will 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 decision shall be communicated in writing to the student and the student's parents within 5 days of the hearing, with copies being provided to the Principal and the Superintendent. (The Superintendent's office will attempt to inform the parent(s) and the

student of the decision by phone or personal communication as soon as possible after a decision has been reached.)

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:

- 2.7.1 The length of the expulsion which must be greater than 10 school days;
- 2.7.2 The educational program to be provided to the student and the name of the individual to be contacted in order to make the necessary arrangements; and
- 2.7.3 The right of the student and the student's parents to request a review of the decision by the Minister of Learning.

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:

- Open opposition to the authority of the staff;
- 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;
- Willful disobedience over a prolonged period or in a single instance where the disobedience endangers the students, teacher, building or general climate of orderly behavior;
- Habitual neglect to do work that is assigned to the student and which is within his/her competence to complete;
- Profane or indecent language in the presence of other students or before staff;
- Threats of physical violence or acts of violence against a teacher or a serious unprovoked attack on other students;
- Any act of indecency in a school building or on the school grounds;
- Failure to observe and to obey any reasonable rule, regulation or procedure established by the teacher or by the Principal for maintaining a climate of behavior conducive to learning;
- Willful or malicious damage to property or equipment on school premises; or
- Prohibited use of drugs, alcohol, or tobacco.

It is expected that all students will comply with section 12 of the School Act.

**POLICY 14**

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**HEARINGS ON TEACHER TRANSFERS****Reference:**

School Act, Section 104

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.

Specifically:

**A. Transfers**

1. A teacher who has been given a notice of transfer by the Superintendent must make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer within seven days of receipt of the transfer notice.
2. The request for a hearing before the Board shall be submitted by the teacher to the Secretary-Treasurer with a copy being provided to the Superintendent.
3. The Board may set a date and time for the hearing requested not earlier than 14 days after the teacher receives the notice of transfer, unless the teacher agrees in writing to an earlier date.
4. The Secretary-Treasurer shall advise the teacher in writing of the date, time and location of the hearing.

**B. Provision of Information**

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

**C. Procedure at Hearings**

1. Notes of the proceedings will be recorded for the purposes of the Board's records.
2. The Superintendent and the teacher shall be given an opportunity to make introductory and closing statements.

3. If the Superintendent considers it necessary to have witnesses appear on behalf of the recommendation, they shall be called to appear prior to the teacher making any representations.
4. Trustees shall ask questions of a witness only after the party calling the witness has completed its presentation.
5. The presentation of the teacher's case shall commence after the Superintendent has presented his/her evidence.
6. After the teacher's closing statement, the Superintendent shall have an opportunity to respond to information presented by the teacher.
7. Board members will have the opportunity to ask questions or clarification from both parties.
8. No cross-examination of witnesses shall be allowed, unless the Board Chair deems it advisable.
9. The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The recording secretary will remain in attendance. The Board may have legal counsel in attendance.
10. If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.
11. The Board decision will be communicated to the teacher by telephone and confirmed in writing following the hearing.

Amended: April 16, 2008

## POLICY 15

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### SCHOOL CLOSURES

#### Reference:

Section 58, 200, 201, School Act  
Alberta Learning Regulation 257/2003

The Board recognizes that under certain conditions it may become necessary to consider the closure of a school or program. That consideration can occur under, but is not limited to, the following conditions:

1. Enrollment has been at or below a critical level for a period of time, the needs of students, parents, staff, electors who are not parents, and the community have been taken into consideration and/or
2. As a result of a recommendation from a consolidation study, or
3. Any other reasons that the Board may consider advisable, and
4. The current requirements of the School Act and Alberta Learning Regulations have been considered.

In respect to school closure the Board believes that an orderly and fair process should be in place to provide the Board appropriate information prior to any decision being made. This policy sets out the process leading to the consideration of school or program closure.

#### Specifically:

1. All of the subsequent steps referred to in this policy, from the point of recommendation that closure be considered, to the decision for closure, (or no closure) must be completed within the same school year unless the Minister has extended the time for the procedures on the written request of the Board. The effective date of closure shall, under normal circumstances, be for the following school year.
2. The Board may effect closure in any of the following circumstances:
  - 2.1 Close a school permanently or for a specified period of time;
  - 2.2 Close entirely, three or more consecutive grades in an elementary school;
  - 2.3 Close the entire junior high school program or the entire high school program in a school; or
  - 2.4 Transfer all students from one school to one or more other schools.
3. The Board may call for a study to be done in respect of the operation of a school(s) and shall advise the person(s) doing the study to report to the committee of the Board (referred to in Section 5) on the matters under review, including making a recommendation to the committee as to whether there should be closure of the school or at the school.
4. The study shall include a review of the following matters:
  - 4.1 The enrollment and programs of all schools within the same geographic area;

- 4.2 The attendance areas of the school(s);
  - 4.3 The present enrollments, enrollment trends for the particular school(s);
  - 4.4 The programs at the particular school(s);
  - 4.5 The attendance at other schools of students relocated by virtue of school(s) closure;
  - 4.6 The need for and extent of bussing;
  - 4.7 The effect on community activities of an education, social, cultural, or recreational nature;
  - 4.8 Program implications for the students when they are attending other schools;
  - 4.9 The educational and financial impact of closing the school(s), including the effect on operational costs and the capital implications;
  - 4.10 The financial and educational impact of not closing the school(s);
  - 4.11 The capital needs of other schools that may have increased enrollments as a result of the transfer of students arising from school closure;
  - 4.12 Possible alternatives, if any, to school closure if that is identified as an option;
  - 4.13 If closure is identified as an option, the proposed disposition of the closed school;
  - 4.14 Non-resident student enrollment and related financial arrangements;
  - 4.15 Age and physical condition of the building;
  - 4.16 Adequacy of site, location, access, surrounding development, traffic patterns, and environmental conditions; and
  - 4.17 Costs (personnel, plant operations, transportation, capital, alternative uses).
5. At the time the study is commissioned a committee of the Board consisting of at least two trustees, with one representing the area in which each school being studied is located, the Superintendent or delegate, the school principal and one other staff member chosen by the principal from each school being studied, the Chair of the School Council and one other parent at large, chosen by the school principal, and other members from the attendance area of the school under study, as the Board may consider advisable, shall be established.
  6. The Board shall announce, in whatever way it considers most effective, the fact that the study has been commissioned, a general description of its terms of reference and the date by which its report to the Board is due and shall name a contact person (the Superintendent of Schools) for the study group to whom interested persons may make submissions.
  7. The committee shall, upon receipt of the report of the study group, determine the course of actions it will recommend to the Board from the various conclusions and recommendations contained in the report although it shall not be bound to accept any one of the recommendations contained therein. The committee shall thereafter forward its findings and recommendations to the Board, together with a copy of the study report.
  8. The Board shall make available to the public the findings and recommendations of the committee.

9. If the committee recommends closure to the Board, the Board chairman will, at the same meeting at which the recommendation is received, give a notice of motion that at a future specified meeting of the Board the question of whether to close a school in accordance with the recommendation, will be put to a vote.
10. The Board shall, at the same meeting at which the notice of motion is given, establish the date, time and place for a public meeting. The notice shall make it clear that the purpose of the meeting is to permit discussion of the contemplated closure and its implications for the students, for the community and for the school system. As well, discussion will focus on implementation plans subsequent to closure and alternatives to closure identified by the public.
11. In addition, the Board will thereafter and prior to the public meeting called for under Section 10, give a notice to the parents of each student and child attending each school, in respect of which a notice of motion has been given, advising of the following:
  - 11.1 How the closure would affect the attendance area defined for that school;
  - 11.2 How the closure would affect the attendance at other schools;
  - 11.3 The number of students who would need to be relocated as a result of the closure;
  - 11.4 The need for, and extent of, bussing;
  - 11.5 Program implications for other school and for the students when they are attending other schools;
  - 11.6 The educational and financial impact if the school were to remain open;
  - 11.7 The capital needs of the school that may have increased enrollment as a result of the closure;
  - 11.8 If the entire school is to closed, the proposed use of the school building; and
  - 11.9 The time, date, and place of the public meeting.
12. The public meeting referred to in Section 9 shall be conducted in such a manner as the Board considers will best attain the objective of maximizing public input in a civil and constructive manner, without fettering unnecessarily the opportunity for full and frank discussion of the issues that come forward. The Chair of the meeting shall be determined by the Board, with reference to the recommendation of the review committee referred to in Section 5.
13. The Board will provide notice of the public meeting in the following ways:
  - 13.1 By sending a notice of the meeting home with each student and child attending the school as required by Section 11; and
  - 13.2 By posting these notices in five or more conspicuous places in the areas of the school or schools affected by the notices of motion referred to above, with such postings to remain in place at least 14 days before the date of the public meeting; and
  - 13.3 By advertising in a newspaper circulating within the area or areas of the schools affected by the proposed closure, on at least two occasions, as close as is practicable, to the date of the public meeting.
14. The Board shall ensure that at least two trustees attend the public meeting, with it being desirable that all trustees on the committee that received the study report be present.

15. The Board shall arrange to have minutes of the public meeting prepared and made available to the public.
16. The Board shall cause the Chair of the public meeting to announce that any interested person may make written submissions to the Board, through the Superintendent of Schools, if such written submissions are received at the Board office not later than the 22<sup>nd</sup> day (three weeks) following the public meeting.
17. Any submissions received by the Superintendent shall be provided to the Board prior to any decision of the Board on the notice of motion regarding closure.
18. The decision of the Board on each motion made arising from a notice of motion under this policy shall be made at a public meeting of the Board.
19. If the Board decides to close any school it shall forthwith notify the Minister of Learning in writing.

**POLICY 16****ESTABLISHMENT, EXPANSION, AND  
REDUCTION OF PROGRAMS****Reference:**

School Act Section 60

**Cross Reference:**

Policy 15 School Closures

The Board believes that the educational needs of its constituents are best served through the consideration of orderly and systematic guidelines for the establishment, expansion and reduction of programs in its schools. To this end, the following guidelines are established.

**Guidelines**

1. This policy will operate in conjunction with Policy 15 – School Closures.
2. Requests with respect to the establishment, expansion or reduction of programs shall be submitted in writing to the Superintendent of Schools. It is the responsibility of the Superintendent to bring this to the Board's attention, and to make recommendations to the Board in this regard.
3. Recommendations shall be presented to the Board no later than the first Board meeting in February preceding the school year for which the change is proposed, in order that adequate consultation may take place.
4. The Board shall consult with all affected parties prior to any decision being made. These include parents and staff of the schools in question.
5. The availability of staff, space and other resources, or the Board's ability to provide the same, may be a major factor in determining the feasibility of the recommendations in addition to the enrollment factors.
6. Notwithstanding the provisions of the School Closures policy, the School Board will consider the establishment, expansion or reduction of a program subject to the following:
  - 6.1 There is a recommendation to do so from the school, its School Council or the Superintendent of Schools
7. The School Board may consider establishment of schools, program expansion, or reduction by grade, by division (grades 1-3, 4-6, 7-9, 10-12), or by three consecutive grades. All such program alterations shall be in accordance with the requirements of the School Act.
8. The Board reserves its right to waive any or all of the above guidelines where circumstances warrant and/or the program needs justify it (e.g. second language programs, fine arts, etc.), but in so doing shall act reasonably.

**Definition**

For the purpose of this policy, "program" refers to:

- a) an entire school program meeting the requirement of the School Act and Alberta Learning for the operation of a school;
- b) A section of a school as above (e.g. kindergarten, elementary, junior high, senior high); or
- c) A specialized optional program within a school.

**POLICY 17**

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**ALTERNATIVE PROGRAMS****References:**

Section 21, 22, School Act

The Board believes that parents have a right and a responsibility to make decisions about the education of their children. In order to exercise that right, parents need to have choices in the kind of education their children will receive.

The Board believes that alternative programs, pursuant to Section 21 of the School Act, that emphasize a particular language, culture, religion or subject-matter, or that uses a particular teaching philosophy should be made available where numbers warrant and when financially feasible.

The Board is committed to the belief that all students have right of access to quality education programs. Therefore, the Board is responsible for student outcomes, for assessing student achievement, and for monitoring results in all programs.

**Guidelines**

1. Parents or an organization of parents may request that the Board provide an alternative program.
2. The Board may provide an alternative program where numbers warrant subject to availability of classroom space, and rules established by the Board.
3. Where an alternative program is offered within a school, the Board shall maintain the integrity and viability of the regular education program.
4. The Board may restrict enrolment in the alternative program if there is insufficient space in a school, or to maintain the viability or integrity of programs within that school.
5. The Board may designate an alternative program to operate in a separate building or within a school building offering a regular program.
6. Alternative programs shall be under the direction of the principal of a school offering the regular program. However, he/she may assign a school administrative position with primary responsibility for the alternative program.
7. The Board may designate an alternative program to be an operating school. As such, parents of students attending the alternative program may form a school council pursuant to Section 22 of the School Act.
8. Where a school council has been formed for an alternative school program the Board may delegate by resolution, specific duties and functions to the school council. These same specific duties and functions may be delegated to other parental advisory bodies by Board motion.
9. All staff employed or assigned to teach or work in the alternative program shall be employees of the Board, and:
  - 9.1 Enjoy the same privileges and benefits extended to all other employees through board policies and existing collective agreements; and

9.2 Shall be subject to all board policies, regulation, administrative requirements and requirements of the School Act and bona fide occupational requirements.

However, the Board shall seek the input of the school council, or other parental advisory body, regarding the employment and assignment of staff to an alternative program.

10. A school providing an alternative program shall provide courses of study and education programs prescribed by the Minister or approved by the Board and may not use any course, education program or instructional materials prohibited by the Minister or the Board. The principal, in consultation with the school council or other parental advisory body, shall be responsible for selecting curriculum resources to be used in the program.
11. A school offering an alternative program shall be operated in accordance with the requirements of the School Act, Alberta Learning policy and regulations, and the policies and regulations of the Board.
12. Parents of students wishing to enroll in an alternative program must become familiar with the program philosophy and rules established by the Board and the school council or other parental advisory body (as approved by the Board).
13. Budget allocations for an alternative school program shall be on the same per pupil basis as for any other school in the jurisdiction.
14. The Board may charge parents a fee for the purpose of defraying all or a portion of:
  - 14.1 Any non-instructional costs that may be incurred by the Board in offering the alternative program; and
  - 14.2 Any instructional material costs that are in addition to the costs incurred by the Board in providing its regular program.
15. The Board, school council or other advisory body (as approved by the Board) delegated decision making authority with respect to an alternative program, shall provide six months notice that it no longer plans to offer or support the alternative program. Notice of less than six months may be accepted by mutual agreement.
16. A school council or other advisory body (as approved by the Board) delegated decision making authority with respect to an alternative program may request a hearing before the Board to address concerns that cannot be resolved with the administration.
17. The Board may enter into a written agreement with a school council or other advisory body (as approved by the Board) regarding the provision of alternative programs.
18. An organization of parents wishing to implement an alternative program shall apply to the Board in writing no later than February 1st in the school year prior to the program commencement. The application shall provide:
  - 18.1 Details about the proposed program;
  - 18.2 Projected enrolments;
  - 18.3 Information regarding services and resources being requested; and
  - 18.4 Proposed arrangements for student accommodation and transportation.

19. The Board may enter into a written agreement with a school council or parent organization requesting an alternative program, and the agreement shall:
  - 19.1 Outline specific details regarding the provision of the program and
  - 19.2 Specify the areas of decision-making authority the Board delegates, by Board resolution, to the school council.

