



Board Policy Handbook

Black Gold Regional Division No. 18

March 9, 2016

PREFACE

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

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

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

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

It is to be noted that the electronic versions of both the Board Policy Handbook and the Administrative Procedures Manual as well as any other handbooks/manuals referenced are always the most current documents available.

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Policy 1

DIVISION FOUNDATIONAL STATEMENTS

Core Purpose

To inspire success.

Core Values

Our core values help to define our Division, guide our behaviour, structure our operations, and shape the strategies we use as we face opportunities and challenges.

- Student-Focused Learning
- Relationships
- Supportive Environment
- Passion
- Managing Resources Responsibly

Statement of Beliefs

1. It is important to state goals and expectations for the Division.
2. It is important to foster a spirit of cooperation between and among schools and a willingness to work for the common good.
3. Programs, resources and facilities will be in accordance with the Division's philosophy and policies and the principle of equity.
4. Staff members will exercise autonomy and flexibility in determining the means by which requirements set by the Board can be best met.
5. Our main task is to help provide the highest possible standard of educational opportunities for students within the Division through the use of available resources.
6. Each person possesses inherent worth and dignity and is deserving of respect.
7. Each student has the right to an education which addresses individual need and individual potential.
8. Along with the right to an education, each student has a responsibility to attend regularly and to abide by expectations for student conduct identified in the School Act, Board policies, Administrative Procedures and school regulations.

9. It is essential to help promote the existence of school environments which instill a love of life-long learning, a striving for excellence, the development of a healthy life style, and a positive self-image.
10. The development of inter-personal relationships deserves purposeful attention in schools. Qualities such as honesty, acceptance of others, cooperation and trustworthiness help foster harmonious relationships within the school and the community.
11. Schools perform a vital function in society as they serve to transmit important social and cultural values, and to assist students in becoming responsible and productive citizens.
12. The degree of individual achievement depends to a large extent upon student ability and motivation, as well as support from the home.
13. Other important sources of influence also have an impact upon student attitudes and achievements.
14. Student learning opportunities are enhanced when the efforts and expectations of all agencies affecting children complement one another and when the agencies communicate effectively with one another.
15. Effective teaching reflects the use of a variety of instructional methods and is influenced greatly by the learning needs of students.
16. Successful schools maintain a strong sense of community and provide a safe and orderly environment for learning. They communicate a clearly stated, simply understood statement of purpose. They encourage parents and local community members to become active and supportive participants in the life of the school through the provision of opportunities for formal and informal involvement.
17. Student learning and staff engagement are maximized in a welcoming, caring, respectful and safe environment.
18. Bullying is prohibited.

Legal Reference: Section 8, 13, 39, 45, 47, 60, 61, 78, 113 School Act
Government Accountability Act
Guide to Education ECS to Grade 12
Policy and Requirements for School Board Planning and Reporting
School Authority Planning and Reporting Reference Guide

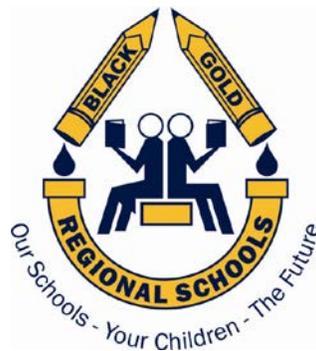
Policy 1 – Appendix

LOGO/MOTTO

The Board believes that a standard logo, including a motto, is important for corporate identification and to show unity within the Division.

Specifically

1. The Black Gold Regional Division No. 18 logo, which includes the operational name and motto shall be used for corporate identification and promotional purposes.
2. The logo and motto will appear on Division publications, stationery, signage, websites, service pins, etc.
3. Where possible and if space is available, the legal jurisdictional name will also accompany the logo and motto.
4. The two formats are shown below:
 - 4.1 The logo and motto:



- 4.2 The logo, motto and jurisdictional name:



Policy 2

ROLE OF THE BOARD

As the corporate body elected by the electors that support Black Gold Regional Division No. 18, the Board of Trustees shall provide overall direction and leadership to the Division and is accountable for the provision of appropriate educational services and programs to resident students of the Division, in keeping with the requirements of government legislation and the values of the electorate.

The work of the Board will be characterized by thinking and acting in ways that embrace the Division's core purpose "to inspire success" and its core values of student-focused learning, relationships, supportive environment, passion and managing resources responsibly.

Specific Areas of Responsibility

1. Accountability for Student Learning
 - 1.1 Provide overall direction for the Division by establishing core purpose and values.
 - 1.2 Annually approve the process and timelines for the refinement of the Three-Year Education Plan.
 - 1.3 Identify Board priorities at the outset of the annual Three-Year Education planning process.
 - 1.4 Monitor the achievement of outcomes.
 - 1.5 Annually evaluate the effectiveness of the Division in achieving established priorities and desired results.
 - 1.6 Annually approve the "rolling" Three-Year Education Plan/Report for submission to Alberta Education and for distribution to the public.
2. Accountability to Community
 - 2.1 Make informed decisions that consider community values and represent the interests of the entire Division.
 - 2.2 Establish processes and provide opportunity for focused community input.
 - 2.3 Promote school programs, needs and desires to the community.
 - 2.4 Report Division outcomes to the community at least annually.
 - 2.5 Develop appeal procedures and hold hearings as required by statute and/or Board policy.
 - 2.6 Model a culture of respect and integrity.

3. Accountability to Provincial Government
 - 3.1 Act in accordance with all statutory requirements to implement provincial and educational standards and policies.
 - 3.2 Perform Board functions required by governing legislation and existing Board policy.
4. Advocacy
 - 4.1 Act as an advocate for public education and the Division.
 - 4.2 Identify issues for advocacy on an ongoing basis.
 - 4.3 Plan for advocacy including focus, key messages, relationships and mechanisms.
 - 4.4 Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials.
5. Policy
 - 5.1 Develop, approve and monitor the implementation of policies to guide the Division and the Board.
 - 5.2 Provide direction in those areas over which the Board wishes to retain authority.
6. Board/Superintendent Relations
 - 6.1 Select the Superintendent.
 - 6.2 Provide the Superintendent with clear corporate direction.
 - 6.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the School Act.
 - 6.4 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.
 - 6.5 Demonstrate mutual respect and support, which is conveyed to the staff and the community.
 - 6.6 Annually evaluate the Superintendent.
 - 6.7 Annually review compensation of the Superintendent.
7. Board Development
 - 7.1 Develop a plan for Board/trustee development.
 - 7.2 Develop an annual work plan with timelines.
 - 7.3 Annually evaluate Board effectiveness.
8. Fiscal Accountability
 - 8.1 Approve budget assumptions and establish priorities at the outset of the budget process.

- 8.2 Approve annual budget and allocation of resources to achieve desired results.
- 8.3 Approve substantive budget adjustments when necessary.
- 8.4 Monitor the fiscal management of the Division through receipt of at minimum quarterly variance analyses and year-end projections.
- 8.5 Approve the appointment of the Auditor and the Banker.
- 8.6 Receive Audit Report and ensure the terms of engagement are met.
- 8.7 Approve annually the Three-Year Capital Plan for submission to Alberta Education.
- 8.8 Set the parameters for negotiations after soliciting advice from the Superintendent and others.
- 8.9 Approve compensation changes for employees/groups.
- 8.10 At its discretion, ratify Memoranda of Agreement with bargaining units.
- 8.11 Approve transfer of funds to/from reserves.

Selected Responsibilities

The Board shall:

- 1. Acquire and dispose of land and buildings.
- 2. Approve school attendance areas.
- 3. Name schools and other Division-owned facilities.
- 4. Approve the Division school-year calendar(s).
- 5. Provide for recognition of students, staff and community.
- 6. Make a recommendation to the Minister for the dissolution of a School Council.
- 7. Approve contracts and agreements as follows:
 - 7.1 Consulting contracts, personal services contracts and operating contracts in excess of three hundred and fifty thousand dollars (\$350,000) annually.
 - 7.2 Superintendent's contract.
- 8. Approve leases, and agreements with municipalities, in excess of \$150,000 annually.
- 9. Encourage the formation of a Council of School Councils (COSC).
 - 9.1 If a COSC is formed, its primary purpose shall be to enhance communications among the School Councils (SCs), the Board, the Superintendent and the community.

- 9.2 Parents with concerns are encouraged to present their concerns directly to the teacher/Principal. School personnel or individual student concerns are not to be discussed at COSC meetings.
10. Approve annual fees for Division instructional resources, transportation and tuition.
11. Approve expense reimbursement rates.
12. Approve all international field trips and out-of province field trips in excess of three (3) school days.

Legal Reference: Section 45, 56, 60, 61, 62, 63, 78, 113, 147 School Act

Policy 2 – Appendix A

BOARD ANNUAL WORK PLAN

September

Regular Board Meeting Agenda Items

- Approve Schedule of Meetings
- Review Board Annual Work Plan
- Nominate individuals/groups for ASBA awards as appropriate

Events/Action

- Welcome Back/Long Service Recognition
- ASBA Zone 2/3 Meeting

October

Regular Board Meeting Agenda Items

- Approve New Modular Requests and Relocation
- Receive September 30 Enrolment Report
- Receive Achievement and Diploma Exam Reports
- Receive ASBA and PSBAA Resolutions/Policies for Fall AGMs

Events/Action

- Trustee Orientation (election year)
- Organizational Meeting
- ASBA Zone 2/3 Meeting
- PSBAA Fall General Meeting

November

Regular Board Meeting Agenda Items

- Approve the Three Year Education Plan/Annual Education Results Report
- Approve Transfers from Reserves
- Approve Audited Financial Statements
- Approve Revised Division Budget

Events/Action

- Five (5) to Twenty (20) Year Long-Service Pin Presentations
- ASBA Zone 2/3 Meeting
- ASBA Fall General Meeting
- Fall Board/Executive Team Planning Session

December

Regular Board Meeting Agenda Items

-

Events/Action

- Christmas activities
-

January

Regular Board Meeting Agenda Items

-

Events/Action

- ASBA New Trustee Orientation (following election)
- ASBA Zone 2/3 Meeting

February

Regular Board Meeting Agenda Items

- Approve School Year Calendar(s)

Events/Action

- ASBA Zone 2/3 Meeting
- PSBAA Council Meeting
- Council of School Councils Meeting

March

Regular Board Meeting Agenda Items

- Review Budget Assumptions
- Determine ASBA Edwin Parr Nomination (end of March)

Events/Action

- ASBA Zone 2/3 Meeting
- ASBA Zone 2/3 MLA Function

April

Regular Board Meeting Agenda Items

- Review Budget Assumptions and Preliminary Budget and make adjustments if required
- Review ASBA and PSBAA Bylaws/Resolutions for Spring AGM

Events/Action

- ASBA Zone 2/3 Meeting
- PSBAA Council Meeting

May

Regular Board Meeting Agenda Items

- Approve Budget
- Approve Annual Division Instructional Resource, Transportation and Tuition Fees
- Approve Capital Plan

Events/Action

- ASBA Zone 2/3 Meeting
- PSBAA Council Meeting
- Spring Board/Executive Team Planning Session

June

Regular Board Meeting Agenda Items

- Nominate ASBA Zone 2/3 Friend of Education Award
- Nominate ASBA Zone 2/3 Appreciation Award

Events/Action

- Teacher Retirement Evening
- ASBA Zone 2/3 Meeting
- ASBA Spring General Meeting
- PSBAA Council Meeting
- PSBAA Spring General Meeting

August

Regular Board Meeting Agenda Items (if scheduled)

-

Events/Action

- PSBAA Council Meeting

Ongoing

- Hold student expulsion hearings, as needed
- Receive Superintendent's Monthly Report
- Receive Financial Update Report
- Review Board Annual Work Plan
- Attend School Celebrations, upon request
- Attend School Councils, upon request
- Meetings with Municipal, Provincial and Community partners
- Tour Division Facilities

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

Policy 2 – Appendix B

BLACK GOLD REGIONAL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE		
<u>Role Expectation:</u> <u>Accountability for Student Learning</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>1.1 Provide overall direction for the Division by establishing core purpose and values.</p> <p>1.2 Annually approve the process and timelines for the refinement of the Three-Year Education Plan.</p> <p>1.3 Identify Board priorities at the outset of the annual Three-Year Education Planning process.</p> <p>1.4 Monitor the achievement of outcomes.</p> <p>1.5 Annually evaluate the effectiveness of the Division in achieving established priorities and desired results.</p> <p>1.6 Annually approve the “rolling” Three-Year Education Plan/Report for submission to Alberta Education and for distribution to the public.</p>	<ul style="list-style-type: none"> • Foundational statements • Annual goals and priorities • Three-Year Education Plan/Results Report • Budget Report Form • Three-Year Capital Plan • Facilities Master Plan • Three-Year Education Plan Reports • Superintendent’s evaluation • Relevant correspondence • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role 	<ul style="list-style-type: none"> • Foundational statements for the Division are established which allow it to move forward to a future that continues to enhance student learning and to achieve the Division’s educational goals. • Planning process and timelines allow for development with appropriate Board and stakeholder input. • The Three-Year Education Plan identifies annual educational goals and priorities which move the Division forward. • The allocation of resources reflects an effort to ensure student achievement. • Division performance and achievement is monitored, evaluated and reported.

BLACK GOLD REGIONAL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation:</u> <u>Accountability to</u> <u>Community</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>2.1 Make informed decisions that consider community values and represent the interests of the entire Division.</p> <p>2.2 Establish processes and provide opportunity for focused community input.</p> <p>2.3 Promote school programs, needs and desires to the community.</p> <p>2.4 Report Division outcomes to the community at least annually.</p> <p>2.5 Develop appeal procedures and hold hearings as required by statute and/or Board policy.</p> <p>2.6 Model a culture of respect and integrity.</p>	<ul style="list-style-type: none"> • Briefing notes and reports • Public meetings/focus groups/surveys • Accountability Pillar • Three-Year Education Plan/ Results Report • Audited Financial Statements • Division publications • Appeal processes in place • Press releases • Media reports • Superintendent's evaluation • Relevant correspondence • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role ○ Community engagement 	<ul style="list-style-type: none"> • Decisions are based on relevant data and are representative of the interests of the entire community. • Mechanisms for community input are readily available. • Processes are established to communicate Board decisions to its constituents. • Promotional materials are developed. • Information is disseminated to appropriate publics. • Appeal hearing processes are transparent and cognizant of due process. • The Board and individual trustees model a culture of respect and integrity and operate in an open, transparent fashion.

BLACK GOLD REGIONAL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation</u> <u>Accountability to</u> <u>Provincial Government</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>3.1 Act in accordance with all statutory requirements to implement provincial and educational standards and policies.</p> <p>3.2 Perform Board functions required by governing legislation and existing Board policy.</p>	<ul style="list-style-type: none"> • Three-Year Education Plan/Results Report • Budget Report Form • Audited Financial Statements • Accountability Pillar • Published academic results • Superintendent's evaluation • Policy review • Division litigation status • Relevant correspondence • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role 	<ul style="list-style-type: none"> • Statutory obligations are fully met in a timely manner. • Legislated functions are performed in an exemplary fashion. • All resident students are provided an education program consistent with the School Act and the statutory regulations. • Non-resident students are provided an education program consistent with the School Act and the statutory regulations, at the sole discretion of the Board. • Board governance policies clearly specify required Board functions.

BLACK GOLD REGIONAL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p style="text-align: center;"><u>Advocacy</u></p> <p>The Board shall:</p> <p>4.1 Act as an advocate for public education and the Division.</p> <p>4.2 Identify issues for advocacy on an ongoing basis.</p> <p>4.3 Plan for advocacy including focus, key messages, relationships and mechanisms.</p> <p>4.4 Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials.</p>	<ul style="list-style-type: none"> • Board Work Plan • Advocacy issues identified • Meetings with MLAs, Ministers, municipal partners, neighbouring educational/public service authorities • Relevant correspondence • Media releases • Active participation in regional, provincial and national organizations • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role 	<ul style="list-style-type: none"> • Strategies for advocacy are developed. • The Board participates in advocacy processes at the local, provincial and national levels. • The Board conveys key messages regularly to MLAs, municipal partners and the media. • The Board conveys key messages to its MPs when appropriate.

BLACK GOLD REGIONAL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p style="text-align: center;"><u>Policy</u></p> <p>The Board shall:</p> <p>5.1 Develop, approve and monitor the implementation of policies to guide the Division and the Board.</p> <p>5.2 Provide direction in those areas over which the Board wishes to retain authority.</p>	<ul style="list-style-type: none"> • Policy development and review <ul style="list-style-type: none"> ○ New policies ○ Revised policies • Board motions summary • Superintendent's evaluation • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role 	<ul style="list-style-type: none"> • Established policies facilitate smooth, effective provision of quality educational services for the Division. • Policy impact is regularly monitored to determine if policy is producing the desired results. • Board governance policies clearly specify required Board functions and implementation standards. • The Superintendent's roles and responsibilities are clearly outlined in Board policy.

BLACK GOLD REGIONAL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation</u> <u>Board/Superintendent</u> <u>Relations</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p>The Board shall:</p> <p>6.1 Select the Superintendent.</p> <p>6.2 Provide the Superintendent with clear corporate direction.</p> <p>6.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the School Act.</p> <p>6.4 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.</p> <p>6.5 Demonstrate mutual respect and support, which is conveyed to the staff and the community.</p> <p>6.6 Annually evaluate the Superintendent.</p> <p>6.7 Annually review compensation of the Superintendent.</p>	<ul style="list-style-type: none"> • Hiring and re-appointment process • Policy review • Board motions summary • Superintendent's evaluation • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role ○ Board/Superintendent relations • Succession planning 	<ul style="list-style-type: none"> • The Board has the responsibility for Superintendent selection subject to Minister's statutory authority. • Clear corporate direction is provided to the Superintendent. • The Superintendent has been delegated responsibility for all executive functions together with commensurate authority. • The Superintendent is supported in actions exercised within the delegated discretionary powers of the position. • The Chief Executive Officer role of the Superintendent is respected and conveyed to the staff and the community. • The Superintendent is evaluated annually, fairly and thoroughly in relation to specific roles and responsibilities and Board direction. • The Superintendent's compensation package is reviewed annually with due consideration for fairness, equity and economic conditions. • Provision is made for Superintendent succession planning as required.

BLACK GOLD REGIONAL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<p style="text-align: center;"><u>Board Development</u></p> <p>The Board shall:</p> <p>7.1 Develop a plan for Board/trustee development.</p> <p>7.2 Develop an annual work plan with timelines.</p> <p>7.3 Regularly evaluate Board effectiveness.</p>	<ul style="list-style-type: none"> • Board Work Plan • Board Three-Year Education planning sessions • Board workshops • Conference/Activity Reports • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role ○ Interpersonal Working Relationships 	<ul style="list-style-type: none"> • A yearly plan for Board/ trustee development is developed. • Individual trustees participate in conferences and other activities to further Board and trustee effectiveness. • Planning sessions and workshops are scheduled to enhance Board effectiveness. • An annual work plan is developed. • Interactions amongst trustees demonstrate respect, understanding and integrity. • A regular Board self-evaluation, which defines a positive path forward, is completed.

BLACK GOLD REGIONAL DIVISION BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

<u>Role Expectation</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<u>Fiscal Accountability</u>		
The Board shall:		
8.1 Approve budget assumptions and establish priorities at the outset of the budget process.	<ul style="list-style-type: none"> • Quarterly Financial Reports • Semi-annual Year-End Projections • External Audit Report • Audited Financial Statements 	<ul style="list-style-type: none"> • Budget assumptions are clearly understood by the Board. • Needs are determined and prioritized.
8.2 Approve annual budget and allocation of resources to achieve desired results.	<ul style="list-style-type: none"> • Annual Education Results Report • Negotiations mandates • Collective agreements • Classified Handbook • Board Work Plan • Relevant correspondence 	<ul style="list-style-type: none"> • The basis for resource allocations within the Division is established by the Board. • The approved budget clearly reflects the Board's priorities.
8.3 Approve substantive budget adjustments when necessary.	<ul style="list-style-type: none"> • Superintendent's evaluation 	<ul style="list-style-type: none"> • Capital and facility plans allow for suitable student and program accommodation.
8.4 Monitor the fiscal management of the Division through receipt of at minimum quarterly variance analyses and year-end projections.	<ul style="list-style-type: none"> • Board self-evaluation questionnaire results <ul style="list-style-type: none"> ○ Board role 	<ul style="list-style-type: none"> • An auditor is appointed. • Quality indicators for financial operations are established by the Board and confirmed by internal and/or external audits.
8.5 Approve the appointment of the Auditor.		<ul style="list-style-type: none"> • Resources are used efficiently and effectively.
8.6 Receive Audit Report and ensure the terms of engagement are met.		<ul style="list-style-type: none"> • At minimum, quarterly variance analyses and year-end projections are received.
8.7 Approve annually the Three-Year Capital Plan for submission to Alberta Education.		<ul style="list-style-type: none"> • Tenders are approved as required.
8.8 Set the parameters for negotiations after soliciting advice from the Superintendent and others.		<ul style="list-style-type: none"> • Negotiation processes and mandates are clearly established, with due consideration for fairness, equity and economic conditions.
8.9 Approve compensation changes for employees/groups.		<ul style="list-style-type: none"> • Successful completion and execution of collective agreement and compensation changes for employee/groups occurs.
8.10 At its discretion, ratify Memoranda of Agreement with bargaining units.		
8.11 Approve transfer of funds to/from reserves.		

Policy 3

ROLE OF THE TRUSTEE

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

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

Specific Responsibilities of Individual Trustees

1. Become familiar with Division policies and procedures, meeting agendas and reports in order to participate in Board business.
2. Recognize his/her fiduciary responsibility to the Division and act in the best interests of the Division understanding that Division needs are paramount.
 - 2.1 Vote on every Board motion, unless there is a conflict of interest.
 - 2.2 Support a majority vote of the Board as if the vote had been unanimous.
3. Provide for the engagement of parents, students and the community in matters related to education.
4. Respectfully bring forward and advocate for local issues and concerns.
5. Refer matters not covered by Board policy, but requiring a corporate decision to the Board for discussion.
6. Refer administrative matters to the Superintendent.
7. The trustee, upon receiving a complaint or an inquiry from a parent, staff member or community member about operations, will refer the parent, staff member or community member back to the teacher, Principal or department and will inform the Superintendent or designate of this action.
8. Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect the Division. Personnel matters are to be brought to the attention of the Superintendent only.

9. Attend Board meetings, and committee meetings as assigned, prepared to participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for education within the Division.
10. When delegated responsibility, will exercise such authority within the defined terms of reference in a responsible and effective way.
11. Participate in Board/trustee development sessions so the quality of leadership and service in the Division can be enhanced.
12. Be cognizant of provincial, national and international educational issues and trends.
13. Share the materials and ideas gained with fellow trustees at a Board meeting following a trustee development activity.
14. Strive to develop a positive and respectful learning and working culture both within the Board and the Division.
15. Attend School Council meetings as a Board representative upon invitation, when possible.
16. Attend the annual Council of School Councils (COSC) meeting.
17. Attend, when possible, Division functions/events.
18. Attend extra-curricular school activities, including graduations, when designated or formally invited as Board representative.
19. Become familiar with, and adhere to, the Trustee Code of Conduct.
20. Report any violation of the Trustee Code of Conduct to the Board Chair, or where applicable, to the Vice-Chair.

Orientation

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

The Board believes an orientation program is necessary for effective trusteeship. All trustees are expected to attend all aspects of the orientation program.

1. In the year of an election, the Division will host a preliminary orientation session for all elected candidates prior to the Organizational Meeting which will include a review of and an expression of interest in Board assignments and committees.

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

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

Reviewed: Policy Review Committee – February 24, 2015

Policy 3 – Appendix

SERVICES, MATERIALS AND EQUIPMENT PROVIDED TO TRUSTEES

Trustees shall be provided with the following services, materials and equipment from within the Board governance budget while in office:

1. Reference

Access to:

- 1.1 The School Act, the Regulations and related documents
- 1.2 Board Policy Handbook and Administrative Procedures Manual
- 1.3 Current Division documents
 - 1.3.1 Budget
 - 1.3.2 Capital Plan
 - 1.3.3 Three-Year Education Plan/Report
 - 1.3.4 Collective Agreements
 - 1.3.5 Audited Financial Statements
- 1.4 School year and meeting calendars
- 1.5 Current telephone listings of schools and Principals
- 1.6 Alberta School Boards Association (ASBA) membership services

2. Communications/Public Relations

- 2.1 Notification of significant media events
- 2.2 Name tags, business cards and lapel pins
- 2.3 Key messages as required
- 2.4 Individual and Board photographs

3. Administrative/Secretarial Services through the Superintendent

- 3.1 Access to interoffice mail
- 3.2 Conference registration, travel and accommodation arrangements
- 3.3 E-mail address and service support
- 3.4 Photocopying and related secretarial services
- 3.5 Coordination of events sponsored by the Board

4. Equipment

- 4.1 Trustees will be equipped with standard office equipment to assist in Division communications. This office equipment may include a laptop computer and may include a printer/fax/copier.
- 4.2 Trustees may claim for expense of toner and paper.
- 4.3 Should an outgoing trustee choose to retain the Board approved office equipment, they must have all Division data purged within seven (7) days following an election or resignation.
- 4.4 Should an outgoing trustee choose to return the Board provided office equipment, they must return it within seven (7) days following an election or resignation.
- 4.5 A replacement program for the Board provided office equipment will be established by the Technology Department.
- 4.6 All Board provided office equipment will be maintained by the Technology Department.
- 4.7 A record of office equipment on loan to each trustee will be kept on file.
- 4.8 Due diligence must be utilized to ensure the security of the office equipment.

5. Service/Retirement Awards

- 5.1 Service awards will be presented for every term of service with the Division.
- 5.2 If a trustee is elected in a by-election the period of service will be calculated as a term.
- 5.3 Awards will be given in recognition of the numbers of completed terms of office, as follows:
 - 5.3.1 One (1) term pin.
 - 5.3.2 Two (2) term pin.
 - 5.3.3 Three (3) term pin.
 - 5.3.4 A four (4) term pin and a suitable memento of approximately one hundred and fifty dollars (\$150.00) in value.
 - 5.3.5 For each term interval beyond four (4) terms, a pin will be provided.
- 5.4 The Superintendent or designate will ensure that service records of trustees are kept accurate and current. Based upon these records the list of recipients will be presented by the Superintendent to the Board each term that an award(s) applies.

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

Amendment: Motion 99/14-15 – March 11, 2015

Policy 4

TRUSTEE CODE OF CONDUCT

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

Specifically

1. Trustees shall carry out their responsibilities as detailed in Policy 3 – Role of the Trustee with reasonable diligence.
2. Trustees shall endeavour to work with fellow Board members in a spirit of harmony and cooperation in spite of differences of opinion which may arise during debate.
3. Trustees shall consider information received from all sources and base personal decisions upon all available facts in every case; unswayed by partisan bias of any kind, and thereafter, abide by and uphold the final majority decision of the Board.
4. Trustees shall reflect the Board's policies and resolutions when communicating with the public.
5. Trustees shall respect issues of a sensitive or confidential nature.
6. While elected from specific wards, trustees must represent the best interests of the entire Division.
7. Fiduciary responsibility supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other Boards or staffs, or acting as an individual consumer of the Division's services.
8. Trustees shall represent the Board responsibly in all Board-related matters with proper decorum and respect for others.
9. Trustees shall disclose the nature of any pecuniary interest, and abstain and absent themselves from discussion or voting on the matter in question.
10. Trustees shall not use their influence to obtain employment within the Division for family members or friends.
11. Trustees shall ensure the use of electronic devices is for the purposes of the meeting.
12. Trustees shall refrain from engaging in private communications while at Board meetings.

13. Consequences for the failure of individual trustees to adhere to the Trustee Code of Conduct are specified in Policy 4 Appendix – Trustee Code of Conduct Sanctions.

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

Reviewed: Policy Review Committee – February 24, 2015

Policy 4 – Appendix

TRUSTEE CODE OF CONDUCT SANCTIONS

1. Trustees shall conduct themselves in an ethical and prudent manner in compliance with the Trustee Code of Conduct, Policy 4. The failure by trustees to conduct themselves in compliance with this policy may result in the Board instituting sanctions.
2. A trustee who believes that a fellow trustee has violated the Code of Conduct may seek resolution of the matter through appropriate conciliatory measures prior to commencing an official complaint under the Code of Conduct.
3. A trustee who wishes to commence an official complaint, under the Code of Conduct shall file a letter of complaint with the Board Chair within thirty (30) days of the alleged event occurring and indicate the nature of the complaint and the section or sections of the Code of Conduct that are alleged to have been violated by the trustee. The trustee who is alleged to have violated the Code of Conduct and all other trustees shall be forwarded a copy of the letter of complaint by the Board Chair, or where otherwise applicable in what follows, by the Vice-Chair, within five (5) days of receipt by the Board Chair of the letter of complaint. If the complaint is with respect to the conduct of the Board Chair, the letter of complaint shall be filed with the Vice-Chair.
4. When a trustee files a letter of complaint, and a copy of that letter of complaint is forwarded to all trustees; the filing, notification, content and nature of the complaint shall be deemed to be strictly confidential, the public disclosure of which shall be deemed to be a violation of the Code of Conduct. Public disclosure of the complaint and any resulting decision taken by the Board may be disclosed by the Board Chair only at the direction of the Board, following the disposition of the complaint by the Board at a Code of Conduct hearing.
5. To ensure that the complaint has merit to be considered and reviewed, at least one (1) other trustee must provide to the Board Chair within three (3) days of the notice in writing of the complaint being forwarded to all trustees, a letter indicating support for having the complaint be heard at a Code of Conduct hearing. Any trustee who forwards such a letter of support shall not be disqualified from attending at and deliberating upon, the complaint at a Code of Conduct hearing convened to hear the matter, solely for having issued such a letter.
6. Where no letter supporting a hearing is received by the Board Chair in the three (3) day period referred to in section 5 above, the complaint shall not be heard. The Board Chair shall notify all other trustees in writing that no further action of the Board shall occur.

7. Where a letter supporting a hearing is received by the Board Chair in the three (3) day period referred to in section 5 above, the Board Chair shall convene, as soon as is reasonable, a special meeting of the Board to allow the complaining trustee to present his/her views of the alleged violation of the Code of Conduct.
8. At the special meeting of the Board, the Board Chair shall indicate, at the commencement of the meeting, the nature of the business to be transacted and that the complaint shall be heard in an in-camera session of the special meeting.

Without limiting what appears below, the Board Chair shall ensure fairness in dealing with the complaint by adhering to the following procedures:

- 8.1 The Code of Conduct complaint shall be conducted at an in-camera session, Code of Conduct hearing, of a special Board meeting convened for that purpose. All preliminary matters, including whether one (1) or more trustees may have a conflict of interest in hearing the presentations regarding the complaint, shall be dealt with prior to the presentation of the complaint on behalf of the complaining trustee.
- 8.2 The sequence of the Code of Conduct hearing shall be:
 - 8.2.1 The complaining trustee shall provide a presentation which may be written or oral or both;
 - 8.2.2 The respondent trustee shall provide a presentation which may be written or oral or both;
 - 8.2.3 The complaining trustee shall then be given an opportunity to reply to the respondent trustee's presentation;
 - 8.2.4 The respondent trustee shall then be provided a further opportunity to respond to the complaining trustee's presentation and subsequent remarks;
 - 8.2.5 The remaining trustees of the Board shall be given the opportunity to ask questions of both parties;
 - 8.2.6 The complaining trustee shall be given the opportunity to make final comments; and
 - 8.2.7 The respondent trustee shall be given the opportunity to make final comments.
- 8.3 Following the presentation of the respective positions of the parties, the parties and all persons other than the remaining trustees who do not have a conflict of interest shall be required to leave the room, and the remaining trustees shall deliberate in private, without assistance from administration. The Board may, however, in its discretion, call upon legal advisors to assist them on points of law or the drafting of a possible resolution.
- 8.4 If the remaining trustees in deliberation require further information or clarification, the parties shall be reconvened and the requests made in the presence of both parties. If the information is not readily available, the presiding Chair may request a recess or, if necessary, an adjournment of the Code of Conduct hearing to a later date.

- 8.5 In the case of an adjournment, no discussion by trustees whatsoever of the matters heard at the Code of Conduct hearing may take place until the meeting is reconvened.
 - 8.6 The remaining trustees in deliberation may draft a resolution indicating what action, if any, may be taken regarding the respondent trustee.
 - 8.7 The presiding Chair shall reconvene the parties to the Code of Conduct hearing and request a motion to revert to the open meeting in order to pass the resolution.
 - 8.8 All documentation that is related to the Code of Conduct hearing shall be returned to the Superintendent or designate immediately upon conclusion of the Code of Conduct hearing and shall be retained in accordance with legal requirements.
 - 8.9 The presiding Chair shall declare the special Board meeting adjourned.
9. A violation of the Code of Conduct may result in the Board instituting, without limiting what follows, any or all of the following sanctions:
- 9.1 Having the Board Chair write a letter of censure marked “personal and confidential” to the offending trustee, on the approval of a majority of those trustees present and allowed to vote at the special meeting of the Board
 - 9.2 Having a motion of censure passed by a majority of those trustees present and allowed to vote at the special meeting of the Board;
 - 9.3 Having a motion to remove the offending trustee from one (1), some or all Board committees or other appointments of the Board passed by a majority of those trustees present and allowed to vote at the special meeting of the Board.
10. The Board may, in its discretion, make public its findings at the special meeting or at a regular meeting of the Board where the Board has not upheld the complaint alleging a violation of the Board’s Code of Conduct or where there has been a withdrawal of the complaint or under any other circumstances that the Board deems reasonable and appropriate to indicate publicly its disposition of the complaint.

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

Policy 5

ROLE OF THE BOARD CHAIR

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

The Board, at the Organizational Meeting and thereafter at any time as determined by the Board, shall elect one (1) of its members to serve as Board Chair, to hold office at the pleasure of the Board. The Board entrusts to its Board Chair primary responsibility for providing leadership and guidance.

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

1. Act as the official spokesperson for the Board, except for those instances where the Board has delegated this role to another individual or group and for the Division when there are potential political implications.
2. Preside over all Board meetings and ensure that such meetings are conducted in accordance with the School Act and the policies and procedures as established by the Board.
3. Prior to each Board meeting, confer with the Vice-Chair, the Superintendent and/or designate on the items to be included on the agenda, the order of these items and become thoroughly familiar with them.
4. Be familiar with basic meeting procedures.
5. Perform the following duties during Board meetings:
 - 5.1 Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated.
 - 5.2 Ensure that all issues before the Board are well-stated and clearly expressed.
 - 5.3 Display firmness, courtesy, tact, impartiality and willingness to give everyone an opportunity to speak on the subject under consideration.
 - 5.4 Ensure that debate is relevant. The Board Chair, in keeping with his/her responsibility to ensure that debate must be relevant to the question, shall, when s/he is of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question.
 - 5.5 Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Board Chair may speak to points of order in preference to other members, and shall decide questions of order, subject to an appeal to the Board by any member duly moved.
 - 5.6 Submit motions or other proposals to the final decision of the meeting by a formal show of hands.

- 5.7 Ensure that each trustee present votes on all issues before the Board. When appropriate advise trustees of a possibility of a conflict of interest.
- 5.8 Extend hospitality to trustees, officials of the Board, the press and members of the public.
6. Keep informed of significant developments within the Division.
7. Assist with the Board's orientation program for trustees.
8. Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect the Division.
9. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events.
10. Convey directly to the Superintendent such concerns as are related to him/her by trustees, parents or students that may affect the administration of the Division.
11. Provide counsel to the Superintendent.
12. Review and approve the Superintendent's vacation entitlement and expenditure claims.
13. Review and approve trustee expenditure claims, in accordance with Board policy.
14. Bring to the Board all matters requiring a corporate decision of the Board.
15. Act as ex-officio member of all Board committees.
16. Act as a signing authority for Board minutes.
17. Act as a signing authority for the Division as follows:
 - 17.1 As required by the Government of Alberta.
 - 17.2 As required by financial institutions.
18. Represent the Board, or arrange alternative representation, at official meetings or other public functions.
19. Address inappropriate behaviour on the part of a trustee.
20. Ensure the Board engages in regular assessments of its effectiveness as a Board.
21. Act on behalf of the Superintendent in his/her inability to act due to conflict of interest.

Legal Reference: Section 60, 61, 62, 64, 65, 67, 70, 72 School Act
Section 6 Local Authorities Election Act

Policy 6

ROLE OF THE VICE-CHAIR

The Vice-Chair shall be elected by the Board at its Organizational Meeting, and thereafter at any time determined by the Board, to hold office at the pleasure of the Board.

Specific Responsibilities

1. The Vice-Chair shall act on behalf of the Board Chair, in the latter's inability to act or absence and shall have all the duties and responsibilities of the Board Chair.
2. The Vice-Chair shall assist the Board Chair in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Board.
3. Prior to each Board meeting, the Vice-Chair shall confer with the Board Chair and the Superintendent and/or designate on items to be included on the agenda, the order of these items and become thoroughly familiar with them.
4. The Vice-Chair shall review and approve the Board Chair's expenditure claims, in accordance with Board policy.
5. The Vice-Chair shall serve as Chair of Board Committee of the Whole meetings.
6. The Vice-Chair may be assigned other duties and responsibilities by the Board Chair.

Legal Reference: Section 60, 61, 65 School Act

Policy 7

BOARD OPERATIONS

The Board's ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organization design. In order to discharge its responsibilities to the electorate of the Division, the Board shall hold meetings as often as necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting. The Board has adopted policies so the business of the Board can be conducted in an orderly and efficient manner.

The Board's fundamental obligation is to preserve, if not enhance, the public trust in education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage the general public to contribute to the educational process, Board meetings will be open to the public. Towards this end, the Board believes its affairs must be conducted in public to the greatest extent possible.

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

Presentations at Board meetings by members of the public, students and staff can enhance public interest.

1. Elections

1.1 Wards

Within the stipulations of Ministerial Order 118/94 dated August 25, 1994, which resulted in the establishment of Black Gold Regional Division No. 18, and subsequent Ministerial Orders 003/2001, 008/2001 and 046/2006, the Board has decided to provide for the nomination and election of trustees within the Division by wards.

Copies of the Ministerial Orders are available from the Division Office.

- 1.1.1 Each of the following is established as a ward of the Division:
 - 1.1.1.1 Ward 1 – Leduc School District No. 297.
 - 1.1.1.2 Ward 2 – Town of Devon.
 - 1.1.1.3 Ward 3 – County of Leduc No. 25, further divided into the following electoral subdivisions:
 - 1.1.1.3.1 Electoral Subdivision No. 1 – Town of Beaumont.
 - 1.1.1.3.2 Electoral Subdivision No. 2 – County West.

- 1.1.1.3.3 Electoral Subdivision No. 3 – County Central.
 - 1.1.1.3.4 Electoral Subdivision No. 4 – County East.
 - 1.1.2 The number of trustees to be elected in each ward is as follows:
 - 1.1.2.1 Two (2) trustees elected at large from Ward 1.
 - 1.1.2.2 One (1) trustee elected from Ward 2.
 - 1.1.2.3 Four (4) trustees elected from Ward 3, one (1) from each of the four (4) subdivisions.
 - 1.1.3 All electoral subdivisions shall be as outlined in Bylaw 1-95 (Appendix A).
 - 1.2 The provisions of the Local Authorities Election Act respecting the election of trustees shall apply to every election in each ward/subdivision.
 - 1.3 If a vacancy occurs in the membership of the Board during the three (3) years following an election, a by-election may be held, unless this vacancy occurs in the last six (6) months before the next election. If two (2) vacancies occur prior to the third year of the term of office, a by-election must be held.
2. Organizational Meeting
- 2.1 An Organizational Meeting of the Board shall be held annually, and no later than four (4) weeks following election day, when there has been a general election. The first official meeting of the Board following a general election shall be an Organizational Meeting.
 - 2.2 The Superintendent or designate will give notice of the Organizational Meeting to each trustee as if it were a special meeting. The Superintendent or designate shall call the meeting to order and act as Chair of the meeting for the purpose of the election of the Board Chair.
 - 2.3 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.
 - 2.4 Upon election as Chair, the Board Chair shall take the oath of office and preside over the remainder of the Organizational Meeting. The Board Chair shall normally be elected for a period of one (1) year.
 - 2.5 The organizational meeting shall, in addition:
 - 2.5.1 Elect a Vice-Chair;
 - 2.5.2 Create such standing or ad hoc committees of the Board as deemed appropriate; and appoint members;
 - 2.5.3 Appoint Board representation on the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate;
 - 2.5.4 Review trustee conflict of interest stipulations and determine any disclosure of information requirements; and

2.5.5 Address other organizational items as required.

3. Regular Meetings

Regular Board meeting dates and times shall be as established at the first meeting in September of each year.

- 3.1 All meetings will ordinarily be held in the Division Office in Nisku on a monthly basis, excepting July and August.
- 3.2 Notwithstanding the schedule established in September, the Board may, by resolution, alter the schedule in such manner as it deems appropriate.
- 3.3 All trustees shall notify the Board Chair if they are unable to attend a Board meeting.
- 3.4 All trustees who are absent from three (3) consecutive regular meetings shall:
 - 3.4.1 Obtain authorization by resolution of the Board to do so; or
 - 3.4.2 Provide to the Board Chair evidence of illness in the form of a medical certificate respecting the period of absence.

Failure to attend may result in disqualification.
- 3.5 If both the Board Chair or Vice-Chair through illness or other cause are unable to perform the duties of the office or are absent, the Board shall appoint from among its members an acting Board Chair, who on being so appointed has all the powers and shall perform all the duties of the Board Chair during the Board Chair's and Vice-Chair's inability to act or absence.
- 3.6 Regular meetings of the Board will not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's contract is being discussed.

4. Special Meetings

- 4.1 Occasionally, unanticipated or emergent issues require immediate Board attention and/or action.
- 4.2 Special meetings of the Board will only be called when the Board Chair, the majority of trustees, or the Minister is of the opinion that an issue must be dealt with before the next regular Board meeting.
- 4.3 A written notice of the special meeting including date, time, place and nature of business shall be issued to all trustees by registered mail (at least seven (7) days prior to the date of the meeting) or in person (at least two (2) days prior to the date of the meeting) unless every trustee agrees to waive in writing the requirements for notice.
- 4.4 The nature of the business to be transacted must be clearly specified in the notice of the meeting. Unless all trustees are present at the special meeting, no other business may be transacted. Items can be added to the agenda only by the unanimous consent of the entire Board.
- 4.5 Special meetings of the Board shall be open to the public recognizing that specific agenda matters may be held in-camera.

- 4.6 Special meetings of the Board will not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's contract is being discussed.

5. In-Camera Sessions

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

The preservation and enhancement of the public's trust in the educational system is an important priority of the Board. The Board believes that public trust is preserved by conducting open Board meetings. Notwithstanding this belief, occasionally matters of unusual sensitivity require the Board to hold closed meetings.

- 5.1 The Board may, by resolution, schedule an in-camera meeting at a time or place agreeable to the Board or recess a meeting in progress for the purpose of meeting in-camera. Such resolutions shall be recorded in the minutes of the Board and shall specify those individuals eligible to attend in addition to trustees and the Superintendent.
- 5.2 The Board may convene in-camera only to discuss matters of a sensitive nature, including:
- 5.2.1 Personnel
 - 5.2.1.1 Individual students;
 - 5.2.1.2 Individual employees;
 - 5.2.2 Matters relating to negotiations;
 - 5.2.3 Acquisition/disposal of real property;
 - 5.2.4 Litigation brought by or against the Board;
 - 5.2.5 Other topics that a majority of the trustees present feel should be held in private, in the public interest.
- 5.3 Such sessions shall be closed to the public and press. The Board shall only discuss the matter(s) that gave rise to the in-camera meeting. Board members and other persons attending the session shall maintain confidentiality and shall not disclose the details of the discussion at such sessions.
- 5.4 The Board shall, during the in-camera session, adopt only such resolution as is required to re-convene the Board in an open, public meeting.

6. Agenda for Regular Meetings

The Agenda Planning Committee is responsible for preparing an agenda for Board meetings.

- 6.1 The order of business at a regular meeting shall generally be as follows:
- 6.1.1 Call to Order
 - 6.1.2 In-Camera Session (if necessary)

- 6.1.3 Approval of Agenda
- 6.1.4 Approval of Minutes
- 6.1.5 School/Student/Staff Recognition
- 6.1.6 Deferred Items
- 6.1.7 Business Arising
- 6.1.8 New Business
- 6.1.9 Policy Development
- 6.1.10 Reports
- 6.1.11 Appointments/Delegations
- 6.1.12 Information
- 6.1.13 Adjournment

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

- 6.2 The agenda will be supported by copies of letters, reports, contracts and other materials as are pertinent to the business that will come before the Board and will be of value to the Board in the performance of its duties. A recommendation on action items may be included at the Superintendent's discretion.
- 6.3 Items may be placed on the agenda in one (1) of the following ways:
 - 6.3.1 By notifying the Board Chair or Superintendent at least six (6) calendar days prior to the Board meeting.
 - 6.3.2 By notice of motion at the previous meeting of the Board.
 - 6.3.3 As a request from a committee of the Board.
 - 6.3.4 Issues that require Board action may arise after the agenda has been prepared. The Board Chair, at the beginning of the meeting, shall ask for additions to and/or deletions from the agenda prior to agenda approval. Changes to the agenda to accommodate truly emergent items may be made by a majority of those present.
- 6.4 The agenda package, containing the agenda and supporting information, will be provided to each trustee three (3) calendar days prior to the Board meeting. Subsequently, information may be provided at the meeting; and further, the Superintendent shall advise the Board Chair regarding the emergent nature of such information.
- 6.5 The Board will follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Board.
- 6.6 During the course of the Board meeting, the trustees present with unanimous consent may amend the agenda and place items before the Board for discussion. The Board may take action on such items.
- 6.7 The list of agenda items shall be posted on the Division website and be available in the Division Office. Any elector may inspect the agenda and request a copy.

7. Minutes for Regular or Special Meetings

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

- 7.1 The minutes shall record:
- 7.1.1 Date, time and place of meeting;
 - 7.1.2 Type of meeting;
 - 7.1.3 Name of presiding officer;
 - 7.1.4 Names of those trustees and senior administration in attendance;
 - 7.1.5 Approval of preceding minutes;
 - 7.1.6 All resolutions, including the Board's disposition of the same, placed before the Board, are to be entered in full;
 - 7.1.7 Names of persons making the motions;
 - 7.1.8 A brief summary of the circumstances which gave rise to the matter being debated before the Board;
 - 7.1.9 Points of order and appeals;
 - 7.1.10 Appointments;
 - 7.1.11 Receipt of reports of committees;
 - 7.1.12 Recording of the vote on all motions;
 - 7.1.13 Trustee declaration of conflict of interest pursuant to the School Act;
 - 7.1.14 Departure and re-entry times of trustees and administration; and
 - 7.1.15 The time of adjournment.
- 7.2 The minutes shall:
- 7.2.1 Be prepared as directed by the Superintendent;
 - 7.2.2 Be reviewed by the Superintendent prior to submission to the Board;
 - 7.2.3 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
 - 7.2.4 Upon adoption by the Board, be deemed to be the official and sole record of the Board's business.
- 7.3 The Superintendent or designate shall ensure, upon acceptance by the Board, that appropriate initials are affixed to each page of the minutes, and that appropriate signatures are affixed to the last page of the minutes.
- 7.4 The Superintendent or designate will establish and maintain a file of all Board minutes.
- 7.5 As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.

- 7.6 The approved minutes of a regular or special meeting shall be posted to the website as soon as possible following approval. The Superintendent or designate is responsible to distribute and post the approved minutes.

8. Motions

Motions do not require a seconder.

8.1 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.

8.2 Discussion on Motions

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

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

8.3 Speaking to the Motion

The mover of a motion first and every trustee shall have an opportunity to speak to the motion.

The Board Chair will normally speak just prior to the last speaker who will be the mover of the motion.

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

As a general guide, a trustee is not to speak longer than five (5) minutes on any motion. The Board Chair has the responsibility to limit the discussion by a trustee when such a discussion is repetitive or digresses from the topic at hand, or where discussion takes place prior to the acceptance of a motion.

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

When a trustee arrives 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.

8.4 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.

8.5 Required Votes

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

Each question shall be decided by a majority of the votes of those trustees present. A simple majority of a quorum of the Board will decide in favour of the question. In the case of an equality of votes, the question is defeated. A vote on a question shall be taken by open vote, expressed by show of hands, except votes to elect the Board Chair or Vice-Chair, or to appoint committee members or Board representatives, which are by secret ballot.

8.6 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.

9. Delegations at Board Meetings

The Board believes in an open and transparent process to hear public delegations.

It is important that presentations occur within set guidelines and in accordance with prescribed procedures. Members of the public attending an open Board meeting as an approved delegation will be given an opportunity to ask questions of the Board with respect to the subject of the delegation.

- 9.1 Under usual circumstances a written request for a meeting must be received by the Superintendent or designate seven (7) days in advance of the scheduled Board meeting date. The request will outline the essential component of the presentation and will indicate the name(s) of the main presenter(s).
- 9.2 The Agenda Planning Committee, when setting the agenda for each Board meeting together, will accept or reject a request for a meeting with the Board. If a request is accepted, they will determine a date and time for the delegation to meet with the Board. A delegation will usually be allotted fifteen (15) minutes for its presentation.
 - 9.2.1 In an emergent situation these actions may be undertaken by the Superintendent and/or the Board Chair.
- 9.3 During the time of a presentation trustees may ask questions but will not express judgments concerning issue(s) raised.
- 9.4 Following a presentation to the Board, any discussions held will be in accordance to appropriate rules and regulation.
- 9.5 Any decision or other significant follow-up communication will be transmitted in writing by the Board/designate to the designated spokesperson.
- 9.6 Normally the Board will not meet with an individual or a group of concerned individuals unless the individual or group has attempted first of all to resolve the difficulty through contact with the Superintendent.
- 9.7 The Board prefers addressing concerns dealing with individual students at the level closest to the student. The Board favours a similar approach in dealing with a concern expressed by a group of parents or other individuals.

10. Audio/Video Recording Devices

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

11. Trustee Compensation and Expenses

The Board recognizes that trustees are entitled to some compensation for time and expenses incurred in the performance of their duties. The Board also believes that as elected representatives of their community and advocates for children and education, trustee professional development is a valuable and necessary component of trusteeship. Entitlements will normally be established at the next Board meeting following the Organizational Meeting date. In addition, the Board believes that the Board's budget must be set, monitored and publicly reported as are all Division budgets.

11.1 Budget

The Board governance budget will be developed and approved during the annual budget process subject to the following considerations:

- 11.1.1 The budget will specify allocations for the Board Chair, Vice-Chair and the trustees and general Board expenses.
- 11.1.2 The budgets allocated to the Board Chair, Vice-Chair and the trustees will cover trustee honoraria, per diems and expenses and are not to be exceeded.
- 11.1.3 The budget allocated to general Board expense will cover Board functions, Board directed activities and Board elections.
- 11.1.4 During the budget year, amendments to the specific allocations within the approved Board governance budget may be made after consideration and approval by the Board.

11.2 Honoraria

Trustee compensation shall include a basic honoraria for trustees which provides for all services rendered by a trustee to attend:

- 11.2.1 Regular Board meetings.
- 11.2.2 Special Board meetings.
- 11.2.3 Board planning sessions.
- 11.2.4 Meetings of committees of the Board.
- 11.2.5 Attendance at meetings held by other organizations to which the Board appoints a representative.
- 11.2.6 ASBA and PSBAA general meetings.
- 11.2.7 AISI Conference.
- 11.2.8 ASBA Zone 2/3 meetings.
- 11.2.9 Meetings with Division staff and tours of facilities as planned by the Board.

- 11.2.10 Board sponsored events.
- 11.2.11 Attendance at graduation and awards exercises.
- 11.2.12 Attendance at extra-curricular school activities.
- 11.2.13 School Council and COSC meetings.
- 11.2.14 Other Division meetings on behalf of the Board.
- 11.2.15 Attendance at retirement functions.
- 11.2.16 Individual meetings with members of the public.
- 11.2.17 Optional attendance at concerts, plays and/or school functions.
- 11.2.18 Any other community involvement.

The Board shall pay the Chair and Vice-Chair honoraria in addition to the regular trustee honorarium.

11.3 Per Diem Allowance

Funds for trustee compensation shall be budgeted for on an annual basis to cover the following:

- 11.3.1 Meetings called by the Minister or by Alberta Education officials.

Trustees attending these meetings may claim per diems. Most often, this will involve the Board Chair or designate.

11.4 Professional Development

- 11.4.1 A separate budget amount will be established each year for each trustee to attend conferences or workshops of choice. This budget may be used for per diem, travel, meals, accommodation, and registration costs. This budget amount may be accumulated to a maximum of three (3) years.
- 11.4.2 The Superintendent or designate will maintain an ongoing record of expenditures for each trustee.
- 11.4.3 A brief report on each conference or workshop attended will be filed with the Board.

11.5 Reimbursement of Personal Expenses

Expense funds are to be used prudently and responsibly, with a focus on accountability and transparency.

- 11.5.1 Each trustee shall be reimbursed for registration, transportation, accommodation, meals and other personal expenses as per expense reimbursement rates in effect. Alcohol is not a reimbursable expense.
- 11.5.2 The reimbursement of personal expenses will, for the purposes of the Income Tax Act, be excluded from taxable income.
- 11.5.3 When a personal vehicle is used, mileage shall be paid on a “per kilometer” basis from the trustee’s residence to the meeting location and return for all authorized activities. Taxis are the preferred

method of ground transportation when the use of a personal vehicle is not feasible.

- 11.5.4 When the activity lasts more than one (1) day and the participant chooses to travel each day, the total daily claim for mileage cannot exceed the rate payable for standard room accommodation.
- 11.5.5 Travel costs shall be paid at the lesser of mileage or economy airfare, which is the booking class for all flights.
- 11.6 General Expense Allowance
 - 11.6.1 One third (1/3) of the annual total honorarium (remuneration) paid to trustees shall be paid as a General Expense Allowance. This allowance is paid on a non-accountable basis to a trustee and is received by virtue of the position.
 - 11.6.2 The General Expense Allowances will, for the purposes of the Income Tax Act, be excluded from taxable income.
- 11.7 Monthly pay claims shall be given to the Board Chair by the third working day of the following month. Detailed receipts are required. Payment will be issued in accordance with a published schedule of dates. If no pay claim is submitted, in addition to the basic honorarium, a minimum monthly amount will be paid out in order to cover benefit deductions.
- 11.8 If a pattern of non-attendance is observed, it will be addressed through the process defined in Policy 4 Appendix – Trustee Code of Conduct Sanctions. A per diem deduction may be made for non-attendance at meetings covered by the basic honorarium.
- 11.9 Individual trustee remuneration will be reported annually in the Division's audited financial statements.

12. Trustee Conflict of Interest

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

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

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

- 12.1 The trustee is expected to be conversant with the relevant sections of the School Act.
- 12.2 The trustee is responsible for declaring him/herself to be in possible conflict of interest.
 - 12.2.1 The trustee shall make such declaration in open meeting prior to Board or committee discussion of the subject matter which may place the trustee in conflict of interest.

- 12.2.2 Following the declaration of conflict of interest by a trustee, all debate and action shall cease until the trustee has left the room.
- 12.3 It shall be the responsibility of the trustee in conflict to absent him/herself from the meeting in accordance with the requirements of the School Act and ensure that his/her declaration and absence is properly recorded within the minutes.
- 12.4 The recording secretary will record in the minutes:
 - 12.4.1 The trustee's declaration;
 - 12.4.2 The trustee's abstention from the debate and the vote; and
 - 12.4.3 That the trustee left the room in which the meeting was held.

13. Board Self-Evaluation

The Board self-evaluation process shall be undertaken annually to reinforce alignment of purpose.

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

Policy 7 – Appendix

BYLAW NO. 1-95

A Bylaw of The Board of Trustees
of Black Gold Regional Division No. 18
to Provide for the Nomination and Election of Trustees

Whereas section 208.4(2) of the School Act provides that the board of a regional division shall by bylaw and in accordance with the regional agreement and section 208.4(3) establish the wards and provide for the nomination and election of trustees in the wards;

Now Therefore, The Board of Trustees establishes the wards and provides for the nomination and election of trustees in the wards and electoral subdivisions as follows:

1.0 Commencing with the general election in 1995, The Board of Trustees shall be comprised of Seven (7) Trustees to be nominated and elected as follows:

Ward 1 (Comprised of those lands lying within The Leduc School District No. 297):

Two (2) Trustees

Ward 2 (Comprised of those lands lying within The Town of Devon):

One (1) Trustee

Ward 3 (Comprised of those lands lying with The County of Leduc No. 25):

Four (4) Trustees, each Trustee to be elected in one of the four (4) electoral subdivisions in the ward.

2.0 Ward One will have two Trustees nominated and elected at large.

3.0 Ward Two will have one Trustee nominated and elected at large.

4.0 Ward Three shall be divided into four (4) electoral subdivisions described as follows:

4.1 Electoral Subdivision No. 1 shall be comprised of those lands lying within the Town of Beaumont.

4.2 Electoral Subdivision No. 2 shall be all that portion of the County lying west of a line beginning at the intersection of the Willow Creek and the North Saskatchewan River, then south easterly to Township Road 502, then east on Township Road 502 to Range Road 275, then south on Range Road 275 to the County boundary, including:

Sections 6, 7, 18, 19, 30 and 31- Township 48- Range 27- W4,

Sections 6, 7, 18, 19, 30 and 31- Township 49- Range 27- W4,

Sections 6 and 7, and portion of 18 (area lying south of the Willow Creek) - Township 50 -Range 27- W4,

Townships 48 and 49, Range 28- W4,

Sections 1, 2, 3, 10, 11 and 12 and portions of 13, 14, 15, 22 and 23, (areas lying south of the Willow Creek), Township 50, Range 28,- W4

Townships 47, 48, 49 and 50, Range 1 - W5,
 Townships 47, 48, 49,50 and 51, Range 2- W5,
 Townships 47, 48, 49,50 and 51, Range 3- W5, and
 Townships 49 and 50, Range 4 - W5,

and comprised of those lands lying within the Villages of Thorsby and Warburg and the Summer Villages of Golden Days, Itaska Beach, and Sundance Beach.

(referred to as County West Area)

- 4.3 Electoral Subdivision No. 3 shall be all that portion of the County lying between:
- 4.3.1 As the west boundary, a line beginning at the intersection of the Willow Creek and the North Saskatchewan River, then south easterly to Township Road 502, then east on Township Road 502 to Range Road 275, then south on Range Road 275 to the County boundary, and
- 4.3.2 As the east boundary, a line beginning at Primary Highway 2 at the north boundary of the County, then south along Highway 2 to Township Road 502 (Airport Road), then east on Township Road 502 to Range Road 245, then south on Range Road 245 to Saunders Lake, then south easterly along the east shore of Saunders Lake to Secondary Highway 623 (Township Road 494), then east on Secondary Highway 623 to Range Road 235, then south on Range Road 235 to Township Road 484, then west on Township Road 484 to the creek channel within the Coal Lake Valley, then south along the east shoreline of the creek and/or lakes within the Coal Lake Valley to the County boundary including:
- Portions of Sections 7, 18 and 19 (areas lying west of creek and/or lakes), and
 - Sections 30 and 31, Township 48- Range 23- W4,
 - Sections 6, 7, 18 and 19, Township 49- Range 23- W4,
 - Township 48- Range 24- W4,
 - Sections 1 to 24, and portions of 27 to 33 (areas lying west of Saunders Lake) - Township 49- Range 24- W4,
 - Portions of Sections 5 to 8 (areas lying west of Saunders Lake) -Township 50- Range 24 - W 4,
 - Portions of Sections 6 to 8 (areas lying west of Primary Highway 2)- Township 51 -Range 24- W4,
 - Townships 48, 49, 50 (except portions of Sections 13, 14, 23, 24, 25, 26 and 36 lying east of Primary Highway 2), and
 - Township 51, Range 25 - W 4,
 - Townships 48, 49, 50 and 51, Range 26- W4,
 - Sections 1 to 5, 8 to 17,20 to 29 and 32 to 36- Township 48- Range 27- W4,
 - Sections 1 to 5, 8 to 17, 20 to 29 and 32 to 36, Township 49 - Range 27 - W 4,

Sections 1 to 5, 8 to 17, portion of 18 (area lying north of the Willow Creek), 19 to 30, and 34 to 36,- Township 50- Range 27- W4, and,

Portions of Sections 13, 14, 23, 24, 25 and 26 (areas lying north of the Willow Creek), Township 50- Range 28- West 4,

and comprised of those lands lying within the Town of Calmar.
(referred to as County Central Area)

- 4.4 Electoral Subdivision No. 4 shall be all that portion of the County lying east of a line beginning at Primary Highway 2 at the north boundary of the County, then south on Highway 2 to Township Road 502 (Airport Road), then east on Township Road 502 to Range Road 245, then south on Range Road 245 to Saunders Lake, then south easterly along the east shore of Saunders Lake to Secondary Highway 623 (Township Road 494), then east on Secondary Highway 623 to Range Road 235, then south on Range Road 235 to Township Road 484, then west on Township Road 484 to the creek channel within the Coal Lake Valley, then south along the east shoreline of the creek and/or lakes within the Coal Lake Valley to the County boundary including:

Townships 49 and 50, Range 21 - W 4,

Townships 48, 49, and 50, Range 22- W4,

Portion of Section 7 (area lying east of lake), Sections 8 to 17, portion of 18 and 19 (areas lying east of creek and/or lake), Sections 20 to 29, and 32 to 36, Township 48 -Range 23- W4,

Sections 1 to 5, 8 to 17, and 20 to 36, Township 49- Range 23- W4,

Townships 50 and 51- Range 23- W4,

Sections 25 and 26, portion of 27 to 33 (areas lying east of Saunders Lake) and

Sections 34 to 36, Township 49- Range 24- W4,

Sections 1 to 4, portion of 5 and 8 (areas lying east of Saunders Lake),

Sections 9 to 36, Township 50- Range 24- W4,

Portion of Township 51, Range 24- W4, (area lying east of Primary Highway 2),

and,

Portion of Sections 13, 14, 23, 24, 25, 26 and 36- Township 50- Range 25 - W4 (areas lying east of Primary Highway 2),

and comprised of those lands lying within the Village of New Sarepta.
(referred to as County East Area)

Received first reading, second reading, unanimous consent of the trustees present, third reading and finally passed February 15, 1995.

Policy 8

BOARD COMMITTEES

The Board may delegate specific powers and duties to committees of the Board that are established by the Board, subject to the restrictions on delegation in the School Act.

General Requirements

1. The Board may appoint Standing Committees and Ad Hoc Committees and shall prescribe their powers and duties.
2. The Board Chair shall act as an ex-officio member, with voting privileges, of all committees appointed by the Board.

Standing Committees

Standing committees are established to assist the Board with work of an ongoing or recurring nature. Standing committees are usually appointed annually the Organizational Meeting. The appointed member shall serve on the committee for approximately one (1) year unless s/he is unable to perform the duties assigned or until replaced by a subsequent appointment.

1. Agenda Planning Committee
 - 1.1 Purpose
 - 1.1.1 To make decisions regarding agenda items for regular Board meetings.
 - 1.2 Powers and Duties
 - 1.2.1 After careful consideration, to determine items to be placed on the agenda of regular Board meetings, including requests for presentations to the Board.
 - 1.2.2 Within the framework for Board agendas, determine the order of items placed on the agenda of regular Board meetings.
 - 1.3 Membership
 - 1.3.1 Board Chair.
 - 1.3.2 Vice-Chair.
 - 1.3.3 Superintendent and/or designate(s).
 - 1.4 Meetings
 - 1.4.1 Six (6) days prior to each regular Board meeting.

2. Advisory Committees

Committee I	Teacher – Board
Committee II	School Support Staff – Board
Committee III	Bus Contractors – Board
Committee IV	Custodial – Board
Committee V	Maintenance Staff – Board

2.1 Purpose

- 2.1.1 To foster and promote a quality working and learning environment by dealing with issues other than those covered in contract.

2.2 Powers and Duties

- 2.2.1 To report deliberations to the Board at its next regular meeting.
- 2.2.2 To forward recommendations, if any, to the Board for its consideration.

2.3 Membership

- 2.3.1 Three (3) trustees.
- 2.3.2 Superintendent and/or designate(s).

2.4 Meetings

- 2.4.1 Two (2) times annually at minimum, up to four (4) or as mutually agreed.
- 2.4.2 Chairpersonship and recording secretary duties will be rotated between a trustee and a member of the employee contract group.
- 2.4.3 Agenda items to be submitted to the Superintendent or designate one (1) week in advance of each meeting.
- 2.4.4 Meeting minutes will be circulated.

3. Board Committee of the Whole

The Board Committee of the Whole is established as a standing committee of the Board, with responsibility for work as detailed below. Membership includes all trustees and the Superintendent and/or designate(s). Meetings will be held monthly, as required, dependent upon agenda items. The Vice-Chair will chair all Board Committee of the Whole meetings.

3.1 Purpose

- 3.1.1 To allow the Board to explore matters to much greater depth than can be accomplished in a scheduled regular meeting of the Board.
- 3.1.2 To solicit and receive information from the Superintendent relevant to the development of various system activities and plans.

3.2 Powers and Duties

- 3.2.1 Make recommendations for agenda items for subsequent Board meetings.
- 3.2.2 Maintain confidentiality of proceedings unless otherwise stated.

4. Contract Negotiations Committees

Committee I	Maintenance Personnel
Committee II	School Support Staff
Committee III	Alberta Teachers' Association
Committee IV	Custodial Personnel

4.1 Purpose

- 4.1.1 To negotiate and conclude Memoranda of Agreement for submission to the Board, for possible ratification.

4.2 Powers and Duties

- 4.2.1 Present to the Board a possible framework within which the negotiations might take place.
- 4.2.2 Maintain confidentiality of negotiation proceedings.
- 4.2.3 Negotiate the contract.
- 4.2.4 Report progress and other pertinent information to the Board for feedback.

4.3 Membership

- 4.3.1 Three (3) trustees; one (1) trustee to serve as Chair. (Committee membership cannot be a majority of eligible voting trustees.)
- 4.3.2 Superintendent and/or designates.

4.4 Meetings

- 4.4.1 To be called by the Committee Chair.

5. Policy Committee

5.1 Purpose

- 5.1.1 To prepare additions/changes/deletions to Board policy.

5.2 Powers and Duties

- 5.2.1 Review and develop policies proposed by trustees, staff and other partners in education.
- 5.2.2 Submit policies to the Board for approval in principle and forward to staff and partners in education for feedback.
- 5.2.3 Review feedback, amend where necessary and submit to the Board for final approval.

5.3 Membership

- 5.3.1 Vice Chair, who will serve as Chair.

- 5.3.2 Two (2) trustees.
- 5.3.3 Superintendent and/or designate(s).
- 5.4 Meetings
 - 5.4.1 To be called by the Committee Chair.

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 by Board motion at the time of the formation.

Resource Personnel

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

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

Policy 9

BOARD REPRESENTATIVES

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

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

The following committees/organizations will have Board representation as determined at the annual Organizational Meeting.

The Board representative will provide a report to a subsequent Board meeting.

1. Alberta School Boards Association (ASBA) Zone 2/3

1.1 Purpose of the Association Zones

- 1.1.1 Act as a forum for discussion of relevant, timely and emerging issues identified from individual boards, ASBA Board of Directors, Alberta Education, and other sources.
- 1.1.2 Discuss, and/or develop, policy issues for submission at the Fall General Meeting of the ASBA.
- 1.1.3 Facilitate the development of trustee skills and knowledge.
- 1.1.4 Act on action requests from ASBA Board of Directors.

1.2 Powers and Duties of the Board Representative

- 1.2.1 Attend ASBA Zone 2/3 meetings.
- 1.2.2 Represent the Board's positions and interests at the Zone level.
- 1.2.3 Communicate to the Board the work of ASBA Zone 2/3.
- 1.2.4 Build relationships.

1.3 Representation

- 1.3.1 One (1) trustee; one (1) alternate.

1.4 Meetings

- 1.4.1 As called by ASBA Zone 2/3.

2. Alberta School Council Association (ASCA)

2.1 Purpose of the Association

- 2.1.1 To engage and support parental involvement in public education through School Councils, and to direct parental views and voice into the education system.
- 2.2 Powers and Duties of the Board Representative
 - 2.2.1 Attend the ASCA Annual Conference.
 - 2.2.2 Communicate to the Board the work of the ACSA.
 - 2.2.3 Build relationships.
 - 2.2.4 Network with other attendees.
- 2.3 Representation
 - 2.3.1 One (1) trustee.
- 2.4 Meetings
 - 2.4.1 Annual Conference as determined by ASCA.
- 3. County Centre Management Committee (CCMC)
 - 3.1 Purpose of the Committee
 - 3.1.1 To manage the operations of the County Centre Building.
 - 3.2 Powers and Duties of the Board Representative
 - 3.2.1 Attend CCMC meetings as required.
 - 3.2.2 Represent the Board's positions and interests at CCMC meetings.
 - 3.2.3 Communicate to the Board the work of CCMC.
 - 3.2.4 Build relationships.
 - 3.3 Representation
 - 3.3.1 Board Chair.
 - 3.3.2 Two (2) trustees.
 - 3.3.3 Superintendent and/or designate.
 - 3.4 Meetings
 - 3.4.1 As called by the Committee Chair.
- 4. Division Probation Hearing Committee
 - 4.1 Purpose of the Committee
 - 4.1.1 To explore opportunities for improved student attendance/behaviour.
 - 4.2 Powers and Duties of the Board Representative
 - 4.2.1 Decide whether or not to place the student on Division Probation,
 - 4.2.2 Determine the period of probation, and

- 4.2.3 Determine any specific conditions that it may decide to set beyond those already specified as part of School Probation.
- 4.3 Representation
 - 4.3.1 One (1) trustee, when required.
 - 4.3.2 Superintendent and/or designate(s).
- 4.4 Meetings
 - 4.4.1 As determined by the Superintendent or designate.
- 5. Leduc County Library Board
 - 5.1 Purpose of the Leduc County Library Board
 - 5.1.1 To exercise governance in the provision of Leduc County library services.
 - 5.2 Powers and Duties of the Board Representative
 - 5.2.1 Attend meetings of the Leduc County Library Board.
 - 5.2.2 Represent the Board's positions and interests at Leduc County Library Board meetings.
 - 5.2.3 Communicate to the Board the work of the Leduc County Library Board.
 - 5.2.4 Build relationships.
 - 5.2.5 Network with other stakeholders.
 - 5.3 Representation
 - 5.3.1 One (1) trustee representing Leduc County.
 - 5.4 Meetings
 - 5.4.1 As scheduled.
- 6. Linkages Committee
 - 6.1 Purpose of the Committee
 - 6.1.1 To discuss interdisciplinary approaches to address student needs.
 - 6.2 Powers and Duties of the Board Representative
 - 6.2.1 Attend meetings of the Committee.
 - 6.2.2 Represent the Board's positions and interests at Committee meetings.
 - 6.2.3 Communicate to the Board the work of the Committee.
 - 6.2.4 Build relationships.
 - 6.2.5 Network with other stakeholders.
 - 6.3 Representation
 - 6.3.1 One (1) trustee.

6.4 Meetings

6.4.1 As called by the Committee Chair.

7. Maclab Centre for Performing Arts Society Board
 - 7.1 Purpose of the Maclab Centre for Performing Arts Society Board
 - 7.1.1 To exercise governance in the operation of the Maclab Centre.
 - 7.2 Powers and Duties of the Board Representative
 - 7.2.1 Attend meetings of the Committee.
 - 7.2.2 Represent the Board's positions and interests at Committee meetings.
 - 7.2.3 Communicate to the Board the work of the Committee.
 - 7.2.4 Build relationships.
 - 7.2.5 Network with other stakeholders.
 - 7.3 Representation
 - 7.3.1 One (1) trustee.
 - 7.4 Meetings
 - 7.4.1 As called by the Committee Chair.
8. Public School Boards' Association of Alberta (PSBAA) Council
 - 8.1 Purpose of the Association Council
 - 8.1.1 The Public School Board Council is a forum for public school boards to discuss issues with an equal voice, to address public education issues on a provincial level to effect change and improvement.
 - 8.2 Powers and Duties of the Board Representative
 - 8.2.1 Attend PSBAA Council meetings as required.
 - 8.2.2 Represent the Board's positions and interests at PSBAA Council meetings.
 - 8.2.3 Communicate to the Board the work of PSBAA Council.
 - 8.2.4 Build relationships.
 - 8.3 Representation
 - 8.3.1 One (1) trustee; one (1) alternate.
 - 8.4 Meetings
 - 8.4.1 As called by PSBAA Council.
9. Second Languages Caucus
 - 9.1 Purpose of the Second Languages Caucus
 - 9.1.1 To promote program offerings in second languages by Boards across the province.
 - 9.2 Powers and Duties of the Board Representative
 - 9.2.1 Attend Second Languages Caucus meetings.

- 9.2.2 Represent the Board's positions and interests at Caucus meetings.
- 9.2.3 Communicate to the Board the Caucus.
- 9.2.4 Build relationships.
- 9.3 Representation
 - 9.3.1 One (1) trustee.
- 9.4 Meetings
 - 9.4.1 Twice per year, during ASBA FGM and SGM, as called by the Caucus Chair.

10. Technology Committee

- 10.1 Purpose of the Committee
 - 10.1.1 To provide input and advice on Technology in the Division and make recommendations to the Superintendent for action.
- 10.2 Powers and Duties of the Board Representative
 - 10.2.1 Attend Technology Committee meetings as required.
 - 10.2.2 Communicate to the Board the work of the Technology Committee.
 - 10.2.3 Build relationships.
- 10.3 Representation
 - 10.3.1 One (1) trustee.
- 10.4 Meetings
 - 10.4.1 As scheduled.

Legal Reference: Section 61, 68 School Act

Policy 10

POLICY MAKING

Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the Division will be operated and communicate the Board's values, beliefs and expectations. Policies provide effective direction and guidelines for the action of the Board, Superintendent, staff, students, electors and other agencies. Policies also serve as sources of information and guidelines to all who may be interested in or connected with the operation of the Division. Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.

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

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

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

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

1. Planning

The Board, in cooperation with the Superintendent, shall assess the need for a policy, as a result of its own monitoring activities or on the suggestion of others, and identify the critical attributes of each policy to be developed.

2. Development

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

3. Implementation

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

4. Evaluation

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

Specifically

1. Any trustee, employee, taxpayer, parent, student or School Council of the Division may make suggestions regarding the possible development of a policy or the need for policy revisions on any matter by presenting a proposal for a policy or revisions, in writing, to the Superintendent. The proposal shall contain a brief statement of purpose or rationale.
2. The Superintendent will inform the Board of the request for policy development/ revision. The Board will determine the action to be taken.
3. If necessary, the Superintendent or designate will draft amendments to an existing policy or a new policy as the case may be.
4. When appropriate, the Superintendent shall seek legal advice on the intent and the wording of the policy.
5. The policy draft is then brought by the Superintendent to the Policy Committee for review.
6. The Policy Committee will bring the policy draft with recommendations for the Board to consider.
7. After the Board has determined that a policy is necessary it will direct the Superintendent or designate to prepare a draft policy for its consideration. The Board acknowledges that in certain circumstances, stakeholders affected by a proposed policy may be involved in policy development.
8. Once a draft policy has been considered by the Board it may direct that the document be circulated to stakeholders with an invitation to study the draft and to suggest modifications.
9. The Superintendent or designate will receive feedback to the draft policy and will advise the Board if a further draft is necessary.
10. Once stakeholder comments have been taken into account, the policy will be recommended to the Board for final approval.
11. Only those policies which are adopted and recorded in the minutes constitute the official policies of the Board.
12. In the absence of existing policy, the Board may make decisions, by resolution, on matters affecting the administration, management and operation of the Division. Such decisions carry the weight of policy until such time as specific written policy is developed.
13. The Board may request the Superintendent to change an administrative procedure to a draft Board policy and will provide the rationale for same.

14. The Superintendent 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.
15. The Board may also delete a policy and subsequently delegate the Superintendent authority over this area. The Superintendent may choose to then develop an administrative procedure relative to this matter.
16. The Superintendent must inform the Board of any substantive changes to administrative procedures.
17. The Superintendent shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the Division’s website, in a timely manner, for staff and public access.
18. The Policy Committee shall review its policies on a rotational basis and make recommendations to the Board.

Legal Reference: Section 60, 61, 113 School Act

Policy 11

BOARD DELEGATION OF AUTHORITY

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

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

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

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

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

Specifically

1. The Superintendent is authorized to suspend 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 authorized to suspend from the performance of duties or to terminate the services of any non-certificated staff member. The suspension or termination shall be in accordance with all relevant legislation, and the decision shall not be appealable to the Board.
3. The Superintendent is delegated with the authority to develop Administrative Procedures that are consistent with Alberta Education policies and procedures for the following program areas:
 - 3.1 Special Education.
 - 3.2 Guidance and Counseling.
 - 3.3 Services for Students and Children.

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

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

Policy 12

ROLE OF THE SUPERINTENDENT

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 for the conduct and operation of the Division. All Board authority delegated to the staff of the Division is delegated through the Superintendent.

Specific Areas of Responsibility

1. Student Welfare
 - 1.1 Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
 - 1.2 Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division.
 - 1.3 Ensures the facilities adequately accommodate Division students.
 - 1.4 Acts as, or designates, the attendance officer for the Division.
2. Educational Leadership
 - 2.1 Provides leadership in all matters relating to education in the Division.
 - 2.2 Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students.
 - 2.3 Ensures students in the Division have the opportunity to meet or exceed the standards of education set by the Minister.
 - 2.4 Implements education policies established by the Minister and the Board.
3. Fiscal Responsibility
 - 3.1 Ensures the fiscal management of the Division by the Associate Superintendent, Business and Finance is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other applicable Act or regulation.
 - 3.2 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
 - 3.3 Directs the development of and monitors the budget for the Division.
4. Personnel Management
 - 4.1 Has overall authority and responsibility for all personnel-related matters, except the development of mandates for collective bargaining and those

personnel matters precluded by legislation, collective agreements or Board policy.

- 4.2 Ensures the coordination and integration of human resources within the Division.
 - 4.3 Monitors and improves the performance of all staff.
5. Policy/Administrative Procedures
- 5.1 Provides leadership in the planning, development, implementation and evaluation of Board policies.
 - 5.2 Implements Board policy with integrity.
 - 5.3 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures.
6. Superintendent/Board Relations
- 6.1 Establishes and maintains positive, professional working relations with the Board.
 - 6.2 Respects and honours the Board's role and responsibilities, and facilitates the implementation of that role as defined in Board policy.
 - 6.3 Provides the information which the Board requires to perform its role in a timely manner.
7. Strategic Planning and Reporting
- 7.1 Ensures the strategic planning process is developed for:
 - 7.1.1 Three Year Education Plan;
 - 7.1.2 Division goals;
 - 7.1.3 Budget;
 - 7.1.4 Facilities plans;
 - 7.1.5 Technology plans; and
 - 7.1.6 Transportation plans.
 - 7.2 Implements plans as approved.
 - 7.3 Involves the Board appropriately.
 - 7.4 Reports regularly on results achieved.
8. Organizational Management
- 8.1 Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
 - 8.2 Reports to the Minister with respect to matters identified in and required by the School Act.

8.3 Builds an organizational structure and promotes a Division culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.

9. Communications and Community Relations

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

9.2 Keeps the Board informed through the provision of appropriate accountability reports.

9.3 Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the Division.

9.4 Participates actively in school-based activities in order to enhance and support the Division's core purpose.

9.5 Acts as, or designates, the head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.

10. Leadership Practices

10.1 Practices leadership in a manner that is viewed positively in carrying out the directives of the Board and the Minister.

10.2 Develops and maintains positive and effective relationships with provincial and regional government departments and external agencies.

10.3 Works collaboratively with the corporate Board, staff, students, parents, School Councils and community members in establishing a positive and innovative culture and sense of pride in the Division.

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

Policy 12 – Appendix

BLACK GOLD REGIONAL DIVISION NO. 18 SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE		
Role Expectation: Student Welfare	Superintendent Evaluation Evidence	Quality Indicators
<p>The Superintendent shall:</p> <ul style="list-style-type: none"> • Ensure that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. • Ensure the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division. • Ensure the facilities adequately accommodate Division students. • Act as, or designate, the attendance officer for the Division. 	<ul style="list-style-type: none"> • Maintenance Reports • Crisis Response Manual • Expulsion hearings and follow-up correspondence • Accountability reports <ul style="list-style-type: none"> ○ Facilities ○ Transportation • Designation of officer • Attendance correspondence • Board observations 	<ul style="list-style-type: none"> • Monitors progress relative to providing a welcoming, caring, respectful and safe learning environment. • Implements procedures for emergencies as required. • Provides analyses of crisis response incident reports. • Implements the requirements of Occupational Health and Safety legislation, including required staff professional development. • Complies with legislative requirements to appoint attendance officer for the Division.

BLACK GOLD REGIONAL DIVISION NO. 18
SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

Role Expectation: Educational Leadership	Superintendent Evaluation Evidence	Quality Indicators
<p>The Superintendent shall:</p> <ul style="list-style-type: none"> • Provide leadership in all matters relating to education in the Division. • Provide leadership in fostering conditions which promote the improvement of educational opportunities for all students. • Ensure students in the Division have the opportunity to meet or exceed the standards of education set by the Minister. • Implement education policies established by the Minister and the Board 	<ul style="list-style-type: none"> • Annual Education Results Report (AERR) <ul style="list-style-type: none"> ○ PAT results ○ Diploma results ○ Completion rates ○ Trends and Issues ○ Satisfaction survey information • Recommendations to Three-Year Education planning process • Board observations 	<ul style="list-style-type: none"> • Conducts an analysis of student success and ensures Principals develop action plans to address concerns. • Identifies trends and issues related to student achievement to inform the Three-Year Planning process, including recommendations for innovative means to improve measurable student achievement. • Ensures parents and students are satisfied with levels of achievement. • Ensures there is measurable improved student achievement over time. • Meets Alberta Education's expectations re: AERR format, process and content. • Meets all timelines with provision for appropriate Board input relative to the AERR. • Ensures the Division's academic results are published.

BLACK GOLD REGIONAL DIVISION NO. 18
SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

Role Expectation: Fiscal Responsibility	Superintendent Evaluation Evidence	Quality Indicators
<p>The Superintendent shall:</p> <ul style="list-style-type: none"> • Ensure the fiscal management of the Division by the Associate Superintendent, Business and Finance 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. • Ensure the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures. • Direct the development of and monitor the budget for the Division. 	<ul style="list-style-type: none"> • Auditor's Report • Auditor's Management Letter • Quarterly financial statements • Superintendent confidential reports on litigation and incurred liability • Board observations 	<ul style="list-style-type: none"> • Ensures recognized accounting principles are being followed. • Ensures adequate internal financial controls exist and are being followed. • Ensures 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. • Expends school-based funds as per approved budgets. • Informs the Board annually about incurred liabilities. • Informs the Board immediately regarding pending litigation.

BLACK GOLD REGIONAL DIVISION NO. 18
SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

Role Expectation: Personnel	Superintendent Evaluation Evidence	Quality Indicators
<p>The Superintendent shall:</p> <ul style="list-style-type: none"> • Have overall authority and responsibility for all personnel-related matters, except the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy. • Ensure the coordination and integration of human resources within the Division. • Monitor and improve the performance of all staff. 	<ul style="list-style-type: none"> • Superintendent's ongoing reports re: personnel-related actions (e.g. staff professional development, orientation, discipline, evaluation, recognition and supervision) • Board observations 	<ul style="list-style-type: none"> • Develops and effectively implements quality recruitment, orientation, staff development, supervisory, disciplinary and evaluation processes. • Models commitment to personal and professional growth. • Fosters high standards of instruction and professional improvement (Quality Teaching Standard). • Provides for training of administrators and the development of leadership capacity within the Division. • Follows Board personnel policies. • Models high ethical standards of conduct.

BLACK GOLD REGIONAL DIVISION NO. 18
SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

Role Expectation: Policy/Administrative Procedures	Superintendent Evaluation Evidence	Quality Indicators
<p>The Superintendent shall:</p> <ul style="list-style-type: none"> • Provide leadership in the planning, development, implementation and evaluation of Board policies. • Implement Board policy with integrity. • Develop and keep current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures. 	<ul style="list-style-type: none"> • Board Policy Handbook • Administrative Procedures Manual • Summary of past year revisions • Board observations re: process and implementation 	<ul style="list-style-type: none"> • Appropriately involves individuals and groups in the policy development process. • Takes leadership in bringing policies to the Board for review. • Ensures adherence to Board policies. • Ensures adherence to Administrative Procedures. • Ensures timeliness of policy revision. • Demonstrates a knowledge of and respect for the role of the Board in policy processes. • Ensures timeliness of Administrative Procedures revision and Board notification of the same.

BLACK GOLD REGIONAL DIVISION NO. 18
SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

Role Expectation: Superintendent/Board Relations	Superintendent Evaluation Evidence	Quality Indicators
<p>The Superintendent shall:</p> <ul style="list-style-type: none"> • Establish and maintain positive, professional working relations with the Board. • Respect and honour the Board's role and responsibilities, and facilitate the implementation of that role as defined in Board policy. • Provide the information which the Board requires to perform its role in a timely manner. 	<ul style="list-style-type: none"> • Board agenda packages • Board meetings • Committee meetings • Superintendent e-mails and phone calls re: urgent issues • Board observations 	<ul style="list-style-type: none"> • Implements Board directions with integrity in a timely fashion. • Provides support to the Board re: advocacy efforts on behalf of the Division. • Prepares and makes available Board agendas to trustees in sufficient time to allow for appropriate trustee preparation for the meeting. • Keeps the Board informed about Division operations. • Provides the Board with balanced information and a recommendation at the Superintendent's discretion. • Interacts with the Board in an open, honest, proactive and professional manner. • Ensures high-quality management services are provided to the Board. • Provides the Board with correspondence directed to the Board.

BLACK GOLD REGIONAL DIVISION NO. 18
SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

<p style="text-align: center;">Role Expectation: Strategic Planning and Reporting</p>	<p style="text-align: center;">Superintendent Evaluation Evidence</p>	<p style="text-align: center;">Quality Indicators</p>
<p>The Superintendent shall:</p> <ul style="list-style-type: none"> • Ensure the strategic planning process is developed for: <ul style="list-style-type: none"> ○ Three Year Education plan; ○ Division goals; ○ Budget; ○ Facilities plans; ○ Technology plans; and ○ Transportation plans. • Implement plans as approved. • Involve the Board appropriately. • Report regularly on results achieved. 	<ul style="list-style-type: none"> • Budget process and timelines and approved expenditures • Planning process • Three-Year Education Plan • Capital Plan • Updates as required • Albert Education Monitoring Reports • Board observations 	<ul style="list-style-type: none"> • Ensures the Three-Year Education planning process involves appropriate stakeholder input and results in high stakeholder satisfaction. • Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the Board. • Ensures transportation services are provided with due consideration for efficiency, safety and length of ride. • Develops plans to meet the needs of the Division and provide for continuous improvement. • Ensures “key results” identified by the Board are achieved. • Develops the budget and Three-Year Education Plan according to a timeline which ensures the Board’s ability to provide direction and is approved within Alberta Education timelines.

BLACK GOLD REGIONAL DIVISION NO. 18 SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE		
Role Expectation: Organizational Management	Superintendent Evaluation Evidence	Quality Indicators
<p>The Superintendent shall:</p> <ul style="list-style-type: none"> • Demonstrate effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines. • Report to the Minister with respect to matters identified in and required by the School Act. • Build an organizational structure and promote a Division culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion. 	<ul style="list-style-type: none"> • Superintendent's calendar • Board agenda package • Board observations • Albert Education Monitoring Reports • Emergency Preparedness 	<ul style="list-style-type: none"> • Ensures Division compliance with all Alberta Education and Board mandates. • Effectively manages time and resources. • Ensures contracted services (e.g. fiscal, labour and legal) meet quality expectations of the Board. • Ensures use of technology is effective and efficient. • Ensure that appropriate procedures are in place for the management of critical events and emergencies.

BLACK GOLD REGIONAL DIVISION NO. 18
SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

Role Expectation: Communications and Community Relations	Superintendent Evaluation Evidence	Quality Indicators
<p>The Superintendent shall:</p> <ul style="list-style-type: none"> • Take appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained. • Keep the Board informed through the provision of appropriate accountability reports. • Ensure parents have a high level of satisfaction with the services provided and the responsiveness of the Division. • Participate actively in school-based activities in order to enhance and support the Division's core purpose. • Act as, or designate, the head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act. 	<ul style="list-style-type: none"> • Accountability reports • Survey results • Board observations • Superintendent's calendar 	<ul style="list-style-type: none"> • Ensures information is disseminated to inform appropriate publics. • Facilitates effective home-school relations. • Manages conflict effectively. • Works cooperatively with the media to represent the Board's view/positions. • Promotes positive, public engagement in the Division. • Represents the Division in a positive, professional manner. • Improves the Division's public image. • Complies with FOIP legislation.

BLACK GOLD REGIONAL DIVISION NO. 18
SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

Role Expectation: Leadership Practices	Superintendent Evaluation Evidence	Quality Indicators
<p>The Superintendent shall:</p> <ul style="list-style-type: none"> • Practice leadership in a manner that is viewed positively in carrying out the directives of the Board and the Minister. • Develop and maintain positive and effective relationships with provincial and regional government departments and external agencies. • Work collaboratively with the corporate Board, staff, students, parents, School Councils and community members in establishing a positive and innovative culture and sense of pride in the Division. 	<ul style="list-style-type: none"> • Report of interviews with Principals • Report of interviews with “direct reports” • Board observations 	<ul style="list-style-type: none"> • Provides clear expectations and direction. • Provides effective educational leadership. • Establishes and maintains positive, professional working relationships with staff and government departments. • Demonstrates a high commitment to the needs of students. • Has a well-established value system based on integrity. • Empowers others. • Unites people toward common goals. • Effectively solves problems. • Inspires confidence in his competence. • Develops processes that are aligned with goals and results.

Policy 13

APPEALS AND HEARINGS REGARDING STUDENT MATTERS

Background

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

- Special education placement;
- Language of instruction;
- Home education programs;
- Student expulsion;
- Amount and payment of fees or costs;
- Access to, or the accuracy or completeness of student records;
- Amount of fees payable by a Board to another Board; or
- Board responsibility for a specific student.

All Matters Other Than Expulsion of a Student

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

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

6. The appeal will be heard in-camera, with specified individuals in attendance.
7. The appeal hearing will be conducted in accordance with the following guidelines:
 - 7.1 The Board Chair will outline the purpose of the hearing, which is to provide:
 - 7.1.1 An opportunity for the parties to make representation in support of their respective positions to the Board. This information may include expert medical, psychological and educational data and may be presented by witnesses. The information presented may include both written and verbal communications;
 - 7.1.2 The Board with the means to receive information and to review the facts of the dispute;
 - 7.1.3 A process through which the Board can reach a fair and impartial decision.
 - 7.2 Notes of the proceedings will be recorded for the purpose of the Board's records.
 - 7.3 The Superintendent and/or staff will explain the decision and give reasons for the decision.
 - 7.4 The appellant will present the appeal and the reasons for the appeal and will have an opportunity to respond to information provided by the Superintendent and/or staff.
 - 7.5 The Superintendent and/or staff will have an opportunity to respond to information presented by the appellant.
 - 7.6 Committee members will have the opportunity to ask questions or clarification from both parties.
 - 7.7 No cross-examination of the parties shall be allowed.
 - 7.8 The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have legal counsel in attendance.
 - 7.9 If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.
 - 7.10 The Board decision and the reasons for that decision will be communicated to the appellant once a decision has been reached and confirmed in writing following the hearing. Included in the communication to the appellant shall be information that the appellant has the right to seek a review by the Minister if the appellant is dissatisfied with the decision of the Student Appeals Committee, if the matter under appeal is a matter described in section 124 of the School Act.

Expulsion of a Student

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

The Board will hear representations with respect to a recommendation for a student expulsion in accordance with relevant sections of the School Act.

If a student is not to be reinstated within five (5) school days of the date of suspension, the Principal shall immediately report in writing all the circumstances of the suspension and provide a recommendation to the Board through the Office of the Superintendent.

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

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

The Board may have legal counsel in attendance.

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

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

1. The Board Chair will outline the purpose of the hearing, which is to:
 - 1.1 Provide an opportunity to hear representations relative to the recommendation from the Principal;
 - 1.2 Provide an opportunity for the student and/or the student's parents to make representations;
 - 1.3 Reinstatement or expel the student.
2. The Board Chair will outline the procedure to be followed, which will be as follows:
 - 2.1 The Principal will present the report documenting the details of the case and the recommendation to expel the student;
 - 2.2 The student and the student's parents will be given an opportunity to respond to the information presented and to add any additional relevant information;
 - 2.3 The members of the Board will have the opportunity to ask questions of clarification from both the Principal and the student and the student's parents;
 - 2.4 The Board will meet, without either the administration or the student and the student's parents present, to discuss the case and the recommendation. The recording secretary may remain in attendance. Legal counsel may also remain in attendance;
 - 2.5 Should the Board require additional information, both parties will be requested to return in order to provide the requested information;

- 2.6 The Board will then make a decision to either reinstate or expel the student; and
 - 2.7 The Board decision shall be communicated in writing to the student and the student's parents within five (5) days of the hearing, with copies being provided to the Principal and the Superintendent. The Superintendent's office will attempt to inform the parent(s) and the student of the decision by telephone or personal communication as soon as possible after a decision has been reached.
3. If the Board's decision is to expel the student, the following information must be included in the letter to the student and the student's parents:
 - 3.1 The length of the expulsion which must be greater than ten (10) school days;
 - 3.2 The educational program to be provided to the student and the name of the individual to be contacted in order to make the necessary arrangements; and
 - 3.3 The right of the student and the student's parents to request a review of the decision by the Minister of Education.

Legal Reference: Section 8, 10, 12, 24, 25, 45, 47, 48, 60, 61, 113, 123, 124, 125 School Act

Policy 14

HEARINGS ON TEACHER TRANSFERS

The Superintendent may transfer a teacher in accordance with the relevant section 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

1. A teacher who has received a notice of transfer may, within seven (7) days from the day on which the teacher receives the notice of transfer, make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer.
2. The request for a hearing before the Board shall be submitted by the teacher to the Board Secretary with a copy being provided to the Superintendent.
3. The Board may set a date and time for the hearing requested not earlier than fourteen (14) days after the teacher receives the notice of transfer, unless the teacher agrees in writing to an earlier date.
4. The Board Secretary shall advise the teacher in writing of the date, time and location of the hearing.
5. Any written materials the teacher or the Superintendent wishes trustees to consider must be submitted to the Board Secretary not less than four (4) days prior to the scheduled date of the meeting. The Board Secretary will provide copies of all such documentation to the trustees and the parties prior to the hearing, where possible, or during the hearing.
6. The teacher or the Superintendent may be accompanied by counsel or other representative, and may bring witnesses if, not less than four (4) days prior to the scheduled date of the meeting, the following is provided by the teacher or the Superintendent in writing, the names of counsel, other representatives, and any witnesses.
7. Notwithstanding, the Board Chair shall reserve the right to receive further documentation as deemed relevant.
8. Procedure at Hearings
 - 8.1 The hearing shall be conducted at an in-camera session of the Board, and chaired by the Board Chair, or in the Board Chair's absence, the Vice-Chair or designate.
 - 8.2 The Board Chair will introduce all parties, and the parties or their representatives shall introduce all witnesses at the hearing.

- 8.3 The sequence of the hearing shall be as follows:
- 8.3.1 An opening statement to be made by each of the parties;
 - 8.3.2 Written and oral presentation by the Superintendent or designate, including any evidence by witnesses where appropriate;
 - 8.3.3 Written and oral presentation by the teacher, including any evidence by witnesses where appropriate;
 - 8.3.4 Superintendent's or designate's opportunity for a response to the teacher's presentation;
 - 8.3.5 Teacher's opportunity for a response to the administration's presentation;
 - 8.3.6 An opportunity for the Board to ask questions of both parties and any questions of clarification of both parties and any of the other witnesses;
 - 8.3.7 An opportunity for the Superintendent or designate to make final comments;
 - 8.3.8 An opportunity for the teacher to make final comments; and
 - 8.3.9 No cross-examination of witnesses shall be allowed unless the Board Chair deems it advisable.
- 8.4 The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have the Board Secretary or legal counsel in attendance.
- 8.5 If the Board requires additional information or clarification in order to make its decision, both parties will be recalled to appear before the Board and the request for information will be made in the presence of both parties. If the information is not readily available, the Board Chair may request a recess, or if necessary an adjournment of the hearing to a later date. In the case of an adjournment, trustees are prohibited from disclosing the evidence presented or matters raised at the hearing, either amongst themselves or with the parties and their representatives or witnesses until the hearing is reconvened.
- 8.6 When the Board is ready to make its decision on the matter, both parties, if still present, will be advised that the Board will be reconvening and will consider a motion to move into a regular or special Board meeting in order to consider the resolution.
- 8.7 The Board decision will be communicated to the teacher, in writing, following the hearing.

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

Policy 15

SCHOOL CLOSURE

The Division's facility planning processes are designed to ensure the provision of well maintained and highly utilized school facilities that effectively accommodate student learning needs. A variety of facility planning considerations may necessitate the closure of a school.

The Board believes that schools perform a vital role in the lives of the communities in which they are located, and supports their retention. However, it may be necessary to close all or part of a school program for operational and/or financial reasons. When considering the possible closure of a school or school program, the Board will consult and communicate with the parents and the broader community, in compliance with the procedures outlined in provincial legislation and regulations.

Specifically

1. Definitions

1.1 "Closure" means to:

- 1.1.1 Close a school permanently or for a specified period of time;
- 1.1.2 Close entirely three (3) or more consecutive grades in a school; or
- 1.1.3 Transfer all students from one (1) school building to one (1) or more other school buildings on a permanent basis.

2. Facility Planning Principles

Three principles guide the Division's facility planning processes:

- 2.1 All Division students are to have reasonable access to quality educational programs and services.
- 2.2 School facilities are to be well maintained and highly utilized.
- 2.3 Bus ride times are to be as reasonable as possible.

3. School Closure Factors

One (1) or more of the following consideration factors may lead the Superintendent to submit a School Closure Proposal to the Board:

- 3.1 Increasing enrolments;
- 3.2 Decreasing enrolments;
- 3.3 Continuing low enrolments in a school or within grades in a school;
- 3.4 Enhancing the effectiveness of program delivery;
- 3.5 Improving school facility utilization;

- 3.6 Improving cost effectiveness;
- 3.7 Threats to health and/or safety.

A proposal for school closure may also be initiated at the request of the Board.

4. School Closure Proposal

A School Closure Proposal prepared by the Superintendent shall include the following:

- 4.1 The consideration factors precipitating the proposed school closure;
- 4.2 How the closure would affect the attendance area defined for that school;
- 4.3 How the closure would affect the attendance at other schools;
- 4.4 Information on the Board's long-range capital plan;
- 4.5 The number of students who would need to be relocated as a result of the closure;
- 4.6 The need for, and extent of, busing;
- 4.7 Program implications for other schools and for the students when they are attending other schools;
- 4.8 The educational and financial impact of closing the school, including the effect on operational costs and capital implications;
- 4.9 The educational and financial impact if the school were to remain open;
- 4.10 The capital needs of the schools that may have increased enrolment as a result of the closure;
- 4.11 Possible uses of the school building or space if the entire school is being closed, or three (3) or more consecutive grades in the school are being closed entirely.

5. Notice of Motion – Proposed School Closure

In the event that the Board decides to proceed with the proposed school process following its review of the Superintendent's School Closure Proposal, the matter shall be raised by way of a Notice of Motion made at a regular meeting of the Board.

The Notice of Motion signals the beginning of the Division's public consultation process. No decision with respect to the school closure will be made until the completion of the procedures outlined in sections 5, 6 and 7 of this policy and at least twelve (12) weeks have passed since the date of this Notice of Motion.

The Notice of Motion shall include:

- 5.1 The school and grades affected by the proposed school closure;
- 5.2 The date upon which the Board plans to vote on the motion to close the school.

6. Notification of Proposed School Closure

Where a Notice of Motion is tabled to consider the closure of a school, the Board shall, in writing, notify the parents of every student enrolled in the school who, in the opinion of the Board, will be significantly affected by the closure.

This written parental Notification shall provide the following information:

- 6.1 The School Closure Proposal prepared by the Superintendent pursuant to section 4 of this policy;
- 6.2 The date, time, format and location of the public meeting organized and convened by the Board for the purpose of discussing the information provided to the parents in the School Closure Proposal;
- 6.3 The date upon which the Board plans to vote on the motion to close the school.

7. Public Meeting – Proposed School Closure

Where a Notice of Motion is tabled to consider the closure of a school, the Board shall:

- 7.1 Organize and convene a public meeting for the purpose of discussing the information provided to the parents in the School Closure Proposal;
- 7.2 Post the time and place of the public meeting in five (5) or more conspicuous places in the area or areas of the school or schools affected by the closure for a period of at least fourteen (14) days prior to the date of the public meeting;
- 7.3 Advertise the time and place of the public meeting in a newspaper circulating within the area or areas of the school or schools affected by the closure, on at least two (2) occasions as close as is practicable to the date of the meeting;
- 7.4 Ensure that at least two (2) trustees shall be in attendance at the meeting;
- 7.5 Ensure that minutes of the public meeting are prepared;
- 7.6 Provide an opportunity for the Council of the municipality in which the school is located to provide a statement to the Board of the impact the closure may have on the community; and
- 7.7 Establish a date by which written submissions relating to the proposed school closure will be received for its consideration following the meeting.

8. Board Decision on Proposed School Closure

- 8.1 The Board shall not make a final decision on the proposed school closure until at least three (3) weeks have passed since the date of the public meeting and until at least twelve (12) weeks have passed since the date of the Notice of Motion in section 5.
- 8.2 The Board shall give due consideration to any written submissions related to the proposed school closure that it receives after the public meeting referred to in section 7 of this policy.
- 8.3 The Board shall by resolution decide whether or not to close the school.

- 8.4 If the decision is to close the school, the Division shall forthwith notify the Minister in writing of the decision.
- 8.5 All school closure procedures shall be initiated and completed within the school year in which the decision to close the school is made.

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

Policy 15 – Appendix

SCHOOL RECONFIGURATION

The Division's facility planning processes are designed to ensure the provision of well-maintained and highly utilized school facilities that effectively accommodate student learning needs. A variety of facility planning considerations and student demographics may necessitate the reconfiguration of a school.

Specifically

1. Definition

- 1.1 "Reconfiguration" means the addition or removal of one (1) or more grades to or from another school.

2. Facility Planning Principles

Three principles guide the Division's facility planning processes:

- 2.1 All Division students are to have reasonable access to quality educational programs and services.
- 2.2 School facilities are to be well maintained and highly utilized.
- 2.3 Bus ride times are to be as reasonable as possible.

3. Reconfiguration Factors

One (1) or more of the following consideration factors may lead the Superintendent to submit a School Reconfiguration Proposal to the Board:

- 3.1 Increasing enrolments;
- 3.2 Decreasing enrolments;
- 3.3 Continuing low enrolments in a school or within grades in a school;
- 3.4 Enhancing the effectiveness of program delivery;
- 3.5 Improving school facility utilization;
- 3.6 Improving cost effectiveness;
- 3.7 Threats to health and/or safety.

A proposal for school reconfiguration may also be initiated at the request of the Board.

4. Reconfiguration Proposal

A School Reconfiguration Proposal prepared by the Superintendent shall include the following:

- 4.1 The consideration factors precipitating the proposed school reconfiguration;

- 4.2 How the reconfiguration would affect the attendance area defined for that school;
- 4.3 How the reconfiguration would affect the attendance at other schools;
- 4.4 Information on the Board's long-range capital plan;
- 4.5 The number of students who would need to be relocated as a result of the reconfiguration;
- 4.6 The need for, and extent of, busing;
- 4.7 Program implications for other schools and for the students when they are attending other schools;
- 4.8 The educational and financial impact of reconfiguring the school, including the effect on operational costs and capital implications;
- 4.9 The educational and financial impact if the school were to remain open, or, if the reconfiguration were not to occur;
- 4.10 The capital needs of the schools that may have increased enrolment as a result of the reconfiguration;

5. Notice of Motion – Proposed School Reconfiguration

In the event that the Board decides to proceed with the proposed reconfiguration process following its review of the Superintendent's Reconfiguration Proposal, the matter shall be raised by way of a Notice of Motion made at a regular meeting of the Board.

The Notice of Motion signals the beginning of the Division's public consultation process. No decision with respect to the school reconfiguration will be made until the completion of the procedures outlined in sections 5, 6 and 7 of this policy and at least twelve (12) weeks have passed since the date of this Notice of Motion.

The Notice of Motion shall include:

- 5.1 The school and grades affected by the proposed reconfiguration;
- 5.2 The date upon which the Board plans to vote on the motion to reconfigure the school.

6. Notification of Proposed School Reconfiguration

Where a Notice of Motion is tabled to consider the reconfiguration of a school, the Board shall, in writing, notify the parents of every student enrolled in the school who, in the opinion of the Board, will be significantly affected by the reconfiguration.

This written parental Notification shall provide the following information:

- 6.1 The School Reconfiguration Proposal prepared by the Superintendent pursuant to section 4 of this policy;
- 6.2 The date, time, format and location of the public meeting organized and convened by the Board for the purpose of discussing the information provided to the parents in the School Reconfiguration Proposal;

- 6.3 The date upon which the Board plans to vote on the motion to reconfigure the school.

7. Public Meeting – Proposed Reconfiguration

Where a Notice of Motion is tabled to consider the closure or reconfiguration of a school, the Board shall:

- 7.1 Organize and convene a public meeting for the purpose of discussing the information provided to the parents in the School Reconfiguration Proposal;
- 7.2 Post the time and place of the public meeting in five (5) or more conspicuous places in the area or areas of the school or schools affected by the reconfiguration for a period of at least fourteen (14) days prior to the date of the public meeting;
- 7.3 Advertise the time and place of the public meeting in a newspaper circulating within the area or areas of the school or schools affected by the reconfiguration, on at least two (2) occasions as close as is practicable to the date of the meeting;
- 7.4 Ensure that at least two (2) trustees shall be in attendance at the meeting;
- 7.5 Ensure that minutes of the public meeting are prepared;
- 7.6 Provide an opportunity for the Council of the municipality in which the school is located to provide a statement to the Board of the impact the closure or reconfiguration may have on the community; and
- 7.7 Establish a date by which written submissions relating to the proposed school reconfiguration will be received for its consideration following the meeting.

8. Board Decision on Proposed School Reconfiguration

- 8.1 The Board shall not make a final decision on the proposed school reconfiguration until at least three (3) weeks have passed since the date of the public meeting and until at least twelve (12) weeks have passed since the date of the Notice of Motion in section 5.
- 8.2 The Board shall give due consideration to any written submissions related to the proposed reconfiguration that it receives after the public meeting referred to in section 7 of this policy.
- 8.3 The Board shall by resolution decide whether or not to close or reconfigure the school.

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

Policy 16

RECRUITMENT AND SELECTION OF PERSONNEL

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

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

Specifically

1. The Board, in the case of the Superintendent, or the Superintendent or designate, in all other instances, will assume the sole responsibility for initiating the advertising process and will make every reasonable effort to ensure all current Division employees are made aware of staff vacancies.
2. The Board has the sole authority to recruit and select an individual for the position of Superintendent.
3. The following process will be followed for Associate Superintendent positions:
 - 3.1 The Superintendent shall be responsible for the creation of a shortlist of candidates for these positions.
 - 3.2 The Board and the Superintendent shall constitute the interview team.
 - 3.3 The decision will normally be made by consensus of the interview team. The Superintendent will have the final choice.
 - 3.4 These positions shall have a role description and each person occupying one (1) of the positions shall have a written contract of employment. The Superintendent is delegated full authority to determine contract renewals.
4. The Superintendent is delegated full authority to recruit and select staff for all Division Office positions other than the senior administration level detailed above.
5. The following process will be followed for the appointment of candidates to the position of Principal:
 - 5.1 The Superintendent shall form an advisory committee which will include one (1) trustee.
 - 5.2 The Superintendent will have the final choice.
 - 5.3 The Superintendent is delegated the authority to make all decisions regarding the term and/or continuing appointments of school-based administrators.
6. The Superintendent is delegated full authority to recruit and select staff for all other school-based positions.

7. All offers of employment shall be conditional on the successful applicant providing a criminal record check and an intervention record check that is acceptable to the Superintendent. Additionally, the Superintendent may require documentation certifying that the candidate is medically fit for the position.

Legal Reference: Section 60, 61, 113, 114, 115, 116, 117 School Act
Freedom of Information and Protection of Privacy Act

Policy 17

STUDENT TRANSPORTATION SERVICES

The Board believes in the provision of safe transportation for eligible students from their designated pick up point to their designated school and back.

The Board also believes it is appropriate, when numbers warrant, for the Division to provide “School of Choice” transportation, for students to access programs which are not available at their designated school. However, “School of Choice” transportation, by school bus, is not guaranteed.

Specifically

1. All students requesting transportation services from the Division require authorization from the Superintendent or designate.
2. Under normal circumstances, only authorized passengers will be transported.
3. The Board will provide for the transportation of students who reside 2.4 km or further from their designated school.
4. The Board may provide transportation for students residing less than 2.4 km from their designated school, or choosing to attend a school other than their designated school. Excepting for health and safety reasons, as individually established, these students will be required to pay an annual fee as determined by the Board. The associated transportation fee will be established during the budget process.
5. The boarding allowance and associated revenues provided by Alberta Education will be forwarded to the parent/guardian of the student qualifying for this financial support.
6. Non-resident students not covered by a transportation agreement who have been authorized to access transportation services will be charged a fee which is established during the budget process.
7. A licensed child care facility within the attendance boundary may be designated as a pick up point. Written authorization from the parent must be provided for a student to access the transportation service at this point.
8. Students wishing to attend a “School of Choice” must receive approval from the Principal of the requested school.
9. “School of Choice” transportation fees will be established annually during the budget process.

10. Students will be considered for registration with the Transportation Department after the application form and “School of Choice” transportation fee have been received by the Superintendent or designate.
11. The Superintendent or designate will compile, annually, the data on “School of Choice” transportation requests.
12. Transportation routes will be reviewed annually, and, when numbers warrant, may be adjusted to accommodate “School of Choice” requests if the distance to the “School of Choice” is deemed eligible in the Alberta Education Funding Manual for School Authorities.
13. In some instances, “School of Choice” students may only be accommodated by meeting an existing regular program bus on route in the attendance area of that school.

Legal Reference: Section 13, 45, 51, 52, 53, 60, 61, 113 School Act
Traffic Safety Act
Commercial Vehicle Safety Regulation 121/2009
Student Transportation Regulation 250/98 (Amended 125/2005)
Use of Highway and Rules of the Road Regulation 304/2002
Vehicle Equipment Regulation 122/2009
Funding Manual for School Authorities

Policy 18

ALTERNATIVE PROGRAMS

The Board is committed to providing a range of programs and instructional options to accommodate differing needs and interests of students.

The Board believes that alternative programs, pursuant to the relevant section(s) of the School Act, that emphasize a particular language, culture, religion or subject matter, or that uses a particular teaching philosophy, may be made available where numbers warrant and when financially feasible.

Specifically

1. Parents, an organization of parents, or staff may request that the Board provide an alternative program.
2. The Board may provide an alternative program where numbers warrant, subject to availability of space, and rules established by the Board.
3. Prior to the implementation of an alternative program in any Division school, the Board will consult with the administration, as well as the School Council, of the school where the program may be housed.
4. Where an alternative program is offered within a school, the Board shall maintain the integrity and viability of the regular education program.
5. The Board may restrict enrolment in the alternative program if there is insufficient space in a school, or to maintain the viability and integrity of programs within that school.
6. The Board may designate an alternative program to operate in a separate building or within a school building where a regular program is offered.
7. When an alternative program is established in a school or as a satellite of a Division school, the Superintendent shall determine program operation. The Superintendent may allow the Principal to designate a school administrative position with primary responsibility for the alternative program.
8. Any alternative programs based on religion shall be:
 - 8.1 Of a non-denominational, non-proselytizing, nature.
 - 8.2 Based on a general faith such as Christianity, Judaism or Islam rather than emphasizing or promoting a particular denomination or division of a given faith.

9. All staff employed or assigned to teach or work in the alternative program shall be employees of the Board, and shall:
 - 9.1 Enjoy the same privileges and benefits extended to all other employees through Board policies and existing Collective Agreements.
 - 9.2 Be subject to all the requirements of the School Act and regulations, Board policies and Administrative Procedures.
10. A school providing an alternative program shall only provide courses of study, instructional materials, and education programs prescribed by the Minister or approved by the Board.
11. A school offering an alternative program shall be operated in accordance with the requirements of the School Act, Alberta Education policy and regulations, Board policies and Administrative Procedures.
12. Parents of students wishing to enrol in an alternative program must support the program philosophy and rules established by the Board.
13. The Board may charge parents a fee for the purpose of defraying all or a portion of:
 - 13.1 Any non-instructional costs that may be incurred by the Board in offering the alternative program, and
 - 13.2 Any instructional material costs that are in addition to the costs incurred by the Board in providing its regular program.

Legal Reference: Section 10, 13, 21, 22, 47, 60, 61, 113 School Act

Policy 19

WELCOMING, CARING, RESPECTFUL, SAFE AND HEALTHY LEARNING AND WORKING ENVIRONMENTS

Inclusion and a sense of belonging for all students – those from difficult backgrounds, those with learning challenges, those who excel academically or on the sports field, those of different colour, race, sexual orientation or beliefs, those who are absolutely “average” – stems from creating an environment in which we focus on all the ways in which we have the same right to learn, not on the things that make us different.

The Board is committed to providing a welcoming, caring, respectful, safe and healthy learning and working environment that respects diversity and fosters a sense of belonging. Each student and staff member within the Division has the right to learn and work in schools that promote equality of opportunity, dignity, and respect.

The Board is further obligated to protect all students from harassment, discrimination, and violence during the Division's school-related activities. All those involved with the school, including trustees, employees, students, parents, volunteers, contractors, and visitors must share in the responsibility for eliminating bullying, discrimination, harassment, and violence. The Board prohibits bullying, harassment, discriminatory, and violent behaviours and expects allegations of such behaviours to be investigated in a timely and respectful manner.

One key outcome of our vision for the Division is that all students will possess a strong connection to their schools as welcoming, caring, respectful, safe and healthy places focused on their individualized success.

The Comprehensive School Health approach in the Division focuses on three specific tenets: active living, healthy eating, and positive social environments and acknowledges the causal relationship between the three.

1. Active Living

Students who are physically active are more likely to exhibit on-task behaviour, academic success, and social inclusion. Engagement in physical activities encourages students to make health-enhancing choices and reduces the risk of obesity.

2. Healthy Eating

Nutrition plays a significant role in student growth, developing disease resistance, and physical and mental health. Students who make healthy nutritional choices reduce their risk of obesity and health issues.

3. Positive Social Environment

Students who have a strong sense of self and belonging, and who feel cared for at school, are more likely to achieve greater academic success, have successful and rewarding relationships, and exhibit positive social behaviours and character traits.

Specifically

1. The Board acknowledges its responsibility to ensure welcoming, caring, respectful and safe learning environments for all students. It recognizes the importance of students' emotional, social, intellectual and physical wellness to their success in school and expects students to adhere to the Division Student Code of Conduct and schools' code of conduct.
2. The Board expects all trustees, employees, students, parents, volunteers, contractors, and visitors to embrace and support this policy. This policy covers behaviour not only at all campuses, but also at any school-related functions. This applies whether contact is face-to-face, by phone, fax, e-mail, Internet or Intranet, or by any other means of communication. Threatening, harassing, intimidating, assaulting or bullying, in any way, any person within the school community including aggressive behaviours such as "cyber" hate messaging and websites created in the student's home, in cyber cafes or other settings by any person within the school community is prohibited.
3. The Board encourages reporting to a responsible adult all incidents of threats, bullying, harassment, violence or intimidation, regardless of the identity of the alleged harasser or offender.
4. The Board supports the establishment of student organizations and student-led activities that promote equality and non-discrimination, including but not limited to gay-straight alliances, queer-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.
5. All Division schools and workplaces will:
 - 5.1 Recognize the importance of all students' emotional, social, intellectual and physical wellness to their success at school.
 - 5.2 Establish environments that support, ensure and integrate active living, healthy eating and positive social environments.
 - 5.3 Acknowledge that active living, healthy eating, and emotional well-being play significant roles in every student's overall health.
 - 5.4 Promote lifestyles that support healthy attitudes toward active living, healthy eating, emotional/mental well-being and positive social environments.
6. Active Living – Division schools will:
 - 6.1 Implement Alberta Education's Daily Physical Activity (DPA) initiative.
 - 6.2 Meet the minimum time allocations for quality Physical Education.

- 6.3 Demonstrate the philosophical and curricular shift to outcome-based learning experiences that ensure successful, meaningful engagement in physical activity and encourage lifelong fitness.
 - 6.4 Encourage students to engage in physical activity inside and outside of regular curriculum (e.g. community events, clubs, special events, teams, intramurals, etc.) to support their development as healthy, active learners.
7. Healthy Eating – Division schools will:
- 7.1 Foster knowledge, skills and attitudes that promote healthy eating by:
 - 7.1.1 Promoting nutrition education and create an environment of positive food messages.
 - 7.1.2 Establishing a strong connection between nutrition education and foods available at the school.
 - 7.2 Examine their nutrition practices and provide opportunities, support and encouragement for staff and students to eat healthy foods by:
 - 7.2.1 Creating an environment where healthy foods are available, affordable and promoted as the best choice.
 - 7.2.2 Reviewing options with food suppliers to maximize the nutritional value of the items.
 - 7.2.3 Choosing healthy fundraising options.
 - 7.2.4 Modeling healthy nutritional practices.
 - 7.3 The primary reference for the provision, promotion, sale and distribution of food in school shall be the Alberta Nutrition Guidelines for Children and Youth from which schools shall include foods from the “Choose Most Often” and “Choose Sometimes” categories, and limit foods from the “Choose Least Often” category in accordance with the Canada Food Guide.
8. Positive Social Environments – Division schools and workplaces will:
- 8.1 Actively build relationships within the school, Division and community.
 - 8.2 Support and embed character education programs to support emotional well-being.
 - 8.3 Create learning environments where emotional well-being is role modeled and developed in students.
 - 8.4 Access resources and link with community agencies, partners and support networks to help students develop the skills to be aware of and monitor their emotional well-being.
 - 8.5 Recognize the importance of students’ emotional, social, intellectual and physical wellness to their success in school and expect students to adhere to the Division Code of Conduct and schools’ code of conduct.
 - 8.6 Encourage reporting to a responsible adult all incidents of threats, bullying, harassment, violence, intimidation or discrimination.

Legal Reference: Section 12, 16.1, 18, 20, 24, 25, 45, 45.1, 50, 60, 61, 105, 113 School Act
Alberta Human Rights Act
Occupational Health and Safety Act
Teaching Profession Act
Canadian Charter of Rights and Freedoms
Criminal Code

Amendment: Motion 129/15-16 – March 9, 2016
Motion 100/14-15 – March 11, 2015

Policy 19 – Appendix

STUDENT CODE OF CONDUCT

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

Students are expected to learn, practice and develop such personal and interpersonal character traits and to contribute to the development of welcoming, caring, respectful, safe and healthy learning environments. Students are further expected to respect diversity and refrain from demonstrating any form of discrimination as set out in the Alberta Human Rights Act, including gender identity and gender expression. Students are to foster a sense of belonging amongst all students.

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

Specifically

1. In displaying acceptable behaviour, students are expected to:
 - 1.1 Use their abilities and talents to gain maximum learning benefits from their school experiences;
 - 1.2 Contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living;
 - 1.3 Co-operate fully with everyone authorized by the Board to provide education programs and other services;
 - 1.4 Comply with all applicable federal, provincial and municipal laws, and the rules of the Division and school;
 - 1.5 Account to their teachers for their conduct;
 - 1.6 Attend school regularly and punctually;
 - 1.7 Use non-violent means to resolve conflict;
 - 1.8 Treat all other students and staff with dignity, respect and fairness at all times;
 - 1.9 Contribute to a learning environment that is free from physical, emotional, and social abuse;
 - 1.10 Take appropriate measures to help those in need; and
 - 1.11 Demonstrate honesty and integrity.

2. Students are accountable for demonstrating respect for:
 - 2.1 Authority;
 - 2.2 Others and their property;
 - 2.3 School property, equipment and textbooks; and
 - 2.4 Differences in ethnicity, race, religion, gender and sexual orientation.
3. Students are prohibited from engaging in unacceptable behaviour, whether it occurs within the school building, during the school day or by electronic means.

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

- 3.1 use, possession of, sale, distribution of or active contact with, a weapon on a student's person, in a student's locker or desk, on Board property, or in a vehicle on Board property used by a student or occupied by a student as a passenger;
- 3.2 threats;
- 3.3 conduct which endangers others;
- 3.4 encouraging conduct which endangers or may endanger others;
- 3.5 encouraging unacceptable conduct;
- 3.6 use or display of improper, obscene or abusive language;
- 3.7 distribution or display of offensive messages or pictures;
- 3.8 theft, including identity theft;
- 3.9 assault;
- 3.10 willful damage to school or others' property;
- 3.11 use, possession of, distribution of, or active contact with, or collection of money for illicit drugs, alcohol, or inhalants in school, on Board property or in the context of any school-related activity;
- 3.12 attending school or any school-related activity under the influence of illicit drugs, alcohol or inhalants;
- 3.13 personal or sexual harassment;
- 3.14 hazing, initiation activities; the formation or the operation of sororities, fraternities, gangs and secret organizations;
- 3.15 extortion;
- 3.16 disruptive behaviour, willful disobedience or defiance of authority;
- 3.17 interfering with the orderly conduct of classes or the school;
- 3.18 tampering with fire alarms and safety equipment;
- 3.19 criminal activity;
- 3.20 contravention of the school's code of conduct;

- 3.21 workplace violence;
 - 3.22 bullying, including cyber-bullying; and
 - 3.23 inappropriate information technology use.
4. Unacceptable student behaviour:
- 4.1 may be grounds for disciplinary action; and
 - 4.2 provides an opportunity for critical learning in the areas of:
 - 4.2.1 personal accountability and responsibility;
 - 4.2.2 the development of empathy;
 - 4.2.3 conflict resolution;
 - 4.2.4 communication; and
 - 4.2.5 social skills development.
5. When responding to unacceptable student behaviour, the following are to be considered:
- 5.1 the effect of the student's behaviour upon other students, the staff, the school, and the community;
 - 5.2 the nature of the action or incident that calls for disciplinary or alternative measures;
 - 5.3 the student's previous conduct and previous interventions;
 - 5.4 the student's age, maturity and abilities;
 - 5.5 the impact of proposed action on the student's future behaviour;
 - 5.6 the student's learning needs; and
 - 5.7 any other information considered appropriate or relevant.
6. The consequences of unacceptable behaviour may be:
- 6.1 assignment of a student whose behaviour is unacceptable, disruptive or destructive to an alternate supervised location;
 - 6.2 short term removal of privileges;
 - 6.3 detention;
 - 6.4 use of reasonable force as required by way of correction to restrain a student from carrying out a violent or destructive act that could harm the student or others;
 - 6.5 alternative interventions such as community conferencing or other forms of restorative justice;
 - 6.6 corrective student transfer;
 - 6.7 suspension; and
 - 6.8 recommendation for expulsion.

7. Students will contribute, to the greatest extent possible, to a learning environment that is well-ordered, peaceful, safe, non-threatening, and conducive to learning and optimal growth.

Legal Reference: Section 8, 31, 33, 35, 35.1, 36, 37, 41, 51, 52, 53, 222 Education Act
Alberta Human Rights Act
Canadian Charter of Rights and Freedoms
Criminal Code

Approved: Motion 129/15-16 – March 9, 2016