



Board Policy Handbook

Fort McMurray Public School District No. 2833

Adopted: September 2016

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 District;
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 policy-making and school closures; 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 Administrative Procedures Manual must be entirely consistent with this Board Policy Handbook.

The development of two separate and distinct documents is meant to reinforce the distinction in this District 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

DISTRICT FOUNDATIONAL STATEMENTS

Vision Statement

Inspire and engage students for life-long learning.

Mission Statement

The Fort McMurray Public School District is a learning community dedicated to educating all students for personal excellence.

Motto

Doing What's Best For Kids

Belief Statements

1. We believe in achieving high standards for all students
2. We believe parents are partners in student learning
3. We believe in safe and caring educational environments
4. We believe in developing responsible and productive citizens
5. We believe in the development of lifelong learners.
6. We believe in inclusive education
7. We believe in being accountable for results for student achievement
8. We believe in continuous improvement of the professional expertise and competence of our staff.

District Logo

The Board believes that a standard logo is important for corporate identification and to show unity within the District.

The Fort McMurray Public School District logo, which includes the operational name, shall be used for corporate identification and promotional purposes.



The design is to be reminiscent of a blackboard and a computer screen, tools of education past and present. The apple is a traditional symbol of a happy relationship that exists among teachers, children and families. The background colour green symbolizes growth in the educational development of the children fostered by the public education system.

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 2

ROLE OF THE BOARD

As the corporate entity established by provincial legislation and given authority by the School Act and attendant Regulations and the corporate body elected by the electors that support Fort McMurray Public School District No. 2833, the Board of Trustees shall provide overall direction and leadership to the District. It is accountable for the provision of appropriate educational programs and services to resident students of the District to enable their success, in keeping with the requirements of government legislation and the values of the electorate.

The Board is therefore charged with the responsibility of providing an education system that is organized and operated in the best interests of the students it serves. It exercises this responsibility through setting of clear strategic direction and the wise use of resources.

Specific Areas of Responsibility

1. Accountability for Student Learning
 - 1.1 Provide overall direction for the District by establishing vision, mission 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 Initiate school and program reviews as necessary to monitor the achievement of outcomes.
 - 1.5 Monitor the effectiveness of the District in achieving established priorities, desired results and key performance indicators.
 - 1.6 Annually approve the “rolling” Three-Year Education Plan/Annual Education Results Report for submission to Alberta Education and for distribution to the public.
2. Community Assurance
 - 2.1 Make informed decisions that consider community values and represent the interests of the entire District.
 - 2.2 Inform the community about District programs, needs and desires.
 - 2.3 Establish processes and provide opportunities for community engagement.
 - 2.4 Report District outcomes to the community at least annually.
 - 2.5 Meet at least twice yearly with the Council of School Council Chairs.
 - 2.6 Develop appeal procedures and hold hearings as required by statute and/or Board policy.

- 2.7 Model a culture of respect and integrity.
- 2.8 Maintain transparency in all fiduciary aspects.
- 3. Accountability to Provincial Government
 - 3.1 Act in accordance with all statutory requirements to implement provincial standards and policies.
 - 3.2 Perform Board functions required by governing legislation and existing Board policy.
- 4. Fiscal Accountability
 - 4.1 Approve budget assumptions/principles and establish priorities at the outset of the budget process.
 - 4.2 Approve the annual budget and allocation of resources to achieve desired results.
 - 4.3 Approve annual fees for instructional resources, transportation and tuition.
 - 4.4 Approve expense reimbursement rates.
 - 4.5 Approve substantive budget adjustments when necessary.
 - 4.6 Monitor the fiscal management of the District through receipt of at minimum thrice yearly variance analyses and year-end projections.
 - 4.7 Receive the Audit Report and management letter and ensure recommendations approved by the Board are implemented in a timely manner.
 - 4.8 Approve annually the Three-Year Capital Plan for submission to Alberta Education.
 - 4.9 Approve borrowing for capital expenditures within provincial restrictions.
 - 4.10 Set the parameters for negotiations after soliciting advice from the Superintendent and others.
 - 4.11 At its discretion, ratify Memoranda of Agreement with bargaining units.
 - 4.12 Approve annually signing authorities for the District.
 - 4.13 Approve transfer of funds to/from reserves.
 - 4.14 Annually approve investment parameters.
 - 4.15 Ensure programs and services are identified for review to test the relevancy, effectiveness and efficiency of the programs against desired outcomes.
- 5. Board/Superintendent Relations (“First Team”)
 - 5.1 Select the Superintendent subject to Ministerial approval.
 - 5.2 Provide the Superintendent with clear corporate direction.
 - 5.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the School Act.
 - 5.4 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.

- 5.5 Demonstrate respect, integrity and support, which is then conveyed to the staff and the community.
- 5.6 Annually evaluate the Superintendent, in accordance with a pre-established performance appraisal mechanism.
- 5.7 Approve the Superintendent's contract and any amendments thereto.
- 5.8 Annually review compensation of the Superintendent.
- 6. Board Development
 - 6.1 Develop a plan for governance excellence in fiduciary, strategic and generative engagement modes.
 - 6.2 Encourage individual trustees to participate in conferences and other activities to further develop Board and trustee effectiveness.
 - 6.3 Annually evaluate Board effectiveness in meeting performance indicators and determine a positive path forward.
- 7. Policy
 - 7.1 Identify how the Board is to function.
 - 7.2 Establish policies.
 - 7.3 Monitor policy currency and relevancy.
- 8. Political Advocacy
 - 8.1 Act strategically as an advocate for public education and the District.
 - 8.2 Participate in local, provincial and national advocacy processes.
 - 8.3 Reinforce local, provincial and national positions with media and members of the regional council, legislature and parliament.
 - 8.4 Identify issues for advocacy on an ongoing basis.
 - 8.5 Annually develop a plan for advocacy including focus, key messages, relationships and mechanisms.
 - 8.6 Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials.
 - 8.7 Arrange meetings with elected provincial and federal government officials to communicate and garner support for education.

Selected Responsibilities

The Board shall:

1. Approve of disposition of land and buildings; ensure titles to or enforceable long-term interests in land are in place prior to capital project construction.
2. Approve school entrance age for Kindergarten and Grade 1
3. Approve school attendance areas.
4. Approve alternate programs
5. Name schools and other District-owned facilities.
6. Approve the appointment of architects.
7. Approve building construction contracts in excess of \$200,000.
8. Approve the District school-year calendar(s).
9. Provide for recognition of students, staff and community.
10. Make a recommendation to the Minister for dissolution of a School Council.
11. Approve joint-use agreements.
12. Approve locally developed courses.
13. Hear unresolved complaints of discrimination or harassment.
14. Approve all international field trips.

Legal Reference: Section 45, 56, 60, 61, 62, 63, 78, 113, 147 School Act
Section 16 Government Accountability Act
Local Authorities Election Act
Results Based Budgeting Act
Borrowing Regulation
Disposition of Property Regulation
Investment Regulation
School Fees Regulation
Early Childhood Services Regulation

Policy 2 – Appendix A

BOARD ANNUAL WORK PLAN

August

Regular Board Meeting Agenda Items (if scheduled)

- Approval of Board Chair Expenses

September

- Submit ASBA Awards Nominations (September Deadlines)
- Review Staffing Report
- Review Enrolments Report
- Review Progress Regarding Board Evaluation Positive Path Forward Actions
- Partners in Education Appreciation Dinner
- Approval Board Chair Expenses

October

- September 30 Enrolment Report
- Class Size Reports
- Prepare for ASBA/PSBAA Fall General Meetings
- Review Student Accountability Report Including Results of EYE/PAT's and DIP's/CAT4/SLAs
- Approval Board Chair Expenses
- Fall AGM for PSBA Review of Motions
- Review the HR Accountability Report

November

- Receive Post High School Report
- Receive Auditors Report
- Review Fall AGM ASBA Proposed Motions
- Review Accountability Pillar Report and Surveys
- Approve Annual Education Results Report (AERR) - Approve Key Results and Priorities
- Approval of Audited Financial Statement
- Discuss Trustee Development
- Approval Board Chair Expenses

- Schedule Board/Admin Planning Session and Set Agenda

December

- Review School Growth Plans
- Approval Board Chair Expenses

January

- Review Thrice Annual Financial
- Approve Strategic Planning Process
- Approval Board Chair Expenses
- Appoint District Auditor and Approve Terms of Engagement

February

- Set Negotiations Strategies if applicable
- Approval Board Chair Expenses
- Approve Budget Assumptions

March

- Approval Board Chair Expenses
- Review Trustee Remuneration
- Review and Approval of District Calendar
- Approve Edwin Parr Teacher Recommendation
- Review Thrice Annual Financial
- Review and approve Capital and Facilities Plan

April

- Negotiations Begin, if applicable
- Approval Board Chair Expenses

May

- Conduct Superintendent of Schools Evaluation
- Conduct Facilitated Board Self Evaluation
- Preliminary Budget Approval and Transfer of Reserves
- Approval of Yearly Advocacy Plan
- Approval of Annual Board Development Plan

- Approval Board Chair Expenses
- Select Art 30 Award Recipient

June

- Organizational meeting.
- Approve Superintendent Evaluation Report
- Approve Facilitated Board Self-Evaluation report
- Review Thrice Annual Financial Report
- Review and Approve Management Compensation Committee Recommendation
- Review and Approve Chief Deputy Superintendent, and Associate Superintendents Compensation
- Review Spring AGM ABSA and PSBAA proposed motions
- Review Board Work Plan for 2016 - 2017 year
- Approval Board Chair Expenses

Selected

- ASBA Zone, PSBC meetings
- Policy Review
- Hearings as Needed
- Approve Locally Developed Courses

Legal Reference: Section 45, 56, 60, 61, 62, 63, 78, 113, 147 School Act
 Section 16 Government Accountability Act
 Local Authorities Election Act
 Results Based Budgeting Act
 Borrowing Regulation
 Disposition of Property Regulation
 Investment Regulation
 School Fees Regulation
 Early Childhood Services Regulation

Facilitated Board Self-Evaluation Process
Fort McMurray Public Schools

PROCESS

The annual externally facilitated Board self-evaluation process shall be completed subsequent to the Superintendent evaluation process described in the appendix to Policy 12 and entitled, *Superintendent/CEO Evaluation Process, Criteria and Timelines*. The two evaluation processes are complementary in nature.

PURPOSE

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

1. How well have we fulfilled each of our defined roles as outlined in Policy 2 during the evaluation period?
2. How do we perceive our interpersonal working relationships?
3. How well do we receive input and how well do we communicate with those we represent?
4. How well have we adhered to our annual Board work plan as defined in Policy 2 Appendix A?
5. How well do we perceive we are performing as a corporate entity in terms of fiduciary, strategic, generative and ethical governance?
6. How would we rate our Board-Superintendent relations?
7. How well have we adhered to our governance policies?
8. What have we accomplished this past year? How do we know?
9. Determine Board goal(s) for the coming year

The answers to these questions provide the data for the development of a positive path forward.

EVALUATION PRINCIPLES

The following principles form the basis for the Board self-evaluation process.

1. A learning organization is focused on the improvement of practice.
2. A commitment to continuous improvement is a sign of organizational health.
3. An effective evaluation process provides for growth and accountability.
4. The annual Board evaluation process shall model the Board's commitment to principles 1-3.
5. A pre-determined process for evaluation strengthens the governance function, builds credibility for the Board and fosters a positive Board-Superintendent relationship.
6. An evidence-based approach provides objectivity to supplement the subjectivity involved in evaluation processes.

CONTEXT

The Board is a corporate entity created by provincial legislation and given authority by the School Act and the attendant Regulations. It is comprised of trustees elected in accordance with the Local Authorities Election Act. The Board exercises its authority through a democratic process. As governors of a Public school district, the Board has a dual role; the Board is accountable to the Minister of Education through the School Act and to its electorate.

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

FACILITATED BOARD SELF-EVALUATION COMPONENTS

Part 1: The Act provides the Board with significant authority including the authority to delegate. The Board must decide the authority it wishes to delegate and the authority to be retained. The Board is the only body in the district which can hold the Board accountable for performing its legally defined role.

With reference to Policy 2 Role of the Board, Policy 2 Appendix A, Annual Board Work Plan and the minutes from Regular and Special meetings held during the evaluation period trustees will assess the corporate Board's effectiveness relative to each role area. The objective is to identify areas of strength on which to build and specific changes the corporate Board is committed to make during the next evaluation period.

Evaluation Tool: Collect, collate and analyze Trustee responses to a Role of the Board questionnaire.

Part 2: The Board functions as a corporate entity. Individual trustees have only the authority granted them by the corporate Board. Therefore the interpersonal working relationships between and among Trustees is vital to the effective functioning of the Board.

Evaluation Tool: Collect, collate and analyze Trustee responses to a Board Interpersonal Working Relationships questionnaire.

Part 3: The Board is elected for a four year term. One key role is to represent the rate payers of Public education within the boundaries of the district and effectively communicate to the electorate between elections in a manner which creates assurance and builds confidence.

Evaluation Tool: Collect, collate and analyze Trustee responses to a Communications/Representation questionnaire.

Part 4: Adherence to the Board Annual Work Plan ensures the Board's role as defined in Policy 2 is carried out in practice.

Evaluation Tool: Review the Annual Work Plan and Board meeting minutes. Such a review will result in a commitment to change practice of the work plan if there are discrepancies between the two. Adjustments to the Work Plan will take place throughout the year as required.

Part 5: Boards have fiduciary, strategic and generative governance roles. All must be performed in an ethical manner.

Evaluation Tool: Collect, collate and analyze Trustee responses to a Readiness for Governance questionnaire.

Part 6: With reference to the functioning of the First Team during the evaluation period Trustees will assess Board/Superintendent Relationships. In other words, Is the Board effectively performing its role to make the First Team effective?

Evaluation Tool: Collect, collate and analyze Trustee responses to a Board/Superintendent questionnaire.

Part 7: The Board's Policy role is critical to provide direction for the district, to delegate to and hold staff accountable through the office of the Superintendent, and to promote and protect Public education. Regular review of Board policies is required to ensure the currency and effectiveness of such policies.

Evaluation Tool: Examine the schedule of policy review to ensure the entire Board Policy Handbook is subjected to review and revision at least once per term, identify any lack of alignment of practice with policy (e.g. from review of minutes) and make revisions as required in policy or practice as deemed appropriate.

Part 8: Reviewing Board actions at least annually to determine perceived corporate Strengths, Weaknesses, Opportunities and Threats (SWOT) can assist in defining a positive path forward and avoid repetition of less effective functioning.

Evaluation Tool: Conduct a SWOT analysis in light of Board minutes and direct Board observations.

Part 9: Board approves of the directions to be taken during the next evaluation period to strengthen Board functioning including setting of Board goal(s).

Part 10: Board assesses success or lack thereof addressing the positive path forward approved as a result of the last evaluation and includes any required actions in the current Positive Path Forward.

Part 11: Board reviews the process tools and process structure and identifies any changes desired for the next evaluation period.

Part 12: Board approves the Positive Path Forward (PPF) in a Public Board Meeting.

Note in subsequent years the evaluation process will commence with an accountability review of the previous year's PPF to ensure actions were taken as required and desired results achieved.

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 District. Individual trustees do not have the authority to direct the District's administration and staff.

Specific Responsibilities of Individual Trustees

1. Become familiar with District policies and procedures, meeting agendas and reports in order to participate in Board business.
2. Recognize his/her fiduciary responsibility to the District and act in the best interests of the District understanding that District 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 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 District. 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 District.
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 District 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 District.
15. Attend School Council meetings as a Board representative upon invitation, when possible.
16. Attend joint Networks/Administrators meetings.
17. Attend, when possible, District functions/events.
18. Attend when possible 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 District 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 District 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 District;
 - 2.4 Existing District initiatives, annual reports, budgets, financial statements and long-range plans;
 - 2.5 District 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 Board Orientation Committee and Superintendent are responsible for ensuring the development and implementation of the District'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.
 - 4. Support will be provided within the Board governance budget for trustees attending provincial association sponsored orientation seminars.
 - 5. Incumbent trustees are encouraged to help newly elected trustees become informed about history, functions, policies, procedures and issues.

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

Policy 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 dignity and affirms the 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 that may arise during debate.
3. Trustees shall reflect the Board's policies and resolutions when communicating with the public.
4. Trustees shall respect issues of a sensitive or confidential nature. Trustees shall keep confidential any personal, privileged or confidential information obtained in his or her capacity as a trustee and not disclose the information except when authorized by law or by the board to do so.
5. 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 District's services.
6. Trustees shall represent the Board responsibly in all Board-related matters with proper decorum and respect for others.
7. Trustees shall disclose the nature of any pecuniary interest, and abstain and absent themselves from discussion or voting on the matter in question.
8. Trustees shall not use their influence to obtain employment within the District for family members or friends.
9. 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

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 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 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 or 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 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, 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, for a time not to exceed the trustee's term as trustee.
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: Sections 60, 61, 68, 72, 80, 81, 82, 83, 84, 85, 86, 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 District 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 District.
7. Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect the District.
8. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events.
9. Convey directly to the Superintendent such concerns as are related to him/her by trustees, parents or students that may affect the administration of the District.
10. Provide counsel to the Superintendent.
11. Review and approve the Superintendent's vacation entitlement, leaves, sick leave and expenditure claims.
12. With the exception of the Board Chair's own expenses and the selected Trustee to sign the Board Chair's expenses, review and approve Trustee expenditure claims, in accordance with Board approved rates.
13. Make recommendations to the Board regarding deductions to trustee remuneration relative to unauthorized trustee absences.
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 District 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.

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 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 serve as Chair of Board Committee of the Whole meetings.
5. The Vice-Chair may be assigned other duties and responsibilities by the Board Chair.

Legal Reference: Section 60, 61, 65 School Act

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 District, 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, and students can enhance the public interest.

1. Elections

The McMurray School District 2833 was formed Sept 25, 1912. From 1961-1969 the District was amalgamated under the Northland School Division. Fort McMurray Public School District #2833 was formed May 22, 1969 when approval was received to become independent of the Northlands School Division. The approval further indicated there were to be a Board comprised of five trustees. All trustees are elected at large.

The provisions of the Local Authorities Election Act respecting the election of trustees shall apply to every election.

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.

The Organizational Meeting during a non-election year will be held in the month of June.

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 Establish a schedule (date, time and place) for regular meetings.
 - 2.5.3 Create such standing or ad hoc committees of the Board as deemed appropriate; and appoint members;
 - 2.5.4 Appoint Board representation on the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate;
 - 2.5.5 Review trustee conflict of interest stipulations and determine any disclosure of information requirements; and
 - 2.5.6 Address other organizational items as required.

3. Regular Meetings

Regular Board meeting dates and times shall be as established at the beginning of, or prior to, each new school year. The Board may by resolution, alter the schedule and/or meeting location in such a manner as it deems appropriate and give notice of change.

- 3.1 All meetings will ordinarily be held at the District office located at 231 Hardin Street. Time, date and location shall be posted on the District website.
- 3.2 Notwithstanding the schedule established at the Organizational Meeting, 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 a deduction in remuneration and/or 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 consisting of the Board Chair, Vice Chair, and Superintendent is responsible for preparing an agenda for Board meetings. The Committee will first review the Annual Board Work Plan to ensure items that are scheduled are ready to be placed on the agenda. At times external factors such as changes in budget deadlines set by the Alberta Education for example may preclude an item in the Work Plan from being considered at the time indicated in the Plan. All work Plan items shall be placed on a Board agenda at some point during the year.

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 In-Camera Agenda (including any proposed additions or deletions)
- 6.1.4 Motion to go In-Camera
- 6.1.5 Motion to conclude In-Camera
- 6.1.6 Recess
- 6.1.7 Call to Order
- 6.1.8 Additions to Agenda
- 6.1.9 Approval of Agenda
- 6.1.10 Declaration of Conflict
- 6.1.11 Approval of Minutes
- 6.1.12 Business Arising From Minutes
- 6.1.13 ASBA, PSBAA Reports
- 6.1.14 Board Action Items
- 6.1.15 Review and approval of Regular Agenda
- 6.1.16 Recess
- 6.1.17 O Canada
- 6.1.18 Question period
- 6.1.19 Spotlight on Education & School/Student/Staff Recognition
- 6.1.20 District Program Initiative Highlights
- 6.1.21 Community Partners
- 6.1.22 Approval Board Chair Expenses

- 6.1.23 Trustee Reports
- 6.1.24 Superintendent Report (including delegated administrative reports)
- 6.1.25 Information and Correspondence
- 6.1.26 Business Arising from Presentations & Delegations at Previous Meetings
- 6.1.27 Other Business
- 6.1.28 Requests for Information
- 6.1.29 Future Agenda Items
- 6.1.30 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 from the Superintendent shall normally be included for all action items.

6.3 In addition to the items included by the Agenda Planning Committee, 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 four (4) calendar days prior to the Board meeting. Subsequently, information may be provided at the meeting; and further, the Superintendent or trustee submitting the item 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 District website and be available in the District 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 the chair;
 - 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 and an index by resolution based on subject.
- 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 is responsible to 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.

A trustee may present a notice of motion for consideration at the next regular meeting of the Board or may specify another meeting date. A Trustee may also provide the Superintendent with a written notice of motion and ask that it be placed on the agenda of the next regular meeting and read at the meeting. The Trustee need not be present during the reading of the motion.

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 Separation of Question

When the question under consideration contains distinct propositions, the vote of each proposition shall be taken separately, should any trustee so request.

8.4 Speaking to the Motion

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

The 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.

8.5 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.

8.6 Required Votes

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

shall be decided by a majority of the votes of those trustees present. A simple majority of a quorum of the Board will decide in favour of the question. In the case of an equality of votes, the question is defeated. A vote on a question shall be taken by open vote, expressed by show of hands, except votes to elect the Board Chair or Vice-Chair which are by secret ballot unless there is unanimous agreement among the Trustees to use a show of hands. When any order resolution or question cannot be put to the Board due to a loss of quorum, the resolution or question shall be dealt with at the next meeting of the Board.

8.7 Debate

In all debate, any matter of procedure in dispute shall be settled, if possible, by reference to in order of priority, the School Act, Board Policy and then 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 consider requests from delegations for a meeting with the Board. If a request is accepted, they will determine the most appropriate meeting date and time for the delegation to meet with the Board. A delegation will usually be allotted fifteen (15) minutes for its presentation. The Board Chair is authorized to restrict the length of any delegations presentation at the Chair's discretion.
 - 9.2.1 In an emergent situation these actions may be undertaken by the Superintendent and/or the Board Chair.
- 9.3 The delegation shall appoint not more than two (2) persons to speak on their behalf at the meeting and respond to questions from the Board. Names and positions of participants shall be provided to the Board.
- 9.4 The Chair shall outline the process and any limitations upon the subject matter that may properly be presented by the delegation to the Board.
- 9.5 Delegations shall be given a copy of the relevant sections of Policy 7 prior to its presentation.
- 9.6 During the time of a presentation trustees may ask questions but will not express judgments concerning issue(s) raised. Normally Trustees will refrain from asking questions or making comments until the delegation has completed their presentation. At that time, the Chair shall allow for a maximum of fifteen minutes for Trustee questions or clarification from the delegation.

- 9.7 Following a presentation to the Board, any discussions held will be in accordance with Board approved rules of order and the Board Chair shall ensure the delegation maintains appropriate decorum during the meeting with the Board
- 9.8 Any decision or other significant follow-up communication will be transmitted in writing by the Board/designate to the designated spokesperson.
- 9.9 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.

10. Question Period

The Board shall provide an opportunity for those present at any regular public meeting of the Board to ask questions of the Board in a session called Question Period will occur in accordance with the following procedures:

- 10.1 Questions must be submitted to the Board Recording Secretary prior to the Call to Order.
- 10.2 Questions concerning issues of a confidential nature will not be entertained. The Board Chair will determine what is/is not confidential.
- 10.3 The Board Chair will determine the appropriateness of the question and will not permit derogatory comments or remarks of a personal nature.
- 10.4 Complaints about District staff are to be directed to the appropriate supervisor or administrator.
- 10.5 To maintain order and organization at Board meetings, the Board will address only those questions that have been submitted in writing on the form provided.
- 10.6 Time for questions and responses will be limited to a maximum of fifteen minutes at each Board meeting.
- 10.7 Questions which cannot be dealt with directly at a meeting will be referred and a response given to the individual submitting the question, either by phone or in writing, within two weeks of the Board meeting.

11. Audio/Video Recording Devices

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

12. Trustee Compensation

The Board believes every Trustee must be compensated for the time spent and expense incurred in the performance of their Trusteeship.

The Board believes knowledgeable and skilled Board members can best discharge their obligations to the electorate and the Board.

The Board encourages Trustees to improve their knowledge and understanding of educational matters through attendance at appropriate professional development activities.

The Board requires Trustees to exercise wise judgement in the use of District resources.

- 12.1 Compensation rates will be established effective March 1 of each year, but may be adjusted at other times by Board motion. As of March 1, 2016 the monthly

- honorarium for Chair is \$2024.25, for Vice Chair \$1968.67, and other Trustees \$1,913.08.
- 12.2 Trustees who are assigned meetings by the Board that regularly take them out of the community; over and above meetings all Trustees are invited it, will be compensated an additional \$60 dollars per day of meeting.
 - 12.3 Each trustee shall be eligible to receive a “monthly” honourarium to reflect the time spent on Trusteeship. One-third of that shall represent an expense allowance as per Canada Revenue Agency, Municipal Officer Expense Allowance.
 - 12.4 Increases to the monthly honorarium established in the Trustee budget will be automatically adjusted based on the previous two year average of the *Alberta Average Weekly Earning Index*.
 - 12.5 Sixty (\$60.00) dollars per day absent will be deducted from the monthly honourarium of a Trustee for each failure to attend a duly constituted Board meeting (organizational, regular or special) except by special arrangements and approval of the Board. The Board Chair or designate will give direction to the recording secretary when approving minutes of each meeting.
 - 12.6 Expenses will be reimbursed to Trustees for attendance at conferences and conventions outside Fort McMurray.
 - 12.6.1 Travel within Alberta – Trustees, as agreed on by the Board, may attend conferences, conventions, or meetings to conduct Board business and may claim reasonable expenses.
 - 12.6.2 Travel outside Alberta – Trustees, as agreed on by the Board, may attend relevant conferences, conventions, or meetings to conduct Board business and may claim reasonable expenses.
 - 12.6.3 Reimbursement
 - 12.6.3.1 Registration fees, subsistence, and accommodation costs shall be reimbursed upon presentation of the relevant expense claim form and receipts for the expenses.
 - 12.6.3.2 For travel outside Fort McMurray by means of personal vehicles, Trustees shall be reimbursed at the rate established by the District from time to time.
 - 12.6.3.3 For travel outside Fort McMurray by aircraft, Trustees shall be reimbursed at airfare cost plus additional cost for vehicle rental or other ground transportation costs.
 - 12.6.3.4 For travel outside Fort McMurray, Trustees are allowed one call home per day (of a reasonable nature) and dry cleaning costs if required after four (4) days of travel.
 - 12.7 All reimbursements of expenses of Trustees and Vice Chair other than the Board Chair, and the Trustee selected to approve the Chair’s expenses shall be subject to the submission of an expense claim form signed by the Board Chair. The Board Chair’s expense claim shall be signed by the Trustee selected by the Board. The Vice Chair shall sign the selected Trustee’s expenses and all claims will be submitted, with receipts, to the Associate Superintendent, Business and Finance. Travel, accommodation, meals, incidentals, hospitality and professional membership claims shall be posted on the District website for Trustees the month following processing.
 - 12.8 Upon request Trustees will be issued a District Credit Card to facilitate travel.

12.9 Trustees will be provided with a personal computing device.

13. Trustee Conflict of Interest

The trustee is directly responsible to the electorate of the District 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 directed to act in a manner which will enhance the trust accorded the trustee, and through the trustee, the trust accorded to the Board.

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

13.1 The trustee is expected to be conversant with the relevant sections (80 to 91) of the School Act regarding conflict of interest.

13.2 The trustee is responsible for declaring him/herself to be in possible conflict of interest.

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

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

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

13.4 The recording secretary will record in the minutes:

13.4.1 The trustee's declaration;

13.4.2 The trustee's abstention from the debate and the vote; and

13.4.3 That the trustee left the room in which the meeting was held.

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)
Board Procedures Regulation
Petitions and Public Notices Regulation

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. As much as possible, the Board's business of governance will be conducted by the full Board of Trustees. The Board may establish committees of the Board when necessary to assist it with governance functions, however, committees and the appointment of members to each committee shall be done at least annually at the Organizational Meeting. Committees of the Board shall never interfere with delegation of authority from the Board to the Superintendent.

General Requirements

1. The Board may appoint Standing Committees and Ad Hoc Committees and shall prescribe their terms of reference, including purpose, powers and duties, membership and meetings.
2. The committee shall have no authority to spend or commit any resources of the school district other than those specifically identified in the terms of reference.
3. Committees shall hold meetings in private where legislation and Board Policy provide for same.
4. The Board Chair shall act as an ex-officio non-voting member of all committees appointed by the Board.
5. A committee of the Board may not speak or act for the Board except when formally given such authority for specific and time-limited purposes. Such authority will be carefully stated in order not to conflict with authority delegated to the Superintendent.
6. A committee of the Board shall not be created by the Board to advise the Superintendent.
7. A committee of the Board cannot exercise authority over staff.
8. Committees of the Board will normally provide alternatives, and the implications of those alternatives, for the Board's consideration. The Committee chair, unless directed otherwise, shall prepare and submit a report to the Board. Such reports shall be included in the agenda package.
9. Membership on a committee shall not be a quorum of the Board with the exception of the Committee of the Whole.
10. The Superintendent may appoint resource personnel to work with committees and shall determine the roles responsibilities and reporting requirements of the resource personnel.

Standing Committees

Standing committees are established to assist the Board with work of an ongoing or recurring nature. Standing committees are usually appointed annually at the Organizational Meeting.

1. Negotiations Committee

1.1. Purpose

- 1.1.1. To represent the Board and ensure the Board mandates for negotiations is accurately represented during the negotiations process.

1.2. Powers and Duties

- 1.2.1. Keep the Board of trustees informed regarding negotiations and the implementation of the Board's negotiating mandate.
- 1.2.2. Observe negotiations activities and represent the Board in caucus meetings.
- 1.2.3. Conduct necessary reviews to provide the Board with advice and recommendations respecting proposed changes to collective agreements.
- 1.2.4. Conduct negotiations activities within the negotiations mandate provided by the Board including conclusion of memoranda of agreement.
- 1.2.5. The Committee shall make recommendations to the Board regarding approval of negotiated memoranda of agreement. The Board retains all decision making authority relative to such approval.

1.3. Meetings

- 1.3.1 The Committee shall meet at the request of the Committee Chair. The agenda for each meeting shall be determined by the Committee Chair in accordance with the terms of reference of the Committee, The chair shall endeavor to provide agendas and supporting materials to committee members one week in advance of the meeting.

1.4. Membership

- 1.4.1 Two trustees, one selected as Chair by the Board.

2. Management Compensation Committee

2.1. Purpose

- 2.1.1. Make recommendations to the Board regarding Superintendent Compensation and Chief Deputy Superintendent and Associates.

2.2. Powers and Duties

- 2.2.1. Conduct necessary reviews to provide the Board with advice and recommendations respecting Superintendent and Chief Deputy Superintendent and Associates.
- 2.2.2. The Committee shall make recommendations to the Board regarding approval of annual compensation adjustments for the Superintendent and Chief Deputy Superintendent and Associates.

2.3. Meetings

- 2.3.1. The Committee shall meet at the request of the Committee Chair but no less than twice per year. The agenda for each meeting shall be determined by the Committee Chair in accordance with the terms of reference of the Committee, The chair shall endeavor to provide agendas and supporting materials to committee members one week in advance of the meeting.
 - 2.4. Membership
 - 2.4.1. Board Chair and a member of the Finance and Audit Committee.
- 3. Policy Advisory Committee
 - 3.1. Purpose
 - 3.1.1. To ensure the Board keeps the Board Policy Handbook current, in compliance with legislation and the Handbook serves as a useful Board governance tool.
 - 3.2. Powers and Duties
 - 3.2.1. Investigate alternative means to address policy related issues referred to the Committee by Board resolution.
 - 3.2.2. Ensure appropriate input is sought and considered from affected parties when reviewing referred policies (such as school viability).
 - 3.3. Meetings
 - 3.3.1. The Committee shall meet at the request of the Committee Chair. The agenda for each meeting shall be determined by the Committee Chair in accordance with the terms of reference of the Committee, The chair shall endeavor to provide agendas and supporting materials to committee members one week in advance of the meeting.
 - 3.4. Membership (If the policy affects the indicated group)
 - 3.4.1. Two trustees
 - 3.4.2. Superintendent or a senior administrator designated by the Superintendent (Chair)
 - 3.4.3. One member of Ft McMurray Public School Administrators Association (FMPSAA)
 - 3.4.4. Two Members of the ATA Local 48-non administrators one representing Divisions 1 and 2 and one representing Divisions 3 and 4
 - 3.4.5. Two members of CUPE Local 2545
 - 3.4.6. One parent
 - 3.4.7. One high school student
- 4. Networks Committee
 - 4.1. Purpose
 - 4.1.1. To foster respectful, collaborative relationships between and among the District, its students, parents, and the general public.
 - 4.2. Powers and Duties

- 4.2.1. Liaise with School Councils through monthly meetings with school council representatives.
- 4.2.2. Undertake specific activities as directed by the Board and as are required to foster positive relations with students, parents, staff and the general public.
- 4.2.3. Address specific matters or assignments as referred to the committee by Board motion.
- 4.3. Meetings
 - 4.3.1. The meeting schedule shall be established at the first meeting of the year. Additional meetings may be called by the Committee Chair in consultation with the Board Chair. The agenda for each meeting shall be determined by the Committee Chair in accordance with the terms of reference of the Committee, and in consultation with the Superintendent. In addition, resource persons may request items of business for committee consideration. Minutes of each meeting shall be circulated to Trustees, senior administration and School Council Committee representatives.
- 4.4. Membership
 - 4.4.1. Two trustees (one to serve as Chair of the Committee)
 - 4.4.2. A representative from each School Council
 - 4.4.3. Superintendent
- 5. Awards/Scholarship Committee
 - 5.1. Purpose
 - 5.1.1. Make recommendations to the Board regarding the Visual 30, Robert Prather, Excellence in Teaching and Edwin Parr awards.
 - 5.2. Powers and Duties
 - 5.2.1. Become informed regarding the criteria for each award
 - 5.2.2. Conduct necessary reviews to provide the Board with recommendations regarding each award.
 - 5.3. Meetings
 - 5.3.1. The Committee shall meet at the request of the Committee Chair. The agenda for each meeting shall be determined by the Committee Chair in accordance with the terms of reference of the Committee and the timelines associated with the Board's decisions regarding the awards.
 - 5.3.2. The chair shall endeavor to provide agendas and supporting materials to committee members one week in advance of the meeting.
 - 5.4. Membership
 - 5.4.1. Two trustees
- 6. Agenda Planning Committee
 - 6.1. Purpose
 - 6.1.1. To make decisions regarding agenda items for regular Board meetings.

6.2. Powers and Duties

- 6.2.1. After careful consideration, to determine items to be placed on the agenda of regular Board meetings, including adherence to the Board Annual Work Plan.
- 6.2.2. Within the framework for Board agendas, determine the order of items placed on the agenda of regular Board meetings.
- 6.2.3. Review and respond to requests from delegations to meet with the Board.

6.3. Membership

- 6.3.1. Board Chair.
- 6.3.2. Vice-Chair.
- 6.3.3. Superintendent and/or designate(s).

6.4. Meetings

- 6.4.1. Six (6) days prior to each regular Board meeting.

7. Board Committee of the Whole

7.1. Purpose

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

7.2. Powers and Duties

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

7.3. Membership

- 7.3.1. Membership includes all trustees and the Superintendent and/or designate(s).

7.4. Meetings

- 7.4.1. Meetings are normally held monthly, as required, dependent upon agenda items. The Vice-Chair will chair all Board Committee of the Whole meetings.

8. Audit Committee

8.1. Purpose

- 8.1.1. The Audit committee purpose is to *assist the Board of Trustees in fulfilling its fiscal oversight responsibilities* in relation to: (i) the discharge of its fiduciary responsibilities relating to the District's accounting practices, reporting practices and internal controls, as well as to its financial risk management procedures and practices, (ii) maintaining direct lines of communications with the Superintendent and with the external auditors, and (iii) monitoring the scope of the activity of the external auditors and assessing their performance.

8.2. Powers and Duties

- 8.2.1. The Committee will annually review the performance of the auditors and consider the continuation or recommend a change in the external auditors to the Board.
 - 8.2.2. Review the terms of engagement for the external audit.
 - 8.2.3. Discuss with the auditor the Financial Quality Indicators in the Superintendent's evaluation (Policy 12 Appendix). Were any deficiencies identified in the previous years audit report and management letter and have they been remediated to the satisfaction of the Auditor?
 - 8.2.4. Meet with the auditor before the audit is performed and when substantially complete. The meeting shall be in part with the absence of any staff.
 - 8.2.5. Review the recommendations of the external audit, any significant problems encountered in performing the audit, and the contents of the Management Letter issued by the external auditor to the district, and administration's response to the recommendations.
 - 8.2.6. Follow up and report to the Board regarding the remediation of any identified deficiencies identified in the audit report or management letter.
 - 8.2.7. Report to the Board any unresolved significant issues between management and the external auditor that could affect the financial reporting or internal controls of the district.
 - 8.2.8. Review the district's unaudited thrice yearly financial variance reports with particular attention to the presentation of unusual or sensitive matters such as disclosure of significant non-recurring events, significant risks, changes in accounting principles, and estimates or reserves, and all significant variances between comparative reporting periods.
 - 8.2.9. Periodically review its own Terms of Reference, and make recommendations to the Board as required.
 - 8.2.10. Address any issues referred to the Committee by the Board.
 - 8.2.11. Report to the Board following each Committee meeting.
- 8.3. Membership
 - 8.3.1. The Committee will be comprised of the Board Chair who shall serve as Committee Chair, and one other Trustee. Other members external to the District may be appointed by the Board.
- 8.4. Meetings
 - 8.4.1. Meetings will be held at the call of the Chair. The Chair of the Committee, in consultation with the Superintendent or designate, will set the agenda for each meeting which will be circulated among the Committee Members. The chair shall endeavor to provide agendas and supporting materials to committee members one week in advance of the meeting.

9. Ad Hoc Committees

Ad hoc committees may be established at any meeting of the Board for the purpose of studying, investigating or acting on specific matters; they cease to exist as soon as they

have completed the specified task. Terms of reference shall be outlined at the time of establishment.

Legal Reference: Sections 25, 60, 61, 62, 63, 70, 113, School Act
Collective Agreements

BOARD REPRESENTATIVES

The Board will give consideration to naming representatives to 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 District and other organizations.

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

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

1. Alberta School Boards Association (ASBA) Zone 2/3
 - 1.1. Purpose:
 - 1.1.1. Represent the Board at meetings of ASBA Zone 2/3
 - 1.2. Powers and Duties
 - 1.2.1. Attend ASBA Zone 2/3 meetings.
 - 1.2.2. Represent the Board's position and interests at the Zone level.
 - 1.2.3. Communicate to the Board at the next regular meeting the work of ASBA Zone 2/3.
 - 1.3. Membership
 - 1.3.1. One Trustee, one alternate
 - 1.4. Meetings
 - 1.4.1. As called by ASBA Zone 2/3

2. Public School Boards Association of Alberta (PSBAA)
 - 2.1. Purpose:
 - 2.1.1. Represent the Board at meetings of PSBC
 - 2.2. Powers and Duties
 - 2.2.1. Attend PSBC and PSBAA meetings.
 - 2.2.2. Represent the Board's position and interests at PSBC meetings.
 - 2.2.3. Communicate to the board at the next regular meeting with work of PSBC
 - 2.3. Membership
 - 2.3.1. One Trustee, one alternate
 - 2.4. Meetings
 - 2.4.1. As called by PSBC/PSBAA

Legal Reference: Section 60, 61, 62, 63, 68, 113, School Act

POLICY MAKING

Background

Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the District will operate. 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 District. 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. Further, the Board believes that the development and review of policies are enhanced when the process allows for the meaningful involvement of staff and other interested groups and persons where appropriate.

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

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

1. Planning

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

2. Development

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

3. Implementation

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

4. Evaluation

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

Specifically

1. Suggestions or recommendations in regard to new or existing policy may be made to the Superintendent at any time. Such suggestions or recommendations shall be submitted in writing to the Superintendent and include a brief statement of purpose or rationale. Any trustee, elector or staff member may initiate proposals for new policies or changes to existing policies.
2. Normally, requests for new policy or amendments to existing policy originating from schools will be directed through the Principal to the Superintendent.
3. Policy development or revision may also be initiated as a result of a public consultation, survey, needs assessment or policy evaluation.
4. The Superintendent shall be responsible to prepare a proposal.
 - 4.1 If the Board requests that a new policy be drafted or an existing policy be reviewed for possible amendment, the Superintendent shall implement procedures to develop a draft proposal.
 - 4.2 Draft proposals may be developed in consultation with advisory committees, various employee groups, senior administrative staff, or outside agencies and consultants.
 - 4.3 The engagement of outside agencies or consultants to assist in policy development shall require prior approval of the Board if the total anticipated costs will exceed budget approved allocations.
 - 4.4 When appropriate, the Superintendent shall seek legal advice.
5. Proposed policies which are accepted as information by the Board shall be made available on the web and notification given to District staff, all schools, employee group representatives, and school council representatives.
6. The Board may seek additional input into proposed changes in policy, or drafts, whenever it is deemed appropriate. The Board may also expedite the process where the policy has been drafted as a result of legal agreements, legislative change, in urgent or emergency situations or when the modifications are minor and do not affect the intent of the policy or where the policy involves matters unique to the Board and its operations.
7. The final draft of the policy or amendments shall be presented to the Board for its consideration and approval.
8. Only those policies, which are adopted and recorded in the minutes, constitute the official policies of the Board.
9. In the absence of existing policy, the Board may make decisions, by resolution, on matters affecting the administration, management and operation of the District. Such decisions carry the weight of policy until such time as specific written policy is developed.
10. The Board may request the Superintendent to change an administrative procedure to a draft Board policy. In doing so, the Board will provide rationale.

11. The Superintendent must 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 District; these must be in accordance with Board policies.
12. 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.
13. The Superintendent must inform the Board of any substantive changes to administrative procedures in a Board meeting agenda.
14. The Superintendent shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the District’s website, in a timely manner, for staff and public access.
15. The Board shall review each policy a minimum of once per term.

Legal Reference: Sections 60, 61, 113, School Act

BOARD DELEGATION OF AUTHORITY

Background

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 directed to develop Administrative Procedures that are consistent with Alberta Education policies and procedures relative to:
 - 3.1 Student Evaluation.
 - 3.2 Teacher Growth, Supervision and Evaluation.
 - 3.3 Early Childhood Services.
 - 3.4 School Dispute Resolution

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: Sections 19, 45, 60, 61, 95, 96, 98, 101, 102, 105, 106, 107, 109, 109.1, 110, and 113 of the School Act, Regulations for Disposition of Property, and Early Childhood Services; and Alberta Education Policies and Procedures

ROLE OF THE SUPERINTENDENT

Background

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

Specific Areas of Responsibility

1. Student Learning
 - 1.1 Provides leadership in all matters relating to education in the District.
 - 1.2 Ensures students in the District have the opportunity to meet or exceed the standards of education set by the Minister.
 - 1.3 Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship and promote engaged students, ethical citizenship and entrepreneurial spirit in students. .
 - 1.4 Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students.
 - 1.5 Provides leadership in implementing education policies established by the Minister and the Board.
2. Student Welfare
 - 2.1 Ensures that students are provided with a safe and caring environment that encourages respectful and responsible behaviour.
 - 2.2 Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided or approved by the District.
 - 2.3 Ensures the facilities adequately accommodate District students.
 - 2.4 Acts as, or designates, the attendance officer for the District.
3. Fiscal Responsibility
 - 3.1 Ensures the fiscal management of the District 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 Act or regulation.
 - 3.2 Ensures the District operates in a fiscally responsible manner, including adherence to recognized accounting procedures.

- 3.3 Prepares and presents the budget which reflects Board priorities.
- 3.4 Ensures the Board has current and relevant financial information.
- 4. Personnel Management
 - 4.1 Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
 - 4.2 Monitors and improves the performance of all staff and ensures appropriate evaluation processes are in place.
 - 4.3 Staffs the organization in a manner that ensures that educational and administrative functions are carried out effectively and efficiently.
 - 4.4 Provides for professional development and training of staff.
 - 4.5 Ensures that each staff member is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging.
- 5. Policy/Administrative Procedures
 - 5.1 Provides support to the Board regarding the planning, development, implementation and evaluation of Board policies.
 - 5.2 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures.
- 6. Superintendent/Board Relations ("The First Team")
 - 6.1 Engages in 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 Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.
 - 6.4 Provides the information and counsel which the Board requires to perform its role.
 - 6.5 Keeps the Board informed on sensitive issues in a timely manner.
 - 6.6 Attends, and/or designates, administrative attendance at all committee meetings.
 - 6.7 Demonstrates respect and support for the Board, which is conveyed to the staff and community.
- 7. Three Year Education Planning and Reporting
 - 7.1 Leads the Three-Year Education Planning process including the development of District goals, budget, facilities and transportation plans and implements plans as approved.
 - 7.2 Involves the Board appropriately (Board approval of process and timelines, Board identification of priorities and key results, opportunity for Board input early in the process, final Board approval).
 - 7.3 Reports regularly on results achieved.

7.4 Develops the Annual Education Results Report for Board approval.

8. Organizational Leadership and Management

8.1 Demonstrates effective organizational skills resulting in District 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 and provincial legislation.

8.3 Provides leadership in organizational effectiveness.

8.4 Reviews, modifies and maintains an organizational chart which accurately delineates lines of authority and responsibility.

9. Communications and Community Relations

9.1 Ensures 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 District.

9.4 Maintains effective relationships within the system and the community served by the system.

9.5 Acts as the Head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.

9.6 In consultation with the Board Chair, serves as a spokesperson for the District for the media and public in order to keep the District's messages consistent and accurate.

10. Leadership Practices

10.1 Practices leadership in manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.

10.2 Develops and maintains positive and effective relations with the community and with provincial and regional government departments and agencies.

Legal Reference: Section 14, 45, 60, 61, 113, 114, 115, School Act
Freedom of Information and privacy protection act

SUPERINTENDENT EVALUATION PROCESS CRITERIA AND TIMELINES

Evaluation Process

Provides for both accountability and growth, and the strengthening of the relationship between the Board and the Superintendent. The written evaluation report will affirm specific accomplishments and identify growth areas. Some growth goals may address areas of weakness while others will identify areas where greater emphasis is required due to changes in the environment.

1. Provides for an annual written evaluation of the Superintendent's performance.
2. Highlights the key role of the Superintendent as the Chief Education Officer for the District to enhance student learning and success for all children.
3. Recognizes that the Superintendent is the Chief Executive Officer. The Superintendent is held accountable for work performed primarily by other senior administrators, e.g., fiscal management.
4. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses. The Performance Assessment Guide identifies quality indicators, which describe expectations in regard to each assigned role.
5. Is aligned with and based upon the Superintendent's roles and responsibilities. The Board policy is consistent with this evaluation document.
6. Is linked to the District's goals and the Ministry's Three Year Education Plan requirements.
7. Sets out standards of performance. The quality indicators in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.
8. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations include an assessment of the Superintendent's success in addressing growth areas identified in the previous evaluation.
9. Uses multiple data sources. Objective data such as audit reports, accountability reports, and student achievement data are augmented with subjective data provided in surveys.
10. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.

11. Ensures Board feedback is provided regularly. Such feedback will be timely, provided annually, supported by specific examples and will focus on areas over which the Superintendent has authority.

The Superintendent will maintain an electronic evidence binder which will be provided to the Board approximately one week prior to the evaluation workshop. The purpose of the evidence binder is to provide evidence that the quality indicators identified in Appendix B have been achieved. Therefore, evidence will be organized in regard to the quality indicators.

The Board and the Superintendent will be present during the facilitated evaluation session. The Superintendent will be invited to ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood. The Superintendent will only be absent from the room just prior to the evaluation and for the period when the Board constructs the conclusion section. The evidence examined will be in the form of internal reports or external reports. An external report is one from an external source such as an auditor or the consultant who would conduct Leadership Practices interviews. An internal report is one that comes through the Superintendent. A prime example would be a personnel Management accountability report. The Board will review the indicated evidence and determine whether, or to what extent, the quality indicators have been achieved. In addition, the corporate Board will supplement the evidence contained in the evidence portfolio with agreed-upon direct Board observations. For example, this would be most evident in the section Superintendent/Board Relations.

During the evaluation workshop, a written evaluation report will be facilitated, which will document:

- The evaluation process;
- Evaluation context;
- Assessments relative to the criteria (quality indicators) noted in Appendix B;
- An examination of progress made relative to any growth goals or redirections identified in the previous year's evaluation;
- Identification of any growth goals if deemed appropriate; and
- A "conclusion" section, followed by appropriate signatures and dates.

The assessments contained in the evaluation report will reflect only the corporate Board position. This report will be approved by Board motion. The actual report is a confidential document. A signed copy will be provided to the Superintendent and a second signed copy will be placed in the Superintendent's personnel file held by the District.

Evaluation Criteria

The criteria for the first evaluation will be those set out in Appendix B: the Performance Assessment Guide. In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide as listed or revised after each evaluation, plus any growth goals provided by the Board in previous written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities. For the Role Expectation "Leadership Practices", an external consultant will collect data relative to leadership practices by interviewing all principals and all "direct reports". "Direct

reports” are defined to be those individuals who report directly to the Superintendent on the District’s organizational chart.

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

Timelines for Evaluations

Evaluations will be conducted annually.

Legal Reference: Section 14, 45, 60, 61, 113, 114, 115, School Act
Freedom of Information and privacy protection act

SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

1. Student Learning

Role Expectations:

- RE 1.1 Provides leadership in all matters relating to education in the District.
- RE 1.2 Ensures students in the District have the opportunity to meet or exceed the standards of education set by the Minister.
- RE 1.3 Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship and promote engaged students, ethical citizenship and entrepreneurial spirit in students.
- RE 1.4 Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students.
- RE 1.5 Provides leadership in implementing education policies established by the Minister and the Board.

Quality Indicators relative to Student Learning:

- QI 1.1 Conducts an analysis of student success and ensures school principals develop action plans to address concerns.
- QI 1.2 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.
- QI 1.3 Parents and students are satisfied with levels of achievement.
- QI 1.4 There is measurable improved student achievement over time.
- QI 1.5 Meets Alberta Education's expectations re: AERR format, process and content.
- QI 1.6 Meets all timelines with provision for appropriate Board input relative to the AERR and Three Year Education Plan.
- QI 1.7 Ensures the District's academic results are published.

2. Student Welfare

Role Expectations:

- RE 2.1 Ensures that students are provided with a safe and caring environment that encourages respectful and responsible behaviour.
- RE 2.2 Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided or approved by the District.

- RE 2.3 Ensures the facilities adequately accommodate District students.
- RE 2.4 Acts as, or designates, the attendance officer for the District.

Quality Indicators relative to Student Welfare:

- QI 2.1 Develops measurements and monitors progress relative to providing a safe and caring environment.
- QI 2.2 Provides an analysis of incident reports.
- QI 2.3 Implements the requirements of Occupational Health and Safety and Emergency Preparedness legislation, including required staff professional development.
- QI 2.4 Complies with legislative requirements to appoint an attendance officer for the District.

3. Fiscal Responsibility

Role Expectations:

- RE 3.1 Ensures the fiscal management of the District 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 Act.
- RE 3.2 Ensures the District operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- RE 3.3 Prepares and presents the budget which reflects Board priorities.
- RE 3.4 Ensures the Board has current and relevant financial information.

Quality Indicators relative to Fiscal Responsibility:

- QI 3.1 Ensures accepted accounting principles are being followed.
- QI 3.2 Ensures all deficiencies identified in the previous audit report and management letter have been remediated to the satisfaction of the auditor.
- QI 3.3 Ensures adequate internal financial controls exist and are being followed.
- QI 3.4 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.
- QI 3.5 Ensures school-based budgets are expended as per approvals.
- QI 3.6 Ensures the Board is informed annually about incurred liabilities.
- QI 3.7 Ensures the Board is informed immediately regarding pending litigation.

4. Personnel Management

Role Expectations:

- RE 4.1 Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.

- RE 4.2 Monitors and improves the performance of all staff and ensures appropriate evaluation processes are in place.
- RE 4.3 Staffs the organization in a manner that ensures that educational and administrative functions are carried out effectively and efficiently.
- RE 4.4 Provides for professional development and training of staff.
- RE 4.5 Ensures that each staff member is provided with a welcoming, caring, respectful and safe working environment.

Quality Indicators relative to Personnel Management:

- QI 4.1 Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes.
- QI 4.2 Models commitment to personal and professional growth.
- QI 4.3 Fosters high standards of instruction and professional improvement (Teaching Quality Standard).
- QI 4.4 Provides for training of administrators and the development of leadership capacity within the District.
- QI 4.5 Follows Board Personnel policies

5. Policy/Administrative Procedures

Role Expectations:

- RE 5.1 Provides support to the Board regarding the planning, development, implementation and evaluation of Board policies.
- RE 5.2 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, Regulations and procedures.

Quality Indicators relative to Policy/Administrative Procedures:

- QI 5.1 Appropriately involves individuals and groups in the administrative procedures development process.
- QI 5.2 Takes leadership in bringing policies to the Board for review.
- QI 5.3 Ensures system adherence to policies and administrative procedures.
- QI 5.4 Demonstrates a knowledge of and respect for the role of the Board in policy processes.
- QI 5.5 Ensures timeliness of Policy and Administrative Procedure revisions.

6. Superintendent/Board Relations (“The First Team”)

Role Expectations:

- RE 6.1 Engages in and maintains positive, professional working relations with the Board.
- RE 6.2 Respects and honours the Board’s role and responsibilities and facilitates the implementation of that role as defined in Board policy.

- RE 6.3 Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.
- RE 6.4 Provides the information and counsel which the Board requires to perform its role.
- RE 6.5 Keeps the Board informed on sensitive issues in a timely manner.
- RE 6.6 Attends, and/or designates, administrative attendance at all committee meetings.
- RE 6.7 Demonstrates respect and support for the Board, which is conveyed to the staff and community.

Quality Indicators relative to Superintendent/Board Relations (“The First Team”):

- QI 6.1 Implements Board directions with integrity in a timely fashion.
- QI 6.2 Provides support to the Board re: advocacy efforts on behalf of the District.
- QI 6.3 Ensures Board agendas are prepared and distributed to trustees in sufficient time to allow for appropriate trustee preparation for the meeting.
- QI 6.4 Keeps the Board informed about District operations.
- QI 6.5 Provides the Board with balanced, sufficient, concise information and clear recommendations in agendas.
- QI 6.6 Interacts with the Board in an open, honest, proactive and professional manner.
- QI 6.7 Ensures high-quality management services are provided to the Board.
- QI 6.8 Provides the Board with correspondence directed to the Board or trustees.

7. Three Year Education Planning and Reporting

Role Expectations:

- RE 7.1 Leads the Three-Year Education Planning process including the development of District goals, budget, facilities and transportation plans and implements plans as approved.
- RE 7.2 Involves the Board appropriately (Board approval of process and timelines, Board identification of priorities and key results, opportunity for Board input early in the process, final Board approval).
- RE 7.3 Reports regularly on results achieved.
- RE 7.4 Develops the Annual Education Results Report for Board approval.

Quality Indicators relative to Strategic Planning and Reporting:

- QI 7.1 Ensures the three-year planning process involves opportunity for stakeholder input.
- QI 7.2 Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.
- QI 7.3 Develops short- and long-range plans to meet the needs of the District and provide for continuous improvement.

- QI 7.4 Ensures key results identified by the Board are achieved.
- QI 7.5 Ensures the budget and three-year plan are developed according to a timeline which ensures the Board's ability to provide direction and revise priorities, and is approved within Alberta Education deadlines.
- QI 7.6 Ensures transportation services are provided with due consideration for efficiency, safety and length of ride.

8. Organizational Management

Role Expectations:

- RE 8.1 Demonstrates effective organizational skills resulting in District compliance with all legal, Ministerial and Board mandates and timelines.
- RE 8.2 Reports to the Minister with respect to matters identified in and required by the School Act and provincial legislation.
- RE 8.3 Provides leadership in organizational effectiveness.
- RE 8.4 Reviews, modifies and maintains an organizational chart which accurately delineates lines of authority and responsibility.

Quality Indicators relative to Organizational Management:

- QI 8.1 Ensures District compliance with all Alberta Education and Board mandates (timelines and quality).
- QI 8.2 Effectively manages time and resources
- QI 8.3 Ensures contracted services (e.g., labour and legal) meet quality expectations of the Board
- QI 8.4 Use of technology is effective and efficient
- QI 8.5 Identifies trends and issues related to organizational effectiveness and makes recommendations for the implementation of innovative means to improve effectiveness.

9. Communications and Community Relations

Role Expectations:

- RE 9.1 Ensures open, transparent, positive internal and external communications are developed and maintained.
- RE 9.2 Keeps the Board informed through the provision of appropriate accountability reports.
- RE 9.3 Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the District.
- RE 9.4 Maintains effective relationships within the system and the community served by the system.
- Re 9.5 Acts as the Head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.

- RE 9.6 In consultation with the Board Chair, serves as a spokesperson for the District for the media and public in order to keep the District's messages consistent and accurate.

Quality Indicators relative to Communications and Community Relations:

- QI 9.1 Facilitates effective relations between home and school.
- QI 9.2 Manages conflict effectively.
- QI 9.3 Ensures information is disseminated to inform appropriate publics.
- QI 9.4 Works cooperatively with the media to represent the Board's views/positions.
- QI 9.5 Promotes positive public engagement in the District.
- QI 9.6 Represents the District in a positive, professional manner.
- QI 9.7 Promotes the District's image.
- QI 9.8 Involves community representatives in the three year planning process.

10. Leadership Practices

Role Expectations:

- Re 10.1 Practices leadership in manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.
- RE 10.2 Develops and maintains positive and effective relations with the community and with provincial and regional government departments and agencies.

Quality Indicators relative to Leadership Practices:

- QI 10.1 Provides clear direction.
- QI 10.2 Provides effective educational leadership.
- QI 10.3 Establishes and maintains positive, professional working relationships with staff.
- QI 10.4 Unites people toward common goals.
- QI 10.5 Demonstrates a high commitment to meeting student needs.
- QI 10.6 Has a well established value system based on integrity.
- QI 10.7 Empowers others.
- QI 10.8 Effectively solves problems.
- QI 10.9 Is trustworthy.

Legal Reference: Section 14, 45, 60, 61, 113, 114, 115, School Act
Freedom of Information and privacy protection act

**INTERVIEW GUIDE
SUPERINTENDENT LEADERSHIP PRACTICES**

Perceptions of Principals and Superintendent “Direct Reports”

1. What evidence can you cite to support or refute the following:
 - 1.1 The Superintendent provides clear direction?
 - 1.2 The Superintendent provides effective educational leadership?
 - 1.3 The Superintendent establishes and maintains positive, professional working relationships with staff?
 - 1.4 The Superintendent unites people toward common goals.
 - 1.5 The Superintendent demonstrates a high commitment to meeting student needs?
 - 1.6 The Superintendent has a well established value system based on integrity?
 - 1.7 The Superintendent empowers others?
 - 1.8 The Superintendent effectively solves problems?
 - 1.9 Is trustworthy?
2. What does the Superintendent do, if anything, that helps you do your job effectively?
3. What does the Superintendent do, if anything, that makes doing your job more difficult to do effectively?

Note: Leadership Practices interviews will be conducted every second year unless the Board determines otherwise.

Legal Reference: Section 14, 45, 60, 61, 113, 114, 115, School Act
Freedom of Information and privacy protection act

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 that significantly affects the education of a student. 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 though questions may be directed to the other party through the Board Chair with the permission of the Board Chair.
 - 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 Reinstate 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

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. Prior to the commencement of the hearing, Trustees shall declare any conflict of interest and excuse themselves from the proceedings.

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 Chair 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 Chair 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 Chair not less than four (4) days prior to the scheduled date of the meeting. The Board Chair will provide copies of all such documentation to the parties prior to the hearing, where possible, and to the trustees at 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 or witnesses as deemed relevant or necessary to the determination.
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

CLOSURE FACILITIES AND PROGRAMS

The Board recognizes that the closure of schools and programs is a reasonable alternative in ensuring the responsible use of the resources placed in its trust, and making efficient use of the District's school space in the provision of programming, and safeguarding the health and welfare of students, staff and public.

Specifically

1. Closure of One or Two Grades

Following a decision by the Board (at a public meeting) to pursue a transfer of one or two grades or a program in one or two grades, the following will occur:

- 1.1. The Superintendent or designate through a meeting called at the school(s) concerned will discuss the necessity and implications of such a change with the principal(s) and school staff(s) and provide necessary information in response to their inquiries.
- 1.2. Following a two week period from the first meeting a further meeting will be held with the school staff(s) to finalize input in the decision making process.
- 1.3. A Board Committee and the Superintendent will meet with the parents and discuss the necessity and implications of such a transfer. They will provide all necessary information and respond to all inquiries.
- 1.4. The School Council through the principal will inform all parents in writing of the proposed transfer.
- 1.5. A decision to transfer a program, grade or division from one school to another, in order to provide the most effective educational programming possible within the resources of the District, will be made by the Board as soon as possible after the final meeting with the parents.
- 1.6. This decision will be made as early as possible prior to May 15th of the school year during which the transfer is being considered.
- 1.7. This decision will be communicated immediately to the school staffs, the School Council and each parent affected by the decision.

2. Closure of a School or Three Grades

The Board may consider closure of a school, or a division (3 grades or more) when any one or more of the following conditions exist:

- 2.1. Total enrolment as of September 30 in the current school year is below the following levels:
 - 2.1.1. Primary division enrolment (grades one through three) in either English or French Immersion is below 50;

- 2.1.2. Elementary division enrolment (grades four through six) in either English or French Immersion is below 50;
 - 2.1.3. Junior high division enrolment (grades seven through nine) in either English or French Immersion is below 75;
 - 2.1.4. Senior high enrolment (grades ten through twelve) is below 300;
 - 2.1.5. Enrolment in a special needs program is less than 75% of its maximum enrolment; and
 - 2.1.6. Total school enrolment (ECS 6) is below 200.
 - 2.2. The space utilization rate (as defined by Alberta Education) as of September 30 in the current school year is less than 60 per cent.
 - 2.3. The cost of keeping the school in operable condition or restoring it to operable condition is unreasonably high.
 - 2.4. Keeping the school open poses a threat to the health or welfare of students, staff or the public.
 - 2.5. The fiscal health of the District can be significantly improved
 - 2.6. When school, program or division closure is to be considered
3. The following steps shall be followed:
 - 3.1. At a public meeting in January or earlier, the Board is notified of specific school, program or division closures to be considered for the next school year and the specific condition or conditions that require the Board to consider closure for the next school year.
 - 3.2. A trustee shall give Notice of Motion at the first meeting in February (or earlier) of the current school year that a motion will be made at a specified future Board meeting, not later than the Board's first regularly scheduled meeting in May to close each of the schools, programs or divisions identified under Step 1. A separate Notice of Motion shall be made with reference to each school, program or division.
 - 3.3. The Board shall communicate the Notice of Motion and the date (no later than March 31) and place of a public meeting to discuss the possible closure, in writing, to the parents of every student enrolled in the school, program or division identified for possible closure. Such communication shall identify the criteria for considering school, program or division closure generally and those that specifically relate to the proposed closure. The communication shall also address how the closure would affect the following:
 - 3.3.1. The attendance area defined for that school;
 - 3.3.2. The attendance at other schools, including the number of students re-located by virtue of the school closure;
 - 3.3.3. The need for, and extent of, busing;
 - 3.3.4. Program implications for other schools;
 - 3.3.5. Program implications for the students when they are attending other schools;
 - 3.3.6. The educational and financial impact of closing the school, program or division including the effect on operational costs and capital implications;

- 3.3.7. The financial and educational impact of not closing the school, program or division;
 - 3.3.8. The capital needs of other schools that may have increased enrolment as a result of the closure;
 - 3.3.9. The proposed disposal of the school if the entire school is to be closed; and
- There shall be a meeting with the staff in the school(s), programs or divisions identified for possible closure to discuss the notice of motion and its implications for students and staff.
- 3.4. A public meeting with at least two Trustees, and the Superintendent or designate present shall be held at each of the schools identified in a Notice of Motion. This meeting will be held no later than March 31. Notice of this meeting shall be communicated by letter distributed through the identified school(s). In addition this meeting will be advertised once a week for at least two weeks prior to the meeting through local media. Notice of Meeting will be posted in five (5) or more conspicuous places including schools at least two weeks prior to the meeting date.

At this meeting, the Superintendent or designate shall indicate that the purpose of the meeting is to discuss the possible closure; its implications for the students, the community and the school system; implementation plans and other alternatives that had been or will be considered. The matters identified in Step 3 shall be addressed. The assembly shall be informed that:

 - 3.4.1. The Board has reached no conclusion related to the closure recommendation(s);
 - 3.4.2. The Board wishes to receive input from staff, parents, students and the community before making a decision. All input will be considered before a decision is made;
 - 3.4.3. At a future meeting, to be held no sooner than 3 weeks following this meeting, staff, parents, students and community members will have the opportunity to make presentations related to the closure recommendations; and
 - 3.4.4. Written submissions will be accepted up until the date of the Board meeting at which a decision will be made.
 - 3.5. A public Board meeting attended by at least a quorum of the Board shall be convened at least three (3) weeks after the initial public meeting(s) and no later than the end of April. At this meeting any interested person may appear to make a representation with respect to the proposed closure of the schools, divisions or programs.
 - 3.6. Following presentations under Step 5 the Board at its next public meeting shall render a decision with reference to the Notice(s) of Motion.
 - 3.7. Should the decision of the Board be in favor of closure the Board shall forthwith request approval from the Minister in order to proceed with the closure.
 - 3.8. Within one week of the Board's decision, the parents or guardians of the students attending the schools, divisions or programs identified for closure shall be notified in writing, by notice distributed through the school(s), of the decision of the Board.

Legal References: Sections, 45, 58, 60, 113, 200, 201, 270, 271 School Act
Alberta Regulation 257/2003 - Closure of Schools Regulation

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 District 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, in all other instances, will assume the sole responsibility for initiating the advertising process and will make every reasonable effort to ensure all current District 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 Superintendent shall have authority for staffing all other positions subject to the provisions of this Policy. All leadership positions at the school and central office level shall be term contracts to a maximum of five years.
4. The following process shall be followed for Associate Superintendent, Business and Finance position:
 - 4.1 The Superintendent shall be responsible for creating the ideal profile, advertising and recruiting, reviewing applications, conducting reference checks and ultimately determining which candidates will be short-listed for an interview.
 - 4.2 The Superintendent shall determine the composition of the interview team but must include the opportunity for the Board Chair or Vice Chair to serve on the interview committee.
 - 4.3 The Superintendent shall have the authority to choose the successful candidate.
 - 4.4 This position shall have a current written role description. The successful candidate shall be offered a written contract of employment in keeping with the District template approved by the Board in relation to compensation parameters, vacation and sick leave entitlement and severance. The Superintendent is delegated full authority to determine initial contract term and renewals.
5. The following process shall be followed for the Positions of Chief Deputy Superintendent and Associate Superintendent, Education and Administration.
 - 5.1 The Superintendent shall be responsible for creating the ideal profile, advertising and recruiting, reviewing applications, conducting reference checks and ultimately determining which candidates will be short-listed for an interview. However the Board shall have opportunity to respond to the draft Ideal Profile prior to the Superintendent finalizing same.
 - 5.2 The Superintendent shall determine the composition of the interview team.

- 5.3 The Superintendent shall have the authority to choose the successful candidate.
 - 5.4 This position shall have a current written role description. The successful candidate shall be offered a written contract of employment in keeping with the District template approved by the Board in relation to compensation parameters, vacation and sick leave entitlement and severance. The Superintendent is delegated full authority to determine initial contract term and renewals.
6. The Superintendent is delegated full authority to recruit and select staff for all District Office positions other than the senior administration levels detailed above.
 7. The Superintendent is delegated full authority to recruit and select staff for all school-based positions.
 8. 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

STUDENT TRANSPORTATION SERVICES

The Board delegates authority to the Superintendent or his/her designate for designing and running the student transportation services in a safe, effective, and efficient manner for the students attending District schools. The Board recognizes the need for a joint transportation system with other school districts and commits to the common principles agreed to by the three Fort McMurray Boards.

The Board shall establish student transportation fees and the service delivery model by March 31 as part of the budget setting process.

Legal References: Sections 40, 41, 44, 45, 51, 51 School Act
 Student Transportation Regulation

ALTERNATIVE PROGRAMS

The Board believes that to provide parental choice and to meet specific student learning needs, Alternative Programs may be offered in Fort McMurray Public Schools. An “Alternative Program” is outlined in Section 21 of the School Act and is a program that emphasizes a particular language, culture, religion, or subject matter, or uses a particular teaching philosophy. It is not a special education program or a Francophone education program or a program of religious education offered by a separate school board.

Specifically

1. A proposal for an Alternate Program shall be submitted to the Superintendent or designate.
2. The proposal must include the following:
 - 2.1. Background research to support this type of program
 - 2.2. Philosophy, objectives and mission statement of the specific program
 - 2.3. Distinguishing features of the Alternative Program
 - 2.4. Proposed operational budget
 - 2.5. Staffing profiles desirable in meeting Alternative Program objectives
 - 2.6. Evaluation of Alternative Program methodology and objectives
 - 2.7. Projected student population including ages/grades/geographical location
 - 2.8. Transportation of students to and from the Alternative Program
 - 2.9. Curriculum/instructional materials in addition to Alberta Learning requirements
 - 2.10. School council implications
3. Criteria for Alternative Program in Fort McMurray Public Schools
 - 3.1. All Fort McMurray Public Schools policies and regulations apply unless specifically exempted by the Board of Trustees
 - 3.2. The educational approach is supportable
 - 3.3. There are sufficient students to warrant the program (define number)
 - 3.4. The program is financially viable
 - 3.5. Alberta Programs of Study are followed
 - 3.6. The program is integrated into Fort McMurray Public Schools wherever possible
 - 3.7. Transportation to the Alternative Program is at no cost to the Board
 - 3.8. Staff are employed, evaluated and responsible to Fort McMurray Public Schools according to the same policies as other staff members

- 3.9. The Board may charge a fee for non-instructional costs to parents who enroll their children/students in an Alternative Program, if the per pupil cost of the program exceeds that of a regular program
 - 3.10. The program's students are eligible for consideration for District Special Education programs
 - 3.11. School Council or other decision-making advisory body of the Alternative Program shall be approved by the Board
4. The Alternative Program will be reviewed annually by the Superintendent to assess its viability
 5. Six months notice shall be provided by the Board or Alternative Program's recognized representatives if it is the intention to no longer offer or support the program. Notice of less than six months may be accepted by mutual agreement.

Legal References: Section 10, 13, 21, 22, 47 School Act

SEXUAL ORIENTATION AND GENDER IDENTITY

Background

Students, staff and families who identify, or are perceived to be lesbian, gay, bisexual, transgender, queer, two-spirited, or questioning their sexual orientation or gender identity are to be respected, accepted and fully supported in all schools operated by the District.

The Board of Trustees is committed to providing every student a safe, caring and inclusive, and welcoming school environment that fosters and maintains respectful responsible behaviours. Every member of our diverse school community has the right to live, learn and work in an environment free from discrimination, prejudice and harassment.

Procedures

1. Students and staff who identify as lesbian, gay, bisexual, transgender and/or queer (LGBTQ) shall be treated fairly, equitably, with respect and have their confidentiality protected.
2. Employees of Fort McMurray Public School District shall not tolerate harassment, bullying, intimidation or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity, or gender expression.
3. The principal shall support student groups, including Gay-Straight Alliances or Queer-Straight Alliances, where interest by students has been expressed. Students may select a respectful and inclusive name for the group, in consultation with the school principal.
4. The principal shall promote and provide inclusive education, professional development opportunities and support for staff to support same-gender parented families and students who are LGBTQ.
5. The principal shall appoint and publicly identify a staff member to serve as a safe contact on LGBTQ issues in their school community. The safe contact shall inform the school community about available district and community supports and resources.
6. The principal will ensure the safety, health and educational needs of students who identify as transgender, transsexual or gender queer and promote best practices, including universal design of washrooms, preferred name and pronouns, information contained on the student record, and access to locker room facilities, field trips, and extracurricular activities consistent with a student's lived gender identity or gender expression.
7. Students who identified as LGBTQ are encouraged to report any incident or victimization, harassment, discrimination, intimidation or bullying to the school principal/safe contact person.

8. The principal shall ensure satisfactory resolution to any conflict that may arise in the process of providing reasonable accommodation and inclusive practices in keeping with the best interests of the student.
9. The principal shall ensure that all students, staff and families are aware of this policy, promote equality and nondiscrimination with respect to gender, gender identity, gender expression and/or sexual orientation.

Legal Reference: Section 45, School Act

STUDENT CONDUCT / SAFE AND CARING

Background

The Board expects staff and students to model and reinforce socially responsible and respectful behaviors so that teaching and learning can occur in safe and caring environments.

Definitions

Safe:

Untouched or not exposed to danger; secure from damage, harm or loss.

Caring:

Watchful attention, concern, custody, diligence, direction; to be concerned with and attend to the needs of others.

Secure:

Protected from unauthorized access.

Safe and Caring School:

A safe and caring school is physically, emotionally and psychologically safe for students and staff. It is an environment wherein everyone is accorded respect and dignity, and their safety and well-being are paramount considerations.

Critical Incident:

An event or condition with the potential to jeopardize the safety or security of persons and/ or to cause damage to Board property or reputation.

Procedures

1. In educating its students, the goal of the Board is to develop responsible, caring and respectful members of a just, peaceful and democratic society.
2. The Board believes that promoting a safe and caring school system requires the support and assistance of all members of the jurisdiction's community.
3. Discipline is an essential part of a positive school climate. A positive school climate contributes to the prevention and reduction of misconduct in schools.
4. The best educational interests of students and fundamental rights and safety of all school community members are paramount considerations.
5. The School Board shall:

- 5.1 Ensure that all schools are safe and caring by requiring schools to develop, implement and continually evaluate policies, programs and practices to prevent and respond to incidents or situations that disrupt teaching and learning;
 - 5.2 Provide direction, support and staff development opportunities to schools in the development and implementation of violence prevention programs and prevention and management of critical incidents.
6. The school Principal shall:
- 6.1 Develop action plans in consultation with students, staff, parents, school council, and community resources that:
 - 6.2 Provide for management of critical incidents affecting the school;
 - 6.3 Establish criteria for implementing and evaluating violence prevention programs;
 - 6.4 Clarify roles and responsibilities of students, staff, parents and community resources that support a safe and caring school;
 - 6.5 Provide information management and internal/external communication protocol;
 - 6.6 Provide for staff development and training.
7. The school staff shall:
- 7.1 Establish learning environments wherein students feel physically, emotionally and psychologically safe and secure.
 - 7.2 Be respectful of students' human dignity;
 - 7.3 Seek to establish a positive professional relationship with students that is characterized by mutual respect, trust and harmony;
 - 7.4 Model beliefs, principles, values and intellectual characteristics outlined in the "Guide to Education, ECS to Grade 12" and programs of study, and guide students to do the same.
8. Students shall:
- 8.1 Conduct themselves so as to reasonably comply with the following code of conduct:
 - 8.2 Be diligent in pursuing their studies;
 - 8.3 Attend school regularly and punctually;
 - 8.4 Comply fully with everyone authorized by the Board to provide education programs and other services;
 - 8.5 Comply with the rules of the school;
 - 8.6 Account to their teachers for their conduct;
 - 8.7 Respect the rights of others.
 - 8.8 Demonstrate desirable personal characteristics and behaviors when interacting with others that are respectful, responsible, fair, honest, caring, loyal and committed to democratic ideals.
9. Parents and School Council members shall:

- 9.1 Advise and consult with the Principal on matters related to student conduct, discipline and consequences, and safe and caring climate of the school.

10. Student Conduct Policy

- 10.1 Schools must establish a student conduct policy which outlines expectations for student conduct and behavior, school rules and a range of consequences for noncompliance by students.
- 10.2 The student conduct policy shall be communicated to students and parents each school year.

11. Prevention and Management of Critical Incidents

- 11.1 A copy of the Handbook for the Prevention and Management of Critical Incidents will be updated each school year and provided to each site in the District.
- 11.2 Schools must use the handbook as a guide to deal with the prevention and management of critical incidents.
- 11.3 Schools must have action plans specific to their students, staff, building and school community for critical incidents which should include: the establishment of a school prevention and response team; a comprehensive communications plan; evacuation, security (lock down) and crowd/traffic control procedures; staff and student medical information; training and practices; adapting emergency procedures to the school; specific incident response planning; recovery procedures.
- 11.4 Depending on the scope of a critical incident, schools may become part of a district or community-wide action plan or response, e.g., Regional Municipality's Regional Emergency Operations Centre (REOC).

Legal Reference: Section 45, School Act

TRUSTEES RUNNING FOR OTHER LEVELS OF GOVERNMENT

Background

The Board recognizes that there is nothing restricting a currently elected Trustee from running for office as an MLA or MP under either *Alberta's Election Act*, or under the Legislative Assembly Act. The Board supports elected Trustees running for another level of government at municipal, provincial or national levels in a manner which does not have a deleterious effect on the District. While participating in such a campaign the Trustee is bound by all legislative and Board Policy requirements including but not restricted to matters relating to fiduciary duty, confidentiality including in-camera and FOIPP matters, and the pecuniary interest provisions of the *School Act*.

Specifically

1. The trustee retains their fiduciary duty responsibility to the Board as the trustee never stops being a member of the Board.
2. Confidentiality of In-Camera meetings must be maintained. The trustee must avoid using specific examples from the school system during the campaign that would only be known because of the trustee's involvement in confidential meetings.
3. The trustee running for office, in campaigning or in making any public statements, is required to adhere to the same standard as any trustee with respect to Board decisions, whether the trustee running for office has been granted a leave or continues to actively serve as a member of the Board of Trustees.
4. The trustee running for office at another level of government has the following options:
 - 4.1 Remain on the board and continue to deal with all issues around the board table while clearly separating the trustee role and the sought position.
 - 4.2 Request authorization for a temporary leave from the Board in accordance with s. 82(1) for the purpose of engaging in election campaigning.
5. A trustee running for office at another level of government must:
 - 5.1 Refrain from wearing political campaign buttons and from distributing campaign information while acting in the capacity of a Trustee at Public School Board Meetings in schools. A Trustee running for office may participate in all-candidates' forums held in schools; to the same extent as any other candidate.

References:

Cross References	BPH	Policy 4 Trustee Code of Conduct
	BPH	Policy 5 Role of the Board Chair