



PHPS Trustee Handbook 2017-21

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Introduction

Public education and the students of Pembina Hills Public Schools are best served by a Board of Trustees that lead by example in all its decisions and activities. The *Trustee Handbook* serves as a single point of reference for all trustees and sets the foundation for common understanding for the trustees, the superintendent, and administration about its own operations, procedures, practices and conduct as a school board.

The following is an excerpt from the Alberta School Boards Association [What do School Boards do?](#)

The Alberta legislature through the [School Act](#) and regulations passed thereunder has delegated some authority for the governance of education to locally elected school boards. School boards are statutory corporations and, as such, have certain obligations to perform and certain powers to carry out their tasks.

The board practices leadership through governance in three main areas: fiduciary leadership, strategic leadership, and generative leadership. In its fiduciary leadership role the board focuses on its legal responsibilities as defined in the [School Act](#), regulations and other legislation pertinent to children and youth.

The board provides oversight and stewardship to ensure:

- each student has the opportunity to achieve his/her potential,
- children are safe at school,
- the jurisdiction's financial and capital resources are well managed, and
- that business is conducted in a legal and ethical manner.

The school board's strategic leadership role sees school boards looking into the future – conducting environmental scans of internal and external issues and trends. In this role, the school board reviews, revises or drafts the school jurisdiction's mission, values, vision and goals. This role involves planning and making decisions about resources, programs and services that reflect long term priorities.

The school board's generative leadership role is grounded in the notion that “it takes a whole village to raise a child”. It recognizes that governance should not exist in isolation but that it should engage the community. In its generative leadership role, the school board reaches out to involve the community in a dialogue about the needs of the community, its youth and the future. Moving beyond consultation, generative leadership suggests that school boards share direction-setting and sometimes decision-making with others. This role increases education's profile as a fundamental community resource and it gives all citizens an opportunity to shape the direction that education takes locally.

Mandate

Pembina Hills School Division's mandate is to deliver an education program consistent with the Alberta *School Act*.

Purpose/ Mission Statement

Our purpose is to ensure the delivery of an excellent education to our students so they become ethical citizens who contribute to society.

Motto

Together We Learn

Beliefs and Values

With regard to Students we believe:

- All students will be encouraged and challenged to reach their potential.
- All students will be encouraged and challenged to live a healthy lifestyle that includes both physical and mental well-being.
- All students will be responsible and accountable for their actions and behaviours and will respect the rights and property of others.
- All students will be involved and contribute to their community.

With regard to Parents/Guardians we believe:

- Parents/guardians are a student's primary educator and caregiver.
- Parents/guardians value and support Education by preparing their children for learning.
- Parents/guardians are actively involved in Education working cooperatively with the school system for the benefit of their child.

With regard to Communities we believe:

- Communities benefit from an educated population.
- Communities have a shared responsibility to support and value education.
- Community involvement provides an engaging learning environment for our students, and communities are enriched as a result.

With regard to Learning we believe:

- All individuals can learn and experience success.
- Learning is a life-long process.
- Teachers are responsible for providing an engaging learning environment.
- All staff contribute to student success.

With regard to Our School System we believe:

- In providing a welcoming, caring, respectful and safe environment.
- In an inclusive environment that focuses on rights and responsibilities to learn for all.
- In responsiveness and accountability to all we serve.

History

Pembina Hills Regional Division No. 7 came into existence on January 1, 1995.

In 1994, the Government of Alberta reduced the number of school boards from 141 in February of 1994 to 64 in March of 1995. The three former districts of Westlock School Division, the County of Barrhead and the Swan Hills School District that served a geographic area stretching from the Town of Swan Hills to east of the Town of Westlock agreed to regionalize. Historically, the Westlock and Barrhead areas had one school district, the Pembina School District, until 1947 when they became separate entities under the names of Westlock School Division and the Barrhead School Division. In 1959, the County of Barrhead came into existence so the operation of the schools fell under county administration. In that same year, the first school district in Swan Hills emerged as Oil Hills School Division.

In November 2015, the Board adopted the name Pembina Hills Public Schools for use in Division communications. The Board added the words “public schools” to clearly communicate the Division’s core business. The name change also led to an update of the Division’s 20-year-old logo.

The Pembina Hills name and logo reflect the history and the geography of the region which includes the Pembina River and the hills of Swan Hills. The motto, Together We Learn, was created collectively at one of the very first stakeholder meetings in January 1995.

Role of School Boards

The school board, as a representative of the people, is a decision-maker and direction-setter. The board integrates information from many sources; processes that information; evaluates it and makes a decision compatible with the system’s beliefs, values and goals.

As it makes these decisions, the school board considers the interests of all the students in the jurisdiction, not just the interests of students from a particular school or area.

- The school board is responsible for setting the overall direction for the school system. This is usually done through an annual strategic planning process. The board revisits its vision, mission, values and beliefs and identifies strategic priorities and goals for the system.
- The school board sets the annual budget which determines how resources are allocated to schools and programs. The school board also provides direction through its policy processes. These include planning, developing, implementing and evaluating policy.
- The school board also holds the system – and the board itself – accountable for achieving its goals. The board creates this accountability by assigning roles and responsibilities for the desired results and creating a system to monitor and evaluate those results.
- The school board reports system and school performance to the public and to the provincial government.
- The school board is an advocate for public education and for the local school system.

As an advocate, the school board consults with its constituents; it provides advice with respect to education to MLAs and government as an individual board and collectively through the Alberta School Boards Association. School boards also advocate for students. The board assesses proposed policies based on what is best for the development of the whole individual. While schools cannot usurp the family’s role, serving on a school board means partnering with parents

to ensure children are provided with the best possible educational opportunities to become productive citizens who contribute to their communities.

- The school board selects a superintendent of schools, delegates administrative duties to the superintendent and evaluates the superintendent's performance. The school board clearly outlines its expectations of the superintendent. In this context job descriptions must be based on outcomes or accomplishments rather than activities.
- While legislation gives the school board the power to engage in a wide range of activities, it is most common for the school board to delegate operational tasks to the superintendent. School boards tend to focus on governing the system by setting performance targets and holding the system accountable for the desired results. It is critical that the school board creates the appropriate policies and procedures to ensure the appropriate conduct of the school system and the limitations of delegated responsibilities or powers. Ultimately the board is accountable.

Trustee Guidelines

Relationship between the school board and the superintendent

The relationship between the school board and the superintendent is the most important relationship in the school system. The school board and superintendent have different but complementary roles in many areas. Each party's success is greatly influenced by the other's success. Both parties must nurture this relationship. The school board must clearly establish the roles and responsibilities of the school board, the school board chair and the chief superintendent.

No trustee can act alone – the school board is a corporate entity

The school board is a corporation. If the school board chooses, it may delegate a trustee to perform specific duties as an individual; but only as an agent of the board and only as prescribed by the board, by board motion. In other words, the school board is ultimately responsible for the individual's action. With this exception, a trustee acting on his or her own has only the authority and privileges of an ordinary citizen.

What is a trustee personally liable for?

All authority delegated by the province is to the corporate school board; not to individual trustees. With the four following exceptions any action taken against the school board are against the corporate board – not individual trustees.

1. Improper Use of Funds

If a school board uses money acquired for capital expenditures for unauthorized purposes, the trustees who were on the board when the board approved the improper application of the capital money, whether or not they are still trustees, are jointly and severally liable for the payment to the board of the amount of money applied to the unauthorized use (source: [Section 187, School Act](#)).

2. Non-Performance of Statutory Duties

Trustees who fail or refuse to perform statutory duties imposed by various statutes may be held personally responsible (e.g. s.112 of the Employment Standards Code could hold trustees jointly and severally liable for unpaid wages).

3. Personal Gain

If a court declares a trustee disqualified from remaining on the board due to his/her personal gain from contracts with the board, the trustee may be ordered to pay the board any profits.

4. Breaches of Common Law

Trustees may be held personally liable for breaches of common law such as acting in bad faith, in a discriminatory manner or in abuse of their powers. It must be noted that actions against such breaches are likely to be successful only where the evidence presented is clearly indisputable.

Quick Facts about Pembina Hills Public Schools

Proud to serve over 50,000 students across Alberta

Through the wonders of technology, our small rural school division crosses boundaries to educate more than 50,000 students. We teach:

- 3,800 students in Kindergarten to Grade 12 in 11 **community schools**. Five of our schools offer **early learning programs** for 3 to 5 year olds. We provide **outreach programs** for Grade 7 to 12 students through our high schools in Barrhead and Westlock. We operate two **Hutterite Colony schools**.
- 7,800 students in Grades 1 to 12, from within and beyond our borders, study at their own schedule and pace through our **Vista Virtual School** which offers distance education.
- 45,000 students taking courses through the **Alberta Distance Learning Centre, operating as a subsidiary of PHPS, on behalf of the government of Alberta**

Our region

Our students live in Swan Hills, Woodlands County, the County of Barrhead, the Town of Barrhead, Westlock County, the Town of Westlock, the Village of Clyde, the south-eastern portion of the M.D. of Big Lakes and the southern portion of the M.D. of Lesser Slave River.

Our community schools

Barrhead Composite High School	Gr. 7-12
Busby School	K – Gr. 6
Dunstable School	K – Gr. 6, Early Learning
École Barrhead Elementary School	K – Gr. 6, Early Learning, French Immersion
École Westlock Elementary School	K – Gr. 6, Early Learning, French Immersion
Eleanor Hall School	K – Gr. 9, Early Learning
Fort Assiniboine School	K – Gr. 9
Neerlandia Public Christian School	K – Gr. 9, Christian Education
Pembina North Community School	K – Gr. 9, Early Learning
R. F. Staples Secondary School	Gr. 7-12, Gr. 7-9 French Immersion
Swan Hills School	K – Gr. 12
Pibroch Colony School	K – Gr. 9
Sunny Bend Colony School	K – Gr. 9

Outreach Programs

Grade 7 to 12 students looking for an alternative to the traditional school setting are welcome in our outreach programs in Barrhead and Westlock. We work with students to develop flexible programs that meet their individual education goals and needs.

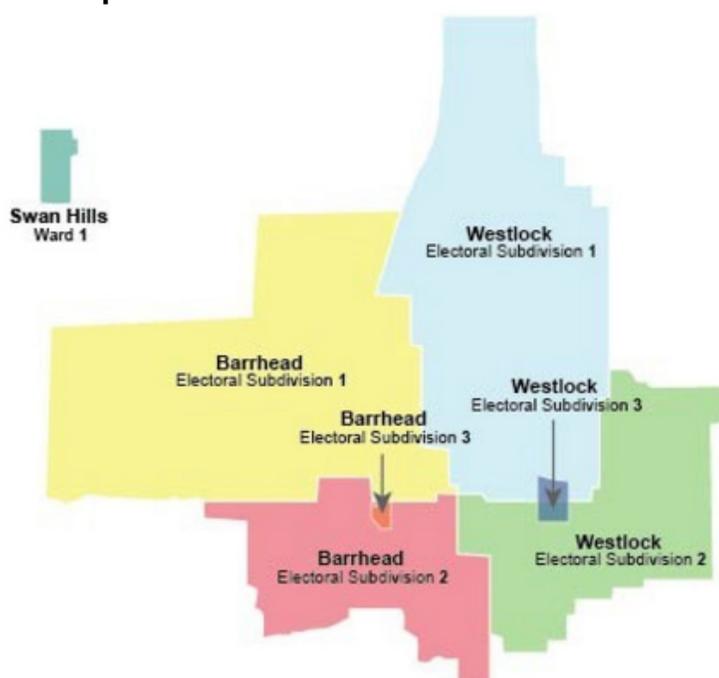
Vista Virtual School

Offering distance education to students in grades 1-12 who learn best at their own pace and need a flexible location. Programs are available online, in print, and in a blended format. A blended online home schooling model is also offered for full-time students in grades 1-9. We have three campuses in Barrhead, Calgary, and Edmonton.

Alberta Distance Learning Centre

We're not a typical brick and mortar school; we reach beyond physical barriers to provide distance learning for students and resources for teacher. Currently, one in three schools and one in 11 students in Alberta use our services and access our online and print courses, continuing education and adult upgrading, and enrichment programs.

Electoral Map



Schools in Each Ward

Barrhead Electoral Subdivision 1 – Fort Assiniboine School K-9, Neerlandia Public Christian School K-9

Barrhead Electoral Subdivision 2 – Dunstable School K-6

Barrhead Electoral Subdivision 3 – École Barrhead Elementary School K-6, Barrhead Composite High School 7-12, Barrhead Outreach 7-12

Swan Hills Ward 1 – Swan Hills School K-12

Westlock Electoral Subdivision 1 – Pembina North Community School K-9, Pibroch Colony School K-9, Sunny Bend Colony School K-9

Westlock Electoral Subdivision 2 – Busby School K-6, Eleanor Hall School K-9

Westlock Electoral Subdivision 3 – École Westlock Elementary School K-6, R. F. Staples Secondary School 7-12, Westlock Outreach 7-12

Three-Year Education Plan (2017-2021) Priorities and Focus

Priorities

Engaged Learner

- All participants in the education system need to be engaged in learning
- Student engagement will be facilitated when teachers, administration, parents and community commit to building welcoming, caring, respectful and safe learning environments

Success for all Students

- Acknowledges the diversity of our students and the desire to have every student succeed to the best of their ability and individual needs
- Honors what students described to be important as learners
- Emphasizes the importance of addressing students' well being
- Support students in the inclusive learning environment of our rural communities

Focus on:

- Diversity of Student Needs
- Literacy
- Numeracy
- Student-Teacher relationships

As the elected corporate body in Pembina Hills Regional Division No. 7, the Board is responsible for the development of priorities and policies to set direction and guide the provision of education services to students residing within the Division, in keeping with the requirements of government legislation and the values of the community as a whole.

Trustees act as one corporate body encompassing three major roles:

1. Governor: Accountable to the Government of Alberta and residents of the Division; responsible for the Division's Three-Year Education Plan, Policy Development, Board Development, Political Advocacy, and Fiscal Responsibility
2. Employer of the Superintendent
3. Adjudicator – Judge: The Board will hear appeals of administrative decisions on all student-related matters other than expulsion of students, which are submitted in accordance with section 123 of the *School Act* and that significantly affect the education of a student. Review of Board decision will follow the guidelines as outlined in the *School Act* Section 124. The Board will make decisions on Suspension/Termination of teacher contracts. Appeals will only be heard on matters which significantly affect the education of a student, or regarding teacher transfers.

Specific Areas of Responsibility

1. Accountability to the Provincial Government

The Board shall:

- 1.1 Act in accordance with all statutory requirements of the Government of Alberta, including the *School Act*, to implement educational standards and policies.
- 1.2 Perform Board functions required by governing legislation and existing Board policy.
- 1.3 Advocate provincially for the betterment of education in the Division.

2. Community Assurance

The Board shall:

- 2.1 Make decisions, based on data, that best reflect the Division's cultural values and represent the interests of the entire community in the Division. The Board shall act on behalf of the community as a whole, and be accountable to the community as a whole, rather than being advocates for specific geographic areas or interest groups.
- 2.2 Establish processes and provide opportunities for community input and/or engagement.

- 2.3 Report Division results at least on an annual basis.
- 2.4 Develop policy and procedures for appeals, and to hear appeals, as required by statute and/or Board policy.
- 2.5 Model a culture of respect and integrity.

3. Accountability for Student Learning

The Board shall:

- 3.1 Provide overall direction for the Division by establishing purpose, mandate, motto, beliefs, strategic priorities and key outcomes.
- 3.2 Annually approve a Strategic Planning Process and timelines.
- 3.3 Annually approve a Three-Year Education Plan for submission to Alberta Education by the due date and in compliance with Alberta Education requirements.
- 3.4 Monitor and evaluate progress toward the achievement of the goals, outcomes, and measures in relation to targets identified in the Three-Year Education Plan.
- 3.5 Annually approve the Division budget for submission to Alberta Education by the due date.
- 3.6 Develop the process for the construction of and approve annually the Three-Year Capital Plan for submission to Alberta Education by the due date.
- 3.7 Approve the Annual Education Results Report (AERR) for submission to Alberta Education by the due date, provide for a summary document to be distributed to the public and place the AERR on the Division website.

4. Policy Making

The Board shall:

- 4.1 Keep current governance policies which address the work of the Board.
- 4.2 Develop policy which is required through the *School Act*.

5. Board/Superintendent Relations

The Board shall:

- 5.1 Hire the Superintendent.
 - 5.1.1 Identify a hiring process that meets the expectations of the *School Act* which may include the retaining of a consultant and gathering of feedback from those directly reporting to or working with the Superintendent.
- 5.2 Delegate, through written Board policy, the management/administration of the Division to the Superintendent who is the Chief Executive Officer and Chief

Education Officer of the Board. Such delegation is subject to provisions and restrictions in provincial legislation and regulations.

5.3 Review and understand the contents of the Superintendent's contract.

- When there is a new Board
- When there are changes to the contract
- When there is a new contract

5.3.1 Where approval is required, the Board may consider delegating the closing of the contract to the Chair and Vice-Chair through board motion.

5.4 Seek independent legal advice upon the renewal or expiration of the Superintendent's contract according to the timelines in the *School Act*.

5.5 Annually evaluate the Superintendent in accordance with Policy 12 Role of the Superintendent and the Appendices, as well as review the compensation package provided to the Superintendent, as per contract.

6. Political Advocacy

The Board shall:

6.1 Advocate for the priorities of the Division as outlined in the Three Year Education Plan and Three Year Capital Plan.

6.2 Participate in activities and make decisions regarding relevant issues for those external organizations in which the Board holds membership.

6.3 Consult its constituents and share information with Members of the Legislative Assembly and government.

7. Board Development

The Board shall:

7.1 Evaluate annually the Board's effectiveness. The Board Evaluation process is detailed in Policy 7-12.

7.2 Support Trustee professional learning.

8. Fiscal Responsibility

The Board shall:

8.1 Approve the annual budget and ensure resources are allocated to achieve desired results.

8.1.1 Provincial funding is specific for the instruction of students currently attending Division schools. Requests from outside sources for Division funding will be guided by this criteria.

- 8.2 Approve the annual allocation formula for distributing funds to schools.
- 8.3 Appoint an auditor and receive the annual audit report to ensure quality indicators are met.
- 8.4 Monitor the fiscal management of the Division with timely monitoring reports.
- 8.5 Solicit advice from the Superintendent in setting mandates for collective bargaining and for setting compensation levels for all non-union staff.
- 8.6 Ratify memoranda of agreement with bargaining units.
- 8.7 Determine corporate signing authority.

9. Selected Responsibilities

The Board shall:

- 9.1 Approve Division school-year calendar.
- 9.2 Approve in principle international field trips.
- 9.3 Develop an annual Workplan outlining its key activities along with appropriate timelines. The Board Workplan can be found under the “Board” tab on the website.
- 9.4 Recognize staff years of service.
- 9.5 Receive for information the dissolution of a School Council.
- 9.6 Approve leases and agreements.
- 9.7 Approve student transportation boundary areas.
- 9.8 Approve facility Joint Use Agreements.
- 9.9 Name schools and other Board-owned facilities

Reference:

Sections 45, 56, 60, 61, 62, 63, 187, 188 [School Act](#)
[Policy 8 Committees of the Board](#)
[Policy 13 Appeals to the Board Regarding Student Matters](#)
[Policy 14 Hearings on Teacher Matters](#)
[AP 20-23 Protocol for Trustee/Dignitary Recognition at School or Public Events](#)
[AP 40-31 Employee Awards and Recognition](#)
[Form 2-12 Request for Trustee/Superintendent Representation](#)

The role of the Trustee is to contribute to the Board as it carries out the development of priorities and policies to set direction and guide the provision of education services to students residing in the Division. The oath of office taken by each Trustee when he or she assumes office binds that person to work diligently and faithfully in the cause of education.

The Board is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. A Trustee who is given corporate authority to act on behalf of the Board by means of written policy or resolution may carry out duties individually, but only as an agent of the Board. In such cases, the actions of the Trustee are those of the Board, which is then responsible for them. A Trustee acting individually has only the authority and status of any other citizen of the Division.

Specific Responsibilities of Individual Trustees

The Trustee shall:

1. Become familiar with Division policies and procedures, meeting agendas, and reports in order to participate in Board business.
2. Become familiar with all matters affecting the operation of the jurisdiction's schools.
3. Refer queries, or issues and problems not covered by Board policy, to the Board for corporate discussion and decision.
4. Refer administrative matters to the Superintendent.
5. Inform the Chair of governance matters which relate to the business of the Board.
6. Participate in, contribute to, and vote on the decisions of the Board in order to provide the best solutions possible for the education of children within the Division, unless the Trustee is in the position of a conflict of interest.
7. Support the decisions of the Board, and represent these decisions where the Board has delegated the role of spokesperson to the Trustee.
8. When delegated responsibility, will exercise such authority within the defined limits in a responsible and effective way.
9. Participate in Board/Trustee professional learning so the quality of leadership and service in the Division can be enhanced.
10. Strive to develop a positive learning and working culture both within the Board and the Division.
11. Become familiar with, and adhere to, the Trustee Code of Conduct.

12. Trustees will attend School Council meetings upon approval of School Council, for the schools represented by their ward. A written report including pertinent information will be provided at the subsequent Board meeting. The role of the Trustee is to attend School Council meetings to become better informed; not to advise the School Council. Trustees will report to School Councils on Board key messages, including but not limited to messages outlined in the monthly highlights news update.
13. A Trustee who misses three school board meetings in a row – without formal permission from the Board – will be disqualified from remaining as a Trustee, unless the person's absence is due to illness and the person provides evidence of that illness in the form of a medical certificate respecting the period of the person's absence. The disqualification will be done by Board motion.

Duties of Individual Trustees:

The powers of the Board are provided for in Section 60 of the *School Act*. There are no duties described in the *School Act* for a Trustee; however, a Trustee is expected to:

- a) Attend meetings
- b) Serve on committees as appointed by the Board
- c) Provide written committee reports

Events Attended by Individual Trustees:

Other important events that individual trustees are encouraged to attend on behalf of the Board, for schools/service areas in their ward or as appointed, include:

- a) Student citizenship presentation for students in grades 6,9,12
- b) Grade 12 graduation ceremonies
- c) Employee long-service award presentations
- d) Remembrance Day ceremonies
- e) Christmas Concerts

Reference:

Section 60, 82(1)(h) [School Act](#)
[Policy 7-10 Board Operations: Trustee Compensation, Memberships and Attendance at Conferences](#)
[AP 20-23 Protocol for Trustee/Dignitary Recognition at School or Public Events](#)
[Form 2-12 Request for Trustee/Superintendent Representation](#)

1. As a member of my local Board, representing all the citizens of my community and responsible to the electorate through the democratic process, I recognize:
 - 1.1 That my fellow citizens have entrusted me, through the electoral process, with the educational development of the children and youth of the community.
 - 1.2 That Trustees are the children's advocates and my first and greatest concern is the best interest of each and every one of these children without distinction as to who they are or what their background may be.
 - 1.3 That Trustees are educational leaders who realize that the future welfare of the community, of the Province, and of Canada depends upon the quality of education we provide in public schools to serve the needs of every learner.
 - 1.4 That legally, the authority of the Board is derived from the Province, which ultimately controls the organization and operation of the School Division and which determines the degree of discretionary power left with the Board to exercise local autonomy.
 - 1.5 That I must never neglect my personal obligation to the community and my legal obligation to the Province, nor surrender these responsibilities to any other person, group, or organization but that, beyond these, I have a moral and civic obligation to the nation to ensure public schools in Canada are kept free and strong.

2. As a member of the Board of Pembina Hills Regional Division No. 7, I will:
 - 2.1 Understand that my role is governance through board policy and not management;
 - 2.2 Listen carefully and respectfully to other Board members;
 - 2.3 Respect the opinions of others;
 - 2.4 Uphold and abide by the final majority decisions of the corporate Board;
 - 2.5 Recognize that authority is only vested in the full Board, not in individual trustees, when it meets in legal session;
 - 2.6 Follow the Communication Protocol when dealing with complaints;
 - 2.7 Keep informed of developments relevant to issues that may come before the Board;
 - 2.8 Participate actively in Board and committee meetings;
 - 2.9 Bring to the attention of the Board any issues that may affect the Division;
 - 2.10 Interpret the needs of the community to the Division and the School Division's actions to those we serve;
 - 2.11 Represent everyone this Division serves, not just a particular interest group;
 - 2.12 Act as a Trustee of this School Division and work carefully to ensure that it is well-maintained, fiscally secure, and operating in the best interests of those we serve;
 - 2.13 Declare any conflict of interest, or perceived conflict of interest, between my personal life and my position on the Board and abstain from voting when appropriate;
 - 2.14 Obtain all the necessary information to make an informed decision before voting;
 - 2.15 Respect fellow trustees, the Corporate Board and the Superintendent, within and outside of the board room;
 - 2.16 Maintain confidentiality about privileged information restricted to those matters addressed in private sessions as defined in the *School Act*.

- 2.17 After consultation with the Board, engage parents, students, and the community in matters related to education.
 - 2.18 Act in a manner consistent with provincial legislation including the *School Act*, regulations, and policies of the Board.
3. As a member of the Board of Pembina Hills Regional Division No. 7, I will not:
- 3.1 Use the School Division for my personal advantage, or that of my friends, business associates, or family members;
 - 3.2 Interfere with the Superintendent's duties, in day-to-day management, or undermine his or her authority with staff members.

Reference:

Section 60, 82, 83 *School Act*

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Policy 9 Communication Protocol

Policy 19 Welcoming, Caring, Respectful, and Safe Environments

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 afterwards at any time determined by the Board, shall elect one of its members to serve as Board Chair, to hold office during the pleasure of the Board.

The Board Chair shall:

1. Preside over all Board meetings and ensure that such meetings are conducted in accordance with the following in the priority of:
 - 1.1 *School Act/Education Act*
 - 1.2 Board Bylaws or Procedural Bylaws
 - 1.3 Board Policies and Administrative Procedures
 - 1.4 Robert's Rules of Order
2. Prior to each Board meeting, confer with the Superintendent along with the Vice Chair, where possible, on the items to be included on the agenda, the order of these items, and become thoroughly familiar with them. Agenda planning for Board meetings held at Regional Office shall also include an additional trustee. The Board Chair shall send out the In Camera and Board Calendar list the day before the Board Meeting to Trustees, Superintendent and Secretary Treasurer.
3. Perform the following duties during Board meetings:
 - 3.1 Ensure that all issues before the Board are well stated and clearly expressed.
 - 3.2 Ensure that each Trustee has a full and fair opportunity to be heard and understood by the other members of the Board in order that collective opinion can be developed and a corporate decision reached.
 - 3.3 Direct the discussion by Trustees to the topic being considered by the Board.
 - 3.4 Ensure that each Trustee present votes on all issues before the Board.
 - 3.5 Extend hospitality to Trustees, officials of the Board, the press, and members of the public.
4. Keep informed of significant developments within the Division.
5. Keep the Superintendent and the Board informed of all matters coming to his/her attention that might affect the Division.
6. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events.
7. Bring to the Board all matters requiring a corporate decision of the Board.
8. Act as the chief spokesperson for the Board except for those instances where the Board has delegated this role to another individual or group. This includes written and oral communication, as directed by the Board.
9. Act as ex-officio member, with voting privileges, of all committees appointed by the Board.

10. Act as signing officer for the Division.
11. Represent the Board, or arrange alternative representation, at official meetings.
12. Ensure that the Board engages in regular assessments of its effectiveness as a Board.
13. When dealing with an individual trustee's code of conduct, the following forms of communication may take place:
 - Personal contact
 - Discussion
 - Letter of clarification
 - Letter of redirection
14. Act as direct supervisor of the Superintendent, including but not limited to:
 - 14.1 Be familiar with the personnel file of the Superintendent and ensure that documentation is filed appropriately with Human Resources.
 - 14.2 Approval of all absences including personal and vacation; acknowledgement of medical absences:
 - 14.2.1 Vacation days need prior approval before vacation days may be taken.
 - 14.2.2 Any changes made to days of leave after they have been entered into the system need to be approved by the Board Chair. Days taken should be claimed in half-day increments.
 - 14.2.3 The Board Chair shall be advised of unused medical, personal, and vacation day banks twice per year.
15. Approval of all expenses related to the Office of the Superintendent. Employment-related expenses, when paid for by another Division purchase card or purchase order, require approval by the Board Chair (example: smartphone, laptop).
16. Approval of Superintendent Professional Development requests in advance of the event and in accordance with AP 40-24 Professional Development.
17. Review Board Highlights prior to publication.

Reference:

Sections 60, 61, 62, 65 [School Act](#)
[AP 30-12 Purchasing Card Program](#)
[AP 40-24 Professional Development](#)

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

Specific Responsibilities:

1. The Vice-Chair shall act on behalf of the Board Chair, in the latter's absence and shall have all the duties and responsibilities of the Board Chair.
2. The Vice-Chair shall assist the Board Chair in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Board.
3. The Vice-Chair may be assigned other duties and responsibilities by the Board Chair.
4. The Vice-Chair shall be an alternate signing authority for the Division.
5. If possible, prior to each Board meeting, confer with the Superintendent and Board Chair on items to be included on the agenda, the order of these items and become thoroughly familiar with them.
6. The Vice-Chair and the Chair of the Council of School Councils (COSC) shall prepare the agendas for COSC meetings together.
7. The Vice-Chair will update annually the rotating schedule of Trustees regarding the Division's website messages and greetings to staff, as well as the presentations of the long service awards for service departments.
 - 7.1 The Vice-Chair will ensure that Trustees are aware of their turn on the schedule and remind them to find an alternate if they are not available.

Reference:

Section 65 [School Act](#)

Policy Statement:

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

Rationale:

The Superintendent is appointed by the Board subject to the approval of the Minister of Education. The Superintendent, an executive officer of the Board, is the administrative and supervisory leader of the Division. The Superintendent shall confer with the Board and advise the Board concerning the educational problems and needs of the system. The Superintendent or designate attends all meetings of the Board. The Superintendent exercises, subject to the direction of the Board, general supervision over all schools, departments, teachers, property, and students, and community services within the jurisdiction of the Board, and assists the Board in the discharge of its duties.

Specific Areas of Responsibility:

This policy shall apply to all aspects of the Superintendent Role as outlined below:

1. Student Welfare
The Superintendent shall:
 - 1.1 Ensure that each student is provided with a welcoming, caring, respectful and safe environment that fosters and maintains respectful and responsible behaviors.
 - 1.2 Ensure the safety and well-being of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division.
 - 1.3 Ensure the facilities adequately accommodate Division students.
 - 1.4 Act as, or designate, the attendance officer for the Division.
2. Educational Leadership
The Superintendent shall:
 - 2.1 Provide leadership in all matters relating to education in the Division.
 - 2.2 Ensure students in the Division have the opportunity to meet the standards of education set by the Minister.
 - 2.3 Implement education policies established by the Minister and the Board.
 - 2.4 Ensure development of leadership capacity within the Division.
 - 2.5 Develop and maintain positive and effective relations with provincial and regional government departments and agencies.
3. Fiscal Responsibility
The Superintendent shall:
 - 3.1 Ensure the development of the annual Division budget for consideration by the Board.

- 3.2 Ensure the fiscal management of the Division by the Secretary Treasurer is in accordance with the terms or conditions of any funding received by the Board under the *School Act* or any other applicable Act or regulation.
 - 3.3 Ensure the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
4. Personnel Management
The Superintendent shall:
 - 4.1 Have overall authority and responsibility for all personnel-related matters, save and except: the development of mandates for bargaining and those personnel matters precluded by Board policy, legislation or collective agreements.
 - 4.2 Have overall authority and responsibility for monitoring the performance of staff.
5. Policy/Procedures
The Superintendent shall:
 - 5.1 Provide support in the planning, development, implementation and evaluation of Board policies.
 - 5.2 Develop and keep current Administrative Procedures (AP's) and inform the Board of any changes.
 - 5.2.1 All changes will be highlighted.
 - 5.2.2 Substantive changes requiring a re-write of an AP will be identified in the Header as 'Replacement'.
 - 5.2.3 New AP's will be identified in the Header as 'New'.
 - 5.2.4 Minor editing changes that do not change the intent of the AP are not required to be submitted as an Information Item to the Board.
6. Superintendent / Board Relations
The Superintendent shall:
 - 6.1 Establish and maintain positive, professional working relations with the Board.
 - 6.2 Respect and honour the Board's role and responsibilities, and facilitate the implementation of that role as defined in Board policy.
 - 6.3 Provide the information which the Board requires to perform its role.
 - 6.4 Consider political implications relative to the development of administrative procedures and solicits Board input as appropriate.
 - 6.5 Ensure the Board has copies of the Superintendent's contract.
 - 6.6 Obtain support of the Board through Board motion if intending to seek an external position that requires time away from the Division. Example: College of Alberta School Superintendents (CASS).
 - 6.7 Maintain an online calendar including events, meetings and locations of their activities and shares this with the Board Chair.
7. Three-Year Education Planning and Reporting
The Superintendent shall:
 - 7.1 Have overall authority and responsibility for the Three-Year Education Planning process including the development of Division goals, budget, facilities and transportation plans and implements plans as approved.
 - 7.2 Involve the Board appropriately in the approval of process and timelines; gives the Board opportunity for establishment of strategic priorities and key results early in the process; and gives the Board final approval.
 - 7.3 Report regularly on results achieved.

8. Organizational Management
The Superintendent shall:
 - 8.1 Demonstrate effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
 - 8.2 Report to the Minister with respect to matters identified in and required by the *School Act*.

9. Communications and Community Relations
The Superintendent shall:
 - 9.1 Take appropriate actions to ensure open, transparent, positive external and internal communications are developed and maintained.
 - 9.2 Serve as spokesperson for the Division, in consultation with the Chair for the media and public in order to keep the Board's messages consistent and accurate.
 - 9.3 Keep the Board informed through the provision of appropriate accountability reports.
 - 9.4 Ensure parents have a high level of satisfaction with the services provided and the responsiveness of the Division.
 - 9.5 Make accessible to electors the Three Year Education Plan and Annual Education Results Report, Board Policy Handbook, Administrative Procedures Manual, Minutes and other documents in accordance with FOIP and in a timely and courteous manner.
 - 9.6 Participate actively in school community events in order to enhance and support the Division's mission.
 - 9.7 Act as the head of the Division for the purposes of the *Freedom of Information and Protection of Privacy Act* (FOIP).

10. Leadership Practices
The Superintendent shall:
 - 10.1 Demonstrate leadership in a manner that is viewed positively and has the support of those with whom they work most directly in carrying out the directives of the Board and the Minister.

Reference:

Sections 14, 60, 61, 113, 114, 115 [School Act](#)
[Policy 11 Delegation of Authority](#)
[Freedom of Information and Protection of Privacy Act \(FOIP\)](#)
[Policy 12 Superintendent – Performance Evaluation – Appendix A](#)
[AP10-03 Administrative Procedures, Forms & Handbooks](#)

Board Operations

10. Trustee Compensation, Memberships and Attendance at Conferences

Policy 7-10

The Board will pay reasonable expenses and per diem for representatives to attend meetings and conventions in accordance with the following guidelines. Consideration of the overall benefit to the Board will be the criteria for approving requests to attend meetings, conventions and workshops.

- 10.1 A Trustee's residence is considered their office. Therefore, claim round trip mileage from the residence to the destination.
- 10.2 Traveling time is to be included in the per diem charge for the meeting.
- 10.3 All meetings are to be claimed to the nearest half day. Up to four (4) hours - 1/2 day; and over four (4) hours less than eight (8) hours – full day rate; more than eight (8) hours – half day and full day rate.

NOTE: In instances when travel is required the same day and the total time exceeds eight (8) hours, an additional four (4) hours – 1/2 day may be claimed. When a social event follows a meeting, the daily rate will not exceed eight (8) hours.

- 10.4 The guideline for claiming of meals is as follows:
 - Breakfast - Leave before 7:30 a.m.
 - Lunch - Leave before 11:30 a.m. and return after 1:30 p.m.
 - Dinner - Return after 6:30 p.m. (no evening meal expense will be considered where a session or meeting adjourns in time to return home before 6:30 p.m.)
- 10.5 Trustees may attend and claim mileage and per diem for the following:
 - 10.5.1 Regular Board meetings
 - 10.5.2 Organizational meeting
 - 10.5.3 Special Board meetings
 - 10.5.4 Board Planning Committee meetings
 - 10.5.5 Meetings of committees established by the Board
 - 10.5.6 Agenda Planning meetings
 - 10.5.7 Public information meetings
 - 10.5.8 Municipal and provincial meetings
 - 10.5.9 Official school tours
 - 10.5.10 Official opening of new/modernized schools in Pembina Hills Regional Division No. 7
 - 10.5.11 ASBA Zone 2/3 meetings (Board Representative and rotating trustee only)
 - 10.5.12 ASBA Spring and Fall General Meetings
 - 10.5.13 ASBA Spring and Fall Issues Forums
 - 10.5.14 PSBAA Spring Assembly and Annual General Meetings
 - 10.5.15 PSBC (Board Representative and rotating trustee only)
 - 10.5.16 Officially representing the Board at school or service area functions where the Trustee is attending and/or speaking or presenting, as per Form 2-12
 - 10.5.16 School council meetings, within the electoral subdivision of the Trustee

- 10.5.17 School council meetings, within the electoral subdivision of the Trustee
 - 10.5.18 Student Citizenship presentations for students in grades 6, 9, and 12
 - 10.5.19 Employee long service award presentations
 - 10.5.20 Grade 12 Graduation ceremonies where the trustee is a speaker/presenter
 - 10.5.21 Christmas concerts and Remembrance Day ceremonies, within the electoral subdivision of the Trustee when they have been requested to speak/present
- 10.6 Trustees may claim mileage only, for the following:
- 10.6.1 Local graduation ceremonies, Christmas concerts, and Remembrance Day ceremonies where the Trustee attends, but is not a speaker/presenter.
- 10.7 Trustees appointed to act on behalf of the Board as directors or members of associations claim mileage and per diem for meetings if they are not paid by the associations. Where per diems for the associations are less, Trustees are eligible to claim the difference.
- 10.8 Trustees attending workshops and conventions on behalf of the Board may claim mileage and per diem.
- 10.9 Trustees may claim a monthly stipend amount per month to be called preparation time for other duties as a Trustee.
- 10.10 The Chair, Vice-Chair, and the Trustee on Agenda Planning Committee may claim mileage and per diem for meetings with staff to prepare agendas for Board meetings.
- 10.11 The Board Chair may claim per diem for six (6) days per month for those duties as Chair, not specified under 10.5, but included in Policy 5 Role of the Board Chair.
- 10.12 The Vice-Chair may claim per diem for three (3) days per month for those duties as Vice-Chair, not specified under 10.5, but included in Policy 6 Role of the Vice-Chair.
- 10.13 Trustee Professional Development:
- 10.13.1 Trustees will receive a maximum of \$4000, excluding per diem, per four-year term for expenses related to professional development in education and governance.
 - 10.13.2 Professional development referred to in 10.13.1 does not include ASBA Spring and Fall General Meetings, PSBAA Spring Assembly and Annual General Meetings, and ASBA Spring and Fall Issues Forums.
 - 10.13.3 Trustees will inform the Board regarding professional development activities they attend.
 - 10.13.4 All other compensated attendances require approval by the Board in the form of a motion.

10.14 Trustees are encouraged to carpool with other Trustees or Administration when attending the same meeting or conference.

10.15 Reimbursement for Trustee use of home internet - \$40 per month.

An initial copy of the monthly home internet bill shall be provided to the Division's Accounting Department.

10.16 Trustees will receive a laptop computer and printer (if necessary) to use for their term as a trustee.

10.17 Reimbursement for use of personal mobile devices:

10.17.1 The Board Chair will be reimbursed for \$40/per month

10.17.2 The Vice-Chair will be reimbursed for \$30/per month

10.17.3 Trustees will be reimbursed for \$20/per month

An initial copy of the monthly mobile device bill shall be provided to the Division's Accounting Department.

10.18 Monthly Trustee Claims will be submitted to Accounts Payable, Payroll, and Secretary Treasurer prior to the 2nd day of the following month.

10.19 Trustees will receive recognition of years of service in accordance with the following:

Long Service Awards

Recognition Year	Long Service Award
5 years	Choice of \$25 Gift Card from list
10 years	Pembina Hills Public Schools Soft Shell Jacket OR Choice of \$50 Gift Card from list
15 years	Choice of \$50 Gift Card from list
20 years	Pembina Hills Public Schools Winter Jacket OR Choice of \$75 Gift Card from list
25 years	Choice of \$75 Gift Card from list
30 years	Choice of \$100 Gift Card from list OR Update Pembina Hills Public Schools Soft Shell Jacket
35 years	Choice of \$100 Gift Card from list
40 years	Choice of \$150 Gift Card from list OR Update Pembina Hills Public Schools Winter Jacket
45 years	2 Dinner Theatre Tickets (approximate value of \$225)

Gift Card List

- Boston Pizza
- Various Restaurants – Swiss Chalet, Harvey's, Montana's, Kelsey's (four choices in one card)
- The Keg
- Sears
- Winners

- Sport Check
- Chapters
- Canadian Tire

Trustees will have their previous years of service/employment recognized for the purpose of long service awards.

Reference:

[Policy 5 Role of the Board Chair](#)

[Policy 6 Role of the Vice-Chair](#)

[Policy 22 Public Disclosure of Travel and Expenses](#)

[Form 2-12 Request for Trustee/Superintendent Representation](#)

[Rates Annex 7 Travel, Expenses and Honorarium](#)

Compliance with Freedom of Information and Privacy Protection (FOIPP)

Trustees shall be responsible for:

- Documenting, creating and/or organizing information in the course of their work in a way that is objective and professional
- All paper/electronic correspondence (i.e. emails, blogs, reports, etc.) pertaining to Board/Division business are considered public records of the Division and subject to both the access and protection of privacy provisions of the FOIPP Act. Email records, for example, may be requested in response to public FOIP requests and investigations. Resource: *Frequently Asked Questions about FOIP for School Jurisdictions*
- Following Division record management procedures and respecting the principles of access to information and protection of personal privacy in an open accountability organization
- Protecting all information while in their custody and control, ensuring the risk of unauthorized disclosure of personal or other confidential information is minimized
- Making sure they have authority to collect personal information they request
- Ensuring personal information is used in a way that is consistent with the original purpose of collection
- Sharing personal information only with individuals or organizations that have the right of access or the consent of the individual about whom the information applies
- Exercising their judgment in refusing to confirm the existence or nonexistence of a record if it is believed that an applicant's knowledge that a record exists or not may pose a danger to an individual or would be an unreasonable invasion of their privacy
- Taking reasonable steps to verify accuracy of information used to make decisions affecting individuals
- Advice and assistance on such matters can be obtained through consultation with the Assistant Secretary Treasurer

www.phrd.ab.ca

The phps website is a practical tool for trustees. Click on any one of the above tabs to explore and familiarize yourself with Pembina Hills Public Schools.

About Us

- Quick facts about the Division
- Annual reports

School Board

- Contact information for your fellow trustees
- Board Workplan
- Committee assignments
- Summary: board self-evaluation
- Major school board initiatives – i.e. 2015-16 attendance area review

School board meetings (left hand side - inside school board tab) to find:

- List of upcoming meetings – dates & locations
- Easy access to agendas, highlights and minutes

Programs

- Quick summary about PHPS programs offered

Schools – listing of schools including:

- Principal's contact information including photo
- School address
- Programs offered
- Grades taught
- Links to school website pages

Contact Us

- Contact information for regional office – general inquiries by the public
- Key contacts at Regional Office (left hand side of page) – responsibilities listed
- Directory – quick contact information for each of the regional services staff

School Bus Icon

- The most viewed page on the website – is your bus on time?

Briefcase

- Policies and AP's (you will always find the most recent published version here – please don't use the search tool as that may provide several versions and not necessarily the most recent)
- Trustees Expense claims are posted here
- Additional reports

Calendars

- Use the side bar navigation and select Division calendar or School Calendars for key dates, the division calendar, and each school calendar including those with alternate calendars

Tip for using the find feature in documents

- Use the Ctrl key and then press the letter f key – Ctrl f – to find something in particular – this can be a time saver and a brain saver
- Example: If you wanted to find the definition of a resident student in the [School Act](#), click on the hyperlink provided and once the document opens, enter Ctrl f on your keyboard. A small box will appear at the top or side of your document, enter resident student – 42 finds will appear – if you use the toggle down option, the definition will appear as the 2nd search. You can continue to toggle down if you want to see the other entries.

Commonly Used Abbreviations and Acronyms

AAMDC	Alberta Association of Municipal District and Counties
ACS	Aspen Collaborative Services
ACSTA	Alberta Catholic School Trustees' Association
ADLC	Alberta Distance Learning Centre
ADM	Assistant Deputy Minister
AE	Alberta Education
AERR	Annual Education Results Report
AFS	Audited Financial Statements
AOD	Accumulated Operating Deficit
AOS	Accumulated Operating Surplus
ARB	Attendance Review Board
ASBA	Alberta School Boards Association
ASBIE	Alberta School Board Insurance Exchange
ASBOA	Association of School Business Officials of Alberta
ASCA	Alberta School Councils' Association
ASEBP	Alberta School Employee Benefits Plan
ASL	Administrative Assistants Liaison Committee
ASN	Alberta Student Number
ATA	Alberta Teachers' Association
AUMA	Alberta Urban Municipalities Association
CALM	Career and Life Management (course)
CARES	Community Awareness Resources Education Services - Barrhead CARES
CASS	College of Alberta School Superintendents
CEO	Chief Executive Officer (Superintendent of Schools)
CEU	Credit Enrolment Unit
COATS	Council of Alberta Teaching Standards
CPREP	Clyde Preschool Readiness Education Program
CSBA	Canadian School Boards Association
CSI	Class Size Initiative
CTS	Career and Technology Studies
CUPE	Canadian Union of Public Employees
DARE	Drug and Alcohol Resistance Education
DI	Differentiated Instruction
EAP/EFAP	Employee & Family Assistance Program
ECS	Early Childhood Services
ERI	Early Reading Intervention
ESL	English as a Second Language
FCSS	Family and Community Social Services
FI	French Immersion
FNMI	First Nations Métis Inuit
FOIP	Freedom of Information and Protection of Privacy
FSCD	Family Support for Children with Disabilities

FTE	Full Time Equivalent
GLA	Grade Level of Achievement
GRF	General Revenue Fund
IMC	Instructional Media Centre
IMR	Infrastructure Maintenance and Renewal (formerly BQRP & IMP)
IPP	Individual Program Plan
K&E	Knowledge & Employability
LAPP	Local Authorities Pension Plan
LLI	Leveled Literacy Intervention
OH&S	Occupational Health and Safety
OT	Occupational Therapist
PA	Program Assistant
PAL	Program Assistant Liaison Committee
PARTY	Preventing Alcohol Related Trauma to Youth
PASI	Provincial Approach to Student Information
PAT	Provincial Achievement Test
PAWS	Promoting Activity, Wellness & Success (Swan Hills)
PD	Professional Development
PDE	Provincial Diploma Examinations
PHPS	Pembina Hills Public Schools
PHRD	Pembina Hills Regional Division No. 7
PLC	Professional Learning Community
POM	Plant Operations & Maintenance
PREP	Preschool Readiness Education Program (Early Education Program at BES)
PSBAA	Public School Boards' Association of Alberta
PSBC	Public School Boards' Council
PTR	Pupil Teacher Ratio
PUF	Program Unit Funding
RAP	Registered Apprenticeship Program
RCSD	Regional Collaborative Service Delivery (SHP Student Health Partnership)
RTI	Response to Intervention
SACS	Safe and Caring Schools
SAFRS	School Authorities Funding & Revenue System
SBDM	Site Based Decision Making
SES	Socio-Economic Status
SGF	School Generated Funds
SHP	Student Health Partnership
SIS	Student Information System
SLP	Speech Language Pathologist
SPICE	Social Physical Intellectual Creative Emotional (Early Ed Program at WES)
SRO	School Resource Officer
UDL	Universal Design for Learning
V V	Vista Virtual School
WRaP	Wellness, Resiliency and Partnerships project

