



The Foothills School Division Trustee Guide to Good Governance 2021 – 2022

Public education is vital to the health of communities. School board members are responsible for ensuring that a school district's public education system is serving the needs of all students by providing equitable access to high-quality education.

MVSD Governance Handbook (personal communication, 2018) (Campbell & Fullan, 2019.)

The Foothills School Division Trustee Guide to Good Governance 2020-2021

Table of Contents

1. Purpose of The FSD Trustee Handbook P. 2

- Introduction: Why do school boards matter?

2. Introduction: Overview of Alberta's Publicly Funded Education System P. 2

- Schools in Alberta
- An Effective School Board
- About The Foothills School Division
- Individual Trustees
- What does a school board trustee do?
- Our Commitment

3. Board Governance P. 5

- Guiding Principles
- What is Good Governance?
- What do school boards do?
- Balancing Accountabilities
- Evidence-Informed Decision Making
- Policies vs. Administrative Procedures

4. Roles and Responsibilities of Foothills School Division Board of Trustees P. 11

- Hiring and Appraisal of a Superintendent of Schools
- The Three-Year Education Plan
- Budget
- Capital Planning
- Advocates of Public Education
- Professional Learning
- Trustee Remuneration
- Additional Responsibilities -as required
- Specific Responsibilities of Individual Trustees

5. Legal Responsibilities and Liabilities P. 16

- Fiduciary Duty
- Pecuniary Interest
- Confidentiality
- Liability
- Trustee Code of Conduct

6. Board Operations P. 18

- Orientation
- Board Meetings

- In-Camera Meetings
- First Meeting/Organizational Meeting
- Board Meetings
 - Public Board Meeting Agendas
 - Agenda Preparation
 - Delivery of Agendas
 - Motions and Recommendations
 - Minutes
- Communication Protocols

7. Board Committees and Representations P. 21

- Standing Committees
- Committee of the Whole
- Ad Hoc Committees

8. Parent and Community Engagement – Working with School Councils, Parent Involvement Committees, and Communities P. 22

- School Councils
- Council of School Councils (COSC)
- Alberta School Councils Association (ASCA)
- Foothills School Division Relaunch Committee

9. Board Self-Assessment P. 24

10. Advice for New Trustees P. 25

11. References P. 25

- Books and Articles
- Websites

12. Appendix P. 26

- Education Jargon and Acronyms

1. Purpose of The FSD Trustee Guide to Good Governance

This handbook was developed as a tool for FSD trustees to deepen their collective understanding of the role and responsibilities of the governing Board and how individual trustee leadership can enhance the positive, value-added impact for all learners across the Division.

Introduction: Why do School Boards Matter?

Why do school boards matter? Why is it important to have democratically elected governing boards in public education?

While provincial governments fund public education through taxes, and oversee the public school program, democratically elected governing school boards play a critical role in the delivery of public education by bringing community voice to public education and overseeing the needs of their individual schools and jurisdictions.

School boards are an important part of Canada's political landscape and represent democratic participation in public education. They partner with communities and provincial governments, and have done so for decades, evolving over time. Canadian school boards have helped build an equitable, accessible, publicly funded education system.

In addition to the value of democratic representation in public education, governing school boards are a link between the community and the provincial government. They act as navigators for families and the public when they have questions or concerns about their schools. They advocate for education funding and highlight the importance of equitable access to education regardless of where students live in their province. And above all, they care about students and the future of education.

Governing school boards enable local decision making in response to local needs. By having their finger on the pulse of their communities, elected school board members or trustees know what their students, schools, and communities need because they are members of the communities themselves. With regional representation, communities have better access to the resources required to meet the needs of their students.

<https://www.cdnsba.org/why-do-school-boards-matter>

2. Overview of Alberta's Publicly Funded Education System

School Boards in Alberta

In Alberta, citizens elect trustees to school boards to act for the legislature in their local schools and communities. They are funded and supported by the Government of Alberta - Alberta Ministry of Education. School boards exist because of the belief that government – and decisions – made closest to the people being governed are the most effective.

Children and youth between the ages of six and 18 must be enrolled in a formal education program. The province's [Education Act](#) and its regulations establish the framework for the delivery of education programs. There are many key partners that work together for public education in Alberta including the provincial government, school boards, educators (e.g.

teachers, early childhood educators, educational assistants, etc.), students, parents, Indigenous partners, and the public. Collaboration and inclusion are vital to ensuring that all partners, at all levels of the education system, are working together to share knowledge, skills, and experience to improve student achievement and student and staff well-being.

The [Alberta Ministry of Education](#) has the following responsibilities:

- develop curriculum and set standards
- evaluate curriculum and assess outcomes
- teacher development and certification
- support students with diverse learning needs
- fund and support school boards
- First Nations, Métis and Inuit and Francophone education
- oversees basic education policy and regulations

An Effective School Board:

- understands why it exists, what difference it aims to make in the community and develops a plan for this purpose.
- maintains a focus on student achievement and well-being.
- works together as a team.
- serves as a role model for the education system and the community.
- makes informed decisions through the lens of the Assurance Model.
- strives for excellent communications with its partners and constituents.
- has a clear sense of the difference between its role and that of senior management.
- understands the distinction between policy development and implementation.
- is accountable for its performance.
- holds the superintendent accountable for effectively implementing the policies of the board.
- monitors the effectiveness of policies and implementation plans.
- ensures that local provincial and federal politicians understand local issues and needs, and encourages them to make education a high priority.

(https://www.opsba.org/Shared%20Documents/EVENTS%20AND%20PUBLICATIONS/Documents/OPSBA_Good_Governance_Guide_2018-2022_Chapter3.pdf)



About The Foothills School Division

The [Foothills School Division](#) (FSD) is situated in Southern Alberta on the eastern slope of the Rocky Mountains where the rolling foothills meet the prairie lands. This land is the traditional territories of the people of the Treaty 7 Region in Southern Alberta and of the Metis Nation of Alberta Region 3. The Foothills School Division was created in 1938 - when district schools

were amalgamated - and is one of 61 public school divisions within the Province of Alberta serving the towns, villages and hamlets within Foothills County. The current population is approximately 71,000 residents (2016 Government of Canada Census) and we proudly provide high quality learning experiences for 8, 084 public school students through a broad range of educational programs in twenty-five schools; including three Hutterite Colonies, Cameron Crossing outreach school and the FSD Online School, Hub@Home.

The Division is divided into five Wards with six trustees serving on the Board of Trustees.

As an elected governing body for The Foothills School Division, roles and responsibilities for school jurisdictions and for Boards of Trustees are defined in the [Education Act](#). Sections pertaining to the responsibilities of a Board of Trustees are found in Part 4 - Board Powers and Elections (Pages 51– 96).

Governing policies for the Division are set by and authorized by the Board. Policy is directional in nature and provides the Superintendent with a framework within which management can make decisions. They are reviewed on a regular schedule and as needed to be responsive to changing circumstances. The Board policies are detailed on the FSD website.

What does a school board trustee do?

The role of the trustee is to maintain a focus on improving the growth, achievement and well-being of all learners; to support the creation, maintenance and promotion of welcoming, safe, caring, inclusive and respectful learning environments; and to participate in decision making that benefits the entire school division all while building public trust. Trustees establish the division's strategic direction, are financial stewards, comprise the corporate board, and are community leaders.

Trustees establish the division's strategic direction. The board is responsible for setting the overall strategic direction for the school division. Trustees work together to establish the board's strategic plan, which sets the goals of the division and its budget priorities.

Trustees are financial stewards. Boards have the important responsibility of oversight of the school division's financial decisions. While the board oversees the development of a strategic plan and the allocation of resources to support that plan, it must also ensure these plans align and that they improve outcomes for all students.

Trustees are part of a corporate board. The Board of Trustees is a corporation. A school trustee is a member of a board, not a member of a parliament or a municipal council, and it is important for both trustees and the general public to understand that only the board has the authority to make decisions or to take action; individual trustees in and of themselves do not have such authority.

Trustees are community leaders. As the representatives in their local school division jurisdiction, trustees are required to listen to the concerns and needs of their communities, bring those to the attention of the board and the school division, and translate these into policy and strategic directions to ensure that they promote the success of all learners.

(Adapted from the *British Columbia School Trustee Association – [The Role of Boards and Trustees in BC](#)*)

Our Commitment

Developing a strong, positive relationship between the Board and the Superintendent impacts the quality of education in the Division. As part of our Board's commitment to practicing a cohesive model of highly effective governance, the trustees, the Superintendent and Executive Team (the Lead Team) structure Professional Learning time in each month to ask difficult questions about governance, educational issues, trends in education so that they could gain greater understanding and wisdom to better guide and direct decisions impacting students - their learning and well-being.

The Foothills School Division Professional Learning Examples:

1. (2017-2018) Board of Trustees Book Study
Sinek, S., Mead, D., and Docker, P. (2017). *Find Your Why: A practical guide for discovering purpose for you and your team.* New York, NY: Penguin Random House.
2. (2018-2019) Board of Trustees Workshop
"The Land of the Trustee: Thriving in Our Land" - Facilitated by Elizabeth Critchley
3. (2018-2019) Board of Trustees Book Study
Gino, Francesca. (2018). *Rebel Talent: Why It Pays to Break the Rules at Work and Life.* New York, NY: Harper Collins Publishers.
4. (2019) Professional Learning Seminar:
"Leading a Culture of Thinking and Supporting Change"- Guest Speaker: Ron Ritchard
5. (2019-2020) Lead Team Professional Learning Session
Leithwood, K. (2013) *Strong Districts and their Leadership.* Retrieved from:
www.education-leadership-ontario.ca
6. (2019-2020) Lead Team Book Study
Campbell, D. & Fullan, M. (2019) *The Governance Core: School Boards, Superintendents, and School Working Together.* Thousand Oaks, CA: Corwin.
7. (2017 – 2021) – ASBA Fall and Spring General Meetings
(2018) – ASBA Summer Conference
8. (2020-2021) - Board Professional Learning Sessions
Governance Mindset Topics - Systems Thinking, Strategic Thinking, Governing with Coherence and Deep Learning - Facilitated by Piet Langstraat

3. Board Governance

Guiding Principles

The following guiding principles promote a common understanding of policy directions and serve as the basis in making sound and consistent decisions:

Learner-centered: The needs of our students are first and foremost when making decisions.

Committed to the larger Foothills School Division team: Decisions are informed by high quality evidence, aligned with the system’s vision for excellence in teaching and learning, and reflective of what is in the best interests of students throughout the Division as a whole.

Innovation to promote and strive for excellence: The Foothills School Division is a learning organization committed to creative, innovative and entrepreneurial approaches, which are promoted and supported to achieve high standards and excellence in education.

Flexible and responsive: Learning opportunities are meaningful and appropriate for each learner’s needs and abilities. The Foothills School Division must also be flexible in responding to the changing needs of both local and global communities in order for learning opportunities to remain current and relevant.

Fair and equitable: Each learner has fair and reasonable access to educational opportunities. Some learners will need additional specialized support in order to fully access these opportunities.

Sustainable and efficient use of resources: Resources (both human and financial) are optimized to support student learning.

Engaged communities: Stakeholders work together as collaborative partners to advance common goals that promote and support learning.

Accountable and transparent: Outcomes of our students’ achievements and use of funding are clearly communicated to stakeholders. Transparency of results and decision-making processes are foundational in our work. Research, evidence and analysis are used to ensure that resources are allocated for the maximum benefit of students.

www.fsd38.ab.ca

What is Good Governance?

Governance is the process where the direction of the organization is established, and accountability both fiscal and programmatic is assured. Governance is the connection between communities and professionals, between policy and application, between strategy and tactics.

(Campbell & Fullan, 2019, p.15)

Understanding the Realities of Governance - ‘The Three Realities of Governance’

1. You are elected as an individual but you govern as a member of a team. You didn’t get to pick the team; you may not even like everyone on the team, but it’s your team.
2. You do not have authority as an individual trustee to fix the problems you promised to fix in your campaign. Only the board has the authority to take action.
3. Your success as a trustee is completely dependent on the success of your board. The public, appropriately, tends to judge the success of the board by the board’s accomplishments, not by what individuals do.

(Campbell & Fullan, 2018, p.18)

“Good governance begins with well-defined roles and responsibilities, and clear decisions about how the board will govern. This includes clarity around the goals it aims to achieve, the strategies it will employ to achieve them, and the role of the superintendent of schools to manage all aspects of implementation of board direction.

Good governance is established by accomplishing goals designed to bring positive results to all of the board’s students and staff, and building public confidence by demonstrating accountability to the public and the ministry.”

(Excerpt from *The Ontario Public School Board Association’s [Guide to Good Governance](#)*)

What do school boards do?

School boards are the embodiment of local governance in action.

Local school boards play the central role in driving and guiding the process to establish a vision of education for their school systems. Indeed, as representatives of the community and governors of the school system, school boards are the best catalyst for stimulating the dialogue, consensus and actions that can shape a truly dynamic and responsive student achievement plan.

(Patrick Rice, 2014, p. 45)

School boards exercise leadership through governance in three areas:

1. Fiduciary Leadership

When fulfilling its *fiduciary leadership* role, the school board focuses on its legal responsibilities. The school board ensures:

- 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.
- its business is conducted in a legal and ethical manner.

The Foothills School Division Fiduciary Leadership Example:

Following the 2017 Alberta School Board Association’s Fall General Meeting, The Foothills School Division received a legal opinion that informed the board that one of its trustees had a conflict of interest that would be disqualifying the trustee from fulfilling the duties of a School Board Trustee.

The Board sought legal advice to ensure that the Board’s fiduciary responsibilities were clear and followed the necessary procedures that led to the Board passing a motion at a Board Meeting disqualifying the trustee from remaining on the Board owing to a pecuniary interest.

2. Strategic Leadership

When acting in its *strategic leadership* role, the school board is planning for the future. Informed by environmental scans, the school board works on:

- the school system's mission, values, vision and goals; while
- making decisions about resources, programs and services that reflect its long term priorities.

The Foothills School Division Strategic Leadership Examples:

Classroom Practice - Innovative Projects Grant (CPIP)

In 2016, The Foothills School Division Board of Trustees made a commitment to promote innovative thinking and practices in support of optimizing student learning, achievement and success by establishing the Classroom Practice - Innovative Projects Grant (CPIP). The grant is available to students, staff, parents and community members from across the division.

The grant, established over a five-year term, from 2016 to 2021 and one million dollars was dedicated to support forward-thinking, cutting-edge educational undertakings by students, staff, and parents demonstrates the Board of Trustees commitment to improving opportunities and learning experiences for students.

<https://www.fsd38.ab.ca/view.php?action=object&id=10643&stream=News>

Nature- Based Alternative Program

The Board of Trustees approved the implementation of a K - Grade 6 Nature-Based Learning Alternative Program at École Percy Pegler School beginning in the 2021-2022 school year given that sufficient enrolment exists as part of the registration process for the program.

Indigenous Learning

The Board of Trustees is committed to improving education outcomes and creating opportunities for our First Nations, Metis and Inuit students by ensuring budgetary support of an Indigenous Learning Facilitator to support The Foothills School Division in responding to the Truth and Reconciliation Commission's Calls to Action.

3. Generative Leadership

In this role, the school board engages in public consultation and talks to the community about the community's needs, the community's youth and the future so that all citizens have an opportunity to shape the direction that education takes locally.

The Foothills School Division Generative Leadership Examples (2017-2021):

The Board of Trustees is committed to an assurance model which includes financial transparency, accountability, and continuous improvement. FSD believes assurance happens by engaging stakeholders in consultation throughout the development of the budget and education plan.

Stakeholder Engagement Opportunities:

- Okotoks School Boundary Reconfiguration
- Late Entry French Immersion Proposal
- D.A.R.E Program Funding Review
- Superintendent Search Consultation
- Millarville Community School Grade Reconfiguration
- IB Program Funding Review
- Policy Engagement
- FSD COVID - 19 Response Engagement
- 2020-2021 School Relaunch Public Engagement
- Blackie Modernization
- Nature-Based Alternative Program Proposal
- One-to-One Device Proposal
- Vision 2034 Consultation

Alberta School Boards Association – [Trustee Handbook \(2017 – 2021\)](#)

Balancing Accountabilities

In carrying out their role, trustees have the very real challenge of balancing their responsibilities and allegiances as representatives of their communities with their role as education leaders within the decision-making body of the board as a whole. This dual responsibility can mean that the ultimate decisions made are at variance with the specific interests of a particular geographical constituency, demographic population, or interest group.

Effective board governance is dependent on a clear understanding of, and respect for, roles and responsibilities.

“Whilst trustees, as individuals, do not have authority to make decisions or take action on behalf of the board, trustees can facilitate the concerns of their constituents by advising them as to which board staff can answer their questions or deal directly with their concerns. In some cases, trustees may bring issues that affect the entire division to the board for discussion, and where appropriate, resolution.”

(Excerpt from The Ontario Public School Board Association’s [Guide to Good Governance](#))

The Foothills School Division Balancing Accountabilities Example:

In May 2018, the Millarville Community School Council submitted, through their Ward trustee, a request that the Board of Trustees consider a grade reconfiguration at Millarville Community School from K-8 to K-9. This request, advocated for by the Ward trustee, was accepted by the Board and resulted in a report that was prepared by administration. In January 2019, the Board passed a “Notice of Motion” to examine the reconfiguration following its Policy 15. In November 2019, following an extensive public consultation process which included all trustees, the Board voted to defeat the motion to reconfigure Millarville Community School.

<https://www.fsd38.ab.ca/view.php?action=object&id=10251&stream=Trustee%20Blog>

Evidence-Informed Decision Making

Board decisions must be evidence-based and informed by research that supports educational goals. Boards should base their decisions on a wide variety of evidence and current research to ensure the best strategic and policy approaches are followed.

Consultation and engagement are vital so that a diversity of voices and perspectives are heard. Consultation and collaboration with families, staff, students, community members and diverse stakeholders provide information that will support the best decisions to be made.

The Board of Trustees is committed to an assurance model which includes financial transparency, accountability, and continuous improvement. FSD believes assurance happens by engaging stakeholders in consultation throughout the development of the budget and education plan. Evidence of the assurance model supporting the vision of *Engagement, Support and Success for each learner* of The Foothills School Division included:

- completing a [stakeholder engagement](#) to determine the ‘Ideal Candidate Profile’ for the Superintendent of Schools role;
- developing a [Division Foundation Statement](#) that reflects to voice of all stakeholders across the division;
- the development and implementation of a new [Framework for Learning](#) that was completed after a lengthy consultative process with all stakeholders;
- following a [boundary review process](#) that included public meetings and online engagement, the school boundaries in Okotoks and Heritage Heights were reconfigured to accommodate the opening of the Meadow Ridge School;
- undertaking a review of the [grade configuration of Millarville Community School](#);
- determining key priorities in the [modernization of Blackie School](#);
- committing to [engaging all stakeholders](#) as FSD worked diligently to adapt to the new Alberta Education funding framework;
- through an extensive [community engagement plan](#), determining the Three-Year Education Plan and preliminary draft 2020-2021 Budget;
- establishing a [School Relaunch Plan](#) and stakeholder engagement to inform FSD’s relaunch plan for the 2020-2021 school year amid COVID-19; and
- in response to initiatives from staff and requests from parents, approving a [Nature-Based Learning Alternative Program for Kindergarten to Grade 6](#).

Policies vs. Administrative Procedures

Of the nine characteristics of ‘strong districts’ highlighted by Kenneth Leithwood in his 2013 paper [STRONG DISTRICTS AND THEIR LEADERSHIP](#), it is the eighth characteristic that applies directly to Boards of Trustees and governance. Leithwood suggests that:

Growth in student achievement and well-being is encouraged when elected boards of trustees focus most of their attention on board policy and concern themselves with ensuring the district mission and vision drive the district’s improvement efforts.

Two separate sets of documents reinforce the distinction in The Foothills School Division between the Board’s responsibility and the Superintendent’s executive or administrative duties. Further guidance comes from the [Education Act](#) where a distinction is made between a school board’s “duties” which are mandatory and its “powers” which are discretionary. (The [Education Act](#) is discussed further under Legal Responsibilities and Liabilities)

- [Board Policies](#) are developed to highlight and support the governance function of the Board and are reviewed on a regular basis.
- [Administrative Procedures](#) are the primary written source of administrative direction for the Division. They are designed to be entirely consistent with Board Policies, and are an extension of policy in the form of procedures.

The value of the board is in the strategic oversight and support that the board provides. The board brings the passion, the drive, the commitment to achieve the moral imperative, not distracted by day-to-day administrative challenges. This is purposeful action.

(Campbell & Fullan. 2019)

4. Roles and Responsibilities of Foothills School Division Board of Trustees

As the elected body, the Board of Trustees shall provide overall direction and leadership to The Foothills School Division. The Board will provide fiduciary oversight, community engagement and insight as well as visionary foresight reflective of the values of the community it serves. It is accountable for and will assure the electorate that the provision of appropriate educational services and programs to students within the Division are in alignment with the [Education Act](#) and other associated [provincial regulations and requirements](#).

Hiring and Appraisal of a Superintendent of Schools

“A school board/s relationship with the superintendent is the most important relationship in the school system.”

(Alberta School Board Association, 2017)

The Board of Trustees is responsible under the [Education Act](#) to hire a superintendent (Section 33(j), Section 222(1), and Section 223(1)). As such, the superintendent is the only employee of the Board of Trustees.

The Board is responsible for conducting annual evaluations of the Superintendent. The process and evaluation and timelines are defined in [Policy 10 - Role of the Superintendent – Appendix A](#).

The Board is part of the Lead Team of FSD working closely with the Superintendent and the rest of the Executive Team in a respectful collaborative manner to carry out executive action and support the Superintendent's actions which are exercised within the delegated discretionary powers of the position. It is important that an environment of mutual respect and support are conveyed to the staff and the community.

Specific Areas of Responsibility: Board/Superintendent Relations

- Select the Superintendent.
- Provide the Superintendent with clear corporate direction.
- Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the Education Act.
- 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.
- Demonstrate mutual respect and support, which is conveyed to the staff and the community.
- Annually evaluate the Superintendent.
- Annually review compensation of the Superintendent.

The Three-Year Education Plan

The Board has a duty to be knowledgeable to contribute to and inform the Division's Three-Year Education Plan.

Three-Year Education Plans are formal documents that demonstrate accountability and provide assurance to all stakeholders for continuous improvement. They are a living document that address a three-year cycle to maintain a consistent timeframe and 'roll' forward with plans updated annually and a new year added for each year completed. The Foothills School Division Education Plans and Annual Education Results Reports are consistent with Alberta Education's vision, mission and priorities. Education Plans outline priorities for student learning, guides budget decisions and form the basis for reporting on progress and achievement.

The Board is responsible for approving the process and timelines for the refinement of the Three-Year Education Plan. This includes identifying Board priorities at the outset of the planning process, monitoring the achievement of outcomes, evaluating annually the effectiveness of the Division in achieving the priorities and desired results, and annually approving the "rolling" Three-Year Education Plan/Report for submission to Alberta Education and for distribution to the public.

[Policy 2 - Role of the Board](#) guides the work and is implemented by [Administrative Procedure 100 - Three-Year Education Plans and Annual Education Results Report \(AERR\)](#).

Specific Areas of Responsibility: Accountability for Student Learning

- Provide overall direction for the Division by establishing mission and vision as in Policy 1 – *Divisional Foundational Statements*.
- Annually approve the process and timelines for the refinement of the Three-Year Education Plan.
- Identify Board priorities at the outset of the annual Three-Year Education planning process.
- Monitor the achievement of outcomes.
- Annually evaluate the effectiveness of the Division in achieving established priorities and desired results.
- Annually approve the fixed Three-Year Education Plan/Report for submission to Alberta Education and for distribution to the public.

Specific Areas of Responsibility: Accountability to Community

- Make informed decisions that consider community values and represent the interests of the entire Division.
- Establish processes and provide opportunities for focused community input.
- Promote school programs, needs and desires to the community.
- Report Division outcomes to the community at least annually.
- Develop appeal procedures and hold hearings as required by statute and/or Board policy.
- Model a culture of respect and integrity.

Specific Areas of Responsibility: Accountability to Provincial Government

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

Budget

Assurance is a broad concept that encompasses accountability, engagement, transparency and reporting. It means demonstrating to Albertans that the education system is meeting student needs and that students are successful. The assurance model implemented alongside funding changes *creates opportunities for parents to engage with education system governors and help shape local priorities and initiatives.*

The annual budget must address the mission, vision, values and guiding principles of the Division in the best possible manner, meeting the needs of all students in the system at the most reasonable cost. The preparation of the annual budget is an integral component of the planning process for the Division. The budget is based on the priorities set out in the Three-Year Education Plan and the budget assumptions and guidelines established annually by the Board. [Administrative Procedure 500 - Annual Division Budget](#) outlines the process.

The Board must approve a budget annually for submission to Alberta Education. The Board receives monthly financial updates based on the approved budget.

Capital Planning

Taking into consideration the long-range plan of the school division, the Board must review and approve the Three-Year Capital Plan as presented and discussed with the Executive Team annually for submission to Alberta Education.

Specific Areas of Responsibility: Fiscal Accountability

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

Advocates of Public Education

The [Education Act](#) Section 34 includes the role of a trustee to engage parents, students and the community in matters related to education. The Board is committed to advocate for public education in general and for Foothills School Division to support student learning.

Specific Areas of Responsibility: Advocacy

- Act as an advocate for public education and the Division.
- Identify issues for advocacy on an ongoing basis.
- Plan for advocacy including focus, key messages, relationships and mechanisms.
- Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials.

Professional Learning

The Board supports and participates in ongoing Professional Learning in an effort to stay abreast of current educational governance and pedagogy. This enables each trustee to view the operation of the School Division through an informed lens. This work is guided by Foothills School Division's [Policy 1 - Division-Foundation Statement](#) that outlines guiding principles that allow the Board of Trustees to promote a common understanding of policy directions and serve as the basis for equitable, learner centered, sound and consistent decision making with a focus on continuous improvement for each learner - students, staff teams and trustees alike. Professional Learning events may be at a local, provincial, national, and international level. Professional Learning opportunities become part of the Board's annual work plan as outlined in [Policy 2 - Role of the Board](#) Appendix A.

Specific Areas of Responsibility: Board Professional Learning

- Develop a plan for Board/Trustee development.

- Develop an annual work plan with timelines.
- Annually evaluate Board effectiveness.

Specific Areas of Responsibility: Policy

- Develop, approve and monitor the implementation of policies to guide the Division and the Board.
- Provide direction in those areas over which the Board wishes to retain authority.

Trustee Remuneration

Trustees have a legislated role to fulfill, and as such are to be fairly reimbursed for time spent in carrying out Board business. The remuneration for Trustee Professional Learning is addressed in [Policy 6- Board Operations](#).

The Board annually reviews and establishes rates for trustee based remuneration, per diem honorarium, a general expense allowance, and a travel allowance reimbursement of personal expenses.

In addition, the Board annually reviews and determines the remuneration for trustees attending professional development opportunities such as Board Conferences, Conventions and Workshops defined in [Policy 6 - Board Operations](#).

Additional Responsibilities as required by the Education Act:

[Policy 11 - Appeals and Hearings Regarding Student Matters](#): The [Education Act](#) Section 41 speaks to the Board’s responsibility to hear appeals on student matters. Trustees must not participate in any discussions related to specific students that may result in an appeal to the Board to ensure the appeal process and decision of the Board remains transparently objective.

[Policy 12 - Hearings on Teacher Transfers](#): The [Education Act](#) Section 212 (3) speaks to the Board’s responsibility to hear appeals from a teacher who has received a notice of transfer. Trustees must not participate in any discussions related to a specific teacher transfer that may result in an appeal to the Board to ensure the appeal process and decision of the Board remains transparently objective.

Specific Responsibilities of Individual Trustees

A clear understanding of a school board trustee’s role and responsibilities is fundamental to good governance. As the representatives in their local school division jurisdiction, trustees are required to listen to the concerns and needs of their communities, bring those to the attention of the board and the school division, and translate these into policy and strategic directions to ensure that they promote the success of all learners.

- Become familiar with Division policies and procedures, meeting agendas and reports in order to participate in Board business.
- Provide for the engagement of parents, students, staff and various communities.
- Respectfully bring forward and advocate for local issues and concerns.
- Refer matters not covered by Board policy, but requiring a corporate decision to the Board for discussion.

- Refer administrative matters to the Superintendent.
- The trustee’s role upon receiving a concern or complaint from a parent, staff member or community member about operations is outlined in Administrative Procedure 151, [Parental/Guardian Complaints or Concerns or Dispute Resolution](#).
- Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect the Division. Personnel matters are to be brought to the attention of the Superintendent only.
- Attend Board meetings, and committee meetings as assigned, prepared to participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for education within the Division.
- Recognize their fiduciary responsibility to the Division and act in the best interests of the Division understanding that Division needs are paramount.
- When delegated responsibility, will exercise such authority within the defined terms of reference in a responsible and effective way.
- Participate in Board/trustee development sessions so the quality of leadership and service in the Division can be enhanced.
- Be cognizant of provincial, national and international educational issues and trends.
- Share the materials and ideas gained with fellow trustees at a Board meeting following a trustee development activity.
- Strive to develop a positive and respectful learning and working culture both within the Board and the Division.
- Liaise with School Council(s) as assigned and attend COSC meetings.
- Represent the Board at official meetings, including Alberta Education and provincial association meetings, as well as at public functions that require a Board representative.
- Become familiar with, and adhere to, the Trustee Code of Conduct.
- Report any violation of the Trustee Code of Conduct to the Board Chair, or where applicable, to the Vice-Chair.

5. Legal Responsibilities and Liabilities

The [Education Act](#) sets out the duties and powers that govern all School Boards and Trustees, FSD policies, and are supported by the Alberta School Boards Association (ASBA).

As “statutory delegates” whose authority is derived from the [Education Act](#), trustees must be aware of the legal parameters within which a trustee carries out their role as a member of the board. Five key areas make up a trustee's legal responsibilities: *Fiduciary duty*, *Pecuniary Interest*, *Confidentiality*, *Liability*, and *Disqualification*.

Fiduciary Duty

Fiduciary duty requires all trustees to act in the best interests of the corporate board as a whole, as opposed to in one’s own personal interest or the interest of another entity.

In order to fulfill their fiduciary duty, directors and officers MUST:

- act honestly and in good faith vis-à-vis (in regards to) the corporation;
- respect the trust and confidence that have been reposed in them to manage the assets of the corporation in pursuit of the realization of the objects of the corporation;
- avoid conflicts of interest with the corporation;
- maintain the confidentiality of information they acquire by virtue of their position, and;
- serve the corporation selflessly, honestly and loyally.

Pecuniary Interest

Pecuniary interest is one form of conflict of interest. “Pecuniary” means “monetary”. Section 85 (1)(b) of the [Education Act](#) defines the pecuniary interests of a trustee as “an interest in a matter that could monetarily affect” the trustee and those individuals for whom the trustee has a deemed pecuniary interest. The pecuniary interest of the trustee’s spouse or adult interdependent partner that is known to the trustee, or of which the trustee should reasonably know, is also deemed to be the pecuniary interest of the trustee.

It is also important to note that the test of pecuniary interest is that it could affect the trustee’s interest, not that it *would*. In other words, the intentions or motives of the trustee do not matter - it is what could happen that counts.

Confidentiality

At the beginning of each term, trustees take an oath of office requiring them to act in the best interests of the corporation (school board). Information trustees receive in confidence must be respected and not disclosed to members of the public or taken advantage of for personal gain.

Campbell & Fullan (p.80) highlight confidentiality as one of the most important ‘realities of governance’ that trustees need to keep in mind. Trustees can “never take off their board hat as long as they are on the board” ... and that when a trustee “participates in any activity in [the] school or community, [he/she] is always a board member, and everyone knows it.”

Liability

All authority delegated by the province under legislation is to the corporate school board; not to individual trustees. Therefore, any action brought against the school board is against the corporate board – not individual trustees.

The exceptions to this are in the case of:

- Improper use of funds
- Non-performance of statutory duties
- Personal gain
- Breach of common law

While the *Education Act* also contains a “good faith” protection from liability for trustees, this provision does not provide a defense to an allegation of defamation, nor does it affect the legal liability of the corporate board itself.

Disqualification

Section 87 of the [Education Act](#) outlines the circumstances that would disqualify a trustee from remaining as a trustee of the board.

Trustee Code of Conduct

The Foothills School Division Trustee Code of Conduct links the Division’s mission, values and principles with standards of Trustee professional conduct. The code reflects the values The

Foothills School Division wishes to foster throughout the Division and, in doing so, defines and models expected Trustee behavior. It serves as both an internal guideline and an external statement of our corporate values and commitments.

“Boards recognize that the public trust placed in them as a collective body is honoured through determining and enforcing norms of acceptable behaviour, as set out in local codes of conduct for trustees... A code of conduct is not intended to prevent individual trustees from expressing their opinions on issues under consideration by the board, nor is it intended to prevent the public from evaluating a board’s decision-making procedures. If used effectively, the code of conduct can serve to encourage respect for divergent views and help boards focus their efforts on student achievement and well-being. It is intended to provide a common understanding about how to conduct the work of the school board with appropriate authority and integrity and, thereby, promote public confidence.”

(Ontario Public School Board’s Good Governance Guide)

The Foothills School Division Board of Trustee Code of Conduct is outlined in [Policy 4 – Trustee Code of Conduct](#).

(Adapted from the Alberta School Boards Association – Trustee Handbook (2017 – 2021))

6. Board Operations

Orientation

During an election year, Administration will provide a package of information to all candidates when nominations close that includes: A calendar of events for trustee elects/trustees; an overview of Board and trustee committees, roles and responsibilities; The Foothills School Division Trustee Guide to Good Governance; and other pertinent information in preparation for post-election responsibilities.

“Onboarding a new trustee is an opportunity to accomplish four very important things. First, it is an opportunity to begin afresh with new trustees in addressing system-wide coherence and the district’s moral imperative. Second and perhaps equally important, it is a chance early on to introduce a new trustee to the board’s governance culture. Third, orienting the new trustee as soon as possible around the core concepts of a governance mindset- systems thinking, strategic focus, deep learning , and managing your manner. Fourth, it gives the board an opportunity to reinforce the focus of existing members.”

(Campbell & Fullan. 2019)

Newly elected trustees will review the *FSD Trustee Guide to Good Governance* with the full board to discuss the protocols, roles and responsibilities, and the norms the board has adopted as a framework for its governance culture found in [Policy 6 - Appendix B - Meetings](#).

Board Meetings

Board meetings provide an opportunity for Trustees to share knowledge, experience, expertise, ideas, attitudes and expectations in order to effectively carry out the duties vested in the Board of Trustees by the [Education Act](#) and other legislation. The Board has adopted policies so the business of the Board can be conducted in an orderly and efficient manner. All points of procedure not provided for in policy shall be decided in accordance with modified Robert's Rules of Order.

As the fundamental obligation of the Board is to preserve, if not enhance, the public trust in education, meetings of the Board address this obligation by drawing on the expertise of the Superintendent and Executive Team to help trustees understand the educational, fiduciary, financial, human, and community implications of any decisions.

In-Camera Meetings

The [Education Act](#) provides that a meeting of a committee of the board, including a committee of the whole board, may be closed to the public, the media, and any trustee who has declared a conflict of interest, as outlined in Policy 6 - Appendix B - *Meetings*.

Trustees must be aware of the confidentiality that applies to in-camera sessions. As a member of the board, a trustee's role is to respect the board's decision-making process and not discuss any aspect of private matters, including the nature of the topic and anything that occurred during the in-camera meeting.

Furthermore, the [Freedom of Information and Protection of Privacy \(FOIP\) Act](#) guides trustees against discussing some matters, such as those discussed at an in camera meeting or hearing, in public.

(Adapted from the Alberta School Boards Association – Trustee Handbook (2017 – 2021)

As outlined in [Policy 4 - Trustee Code of Conduct](#), Trustees shall comply with provincial and school system requirements relating to all matters of confidentiality. In the course of their duties, Trustees may become privy to confidential information received outside of an “in-camera” meetings. Trustees must not:

- disclose or release by any means to any staff member of the Division, member of the public, including the media, any confidential information acquired by virtue of their office, unless the disclosure is required by law or authorized by the Board;
- access or attempt to gain access to confidential information in the custody or control of The Foothills School Division unless it is necessary for the performance of the Trustee's duties and is not otherwise prohibited by the Board, and only then if the information is acquired through appropriate channels in accordance with applicable Board Policies and Administrative Procedures;
- use confidential information for personal benefit or for the benefit of any other individual or organization.

Board Meetings – Operations

The Board conducts its business through public meetings. The details of Board Operations are outlined in Policy 6.

Regular Board meetings consist of a Committee of the Whole meeting and a Public Board Meeting (see [Policy 7 - Board Committees and Representatives](#) for more information about the Committee of the Whole).

Board meeting dates and times shall be as established in May of each year.

- All meetings will ordinarily be held in the Division Office in High River.
- Notwithstanding the schedule established in May, the Board may, by resolution, alter the schedule in such manner as it deems appropriate.

Public Board Meeting Agendas

Agenda Preparation

As outlined in Appendix C - *Board Meeting Structures* of Policy 6 - Board Operations, the Superintendent and/or designate is responsible for preparing an agenda for Board meetings in consultation with the Board Chair and the Vice-Chair. Trustees who wish to have an item added to the agenda are to contact the Board Chair their request. An emergent item may be added to the agenda at a Board meeting with the approval of the Board.

Delivery of Agendas

The agenda package, containing the agenda and supporting information, will be made available for all trustees to review, three (3) business days prior to the Board meeting. Trustee reports are to be submitted in writing to the Recording Secretary at least four (4) business days prior to the board meeting for inclusion in the agenda package. Committee memos should reflect the intention/purpose of the meeting including; who was in attendance, who presented, and any content/links associated with the information being shared.

A copy of the agenda for public meetings will be sent to the news media and posted on the division's website at least three (3) business days preceding the meeting. Any elector may inspect the agenda and request a copy.

Motions and Recommendations

Board business is facilitated through group discussion, debate and voting on either individual trustee motions or recommendations from the Superintendent or a Board Committee.

To pass, a motion must be supported by a majority of the trustees at the meeting where there is quorum. If it is a tie vote, the motion is lost.

It is the fiduciary duty of each trustee to act in the best interests of the corporate board as a whole, as opposed to in one's own personal interest or the interest of another entity. Once a

vote is taken and a motion is passed, a unified board moves forward, with every trustee supporting the decision of the Board.

Any trustee, including the board chair, may submit a motion for consideration by the Board of Trustees. No seconder is needed.

See Appendix C - *Board Meeting Structures* of Policy 6 - Board Operations for greater detail on motions.

Minutes

The proceedings of all regular Board meetings will be recorded. Board minutes contain all motions, recommendations, Board requests for information and questions approved by the Board that require Administrative action.

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

Communication Protocols

Effective communication about Foothills School Division's *Engagement, Support and Success* for each learner engenders understanding and support for the division and for public education. The Board Chair acts as the official spokesperson for the Board, except for those instances where the Board has delegated this role to another individual or group and for the Division when there are potential political implications as defined by [Policy 5 - Role of the Board Chair and Vice Chair](#).

The Superintendent is the official spokesperson for the jurisdiction.

As trustees are key spokespeople for the division, they should seek out opportunities to highlight what is happening in the division and with Board work. As defined by [Policy 2 - Appendix D](#) the Board of Trustees adheres to communication protocols that encourage communicating in a timely, accurate/transparent, and respectful manner.

7. Board Committees and Representations

Foothills School Division follows applicable legislation where trustees participate in committees to conduct the business of the division in a transparent manner. The categories of committees include:

Standing committees generally address ongoing or recurring matters, such as those specified in the legislation, and are an integral part of the board structure. Only trustees are members of standing committees.

Committee of the Whole is a standing committee that addresses matters that fall outside the purview of other committees. At FSD, this committee also includes time for Lead Team Professional Learning.



Ad hoc committees are established to assist the Board on a specific project for a specific period of time.

The Board’s Standing and Ad Hoc Committees are reviewed annually and are listed in Appendices A and B of [Policy 7 - Board Committees and Representatives](#).

8. Parent and Community Engagement – Working with School Councils, Parent Involvement Committees, and Communities

The Foothills School Board of Trustees is committed to collaborating meaningfully with our learners and communities to support student learning and well-being. This is highlighted in the [Division Education Plan](#).

- We communicate Division progress and the use of resources transparently and with a view to guiding future decision-making.
- We consult widely and in a variety of ways with our learners, parents and communities to include their voice in our decision-making and build partnerships moving forward.
- We seek to understand the worldviews in our learners and communities and use this knowledge to inform our decision-making.
- We do this to assure our learners and communities that our decision-making is based on the best interests of all of our learners.

Foothills School Division Education Plan 2020-2023		
<p>Our Vision <i>Engagement, Support and Success for Each Learner</i></p> <p>Our Mission <i>Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are...Explore them... Develop them...Celebrate them.</i></p>	<p>Our Commitments</p> 	<p>Our Priorities</p> <p>Engagement: <i>Ensure and maintain division-wide engagement that is timely, meaningful and collaborative with all learners and communities.</i></p> <p>Support: <i>Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe and inclusive.</i></p> <p>Success: <i>Ensure and maintain division-wide excellence in teaching, learning and leadership.</i></p>
Optimum Learning is achieved through		
Engagement for each learner	Support for each learner	Success for each learner
Governance	Learning Supports	Student Growth and Achievement
<p>Assurance Measure Trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency and accountability.</p>	<p>Assurance Measure Confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<p>Assurance Measure Trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.</p>
Local and Societal Context		Teaching and Leading
<p>Assurance Measure Trust and confidence that the education system responds proactively to local and societal contexts.</p>		<p>Assurance Measure Trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p>

School Councils

The Government of Alberta recognizes the value of parents and the community in the education of children, and by law (Section 55 – the Education Act) requires school councils in every school operated by a school board in Alberta.

Established school councils:

- focus on what is best for all students in the school
- consider the interests of all school stakeholders
- develop, maintain and reflect the culture of the school
- represent the parent voice in the school community

Every Foothills School Division school has a school council comprised of parents, principals, teachers, and attended by a ward trustee, who work together to effectively support and enhance student learning. The school council plays an important role as an advisory body to the school principal and the school board. The school council helps to create a sense of community in the school and helps to build the relationship between parents, educators and the community. School trustees attend each school council meeting to provide updates on key issues discussed at the Board meetings and to ensure parent perspective is heard and informs Board decision making.

Information about individual School Councils can be found on each school website.

Council of School Councils

The Council of School Councils (COSC) is an umbrella organization for school councils and parents in the Foothills School Division to share information and facilitate communication within the FSD communities to enhance the education of all its students.

Each school council chair, or designate, is the representative to COSC. A Chair for COSC is elected by this group each year and sets the agenda for meetings held 3 – 4 times a year. Trustees, the superintendent and school administrators are invited to attend the meetings.

Alberta School Councils Association

The Alberta School Councils' Association (ASCA) provides support and resources, including knowledge and skill development, consultation and workshops, to enhance meaningful parent contribution and participation in school councils and COSCs across the province.

As a province-wide organization of school councils, ASCA:

- Brings the parental perspective on education issues to government and others;
- Provides resources and support to enhance school council effectiveness;
- Promotes the involvement and engagement of parents in education, primarily through school councils;
- Works with other education organizations and government to promote excellence in public education;
- Provides well-researched and timely information on education to school councils.

<https://www.albertaschoolcouncils.ca/about/about2k>

The Foothills School Division School Relaunch/ Renewal Committee – (2020-2021)

In response to the COVID – 19 pandemic crises, a Division School Relaunch Committee consisting of senior leadership, school leadership, and school council representation began work on a 2020-21 school relaunch plan which designed and supported a safe, efficient, and equitable return to school in September 2020.

The 2020-21 School Relaunch Committee discussed essential questions, considerations, and actions to help division and school leaders plan for a transition back to classroom instruction. Recommendations were provided by a Wellness & Wellbeing Team, an Instruction & Learning Team, a Corporate (Facilities, Technology, Transportation) Team, and school-based relaunch teams. The School Division's Executive Team consulted with the Board of Trustees, The Foothills Administrator's Association, and the Division's unions and associations on the recommendations received from the 3 teams above.

<https://www.fsd38.ab.ca//School%20ReLaunch.php>

9. Board Self-Assessment

(Campbell & Fullan, 2019) suggest that one of the greatest indicators of effective governance “is the extent to which governing boards conduct regular self-assessments of their own effectiveness.” Effective Boards of Trustees are not above accountability and thus must have a governance review policy which includes processes that can contribute to meaningful change. In our commitment to good governance, the FSD Board has developed a two-part Self-evaluation Tool that aligns with the updated Alberta Education Quality Standards. [Teaching Quality Standard](#) (TQS) / [Leadership Quality Standard](#) (LQS)/ [Superintendent Leadership Quality Standard](#) (SQS).

In our commitment to good governance, the Board has developed self-evaluation tools and has set aside time to document the actions taken for each of our areas of responsibility. The purpose of the Board of Trustees Self-Evaluation Tool is guide Trustees as they reflect upon, evaluate and guide our work as we strive to govern with excellence

Policy 2 in the Foothills School Division Trustees' Handbook (October 2017) outlines eight specific responsibilities to evaluate annually.

- Accountability for Student Learning; for Fiscal decisions; to the Community; to the Provincial Government
- Advocacy for quality public education
- Policy development
- Board/Superintendent relationship
- Board Development

The annual Work Plan schedules actions that ensure that the responsibilities are addressed in timely ways.

Policy 2 – Appendix B is a running record of actions taken by the Board to meet the responsibilities outlined in the Handbook. The board maintains a '[running record](#)' of the

governance indicators being met through ongoing board and trustee work. is in the form of a check list updated at each Board meeting by the Board Vice Chair who has the responsibility for maintaining this record.

Policy 2 – Appendix C is the annual identification and assessment of key questions and goals of the board.

“Frequent and focused conversations about shared goals, guiding questions, strategies and evidence - collaborative inquiry can lead directly to measurable growth in school improvement.”
(Townsend & Adams, 2016)

10. Advice for New Trustees

- Be patient... You were elected for a term in office; take advantage of the time to learn. You are only new once.
- Choose to govern professionally; it will determine your legacy. Most important, develop a governance mindset.
- Commit to deep learning. Always do your homework. You cannot be part of something you don't understand.
- Be trustworthy; build trust with your board, your district, and your community.
- Contribute to creating a positive, powerful board culture; understand how your board works.
- Always remember you and your board are modeling the ethical and moral standards you expect the children [and staff] of your district to emulate.
(Campbell & Fullan, 2019. P.82)

11. References

Articles and Books:

Campbell, D. & Fullan, M. (2019) *The Governance Core: School Boards, Superintendents, and School Working Together*. Thousand Oaks, CA: Corwin.

This book provided us with an opportunity to deepen our knowledge about good governance principles and guided our committee work in preparing this Trustee Handbook, our Board Self-evaluation documents and the organization of our Agendas for bi-weekly meetings.

Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.

Leithwood, K. (2013) *Strong Districts and their Leadership*. Retrieved from: www.education-leadership-ontario.ca

This article provided us with a deeper understanding of the principles that guide strong districts and provided us with an opportunity to reflect on the effectiveness indicators and use them to guide our governance conversations and decisions.

School Boards Matter, The Report of the Pan Canadian Study of School District Governance (2013). Retrieved from: <https://www.cdnsba.org/why-do-school-boards-matter>

This report reviews the role of board-governed school districts in contributing to successful public education systems.

Rice, Patrick. (2014). *Vanishing school boards: where school boards have gone, why we need them, and how we can bring them back.* Rowman & Littlefield.

Sinek, S., Mead, D., and Docker, P. (2017). *Find Your Why: A practical guide for discovering purpose for you and your team.* New York, NY: Penguin Random House.

This book supported the FSD Board of Trustee elected in October 2017 in defining their purpose statement that has guided common purpose through their term.

“Purpose: To govern by holding space so that our students and all who support them can flourish.”

Websites:

Alberta Education - <https://www.alberta.ca/education.aspx>

Government of Alberta Education Act (2019) - <https://www.qp.alberta.ca/documents/Acts/e00p3.pdf>

Canadian School Boards Association - <https://www.cdnsba.org/>

Alberta School Boards Association - <https://www.asba.ab.ca/>

Foothills School Division - <https://www.fsd38.ab.ca>

This site provides access to all the documents that guide the division including highlights that are part of our communications with all stakeholders.

Rockyview School Division - <https://www.rockyview.ab.ca/>

Ontario School Trustees - <https://ontarioschooltrustees.org/>

FSD trustees access this site as part of their professional learning. It is from The Ontario Education Services Corporation (OESC). This program offers trustees a substantive overview of the areas that are essential to their governance role.

British Columbia School Trustees Association - <https://bcsta.org/wp-content/uploads/2018/11/THE-ROLE-OF-BOARDS-AND-TRUSTEES-IN-BC-Digital.pdf>

12. Appendix

Education Jargon and Acronyms

Every sector speaks its own language. Often technical, this language or jargon, can be confusing, bare of meaning or incomprehensible to people who are not familiar with the topic under discussion. These are commonly found acronyms used in Alberta School Trustee documents.

A

Accountability

A process designed to determine whether those responsible for certain tasks or activities have discharged them in the manner intended and have achieved the desired results.

Accountability Pillar

A framework for assessing how the province's education system is performing using a broad range of measures. The information is used by schools, school jurisdictions and the province to determine if learning goals are being met, to develop and implement strategies to improve results, and to report to parents and communities.

Accountability Pillar Online Reporting Initiative (APORI)

A mandate from Alberta Education that all school boards publish the results achieved through the government's Accountability Pillars. APORI results are published annually, and report on outcomes and performance measures; this data is then used for informed decision-making for the purpose of improving programs and student results in subsequent years.

Accumulated Operating Surplus (AOS)

The sum of the unrestricted net assets and operating reserves. Represents funds available to cover future deficits. The AOS, together with capital surplus and capital reserves, would form what is called "retained earnings" in the private sector.

Activities: Co-Curricular

Learning activities which complement learning objectives and are conducted outside the classroom.

Activities: Extracurricular

Activities usually outside of the classroom and outside of normal school hours designed to provide opportunities for students to pursue athletic, vocational or avocational interests.

Ad Hoc (typically describes a committee)

Established for a specific purpose, issue, or concern and usually operational for a short period of time.

Administrative Allowance

A sum of money, determined in collective bargaining, usually paid to administrators and supervisors in addition to their regular salary.

Administrative Procedure

Methods and processes before an administrative board (i.e. school board) as distinguished from judicial procedure which applies to court. Administrative procedure can be found in school board policy.

ADS

Automated dispatch system for substitute teachers.

Alberta Assessment Consortium (AAC)

A recognized education partner in the province of Alberta. An independent voice, the AAC provides informed responses to assessment topics that impact student learning. A membership entails access to a variety of assessment-related resources and professional learning opportunities.

Alberta School Boards Association (ASBA)

An association of all school boards in the province. Organized into five Zones representing different geographic regions of the province, each school board is a member of one of the Zones. The ASBA facilitates information sharing, lobbying, advocacy, and professional development between school boards across the Province.

Alberta School Councils Association (ASCA)

A non-profit society that promotes and supports effective school council practices, and demonstrates how parental engagement can enhance school improvement strategies. The ASCA is governed by an elected, volunteer board of directors comprised of parents on school councils from across Alberta.

Alberta School Foundation Fund (ASFF)

All money raised through education property taxes is placed in the Alberta School Foundation Fund. The Alberta School Foundation Fund Regulation sets out the requirements for how funds are to be allocated for student education programs and services. It also sets out the criteria to determine when a student is eligible for funding and when payments are to be made.

Alberta Teachers Association (ATA)

The professional organization that oversees both the professional conduct and the competence of teachers employed by school boards in Alberta. All teachers employed by a school board in Alberta are required to become active members of the Association.

Alternative Program

An education program that emphasizes a particular language, culture, religion or subject matter or uses a particular teaching philosophy (i.e. an outreach program). Special education programs, programs for children who are guaranteed by the Charter of Rights and Freedoms to receive instruction in French, or programs of religious education offered by a separate school board are not alternative programs.

Annual Education Results Report (AERR)

Highlights the accomplishments and progress made toward meeting goals and objectives established by the jurisdiction in its Three Year Plan. Results of mandatory and optional measures gathered through the year from activities such as ongoing reviews, evaluations, surveys, planning sessions and workshops also will be communicated. The AERR can be found on RVS' corporate website.

Arbitration

The determination of a dispute by an arbitrator; a procedure to determine an interest dispute.

Assurance

A broad concept that encompasses accountability, engagement, transparency and reporting.

Assurance Model

A framework with a focus on demonstrating to stakeholders and communities that the education system is meeting the needs of students and that students are successful. Assurance is achieved through authentic engagement between education partners and by creating and sustaining a culture of continuous improvement.

Attendance Board

Body established by the minister of education to review matters respecting the failure of a student to attend school.

Audited Financial Statement

Formal financial statements audited by an independent firm of accountants.

Authentic Assessment

A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.

Authentic Learning

Lessons and activities framed around "real life" contexts.

Arbitration

The determination of a dispute by an arbitrator; a procedure to determine an interest dispute.

Attendance Board

Body established by the minister of education to review matters respecting the failure of a student to attend school.

Audited Financial Statement

Formal financial statements audited by an independent firm of accountants.

B

Balanced Assessment (BA)

A process that allows for a variety of different assessment techniques to be utilized, including student self-reflection, peer assessment, and goal setting. BA involves the day to day gathering of evidence by both teachers and students about where they are in relation to the desired outcomes of the learning. This information is used to guide instruction and next steps.

Bargaining Agent

The organization authorized by law that acts on behalf of employees in collective bargaining or as a party to a collective agreement with an employer or employer's organization, whether or not the bargaining agent is a certified bargaining agent.

Bargaining Unit

A defined group of employees with similar, general job characteristics on whose behalf the bargaining agent negotiates with their employer. (i.e. ATA Local, CUPE Local)

Basic Literacy

Language proficiency and numeracy at levels necessary to function on the job and in society.

Bill

Draft legislation which is introduced into the legislature or Parliament. Once it's approved a bill becomes an act.

Blended Program

An educational program consisting of two distinct parts: a school provided program where a) a school board is responsible for the delivery and evaluation of achievement and

b) a Home Education Program that meets the requirements of the Home Education Regulations, pursuant to the School Act.

Budget Report Form

A form supplied by the provincial government wherein school boards identify their estimated revenues and expenditures for the school year.

Bylaws

The set of rules adopted by an organization to regulate its proceedings.

C

Capital Expenditure

Spending money on something relatively permanent like a building or a school bus. The item must be worth more than \$5,000.

Capital Maintenance and Renewal (CMR)

The Alberta Government program that provides funds for capital projects and infrastructure. (2021-24 Alberta Government Capital Plan)

Career and Technology Foundations (CTF) - is an optional program that allows students to explore their interests and passions as they learn about various career possibilities and occupational areas. The CTF Program of Studies is based on 14 learning outcomes that identify what students are expected to learn and what will be assessed, and are the same for grades 5 to 9.

Career and Technology Studies (CTS)

Courses that help students move through school towards further education and work. Course options can include everything from digital design to mechanics or cosmetology.

Certificated

Employees, who as a condition of employment, must possess a valid teacher's certificate.

Charter

A charter is an agreement to establish and administer a charter school. The charter describes the unique educational service the charter school will provide, how it will operate and the student outcomes it intends to achieve.

Class Size

The number of students scheduled to receive instruction at one time by one teacher. Note: Class size is usually larger than the pupil-teacher ratio because all certificated staff (principals, teacher librarians, etc.) are included in calculating the ratio.

Cohort

The total group of students registered in a particular grade, including students who may be enrolled in a modified program. These students are all counted in the provincial achievement test results.

(Synonym: full cohort)

Collective Agreement

A written agreement between an employer and a bargaining agent of employees, acting on behalf of a unit of employees (i.e. the school jurisdiction and the ATA) containing provisions respecting the terms and conditions of employment and related matters. This agreement is negotiated at bargaining tables and is enforceable through arbitration.

Collective Bargaining

Negotiating with a view to concluding or renewing a collective agreement.

College of Alberta School Superintendents (CASS)

The professional voice of system education leaders. CASS provides leadership, expertise and advocacy to improve, promote and champion public education.

Community Learning Hubs

Places where people can come see, learn and participate in intellectually rich, future-oriented activities.

Communities of Practice

Groups of people with a common area of interest who come together to share, create, and learn from one another.

Competencies

The knowledge, skills, and attitudes necessary to be competitive in the workforce.

Computer Adaptive Assessment (CAA)

A school-based computer assessment tool that tailors a test's difficulty to each student.

Computer Assisted Instruction (CAI)

Supplementing instruction by having students engage in learning activities with a computer.

Contracts

Continuing: A contract of employment between a board and a teacher that remains in force from year to year.

Interim: A contract of employment between a board and a teacher, for not more than 360 teaching days, but may be less than a complete school year.

Probationary: A contract of employment between a board and teacher for a complete school year, during which the teacher is on probation.

Temporary: A contract of employment between a board and a teacher for the purpose of replacing a teacher who is absent from his/her duties for a period of 20 or more consecutive teaching days.

Council of Ministers of Education of Canada (CMEC)

All provinces and territories are members of The Council of Ministers of Education of Canada (CMEC), an intergovernmental body founded in 1967 by ministers of education to serve as:

- a forum to discuss policy issues
- a mechanism through which to undertake activities, projects, and initiatives in areas of mutual interest
- a means by which to consult and cooperate with national education organizations and the federal government
- an instrument to represent the education interests of the provinces and territories internationally

Council On Alberta Teaching Standards (COATS)

This council advises the minister of education on programs for the preparation of teachers and the requirements for Alberta teaching certificates; conditions under which suspension or cancellation of certificates are justified and policy, practice and outcomes in the area of teacher evaluation.

Count Date

Refers to the date on which student enrolment is counted for the purpose of calculating funding. If the count date is Sept. 30, only those enrolled on that date can be included in the count. If Sept. 30 falls on a weekend, the last school day in September is used as the count date. Kindergarten to Grade 9 students are counted.

Credit Enrolment Units (CEUs)

A conditional grant allocated to school boards for senior high school courses that are based on the Alberta Programs of Study and delivered through appropriate access to instruction. Funding is ongoing and is distributed at several points during the school year.

Credit Enrolment Units (CEUs)

A conditional grant allocated to school boards for senior high school summer school courses that are based on the Alberta Program of Study and delivered through appropriate access to instruction.

Cross Curricular

Learning activities that cross into more than one subject area to provide a deeper, richer experience for learners.

Cumulative Record Card

This form contains information about a student such as vital statistics, test results and student attendance.

D

Daily Physical Activity (DPA)

The goal of Daily Physical Activity (DPA) is to increase students' physical activity levels. DPA is based on the belief that healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle.

Debenture

Similar to a bond (a long-term debt) but usually secured by assets

E

Early Childhood Services (ECS)

The umbrella term for programs provided to children between the ages of two and a half and six years of age. This includes programs for young children with severe or mild/moderate special needs, English as a Second Language or Francization programs and Kindergarten.

Ecological Intelligence

The act of comprehending systems in their complexity, as well as the interplay between natural and man-made worlds.

[Edulink](#)

Software designed to assist schools, district offices, and Alberta Education to electronically exchange Student Information (SIS) Registration, Course Mark and Diploma Exam Registration, as well as other types of data.

[English as a Second Language \(ESL\)](#)

Programs designed for students whose mother tongue is not English.

[Expulsion](#)

Disciplinary action that results in the permanent removal of a student from a particular school.

F

[First Nations, Métis, and Inuit Education \(FNMI\)](#)

Strategies developed by the Ministry of Education to improve achievement among FNMI students, and to close the gap between FNMI and non-FNMI students in the areas of literacy and numeracy, retention of students in school, graduation rates, and advancement to post-secondary studies. As a jurisdiction, we work together with FNMI communities, Elders, parents, teachers and other education stakeholders throughout the province to learn from each other to best meet the needs of FNMI learners.

[Francization](#)

Program that helps students attending Francophone schools who do not have sufficient French language skills.

[Francophone](#)

Education program offered for students with rights under Section 23 of the Canadian Charter of Rights and Freedoms to receive school instruction in French.

[Freedom of Information and Protection of Privacy Act \(FOIP\)](#)

This legislation sets out rules regarding the collection, use and disclosure of personal information.

[Funding Framework](#)

Formula for distributing funds to school boards.

G

[General Equivalency Diploma \(GED\)](#)

Method of obtaining a high school equivalency diploma that requires a registered individual complete and pass five subject tests.

[Generative Governance](#)

A model that promotes greater community involvement in the development of youth. Generative governance also encourages board members to rise above their fiduciary role of exercising legal responsibilities of oversight and stewardship, and to delve deeper into inquiry, exploring root causes, values, optional courses, and new ideas.

[Grade Level of Achievement \(GLA\)](#)

Teachers providing Alberta Education with their judgment of their student's achievement in meeting the program of studies outcomes in Grades 1 to 9 language arts and mathematics.

“Grandfather” clause

To continue an existing service or benefit for identified individuals or groups of people when that service or benefit is being phased out or eliminated.

Grievance

A disagreement between the parties to a collective agreement about the meaning or application of the collective agreement or any violation of the collective agreement.

I

Impasse

In negotiations, the point at which bargaining cannot proceed because no agreement can be reached on the remaining issues in dispute.

Infrastructure Maintenance & Renewal (IMR)

The Alberta Government program that provides funds for capital projects and infrastructure for the primary purpose of investing in the repair and replacement of major facility components. (Prior to 2021.)

In Camera Meeting

A private meeting which is not open to the public.

Syn. Committee of the whole, meeting in committee; executive session; conference committee

Increment

Salary increases for employees, usually for each additional year of experience, to a maximum amount.

Individualized Instruction

A teaching method which sees the teacher modify his/her instruction according to the abilities or interests of the individual student.

Individualized Program Plan (IPP)

A plan of action designed to address a student’s special needs, based on diagnostic information which provides the basis for intervention strategies. All students with exceptional needs, from severely disabled to the gifted and talented, require an IPP.

Syn. Individualized Education Plan (IEP)

In Loco Parentis

A Latin phrase meaning “in place of the parent.” It is a common law element that establishes the role of school board personnel as being that of reasonable and prudent parents in relationship to students.

Inquiry-Based Learning

Seeking for truth, information, or knowledge through posing and solving problems.

Instructional Materials Centre (IMC)

A centrally-located facility for the storage, distribution, and production of audio/visual aids and instructional materials. *Syn. Media centre, LRSC*

Integration

Placing children irrespective of ability, intelligence, or handicap into a regular classroom.

Syn. Mainstreaming

ISTE Net Standards

The roadmap to learning, teaching, and growing professionally in an increasingly digital world.

L

Leadership Quality Standard (LQS)

In Alberta, outlines the professional expectations that principals and school jurisdiction leaders must demonstrate to create the conditions under which teachers can do their best work.

Learners

All members of a community, including, students, parents, teachers, support staff, administrators, trustees, and community members.

Learning Commons

A physical space that allows people to connect, collaborate and access workstations equipped with software supporting a variety of networks and uses.

Learning Disability

An inability to learn due to a physical, mental, or emotional affliction, which may be corrected. Categorized as mild, moderate or severe.

Leave of Absence

A period of time granted to an employee to be absent from work, with or without pay.

M

Mainstreaming

Placing children irrespective of ability, intelligence, or handicap into a regular classroom. *Syn. Integration*

Makerspace Learning

Makerspace learning involves play-based environments where students are able to experiment with electronic, robotic, programmatic and similar modern environments to engage in innovation and problem solving and discover how devices in our world work. Maker-centered Learning environments empower students to explore interests, engage in design thinking and build competencies within the contexts of Science, Technology, Engineering, Arts/Humanities and Mathematics (STEAM).

Mean

The average of a group of scores.

Median

The middle score in a list arranged from highest to lowest.
Example: two, six, seven, 15, 21, 30, 39. The median is 15.

Mediation

The process by which a third party attempts to facilitate a resolution to a dispute between two parties.

Memorandum of Agreement

The document signed by the parties involved in negotiating a collective agreement. The memorandum is subject to ratification by the school board and the union membership.

Middle School

A form of school organization providing instructional services to children aged 10 to 14 (Grades 5 to 8).

Mild/Moderate

One of the terms given to the group of specific categories that allow school jurisdictions to identify those children and students who require special education.

This includes students with learning disabilities, emotional / behavioural disabilities, mild or moderate cognitive disabilities, hearing disabilities, visual disabilities, communication disabilities or delays, gifted and talented, physical and medical disabilities or multiple disabilities.

Mill

Unit of measurement used for calculating taxes on property. One mill is 1/1000 of the assessed property value. i.e. If the assessed property value is \$1,000, one mill yields \$1.

Multi-Modal Professional Learning

A journey involving the use of multiple modes of professional learning, i.e., online, symposiums, etc.

Multiple Learning Pathways

Selecting from several teaching strategies so that material is presented to facilitate effective learning for each learner.

N

Non-Resident Student

A student whose parents reside in a school jurisdiction other than the one in which the student is enrolled.

O

Organizational Meeting

The first meeting of the school board after a general election. The chair and vice-chair are elected at this meeting.

P

Pedagogy

Strategies or style of instruction.

Personalized Learning Environments

The tailoring of pedagogy, curriculum, and learning methods to meet the unique needs and aspirations of individual learners, often with extensive use of technology in the process.

Professional Learning

Within the context of Foothills School Division 's Three Year Plan, refers to professional learning activities.

Professional practice standard

In Alberta, identifies the competency requirements for members of a profession.

Program Unit Funding (PUF)

Funding available to ECS program operators to provide individual programs for children with severe disabilities. This funding is available for a maximum of three years and is designed to provide continuous support up to Grade 1.

Programs of Study

Identify what students are expected to learn and be able to do in all subjects and grades.

Provincial Achievement Tests (PAT)

Tests that are administered annually in French and English Language Arts and Mathematics in Grade 3, and English and French Language Arts, Mathematics, Science and Social Studies in Grades 6 and 9. PAT's are administered to determine if students are learning what they are expected to learn, as well as to provide a report to the province as to how well students have achieved provincial standards at given points in their schooling. PAT's assist schools, authorities, and the province in monitoring and improving student learning.

Public Private Partnership (P3s)

Concept for providing schools through, but not limited to:

- financing options such as developer build/lease back
- partnerships to provide new schools in new subdivisions
- partnerships involving school boards, private sector developers, municipal government and community organizations
- re-use excess school space
- sharing facilities with post-secondary educational institutions and business organizations

Project Based Learning

An active learning experience, as compared to a more traditional book / desk style of learning.

Pupil-Teacher Ratio (PTR)

Number of students in a school or school system divided by the number of certificated teaching staff.

R

Registered Apprenticeship Program (RAP)

Experiential learning undertaken by a senior high school student:

- as an integral part of a planned school program;
- which is under the co-operative supervision of a teacher coordinator and the employer;
- where a student is a registered apprentice;
- where the program meets the Acts and regulations of Alberta Enterprise and Advanced Education relating to apprenticeship training; and
- which constitutes a separate course based on 25 hours per credit.

Regulation

A rule or order having the force of law issued by the executive branch of a government. In school systems, a regulation derives from board policy and is viewed as a directive for action.

Resident Student

A student of the school jurisdiction in which his or her parents reside and who is a student for which a board receives funding.

Rubric

An assessment tool for communicating expectations of quality.

S

September Count Date

This is the specified date that school authorities must take an enrolment count of all their children/students for the calculation of WMA (weighted moving average) enrolment. This enrollment count must be done on the last instructional day of September. If September 30 is a non-instructional day for a school authority, then the last instructional day of September shall be used as the September count date.

The submission date for this count will be the third instructional day after the September count date. School authorities should keep their student enrolment data updated regularly verifying it prior to submission of the September count.

School Annual Results Report (SARR)

Each school is required to submit an annual results report, which is reviewed by the Superintendent of Schools, the Associate Superintendent of Schools and the Director of Schools. The SAAR contains results from the Alberta Education and RVS Accountability Pillar, the Satisfaction Survey, PAT results, as well as an analysis of results derived from school-specific surveys and other school-specific information.

School Councils

A group of parents of students attending the school that provide functions set out in section 17 of the School Act. According to the School Act, each school council shall be established in accordance with the regulations for each school operated by the board.

School Education Plan (SEP)

Each school is required to submit an annual School Education Plan (SEP) to the Superintendent of Schools for approval. This plan is developed in consultation with staff, and with advice from the School Council, and according to parameters, guidelines, and expectations outlined in RVS' SEP Manual and other Superintendent directives and procedures. The plan details the school's mission and vision statements, recent achievements, expected challenges, and outlines goals, outcomes, performance measures, and outlines strategies developed to meet said goals.

Severe Disabilities

This term refers to students who have severe emotional/behavioural disabilities, severe cognitive disabilities, severe delays involving language, deafness, blindness, severe physical and medical disabilities or severe multiple disabilities.

Site-Based Management

Involves principals, staff members and school councils in making decisions about instructional programs and services at the school level and how funds are allocated to them. Syn. site-based decision-making

Special Education

Special education refers to the education of students and ECS children identified with mild, moderate, or severe disabilities or as gifted and talented.

Standardized Tests

A test administered according to standardized procedures which assesses a student's performance by comparison to standards. In the case of provincial achievement tests, the standards are 'acceptable standard' and 'standard of excellence'.

STEM/STEAM

"STEM" represents science, technology, engineering and mathematics.

"STEAM" represents "STEM" plus the arts – humanities, language arts, dance, drama, music, visual arts, design and new media.

Both "STEM" and "STEAM" are approached through inquiry and problem-based learning methods used in the creative design thinking process.

Strike

Includes:

- cessation of work;
- refusal to work;
- refusal to continue to work by two or more employees acting together for the purpose of compelling their employer to agree to terms or conditions of employment.

Student Information System (SIS)

A software application used by the jurisdiction to manage student data. A SIS provides capabilities for entering student tests and other assessment scores through an electronic grade book, building student schedules, tracking student attendance, and managing many other student-related data needs.

Superintendent Leadership Quality Standard (SLQS)

In Alberta, defines the professional expectations that superintendents must demonstrate to create the conditions under which school leaders and teachers can do their best work.

SuperNet

The Alberta SuperNet was built to connect public institutions across the province – schools, hospitals, colleges, universities, libraries, and municipal offices – to a broadband network for high-speed Internet access, video conferencing, and other services.

Suspension: Student

When a principal or teacher suspends a student from attending school.

T

Teacher

In Alberta, an individual employed by a school board who, as a condition of employment, must possess a valid Alberta teaching certificate.

Teaching Quality Standard (TQS)

In Alberta, describes the professional expectations for teachers who work directly with students.

Three-Year Education Plan

As mandated by Alberta Education, all jurisdictions are required to develop a rolling three-year plan that outlines jurisdictional goals and objectives.

Trans-Disciplinary Practices

Lesson plans that cross two or more disciplinary boundaries (i.e., subjects) to create a holistic approach to learning.

U

Understanding by Design (UbD)

A framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities.

Universal Design for Learning (UDL)

An approach calls for teachers to develop individual learning plans for students and helps meet the challenge of diversity by suggesting flexible instructional materials, techniques, and strategies that empower educators to meet these varied needs.

Utilization Factor

The formula established by the provincial government to how full a school is. It is expressed as a percentage.

W

Weighted Moving Average (WMA)

As of September 2020, Alberta Education now uses the weighted moving average method for almost all K to 12 education grants.

This calculates average enrolment by assigning a larger weighting to the more recent year's enrolment than weighting on the previous year's enrolment. This makes it easier for school boards to predict enrolment and minimizes school authorities having to adjust their revenue forecasts or staffing levels throughout the school year.

Wrap-Around Services

A team of individuals from different organizations who tend to the well-being of a child or youth by collaboratively developing, implementing and evaluating an individualized plan of care.

Y

Year: Fiscal

The year within which an organization collects and spends money.

Year: School

In Alberta, a board establishes the opening and closing dates of all schools under its jurisdiction for the following 12-month period.