

Table of Contents

Preface	1
School Boards and Trusteeship in Alberta	1
Role of School Boards.....	1
Responsibilities.....	1
Catholic Education.....	1
Becoming a Catholic School Trustee.....	2
Role of Trustees.....	2
Leadership Roles and Responsibilities.....	5
About Greater St. Albert Catholic Schools	6
Motto, Mission, Vision, Values	6
History.....	8
Our Communities	10
Our Schools.....	11
Our Board	13
Board of Trustees’ Meetings (Policy 7).....	14
Meeting Packages and Materials.....	14
Committees & Representation	16
Trustee Remuneration	17
End of Service	17
Expression of Condolences	18
Division Google Accounts & Use of Technology.....	18
Board Self Evaluation	18
Superintendent Evaluation	18
Board Policies	19
Administrative Procedures	20
Reports Approved by the Board of Trustees.....	20
Organizations that can Provide Information.....	23
Appendix A: Acronyms.....	24
Appendix B: Terminology and Definitions.....	27
Appendix C: Division Services Organizational Chart	33

Preface

The Trustee Handbook has been developed as a tool for the Greater St. Albert Catholic Schools Board of Trustees to enhance the understanding of their roles and responsibilities as a governing body as well as an individual trustee.

The main governance tasks of a Board are:

- To represent the interests of their community and advocate for their students;
- Set priorities and policies, providing leadership and overall direction for the Division;
- Allocate resources to the Division;
- Monitor the implementation of policies;
- Evaluate and report division results;
- Hire and evaluate the Superintendent of Schools, ensuring accountability to students and public.

School Boards and Trusteeship in Alberta

Role of School Boards

In the province of Alberta, School boards are elected by the citizens of the communities in which they live to act for the legislation in their local school and communities. School boards exist because of the belief that government and decisions made closest to the people being governed are the most effective and carry out their obligations guided by the [Education Act](#) and regulations. The school board is a corporation and at times board members may be given authority to act on behalf of the Board, but only as an agent of the Board.

Responsibilities

School Boards are responsible for ensuring that all children in the community receive quality education. Key responsibilities are:

- Communicating, informing parents/guardians, staff and the community at large in school board decisions and activities;
- Approving an annual budget that achieves the priorities of the jurisdiction;
- Setting goals and priorities for the jurisdiction that achieve provincial education standards;
- Making and enforcing policies that set out standards and expectations regarding the actions of administration, teachers, and students;
- Lobbying municipal and provincial governments on education issues relevant to the jurisdiction;
- Hiring and evaluating the superintendent.

Catholic Education

Catholic education is a special partnership between the school, the home, and the church. Catholic schools exist to offer parents a distinct education system for their children that develops students wholly: in spirit, in mind, and in body. Catholic school trustees are elected to fulfill both the educational requirements mandated by Alberta Education and to ensure that Catholic values and principles are reflected in their policies and practices. Catholic school trustees are responsible for providing students with quality academic and spiritual education.

Becoming a Catholic School Trustee

Catholic schools are governed by locally-elected Catholic trustees. A Catholic school trustee must ensure that students are provided an education ensuring that Catholic principles and values are reflected in policies and practices of the school board, known as permeated in faith. Trustees are accountable to both government legislation and Church Law and Catholic school boards are also accountable to the bishop in the diocese.

A Catholic school trustee:

- Has a deeper understanding of and commitment to the nature of Catholic education;
- Ensures the essence of Catholic education, formed through the partnership of home, school, and parish, is recognized and supported in the political arena;
- Supports and encourages their teachers and staff by providing opportunities for faith;
- Ensures that students are seen as individuals and given the opportunity to study in a learning environment that is permeated by Gospel values and sacramental life;
- Are stewards of Catholic Faith.

Role of Trustees

Staying in touch with community stakeholders is a key responsibility for trustees to understand and reflect in decision-making respecting community values. Although trustees may represent a school or community, decisions are made based on the entire jurisdiction. Working within the framework of the school board, a trustee as a representative of the people has many roles.¹

Politician

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

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

Goals Setter

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

¹ *Courtesy of the Alberta School Boards Association.

Planner

To guide the system toward the achievement of its goals, the board must plan the allocation of its resources. The trustee, as planner, will be faced with setting priorities in light of community wishes, available resources, and sound educational practice. This planning will necessitate the delegation of duties to the district administration and staff. The quality of planning will determine the success of goal achievement.

Evaluator

The trustee, as evaluator, must ensure that policies are within the parameters of the board's authority, consistent with goals, compatible with other policies, implemented in a fair and just manner, and effective in achieving intended outcomes. Trustees evaluate the chief executive officer. The trustee is constantly evaluating the information received before decisions are made. Trustees must constantly appraise the system to determine its present development relative to expressed activity that allows the trustee to assess the total system and make adjustments when necessary.

Financial Planner

A school board operates within specific financial parameters. The trustee recognizes that the wishes of all cannot be realized, and that astute financial planning is an essential part of trusteeship. The role of the trustee is to assess the needs of the system, and to decide what can be achieved with the resources available. The annual budget is a statement to administration and the public that the board is accountable for the dollars spent. It reflects not only the board's priorities in terms of the educational program, but also the blending of the needs and wishes of staff, community, and special interest groups. In the eyes of the public, the adoption of the budget is perhaps the single most important decision a school board makes. It is an opportunity for the trustee to demonstrate to the electorate the willingness and ability to shoulder the responsibility that comes with being a member of the school board.

Policy

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

Legislator

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

Communicator

To effectively meet the responsibility of trusteeship, the trustee must be a communicator, one who will interact effectively with the many publics who have a stake in education. The electorate must be made aware that their concerns and wishes will be heard and, in turn, must be informed as to the actions taken

to deal with them. Effective communication is essential between board members as, in reality, the corporate decision determines the actions of the district.

Expectations need to be clearly communicated to staff. Different points of view must be presented, considered, and evaluated. In short, communication is an integral part of trusteeship, a necessary skill and a critical obligation.

Education

Schooling is one of the most important activities that any community undertakes. The role of the trustee is to keep the positive image of schooling before the community, both to ensure that it is given a high priority by the public, and to keep the community aware of its accomplishments. The image must be tempered by reality, because the image is not only presented for the purpose of enhancing the reputation of schooling in general, but also for the purpose of identifying and solving problems when necessary.

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

Information Receiver

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

Information Disseminator

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

Adjudicator

Policy implementation is usually delegated to the board's administrative staff. From time to time, staff members, parents, students and other members of the community may appeal to the board if they feel decisions and/or the procedures used affect them in a prejudicial manner. The trustee, as an adjudicator, must set aside personal concerns and make judgments that are perceived by those concerned to be fair and just. The board may also delegate to a committee the task of adjudicating policy disputes. As a member of such a committee, the trustee's role is determined by the powers granted the committee by

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

Lobbyist

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

Leadership Roles and Responsibilities²

Governing School Board	Chief Executive Officer (Superintendent of Schools)
The final authority and responsibility for all actions of the Division rest here. The board can delegate its authority but not its responsibility.	The Superintendent is the Board's only direct report.
Arbiter/Protector of Stakeholder Interests: Through policy development, the Board creates a structure to fairly and effectively conduct the jurisdiction's business and respond to stakeholder interests.	Leadership: The Superintendent is responsible for organizational leadership and workforce development.
Governance Expertise: The Board is responsible for ensuring that members have the skills and experience to govern successfully in a constantly changing environment.	Operational Expert: The Superintendent is responsible for the design, implementation, and management of all organizational systems and processes.
Final Authority on All Matters NOT Delegated: As part of its shared leadership structure, the Board retains authority to govern all undelegated operations of the organization as per policy.	Final Authority on SPECIFICALLY Delegated Matters: Board policies and the Superintendent's employment contract specifically identify the Superintendent's authority and responsibility.
What: The Board guides the organization by keeping the focus on the Division's mission and vision.	How: The Superintendent is responsible for translating the mission and vision of the Board into actions that produce desired results.

² Adapted From *Board Basics: A Primer for Non-Profit Board Members* – PP. 43

<p>Policy: The Board creates policies for the division that direct and guide the jurisdiction's activities.</p>	<p>Procedure: The Superintendent develops administrative procedures for employees on how to implement the Board's policies fairly and consistently.</p>
<p>Strategy Development: Strategic thinking is a primary function of governance. Strategy drives policy, budget, and programs.</p>	<p>Strategy Deployment: The Superintendent organizes and deploys resources to achieve divisional strategies set by the Board.</p>
<p>Results: Among its most critical tasks are monitoring organizational results and making adjustments to stay on course.</p>	<p>Evaluation: The Superintendent is responsible for ensuring that timely and accurate evaluations are conducted on organizational functions and that the results are reported to the Board as appropriate and necessary.</p>

About Greater St. Albert Catholic Schools

Motto, Mission, Vision, Values

A clear statement of the organization's purpose and beliefs is critically important to its effective and efficient operation. A mission statement defines the purpose of the organization and assists with setting objectives and making decisions. Belief statements are the fundamental bedrock values that provide direction in fulfilling the mission.

Greater St. Albert Catholic Schools believe every child is loved by God, and within that context he or she develops into a healthy, happy human being as a result of positive, nurturing care by our dedicated, professional teaching staff, parents and the community. With that solid support and direction, every student can succeed. Greater St. Albert Catholic Schools' slogan says it best: "Faith in Our Students."





Faith in Our Students

Mission Statement

Greater St. Albert Catholic Schools is a welcoming learning community that awakens the hearts and minds of students while educating and nurturing each to learn, live fully and serve others.

Vision

Excellence in learning through faith, relationships and engagement.

Our Core Commitments

- Passion** We celebrate all students as gifts from God, so we further our dedication to their needs;
- Relationships** We seek to meaningfully see Christ in others through relationships with our students and other stakeholders;
- Commitment** Our pursuit of continuous life-long learning enables students to be their best in achieving their goals;
- Hope** We constantly communicate a belief of what is possible for the student;
- Innovation** We are committed to innovation, best practice and lifelong learning;
- Excellence** We establish standards for success for learning, devote our personal best to achieving them, and celebrate our results.

History

Greater St. Albert Catholic Schools is situated on the original lands of the Cree, those of Treaty 6, and on the homeland of the Métis nation. The Division formed in 1995 after the amalgamation of three historic school jurisdictions. Catholic Education in this region dates back to over 150 years with the arrival of the Grey Nuns in St. Albert in 1863 providing schooling to seven orphaned children.



The oldest of the former school divisions was St. Albert Roman Catholic Public District No. 3, formed in 1885, and later known as St. Albert Catholic School District

No. 3. A legacy of teaching began in the district when the Sisters of Charity (founded by Ste. Marguerite d'Youville in 1737 and more commonly known as the Grey Nuns) arrived in St. Albert from Lac Ste. Anne in 1863. Construction of a small convent that served as a schoolhouse and hospital when needed, was completed in 1864. Students were taught primarily by the Sisters of Charity. Instruction in French, English, grammar, mathematics, and Catechism was carried out; however, it was their philosophy of practical, moral, and religious learning that was emphasized. Boys learned agriculture, woodworking, and carpentry while girls concentrated on sewing, cooking, and gardening. Our heritage of excellence dates back to 1893 when students won several awards at the Chicago World's Fair. The former school district has been recognized on many occasions for academic, practical, and athletic excellence.

The Little White School was constructed in 1946 by the St. Albert Roman Catholic School District No. 3. This little white school is a simple, two-roomed wood frame and stucco schoolhouse that was built to house grades one and two, to alleviate the overcrowding in another larger school that was named Father Mérier School. It is a rare surviving example of the many similar schoolhouses that were constructed before and after WWII to accommodate the growing number of students in Alberta.

The Little White School is valued for its association with Roman Catholic public education in St. Albert. Originally, the school was officially named the Father Jan School in honour of Father Alphonse Jan, OMI, the St. Albert Catholic Parish priest from 1926-30. The naming of the school also reflects, the anomaly within the province, that in St. Albert the Roman Catholic schools are the public system. By 1956 the population of St. Albert and the rural areas had increased and a new Father Jan School was built on an adjacent site. The Little White School was renamed the Father Jan Annex and it continued to be used for elementary grades and as the St. Albert Parish Kindergarten until 1987 when the two-roomed school was no longer required by the school district.

At the time that the Little White School House was built, the only other school in St. Albert was the Father Mérer School, a two-story four-roomed brick building that was opened in 1909 and used until 1958. The building was demolished in 1960.

The Thibault Roman Catholic Public School District No. 35 dates back to the late 1800s. The district was named after Father Thibault who established a mission and school near Morinville. In 1892, the first Board of Trustees administered a humble school that, unfortunately, closed after just a few months. Seven years later, Father Jolicoeur revived the district, and it operated in a modest form until 1904. The Thibault district began to thrive when the Filles de Jesus congregation established its order in Morinville. The close relationship between the school district and religious order continued for many decades. Just a couple of years before the regionalization, Thibault School District opened Morinville Community High School. It is currently one of the most technologically advanced secondary schools in the province.

Legal School District No. 1738 was established in 1907, and the first school was built just south of the town. The influence of the Grey Nuns was evident in the district. Sister Marguerite Marie Côté served many years as principal and sole high school teacher. Tragedy struck in the mid 1940s when the school house burned to the ground. In 1952, the school building still in use (after numerous additions and renovations) was erected. Although French immersion was offered for the first time in 1980, Legal had been offering special advanced French classes in the decades prior. In 1993, the district dissolved its high school and bussed students to Morinville.

In 1994, discussions began among the three school districts on regionalization. On January 1, 1995 all three formerly independent school jurisdictions began to operate under the corporate name Greater St. Albert Catholic Regional Division No. 29.

During the time as a division between January 1, 1995 to June 20, 2012 the 17 schools operated in the communities of St. Albert, Morinville and Legal. The addition of a new elementary school in the community of Deer Ridge opened in August 1998 and its namesake Jack Nearing was a former superintendent. French Immersion continued to be strengthened in all communities during this period with 6 schools offering either single track or dual track language (English & French) instruction in their schools.

The status of the division as “Catholic Public” met with some scrutiny and confusion among public and government. In the fall of 2010 a challenge to provide secular education in the community of Morinville was raised. To fully address this, new legislation titled Bill 4, was introduced on February 22, 2012 to change the status of the division to a Roman Catholic Separate School District and afford it the same rights and status of all other Catholic systems in the province. This change in legislation allowed for a public school provider to offer a secular education choice in the Town of Morinville and Legal. The St. Albert and Sturgeon Valley School Districts Establishment Act passed during the spring Legislative session and was proclaimed by the Lieutenant Governor on May 31, 2012.

On July 1, 2012, the legislation came into effect and the Greater St. Albert Catholic Schools legal name changed to Greater St. Albert Roman Catholic Separate School District No. 734. The district continued to operate under the Greater St. Albert Catholic Schools name. All schools under the previous division infrastructure remained except Georges P. Vanier School in Morinville which was reassigned by the

Minister of Education to Sturgeon School Division for the provision of public secular education. At the same time, St. Albert Protestant became the public school provider in the City of St. Albert and also received a name change to reflect their new status as the public board.

With the new Roman Catholic Separate School status in the region, existing non-operating 4 by 4 districts of Cardiff and Cunningham were now included in the new district's area.

On September 1, 2019, the *Education Act* came into effect, replacing the School Act. This new Act prompted the removal of numbers from all school divisions' names. Officially, we are now The Greater St. Albert Roman Catholic Separate School Division.

Our Communities

GSACRD has 18 schools serving the 3 communities of Legal, Morinville and St. Albert and parts of Sturgeon County (Carbondale, Cunningham, Guilbault North and South, Namao).

The communities we serve are located in **Sturgeon County**, a municipal district in Alberta's Edmonton Metropolitan region. Sturgeon County was settled by francophone families in the late 19th century. The county is governed by a mayor and 6 council members. **Our Lady of Loretto Chapel** at C.F. B. Edmonton serves the Catholic community.



The **City of St. Albert** is situated on the Sturgeon River northwest of the City of Edmonton and was originally settled as a Métis community in 1861 by Father Lacombe, OMI. As of the 2018 municipal census, the population was 66,802. St. Albert's governing body consists of a mayor and six city councillors. The current member of Parliament for St. Albert is Michael Cooper and the MLA is Marie Renaud (NDP). St. Albert Parish serves the west side of St. Albert and Holy Family Parish serves the east side. Both parishes are under the jurisdiction of the Archdiocese of Edmonton, **Archbishop Richard Smith**.

Morinville is a town located approximately 34 km north of the City of Edmonton, settled by missionary, Father Morin in the 1800s, followed by French and German pioneers. As of the 2016 census, the population was 9,848. The Town of Morinville's governing body consists of a mayor and six councillors. The current member of Parliament is Mr. Dane Lloyd and the MLA is Honourable Dale Nally. St. Jean Baptiste Parish serves the town of Morinville, and is under the jurisdiction of the Diocese of St. Paul, **Bishop Paul Terrio**.





Legal, a town located in central Alberta in Sturgeon County is approximately 42 km north of Edmonton as was established as a Francophone community in 1894. In 2016 the population was 1,345 residents. The [governing body](#) for Legal has a mayor and 5 councillors. The current member of Parliament is [Mr. Dane Lloyd](#) and the MLA is [Honourable Dale Nally](#). [St. Emile Parish](#) serves the town of Legal, and is under the jurisdiction of the [Diocese of St. Paul, Bishop Paul Terrio](#).

Our Schools ([Location Map of Our Sites](#))

St. Albert Schools	
<p>Albert Lacombe School Grade K-6 English, Sports Academy 50 Gainsborough Avenue 780.459.4478</p>	<p>Neil M. Ross Catholic School Grade K-6 English 60 Woodlands Road 780.459.1244</p>
<p>Bertha Kennedy Catholic Community School Grade Pre-K-6 English 175 Larose Drive 780.458.6101</p>	<p>Richard S. Fowler Catholic Jr. High School Grade 7–9 English, Recreation Academy 65 Sir Winston Churchill Avenue 780.459.2644</p>
<p>École Sacré Coeur Grade K-6 French Immersion, Sports Academy 100 Sir Winston Churchill Avenue 780.458.1113</p>	<p>Sister Alphonse Academy Grade K-9 English, Advanced and Enhanced Academic Programming, Recreation Academy 1 Joyal Way 780.809.2966</p>
<p>École Secondaire Sainte Marguerite d'Youville Grade 7-9 French Immersion, Enhanced Academic Programming, Advanced Placement/Sports Academy 51 Boudreau Road 780.459.5702</p>	<p>École Secondaire St. Albert Catholic High School Grade 10-12 English, French, Advanced Placement, Sports Academy 33 Malmo Avenue 780.459.7781</p>
<p>Holy Family Catholic School Grade Pre-K-6 English, Recreation Academy 39 Sunset Blvd 780.459.7734</p>	<p>St. Gabriel Education Centre Grade 9-12 English, Outreach and Distance Education, Grades K-9 GSACRD Online Learning Pathway 6 St. Vital Avenue 780.459.6616</p>
<p>J.J. Nearing Catholic Elementary School Grade K-6 English 196 Deer Ridge Drive 780.418.6330</p>	<p>Vincent J. Maloney Catholic Jr. High School Grade 7-9 English, Enhanced Academic Programming, Sports Academy 20 Mont Clare Place 780.458.1113</p>

Morinville Schools

École Georges H. Primeau Middle School

Grade 6-8 English, French, Enhanced Academic Programming
811 Grandin Drive | 780.939.3596

Morinville Community High School

Grade 9-12 English, French, Advanced Placement, Computer Science
9506 100 Avenue | Tel: 780.939.6891

École Notre Dame Elementary School

Grades K-5 English/French
9717 Morinville Drive | 780.939.4020

St. Kateri Tekakwitha Academy

Grade Pre-K-5 English, Advanced Academic Programming, Sports Academy, STEM
980 Westwinds Drive | 587.764.0420

Legal School

Legal School

Grade Pre-K-9 English, Hockey Option
5122 46 Street, Legal | 780.961.3791

Division Sites

Division Office Services

6 St. Vital Avenue, St. Albert | Tel: 780.459.7711

Learning Technology Services

39 Sunset Boulevard St. Albert | 780.460.5442

Transportation Services

39 Sunset Boulevard, St. Albert | 780.459.7711

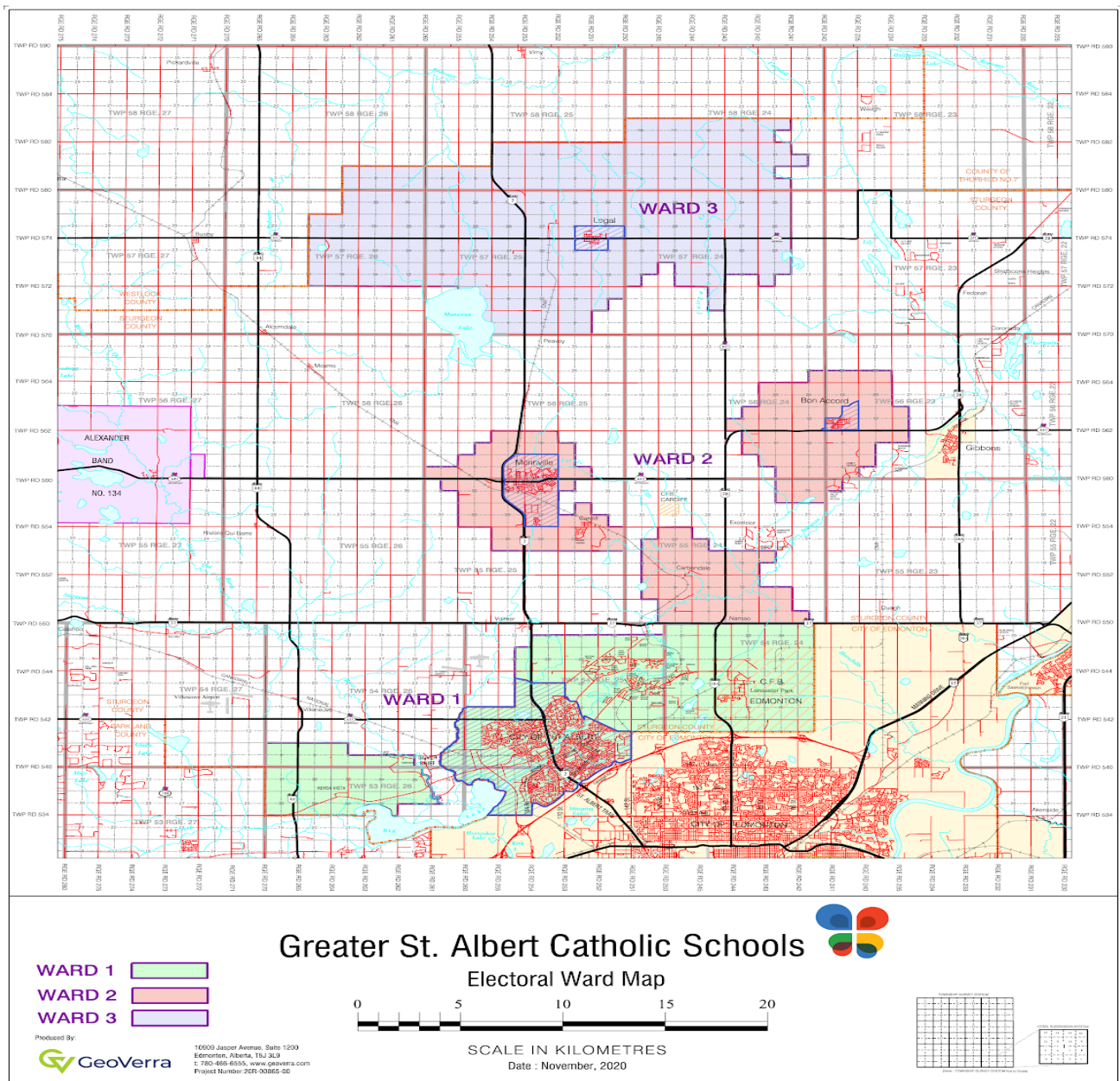
Operations & Maintenance Facility

104-09-101A Street, Morinville | 780.939.7768

Our Board

The Board of Trustees of Greater St. Albert Roman Catholic Separate School Division is comprised of seven members who represent three Wards.

1. St. Albert, parts of Sturgeon County, both east and west of Hwy 2, and Namao, south of Hwy 37.
2. Morinville, Bon Accord, Carbondale, Cardiff, and Namao, north of Hwy 37.
3. The Town of Legal and surrounding rural areas.



Four trustees are elected from Ward 1 - St. Albert and area, two from Ward 2 – Morinville and area, and one from Ward 3 - Legal and area. The sitting board members at the annual organizational meeting elect the Chair and Vice-Chair of the Board. The term of office is 4 year.

Board of Trustees' Meetings (Policy 7)

An **organizational meeting** of the Board of Trustees shall be held annually, and no later than four weeks following an election day when there has been a general election. Each trustee shall take the oath of office immediately following the call to order of the organizational meeting after a general election.

Serving on the Board of Trustees is very rewarding. The time commitment required can be demanding (a minimum of 10-15 hours per week). Currently, Trustees attend one **public board meeting** per month and one **Committee of the Whole** per month. In addition to the regular board meetings and the committee of the whole meetings, trustees may need to hold **special board meetings**. Scheduled meetings are currently held Monday evenings and special board meetings are called from time to time as required.

All regular meetings will be held in accordance with **Board Procedures Regulation, Education Act**. Meeting procedures will be held according to [Robert's Rules of Order](#). Provisions of the Education Act, as referenced within the Board Operations Policy will take precedence at all times.

Meeting Packages and Materials

For easy access of meeting materials, Board meeting packages are posted to the Trustee Shared folder in Google Drive on the Wednesday prior to a regular board meeting and on the Friday prior to the Committee of the Whole meeting. Agendas for these meetings (regular board meeting includes agenda and attachments) are posted for the public on the Friday prior to each of these meetings on the division website. Trustees who prefer hard copies may download the information and print copies if they wish.

Agenda Items

The Board Chair, in consultation with the Superintendent, is responsible for establishing the agenda for regular Board meetings as outlined [Policy 7 - Board Operations](#).

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

1. By notifying the Superintendent or Board Chair at least ten (10) days prior to the Board meeting.
2. By notice of motion at the previous meeting of the Board.
3. Request from a committee of the Board.
4. Emergent items that require Board action may arise after the agenda has been drafted.
5. A quorum of the Board, prior to the approval of the agenda, may request that the Board Chair add an item.

Agenda for **Committee of the Whole Meetings** as per Policy 7 - Board Operations is set by the Board Chair, in consultation with the Superintendent. Items may be placed on the agenda by notifying the Superintendent or Board Chair at least six days prior to the Committee of the Whole meeting.

Motions and Recommendations

The school board is a corporation and at times board members may be given authority to act on behalf of the Board, but only as an agent of the Board.

In accordance with Policy 7 - Board Operations, in all debate, any matter of procedure in dispute shall be settled, if possible, by reference to Robert's Rules of Order. If this reference is inadequate, procedure may be determined by motion supported by the majority of trustees in attendance.

As per Policy 7 - Board Operations, the Board Chair, and all trustees present, including those attending by electronic means, unless excused by resolution of the Board or by the provisions of the Board Procedures Regulation, Education Act, shall vote on each question. Each question shall be decided by a majority of the votes of those trustees present. A simple majority of a quorum of the Board will decide in favor of the question.

Requests for Information

Trustees should be provided with the opportunity to make requests for information in order to make informed decisions on matters brought before the Board or that will be brought before the Board for their consideration and approval.

Trustees' requests for information from Trustees to staff members should be addressed through the Board Chair and the Superintendent. Such requests must be submitted to the Board Chair prior to the Agenda Review Meeting (typically takes place the Thursday prior to the package going out).

If there is a request that the Board Chair and Superintendent deem not to require a great deal of time and there is a clear understanding of what is required, the information may be provided by a staff member through the Superintendent to the entire Board of Trustees. The Superintendent in conversation with the Board Chair will determine which staff member is best to provide the requested information.

If the issue is unclear and it is determined that it will take a considerable amount of time, the request for information is best discussed at the regular board meeting rather than through email or other means of communication. The Board of Trustees may choose to deliberate on whether the request for information is approved. It is important to note that when trustees' requests for information are formally approved by the Board of Trustees at their regular board meeting, the time and effectiveness of staff to complete their assigned duties are taken into consideration.

Norms and Meeting Guidelines³

The Board is committed to employing a number of basic operating norms and protocols to facilitate a positive and respectful governance work environment.

School Board Operating Norms

- We respect and support one another as members of a faith community.
- We communicate openly, honestly, and respectfully.
- We focus on the needs and best interests of the entire division.
- We welcome input and feedback from stakeholders via appropriate channels.
- We are willing to be bold and take risks in the best interests of our students.
- We listen with our hearts and minds.
- We take our responsibility as trustees seriously, but endeavour to perpetuate a comfortable environment infused with levity when appropriate.

³ *Adapted from *The Governance Core: School Boards, Superintendents, and Schools Working Together* (Campbell & Fullan, 2019)

Board Meeting Guidelines

- We will keep our focus on the best interests of our students, working positively with parents, staff, and the community.
- We will stay focused on our priorities and avoid getting sidetracked.
- We will work toward our vision for the future, based on current information.
- We will be mindful of the fact that all individuals within the jurisdiction are important and contribute to the well-being and education of our students. We commit to active listening and seeking to understand the viewpoints of others.
- We will provide feedback directly and openly, while ensuring that it is respectful and constructive.
- When we have a difference of opinion, we commit to deliberating the facts and avoiding a focus on individuals or emotions.
- All Board members will be encouraged to offer their ideas and opinions.
- We commit to keeping remarks concise and focused.
- We will build upon the ideas of others, seeking to understand and find common ground.
- We will be supportive of the Division and the decisions of the Board.
- Each Trustee commits to responsibility for the work of the Board.
- Anyone may ask the Board for a break, if he/she believes it to be necessary.
- Trustees are committed to being actively engaged in Board meetings, refraining from technology use for personal reasons.
- We will respect scheduled meeting dates and times: start on time, return from breaks promptly, and avoid unnecessary interruptions.

Committees & Representation

The Board believes that its duties can best be carried out if trustees are given an opportunity to meet in committees supplemental to Board meetings. The Board has standing committees and can form ad hoc committees.

The **Standing Committees** are as follows (Policy 8):

- Policy Advisory Committee
- Negotiations Committees (ATA, CUPE, UNIFOR)
- ATA Liaison Committee
- Audit Committee
- Board Planning Session Committee
- Laura Bird Beacon of Hope Memorial Award Selection Committee
- Provincial Association Awards Committee
- First Nations, Métis and Inuit Leadership Committee

Ad Hoc Committees

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

Trustees liaise with individual **school councils** and attend their regular meetings on an as-needed basis.

As well, trustees sit as **representatives** or alternates on various external committees:

- ACSTA (Alberta Catholic School Trustees' Association)
- ASBA Zone 2/3 (Alberta School Boards Association Zone 2/3)
- ASBA Second Languages Caucus and Task Force
- Business Liaison
- Education Foundation
- GrACE Committee
- Rural Caucus of Alberta School Boards (RCASB)
- Sturgeon County Community Services Advisory Board
- Teacher Employer Bargaining Association (TEBA)

Trustees are also expected to participate in various community/government meetings, functions, retreats, and conferences as required (i.e. Canadian Catholic School Trustees' Association Annual Conference, Annual General Meeting of the St. Albert Strategy and Mobilization Committee).

Trustees should expect to commit, on average, a minimum of 10-15 hours per week on board related business.

Trustee Remuneration

Trustees are compensated for their work with the basic honorarium (which is adjusted annually, each September, according to the increase in the Consumer Price Index (CPI) for Alberta (All Items) from August to August of each year. Annual Rates for 2024 - 2025 are:

Chairperson: \$26,288

Vice-Chairperson: \$23,389

Trustee: \$20,694

The basic honorarium covers attendance at regular board meetings, committee-of-the-whole meetings, board planning meetings/sessions, agenda planning meetings, planned board and superintendent evaluation meetings, planned public engagement meetings, attendance at events such as long service awards, and other special school events as outlined in Policy 7. Benefits paid by the school division include Dental, Extended Healthcare, and Trustee Life Insurance.

For attendance at other meetings and conferences not covered by the honorarium, Trustees may claim a Per Diem Rate, based on hours of service. The payment of Per Diems shall be based on \$30 per hour, or any part thereof. Reimbursements are made for subsistence and travel expenses as submitted, with receipts, or at established rates. Trustees are equipped with appropriate division issued and configured computer hardware for their four-year term of office.

Each trustee, upon request, will be issued a division-purchasing card for use during the four-year term of office, subject to the following restrictions: (1) The card will be limited to use for approved trustee business only. (2) Each trustee card will have a \$2,000 limit; \$3,500 for Board Chair.

End of Service

Upon conclusion of a Trustee's service to the Board, a Trustee will receive a gift valued at a minimum of \$100, with \$50 increments for each year in excess of two years of service, to a maximum of \$500 or ten

years of service. A gathering or dinner, for single or multiple Trustees, will be arranged at the conclusion of service.

Expression of Condolences

Condolences, on behalf of the Board, will be expressed to Trustees upon the death of a spouse, child, parent, or other member of the Trustee's household. A gift (i.e., flowers, edible arrangement, gift basket, etc.) and a card will be sent in a timely manner upon receiving knowledge of the death. The value of the gift will not exceed \$150.

Division Google Accounts & Use of Technology

All trustees are provided an email account for the purpose of engaging in the work of the Board. The associated Google Calendar is the means by which trustee and Board events and meetings are scheduled. Trustees are expected to regularly check their email account and use the Google Calendar for the scheduling of all Board business.

Trustees are expected to comply with all Division guidelines relative to the use of Division networks and technology as outlined in [Administrative Procedure 140 - Use of Technology](#) and [Administrative Procedure 141 - Use of Portable Information & Storage Devices](#).

Board Self Evaluation

The Board self-evaluation is designed to provide both accountability and growth and should be completed by June of each year with the assistance of a consultant. The evaluation process should:

- Measure Board performance with respect to the Division's Mission, Vision, Values, Division Priorities, its Division Strategic Plan, the roles and responsibilities of the Board, and the principles of operation of the Board;
- Assist the Board in identifying Board strengths and areas for improvement;
- Provide an opportunity for Trustees to reflect on how they work collectively and as individuals with respect to the Board's mandate and role and responsibilities;
- provide an opportunity for Trustees to discuss the Board evaluation results in the context of Board development; and
- provide an opportunity to recognize the Board's accomplishments.

The process is determined annually by the Board of Trustees and a final report is presented to the Board for approval at a regular meeting.

Superintendent Evaluation

Annually, the Board will conduct an evaluation of the Superintendent to be completed by June of each year. This process can be facilitated with the assistance of an outside consultant and is conducted with the guidelines approved by the Board. (Section 222, Alberta Regulation 98/2019 *Education Act*.)

The evaluation process will:

- Recognize areas and trends showing positive change or progress;
- Provide feedback to the Superintendent of Schools regarding his leadership and performance expectations in key areas;

- Provide groundwork for establishing future goals;
- Provide opportunity for the Superintendent of Schools to report on his successes and challenges during the year and provide feedback relating to continuous growth, improvement areas and annual goals;
- Enable conversation about results, discuss issues or concerns associated with the role and the evaluation process;
- Strengthen the relationship between the Board and the Superintendent.

A mutually agreeable process is determined annually by the Board of Trustees and the Superintendent. The final step in this process is for the Board to approve the final report of the Superintendent at a regular meeting.

Board Policies

Board Policies are located on the Division website under the Board of Trustees heading.

[Policy 1 – Division Mission Statement, Values and Beliefs, Goals and Objectives](#)

[Policy 2 – Role of the Board](#)

[Policy 3 – Role of the Trustee](#)

[Policy 4 – Trustee Code of Conduct](#)

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

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

[Policy 7 – Board Operations](#)

[Policy 8 – Board Committees](#)

[Policy 9 – Board Representatives](#)

[Policy 10 – Policy Making](#)

[Policy 11 – Board Delegation of Authority](#)

[Policy 12 – Role and Competencies of the Superintendent](#)

[Policy 13 – Appeals and Hearings Regarding Student Matters](#)

[Policy 14 – Hearings on Teacher Matters](#)

[Policy 15 – School Closure/Transfer of Students](#)

[Policy 16 – Alternative Programs](#)

[Policy 17 - Public Interest Disclosure \(Whistleblower Protection\)](#)

[Policy 18 - Naming of Schools](#)

[Policy 19 - Acknowledging Territories of Indigenous Communities within Division Events](#)

[Policy 20 - Trustee Determination and Distribution for Elections](#)

[Policy 21 - Recruitment and Selection of Personnel](#)

Administrative Procedures

[Administrative Procedures](#) are designed to be the primary written source of administrative direction for Greater St. Albert Catholic Schools. They are consistent with Board Policy, and are an extension of policy in the form of procedures. There are five categories in which administrative procedures are placed:

- 100 – General Administration
- 200 - Instructional Programs and Materials
- 300 - Students
- 400 - Personnel and Employee Relations
- 500 - Business Administration

[Administrative Procedures](#) can be viewed on the Division website under the Administration heading.

Reports Approved by the Board of Trustees

Three-Year Capital Plan

Annually, the Board of Trustees needs to approve a three-year capital plan that highlights top 3 capital priorities. The Three Year Capital Plan must be submitted to Alberta Education by April 1 of each year.

Budget Report

The Budget Report must be approved by the Board of Trustees and submitted to Alberta Education by May 31 of each year. All plans, assumptions, and risks should be fully discussed with the board of trustees before they are asked to approve budget documents. These plans, assumptions, and related risks should:

- be disclosed in the budget documents;
- take into account the economic environment of the division;
- focus on planned changes from the previous school year, and
- be realistic and consistent with the division's three-year education plan.

At a minimum, these disclosures should include:

- key budget assumptions, such as student enrolments, grant rate increases, salary increases, and inflation rates;
- financial and business risks, such as increases in interest rates and increases in fuel prices; and
- specific strategies explaining how the budget supports the three-year education plan.
- In its presentation, management should walk trustees through the supporting materials, budget highlights, budget assumptions, and financial and business risks so that all trustees understand the complete picture before they are asked to approve the budget.

Three -Year Education Assurance Plan

Education assurance plan sets out what needs to be done, including determining priorities, outcomes, measures and strategies using the most recent results from the Annual Education Results Report. Engaging with key stakeholders is critical in the development and implementation of the education plan. These plans highlight how the division is performing in meeting its responsibilities. The plans are also a tool used to support public assurance.

Annual Education Results Report

As part of a continuous improvement cycle, school jurisdictions are expected to assess and interpret the results arising from implementing their Education Plan and report on their progress toward achieving the priorities and outcomes in their plan in their Annual Education Results Report (AERR). In addition, school jurisdictions must also report on their performance and the actions taken to meet their responsibilities in key assurance domains. In preparing their AERRs, school authorities compile and assess their results pertaining to the provincial and local performance measures used in their Education Plans, as well as, the results from required provincial measures for each domain. The use of both provincial and local measures provides a more balanced and complete assessment of progress on priorities and outcomes. School authorities analyze their data, considering their local context, and develop insights, draw conclusions and determine implications arising from the results. These results are used to report on school authority performance and to determine where improvements are needed. In addition to results from provincial measures, school authorities describe processes, programs/services, strategies, and local measures/data to demonstrate how and to what extent, they are meeting their responsibilities in each domain.

The AERR should provide stakeholders with accurate, accessible and easy to understand information about the progress and performance of the school authority in relation to priorities and key domains. School authorities are expected to actively engage with stakeholders to share results and report on progress toward achieving local priorities and meeting their responsibilities.

School authorities must post their approved AERR for each school year on their website in a publicly accessible format by November 30, consistent with submission of their Audited Financial Statements.

Audited Financial Statements

The Audit Committee is legislatively mandated and serves as a standing committee of the Board, with responsibility for work as detailed in Policy 8 - Board Committees. The role of the audit committee is to assist the Board in fulfilling its oversight responsibilities for the financial reporting process, to recommend external auditors to the board and to review the annual financial statements of the Division.

The ultimate responsibility for the financial statements lies with the Board of Trustees. The Board reviews the audited financial statements and approves them before they are submitted to the Minister of Education (Alberta Education) as in accordance with the *Education Act*.

The Board of Trustees appoints external auditors to audit the financial statements and meets with the external auditors to review their findings. The external auditors must be provided full access to the division's records. As part of their audit, they also provide Independent Auditor's Report (opinion), and Management Letter (assessment of internal controls).

Management is responsible for the preparation and fair presentation of the financial statements. The financial statements including the notes to the financial statements must be prepared in accordance with Canadian Public Sector Accounting Standards and follow the format prescribed by Alberta Education. Furthermore, management is responsible for assessing the Division's ability to continue as a going concern.

The financial statements include:

- Statement of Financial Position (reports on financial and non-financial assets, liabilities and accumulated surplus.
- Statement of Operations (reports on revenues and expenditures)
- Statement of Cash Flows
- Statement of Change in Net Financial Assets (operating, capital reserves, unrestricted surplus and investment in capital assets)
- Various Audited and Unaudited Schedules
- Notes

Quarterly Reporting

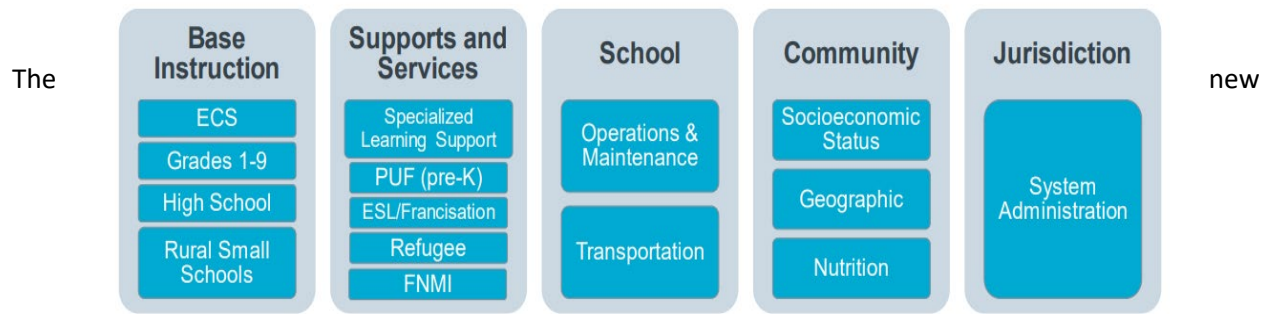
The school divisions must monitor actual spending against the budget, using interim data to project results for the fiscal year and take action to stay within budget and evaluate the effects on the attainment of goals. The use of quarterly reporting provides information to trustees and senior administration that will monitor operational performance and allow for the investigation of variances and the ability to take corrective action if results differ from the original budget. The quarterly report also provides the opportunity to inform future budgets, and inform decision-making and the ability to take advantage of opportunities that may present themselves throughout the year. Regular financial monitoring will provide meaningful information to determine how the budget plan is progressing and if corrective action is necessary.

Quarterly reporting should provide the Board of Trustees and management with a statement of operations that includes:

- Actual year to date financial information, including significant accruals
- A forecast of yearly operating results to the end of the school year
- A budget for the school year that represents revised budget information as of September 30 of each year, and
- Variances of forecasted revenues and expenditures to the budget as well as an explanation of significant variances.

Funding Manual

The Funding Manual is prepared and issued by Alberta Education each year. The Funding Manual outlines the funding framework and provides school divisions with the explanation of provincial grants, funding and reporting requirements.



funding framework was introduced for the school year 2020-2021. School authorities receive a funding profile which outlines each of the above 15 grants. Most of the grants driven by the number of students are calculated using a new funding methodology - a three year weighted moving average (WMA) of students. Funding provided through the base instruction component does not allocate funding for specific students or schools. Rather, WMA enrolment is used to allocate funding for the Early Childhood Services (ECS)-Grade 12 instructional activities of the entire school jurisdiction. The three-year WMA enrolment is calculated as follows: School Year Weighted Factor Enrolment Count (FTE): for 2019/20 - 20% Actual; for 2020/21 30% Estimate; and for 2021/2022 - 50% Projection.

Organizations that can Provide Information

[Alberta Education \(AE\)](#) supports students, parents, teachers, administrators from ECS to Grade 12.

[Alberta School Boards Association \(ASBA\)](#) offers support and builds the capacity of school boards and individual trustees, ranging from advice and training to leadership, development, governance and advocacy.

[Alberta Catholic School Trustees' Association \(ACSTA\)](#) represents Catholic trustees in Alberta, Northwest Territories and Yukon.

[Alberta School Councils' Association \(ASCA\)](#) engages with Alberta Education, representing parents on school councils.

[College of Alberta School Superintendents \(CASS\)](#) supports building system leadership excellence to ensure student success.

[Council of Canadian Catholic Bishops \(CCCB\)](#) is the national assembly of the Bishops of Canada.

[Council of Catholic School Superintendents of Alberta CCSSA](#) is a community of disciples leading and building Catholic education. As lead educators in service of children and communities in Alberta, we provide a provincial perspective, discuss and initiate direction, and communicate the reason for Catholic Education and its value to society.

[Canadian School Boards Association \(CSBA\)](#) is a professional association representing members from provincial school boards associations serving close to four million elementary and secondary school students across Canada.

[Canadian Catholic School Trustees' Association \(CCSTA\)](#) is a national organization promoting excellence in Catholic education throughout Canada.

[Fédération des Scolaires francophone de l'Alberta \(FCSFA\)](#) Francophone school boards of Alberta have created this group to give themselves an instrument of consultation, collaboration, advocacy and political pressure.

Appendix A: Acronyms

Commonly used acronyms throughout the province.

AAC	Alberta Assessment Consortium
AAMD&C	Alberta Association of Municipal Districts and Counties
ABC	Association for Bright Children
ACFA	Association canadienne-française de L'Alberta
ACLD	Association for Children with Learning Disabilities
ACOL	Alberta Commission on Learning
ACSTA	Alberta Catholic School Trustees' Association
ACYI	Alberta Children and Youth Initiative
ADLC	Alberta Distance Learning Centre
ADM	Assistant Deputy Minister
AE or AB ED	Alberta Education
AERR	Annual Education Results Report
AFL	Assessment for Learning
AHEA	Alberta Home Education Association
AISCA	Association of Independent Schools and Colleges in Alberta
AMFC	Alberta Municipal Financing Corporation
AP	Advanced Placement
ARMIC	Alberta Risk Managed Insurance Consortium
ASAA	Alberta Schools' Athletic Association
ASAP	Alberta Schools Alternative Procurement: (design and construction of a group of schools using a P3 process)
ASBA	Alberta School Boards Association
ASBIE	Alberta School Boards' Insurance Exchange (dissolved)
ASBOA	Association of School Business Officials of Alberta
ASCA	Alberta School Councils' Association
ASEBP	Alberta School Employee Benefit Plan
ASFF	Alberta School Foundation Fund
ATA	Alberta Teachers' Association
ATA Local	The local ATA union authority
ATRF	Alberta Teachers' Retirement Fund

AUMA	Alberta Urban Municipalities Association
CALM	Career and Life Management
CASA	Canadian Association of School Administrators
CASS	College of Alberta School Superintendents
CCSSA	Council of Catholic School Superintendents of Alberta
CEA	Canadian Education Association
CEO	Chief Executive Officer (Superintendent of Schools)
CETS	Credit Enrolment Tracking System
CEU	Credit Enrolment Unit
CMEC	Council of Ministers of Education in Canada
COATS	Council of Alberta Teaching Standards
CPF	Canadian Parents for French
CSA	Council on School Administration
CSBA	Canadian School Boards Association
CTS	Career and Technology Studies
CMR	Capital Maintenance Renewal
DIPS	Diploma Exams
DM	Deputy Minister
DPA	Daily Physical Activity
EAP	Employee Assistance Program
ECS	Early Childhood Services (Kindergarten)
ESL	English as a Second Language
FAS	Fetal Alcohol Syndrome
FCSS	Family and Community Social Services
FNMI	First Nations Métis Inuit
FOIP	Freedom of Information and Protection of Privacy Act
FPFA	Fédération des parents francophones de l'Alberta
FSL	French as a Second Language
FTE	Full Time Equivalent
GED	General Equivalency Diploma
GLA	Grade Level of Achievement
HSE	High School Equivalent
HR	Human Resources (personnel services)
IB Program	International Baccalaureate Program: (a comprehensive curriculum of general education responding to the needs for greater challenge in the upper secondary level)
ICT	Information and Communication Technology
IEP	Individual Education Plan
IMC	Instructional Materials Centre
IMP	Infrastructure Maintenance Program
IMR	Infrastructure and Maintenance Renewal Program
IPP	Individualized Program Plan
K and E	Knowledge and Employability courses
LRB	Labour Relations Board
MGA	Municipal Government Act
NSBA	National School Boards Association

OH and S	Occupational Health and Safety
P3	Public Private Partnership
PAAC	Program and Assessment Advisory Committee
PD	Professional Development
PDAC	Policy Development Advisory Committee
PSBAA	Public School Boards' Association of Alberta
PAT	Provincial Achievement Test
PLC	Professional Learning Community
POM	Plant Operations and Maintenance
PTR	Pupil Teacher Ratio
PUF	Program Unit Funding
RAP	Registered Apprenticeship Program
RBB	Results Based Budgeting
RRC	Regulatory Review Committee
SACSC	Safe and Caring Schools and Communities
SEP	School Education Plan
SERP	Supplementary Executive Retirement Program
SIB	School Improvement Branch
SIS	Student Information System
SIPP	Supplemental integrated Pension Plan
STEP	Summer Temporary Employment Program
STR	Student Teacher Ratio
TPA	Teaching Profession Act
TQS	Teacher Qualification Service
TRF	Teachers' Retirement Fund
TSQB	Teacher Salary Qualification Board
WCB	Workers Compensation Board
WMA	Weighted Moving Average (used in funding formulas)
YRE	Year Round Education

Commonly Used Acronyms in GSACRD

CCLC	Christ-Centered Learning Community
CoW	Committee of the Whole
DSC	Division Services Center
ELT	Executive Leadership Team
LLT	Learning Leadership Team
SLT	Senior Leadership Team

Appendix B: Terminology and Definitions

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.

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)

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 Education 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.

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

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.

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.

Computer Adaptive Assessment (CAA): A school-based computer assessment tool that tailors a test's difficulty to each student.

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 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): senior high school courses that are based on the Alberta Programs of Study and delivered through appropriate access to instruction.

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

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.

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 Francisation programs and Kindergarten.

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.

Francisation: 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.

General Equivalency Diploma (GED): Method of obtaining a high school equivalency diploma that requires a registered individual complete and pass five subject tests.

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" a 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.

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

In-Camera Meeting: A private meeting which is not open to the public. Syn. Committee of the whole, meeting in committee; executive session.

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.

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.

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

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.

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 specialized supports. 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.

Non-Resident Student: A student whose parents reside in a school jurisdiction other than the one in which the student is enrolled.

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

Pedagogy: Strategies or style of instruction.

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

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.

Registered Apprenticeship Program: 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 co-ordinator 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.

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 Education Act, each school council shall be established in accordance with the regulations for each school operated by the board.

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.

Specialized Supports and Services: 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.

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.

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.

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

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

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.

Appendix C: Division Services Organizational Chart



[Organizational Chart](#)