



REGULAR MEETING OF THE BOARD OF TRUSTEES

RVS EDUCATION CENTRE
2651 CHINOOK WINDS DR. SW

AIRDRIE, AB

NOVEMBER 5, 2020

10:00 a.m. Regular Board Meeting

AGENDA

1. Call to Order
2. Approval of Agenda
3. In Camera Meeting
4. Motions Arising from In Camera
5. Approval of Minutes
 - a) Regular Board Meeting – October 22, 2020
6. Superintendent's Report
7. Chair's Report/Correspondence
8. Committee Reports
 - a) Policy (w/motions)
 - b) School Councils (w/motions)
 - c) Planning
 - d) Other
9. Trustee Reports
10. New Business
11. Adjournment

This unofficial agenda is subject to change and is not *official* until approved at the Board meeting.



SUPERINTENDENT'S REPORT
REGULAR MEETING OF THE BOARD OF TRUSTEES

NOVEMBER 5, 2020

AGENDA

- | | ACTION |
|--|---------------|
| 1. Kathryn/Beiseker/Irricana Consultation | Directive |
| 2. Infrastructure Maintenance & Renewal Submission | Directive |
| 3. COVID-19 School Operations Update | Information |

A handwritten signature in black ink, appearing to read "Greg Luterbach", with a star-like flourish at the end of the name.

Greg Luterbach
Superintendent of Schools



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

Discussion Item: Kathryn / Beiseker / Irricana Consultation

Date of Meeting: November 5, 2020

Background:

At the October 31, 2019, regular meeting of the Board of Trustees, the following motion was passed:

**KATHYRN/IRRICANA/BEISEKER ATTENDANCE AREA CONSULTATION
#513-2019 MOTION BY TRUSTEE NORMA LANG:**

The Board of Trustees directs administration to conduct a level two consultation process as per Policy 25 – Community Engagement to discuss accommodation strategies for Kathryn, Irricana and Beiseker communities and schools and bring back recommendations by April 2, 2020.

As per the motion, representation from both administration and the Board of Trustees, held a stakeholder consultation session on January 22, 2020. Close to two hundred members of the public attended this meeting and gave their feedback. The results of the consultation were shared with the Board Planning Committee on the March 19, 2020 and various options were discussed. The feedback RVS received from the consultation meeting and emails was very diverse. It is for this reason, administration recommended that more discussion of detailed options needs to occur with the community. It was recommended this occurs in the fall of 2020. At the March 19, 2020 regular meeting of the Board of Trustees, the following motion was passed:

**KATHYRN/IRRICANA/BEISEKER AND RURAL AREA ACCOMMODATION PLAN
#582-2020 MOTION BY TRUSTEE NORMA LANG:**

The Board of Trustees directs the Superintendent to continue the Kathryn /Irricana/Beiseker and Area accommodation consultation in the Fall of 2020 to gather further feedback and input from stakeholders.

Current Status:

Given the public health measures in place, the heightened workload of administration and the increased stress and anxiety in the community, this may not be the right time to continue with the consultation.

Alternatives:

Effect of Each Alternative presented below

1. The continued consultation will take place as planned but will be postponed until the Fall of 2021. A report with recommendations will be brought to a regular board meeting after the consultation is complete (as required by Motion #513-2019).



DIRECTIVE FOR ACTION

TO: THE BOARD OF TRUSTEES

FROM: SUPERINTENDENT OF SCHOOLS

2. The continued consultation will take place as planned this Fall. A report with recommendations will be brought to a regular board meeting after the consultation is complete (as required by Motion #513-2019).
3. There will be no scheduled further consultation planned for this area and no report with recommendations will be brought to the Board. This does not negate the option of future consultations as needs arise.
4. The Board Planning Committee will spend further time discussing options.

Alternative I:

The Board amend motion #582-2020 to now read The Board of Trustees directs the Superintendent to continue the Kathryn/Irricana/Beiseker and Area accommodation consultation in the Fall of 2021 to gather further feedback and input from stakeholders.

Alternative II:

Continued consultation as directed by the Board of Trustees through motion #582-2019 take place in the Fall of 2020 as per the direction of the motion. (No further action is needed to implement this alternative)

Alternative III:

The Board rescind the motion #582-2020 that the Board of Trustees directs the Superintendent to continue the Kathryn/Irricana/Beiseker and Area accommodation consultation in the Fall of 2020 to gather further feedback and input from stakeholders.

and

The Board rescind the unexecuted part of motion #513-2019 specifically that recommendations be brought back by April 2, 2020.

Alternative III:

The Board refer the matter back to the Board Planning Committee.

Recommendation:

The Board amend motion #582-2020 to now read The Board of Trustees directs the Superintendent to continue the Kathryn/Irricana/Beiseker and Area accommodation consultation in the Fall of 2021 to gather further feedback and input from stakeholders.

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Item: Infrastructure Maintenance Renewal Project Expenditure Plan for 2020/21

Date of Meeting: November 5, 2020

Background:

Each year the Board reviews and approves the Infrastructure Maintenance and Renewal (IMR) Budget. The IMR allocation for the 2020/21 school year is \$5,989,884. Funding levels for the past 5 years are as follows:

YEAR	TOTAL IMR FUNDING	% INCREASE (DECREASE)
2016-17	\$4,858,885	63.63 %
2017-18	\$5,681,093	16.92 %
2018-19	\$5,183,036	8.77 %
2019-20	\$5,842,000	12.7 %
2020-21	\$5,989,884	2.53 %

The IMR priorities in descending order are:

1. health and safety;
2. priority building life cycle items;
3. functional modernizations to accommodate students; and,
4. program enhancements.

Current Status:

Appendix A outlines the recommended 2020/21 IMR expenditure plan. The proposed contingency amount is higher than normal. The additional contingency amount will allow the IMR allocation to accommodate CMR projects, currently pending government approval, or other emergent issues that arise if/as needed. The additional IMR contingency may also be used to prepare drawings and reports for several of the complex and time sensitive projects.

Alternatives:

Alternative I

The Board of Trustees approves the 2020/21 Infrastructure Maintenance and Renewal budget and proposed projects as outlined in appendix A.

Alternative II

The Board of Trustees refers the 2020/21 Infrastructure Maintenance and Renewal budget and proposed projects back to Administration for further development.

Recommendation:

The Board of Trustees approves the 2020/21 Infrastructure Maintenance and Renewal budget and proposed projects as outlined in appendix A.

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Appendix A

2020-2021 Alberta Education Allocation	\$ 5,989,884.00
Carryover 2019-2020 **	\$ 4,297,466.00
Total Budget Available	\$ 10,287,350.00
Total Allocated 2020-2021	\$ 10,262,489.53
Amount Left in Budget	\$ 24,860.47

***Estimate as not all invoices have been received.*

Facility	Summary	Estimated Cost
03 - Edwards Elementary	Replace Fire Panel	\$ 12,000
05 - Beiseker	Changerooms Upgrades	\$ 300,000
06 - Muriel Clayton	Bathroom Renovation (SE)	\$ 60,000
08 - Chestermere High	Boiler Replacement in North End – R	\$ 300,000
08 - Chestermere High	South Change Rooms (remove showers)	\$ 200,000
08 - Chestermere High	Re-seal the windows in the North End	\$ 4,000
08 - Chestermere High	Parking Lot Light Upgrade (Phase 2)	\$ 27,556
09 - Cochrane High	New MUA for lunchroom, boxes for offices	\$ 271,000
13 - Indus School	Modernization - Phase 4	\$ 3,200,000
15 - Springbank Middle	Roof Section Replacement (Phase 2)	\$ 170,000
15 - Springbank Middle	Washroom Upgrades (Phase 2)	\$ 94,000
15 - Springbank Middle	Boilers	\$ 434,000
16 - Elbow Valley	Lagoon dismantle and final pump	\$ 300,000
21 - Manachaban	Foods Room Renovation	\$ 300,000
23 - Springbank High	Parking Lot Light Upgrade (Phase 2)	\$ 42,933
24 - Elizabeth Barrett	Barrier Free Washroom (RM 1010)	\$ 60,000
24 - Elizabeth Barrett	LED Lighting Upgrade	\$ 50,000
26 - Glenbow	Remove tanks	\$ 50,000
26 - Glenbow	Radon remediation	\$ 100,000
28 - Bert Church	Gym floor sand and re-line	\$ 26,000
28 - Bert Church	Rm 2018 & 2032 Washroom Renovation	\$ 80,000
30 - AE Bowers	Create Common Space	\$ 10,000
31 - Mitford	New Exchangers and valves, MUA Rebuild, Glycol	\$ 81,000
74 - Fireside	Expansion Tank Repair	\$ 16,000
98 - Various Facilities	CO/Water Leak/Temp Monitoring (Phase 2)	\$ 330,000
98 - Various Facilities (TBD based on need)	BMS Controls Upgrade	\$ 15,000
98 - Various Facilities (TBD based on need)	Duct Cleaning	\$ 150,000
98 - Various Facilities (TBD based on need)	Gym floor sand and re-line	\$ 94,000

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

98 - Various Facilities (TBD based on need)	Flooring	\$ 450,000
98 - Various Facilities (TBD based on need)	Add fob doors to have 4 per school	\$ 80,000
98 - Various Facilities (TBD based on need)	Re-key Schools	\$ 10,000
98 - Various Facilities (TBD based on need)	Concrete Walks	\$ 100,000
98 - Various Facilities (TBD based on need)	Learning Space Renovations	\$ 625,000
98 - Various Facilities (TBD based on need)	Lighting/Ceiling Upgrades	\$ 240,000
98 - Various Facilities (TBD based on need)	Mechanical/Plumbing Upgrades	\$ 820,000
98 - Various Facilities (TBD based on need)	Fire Panel Upgrades	\$ 10,000
98 - Various Facilities (TBD based on need)	Washroom Fixtures	\$ 150,000
98 - Various Facilities (TBD based on need)	Painting	\$ 100,000
Contingency		\$ 900,000

Note: MUA stands for Make Up Air Unit

INFORMATION ITEM



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Item: COVID-19 School Operations Update

Date of Meeting: November 5, 2020

Background:

The 2020/21 school year started for students on September 2, 2020 under Scenario 1.

Current Status:

Learning, whether face-to-face, homeschooling or online, continues to be supported across RVS. Processes which were new in early September are now becoming routine. As guidance from Chief Medical Officer of Health (CMOH) and Alberta Health Services (AHS) has shifted, RVS has reviewed and adjusted our plans with schools responding in kind. We have managed to stay in scenario 1 across RVS so far.

The staff of RVS continues to respond with care, compassion and professionalism while addressing the programs of studies. Every week brings up new challenges and opportunities. Our staff is doing an exceptional job and their efforts are very much appreciated by families and administration.

Administration has begun planning for the Feb 1st transition point where families can choose to stay in their current delivery mode or shift (face-to-face to online and vice versa). Families should anticipate making that selection just prior to winter break in December and will need to stay with the choice made until the end of June.

RVS Online Learning offerings are all up and rolling. Teachers and students are establishing routines and finding ways to engage. This transition to online has been very challenging for teachers and administration truly appreciates their efforts and recognizes that they had very little time to prepare for this shift. We also appreciate all of the collaboration between the online teachers and the learning leads/learning specialists. We are adding additional teacher staffing into our high school online offerings to reduce pressures.

Schools are in the midst of consulting with staff, students and school councils in regard to the use of the federal Safe Return to Class funds.

Overall, student attendance is down about 3-4% on any one day in face-to-face classes. Recently updated daily health checklists may mean that less students will have to stay home for extended periods due to runny noses and sore throats.

As of October 31, 2020, we have had 37 confirmed COVID-19 positive cases impacting schools. These cases have included both staff and students. Administration appreciates all of the efforts of school administration, school office staff, caretakers and transportation staff when a case is confirmed by AHS. These confirmations happen 7 days a week from 8am until 10pm and everyone has dropped everything and acted quickly to inform families and make the necessary arrangements.

INFORMATION ITEM



TO: THE BOARD OF TRUSTEES

FROM: THE SUPERINTENDENT OF SCHOOLS

Teachers and other staff have done a great job supporting students who are needing to stay home during periods of isolation.

Recommendation:

The Board of Trustees acknowledges receipt of the COVID-19 School Operations Update as presented.

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: POLICY COMMITTEE

Item: Policy 12, 14 and 15

Date of Meeting: November 5, 2020

Background:

On September 1, 2019 the *Education Act*, which is the guiding legislation for School Boards, came into effect. This change requires that all Board review their policies to ensure they are in line with the new legislation. The Alberta School Boards Association provided guidance to Boards to help with their reviews including updated references.

Additionally, the Board's Policy Committee is charged to "recommend revisions, deletions and creation of new policies to the Board of Trustees".

Current Status:

Summary of major changes to Policy 12 – Role of the Superintendent

- Last revised January 2016.
- Describes the role of the Superintendent.
- Reviewed ASBA suggested additions that address the new *Education Act* and Superintendent Leadership Quality Standard. Decision was made to leave the structure as is given it aligns with Policy 2 - Role of the Board and make changes/additions including adding or revising expectations to include:
 - aligning Division resources and building organizational capacity to support First Nations, Métis and Inuit student achievement;
 - building staff capacity to meet the learning needs of all students;
 - building an organizational structure and promoting a Division culture which facilitates positive results;
 - participating actively in the community in order to enhance and support the Division's mission;
 - at times serve as spokesperson for the Division for the media and public in order to keep the Division's messages consistent and accurate.
- A major change was simplifying the Superintendent evaluation appendix described in the policy. It will now be a high-level description of the evaluation process leaving the specific details out of policy. The Board's Planning Committee retains the authority to decide on the format and procedure for the annual evaluation.
- Updated references to *Education Act* and other relevant legislation.

Summary of major changes to Policy 14 – Hearings on Teacher Transfers

- Last revised in September 2020 but only the references were updated.
- Updated the described hearing process by breaking into various phases and added the ASBA suggested provision for adjournments in the hearing process.

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: POLICY COMMITTEE

Summary of major changes to Policy 15 – School Closures

- Last revised in September 2020 but only the references were updated.
- Complete rewrite of the policy to reflect changes in the *Education Act* and the elimination of the former *Closure of School Regulation (AR 238/97)*.
- Simplify the background to reflect current legislation.
- State the requirement to comply with section 62 of the *Education Act* and the *Disposition of Property Regulation*, that a board may, only by resolution, permanently or temporarily:
 - close a school; or
 - transfer students from one school building to another school building.
- Describes the minimum consultation process required if closing a school or transferring students from one school building to another school building.
- Describes the process and criteria to determine whether the Board has use for the school building that has been closed.
- Updated references to *Education Act*.

Policy 12 – Role of the Superintendent Alternatives:

Alternative I:

The Board of Trustees approves the attached Policy 12 – Role of the Superintendent.

Alternative II:

The Board of Trustees approves a further amended Policy 12 – Role of the Superintendent.

Alternative III:

The Board of Trustees refer Policy 12 – Role of the Superintendent back to the Policy Committee for further study.

Recommendation:

The Board of Trustees approves the attached Policy 12 – Role of the Superintendent.

Policy 14 – Hearings on Teacher Transfers Alternatives:

Alternative I:

The Board of Trustees approves the attached Policy 14 – Hearings on Teacher Transfers.

Alternative II:

The Board of Trustees approves a further amended Policy 14 – Hearings on Teacher Transfers.

Alternative III:

The Board of Trustees refer Policy 14 – Hearings on Teacher Transfers back to the Policy Committee for further study.

Recommendation:

The Board of Trustees approves the attached Policy 14 – Hearings on Teacher Transfers.

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: POLICY COMMITTEE

Policy 15 – School Closures Alternatives:

Alternative I:

The Board of Trustees approves the attached Policy 15 – School Closures.

Alternative II:

The Board of Trustees approves a further amended Policy 15 – School Closures.

Alternative III:

The Board of Trustees refer Policy 15 – School Closures back to the Policy Committee for further study.

Recommendation:

The Board of Trustees approves the attached Policy 15 – School Closures.

BACKGROUND

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

Specific Areas of Responsibility

1. Student Learning

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

2. Student Welfare

- 2.1 Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- 2.2 Ensures that the social, physical, intellectual, cultural, spiritual and emotional growth needs of students are met in the overall school environment.
- 2.3 Ensures the safety and well-being of students while participating in school programs or while being transported on transportation provided by the Division.
- 2.4 Ensures the facilities adequately accommodate Division students.
- 2.5 Acts as, or designates, the attendance officer for the Division.

3. Fiscal Responsibility

- 3.1 Ensures the fiscal management of the Division by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other Act.
- 3.2 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- 3.3 Directs the preparation and the presentation of the budget.
- 3.4 Ensures the Board has current and relevant financial information.
- 3.5 Directs the preparation of the Three-Year Capital Plan for submission to the Board.

4. Personnel Management

- 4.1 Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
- 4.2 Monitors the performance of all staff and ensures appropriate evaluation processes are in place.
- 4.3 Facilitates professional development and training sessions for staff.
- 4.4 Ensures the coordination and integration of human resources within the Division.
- 4.5 Ensures that each staff member is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging.

5. Policy/Administrative Procedures

- 5.1 Provides leadership in the planning, development, implementation and evaluation of Board policies.
- 5.2 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures.

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

- 6.1 Engages in and maintains positive, professional working relations with the Board.
- 6.2 Respects and honours the Board’s role and responsibilities and facilitates the implementation of that role as defined in Board policy.
- 6.3 Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.
- 6.4 Provides the information and counsel that the Board requires to perform its role.
- 6.5 Keeps the Board informed on sensitive issues in a timely manner.
- 6.6 Attends, and/or designates, administrative attendance at all committee meetings.
- 6.7 Demonstrates respect, integrity and support, which are conveyed to the staff and community.

7. Strategic Planning and Reporting

- 7.1 Leads the generative strategic planning process including the development of the Four Year Education Plan, Division goals, budget, facilities, technology and transportation plans and implements plans as approved.
- 7.2 Involves the Board appropriately (Board approval of process and timelines; opportunity for Board establishment of strategic priorities and key results early in the process; final Board approval).
- 7.3 Implements plans as approved.

-
- 7.4 Reports regularly on results achieved.
- 7.5 Develops the Annual Education Results Report for Board approval.
8. Organizational Management
- 8.1 Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
- 8.2 Reports to the Minister with respect to matters identified in and required by the School Act and provincial legislation.
9. Communications and Community Relations
- 9.1 Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
- 9.2 Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the Division.
- 9.3 Maintains effective relationships within the system and the community served by the system.
- 9.4 Acts as the Head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.
- 9.5 Keeps the Board informed through the provision of appropriate accountability reports.
10. Leadership Practices
- 10.1 Practices leadership in manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.
- 10.2 Develops and maintains positive and effective relations with provincial and regional government departments and agencies.
- 10.3 Ensures that meaningful collaboration arises from relationships built on trust, honesty and respect.

Legal Reference:

- School Act Sections 14, 45, 60, 61, 113, 114, and 115
- Freedom of Information and Protection of Privacy Act

POLICY 12 – APPENDIX A – SUPERINTENDENT EVALUATION PROCESS CRITERIA AND TIMELINES

Evaluation Process

1. Provides for both accountability and growth, and the strengthening of the relationship between the Board and the Superintendent. The written report will affirm specific accomplishments and will identify growth areas. Some growth goals may address areas of weakness while others will identify areas where greater emphasis is required due to changes in the environment.
2. Provides for annual written evaluation of the Superintendent performance.
3. Highlights the key role of the Superintendent as the Chief Executive Officer for the Division to enhance student achievement and success for all children.
4. Recognizes that the Superintendent is the Chief Executive Officer. The Superintendent is held accountable for work performed primarily by other senior administrators, e.g., fiscal management.
5. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses. The Performance Assessment Guide identifies the source of the evidence in advance, while the quality indicators describe expectations in regard to that evidence.
6. Is aligned with and based upon the Superintendent's roles and responsibilities. The Board policy is consistent with this evaluation document.
7. Is linked to the Division's goals. And the Four-Year Education Plan.
8. Sets out standards of performance. The quality indicators in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.
9. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations take into consideration the previous evaluation, and an assessment of the Superintendent's success in addressing identified growth areas.
10. Uses multiple data sources. Objective data such as audit reports, accountability reports, and student achievement data are augmented with subjective data provided in surveys.
11. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.

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

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

The Board and the Superintendent will be present during the facilitated evaluation session. The Superintendent will be invited to ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood. The Superintendent will only be absent from the room for the period when the Board constructs the conclusion section. The evidence examined will be in the form of an internal report or external report. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved. In addition, the corporate Board will supplement the evidence contained in the evidence portfolio with agreed-upon direct Board observations. For example, this would be most evident in the section Board/Superintendent Relations.

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

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

The assessments contained in the evaluation report will reflect the corporate Board position. This report will be approved by Board motion. A signed copy will be provided to the Superintendent and a second signed copy will be placed in his personnel file held by the Division.

Evaluation Criteria

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

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

Timelines for Evaluations

Evaluations will be conducted annually.

CURRENT

POLICY 12 – APPENDIX B - PERFORMANCE ASSESSMENT GUIDE

1. Student Learning

Role Expectations:

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

Quality Indicators relative to Student Learning:

- QI 1.1 The Superintendent conducts an analysis of student success and ensures school principals develop action plans to address concerns.
- QI 1.2 The Superintendent identifies trends and issues related to student achievement to inform the Four-Year Planning process, including recommendations for innovative means to improve measurable student achievement.
- QI 1.3 Parents and students are satisfied with levels of achievement.
- QI 1.4 There is measurable improved student achievement over time.
- QI 1.5 The Superintendent meets Alberta Education's expectations re: with the Four-Year Plan and AERR format, process and content.
- QI 1.6 The Superintendent meets all timelines with provision for appropriate Board input relative to the Four-Year Plan and AERR.
- QI 1.7 The Superintendent ensures the Division's academic results are published.

2. Student Welfare

Role Expectations:

- RE 2.1 Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- RE 2.2 Ensures that the social, physical, intellectual, cultural, spiritual and emotional growth needs of students are met in the overall school environment.

- RE 2.3 Ensures the safety and well-being of students while participating in school programs or while being transported on transportation provided by the Division.
- RE 2.4 Ensures the facilities adequately accommodate Division students.
- RE 2.5 Acts as, or designates, the attendance officer for the Division.

Quality Indicators relative to Student Welfare:

- QI 2.1 Develops measurements and monitors progress relative to providing a welcoming, caring, respectful and safe learning environment.
- QI 2.2 Provides analysis of incident reports.
- QI 2.3 Monitors progress relative to improved student attendance.
- QI 2.4 Implements the requirements of Occupational Health and Safety legislation, including required staff professional development.
- QI 2.5 Complies with legislative requirements to appoint attendance officer for the Division.

3. Fiscal Responsibility

Role Expectations:

- RE 3.1 Ensures the fiscal management of the Division by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other Act.
- RE 3.2 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- RE 3.3 Directs the preparation and the presentation of the budget.
- RE 3.4 Ensures the Board has current and relevant financial information.
- RE 3.5 Directs the preparation of the Three-Year Capital Plan for submission to the Board.

Quality Indicators relative to Fiscal Responsibility:

- QI 3.1 Generally accepted accounting principles (PSAP) are being followed.
- QI 3.2 Adequate internal financial controls exist and are being followed.
- QI 3.3 Audit deficiencies are addressed.
- QI 3.4 All collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made.
- QI 3.5 School based funds are expended as per approved budgets.
- QI 3.6 The Board is informed annually about incurred liabilities.

QI 3.7 The Board is informed immediately regarding pending litigation.

4. Personnel Management

Role Expectations:

- RE 4.1 Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
- RE 4.2 Monitors the performance of all staff and ensures appropriate evaluation processes are in place.
- RE 4.3 Facilitates professional development and training sessions for staff.
- RE 4.4 Ensures that each staff member is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging.

Quality Indicators relative to Personnel Management:

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

5. Policy/Administrative Procedures

Role Expectations:

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

Quality Indicators relative to Policy/Administrative Procedures:

- QI 5.1 Appropriately involves individuals and groups in the administrative procedural development process.
- QI 5.2 Ensures system adheres to policy.
- QI 5.3 Ensures timeliness of policy revision.

QI 5.4 Demonstrates a knowledge of and respect for the role of the Board in policy processes.

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

Role Expectations:

- RE 6.1 Engages in and maintains positive, professional working relations with the Board.
- RE 6.2 Respects and honours the Board’s role and responsibilities and facilitates the implementation of that role as defined in Board policy.
- RE 6.3 Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.
- RE 6.4 Provides the information and counsel which the Board requires to perform its role.
- RE 6.5 Keeps the Board informed on emergent issues in a timely manner.
- RE 6.6 Attends, and/or designates, administrative attendance at all committee meetings.
- RE 6.7 Demonstrates respect, integrity and support, which is conveyed to the staff and community.

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

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

7. Strategic Planning and Reporting

Role Expectations:

- RE 7.1 Leads the generative strategic planning process including the development of the Four Year Education Plan, Division goals, budget, facilities, technology and transportation plans and implements plans as approved.
- RE 7.2 Involves the Board appropriately (Board approval of process and timelines; opportunity for Board establishment of strategic priorities and key results early in the process; final Board approval).
- RE 7.3 Implements plans as approved.
- RE 7.4 Reports regularly on results achieved.
- RE 7.5 Develops the Annual Education Results Report for Board approval.

Quality Indicators relative to Planning and Reporting:

- QI 7.1 The four-year planning process involves appropriate stakeholder input and results in high stakeholder satisfaction.
- QI 7.2 Facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.
- QI 7.3 Transportation services are provided with due consideration for efficiency, safety and length of ride.
- QI 7.4 Develops short and long-range plans to meet the needs of the Division and provide for continuous improvement.
- QI 7.5 “Key results” identified by the Board are achieved.
- QI 7.6 The budget and three-year plan are developed according to a timeline that ensures the Board’s ability to provide direction, revise priorities and is approved within Alberta Education deadlines.

8. Organizational Management

Role Expectations:

- RE 8.1 Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.

Quality Indicators relative to Organizational Management:

- QI 8.1 Ensures Division compliance with all Alberta Education and Board mandates (timelines and quality).

9. Communications and Community Relations

Role Expectations:

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

Quality Indicators relative to Communications and Community Relations:

- QI 9.1 Facilitates effective home-school relations.
- QI 9.2 Manages conflict effectively.
- QI 9.3 Ensures information is disseminated to inform appropriate publics.
- QI 9.4 Works cooperatively with the media to represent the Board's views/positions.
- QI 9.5 Promotes positive public engagement in the Division.
- QI 9.6 Represents the Division in a positive, professional manner.

10. Leadership Practices

Role Expectations:

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

Quality Indicators relative to Leadership Practices:

- QI 10.1 The Superintendent provides clear direction.
- QI 10.2 The Superintendent provides effective educational leadership.
- QI 10.3 The Superintendent establishes and maintains positive, professional working relationships with staff.
- QI 10.4 The Superintendent unites people toward common goals.

QI 10.5 The Superintendent demonstrates a high commitment to the needs of students.

QI 10.6 The Superintendent is trustworthy.

QI 10.7 The Superintendent empowers others.

QI 10.8 The Superintendent effectively solves problems.

Legal Reference:

- School Act Sections 14, 45, 60, 61, 113, 114, and 115
- Freedom of Information and Protection of Privacy Act

CURRENT

POLICY 12 – APPENDIX C – LEADERSHIP PRACTICES INTERVIEW GUIDE

Perceptions of Principals and Superintendent “Direct Reports”

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

CURRENT

BACKGROUND

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

Specific Areas of Responsibility

1. Student Learning

- 1.1 Provides leadership in all matters relating to education in the Division.
- 1.2 Ensures students in the Division have the opportunity to meet or exceed the standards of education set by the Minister.
- 1.3 Aligns Division resources and builds organizational capacity to support First Nations, Métis and Inuit student achievement.
- 1.4 Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.
- 1.5 Provides leadership in fostering conditions, which promote the improvement of educational opportunities for all students.
- 1.6 Provides leadership in implementing education policies established by the Minister and the Board.

2. Student Welfare

- 2.1 Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- 2.2 Ensures that the social, physical, intellectual, cultural, spiritual and emotional growth needs of students are met in the overall school environment.
- 2.3 Ensures the safety and well-being of students while participating in school programs or while being transported on transportation provided by the Division.
- 2.4 Ensures the facilities adequately accommodate Division students.
- 2.5 Acts as, or designates, the attendance officer for the Division.

3. Fiscal Responsibility

- 3.1 Ensures the fiscal management of the Division by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the Education Act or any other Act.
- 3.2 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- 3.3 Directs the preparation and the presentation of the budget.

- 3.4 Ensures the Board has current and relevant financial information.
 - 3.5 Directs the preparation of the Three-Year Capital Plan for submission to the Board.
4. Personnel Management
- 4.1 Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
 - 4.2 Monitors the performance of all staff and ensures appropriate evaluation processes are in place.
 - 4.3 Supports staff in accessing the professional learning and capacity building needed to meet the learning needs of all students.
 - 4.4 Ensures the coordination and integration of human resources within the Division.
 - 4.5 Ensures that each staff member is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging.
5. Policy/Administrative Procedures
- 5.1 Provides leadership in the planning, development, implementation and evaluation of Board policies.
 - 5.2 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures.
6. Superintendent/Board Relations (“The First Team”)
- 6.1 Engages in and maintains positive, professional working relations with the Board.
 - 6.2 Respects and honours the Board’s role and responsibilities and facilitates the implementation of that role as defined in Board policy.
 - 6.3 Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.
 - 6.4 Provides the information and counsel that the Board requires to perform its role.
 - 6.5 Keeps the Board informed on sensitive issues in a timely manner.
 - 6.6 Attends, and/or designates, administrative attendance at all committee meetings.
 - 6.7 Demonstrates respect, integrity and support, which are conveyed to the staff and community.
7. Strategic Planning and Reporting
- 7.1 Leads the generative strategic planning process including the development of the Four Year Education Plan, Division goals, budget, facilities, technology and transportation plans and implements plans as approved.

- 7.2 Involves the Board appropriately (Board approval of process and timelines; opportunity for Board establishment of strategic priorities and key results early in the process; final Board approval).
 - 7.3 Implements plans as approved.
 - 7.4 Reports regularly on results achieved.
 - 7.5 Develops the Annual Education Results Report for Board approval.
8. Organizational Management
- 8.1 Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
 - 8.2 Reports to the Minister with respect to matters identified in and required by the Education Act and provincial legislation.
 - 8.3 Reviews, modifies and maintains an organizational chart which accurately delineates lines of authority and responsibility.
 - 8.4 Builds an organizational structure and promotes a Division culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.
9. Communications and Community Relations
- 9.1 Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
 - 9.2 Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the Division.
 - 9.3 Maintains effective relationships within the system and the community served by the system.
 - 9.4 Acts as the Head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.
 - 9.5 Participates actively in the community in order to enhance and support the Division's mission.
 - 9.6 In consultation with the Board Chair, serves as spokesperson for the Division for the media and public in order to keep the Division's messages consistent and accurate.
 - 9.7 Keeps the Board informed through the provision of appropriate accountability reports.
10. Leadership Practices
- 10.1 Practices leadership in manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.
 - 10.2 Develops and maintains positive and effective relations with provincial and regional government departments and agencies.

-
- 10.3 Ensures that meaningful collaboration arises from relationships built on trust, honesty and respect.

Legal Reference:

Section 8, 33, 35.1, 51, 52, 222 Education Act
Freedom of Information and Protection of Privacy Act
Truth and Reconciliation Commission Calls to Action
Superintendent Leadership Quality Standard

PROPOSED

POLICY 12 – APPENDIX A – SUPERINTENDENT EVALUATION

1. As the sole direct employee of the Board of Trustees, regular evaluation of the Superintendent / CEO is an essential Board responsibility.
2. The Board Planning Committee will decide the format and procedure for the annual evaluation.
3. An annual written evaluation of the Superintendent's performance provides for both accountability and growth, and the strengthening of the relationship between the Board and the Superintendent.
4. This evaluation report ensures feedback to the Board is provided regularly. Such feedback will be timely, provided annually, be supported by specific examples and will focus on areas over which the Superintendent has authority.
5. The following characteristics and guidelines will be considered in the formation of the typical annual evaluation. The annual evaluation:
 - a. will typically take place in June of each year;
 - b. highlights the key role of the Superintendent as the Chief Executive Officer for the Division to enhance student achievement and success for all students;
 - c. recognizes that the Superintendent is held accountable for work performed primarily by other senior administrators, e.g., fiscal management;
 - d. emphasizes the need for and requires the use of evidence for evaluation purposes;
 - e. will affirm specific accomplishments and will identify growth areas that may address areas of weakness while others will identify areas where greater emphasis is required due to changes in the environment; and
 - f. is aligned with and based upon the Superintendent's roles and responsibilities as outlined in the above policy.
6. It is expected that the Superintendent is involved in the evaluation process with opportunities to ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood.
7. This report will be reviewed by the Board in an in-camera meeting and approved by Board motion in a public meeting. A signed copy will be provided to the Superintendent and a second signed copy will be placed in their personnel file held by the Division.

BACKGROUND

The Superintendent may transfer a teacher in accordance with the relevant section of the School Act. The teacher may make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer.

Specifically

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

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

Legal Reference:

- Section 33, 52, 53, 212, 222 Education Act

BACKGROUND

The Superintendent may transfer a teacher in accordance with section 212 of the Education Act. The teacher may make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer.

The Board shall conduct any hearings concerning the transfer of a teacher pursuant to section 212 of the Education Act, in accordance with these procedures.

GUIDELINES

1. Transfers

- 1.1. A teacher who has been given a notice of transfer by the Superintendent may make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer within seven (7) days of receipt of the transfer notice.
- 1.2. The request for a hearing before the Board shall be submitted by the teacher to the Associate Superintendent of Business and Operations with a copy being provided by the Superintendent.
- 1.3. The Board may set a date and time for the hearing requested not earlier than fourteen (14) days after the teacher receives the notice of transfer, unless the teacher agrees in writing to an earlier date.
- 1.4. The Associate Superintendent of Business and Operations shall advise the teacher in writing of the date, time and location of the hearing.

2. Adjournments

- 2.1. Requests for adjournments may be granted by the Board Chair, where determined to be reasonable in the Board Chair's sole discretion. An application for an adjournment shall be made in the following manner.
 - 2.1.1. Where the request for the adjournment is made in advance of the hearing, it shall be made in writing to the Associate Superintendent of Business and Operations by the teacher or the Superintendent no less than seven (7) days before the originally scheduled date of the hearing.
 - 2.1.2. A request for an adjournment, although not submitted in accordance with clause if supported with reasons that the Board Chair considers valid, including the reason the request was not submitted within the required time period, may be made in writing through the Associate Superintendent of Business and Operations.

- 2.2. The Board Chair may seek written submissions from each of the parties about whether to grant the adjournment.
 - 2.3. The Board Chair may take into consideration the timing of the request for the adjournment, the stated reasons for the request, the prior history of requests for the adjournment of the matter, and the submissions made by the parties.
 - 2.4. Where adjournments are granted in the course of a hearing, members of the Board are prohibited from disclosing the evidence presented or matters raised at the hearing, either amongst themselves or with the parties and their representatives or witnesses until the hearing is reconvened.
3. Pre Hearing processes
 - 3.1. Any written materials the teacher or the Superintendent wishes the Board to consider must be submitted to the Associate Superintendent of Business and Operations, where possible, not less than four (4) days prior to the scheduled date of the meeting. The Associate Superintendent of Business and Operations will provide copies of all such documentation to the parties prior to the meeting, where possible, and to the trustees at the hearing.
 - 3.2. Notwithstanding the above, the Board Chair shall reserve the right to receive such further documentation as is deemed relevant at the Board hearing.
 - 3.3. The teacher or the Superintendent may be accompanied by counsel or another representative, and may bring witnesses if, not less than four (4) days prior to the scheduled date of the meeting, the following is provided by the teacher or the Superintendent in writing:
 - 3.3.1. The names of counsel, other representatives, and any witnesses; and
 - 3.3.2. An explanation satisfactory to the Board Chair as to why the witnesses' evidence may not be adequately presented in writing.
 - 3.4. The Board Chair shall advise, in writing, the party who has requested permission to bring witnesses to the hearing as to whether or not the request will be granted, as soon as reasonably practical after receiving the application.
 - 3.5. Notwithstanding the foregoing, the Board Chair shall reserve the right to allow such witnesses to appear at the hearing as are deemed relevant or necessary to the determination.
 4. Procedure at Hearings
 - 4.1. The Associate Superintendent of Business and Operations will keep notes of the proceedings. The Board, in its sole discretion, may record the hearing via electronic means. Where

recording will take place, the parties shall be advised by the Board Chair at the commencement of the hearing.

- 4.2. The hearing shall be conducted at an in-camera session of the Board and chaired by the Board Chair, or in the Chair's absence, the Vice Chair or designate.
- 4.3. The Board Chair shall introduce all parties, and the parties and/or their representatives shall introduce all witnesses at the hearing.
- 4.4. The sequence of the hearing shall be as follows:
 - 4.4.1. Consideration of any preliminary objections.
 - 4.4.2. An opening statement to be made by each of the parties;
 - 4.4.3. Written and oral presentation by the Superintendent or designate, including any evidence by witnesses where appropriate;
 - 4.4.4. Written and oral presentation by the teacher, including any evidence by witnesses where appropriate.
 - 4.4.5. Superintendent's or designate's opportunity for a response to the teacher's presentation;
 - 4.4.6. Teacher's opportunity for a response to the administration's presentation;
 - 4.4.7. An opportunity for the Board to ask questions of both parties and any questions of clarification of both parties and any of the other witnesses;
 - 4.4.8. An opportunity for the Superintendent or designate to make final comments;
 - 4.4.9. An opportunity for the teacher to make final comments; and
 - 4.4.10. No cross-examination of witnesses shall be allowed unless the Board Chair deems it advisable.
- 4.5. The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have the Associate Superintendent of Business and Operations or legal counsel in attendance.
- 4.6. If the Board requires additional information or clarification in order to make its decision, both parties will be recalled to appear before the Board and the request for information will be made in the presence of both parties.

- 4.6.1. If the information is not readily available, the Board Chair may request a recess, or if necessary an adjournment of the hearing to a later date.
- 4.6.2. In the case of an adjournment, members of the Board are prohibited from discussing the evidence presented or matters raised at the hearing, either amongst themselves or with the parties and their representatives or witnesses until the hearing is reconvened.
- 4.7. The Board shall draft a resolution indicating its position. This resolution is to indicate with employee's number so as to maintain confidentiality.
- 4.8. When the Board is ready to make its decision on the matter, both parties, if still present, will be advised that the Board will be reconvening and will consider a motion to move into a regular or special Board meeting in order to consider the resolution.
- 4.9. The Board decision will be communicated to the teacher by telephone and confirmed in writing, following the hearing.

Legal Reference: Section 33, 52, 53, 212, 222 Education Act

PROPOSED

BACKGROUND

The Board accepts responsibility for the operation of schools, the quality and viability of all programs throughout the Division. Viability of operation will be considered in terms of the adequacy of student numbers in a program. Programs of quality that are also cost effective will be offered to enhance not only the present educational opportunity of students, but also to prepare students to enter the workforce or to post-secondary institutions that are available to them.

Where a school – or partial school program – operation reaches, or is approaching non-viability, the Board may close a school or change the configuration of a school (e.g., three or more consecutive grades could be closed).

GUIDELINES

1. Performance indicators will be used to determine the viability of a school or part thereof.
2. The Board will develop key performance indicators after seeking advice from school staff and school councils.
3. Key performance indicators will be incorporated by schools into their annual report to the Board.
4. Should key performance indicators signify that the viability of a school or portion of the school needs to be reviewed, a motion directing the Board initiate a review will be presented at a regular meeting.
5. A notification of the review, including all related implications of the review, will be sent to parents following this regular board meeting.
6. The Superintendent of Schools will meet the School Council to determine how the review will proceed.
7. Should the recommendation coming out of the review be total or partial school closure, a public meeting will be convened by the Board for the purpose of discussing the implications for the students and for the Division and possible alternatives. Advance notice of such a meeting will be given.
8. Should the recommendation coming out of the review be total or partial school closure, the School Council will be notified prior to the recommendation being heard by the Board. At the meeting where the recommendation will be heard, the School Council will be given an opportunity to respond to the recommendation, including preferred alternatives.
9. Should the recommendation coming out of the review be total or partial school closure, the School Council will be notified prior to the recommendation being heard by the Board. At the meeting where the recommendation will be heard, the School Council will be given an opportunity to respond to the recommendation, including preferred alternatives.

10. Should the Board determine that the school or part thereof be closed, a notice of motion to close the school or part thereof will be passed.
11. The motion to close the school or part thereof will be voted on at the next regular meeting. The School Council and other electors will be given an opportunity to provide additional input at that meeting.

CURRENT

Legal Reference:

- Section 33, 51, 52, 53, 62, 192, 222, 248, 249 Education Act
- Petitions and Public Notices Regulation

BACKGROUND

The Board recognizes that due to changes in enrolment, shifts in demographics, or fiscal constraints, it may be necessary to close a school or modify the programs offered in a school or schools under its jurisdiction.

GUIDELINES

1. The authority of the Board is derived from and must comply with section 62 of the Education Act and the Disposition of Property Regulation, which provides that a board may, only by resolution, permanently or temporarily:
 - 1.1. close a school; or
 - 1.2. transfer students from one school building to another school building.
2. The Board may review school programs and school operations to determine the future of such schools when:
 - 2.1. the Board believes such a review will improve the availability of programs or efficiency of operations;
 - 2.2. the school determines enrolments and consequent funding threaten the viability of the school program;
 - 2.3. operating/maintenance/renovation/transportation costs place excessive demands on the Division's budget; or
 - 2.4. recommended by the Superintendent.
3. Where the Board is considering the closure of a school, or transfer of students from one school building to another school building, the Board shall:
 - 3.1. notify in writing the parents of every student enrolled in the school that may be affected; and
 - 3.2. notify in writing any other person, municipality or community organization who may be significantly affected.
4. For the purpose of school closure only, the Board shall:
 - 4.1. provide adequate opportunity for the public to respond to the Board's proposal to close the school;
 - 4.2. establish a process for the Board to consider public feedback; and

- 4.3. request of administration a report which shall be presented at a public board meeting which sets out the following:
 - 4.3.1. how the closure would affect the attendance area defined for that school;
 - 4.3.2. how the closure would affect the attendance at other schools;
 - 4.3.3. information on the Board's long-range capital plan;
 - 4.3.4. the number of students who would need to be relocated as a result of the closure;
 - 4.3.5. the need for, and extent of, busing;
 - 4.3.6. program implications for other schools and for the students when they are attending other schools;
 - 4.3.7. the educational and financial impact of closing the school, including the effect on operational costs and capital implications; and
 - 4.3.8. the educational and financial impact if the school were to remain open.
5. The Board shall use the following process and criteria to determine whether it has use for a school building that has been closed:
 - 5.1. The Board shall direct the administration to prepare a recommendation report that shall contain the following contents:
 - 5.1.1. a review of demographic factors relating to the school in the context of the overall Division;
 - 5.1.2. the length of time that the school building has been closed;
 - 5.1.3. consideration of the potential for other public educational uses for the school building, and the estimated cost;
 - 5.1.4. consideration of the potential for other levels of government or private entities to take ownership and operate the building for the public good; and
 - 5.1.5. any other criteria or issues that the administration considers relevant to the Board's decision.
6. When, in the opinion of the Minister, space is available in a school building, the Minister may direct the Board to make space available to another board.
7. The Board shall use the following process and criteria to determine, for the purposes of the Municipal Government Act, whether its interest in school reserve, municipal and school reserve, or municipal reserve is surplus to the Board's needs:

- 7.1. The Board shall direct the administration to prepare a recommendation report that shall contain the following contents:
 - 7.1.1. review of enrolment trends within the area intended to be served by the school reserve, municipal and school reserve or municipal reserve;
 - 7.1.2. consideration of student accommodation and transportation issues;
 - 7.1.3. whether a school on the school reserve, municipal and school reserve or municipal reserve is included in the Board's capital plan;
 - 7.1.4. the length of time the school reserve, municipal and school reserve or municipal reserve has existed and has not been needed by the Board;
 - 7.1.5. a summary of the consultation, if any, with other boards with respect to their needs for the school reserve, municipal and school reserve or municipal reserve; and
 - 7.1.6. any other criteria or issues that the administration considers relevant to the Board's decision.

Legal Reference:

Sections 11, 33, 53, 62, 192, 194, 222, 248, 249 Education Act

PROPOSED

DIRECTIVE FOR ACTION



TO: THE BOARD OF TRUSTEES

FROM: THE SCHOOL COUNCILS COMMITTEE

Item: School Councils Committee Terms of Reference

Date of Meeting: November 5, 2020

Background:

On October 13, 2020, the School Councils Committee met and reviewed the Term of Reference for the committee to ensure that they are reflective of current practice and to identify opportunities for revisions.

Current Status:

Over the last couple of years, the Board has taken a more active role in planning and taking the lead in the Joint Board School Council meetings which take place usually in November and March. This past year, the Board hosted an additional joint meeting in August to connect with parents and School Councils prior to school re-opening in September.

Each year, under the direction of the Superintendent, RVS produces a resource manual for School Councils that lists the jurisdiction's school council policy, service directory, annual meeting schedule and more. The School Councils Committee is currently tasked with reviewing this manual and making recommendations to the Board for revisions to this document.

Future Direction:

Upon reviewing the current Areas of Focus in the committee Terms of Reference, the Committee is recommending two changes within this section to reflect the current practice of the committee, specifically related to Joint Board School Council Meetings and the RVS' School Council Resource Manual. The proposed revised Terms of Reference is attached.

Alternative I

The Board of Trustees approves the attached School Councils Committee Terms of Reference.

Alternative II

The Board of Trustees approves the attached School Councils Committee Terms of Reference as amended.

Alternative III

The Board of Trustees refers the matter back to the School Councils Committee for further review.

Recommendation

The Board of Trustees approves the attached School Councils Committee Terms of Reference.



School Councils Committee

Terms of Reference

Purpose:

To coordinate the efforts of the Rocky View Schools' Board of Trustees to support and enhance the work of the school councils in the jurisdiction.

Membership:

- a) Four trustees (one of whom must be the vice-chair)
- b) Education Centre staff as required

Authority:

Provide coordination of the activities listed in the areas of focus and other areas as agreed to by the Board of Trustees.

Areas of Focus:

Areas of focus include:

- a) ~~Planning~~ and ~~coordination of the annual~~ Joint Board/School Council Meetings;
- b) Oversee all aspects of the implementation of the Board practice of sponsoring parent delegates to attend the Alberta School Councils' Association (ASCA) annual conference and general meeting;
- c) Make recommendations to the Board on ways to enhance supports to school councils; and
- d) Make recommendations to the ~~Superintendent Board~~ regarding the school council manual.

Meetings:

As needed.

Minutes:

A member of the committee will take minutes and will report out to the Board.

Remuneration of Trustees:

Trustees will be remunerated according to Board Policy.

Budget:

To be established during the Board's annual budget process.