



BOARD OF DIRECTORS' GOVERNANCE POLICIES

February 2010

Preface

These Board of Directors' Governance Policies have been developed to highlight and support the very important governance function of the Board of Directors. In addition to clearly defining the role of the Board, the role of the Executive Director and the delegation of authority from the Board to the Executive Director, the Board of Directors has chosen to include the following as policies:

1. Additional commentary on the foundational statements which provide guidance and direction for all activities within the organization;
2. Directions for how the Board itself is to function and how individual Directors are to conduct themselves; how Board committees and representatives are to function;
3. Non-delegable matters such as policy-making; and
4. Specific matters which the Board of Directors has chosen not to delegate to the Executive Director.

These Board Governance Policies are intended to be supplemented by administrative procedures; the primary written mechanism by which the Executive Director directs staff. Administrative procedures must be entirely consistent with governance policies.

The development of two separate and distinct documents is meant to reinforce the distinction in this organization between the Board's responsibility to govern and the Executive Director's executive or administrative duties.

It is to be noted that the electronic version of these Board Governance Policies is always the most current document available.

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FOUNDATIONAL STATEMENTS

Mission (approved at Spring General Meeting 2000)

The mission of the ASBA is to promote excellence in education.

Vision (approved at Spring General Meeting 2000)

In order to achieve this mission, the ASBA will:

- ♦ Be a respected and influential provincial association of locally elected school boards.
- ♦ Support publicly elected school boards in their efforts to ensure that students in Alberta have the opportunity to reach their highest potential.
- ♦ Be the leading voice advocating for public education in Alberta.
- ♦ Be energized by the enthusiastic participation of its members.

Based on the **Mission** and **Vision** approved by the membership, the Board of Directors has determined the following:

The statement, “be a respected and influential provincial association of locally elected school boards” is further interpreted to include:

- ♦ Locally elected school boards will look to the ASBA for relevant, well researched information on current and emerging public education issues.
- ♦ Within the approved budget, the key results contained in the strategic plan will be achieved.
- ♦ External organizations and government will seek ASBA advice.

The statement, “support publicly elected school boards in their efforts to ensure that students in Alberta have the opportunity to reach their highest potential” is further interpreted to include:

- ♦ School boards and stakeholders will be involved in networking and interaction on education issues.
- ♦ Locally elected school boards will seek and obtain a wide range of services from the ASBA.

The statement, “be the leading voice advocating for public education in Alberta” is further interpreted to include:

- ◆ Improvements in public education will occur as a result of ASBA’s work with government, other provincial organizations and national education organizations.

Legacy

The Board of Directors’ legacy shall be a cohesive and productive team built on:

- ◆ Respectful relationships.
- ◆ Effective leadership that is enabled by clearly defined roles and responsibilities.
- ◆ Confidence and trust – solidarity (but not necessarily unanimity).
- ◆ Responsiveness to member expectations.

ROLE OF THE BOARD OF DIRECTORS

As the body elected in accordance with Bylaw No. 4 of the Alberta School Boards Association, the Board shall, subject to the Alberta School Boards Association Act, the Bylaws or directions given it by a 60% double-majority vote at any meeting of the membership of the Association properly called and constituted, have the latitude to manage the business and affairs of the Association in accordance with Bylaw No. 7 of the Association.

The Board, as steward of the Alberta School Boards Association organization, is required to make certain contributions that ensure that the Association's performance conforms to its mission and mandate. The Board is accountable to its membership for these contributions.

Specific Areas of Responsibility

1. Stewardship

1.1 Strategic Planning

- 1.1.1 Meet annually to review and revise the rolling three-year strategic plan.
 - 1.1.1.1 Seek input from the membership.
 - 1.1.1.2 Determine the strategic priorities for the defined three-year period.
 - 1.1.1.3 Determine the key results to be accomplished during this three-year period of time.
- 1.1.2 Provide overall direction for the Association by approving the strategic plan annually.
- 1.1.3 Review strategic plan monitoring reports regarding progress towards achieving the key results prescribed in the strategic plan.
- 1.1.4 Annually evaluate the effectiveness of the organization in achieving desired results.
- 1.1.5 Approve the Annual Report.

1.2 Advocacy

- 1.2.1 Develop an annual plan to advocate to the government and other decision makers and education stakeholders, on behalf of membership.
- 1.2.2 Undertake direct advocacy activities.
- 1.2.3 Monitor progress of advocacy initiatives.
- 1.2.4 Promote the building of relationships with key contacts outside the organization.
- 1.2.5 Support the Association's involvement in the Canadian School Boards Association.

2. Guardianship

2.1 Board/Executive Director Relations

- 2.1.1 Provide the Executive Director with clear corporate direction.
- 2.1.2 Delegate, in writing, administrative authority and identify responsibility.
- 2.1.3 Respect the authority of the Executive Director to carry out executive action and support the Executive Director's actions which are exercised within the delegated discretionary powers of the position.
- 2.1.4 Annually evaluate the Executive Director, and review compensation.

2.2 Fiscal Accountability

- 2.2.1 Approve budget assumptions at the outset of the budget process.
- 2.2.2 Approve the annual budget to be recommended to the membership.
- 2.2.3 Review quarterly financial statements.
- 2.2.4 Annually appoint the Association auditor.
- 2.2.5 Review the external Audit Report and ensure quality indicators are met.

3. Leadership

3.1 Policy

- 3.1.1 Establish a well-defined process for the determination of Association policies and the handling of directives for action.
- 3.1.2 Adopt interim Association policy between General Meetings, as and when required.

- 3.1.3 Identify how the Board is to function through the adoption of Board governance policies.
- 3.1.4 Define in Board governance policies the role of individual Board members, including executive offices of President and Vice-President.
- 3.1.5 Establish Board governance policy which will clearly outline actions, behaviours or methods to be used in order to achieve the goals that the Board expects.
- 3.1.6 Monitor Association and Board governance policy effectiveness.
- 3.1.7 Appoint committees and provide terms of reference.
- 3.1.8 Appoint representatives to category A and B external committees as per Policy 8 and provide direction to those representatives.
- 3.2 Accountability to Membership
 - 3.2.1 Establish processes and provide opportunities for membership input.
 - 3.2.2 Act in good faith in accordance with the Bylaws and any directions given, on behalf of the membership.
 - 3.2.3 Make informed decisions that consider the needs, concerns and opinions of Association members and represent the interests of the entire organization.
 - 3.2.4 Arrange for provision of timely, well-researched information on public education issues to members.
 - 3.2.5 Arrange for services to members.
 - 3.2.6 Model a culture of respect and integrity.
 - 3.2.7 Approve materials to be presented at General Meetings in accordance with Association Bylaws and membership direction.
 - 3.2.8 Bring recommendations for Bylaw amendments to the membership.
- 3.3 Accountability to the Provincial Government
 - 3.3.1 Act in accordance with the Alberta School Boards Association Act and other relevant statutory requirements.
 - 3.3.2 Perform Board functions required by governing legislation, Association Bylaws and Board policies.
- 3.4 Board Development
 - 3.4.1 Develop an annual plan for Board/Director development.
 - 3.4.2 Annually evaluate Board effectiveness through a well-defined Board self-evaluation process.

BOARD OF DIRECTORS' CHARTER

Principle: Transparency	
Beliefs	Practices
<p>We believe transparency builds credibility.</p> <p>We believe the ASBA membership is entitled to know everything the Board does with the exception of confidential matters related to legal, labour, land or ASBA personnel matters.</p>	<p>Anticipation of the informational needs of all stakeholders.</p> <p>Proactive sharing of appropriate information.</p> <ul style="list-style-type: none">◆ Posting of agendas and minutes on the website (need to show that meetings are open and that visitors are welcome)◆ Expand the minutes to indicate key points of discussion (without attribution of specific comments to specific individuals)◆ Seek to create continuously improved methods of information dissemination <p>Questions from stakeholders shall always be welcomed and respected (seen as an opportunity to build awareness and understanding).</p> <p>Board members shall be approachable, straightforward and responsive.</p>

Principle: Commitments & Obligations

Beliefs	Practices
<p>We believe multiple commitments are expected and honoured as the means through which the perspectives and positions of various stakeholder groups can be expressed.</p> <p>However, the obligation to express stakeholder views does not diminish or interfere with a Director’s obligations to support the needs of the ASBA (the obligations are not mutually exclusive).</p>	<p>Limit the reporting of vote results to ‘carried’ or ‘defeated’.</p> <p>No ‘contrived’ unanimous votes.</p> <p>Active support of the Board by all Directors:</p> <ul style="list-style-type: none"> ◆ Take time to identify key messages to support each decision. ◆ If a Director was opposed to the decision of the Board they may: <ul style="list-style-type: none"> ◇ Say nothing ◇ Speak in support of the process (that debate was extensive; that dissenting positions were expressed; that the Board as a whole attempted to achieve the best outcome) <p>If you support the decision, be conscious of the need to express your support and become a ‘champion’ of the cause. Multiple voices always have a significant influencing impact.</p>

Principle: Inclusiveness	
Beliefs	Practices
<p>With the exception of the President, we believe no one Director or group of Directors should be provided with preferential access to information (not withstanding privileged information related to other organizations).</p> <p>We believe an important element of inclusiveness is the respect of diverse views and opinions.</p> <p>We believe all Directors should be encouraged to express alternative perspectives on relevant matters.</p>	<p>Opportunities for diverse views to be expressed and debated must be created. This will lead to higher levels of ‘ownership’ in, and support of, Board positions.</p> <p>Encourage the active involvement of all Board members in discussions and decisions</p> <ul style="list-style-type: none"> ◆ Consciously asking everyone for input ◆ Demonstrating patience with/ appreciation for alternative perspectives ◆ Provide opportunities for informal discussion on topics among Directors <p>Support the orientation of new Directors</p> <ul style="list-style-type: none"> ◆ Ensure that new Board members participate in a comprehensive orientation to the ASBA Board ◆ Create opportunities for informal mentoring between experienced and new Board members

Principle: Unity and Solidarity	
Beliefs	Practices
<p>We believe in ‘speaking with one voice’.</p> <p>We believe unity and solidarity as a Board is essential for the well-being and effectiveness of the organization.</p> <p>We believe sound processes that foster candid discussion should ensure that everyone is heard.</p>	<p>Directors need to communicate and publicly endorse Board decisions.</p> <p>There must be individual and collective commitment to a process that fosters candid discussions leading to consensus decisions whenever possible.</p> <p>The President, or anyone appointed by the Board to speak on its behalf, needs to be actively supported by the Directors when expressing the Board’s position to the membership or in any public forum.</p>

Principle: Accountability	
Beliefs	Practices
<p>As individual Directors, we are accountable to the Board itself and to our fellow Directors.</p> <p>We are accountable for the general well-being of the ASBA especially for advocacy (as a direct accountability) and services (as an indirect accountability exercised through the CEO)</p> <p>We, as a Board, are accountable to the Government of Alberta as defined by legislation.</p>	<p>We come prepared for meetings.</p> <p>We demonstrate a willingness to participate in our meetings.</p> <p>We are committed to investing the time required to do our jobs well.</p> <p>We are accountable for maintaining respect for diversity through flexibility in our deliberations.</p> <p>We will define/clarify the different types of advocacy as required.</p> <p>We will be diligent in monitoring our performance as a Board as well as the performance of the CEO.</p> <p>We will be disciplined in honouring the need for confidentiality.</p> <p>We will consciously ensure that we are always operating within the context of a legitimate mandate.</p> <p>We will endeavor to establish and maintain positive relationships with the provincial government.</p>

Principle: Improvement	
Beliefs	Practices
<p>We believe we can't allow ourselves to become stagnant, and continuous improvement is necessary to prevent going backwards.</p> <p>We believe we will be better able to serve the membership by constantly improving.</p> <p>We believe there are three areas we need to consider for continuous improvement:</p> <ul style="list-style-type: none"> Director → Director Board → Membership Board → Task Effectiveness 	<p>We shall endeavor to improve the Board's own processes, mechanisms and methods in order to improve effectiveness.</p> <p>We will discuss the effectiveness of each of our meetings and events looking for opportunities for improvement.</p> <p>We will conduct Director evaluations on a regular basis.</p> <p>We will engage in training opportunities for Directors.</p> <p>We will employ a comprehensive orientation and re-orientation for Directors.</p> <p>We will monitor our growth as a team in terms of common developmental stages.</p> <p>We will establish a Board planning cycle tied to our strategic priorities which will be derived from our strategic plan and standing policies.</p>

Governance Policy 2 Appendix B

BOARD OF DIRECTORS' ANNUAL WORK PLAN

SEPTEMBER	<ul style="list-style-type: none"> ◆ Approve the Board Annual Work Plan ◆ Accept the previous three-year Strategic Plan Implementation final report ◆ Receive the third quarter financial report ◆ Hear presentation on Provincial Achievement Test and Diploma results as per joint protocol with Alberta Education
OCTOBER	<ul style="list-style-type: none"> ◆ Approve Advocacy Highlights for placement before the membership at the upcoming FGM ◆ Approve proposed policies and directives for action for placement before the membership at the upcoming FGM
NOVEMBER	<ul style="list-style-type: none"> ◆ Abbreviated Board meeting, if necessary due to FGM ◆ Attend FGM
DECEMBER	<ul style="list-style-type: none"> ◆ Receive the fourth quarter financial report ◆ Accept the audited financial statement for the August year-end ◆ Receive in-person report from external auditor ◆ Receive the current three-year Strategic Plan Implementation first report
JANUARY	<ul style="list-style-type: none"> ◆ Attend Strategic Planning Session ◆ Review progress and provide direction on ASBA Strategic Plan at Strategic Planning Session (priorities and key results)
FEBRUARY	<ul style="list-style-type: none"> ◆ Review the Board Annual Work Plan ◆ Receive the first quarter financial report ◆ Approve budget assumptions for upcoming fiscal year

MARCH	<ul style="list-style-type: none"> ◆ Review, provide direction and approve draft subsequent ASBA Strategic Plan ◆ Review budget options and determine which option will be recommended to the membership ◆ Appoint external auditor for current fiscal year ◆ Provide direction for the upcoming annual report
APRIL	<ul style="list-style-type: none"> ◆ Review the Executive Director's interim accountability report ◆ Receive the second quarter financial report
MAY	<ul style="list-style-type: none"> ◆ Receive the current three-year Strategic Plan Implementation second report
JUNE	<ul style="list-style-type: none"> ◆ Attend SGM ◆ Approve current year ASBA Annual Report draft
JULY	<ul style="list-style-type: none"> ◆ Attend CSBA Congress (President, Vice-President and selected Directors on rotation)
AUGUST	<ul style="list-style-type: none"> ◆ Attend Board Leadership Session ◆ Approve Executive Director's evaluation report as developed during the facilitated Board of Directors' leadership session
ONGOING	<ul style="list-style-type: none"> ◆ Review and appoint committee representation as per Board Policy 8 ◆ Approve variances to the Board of Directors' meeting schedule

ROLE OF THE DIRECTOR

The role of the Board of Directors member is to contribute to the Board of Directors as it carries out its mandate in order to achieve its mission and goals. The oath of office taken or affirmation made by each Board of Directors member when s/he assumes office binds that person to work diligently and faithfully in the cause of the Association.

The Board of Directors is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. Individual Directors exercise an effective decision making role in the context of corporate action. The individual Director has no authority outside of the Board of Directors meeting unless specific authority has been granted by the Board of Directors during a duly constituted meeting of the Board.

Specific Responsibilities of Individual Directors

1. Take and uphold the Oath of Office, which states:

I (*name*), do solemnly swear that I will promote excellence in public education and that I will uphold the trust that the public, separate, and francophone school boards of Alberta have placed in me to faithfully guide the Alberta School Boards Association in the achievement of its goals.
2. Become familiar with Association policy and Board of Directors governance policy, meeting agendas and reports in order to participate in Board meeting business.
3. Attend all Board of Directors meetings prepared to participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for the Association.
4. Prepare for and attend all Strategic Planning and Leadership Academy sessions.
5. Advise the ASBA office and ensure the attendance of an alternate when unable to attend a Board of Directors meeting or session.

6. Attend CSBA Congress as follows:
 - 6.1 In even-numbered years Directors from Edmonton Public, Calgary Catholic, Zone 2/3 (2), Zone 4 and Zone 6 will attend.
 - 6.2 In odd-numbered years Directors from Edmonton Catholic, Calgary Public, Zone 1, Zone 2/3 (1) and Zone 5 will attend.
7. Attend and participate in respective Zone meetings (Metro Directors will play a supportive role to Zone Directors at these meetings).
8. Assist at Spring General Meetings and Fall General Meetings.
9. Participate on committees as determined by the Board of Directors.
10. Represent all Zone or Metro Board issues and input to the Board of Directors.
11. Represent relevant information from the Board of Directors to the Zone or Metro Boards.
12. Provide a written Zone or Metro Board report for each Board of Directors meeting.
13. Suggest items for agendas for Board of Directors meetings.
14. Support and assist the Chair in conducting effective Board of Directors meetings.
15. Recognize his/her fiduciary responsibility to the Board of Directors and vote in the best interests of the Association understanding that Association needs are paramount.
16. Use special expertise and knowledge to inform other Directors.
17. Abide by and provide the rationale for the corporate decisions of the Board of Directors after a decision has been reached.
18. Stay current with respect to provincial, national and international educational issues and trends.
19. Share the materials and ideas gained with fellow Directors at a Board of Directors meeting, in written format, following conference attendance.
20. Maintain focus on the strategic work of the Board of Directors.

21. When delegated responsibility, individual Directors will exercise such authority within the defined limits in a responsible and effective way.
22. Strive to develop a positive and respectful learning and working culture both within the Board of Directors and the Association.
23. Become familiar with, and adhere to, the Director Code of Conduct.
24. Report any violation of the Director Code of Conduct to the President.

Orientation

As a result of elections, the Board of Directors will experience changes in membership. To ensure continuity and facilitate smooth transition from one Board to the next following an election, Directors must be adequately briefed concerning existing Board of Directors policy and practice, strategic directions and initiatives.

The Board of Directors believes an orientation program is necessary for effective directorship. All incoming Directors and alternates are expected to attend all aspects of the orientation program.

1. The Executive Director will provide an orientation program for all newly elected Directors that provides information on:
 - 1.1 ASBA Governance Handbook (Association bylaws, Association policies, Board of Directors governance policies);
 - 1.2 Role of the Director and the Board of Directors;
 - 1.3 The Strategic Plan and Plan Implementation;
 - 1.4 Financial Information (Budget, Budget Process, Audited Financial Statements);
 - 1.5 Practical Information (Expense Claims, Insurance Coverage, Building Information, Conference Attendance);
 - 1.6 Board Meeting Information;
 - 1.7 Communication with Zones;
 - 1.8 Fiduciary duty.
2. The orientation program will also include a tour of the offices and the opportunity to meet Association staff.
3. The President and Executive Director are responsible for ensuring the development and implementation of the Board of Directors' orientation program for newly elected Directors. The Executive Director shall provide each Director

with access to the references listed in Policy 3 Appendix at the orientation session.

4. Incumbent Directors are encouraged to help newly elected Directors become informed about history, functions, policies, procedures and issues.
5. Specific orientations for the President and Vice-President will be provided as required.

SERVICES AND MATERIALS PROVIDED TO DIRECTORS

Directors shall be provided with the following services, materials and equipment while in office:

1. Reference Material

- ◆ ASBA Governance Handbook (which includes Association bylaws, Association policy and Board of Directors governance policy)
- ◆ Copy of current Association documents:
 - ◇ Budget
 - ◇ Three-Year Strategic Plan
 - ◇ Annual Report
 - ◇ Audited Financial Statements
- ◆ Contact information for Board of Directors members, education partners and Zone executives
- ◆ Alberta School Boards Association (ASBA) membership services

2. Communications/Public Relations

- ◆ Notification of significant media events
- ◆ Notification of conferences of possible interest
- ◆ Name tags and lapel pins
- ◆ Board Highlights
- ◆ Hot News
- ◆ Key messages as required
- ◆ Individual and Board of Directors photographs (for Association purposes)

3. Administrative/Secretarial Services Through the Executive Director

- ◆ Conference registration, travel and accommodation arrangements (note: not for Association general meetings).

DIRECTOR CODE OF CONDUCT

The Board of Directors commits itself and its members to conduct which meets the highest ethical standards. It is expected that all personal interactions and relationships will be characterized by mutual respect, which acknowledges the dignity and affirms the worth of each person.

Specifically

Directors, including the President and Vice-President are to:

1. Devote time, thought and study to the duties of Director so that they may render effective and credible service.
2. Endeavour to work with fellow Directors in a spirit of harmony and cooperation in spite of differences of opinion that may arise during debate. Avoid rancor and bitterness; observe proper decorum and behaviour; encourage full and open discussions in all matters with fellow Directors; treat each other with respect and consideration; limit ancillary (sidebar) discussions during meetings; and not withhold or conceal any information or matter with which other Directors would be concerned.
3. Ensure the use of electronic devices is limited to the greatest extent possible.
4. Abide by the speakers list as determined by the President.
5. Base personal decisions upon all available facts in each situation; vote their honest conviction in every case, unswayed by partisan bias of any kind and in the best interest of all students in Alberta; and thereafter abide by and uphold the final majority decision of the Board of Directors.
6. Not discuss the confidential business of the Board of Directors outside of a Board meeting or a Committee meeting thereof.
7. Represent unconflicted loyalty to the interests of the Board of Directors and the Association. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other Boards or staffs. It also

supersedes the personal interest of any Director acting as a consumer of the Association's services.

8. Avoid conflict of interest with respect to their fiduciary responsibility.
9. Disclose the general nature of any pecuniary interest as soon as the Director is aware that it exists, and have the Board of Directors determine, in view of the disclosure, whether or not the Director should abstain from discussing the matter, and abstain from voting on any question relating to the matter.
10. Consequences for the failure of individual Directors to adhere to the Director Code of Conduct are specified in Policy 4 Appendix.

DIRECTOR CODE OF CONDUCT SANCTIONS

1. Directors shall conduct themselves in an ethical and prudent manner in compliance with the Director Code of Conduct, Policy 4. The failure by Directors to conduct themselves in compliance with this policy may result in the Board of Directors instituting sanctions.
2. A Director who believes that a fellow Director has violated the Code of Conduct may seek resolution of the matter through appropriate conciliatory measures prior to commencing an official complaint under the Code of Conduct.
3. A Director who wishes to commence an official complaint, under the Code of Conduct, shall file a letter of complaint with the President within thirty (30) days of the alleged event occurring, and indicate the nature of the complaint and the section or sections of the Code of Conduct that are alleged to have been violated by the Director. The Director who is alleged to have violated the Code of Conduct, and all other Directors, shall be forwarded a copy of the letter of complaint by the President, or where otherwise applicable, in what follows, by the Vice-President, within five (5) days of receipt by the President of the letter of complaint.
4. When a Director files a letter of complaint, and a copy of that letter of complaint is forwarded to all Directors, the filing, notification, content, and nature of the complaint shall be deemed to be strictly confidential, the public disclosure of which shall be deemed to be a violation of the Code of Conduct. Public disclosure of the complaint and any resulting decision taken by the Board of Directors may be disclosed by the President only at the direction of the Board of Directors, following the disposition of the complaint by the Board of Directors at a hearing.
5. To ensure that the complaint has merit to be considered and reviewed, at least one other Director of the Board must provide to the President within three (3) days of the notice in writing of the complaint being forwarded to all Directors, a letter indicating support for having the complaint be heard at a hearing. Any Director who forwards such a letter of support shall not be disqualified, from attending at and deliberating upon, the complaint at a hearing convened to hear the matter, solely for having issued such a letter.

6. Where no letter supporting a hearing is forthcoming, the complaint shall not be heard. The President shall notify all other Directors in writing that no further action of the Board shall occur.
7. Where a letter supporting a hearing is forthcoming, the President shall add the item to a meeting of the Board of Directors as soon as is reasonable.
8. A violation of the Code of Conduct shall result in:
 - 8.1 The President writing a letter of censure marked “Personal and Confidential” to the Director in question. This occurs only after having such action discussed and agreed upon by a majority of Directors present at an in-camera meeting of the Board of Directors. A majority of Directors at a public meeting of the Board of the Directors shall immediately approve this decision;
 - 8.2 For a subsequent occurrence, at a public meeting of the Board of Directors, a motion of censure shall be presented against the Director in question; and
 - 8.3 For a third and subsequent occurrences, at a public meeting of the Board of Directors, a motion to remove the Director in question from one (1), or more, of all Board of Directors appointments may be presented.
9. Depending on the significance of the violation, the Board of Directors may omit steps in the process defined above or take alternate action if deemed more appropriate.

ROLE OF THE PRESIDENT

The election of the President shall take place as governed by Bylaw No. 4.

The duties assigned to the President by the Association are specified in Bylaw No. 6. These include providing leadership to both the Association and the Board of Directors.

Specific Responsibilities

While acknowledging the unique leadership role, the Board of Directors assigns to the President the following powers and duties:

1. Take and uphold the Oath of Office, which states:

I (*name*), do solemnly swear that I will lead the Alberta School Boards Association as President in promoting excellence in public education and that I will uphold the trust that the public, separate, and francophone school boards of Alberta have placed in me to faithfully guide the Alberta School Boards Association in the achievement of its goals.
2. Prior to each Board of Directors meeting, convene a meeting of the Executive Committee to determine the items to be included on the agenda, the order of these items, and to become thoroughly familiar with them.
3. Preside over all Board of Directors meetings and ensure that such meetings are conducted in accordance with Association Bylaw No. 7, the Association's foundation statements, the policies as established by the Board of Directors, and statutory requirements.
4. Perform the following duties during Board of Directors meetings:
 - 4.1 Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated;
 - 4.2 Ensure that all issues before the Board of Directors are well-stated and clearly expressed;
 - 4.3 Display firmness, courtesy, tact, impartiality, and willingness to give everyone an opportunity to speak through the maintenance of a speakers list on the subject under consideration;

- 4.4 Encourage deliberation of all viewpoints;
 - 4.5 Ensure that debate is relevant. The President, in keeping with his/her responsibility to ensure that debate must be relevant to the question, shall, when s/he is of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question;
 - 4.6 Decide questions of order and procedure using Robert's Rules of Order, subject to an appeal to the rest of the Board of Directors. The President may speak to points of order in preference to other members, and shall decide questions of order, subject to an appeal to the Board of Directors by any member duly moved;
 - 4.7 Submit motions or other proposals to the final decision of the meeting by a formal show of hands;
 - 4.8 Ensure that each Director present votes on all issues before the Board;
 - 4.9 Extend hospitality to Directors, observers, presenters and Association staff;
 - 4.10 Facilitate meetings so that the will of the Board of Directors is achieved.
5. Provide a written report to each Board of Directors meeting.
 6. Foster, develop and/or maintain positive, professional working relationships with:
 - 6.1 The Minister of Education.
 - 6.2 Other cabinet ministers whose department's work relates to the Association's mandate.
 - 6.3 Presidents of other education stakeholder organizations.
 - 6.4 All member boards.
 - 6.5 The Executive Director and staff.
 7. Communicate regularly, in a timely manner, with Boards concerning Association activities.
 8. Act as an advocate for excellence in public education and proactively monitor the environment for issues that impact the Association and its members.
 9. Act as the primary spokesperson for the Board of Directors except for those instances where the Board has delegated this role to another individual or group.
 10. Represent the Association or Board of Directors, or arrange alternative representation, at official functions.
 11. Keep informed of significant developments within the Association.

12. Serve as Alberta's representative to the Canadian School Boards Association (CSBA), Board of Directors.
 - 12.1 Attend annually the general meeting of the CSBA.
 - 12.2 Act as a communication link between the CSBA Board of Directors and the ASBA Board of Directors.
13. Liaise with the National Schools Boards Association for mutual benefits.
14. Be responsible for ensuring the development and implementation of the orientation program for newly elected Directors.
15. Demonstrate, through personal example, a commitment to life-long learning, personal growth and professional development.
16. Address matters related to individual Director's expense claims.
17. Stay current with respect to provincial, national and international educational issues and trends.
18. Address inappropriate behaviour on the part of a Director.
19. Ensure that the Board of Directors engages in annual assessments of its effectiveness as a Board.

ROLE OF THE VICE-PRESIDENT

The election of the Vice-President shall take place as governed by Bylaw No. 4. In accordance with Bylaw No. 6, the Vice-President shall act on behalf of the President, in the latter's inability to act or absence and shall have all the duties and responsibilities of the President.

Specific Responsibilities

1. Take and uphold the Oath of Office, which states:

I (*name*), do solemnly swear that, as Vice-President, I will assist the President of the Alberta School Boards Association in promoting excellence in public education and that I will uphold the trust that the public, separate, and francophone school boards of Alberta have placed in me to faithfully guide the Alberta School Boards Association in the achievement of its goals.
2. Prior to each Board meeting, as a member of the executive committee the Vice-President shall confer with the President and the Executive Director on items to be included on the agenda, the order of these items and to become thoroughly familiar with them.
3. Assist the President in ensuring that the Board of Directors operates in accordance with its own policies and in providing leadership and guidance to the Board of Directors.
4. Provide a written report to each Board of Directors meeting.
5. Act as Chair of the following committees:
 - 5.1 Policy Development Advisory Committee (PDAC)
 - 5.2 Executive Director Evaluation Committee
 - 5.3 Executive Director Compensation Committee

The Vice-President shall ensure that the Executive Director evaluation process is conducted as per Board of Directors directions and that the evaluation is completed as required by contract.
6. Act as Chair of the Zone Chairs meetings.

7. Attend the Canadian School Boards Association (CSBA) Annual Meeting.
8. Review and approve the Executive Director's expenditures at least twice per year.
9. Stay current with respect to provincial, national and international educational issues and trends.
10. The Vice-President may be assigned other duties and responsibilities by the President.

BOARD OF DIRECTORS OPERATIONS

The Board of Directors is required to fulfill the powers and duties assigned by the membership under Bylaw No. 7.

The Board of Directors believes that its ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of sound organizational principles. In order to discharge its responsibilities to the membership, the Board shall hold meetings as often as is necessary. A quorum, which is a simple majority of the number of Directors, must be present for every duly constituted meeting. The Board of Directors has adopted policies so that the business of the Board can be conducted in an orderly and efficient manner.

1. Membership

The election of the Board of Directors is governed by Association Bylaw No. 4.

2. Oath of Office

Each Director will take the oath of office prior to assuming duties as a member of the Board of Directors.

3. Regular Meetings

Regular Board of Directors meeting dates will normally be every second Thursday evening and the following Friday of each month, excepting July and November. In election years, a November meeting will be held in place of the October meeting. Adjustments to this schedule may be necessary to accommodate Association business requirements, various education-related events, Zone meetings and statutory holidays.

- 3.1 All meetings will ordinarily be held at the Association office in Edmonton.
- 3.2 All Directors shall notify the President and the ASBA office if they are unable to attend a Board meeting, and shall advise their alternates to attend.
- 3.3 All Directors who are absent from three (3) consecutive regular meetings may be disqualified in accordance with Association Bylaw No. 4.

- 3.4 If both the President or Vice-President through illness or other cause are unable to perform the duties of the office or are absent, the Board of Directors shall appoint from among its members an acting Chair, who on being so appointed has all the powers and shall perform all the duties of the Chair during the Chair's and Vice-Chair's inability to act or absence.
- 3.5 Regular meetings of the Board of Directors will not be held without the Executive Director and/or designate(s) in attendance, unless the Executive Director's contract is under consideration.

4. Special Meetings

- 4.1 Occasionally, unanticipated or emergent issues require immediate Board of Directors attention and/or action.
- 4.2 Special meetings of the Board will only be called in accordance with Association Bylaw No. 7.
- 4.3 The nature of the business to be transacted must be clearly specified in the notice of the meeting. No other business may be transacted.
- 4.4 Special meetings of the Board of Directors will not be held without the Executive Director and/or designate(s) in attendance.

5. Private (In-Camera) Sessions

- 5.1 The Board of Directors may, by resolution, schedule a private (in-camera) meeting at a time or place agreeable to the Board or recess a meeting in progress for the purpose of meeting in-camera. Such resolutions shall be recorded in the minutes of the Board and shall specify those individuals eligible to attend in addition to Directors and the Executive Director.
- 5.2 The Board of Directors shall only discuss the matter(s) that gave rise to the in-camera meeting. Board members and other persons attending the session shall maintain confidentiality and shall not disclose the details of the discussion at such sessions.
- 5.3 The Board of Directors shall, during the in-camera session, adopt only such resolution as is required to re-convene the Board in regular session.

6. Agenda for Regular Meetings

The Executive Director is responsible for preparing an agenda for Board meetings in consultation with the President and Vice-President.

- 6.1 The order of business at a regular meeting shall generally be as follows:
 - 6.1.1 Call to Order
 - 6.1.2 National Anthem

- 6.1.3 Action Items
 - 6.1.3.1 Agenda
 - ◆ Additions/Changes
 - ◆ Approval
 - 6.1.3.2 Minutes
 - ◆ Errors/Omissions
 - ◆ Approval
 - ◆ Business Arising
 - 6.1.3.3 In-Camera Session
- 6.1.4 Advocacy
 - 6.1.4.1 Advocacy Priority Report
 - 6.1.4.2 Other
- 6.1.5 Research
- 6.1.6 Partnerships
- 6.1.7 Services to Boards
- 6.1.8 Association Policy and Board of Directors Governance Policy
- 6.1.9 Board Member Reporting Responsibilities
 - 6.1.9.1 President’s Report
 - 6.1.9.2 Vice-President’s Report
 - 6.1.9.3 Executive Director’s Report
 - 6.1.9.4 Director Reports
- 6.1.10 Other
 - 6.1.10.1 Directors’ Request for Information
 - 6.1.10.2 Agenda Items – Future Board Meetings
- 6.1.11 Discussion Items
- 6.1.12 Information Items
 - 6.1.12.1 Reports
 - 6.1.12.2 Correspondence
 - 6.1.12.3 Conferences
- 6.1.13 Meeting Evaluation
- 6.1.14 Adjournment

- 6.2 The agenda will be supported by copies of letters, reports, contracts and other materials as are pertinent to the business that will come before the Board of Directors and will be of value to the Board in the performance of its duties. Each action item will include a clear recommendation.
- 6.3 Items may be placed on the agenda in one of the following ways:
 - 6.3.1 By notifying the President or Executive Director at least ten (10) calendar days prior to the Board of Directors meeting.
 - 6.3.2 By notice of motion at the previous meeting of the Board of Directors.
 - 6.3.3 As a request from a Committee of the Board of Directors.
 - 6.3.4 Emergent issues that require Board action may arise after the agenda has been prepared. The Chair, at the beginning of the meeting, shall ask for additions to and/or deletions from the agenda prior to agenda approval. Changes to the agenda may be made by a majority of those present.
- 6.4 The agenda package, containing the agenda and supporting information including presenter's notes, will generally be provided electronically to each Director five (5) calendar days prior to the Board of Directors meeting. Subsequently, emergent information may be provided at the meeting; and further, the Executive Director shall advise the President regarding the emergent nature of such information.
- 6.5 The Board of Directors will follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Board.
- 6.6 During the course of the Board meeting, the majority of Directors present may amend the agenda and place items before the Board for discussion. The Board may take action on such items.

7. Minutes for Regular or Special Meetings

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

- 7.1 The minutes shall record:
 - 7.1.1 Date, time and place of meeting;
 - 7.1.2 Type of meeting;
 - 7.1.3 Name of presiding officer;
 - 7.1.4 Names of those Directors and staff/consultants in attendance;
 - 7.1.5 Approval of preceding minutes;

- 7.1.6 All resolutions, including the Board of Director's disposition of the same, placed before the Board, are to be entered in full;
- 7.1.7 Names of persons making the motions;
- 7.1.8 Appointments;
- 7.1.9 Receipt of reports of committees; and
- 7.1.10 Recording of the vote on a motion (when requested pursuant to Bylaw No. 7)
- 7.2 The minutes shall:
 - 7.2.1 Be prepared as directed by the Executive Director;
 - 7.2.2 Be reviewed by the Executive Director prior to submission to the Board of Directors;
 - 7.2.3 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board of Directors; and
 - 7.2.4 Upon adoption by the Board of Directors, be deemed to be the official and sole record of the Board's business.
- 7.3 The Executive Director or designate shall ensure, upon acceptance by the Board of Directors, that appropriate initials are appended to each page of the minutes, and that appropriate signatures are affixed to the concluding page of the minutes.
- 7.4 The Executive Director or designate will establish and maintain a file of all Board minutes.
- 7.5 As part of its ongoing effort to keep membership and staff fully informed concerning its affairs and actions, the Board of Directors expects the Executive Director to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board of Directors meetings.
- 7.6 The approved minutes of a regular or special meeting shall be posted to the website as soon as possible following approval. The Executive Director or designate is responsible to distribute and post the approved minutes.
- 7.7 Each standing or ad hoc Committee will maintain records of proceedings. The record of proceedings are available to the Board of Directors.

8. Motions

Motions do not require a seconder.

8.1 Notice of Motion

The notice of motion serves the purpose of officially putting an item on the agenda of the next or future regular meeting and gives notice to all Directors of the item to be discussed. A notice of motion is not debatable and may not be voted on.

8.2 Discussion on Motions

The custom of addressing comments to the Chair is to be followed by all persons in attendance.

A Board motion or a recommendation must generally be placed before the Board prior to any discussion taking place on a matter. Once a motion is before the Board and until it is passed or defeated, all speakers shall confine their remarks to the motion or to the information pertinent to the motion. Motions may be submitted by any Director, including the Chair.

8.3 Speaking to the Motion

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

If the Chair wishes to speak on a motion, s/he is to vacate his/her seat as Chair and ask the Vice-Chair to preside. The Chair will normally speak just prior to the last speaker who will be the mover of the motion.

The mover of the motion is permitted to close debate on the motion.

As a general guide, a Director is not to speak longer than three (3) minutes on any motion. The Chair has the responsibility to limit the discussion by a Director when such a discussion is repetitive or digresses from the topic at hand, or where discussion takes place prior to the acceptance of a motion.

No one shall interrupt a speaker, unless it is to ask for important clarification of the speaker's remarks, and any such interruption shall not be permitted without permission of the Chair.

Should a Director arrive at the meeting after a motion has been made and prior to taking a vote, the Director may request further discussion prior to the vote. The Chair shall rule on further discussion.

8.4 Reading of the Motion

A Director may require the motion under discussion to be read at any time during the debate, except when a Director is speaking.

8.5 Required Votes

The Chair, and all Directors present, shall vote on each question. Each question shall be decided by a majority of the votes of those Directors present. A simple majority of a quorum of the Board of Directors will decide in favour of the question. In the case of an equality of votes, the question is defeated. A vote on a question shall be taken by open vote, expressed by show of hands.

8.6 Debate

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 Directors in attendance.

9. Compensation of Directors

9.1 Expenses: the Association will compensate Directors for any reasonable expenses associated with participation in Board meetings and duties delegated by the Board, as detailed in Governance Policy 7 Appendix B.

9.1.1 Following release of Canada Revenue Agency expense rates each year, the Board shall establish expense rates for meals and travel by car. Directors are expected to choose accommodation and public travel that are appropriately priced given the circumstances of each situation.

9.1.2 Directors shall submit expense claims that are reasonable. The Executive Director shall approve expense claims submitted. When the Executive Director has questions about the claim, the Executive Director is to refer the matter to the President, who will consult with the Director in an attempt to resolve the matter. If a resolution is not achieved, the Board shall determine the disposition of the claim.

9.2 Association Functions: registration fees will be waived for Directors who attend Association functions other than general meetings.

9.3 General Meetings: the Board expects the member boards to pay the registration costs, honoraria, and expenses associated with the Director's participation as a delegate of the member board.

9.4 Trustee Development – Conference of Choice: each Director shall inform the Executive Director of his/her plan to attend a conference of choice each term. The Director shall receive a specific sum established by the Board upon submission of a statement of expenses to the Executive Director. Per diems and costs for travel to and from either Edmonton or Calgary may be claimed and shall be paid in addition to the sum established by the Board.

9.5 Honoraria/Per Diems:

9.5.1 Honoraria and per diems shall be at rates established by the members at the general meeting.

9.5.2 The President, Vice-President and Directors may claim per diems for participation in Association approved professional development activities.

10. Board Self-Evaluation

The annual Board self-evaluation process will be undertaken in concert with the Executive Director evaluation process to reinforce alignment of purpose.

Governance Policy 7 Appendix A

Effective September 1, 2009



Suite 1200, 9925-109th Street, Edmonton, Alberta T5K 2J8
 Phone: 1.780.482.7311 Fax: 1.780.482.5659
 Email: hrogers@asba.ab.ca

PER DIEM AND EXPENSE CLAIM		CLAIM DATE: _____	
PERSONAL INFORMATION:		MEETING/FUNCTION INFORMATION:	
NAME _____	SOCIAL INSURANCE # (SIN) _____	NAME _____	LOCATION _____
MAILING ADDRESS _____		DATE(S) _____	_____
_____		_____	_____
_____		_____	_____
PER DIEM:			
TRAVEL TIME _____	(in hours)		
ATTENDANCE TIME _____	(in hours)		
TOTAL HOURS _____	(travel time + attendance time - in hours)		
***TOTAL DAYS _____	@ \$160.00/DAY	TOTAL PER DIEM \$ _____	
***Divide hours by 8 and round up to the nearest .5 (Example: 3 hours divided by 8 hours = .375. Total days rounded up is = .5 days)			
Note: SIN required on all per diem claims. Income tax and CPP will be deducted and remitted to Canada Customs and Revenue Agency on your behalf. A T4 will be issued to you annually.			
Please check box if you are CPP exempt. <input type="checkbox"/>			
EXPENSES:			
		<i>Receipts or # of Meals</i>	
MEAL ALLOWANCE:	BREAKFAST	_____	@\$10.00 _____
	LUNCH	_____	@\$10.00 _____
	SUPPER	_____	@\$10.00 _____
		A) TTL MEALS	\$ _____
ACCOMMODATION:	HOTEL RECEIPTS (Please attach receipts)		B) TTL ACCOM. \$ _____
TRANSPORTATION:	FROM _____	TO _____	
	AIRFARE (Please attach receipts) _____		
	AUTO ALLOWANCE _____ KM'S @ \$0.49/KM _____		
	TAXI (Please attach receipts) _____		
	PARKING (Please attach receipts) _____		
		C) TTL TRANSPORT.	\$ _____
MISCELLANEOUS:	DESCRIPTION	D) TTL MISC. \$ _____	
		TOTAL EXPENSES CLAIMED (A + B + C + D) \$ _____	

CLAIMANT SIGNATURE: _____ APPROVED BY: _____
I certify that the above claims are true and correct.

PLEASE RETAIN A COPY FOR YOUR RECORDS

EXPENSE CLAIM GUIDELINES

1. Meals

- 1.1 If required to leave home prior to 7:00 a.m. to attend a meeting, a claim for breakfast can be made. If return home is after 6:00 p.m., a claim for dinner is allowed. In no event should a claim for meals be made if there has been one provided at the meeting.
- 1.2 The Association reimburses a maximum of three meals per day if you are away from home on Association business and meals have not been provided.
 - 1.2.1 Standard amounts allowed, without receipts, for meals are: breakfast – \$10, lunch – \$10 and dinner – \$10, for a total of \$30 per day.
 - 1.2.2 Alternatively, receipts for meals may be submitted and will be reimbursed for the amount of the receipt. It is expected that reasonable prudence will be exercised if a receipt is provided. With very few exceptions, the purchase of alcoholic beverages will not be reimbursed.
- 1.3 For audit purposes, itemized receipts must accompany submitted expense claims. This is in addition to a bank or credit card receipt. If it is a shared cost (divided by the group), please have one person obtain and submit the itemized receipt.
- 1.4 The Association does not normally pay for beverages outside of those ordered with meals or provided at meetings.

2. Accommodation

- 2.1 If overnight accommodation is required, it is likely that Association staff will have arranged this. If you are making your own arrangements, please check with Association staff as special rates have often been negotiated for your accommodations. Should you choose to stay elsewhere, please ensure the rate is competitive with the Association's negotiated rates.
- 2.2 If accommodation reservations are cancelled, please advise Association staff or the hotel directly so the Association is not inadvertently billed.

3. Travel

- 3.1 Kilometers are reimbursed at \$.49/kilometer.
- 3.2 Parking, and taxi, bus or air transportation is reimbursed by receipt.
- 3.3 If bus transportation is provided by the Association, travel from Edmonton to the destination will not be reimbursed unless prior approval is obtained.

4. Miscellaneous

If expenses are incurred which do not fall in the preceding categories, please itemize them in this section and provide an explanation and receipts. An example of a miscellaneous expense is the park pass required to stay in Banff at the Leadership Academy. Park passes would be reimbursed at the single rate for the number of days you were expected to be at the meeting or event.

5. Scheduled Events

There are two scheduled events for the Board of Directors. In January, the strategic planning session, and in August, the Leadership Academy. Per diems will be outlined for each event at the end of the meeting.

6. Expense Claims

Claims are adjusted to comply with the Association's expense policy. If an expense is disallowed, it is deducted from your claim when processed and prior to being approved for payment. An itemized spreadsheet of what has been paid is attached to your cheque and can be used to compare to your original expense claim. If you have any questions about your claim, please email Heather Rogers at hrogers@asba.ab.ca.

COMMITTEES OF THE BOARD OF DIRECTORS

1. Executive Committee

Bylaw No. 3 establishes the Executive Committee as a standing committee with membership as detailed. Further, Bylaw No. 5 provides that where consensus is not possible, the President shall determine the course of action to be taken.

- 1.1 Responsibilities of the Executive Committee shall include, though not be limited to:
 - 1.1.1 Request the Executive Director to call a special meeting of the Board of Directors (as provided for in Bylaw No. 7).
 - 1.1.2 Plan agendas of the Board of Directors.
 - 1.1.3 Perform all duties delegated by the Board of Directors.
 - 1.1.4 In emergent situations, may make decisions to be ratified by the Board of Directors at the next regularly scheduled meeting.
 - 1.1.5 Report to each Board of Directors meeting through the President.

Bylaw No. 7 permits the Board of Directors to establish other standing committees to assist the Board with work of an ongoing nature and to establish ad hoc committees to assist the Board on a specific project for a specific period of time.

General Requirements of Committees (other than the Executive Committee)

1. Committees shall be advisory to the Board of Directors and shall investigate and report to the Board in accordance with established terms of reference.
2. Committees shall make recommendations to the Board of Directors but the power to make decisions shall reside with the Board of Directors.

2. Standing Committees

2.1 Policy Development Advisory Committee (PDAC)

2.1.1 Purpose

- ◆ To ensure policy positions of the Association are current and relevant.
- ◆ To ensure Board of Directors governance policies are current and relevant.

2.1.2 Powers and Duties

- ◆ Request all member boards to identify proposed Association policy positions affecting education in their jurisdictions.
- ◆ Request member boards to submit their proposed Association policy positions together with appropriate background research information, to their respective geographical Zones.
- ◆ Review proposed Association policy positions from Zones; request additional background or clarification when warranted; ensure consistent format; amalgamate overlapping proposals; and determine reclassification as a directive for action or issue if warranted.
- ◆ Present proposed Association policy positions to the Board of Directors for review and circulation to Boards and Zones.
- ◆ Provide for legal review of proposed Association policies, if required.
- ◆ Review responses from Boards and Zones and formulate Association policy wording for consideration at a General Meeting.
- ◆ Assess emergent Association policy positions or directives for action submitted to both SGM and FGM and determine compliance with the principles for Association policy.
- ◆ Chair SGM and FGM business meetings.
- ◆ Ensure Association policy positions taken by the ASBA Board of Directors between General Meetings and directives for action, if necessary, are placed before the assembly for their consideration at the next possible General Meeting.
- ◆ Notify all Boards of their opportunity to submit proposed bylaw amendments for consideration at the SGM.
- ◆ Review the ASBA Bylaws and make recommended housekeeping amendments to ensure currency.

- ◆ Review issues submitted by individual Boards or Zones for consideration by the Board of Directors and make recommendations to the Board of Directors for the disposition of issues, including:
 - ◇ Issues to be dealt with by the Board of Directors;
 - ◇ Issues to be forwarded to the Board of Directors as proposed Association policy positions;
 - ◇ Broad based issues recommended to the Board of Directors to be examined as a major theme to be considered by the membership at a General Meeting (which is not anticipated to result in an immediate policy position);
 - ◇ Issues to be actioned through the development of a report or study;
 - ◇ Information to be considered as part of the Board of Directors strategic planning process;
 - ◇ Issues to be examined/discussed at the Zone level;
 - ◇ Any other action the Committee deems appropriate.

2.1.3 Membership

- ◆ Vice-President (Chair).
- ◆ Two (2) Board of Directors members.

2.1.4 Meetings

- ◆ As required at the call of the Chair.

3. Ad Hoc Committees

Ad hoc committees may be established from time to time to assist the Board for a specific purpose or function. These may take the form of task forces. The terms of reference for each ad hoc committee will be established at the time of formation. The term of appointment shall end upon conclusion of the appointed purpose or function or at the pleasure of the Board.

4. Resource Personnel

The Executive Director may appoint resource personnel to work with standing or ad hoc committees and shall determine the roles, responsibilities and reporting requirements of the resource personnel.

BOARD OF DIRECTORS REPRESENTATIVES TO EXTERNAL COMMITTEES

The Board of Directors may appoint Directors and others to represent the Board on various external committees, agencies and organizations. Such representation is established at the discretion of the Board of Directors to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the Association and other organizations. In general, the intent is to maximize the influence of the Association.

The Board of Directors will determine the terms of reference for each representative. The Executive Director may appoint resource personnel to work with representatives and shall determine the roles, responsibilities and reporting requirements of resource personnel.

1. Types of Committees

The following typology will provide guidance regarding appointments to external committees:

CATEGORY A

Category A committees are overarching advisory structures that provide input to sponsoring agencies at the elected official, CEO or equivalent staff level. Their terms of reference or mandate are such that their deliberations impact policy type decisions that affect large numbers of students or employees.

Committee representatives have voting status; the ASBA may also be entitled to additional representation of non-voting observer status.

The ASBA appointees to Category A committees will normally be Directors or the CEO. If no Director is able to serve, preference will be given to trustees who have Director experience. In most instances, where the sponsoring agency allows, staff officers will be assigned to act in an observer/supporter role. The Board of Directors will make appointments to Category A committees.

CATEGORY B

Category B committees provide input to middle management levels of the sponsoring agency. The input they provide affects decisions for “wide scope”

programs, but normally the issues they address are reviewed at higher levels within the sponsoring agency. The issues are often a mix of policy and operational implications of policy. At times these committees may function as “appeal” committees or interpreters of policy. Committee representatives have “voting” status.

The ASBA appointees to Category B committees will normally be trustees. If deemed necessary, staff officers may be appointed as observers/supporters or as alternates. The Board of Directors will make appointments to Category B committees.

For Category A and B committees where the proposed appointee is a Director, the President will make the recommendation to the Board of Directors.

For Category A and B committees where the Board of Directors’ appointee is a trustee, the Director who will review submissions of interest for external committee representation and make recommendations to the Board will be determined by the following rotation:

- President
- Zone 1
- Vice-President
- Calgary Catholic
- Zone 2/3 (1)
- Edmonton Public
- Zone 4
- Edmonton Catholic
- Zone 5
- Calgary Public
- Zone 6
- Zone 2/3 (2)

CATEGORY C

Category C committees provide input to program managers or middle managers. The issues they address are usually limited to a specific program and/or event. Usually they operate within broad policy parameters and interpret policy within a specific operational context. These committees are at times referred to as “working groups” or “working committees”. In most, but not all instances, their work will be relatively short term. These committees also include ones where the ASBA has only “observer” as opposed to “voting” status, and the prime role of the appointee is to facilitate communication between the ASBA and the sponsoring agency.

The ASBA appointees to Category C committees will normally be staff officers.

Appointments are made by the Executive Director and reported to the Board of Directors.

CATEGORY D

From time to time, sponsoring agencies, especially Alberta Education, have a need for representatives who can provide a layperson's perspective on a variety of educational issues. The agency is not looking for the corporate view of the ASBA, but looks to the ASBA to help them find a reasonably well-informed and responsible representative. These committees may be advisory to any level of management within the agency, but usually they are dealing with operational rather than policy issues. Committees of this type are characterized as Category D committees.

The ASBA appointees to Category D committees will be trustees, preferably with no professional background in education. Both the sponsoring agency and the appointee will be advised that the appointee does not represent or should not feel compelled to represent an ASBA corporate position. Appointees are expected to report back to the ASBA and raise issues that may be of concern to the ASBA. Appointments to Category D committees are made by the Executive Director and reported to the Board of Directors.

2. Appointment Terms

Committee representatives will normally be appointed for two-year terms or for the life span of the committee, whichever comes first. If the life span of the committee is more than two years, a committee member may be re-appointed at the discretion of the appointing authority as determined in the committee typology set out above.

3. Appointment Communication and Rationale

External committee representation opportunities will usually be made known through the use of "Interest in External Committee Representation" Fax Back Forms. Attempts will be made to ensure appointments are allocated equitably with regard to factors such as Zone distribution, size of Board and public/separate balance.

4. Expectations for Committee Representatives

Committee representatives are responsible for advancing ASBA positions as provided in the Association's mission, vision, mandate, guiding principles, policies and directives for action. If formal direction has not been provided and there is a policy gap, the representative is to identify the need for Association direction in a formal report to the Board of Directors, and recommend, if possible, what that

direction should be. The representative is further expected to keep the ASBA Board of Directors informed about committee work and direction through the tabling of written reports.

5. Reports to the Board of Directors

Representatives shall provide written reports to the Board of Directors using the prescribed committee report format (as noted below) following each committee meeting.

Committee Meeting Reports

The required section is a maximum of one page, formatted as a Board of Directors meeting agenda item. The requirements for this one-page report are as follows:

1. A Title
Substance: A brief description of the item e.g. “Program and Assessment Advisory Committee Meeting Report”.
Format: The title is to be capitalized and bolded; 11 point Arial is preferred.

2. An Issue
Substance: The issue is to state what the ASBA has to address as a result of what occurred at the meeting; if you think nothing has to be addressed or no action has to be taken, simply state, “No issues; the report is for information only.”
Format: Use the heading “Issue” in bold type, lower case letters; then state the issue(s) in one or more brief sentences. This is to be stated in question form.

3. The Background
Substance: The background section is to list items discussed at the meeting and decisions reached, and is to highlight those matters that relate most directly to the issue you have identified.
Format: Use the heading “Background” followed by two or three brief paragraphs; point form is acceptable.

4. The Recommendation(s)
Substance: The recommendation(s) is/are to state the action(s) that you think ASBA must take related directly to the issue identified at the outset; if no action is required, simply state “that the report be received for information”.

Format: Use the heading “Recommendation(s)” followed by statements of the action(s) to be taken, using the word “that” as the first word. Number the recommendations.

5. The Attachment(s)

Substance: Your one-page report is a requirement. Attachment(s) are optional. Use them if you feel that the Board of Directors may wish to receive more explanatory detail. Attachments will be similar to meeting minutes, but will be your interpretation of what happened at the meeting.

Format: (see next section below)

Attachments to the main meeting report that comprises the Board of Directors’ meeting agenda item are optional.

Usually the second part of your report, the attachment, will consist of a more extended summary of the meeting than you can incorporate in the one-page required report. The substance and the format for the attachment is somewhat optional; use your discretion. Some suggestions for an attachment that provides a more extensive report of the meeting are as follows:

- ◆ Use a heading that names the committee and states when it met and who attended and is reporting.
- ◆ If necessary, provide a bit of background about the committee that will help the reader interpret the report.
- ◆ List and briefly explain each item discussed at the meeting. Indicate what position you took as an ASBA representative. If you feel there is direct relevance or issues for ASBA, indicate what the relevance is. You might include some areas that you think are issues for ASBA, but for which you feel no immediate action is required. Thus the issues set out in the attachment may not all appear as issues in your main one page Board report.
- ◆ Include any motions passed at the meeting.

These attachments will be similar to the minutes of the meeting. However, they will be “your take” on the meeting. They will likely be shorter than the minutes. Since you will write them, they will be done more quickly than the minutes are usually available to you. Even if they are available quickly, it is not necessary to include actual meeting minutes as attachments.

Meeting reports are to be e-mailed (preferred) or faxed to Marian Johnson, Administrative Assistant. E-mail and use of Word is preferred.

E-mail: mjohnson@asba.ab.ca

Fax Number: (780) 482-5659

Annual Reports

In addition to filing meeting reports after each meeting, Committee representatives are required to file annual reports. Annual reports must be submitted on the form found in the Appendix.

Annual Reports are also to be e-mailed (preferred) or faxed to Marian Johnson. They must be submitted on or prior to January 30 (for the previous calendar year) each year.

PROTOCOL FOR EXTERNAL COMMITTEE REPRESENTATIVES

BACKGROUND

The ASBA Board of Directors is pleased that you have agreed to give of your time to represent the ASBA. Your role as an external committee representative is a highly important one.

At any time, the ASBA is represented on approximately 50 external committees. These committees are established by a variety of sponsoring agencies or organizations. Several of these committees advise Alberta Education as provincial educational policy is developed in areas such as curriculum, student evaluation practices, teacher certification requirements and practices, governance policies and finance plans. Departments of government other than Alberta Education, such as Alberta Infrastructure, also seek our advice through advisory committees. Other committees provide input to post secondary institutions, especially as their work relates to teacher training. Yet other committees provide input to stakeholder organizations such as the Alberta Teachers' Association.

One of the major ways that our Association can influence educational policy is through our representation on advisory committees. You can assist the Association by ensuring that our beliefs and policy positions are given full consideration.

It is always a challenge for any organization to ensure tight linkages between its Directors and the staff and committee appointees who work together to further our common aims. ASBA wants to facilitate your efforts by clarifying the expectations held of you as a representative. We want to make sure that lines of two way communication between you and the Board are clear and open at all times. We hope that the guidelines set out in this Protocol document will be helpful in that regard. We invite you to give us feedback that will help to improve these guidelines in the future. Please send any comments about these guidelines or any aspect of your role as an ASBA representative to the Executive Director at any time.

Thank you for assisting ASBA in its important work of ensuring that the best education possible is provided for our students, and for ensuring that the voice of trustees is heard.

COMMITTEE REPRESENTATIVE APPOINTMENT PROCESS

Types of Committees

Your Association has developed a typology of committees. This typology assists the Board of Directors in making appointments on a consistent basis. The types and the appointment guidelines are set out in Board of Directors governance policy 9. It is important to note that the typology is only a guideline used by your Board. There are many reasons why they might make some appointments that do not follow the guidelines in a rigid manner.

Examples of Category A Committees include the following:

- ◆ Council on Alberta Teaching Standards (COATS) – Advisory to the Minister. Input affects all aspects of teaching for all teachers
- ◆ Program and Assessment Advisory Committee (PAAC) – Advisory to the Assistant Deputy Minister, Basic Learning Division. Input affects all aspects of student learning programs, e.g. curriculum, graduation requirements, student assessment programs and practices

Examples of Category B Committees include the following:

- ◆ Primary Programs (K-3) Advisory Committee
- ◆ Certification Appeal Committee

Examples of Category C Committees include the following:

- ◆ ATA's Curriculum Committee
- ◆ Alberta Education's Social Studies Advisory Committee
- ◆ Alberta Education's Education Week Committee

Examples of Category D Committees include the following:

- ◆ All of Alberta Education's Diploma Examination Advisory Subject Area Advisory Committees (Math, Science, Social Studies, etc.)
- ◆ Edmonton Catholic School Board's Edulink Advisory Council

Appointment Terms

As a committee representative, you are asked to alert the Administrative Assistant when your two -year term is coming close to expiry. You should also indicate whether you have a desire to be re-appointed. You are also asked to alert the Administrative Assistant if the committee you are on ceases to exist.

Appointment Procedures

When the ASBA receives a request from a sponsoring agency to appoint a representative to a committee, the Executive Director distributes a memo to all Board chairs to ascertain interest in serving on the new committee. The memo provides a description of the committee. A fax back form "Interest In External Committee Representation Fax Back Form" is enclosed with the memo.

Board chairs are asked to alert the trustees on their boards of these opportunities. Usually time is of the essence and prompt replies are appreciated.

The Fax Back Form requests interested parties to state briefly their expertise in the area of the committee's work and how they feel they might contribute to its efforts. The appointing authority (as set out in Board of Directors governance policy 9) reviews these expressions of interest and makes an appointment. Attempts are made to ensure that appointments are allocated equitably with regard to such factors as Zone distribution, size of Board, and public/separate balance.

GUIDELINES FOR REPRESENTING THE ASBA

Know and be guided by policy

The ASBA is a policy driven organization. Association Policy is set by the membership at the Spring and Fall General Meeting each year. Policy is communicated through the ASBA Governance Handbook, updated periodically to reflect policy changes. In order to allow the Association to respond to issues in a timely manner, the Board of Directors is also empowered to set policy as required which must be ratified by the membership at the next General Meeting.

Committee appointees represent a corporate point of view. As such, you must familiarize yourself with Association policy, particularly in the area related to the work of the committee you are on. Policies are guides to action.

Maintain open communications with the Association

- ◆ In many instances, you will be asked for input on matters on which the ASBA has no specific policy, or you believe there is a need for the Association to reconsider its current policy. In such situations, you can follow the following guidelines:
 - ◇ If the matter appears not to have general policy implications or to have minimal or short-term consequence, use your best judgment. Report the position you have taken in your next meeting report, so that your colleagues, the Board of Directors and Association staff are aware of it.

- ◊ If the matter appears to have policy implications, or if the position you feel should be taken is at variance with existing policy, ask the committee chair for time to research the matter before the committee moves to closure. Usually if the matter is of this level of significance, other committee members will also want time to discuss it with their constituents. Then discuss the matter with the Executive Director, who will help you determine if there is a further need to discuss it with the President or possibly the Board of Directors.
- ◊ There are instances where there is no specific policy on a matter under discussion, but where it is quite clear that a position can be inferred from existing policy. For example, at one time ASBA had a policy that stated a need for high school math course streams so that the needs of the mid-range student could be met. If you found yourself on a committee addressing the issue of program structure for language arts, you might assume that the same situation would apply. In such instances, you may want to alert ASBA, through your meeting reports, that there may be a need to develop more generalized policy belief statements.
- ◆ In some instances, committees on which you serve will deal with matters where confidentiality is requested. Committee chairs should clarify this at the outset. You are certainly at liberty to respect such confidentiality. However, if the matter is of the nature described above, you should still request permission to discuss the matter with the Executive Director and/or President prior to taking a position. These individuals will also respect whatever confidences may be necessary.
- ◆ Create “linkages” with other committee representatives dealing with a similar area. For example, ASBA is represented on several Alberta Education curriculum committees. It’s useful to know what issues the other related committees are addressing and how they are addressing them.
- ◆ If a staff observer is assigned to work with you on the committee, discuss your working relationship in advance. Staff observers can be particularly helpful to you by reviewing agendas and providing you input in advance of the meeting. If you agree that the staff observer can speak at the meeting, make sure your messages are aligned. Staff observers can also save you a lot of time by drafting meeting reports for you. However, the report is yours, and you should review it and feel free to request changes before the report is filed if you feel it is necessary.

Adhere to general good committee member practices

Most of you are no strangers to working with groups. A committee is really just another working group. The following are a few “reminders” that might be of assistance.

- ◆ Be supportive and be a good listener. Listen attentively to the speaker and avoid interrupting. Give others a full opportunity to explain their point of view before reacting. Encourage fellow committee members to share their opinions and

comment on issues. Even when disagreeing, find something positive in other members' points of view where possible. Compliment the chair for running a good meeting.

- ◆ Greet committee members and talk with them. Show interest in the person sitting next to you. Representatives of CASS and ASBOA in particular will often have a perspective similar to yours. Serve as a coach and mentor. Volunteer to take time to update a new committee member on what has happened in the past.
- ◆ Don't shoot the messenger. Committee chairs or people making presentations to committees also represent a corporate point of view, especially employees of Alberta Education. At times they may not even personally agree with the point of view they are expressing or the program they are representing. Try to de-personalize your responses and criticism.
- ◆ Stick to the "big issues". (Some refer to this as "picking your hills to die on.") Most committees address several issues. Rather than appearing to be negative, at times it may be preferable to remain silent on some matters, so that you will be more likely to be heard on the big issues.

REPORTING EXPECTATIONS

Meeting Reports

You are expected to file a report with the Executive Director as soon as possible after each meeting you attend. Expectations for these meeting reports are set out in Board of Directors governance policy 9. An example of a meeting report is attached to this protocol.

Your report will consist of one required section and one optional section. The required section is a maximum of one page formatted as a Board of Directors meeting agenda item. The requirements for this one page report are outlined in the above referenced policy.

(SAMPLE) REPORT TO ASBA BOARD OF DIRECTORS

WESTERN CANADA PROTOCOL SOCIAL STUDIES PROGRAM INPUT

Issue

Should the ASBA submit a brief in response to the consultation draft of the Western Canada Protocol Social Studies Framework?

Background:

ASBA representative Keith Wagner attended another meeting of the Social Studies Advisory Committee on February 26-27, 2001. (Meeting report attached). Alberta Learning is holding a series of provincial forums to receive input to the consultation draft of the Western Canada Protocol Social Studies Framework. This Framework will no doubt become the new Alberta Program of Studies for Social Studies. The President has sent a letter to all board chairs encouraging them to have one trustee from each board attend the regional forums. Those who attend the forums have also been invited to submit input to ASBA to assist in the preparation of an ASBA brief.

Recent meetings of the Social Studies Advisory Committee have identified several issues of interest to ASBA. In particular, the WCP consultation draft does not explicitly identify local government as a topic of study. As well, changes have been made to the vision statement regarding citizenship that was approved provincially as part of the earlier Foundation Document for WCP Social Studies. Other issues that may be of concern to ASBA include: (1) the manner in which “active citizenship” is clarified, and its implications for the extent to which teachers are expected to have students engage in social action, (2) the design of the implementation project required to support the implementation of the new program in Alberta, (3) the manner in which the Framework is organized, and its implications for directing teaching methodology, and (4) the number and nature of distinctive learning outcomes for Francophone and Aboriginal students.

Stakeholder organizations are being invited to submit briefs by April 15 responding to the WCP consultation draft. These briefs and input received from other sources such as the regional forums will be used by Alberta Learning in preparing an Alberta response to the draft. A brief prepared incorporating input provided by the trustees who attend the forums would enable ASBA to exert substantial influence on the direction of the social studies program.

Recommendation

1. That ASBA prepare a brief responding to the WCP consultation draft of the Social Studies Framework.

Attachments

Meeting report: Social Studies Advisory Committee Meeting February 26-27, 2001

(SAMPLE) ATTACHMENT

SOCIAL STUDIES ADVISORY COMMITTEE MEETING FEBRUARY 26-27, 2001

(Report prepared by Keith Wagner,
who attended this meeting on behalf of the ASBA)

Background

Alberta Learning has been working for some time with the Western Canada Protocol (WCP) to prepare a Social Studies Program Framework. WCP first prepared a Foundation Document to set the broad philosophical directions for the program. ASBA and other stakeholders had input to the Foundation Document through regional forums and through representation on the Advisory Committee.

Two major concerns arose from the last Advisory Committee meeting held on November 9-10, 2000. The vision statement in the draft Framework presented at that time was different from the one in the Foundation document that had been signed off by all WCP partners. The scope and sequence outline did not include a place for the study of local government. Leroy Sloan and Keith Wagner subsequently met with Sue Lynch and received assurances that (1) the draft Framework would not be circulated for response in Alberta until the western ADMs had considered the issue of changes to the vision statement, and (2) the Alberta program revision would have a place for the study of local government.

Meeting Items, Disposition and Issues

1. Status of Developments

- ♦ The WCP has revised the earlier draft of the Grades K-9 Framework, and has completed a consultation draft that will be used in regional forums and as the basis for stakeholder input in Alberta.
- ♦ A printed copy of the consultation draft will be sent to every school in Alberta along with a response form.
- ♦ An Alberta response to the consultation draft of the Framework will be prepared this spring and submitted to the WCP working group. WCP hopes to have a final version of the Grades K-9 Framework signed off by August 2001.
- ♦ A publisher's meeting is scheduled for May 14-15, 2001. By that time, Alberta Learning hopes to have a fairly clear direction regarding the scope and sequence for Grades K-9 to share with publishers.

- ♦ Input received by Alberta Learning to this point (from a teacher’s working group and from Teacher Convention presentations, etc.) has indicated the following concerns:
- ♦ There appears to be a “content overload”
- ♦ The scope and sequence for senior high school has yet to be developed, and that makes it difficult to comment on the proposed scope and sequence for K-9, especially for junior high
- ♦ The program revision will be major and will require extensive support for resources and in-service
- ♦ The issue of “streaming” in senior high school has yet to be discussed.
- ♦ The philosophy of the program as set out in the front pages of the Framework appears to be quite sound, but is not yet adequately reflected in the actual grade by grade content that follows.

ISSUE: ASBA should ensure that trustees are informed of the regional forums and are represented at the forums. In addition, ASBA should prepare a brief responding to this consultation draft in a corporate manner. This will be the major opportunity to have input to the future direction of social studies.

2. Content Themes

The Committee reviewed an outline of the proposed Grades K-9 content themes (copy attached). Committee members were cautioned that the brief descriptors in this outline could not fully capture the “richness” of the specific learning outcomes (SLO’s) in the larger Framework. Members indicated that an outline such as this would be essential for certain audiences (especially lay persons such as trustees) to be able to get a holistic overview of the program. The following concerns were expressed:

- ♦ Every grade level has 3 sub-themes. This is too “forced”. More sub-themes might be appropriate in the earlier grades, and fewer in the later grades. Organization by sub-themes may also be perceived as dictating methodology, and this should be avoided.
- ♦ The sub-themes for some grade levels “pin down” the area of study, e.g. Mexico; while sub-themes in other grade levels, especially Grade 6, leave a lot of choices available. While choice provides flexibility, publishers may find it difficult to respond, and the public generally wants to know fairly specifically what areas will be studied in each Grade.
- ♦ The choice of Mexico as a sub-theme in Grade 7 is questionable. In spite of NAFTA, Canada has more trade relationships with Chile than with Mexico. The sub-theme could also be expanded to Latin America in general.

- ◆ Some of the terminology is not consistent.
- ◆ Some terminology will need to be explained or interpreted for teachers in support documents, especially as it relates to political correctness in the use of language, e.g. When does one use “indigenous peoples” as opposed to “Aboriginals”.
- ◆ Grade 4 appears too heavy; drop the “and the world” part
- ◆ Grade 5 could include “indigenous peoples of the world”
- ◆ Europe seems to have completely disappeared; will it receive heavy emphasis in senior high?
- ◆ GLO 7 could include the study of local government, but it is only cross referenced once in the grade level descriptors

ISSUE: The ASBA representative reminded the Committee that there was no explicit place in the sub-themes for the study of local government. While this can be incorporated in the Alberta program after the WCP Framework is adopted, Alberta has tried to have a high level of integrity to WCP Frameworks. It would be preferable that the Framework contained explicit reference to the study of local government.

3. Front End Content (Philosophical and Contextual Directions)

3.1 The Vision Statement

The vision statement in the consultation draft has been revised from that approved in the Foundation Document. The definition of “citizenship” as it relates to Canadian citizenship has been diluted somewhat. The original vision statement as outlined in the Foundation document is included as a footnote for comparative purposes. The Committee members are divided regarding which is the best statement. The ASBA representative favors the original statement (the one in the Foundation document) as it is the one that was widely discussed and agreed to by stakeholders in Alberta during the review of the Foundation document, and because it likely reflects the vision of citizenship embraced by most Albertans.

3.2 The Preface

Committee members felt that there needs to be an expanded definition of what is meant by “active citizenship”. If this means that teachers are expected to have students take social action, especially in their immediate communities, as a result of studying an issue, it could be problematic. Guidelines will need to be provided to teachers to avoid previous situations where teachers got into trouble with their supervisors because parents and/or community members felt that actions were inappropriate or partisan. The ASBA representative indicated that in addition to the other descriptions

or characterizations of Canada, Canadians are also characterized by “peace, order, and good government”. Teachers would have to be very cautious to ensure that actions taken by students were at the least legal.

3.3 Introduction

Committee members felt that the reasons for the inclusion of “distinctive learning outcomes” for Francophone and Aboriginal students and the manner in which those outcomes are to be used should be more fully described.

3.4 Vision

Committee members agreed that it was good to include both versions of the vision statement in this consultation draft.

3.5 Definition of Social Studies

Agreed that it was a good statement.

3.6 Guidelines

Members expressed concern that there was too much emphasis on the need for learning to be “personally relevant”. There are important issues that students should address and learnings they should acquire that may not be personally relevant. Members also felt that learning needed to be described as both a collaborative and individual process, not just as an individual process.

Members indicated that the term “metacognition” appeared to be inappropriately used in several places. They also indicated that there should be more elaboration regarding the inquiry process.

3.7 General Learning Outcomes

Members offered the following comments:

- ◆ There are too many GLO’s; the number suggested by the Foundation document was more appropriate
- ◆ GLO 1, Citizenship, is of a higher order than the others, and should be characterized as being pervasive to the entire program
- ◆ GLO’s 3 and 6 are not directly related to any social science discipline and could be subsumed under other GLO’s
- ◆ The focus in the program appears to be on people’s differences; there needs to be a balancing focus on our common humanity
- ◆ The discipline of philosophy is not reflected in any GLO and needs to be there, especially as program development moves into senior high school levels

- ◆ The term “Nation” is used in several different ways; clarification needs to be provided or other terms such as “nation-state” need to be substituted where appropriate

ISSUE: The ASBA response brief should reinforce concerns outlined above.

4. Distinctive Learning Outcomes

The Aboriginal and Francophone representatives broke out from the Committee to have further discussion of the Distinctive Learning Outcomes. The remaining members discussed the structure of the regional forums.

The ASBA representative appealed to the Aboriginal and Francophone representatives to have a close look at the DLO’s from the perspective of whether they were really unique to their cultural groups or could be appropriate for all students.

One Francophone representative made a general comment, supported by other members of the Committee, that there are many specific learning outcomes overall.

ISSUE: None.

5. Organizational Structure

Committee members discussed the issue of whether the Framework should be organized by General Learning Outcomes or by sub-themes. The ASBA representative expressed a preference for using GLO’s as the organizational structure, as this structure could not be construed as dictating a methodology of organizing for instruction. If the Framework or the follow up Alberta Program of Studies is organized by sub-themes, the assumption will be that these are units and that teachers are expected to organize their year in this way. Members seemed to agree, provided that there was assurance that there would be support documents for teachers that gave them a variety of ideas of how they could organize the content for instruction.

ISSUE: The ASBA response brief should reinforce the views expressed above.

6. Implementation Timelines

Joan Engel indicated that the proposed implementation timelines would now be September 2005 for all grade levels. There would be piloting done at all levels, and one-year optional implementation in Grades K-9. There would be no optional implementation year in senior high due to high demand for change and the

difficulty of preparing alternative forms of the diploma exams if there is optional implementation.

ISSUE: None - the only departure from ASBA policy appears to have reasonable justification and support.

7. Implementation Support

The Committee passed a lengthy motion having to do with implementation support. The essence of the motion is that Alberta Learning should mount an Implementation Project modeled on that used for the implementation of the last major revision of social studies in 1981, and funded to similar levels. In 1981, Alberta Education spent \$8 million to carry out what is considered by many to have been the most effective curriculum implementation ever undertaken in the province (this has been referred to in professional literature as among the best implementation efforts known anywhere). The implementation motion addressed several interrelated issues including professional development of educators, provision of basic and support resources, and negotiation of acceptance of courses by post-secondary institutions. A rough estimate of today's costs was indicated to be \$25 million. It was noted that while this seemed large, compared to the overall expenditure for education, it was not unrealistic. The motion is fully consistent with ASBA policy regarding curriculum development and implementation.

ISSUE: The ASBA response brief should reinforce the motion passed by the Committee to attempt to ensure that implementation is adequately supported.

ANNUAL REPORT FORM FOR ASBA EXTERNAL COMMITTEES

(This report is to be submitted to the ASBA on or before January 30 by external committee representatives who have been appointed by ASBA)

1. Name of the external advisory committee:

2. Name of the ASBA external committee representative (your name):

3. Name of the advisory committee chair or coordinator:

4. Number of meetings held during the last calendar year:

5. Number of days the committee met during the last calendar year:

6. Key issues addressed or decisions reached by the committee during the last calendar year: (Please be brief and list only the four to ten issues/decisions that have greatest relevance to ASBA-remainder of this page only if possible)

7. Will this committee continue to meet? (YES NO)

If YES, how many days of meeting do you expect it might meet this coming year?

8. Do you feel that ASBA should continue to be represented on this committee?

(YES NO)

Comments:

9. When does your term of appointment expire? (Appointment terms are normally for two calendar years.)

10. If your appointment term expires prior to the end of this calendar year, would you like ASBA to extend the term of your appointment?

(YES NO)

11. Based on your involvement on this committee, are there any actions you would recommend ASBA take in addition to actions that may already have been taken based on recommendations made in your on-going reports of each meeting? If so, list and provide a brief rationale.

Thank you very much for your service to ASBA through your representation on this committee. This report should be submitted by e-mail or fax to Marian Johnson, Administrative Assistant, by January 30.

The e-mail address is mjohnson@asba.ab.ca and the fax number is 1.780.482.5659

ASSOCIATION POLICY DEVELOPMENT PROCESS

Desired outcomes of the Association's policy process:

- ◆ Provides timely communication and action which serve the interests and perceived needs of members;
- ◆ Unifies the members around collective action;
- ◆ Elegant in its simplicity (takes into consideration all complexity surrounding the process, with a result that is understandable; not simplistic);
- ◆ Issues focused rather than process/parliamentary procedures focused.

1. Development Principles

The following principles shall guide the development, adoption, and attendant actions on Association policy positions placed before the General Meeting.

- 1.1 Positions are to clearly define the belief, need, or concern to be addressed by the General Meeting.
- 1.2 Positions are to be consistent with the vision, mission, mandate and guiding principles and the needs of the Association, thereby making the Association's positions both sound and consistent.

Where the substance of a position would alter or contradict an Association position in effect, amendment to or deletion of the policy is to be an integral part of the Association policy position.

- 1.3 Association policy positions are defined as “guidelines for future discretionary action.” These statements serve to guide:
 - 1.3.1 The ASBA President, when making representations to the Minister and other organizations;
 - 1.3.2 The Board of Directors in identifying and selecting alternative modes of action within the parameters given;
 - 1.3.3 Those who represent the Association on external committees; and
 - 1.3.4 Trustees when addressing a current issue, whether at a forum, task force, or other structure.

Association policy positions allow the membership to steer the Association in desired directions.

- 1.4 Association policy positions are to be reviewed a minimum of every five (5) years to either reaffirm, amend or delete existing policy in order to give maximum emphasis to the needs and/or concerns of the membership.
- 1.5 Association policy positions can also seek to delete existing policy.
- 1.6 Updates on Association policy work undertaken by the Board of Directors are to be given at all Zone meetings. As well, opportunities for input are to be provided.

2. Regular Policy Positions

- 2.1 Notwithstanding Bylaw 7.2(g) regular policy positions will normally be considered at the Fall General Meeting.
- 2.2 A Committee of the Board of Directors shall request all member boards to identify proposed Association policy positions affecting education in their jurisdictions. The call for proposed Association policy positions will be made annually to develop policy positions for consideration at the Fall General Meeting.
- 2.3 Member boards shall submit their proposed Association policy positions, together with appropriate background research information, to their respective geographical zones.
- 2.4 Geographical zones may forward up to three proposed Association policy positions sponsored by a Board or the Zone to the Association. Suggested amendments to existing policy will be in addition to the above limits. (Zone 2/3 – maximum of six.)
- 2.5 The Board of Directors, or a committee thereof, shall:
 - 2.5.1 Review the proposals from the Zones;
 - 2.5.2 Request additional background or clarification when warranted;
 - 2.5.3 Ensure consistent format;
 - 2.5.4 Amalgamate overlapping proposals;
 - 2.5.5 Determine reclassification as a directive for action or issue, if warranted.

The proposed policies (additions, deletions, amendments, reaffirmations) will be reviewed by the Board of Directors and then circulated to Boards and Zones for review and response.

- 2.6 Zone responses to the draft positions shall be sent to the Board of Directors, or a committee thereof, to be reviewed to ensure the draft positions reflect the intent of the Zones.
- 2.7 The Board of Directors, or a committee thereof, shall review responses from the Zones and is responsible for the final wording of policy positions to be

presented for consideration to the Fall General Meeting. The Board of Directors shall place these statements before the membership at the Fall General Meeting.

- 2.8 In accordance with item 2.2, a timeline outlining the annual process will be provided with the call for proposed Association policy positions.

3. Extraordinary Policy Positions

A position shall be accepted for consideration as an Extraordinary Policy Position if:

- 3.1 The position arises out of the business of the General Meeting,
- 3.2 Consideration of the position is supported by a two-thirds majority of voting Full member Boards, and
- 3.3 The mover makes available the wording of the position to all delegates.

4. Emergent Policy Positions

- 4.1 Emergent positions submitted by the membership for consideration at a General Meeting shall be submitted to a committee of the Board of Directors by 4:00 p.m. on the twenty-eighth (28) day prior to the first business day of a General Meeting.

A committee of the Board of Directors shall assess each emergent position to determine its compliance with the principles for Association policy. A committee of the Board of Directors shall:

- 4.1.1 Reject positions that address issues which have arisen prior to the deadline for submission of positions; and
- 4.1.2 Cause to be announced, immediately after the emergent position has been placed on the floor of the General Meeting, rationale for and decisions reached regarding compliance of the proposed emergent resolution with the principles for Association policy.
- 4.2 Emergent positions arising after the deadline for submission of emergent issues will be addressed by the Policy Development Advisory Committee with a recommendation to the Executive Committee for disposition.
- 4.3 If the criteria defining an emergent position is not met, the matter may still be considered as an emergent position by the assembly if:
 - 4.3.1 Consideration of the position is supported by a two-thirds majority voting Full member Boards, and
 - 4.3.2 The mover makes available the wording of the policy position to all delegates.

5. Disposition of Outstanding Policy Positions

Positions not dealt with by the scheduled time of adjournment on the last day of the General Meeting shall be referred automatically to the Board of Directors for such action as the Board is at liberty to take in accordance with Bylaw 7 (2)(g). However, these outstanding issues must be included on the agenda of the next general meeting.

DIRECTIVES FOR ACTION

A directive for action differs from a policy position in that it demands that a particular and fairly immediate action take place.

Process

1. Any Board may submit a directive for action through their Zone or Metro Board representative to the Board of Directors at any time.
2. Directives for action are to be consistent with the vision, mission, mandate, guiding principles and policies of the Association.
3. The Board of Directors will determine what action, if any, is to be taken on directives for action formally submitted by a Zone or Metro Board representative on behalf of a member Board.
4. Where and when appropriate, the Board of Directors may place directives for action before the membership at a General Meeting.
5. Emergent directives for action may be referred to a General Meeting by the Policy Development Advisory Committee (PDAC) through the Executive Committee.
6. An accounting as to the progress made by the Association toward achieving the desired results in a directive for action and completion will be made at each General Meeting.
7. Once the directive for action is completed, the directive will be removed from further consideration.

ISSUES

An issue is a matter which may develop into an Association policy position or a directive for action, or may simply require research to be done for further discussion.

Process

1. Any Board may submit an issue through their Zone or Metro Board representative to the Board of Directors at any time.
2. The Board of Directors will normally refer the issue to the Policy Development Advisory Committee (PDAC).
3. The Board of Directors will determine what action, if any, is to be taken on issues formally submitted by a Zone or Metro Board representative on behalf of a member Board.
4. Where and when appropriate, the Board of Directors may place Association policy positions or directives for action relating to the issue before the membership at a General Meeting.

ROLE OF THE EXECUTIVE DIRECTOR

Title: Executive Director/CEO

Accountability: To the Board of Directors

1. Board/Executive Director Relations

- 1.1 Implement the Board's direction with integrity in a timely manner.
- 1.2 Interact with the Board of Directors in a respectful, professional, transparent manner.
- 1.3 Facilitate the Board of Directors functions as defined in Board of Directors governance policy.
- 1.4 Provide accountability information in the form of an interim evidence portfolio for review of the Executive Director Evaluation Committee at least once in the evaluation period and more often, if agreed.
- 1.5 Ensure agendas are provided to the Board in sufficient time to allow appropriate preparation.
- 1.6 Provide the Board with balanced sufficient concise information and clear recommendations in the form of briefing notes.
- 1.7 Keep the Board informed of relevant provincial government decisions/directions.
- 1.8 Develop a draft Association Annual Report for approval by the Board.
- 1.9 Facilitate the development and implementation of Board of Directors' governance policies.

2. Member Services

- 2.1 Offer a highly relevant program of services which are accessed and valued by member boards, including:
 - 2.1.1 Trustee and Board development;
 - 2.1.2 Provision of access to cooperative insurance/pension/purchasing programs;
 - 2.1.3 Educational, legal, labour and other support provided on a fee-for-service basis.

3. Personnel

- 3.1 Ensure personnel administrative procedures are developed and followed.
- 3.2 Ensure job descriptions are developed and reviewed annually as part of the evaluation process.
- 3.3 Ensure annual evaluations based on individual job descriptions are completed.
- 3.4 Ensure market relevant compensation and benefit coverage is provided for employees.
- 3.5 Ensure documentation regarding terms of engagement for all contract employees is maintained.
- 3.6 Ensure supervision of staff in a manner which recognizes, develops and utilizes the talents of all staff.

4. Strategic Planning

- 4.1 Annually facilitate the development of the strategic plan to be approved by the Board and the Board's monitoring and evaluation of its implementation.
- 4.2 Provide two updates (December and June) to the Board regarding progress toward achieving the key results prescribed in the strategic plan and a final report in September.
- 4.3 Achieve the key results identified by the Board of Directors in the strategic plan.

5. Fiscal Accountability

- 5.1 Develop budget assumptions as part of the budget development process for the Board's approval.
- 5.2 Develop a draft annual budget for consideration and approval of the Board, which includes resourcing of the strategic plan.
- 5.3 Ensure the general meetings and trustee development programs are revenue-generating.
- 5.4 Present to the Board quarterly financial statements in a format acceptable to the Board of Directors.
- 5.5 Ensure the annual audit report, management letter and audited financial statements are tabled with the Board of Directors and that all identified deficiencies are remediated and reported to the Board in a timely manner.
- 5.6 Ensure that the Association's fiscal health is reviewed annually.

- 5.7 Secure and maintain appropriate and sufficient indemnification for the Board of Directors, the Executive Director, Association employees and trustees acting on behalf of the Association.
 - 5.8 Ensure generally accepted accounting practices (GAAP) are being followed.
 - 5.9 Ensure adequate internal financial controls exist and are being followed.
 - 5.10 Ensure all staff and contracted personnel are being paid appropriately and appropriate deductions are being made.
 - 5.11 Ensure the Board of Directors is informed immediately regarding litigation launched against the Association, and provide timely updates on ongoing litigation as significant events warrant.
6. Advocacy/External Linkages
 - 6.1 Support effective liaison between the Association and elected members of the provincial government which results in effective influence of public education policy.
 - 6.2 Foster effective relationships between the Association and appointed officials of the provincial government which results in effective influence of public education policy.
 - 6.3 Take actions with the provincial government and partner organizations which facilitate partnerships and the accomplishment of ASBA advocacy positions and interests.
 - 6.4 Ensure Association positions are communicated to the provincial government and relevant associations.
7. Other
 - 7.1 Perform other such duties as assigned from time to time by the Board of Directors.
 - 7.2 In order to protect the Board of Directors from the consequences of sudden loss of the Executive Director's services, the Executive Director shall have at least one other senior staff person familiar with the Board and Executive Director issues and processes.

EXECUTIVE DIRECTOR EVALUATION

Purpose of Performance Evaluation

The Board of Directors and the Executive Director share a commitment to continuous improvement and accountability. The evaluation process agreed to by the Board and Executive Director is set out in the document titled ASBA Executive Director Evaluation Process, Criteria and Timelines. The evaluation process and criteria are designed to build on past practice and address issues identified through a review of those past practices. These issues include:

1. There is a need for the Board to annually communicate their corporate expectations to the Executive Director.
2. There is a need for the Board to provide to the Executive Director affirmation and where required redirection relative to these expectations.
3. Evaluative comments and the written evaluation report must be based on clearly defined expectations and relevant evidence.

The evaluation process, criteria and timelines:

1. Provide for both growth and accountability, and the strengthening of the relationship between the Board and the Executive Director. The written report will affirm specific accomplishments and identify any identified growth areas. Growth goals may address areas of weakness or identify areas where greater emphasis is required due to changes in the environment.
2. Recognize that the Executive Director is the chief executive officer of the Alberta School Boards Association. The Executive Director is held accountable for work performed by other staff.
3. Emphasize 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.
4. Meet contractual requirements in that the Executive Director and Board must both agree to this process document prior to implementation.

5. Are aligned with and based upon the Executive Director's assigned roles and responsibilities.
6. Are linked to the ASBA's Strategic Plan.
7. Set out standards of performance. The quality indicators in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.
8. Are 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 executive Director's success in addressing identified growth areas.
9. Use multiple data sources. Objective data such as audit reports are augmented with subjective data. Evidence will be provided through internal reports provided by the Executive Director, external reports solicited by the Board from external sources and/or direct Board observation.
10. Elicit evidence to support subjective assessments.
11. Ensure written Board feedback is provided.

EXECUTIVE DIRECTOR COMPENSATION

The Board of Directors believes the Association must have the ability to attract and retain an Executive Director with the background and relevant experience necessary to perform the duties associated with the expectations of the membership.

Therefore the Board believes the Executive Director must be fairly compensated according to the nonprofit sector. Fair compensation will be determined in the following manner:

1. An independent consultant will be retained by the Board of Directors to provide comparators. This will be done at a minimum of every three years.
2. There will be a minimum of 10 comparators to be determined by the Board and/or a committee of the Board.
3. At market survey time the Executive Director compensation shall fall within the 50th-60th percentile of the comparators total cash compensation depending on relevant experience and performance.
4. Annual compensation increases between market surveys will be a combination of a 3% annual increase based on satisfactory performance and the economic indicator of the Alberta Average Weekly Earning Index.

The Board of Directors recognizes that salary is determined through negotiations but will use this policy as the direction for the negotiations.

ROLE OF OBSERVERS

Representatives of the Alberta Catholic School Trustees Association (ACSTA), the Fédération des Conseils Scolaires Francophones de l'Alberta (FCSFA) and the Public School Boards Association of Alberta (PSBAA) have observer status at Board of Director meetings.

Specific Responsibilities

1. Take and uphold the Oath of Office.
2. Meetings
 - 2.1 Attend, as a non-voting member, all meetings and some in-camera sessions of the Board of Directors, with the exception of strategic planning retreats.
 - 2.2 Provide a written report of their Association's activities.
 - 2.3 When called upon by the Chair, provide an ACSTA/ FCSFA/ PSBAA perspective on issues before the Board of Directors.

ROLE AND FUNCTION OF ZONE CHAIRS MEETINGS

1. The Vice-President, normally in consultation with the President, may call a meeting of Zone Chairs. Zone Chairs meetings are called to facilitate information sharing between Zones.
2. The specific purpose of a Zone Chairs meeting will be identified before the meeting. As much as possible, information packages will be provided in advance of the meeting.
3. The Vice-President will determine who will be invited to attend the meeting in addition to the Zone Chairs.
4. The Vice-President will chair these meetings.

ROLE AND FUNCTION OF BOARD CHAIRS MEETINGS

1. The President, normally in consultation with the Board of Directors, may call a meeting of Board Chairs. Board Chairs meetings are called so Board Chairs can receive information and give advice on behalf of their Boards to the Board of Directors. These meetings are not decision-making meetings.
2. The purpose of a Board Chairs meeting will be identified before the meeting. As much as possible, timely information will be provided to Board Chairs in advance of a Board Chairs meeting.
3. The Board Chair (or designate) is invited to Board Chairs meetings. Board Chairs may choose to invite their Superintendent (or a designate) to attend the Board Chairs meeting.
4. Board of Directors members are welcome to attend these meetings.