



**ASBA**  
**Governance Handbook**

June 2018

This Governance Handbook contains the following source documents: The ASBA Act, the Association's bylaws, foundational statements (vision, mission, mandate, and guiding principles), Association policies that have been adopted by the membership, and ASBA Board of Director' governance policies adopted by the Board of Directors. These documents provide the authority for decision-making within ASBA.



---

An updated version of the Alberta School Boards Association Governance Handbook is published following action taken by member boards at the Alberta School Boards Association's General Meetings, or as required.

Direct any comments or questions to:

Alberta School Boards Association Suite 1200, 9925 – 109 Street Edmonton, AB T5K 2J8

Telephone: 780.482.7311

This Governance Handbook is also available on the ASBA website at [www.asba.ab.ca](http://www.asba.ab.ca)

---

Contents

Overview of ASBA Governance Authority ..... 8

    ASBA Act ..... 8

    ASBA Bylaws: General Membership Decision-Making Authority ..... 8

    Board of Directors’ Decision-Making Authority ..... 9

ASBA Act .....13

ASBA Bylaws .....16

    1. Definitions and Interpretation .....16

    2. Entitlement of Full and Associate Members .....18

    3. Board of Directors and Executive Committee Composition .....18

    4. Honourary President .....19

    5. Board of Directors Members .....19

    6. Representation and Voting at Board of Directors Meetings and at  
    Executive Committee Meetings .....22

    7. Executive Duties .....23

    8. Board of Directors Powers and Duties .....23

    9. Board of Directors Meetings .....24

    10. General Meetings .....25

    11. Special General Meetings .....25

    12. Representation and Voting at General Meetings .....25

    13. Association Budget and Membership Fees .....27

    14. Amendments to the Bylaws .....27

    15. Zones of the Association .....28

    16. Expense Disclosure .....31

**SCHEDULE A: FORMING BYLAWS FOR ZONES 1, 2/3, 4, 5 AND 6 .....32**

ASBA Foundational Statements ..... 35

ASBA Policy Statements ..... 37

    1. ACCOUNTABILITY .....41

    2. ASSOCIATION OPERATIONS .....42

    3. ASSOCIATION PARTNERSHIPS .....43

4. CURRICULUM .....	44
5. DISPOSITION OF REPORTS.....	48
6. EDUCATION EXCELLENCE .....	50
7. EDUCATION FINANCE.....	52
8. FACILITIES .....	57
9. IMPLEMENTATION OF PROVINCIAL INITIATIVES.....	63
10. INTEGRATED SERVICES.....	64
11. LEGISLATIVE CHANGES .....	66
12. PERSONNEL AND EMPLOYEE RELATIONS.....	67
13. PROGRAMS.....	70
14. PROVINCIAL COMMITTEE REPRESENTATION.....	72
15. SCHOOL COUNCILS .....	73
16. SCHOOLS OUTSIDE ELECTORAL JURISDICTION.....	74
17. STUDENT ASSESSMENT.....	75
18. STUDENTS .....	79
19. SUSTAINABLE DEVELOPMENT .....	81
20. TRANSPORTATION .....	82
21. WELLBEING .....	83
ASBA Board of Directors' Governance Policies .....	84
Table of Contents .....	86
Preface .....	87
Governance Policy 1 Foundational Statements .....	88
Governance Policy 2 Role of the Board of Directors .....	89
Appendix – Board of Directors' Annual Work Plan Elements.....	92
Governance Policy 3 Role of the Director.....	94
Governance Policy 4 Director Code of Conduct.....	98
Appendix A – Fiduciary Duty Summary.....	100
Appendix B – Director Code of Conduct Sanctions.....	102
Governance Policy 5 Role of the President.....	104

<b>Governance Policy 6 Role of the Vice-President .....</b>	<b>107</b>
<b>Governance Policy 7 Board of Directors Operations .....</b>	<b>109</b>
<b>Appendix A – Per Diem and Expense Claim Form .....</b>	<b>116</b>
<b>Appendix B – Per Diem and Expense Guidelines .....</b>	<b>117</b>
<b>Appendix C – Request for Information/ Action Form .....</b>	<b>125</b>
<b>Governance Policy 8 Committees of the Board of Directors.....</b>	<b>126</b>
<b>Governance Policy 9 Board of Directors Representatives to External Committees .....</b>	<b>131</b>
<b>Appendix A – Protocol for External Committee Representatives.....</b>	<b>135</b>
<b>Appendix B – Meeting Report Template .....</b>	<b>140</b>
<b>Appendix C – Annual Report Form for ASBA External Committees .....</b>	<b>141</b>
<b>Governance Policy 10 Association Policy Development Process .....</b>	<b>142</b>
<b>Governance Policy 11 Requests for Consideration or Action .....</b>	<b>146</b>
<b>Governance Policy 12 Role of the Executive Director.....</b>	<b>148</b>
<b>Appendix A – Executive Director Evaluation .....</b>	<b>151</b>
<b>Appendix B – Executive Director Compensation .....</b>	<b>153</b>
<b>Governance Policy 13 Role of Observers .....</b>	<b>154</b>
<b>Governance Policy 14 Role and Function of Zone Chairs Meetings .....</b>	<b>155</b>
<b>Governance Policy 15 Role and Function of Board Chairs Meetings .....</b>	<b>156</b>



## Overview of ASBA Governance Authority

---

### ASBA Act

The ASBA exists by authority of an act of the legislature known as the *ASBA Act*.

Part of the authority vested in the Government of Alberta has been delegated through this act to an association known as the Alberta School Boards Association (ASBA).

The *ASBA Act* empowers the association to set bylaws in a general meeting respecting the following:

- a. The election of the executive and officers of the association;
- b. The formation, regulation, management and dissolution of zones and other sections or divisions of the association, and providing for the delegation to them of any powers it thinks fit, including the power to pass bylaws and rules for the management and regulation of their own business;
- c. The management of property and affairs of the association;
- d. The internal organization and administration of the association;
- e. The maintenance of the association;
- f. The fixing of annual and other fees payable by the members of the association;
- g. The time, place and conduct of the annual and other meetings of the association;
- h. Any other matters that it considers necessary or convenient for:
  - i. the management of the association;
  - ii. the promotion of its welfare and the conduct of its business; and
- i. The date of commencement of the financial year of the association.

### ASBA Bylaws: General Membership Decision-Making Authority

The ASBA bylaws, set by the membership, currently stipulate that some decisions can only be made at a general meeting. These include:

- a. Elect the president and the vice-president;
- b. Set the association's annual budget;
- c. Assess membership fees;
- d. Amend bylaws; and
- e. Establish association policy positions.

## **Board of Directors' Decision-Making Authority**

Since general meetings occur only twice per year, the ASBA membership empowers the board of directors, through bylaws, to make decisions in specific areas.

Bylaw 8 provides that the business and affairs of the association are under the direction and control of the board of directors. This bylaw further contains a broad delegation of authority, which allows the board of directors to exercise all powers of the association save those which are required to be exercised by the association at a general meeting, as noted previously.

The bylaw further notes that, without limiting the generality of this broad delegation provision, the board of directors:

- 8.2.1 Shall appoint an Executive Director as Chief Executive Officer of the Association, establish terms of employment and salary, prescribe duties, and monitor and evaluate performance;
- 8.2.2 May delegate any or all of its powers to the Executive Director, the Executive Committee established pursuant to these Bylaws, or a committee appointed by it;
- 8.2.3 May appoint either from its own members or others such special committees as it may from time to time deem advisable and prescribe their duties and functions;
- 8.2.4 Shall pay the reasonable expenses of its members and others;
- 8.2.5 Shall pay a per diem allowance, as determined by the Association's budget, to its members and others;
- 8.2.6 Shall make provision for the payment of honoraria, as determined by the Association's budget, to Board of Directors members;
- 8.2.7 May adopt policy positions on matters which arise between General Meetings and shall submit these for ratification at the next General Meeting;
- 8.2.8 Shall designate a newly-created board to belong to a Zone, on an interim basis. Final designation to which Zone such Board shall belong shall occur at the next General Meeting following the date of creation of such Board;
- 8.2.9 Shall engage in strategic planning activities which establish and review short- and long-range plans to guide the Association's business and affairs;
- 8.2.10 Shall communicate and support the Association's position on issues, policies, and practices to appropriate internal and external publics;
- 8.2.11 Shall have the authority to grant honorary life memberships in the Association, which shall not entail the payment of fees by the recipient;
- 8.2.12 Shall delegate to the Executive Director responsibility for the establishment of fair salaries and reasonable working conditions for Association staff and contractors.

The Board of Directors is empowered, through bylaw 8, to select, direct, and evaluate the executive director. Direction is provided through the strategic plan, the board of directors' policies, and the executive director's evaluation.

This *Governance Handbook* is organized in accordance with the levels of governance authority. Therefore, the highest level of authority, the *ASBA Act*, is placed first, followed by the bylaws, the foundation statements (vision, mission, and values), the association policies approved by the membership, and finally, the board of directors' governance policies approved by the board of directors. The association foundation statements and policies provide direction relative to the advocacy initiatives to be undertaken on behalf of the association. The board of directors' governance policies provide direction relative to the manner in which the board of directors carries out its roles and responsibilities. In addition, these policies define the role expectations held by the board of directors for the executive director, who is selected, directed and evaluated by the board.

Association members influence ASBA direction in the following ways:

1. Decisions at general meetings

As noted above, some decisions can only be made by the membership at general meetings of the ASBA.

2. Policy decisions

Each year, each zone may submit up to three policy proposals to the membership to be considered at the fall general meeting (Zone 2/3: six proposals). Such decisions direct the entire association.

3. Requests for consideration or action

Boards may submit requests for consideration or action through their respective zone or metro director to the ASBA Board of Directors for consideration.

4. Zone meetings

Boards may advance policy positions and their interests by garnering support at zone meetings. In addition, zones select a director to represent them on the board of directors and to keep them informed regarding decisions made by the board.

5. Board chairs meetings

Boards provide input to the board of directors relative to specific topics.

6. Accessing services

As boards access services or express a need for services, they influence the structure and priorities of the association.

To govern is to decide. Decisions regarding ASBA are made by different governing bodies, which make a variety of decisions using different governance tools. The following chart illustrates this reality.

Governing Body	Uses	Tools of Governance
Alberta Government	➡	<ul style="list-style-type: none"> <li>• ASBA Act</li> </ul>
ASBA Membership	➡	<ul style="list-style-type: none"> <li>• ASBA bylaws</li> <li>• ASBA policies</li> <li>• ASBA budget</li> <li>• Select president and vice-president</li> </ul>
ASBA Board of Directors	➡	<ul style="list-style-type: none"> <li>• Board of Directors' policies</li> <li>• Select, direct, and evaluate the executive director</li> <li>• ASBA strategic plan</li> <li>• Board of directors' self-evaluation</li> </ul>



# ASBA Act

---

## CHAPTER A-37

HER MAJESTY, by and with the advice and consent of the Legislative Assembly of Alberta, enacts as follows:

### Definition

1. In this Act, “association” means the Alberta School Boards Association constituted under this Act.  
RSA 1980 cA-37 s1;1991 c21 s2

### Incorporation

- 2.(1) The Alberta School Trustees’ Association as previously constituted is continued as a corporation with the same name.  
  
(2) Notwithstanding subsection (1), the name of the Association is changed to the “Alberta School Boards Association” on July 1, 1991.  
RSA 1980 cA-37 s2;1991 c21 s2

### Powers

3. The association has the following objects, powers and purposes:
  - (a) to consider and deal with matters relating to education and school administration in Alberta with a view to the betterment of education for the benefit of the public;
  - (b) to provide a medium for expression of the views and suggestions of the school boards of Alberta on matters pertaining to education;
  - (c) to render advice and assistance to its members on matters affecting them;
  - (d) to enter into arrangements for the provision of group benefits to its

members and employees and the members and employees of other educational associations;

- (e) to co-operate with educational associations in Canada in matters of national educational interest;
- (f) to promote the interests of school districts and school divisions throughout Alberta;
- (g) to bring about, for the advancement and betterment of education in Alberta,
  - (i) the economical and efficient administration of the affairs of school districts and school divisions, and
  - (ii) the economical and efficient performance of all duties undertaken by or imposed on school districts or school divisions;
- (h) to co-operate for the promotion, guidance and improvement of legislation on educational and school questions;
- (i) generally, to do all acts and things that appear to the association conducive to the good and welfare
  - (i) of education in Alberta, or
  - (ii) of any one or more school districts or school divisions;
- (j) to do and perform all acts and things incidental to and necessary for the purpose of effecting any of the objects set out in this section.  
RSA 1980 cA-37 s3;1987 c6 s2;1991 c21 s2

### Borrowing

**4.(1) For any of the purposes set out in**

section 3 the association

- (a) may borrow money in the amounts, at the rates and on the terms that it considers advisable;
- (b) may, under the signature of its officers designated by the bylaws of the association, draw, make, accept, and endorse bills of exchange, cheques and promissory notes as are considered necessary; and
- (c) may acquire by gift, purchase or otherwise, and may sell, exchange, mortgage, lease, or otherwise dispose of, real and personal property.

(2) No part of the income of the association is payable to or is otherwise available for the personal benefit of a member.

(3) The Minister of Finance may, with the approval of the Lieutenant Governor in Council and on the terms and conditions the Lieutenant Governor in Council prescribes, guarantee on behalf of the Government the repayment as to principal or interest, or both, of any or all of the capital indebtedness of the association.

RSA 2000 cA-32 s4;2006 c23 s12

**Membership**

5. The period of membership shall coincide with the financial year of the association.

RSA 1980 cA-37 s5

**Members**

6.(1) Subject to section 7, the board of trustees of a non-divisional school district or of a school division is a member of the association if the district or division is in Alberta and the board owns or operates a school building.

(2) A board of trustees of a publicly supported school system in the City of Yellowknife in the Northwest Territories is eligible to be a member of the association.

(3) The Minister of Education and the Minister's Deputy are members of the association by virtue of their offices, but no fees are payable by them to the association.

(4) If the association considers it advisable and passes a bylaw to that effect, an educational authority that is not referred to in subsections (1) to (3) is eligible to be a member of the association.

RSA 1980 cA-37 s6;1993 c3 s2

**Exclusion of board from membership**

7. A board described in section 6(1) may exclude itself from membership in the association for the next following year by giving a notice in writing to the executive director of the association not less than seven months before the beginning of the next following financial year.

RSA 1980 cA-37 s7; 1994 c23 s5

**Bylaws**

8.(1) The association in general meeting may pass bylaws respecting:

- a) the election of the executive and officers of the association;
- b) the formation, regulation, management and dissolution of zones and other sections or divisions of the association, and providing for the delegation to them of any powers it thinks fit, including the power to pass bylaws and rules for the management and regulation of their own business;

- c) the management of property and affairs of the association;
- d) the internal organization and administration of the association;
- e) the maintenance of the association;
- f) the fixing of annual and other fees payable by the members of the association;
- g) the time, place and conduct of the annual and other meetings of the association;
- h) any other matters that it considers necessary or convenient for:
  - i) the management of the association
  - ii) the promotion of its welfare and the conduct of its business;
- i) the date of commencement of the financial year of the association.

(2) The Regulations Act does not apply to bylaws of the association made under subsection (1).

RSA 1980 cA-37 s8

### **Regulations**

9. The Lieutenant Governor in Council may make regulations:

- (a) for the better carrying out of the purposes of this Act; and
- (b) for the collection of fees from the members of the association.

RSA 1980 cA-37 s9

### **PLEASE NOTE:**

In this simplified consolidation of the *Act*, amendments have been embodied for convenient reference. Consult the original *Act* when interpreting or applying this law.

# ASBA Bylaws

---

## Bylaw 1

### 1. Definitions and Interpretation

- 1.1. In these Bylaws, unless the context otherwise requires:
  - 1.1.1. “Alternate Director” means a representative of a Zone or Metro Board who shall fill the position of Director in the event of the Director’s absence or inability to act.
  - 1.1.2. “Associate Member” of the Association means:
    - 1.1.2.1. Elected First Nations boards of education under the auspices of band councils; or
    - 1.1.2.2. Métis boards of education that operate school buildings, in respect of whom the Association has received the membership fee as invoiced for the current membership year or received evidence of intention to pay satisfactory to the Board of Directors.
  - 1.1.3. “Association” or “The Association” means the Alberta School Boards Association.
  - 1.1.4. “Board” means the board of trustees of a school district, school division, or regional division, the regional authority of a Francophone education region, or an official trustee as defined in the School Act.
  - 1.1.5. “Board of Directors” means the Board of Directors of the Association, established pursuant to the provisions of these Bylaws.
  - 1.1.6. “Director” means a member of the Association’s Board of Directors who represents a Zone or Metro Board.
  - 1.1.7. “Full Member” of the Association means:
    - 1.1.7.1. A board of trustees of a school district, school division, or regional division, or the regional authority of a Francophone education region that has publicly elected members according to the Local Authorities Election Act or in the case of Lloydminster the Local Government Election Act, and that is an operating board as defined in the Alberta School Boards Association Act; or
    - 1.1.7.2. A board of trustees of a publicly supported school system in the City of Yellowknife, Northwest Territories, in respect of whom the Association has received the membership fee as invoiced for the current membership year or received evidence of intention to pay satisfactory to the Board of Directors.

- 1.1.8. “General Election” means an election held for all Boards in accordance with the Local Authorities Election Act.
  - 1.1.9. “General Meeting” means one of the Association’s biannual meetings; either the Spring General Meeting or the Fall General Meeting.
  - 1.1.10. “Metro Board” means any one of the four public or separate school boards in the cities of Calgary or Edmonton with Full Member status.
  - 1.1.11. “Minister of Education” means the Minister of Education for the Province of Alberta.
  - 1.1.12. “President” means President of the Association and Chair of the Board of Directors.
  - 1.1.13. “School Act” means the School Act being Chapter S-3 of the Revised Statutes of Alberta, 2000 as amended from time to time or any successor legislation hereinafter enacted.
  - 1.1.14. “Special General Meeting” means a meeting of the Association called by the Board of Directors, or by the President, pursuant to the provisions of these Bylaws. Unless the context otherwise requires, provisions in these Bylaws that apply to a General Meeting also apply to a Special General Meeting.
  - 1.1.15. “Student” means any person enrolled in a Full Member jurisdiction as reported by Alberta Education.
  - 1.1.16. “Substantive Motion” means a motion before the membership at a General Meeting, and includes motions relating to the Association budget, Bylaws, and policy positions.
  - 1.1.17. “Trustee” means a member of a Board with Full Member status, or an official trustee as defined in the School Act.
  - 1.1.18. “Vice-President” means Vice-President of the Association and Vice-Chair of the Board of Directors.
  - 1.1.19. “Written Notice” means notice of a meeting that:
    - 1.1.19.1. Specifies the purpose, date, time and place of the meetings, and
    - 1.1.19.2. Is delivered by any electronic means or post, meeting required timelines, exclusive of the day on which the notice is sent or mailed and exclusive of the day for which notice is given.
  - 1.1.20. “Zone” means a subset of all Boards established on a geographical or other basis pursuant to the provisions of these Bylaws.
- 1.2. In these Bylaws the singular includes the plural and the plural includes the singular.

## **Bylaw 2**

### **2. Entitlement of Full and Associate Members**

- 2.1. Full Members are entitled to:
  - 2.1.1. Association communications materials except those designated as confidential to specific audiences;
  - 2.1.2. Direct services from Association personnel at fees established annually by the Association;
  - 2.1.3. Access to Association conferences and workshops at a conference rate established by the Association; and
  - 2.1.4. Unrestricted participation in the business affairs of the Association.
- 2.2. Associate Members are entitled to:
  - 2.2.1. Association communication materials except those designated as confidential to specific audiences;
  - 2.2.2. Direct services from Association personnel at fees established annually by the Association;
  - 2.2.3. Access to Association conferences and workshops at a conference rate established by the Association; and
  - 2.2.4. Attendance as guests at General Meetings at the General Meeting rate established for Full Members.
- 2.3. In the case of either Full Members or Associate Members, if within ninety (90) days of the membership fee invoice date, neither of the following has been received by the Association:
  - 2.3.1. Payment of the membership fee; nor
  - 2.3.2. Evidence of intention to pay satisfactory to the Board of Directors,the member ceases to be a Full Member in good standing or Associate Member in good standing, and shall not be entitled to any entitlement of a Full Member or Associate Member noted in these Bylaws until the member has been brought into good standing and reinstated by the Board of Directors.

## **Bylaw 3**

### **3. Board of Directors and Executive Committee Composition**

- 3.1. The Association's Board of Directors shall consist of:
  - 3.1.1. The President;
  - 3.1.2. The Vice-President;

- 3.1.3. One Director representing each geographic Zone, excepting where any such Zone is made up of more than 20 Boards, then that Zone shall be represented by two Directors; and
- 3.1.4. One Director from each Metro Board.
- 3.2. The Executive Committee of the Board of Directors shall consist of the:
  - 3.2.1. President;
  - 3.2.2. Vice President; and
  - 3.2.3. Executive Director (non-voting).
- 3.3. One representative from each of the following organizations may attend non-confidential aspects of Board of Directors meetings as non-voting observers and at the expense of their respective organization:
  - 3.3.1. Alberta Catholic School Trustees' Association (Zone 7);
  - 3.3.2. Public School Boards Association of Alberta (Zone 8); and,
  - 3.3.3. Fédération des conseils scolaires francophones de l'Alberta (Federation of Francophone School Authorities) (Zone 9).

## **Bylaw 4**

### **4. Honourary President**

- 4.1. **The Minister of Education shall be the honorary president of the Association.**

## **Bylaw 5**

### **5. Board of Directors Members**

- 5.1. Eligibility
  - 5.1.1. Every candidate for or occupant of the office of President, Vice-President, Director or Alternate Director shall be a Trustee of a Full Member Board.
  - 5.1.2. Any member of the Board of Directors ceasing to be a Trustee shall vacate his/her office, which shall be filled in accordance with provisions in these Bylaws.
  - 5.1.3. An individual in receipt of the nomination for a publicly elected provincial or federal office, or who currently occupies a publicly elected provincial or federal office shall not be eligible to concurrently hold the position of President, Vice-President, Director or Alternate Director.
  - 5.1.4. An individual occupying any of the following positions shall not be eligible to concurrently hold the position of President, Vice-President, Director, or Alternate Director:

- Zone Chair/Vice-Chair;
- Appointed representatives of the Alberta Catholic School Trustees' Association (Zone 7), the Public School Boards Association of Alberta (Zone 8), and the Fédération des conseils scolaires francophones de l'Alberta (Federation of Francophone School Authorities – Zone 9) who attend Board of Directors meetings as observers; or
- The President or Vice-President of the Alberta Catholic School Trustees' Association (Zone 7), the Public School Boards Association of Alberta (Zone 8), and the Fédération des conseils scolaires francophones de l'Alberta (Federation of Francophone School Authorities – Zone 9).

## 5.2. Term

- 5.2.1. The President, Vice-President, and Directors shall be elected for a two year term and shall be eligible for re-election for one successive term of two years. The President, Vice-President, and Directors may be elected to a previously held position for more than two terms provided such re-election occurs at least one term following conclusion of the first two terms.
- 5.2.2. Director terms shall commence every November of even-numbered years for one Director and one Alternate Director for:
- Calgary RCSSD No. 1;
  - Edmonton School District No. 7;
  - Zone 2/3;
  - Zone 4; and
  - Zone 6.
- 5.2.3. Director terms shall commence every November of odd-numbered years for one Director and one Alternate Director for:
- Calgary School District No. 19;
  - Edmonton RCSSD No. 7;
  - Zone 1;
  - Zone 2/3; and
  - Zone 5.

## 5.3. President and Vice President Elections

- 5.3.1. Election of the President and the Vice-President shall take place at a General Meeting of the Association, normally at the Fall General Meeting immediately following a General Election, and two years following (i.e. November of odd-numbered years).
  - 5.3.2. Nominations shall be made from the floor and shall require a seconder.
  - 5.3.3. Voting shall be by secret ballot on the basis of one vote per Full Member Board in attendance.
  - 5.3.4. The candidate receiving a simple majority of votes will be the successful candidate. Announcement of results shall be limited to identifying the successful candidate.
  - 5.3.5. The President and Vice-President shall take office at the conclusion of the General Meeting at which they are elected.
  - 5.3.6. Notwithstanding Bylaw 5.1.1 and 5.1.2, in the year of a General Election, if the President and/or Vice-President does not run for the office of trustee or is defeated in the General Election, the President and/or Vice-President may complete his/her term of office through to the election of the new President and/or Vice-President at the General Meeting.
- 5.4. Director Elections
    - 5.4.1. Election of the Directors shall be completed and confirmed in writing to the Executive Director of the Association before the opening of the General Meeting specified in these Bylaws. Members so elected shall take office at the conclusion of the General Meeting.
    - 5.4.2. If a member of the Board of Directors is subsequently elected President or Vice-President, then his/her office as a member of the Board of Directors shall be filled by the Alternate Director, until such time as a new Director is elected.
- 5.5. Leaves of Absence
    - 5.5.1. Any member of the Board of Directors seeking a publicly elected provincial or federal office, including the nomination for, shall take a leave of absence from the Board of Directors.
    - 5.5.2. The Board of Directors shall have the authority to grant leaves of absence to its members, including determination of conditions and length, subject to provisions contained in these Bylaws.
- 5.6. Vacancy
    - 5.6.1. If a vacancy occurs in the office of President, it shall be filled automatically by the Vice-President.

- 5.6.2. If a vacancy occurs in the office of Vice-President, notwithstanding any provisions in these Bylaws governing the election of a Vice-President, the Board of Directors shall:
  - 5.6.2.1. Fill the vacancy from among its members until
  - 5.6.2.2. a by-election can be held at a General Meeting.
- 5.6.3. If a vacancy occurs in the office of Directors, the Metro Board or Zone shall arrange to fill the vacancy.
- 5.6.4. If a Metro Board or Zone fails to appoint a Director to the Board of Directors in accordance with the requirements of these Bylaws, then the Board of Directors may arrange to fill the vacancy.
- 5.6.5. In the event a Director fails to attend three consecutive meetings without giving due and timely notice as to the cause of non-attendance, the Board of Directors may declare the seat vacant and may arrange to fill the vacancy.
- 5.6.6. Any Trustee who fills a vacancy in the office of President, Vice-President, or Director shall be deemed to have completed a term if they served in that capacity for more than twelve months.

## **Bylaw 6**

### **6. Representation and Voting at Board of Directors Meetings and at Executive Committee Meetings**

- 6.1. At Board of Directors meetings:
  - 6.1.1. The President, Vice-President, and all Directors each carry one vote.
  - 6.1.2. Quorum is seven voting members of the Board of Directors.
  - 6.1.3. A majority vote of the members present, including the Chair, shall decide all questions unless otherwise required by these Bylaws.
  - 6.1.4. In the event of a tie vote, the question is lost.
  - 6.1.5. Each Director's vote shall be recorded when a recorded vote is requested by any Director prior to the vote being taken.
- 6.2. An Alternate Director who attends a Board of Directors meeting in the place of a Director shall be entitled to vote.
- 6.3. In the event that both the Director and the Alternate Director are unable to attend a meeting of the Board of Directors, the chair of the Zone or Metro Board that the Director represents may attend that meeting of the Board of Directors and shall be entitled to vote.
- 6.4. At Executive Committee meetings where consensus is not possible, the President shall determine the course of action to be taken.

## **Bylaw 7**

### **7. Executive Duties**

- 7.1. The President shall:
  - 7.1.1. Provide leadership to the Association, Board of Directors and Executive Committee.
  - 7.1.2. Be accountable to the Board of Directors and to the membership.
  - 7.1.3. Preside at all meetings of the Board of Directors and the Executive Committee.
  - 7.1.4. Open and preside at all conferences or General Meetings of the Association.
  - 7.1.5. Act as the primary spokesperson for the Association.
  - 7.1.6. Submit or cause to be submitted to each General Meeting a report of the Board of Directors as to financial standing and general business of the Association.
- 7.2. The President is (*ex officio*) a member of all committees.
- 7.3. The Vice-President shall take the place of the President in the event of the President's absence or inability to preside.

## **Bylaw 8**

### **8. Board of Directors Powers and Duties**

- 8.1. The business and affairs of the Association shall be under the direction and control of the Board of Directors, which may exercise all the powers of the Association which are not required by the Alberta School Boards Association Act, or by these Bylaws, to be exercised by the Association in a General Meeting.
- 8.2. Without limiting the generality of the foregoing, the Board of Directors:
  - 8.2.1. Shall appoint an Executive Director as Chief Executive Officer of the Association, establish terms of employment and salary, prescribe duties, and monitor and evaluate performance;
  - 8.2.2. May delegate any or all of its powers to the Executive Director, the Executive Committee established pursuant to these Bylaws, or a committee appointed by it;
  - 8.2.3. May appoint either from its own members or others such special committees as it may from time to time deem advisable and prescribe their duties and functions;
  - 8.2.4. Shall pay the reasonable expenses of its members and others;
  - 8.2.5. Shall pay a per diem allowance, as determined by the Association's budget, to its members and others;

- 8.2.6. Shall make provision for the payment of honoraria, as determined by the Association's budget, to Board of Directors members;
- 8.2.7. May adopt policy positions on matters which arise between General Meetings and shall submit these for ratification at the next General Meeting;
- 8.2.8. Shall designate a newly-created board to belong to a Zone, on an interim basis. Final designation to which Zone such Board shall belong shall occur at the next General Meeting following the date of creation of such Board;
- 8.2.9. Shall engage in strategic planning activities which establish and review short- and long-range plans to guide the Association's business and affairs;
- 8.2.10. Shall communicate and support the Association's position on issues, policies, and practices to appropriate internal and external publics;
- 8.2.11. Shall have the authority to grant honorary life memberships in the Association, which shall not entail the payment of fees by the recipient;
- 8.2.12. Shall delegate to the Executive Director responsibility for the establishment of fair salaries and reasonable working conditions for Association staff and contractors.

## **Bylaw 9**

### **9. Board of Directors Meetings**

- 9.1. Regular meetings of the Board of Directors shall be held at such time and place as may be set by resolution of the Board of Directors.
- 9.2. Special meetings of the Board of Directors may be called by providing a written statement to the Executive Director detailing the business in respect of which the meeting is desired by:
  - 9.2.1. The Executive Committee; or
  - 9.2.2. A majority of voting members of the Board of Directors.
- 9.3. Upon request for a special meeting of the Board of Directors, the Executive Director shall call such meeting by providing:
  - 9.3.1. Eight days Written Notice to each voting member of the Board of Directors; or
  - 9.3.2. Oral or fewer than eight days Written Notice following receipt of written consent or waiver from each voting member of the Board of Directors.
- 9.4. Meetings of the Board of Directors are open to Full Members of the Association unless a majority of voting members of the Board of Directors elect to hold part of the meeting in camera.

## **Bylaw 10**

### **10. General Meetings**

- 10.1. Two General Meetings of the Association shall be held each year.
- 10.2. Unless otherwise directed by the Board of Directors:
  - 10.2.1. The Spring General Meeting shall be held during the first full week of June; and
  - 10.2.2. The Fall General Meeting shall be held during the third full week in November.
- 10.3. The location of the General Meeting shall be determined by the Board of Directors.
- 10.4. At least thirty days Written Notice of any General Meeting shall be provided to each Full Member and Associate Member.

## **Bylaw 11**

### **11. Special General Meetings**

- 11.1. Special General Meetings of the Association to deal with high priority or emergent issues that require urgent direction/action and which have significant implications for Boards shall be held:
  - 11.1.1. Following an affirmative vote of seven voting members of the Board of Directors at a duly constituted meeting of the Board of Directors; or
  - 11.1.2. At the call of the President, either on their own determination of such a need, or as the result of the President being notified of by a group of Members representing not less than 40 percent of the current number of non-Metro Full Member Boards and not less than 40 percent of the current number of Full Member Metro Boards. This Special General Meeting to be called in accordance with the time frame indicated by the requesting Boards while remaining in compliance with Bylaw 11.2 below.
- 11.2. At least three business days Written Notice of any Special General Meeting shall be provided to each Full Member. Such notice shall provide background detail to enable Boards to prepare for the Special General Meeting.

## **Bylaw 12**

### **12. Representation and Voting at General Meetings**

- 12.1. The Executive Director shall, subject to direction from the Board of Directors, make all necessary arrangements for registration of delegates and for voting as may be necessary.
- 12.2. Attendance

- 12.2.1. Any Trustee, upon completion of registration, shall be entitled to attend a General Meeting.
  - 12.2.2. It is the duty of all delegates, including members of the Board of Directors, to register prior to attending a General Meeting.
- 12.3. Voting
- 12.3.1. The Chair of each Full Member Board has the power to cast the vote to which each Full Member is entitled, unless another Trustee for that Board is designated, in writing, to the Executive Director, prior to the General Meeting, or in an emergency situation, by the Full Member Board at the General Meeting.
  - 12.3.2. Unless otherwise required by these Bylaws or the approved rules of procedure governing disposal of resolutions, all Substantive Motions will be determined under the double majority voting method, as follows:
    - 12.3.2.1. Sixty percent or more of Full Member Boards who are in attendance, who cast a vote, and who vote in the affirmative, based upon one vote per Full Member Board; and
    - 12.3.2.2. Full Member Boards who are in attendance, who cast a vote, and who vote in the affirmative, represent 60 percent or more of the Students registered for the most recently reported period with Full Member Boards who voted in the affirmative.
  - 12.3.3. For the purposes of Section 12.3.2.2, the percentage of Students enrolled in a Full Member Board shall be determined by:
    - 12.3.3.1. Utilizing the total student enrollment figures for the most recent reporting period, as published by Alberta Education; and
    - 12.3.3.2. Dividing the number of students enrolled in each Full Member Board by the total number of students enrolled in all Full Member Boards in attendance, who cast a vote, resulting in a percentage (rounded to the nearest 0.1 percent).
  - 12.3.4. Results of the voting on Substantive Motions shall indicate how each Board cast its ballot.
  - 12.3.5. Parliamentary motions and amendments to motions will be determined on the basis of one vote per Full Member Board and by a majority of the votes cast, unless otherwise required by Robert's Rules of Order or the approved rules of procedure governing disposal of resolutions.
- 12.4. A balloting committee shall be appointed at the opening of every General Meeting. It is the duty of the balloting committee to conduct the ballot voting.

## **Bylaw 13**

### **13. Association Budget and Membership Fees**

- 13.1. The fiscal year of the Association shall be September 1 to August 31.
- 13.2. The Association budget shall be adopted at the Spring General Meeting of the year prior to the fiscal year for which it is established.
- 13.3. Notwithstanding any provisions to the contrary in these Bylaws, or in the approved rules of procedure governing disposal of resolutions, the budget shall be open to amendment until adopted.
- 13.4. The Association budget, including analysis and fees assessed to Member Boards shall be presented in writing to Full Member Boards at least sixty days prior to the day the Spring General Meeting is to commence.
- 13.5. The fees assessment included in the budget shall be comprised of the:
  - 13.5.1. Formula for determining the annual fees including the basic fee and the weight rate per student enrolment;
  - 13.5.2. Total annual fees payable by each Full Member Board;
  - 13.5.3. Number of students used in the calculation of fees payable by a Board which shall be the total student enrollment reported to Alberta Education in the most recent reporting period;
  - 13.5.4. Annual fees payable for any Full Member Board which shall not exceed ten percent of the total annual Full Member membership fees; and
  - 13.5.5. Annual fees payable for each Associate Member which shall be \$500 less than the basic membership fee for Full Member Boards.

## **Bylaw 14**

### **14. Amendments to the Bylaws**

- 14.1. Amendments to these Bylaws shall be made at a General Meeting, normally at the Spring General Meeting unless otherwise permitted by the Board of Directors.
- 14.2. An amendment to these Bylaws shall take effect on the day following the conclusion of the Spring General Meeting at which such amendment is made, unless an effective date other than the close of the Spring General Meeting is specified in the resolution.
- 14.3. At least sixty days Written Notice of any Bylaw amendment shall be provided to each Full Member.

## **Bylaw 15**

### **15. Zones of the Association**

15.1. All Full Member Boards shall belong to a Zone of the Association.

15.2. Subject to the provisions of these Bylaws, for the purpose of the formation of geographic Zones of the Association, the Province shall be divided as follows and each geographic Zone shall consist of designated Boards as follows.

#### 15.2.1. Zone 1

- Fort Vermilion School Division No. 52
- Grande Prairie Roman Catholic Separate School District No. 28
- Grande Prairie School District No. 2357
- High Prairie School Division No. 48
- Holy Family Catholic Regional Division No. 37
- Northland School Division No. 61
- Peace River School Division No. 10
- Peace Wapiti School Division No. 76
- Northwest Francophone Education Region No. 1

#### 15.2.2. Zone 2/3

- Aspen View Public School Division No. 78
- Black Gold Regional Division No. 18
- Buffalo Trail Public Schools Regional Division No. 28
- East Central Alberta Catholic Separate Schools Regional Division No. 16
- East Central Francophone Education Region No. 3
- Edmonton Catholic Separate School District No. 7
- Edmonton School District No. 7
- Elk Island Catholic Separate Regional Division No. 41
- Elk Island Public Schools Regional Division No. 14
- Evergreen Catholic Separate Regional Division No. 2
- Fort McMurray Public School District No. 2833
- Fort McMurray Roman Catholic Separate School District No. 32
- Grande Yellowhead Public School Division No. 77
- Greater North Central Francophone Education Region No. 2
- Greater St. Albert Roman Catholic Separate School District No. 734
- Lakeland Roman Catholic Separate School District No. 150
- Living Waters Catholic Regional Division No. 42
- Lloydminster Public School Division No. 99
- Lloydminster Roman Catholic Separate School Division No. 89
- Northern Gateway Regional Division No. 10

- Northern Lights School Division No. 69
- Parkland School Division No. 70
- Pembina Hills Regional Division No. 7
- St. Albert Public School District No. 5565
- St. Paul Education Regional Division No. 1
- St. Thomas Aquinas Roman Catholic Separate Regional Division No. 38
- Sturgeon School Division No. 24
- Yellowknife Education District No. 1
- Yellowknife Separate Education District No. 2

15.2.3. Zone 4

- Battle River Regional Division No. 31
- Chinook's Edge School Division No. 73
- Clearview School Division No. 71
- Red Deer Catholic Regional Division No. 39
- Red Deer Public School District No. 104
- Wetaskiwin Regional Division No. 11
- Wild Rose School Division No. 66
- Wolf Creek School Division No. 72

15.2.4. Zone 5

- Calgary Roman Catholic Separate School District No. 1
- Calgary School District No. 19
- Canadian Rockies Regional Division No. 12
- Christ the Redeemer Catholic Separate Regional Division No. 3
- Foothills School Division No. 38
- Golden Hills School Division No. 75
- Prairie Land Regional Division No. 25
- Rocky View School Division No. 41
- Southern Francophone Education Region No. 4

15.2.5. Zone 6

- Grasslands Regional Division No. 6
- Holy Spirit Roman Catholic Separate Regional Division No. 4
- Horizon School Division No. 67
- Lethbridge School District No. 51
- Livingstone Range School Division No. 68
- Medicine Hat Catholic Separate Regional Division No. 20
- Medicine Hat School District No. 76
- Palliser Regional Division No. 26

- Prairie Rose School Division No. 8
  - Westwind School Division No. 74
- 15.3. Each geographic Zone numbered 1, 2/3, 4, 5, or 6 shall be governed by these Bylaws and Schedule A of the Alberta School Boards Association Bylaws, together with such other Bylaws established by the Zone which are not inconsistent with the Bylaws of the Association.
- 15.4. The objects of the geographic Zones shall be to work in cooperation for the mutual benefit of all members of the Alberta School Boards Association, to consider matters relating to education and school administration which are of particular interest to their areas, to encourage better understanding between Boards and the public, to work for continued improvement in the educational system, and to make recommendations to the Alberta School Boards Association.
- 15.5. The Executive Committee of the Board of Directors will meet annually with Zone Chairs to assist each other in communication of advocacy at the zone and provincial level and to promote the mission and strategic plan of the provincial organization.
- 15.6. The Board of Directors will collaborate with Zone Chairs annually to support a policy process for bringing policy proposals forward to the provincial level.
- 15.7. Zone 7
- 15.7.1. Zone 7 of the Alberta School Boards Association shall be open to all Roman Catholic boards in the Province of Alberta and the Northwest Territories of Canada.
- 15.7.2. Zone 7 shall be known as the Alberta Catholic School Trustees' Association.
- 15.8. Zone 8
- 15.8.1. Zone 8 of the Alberta School Boards Association shall be open to all public boards, other than Roman Catholics, in the Province of Alberta and the Northwest Territories of Canada.
- 15.8.2. Zone 8 shall be known as the Public School Boards' Association of Alberta.
- 15.9. Zone 9
- 15.9.1. Zone 9 of the Alberta School Boards Association shall be open to all Francophone authorities in the Province of Alberta and the Northwest Territories of Canada.
- 15.9.2. Zone 9 shall be known as the Fédération des conseils scolaires francophones de l'Alberta (Federation of Francophone School Authorities).

## **Bylaw 16**

### **16. Expense Disclosure**

- 16.1. A public reporting process of placing expense reports online will take effect January 1, 2016, for the ASBA President, Vice-President, Board of Directors and Executive Director.

## **SCHEDULE A: FORMING BYLAWS FOR ZONES 1, 2/3, 4, 5 AND 6**

---

(As referred to in Bylaw 15.3)

### **Bylaw A1 – Membership**

- A1.1 Membership in Zones shall be determined by Bylaw 15 of the Alberta School Boards Association.

### **Bylaw A2 – Finance**

- A2.1 Each Zone may set membership fees and vary same from time to time; the same to be in such sum as is necessary to cover operating expenses and such projects as may be undertaken by the Zone.

### **Bylaw A3 – Meetings**

- A3.1 Each Zone shall hold an annual meeting:
- a. During a 30-day period preceding the Fall General Meeting of the Alberta School Boards Association, such period ending eight clear days prior to the opening date of the Fall General Meeting;
  - b. In case of exceptional circumstances, the Executive Committee of the Board of Directors may arrange with a Zone to hold its annual meeting on a date falling outside the 30-day period.
- A3.2 Zones shall hold a meeting during the 30-day period immediately preceding the relevant General Meeting to elect the Zone Director(s) to the Board of Directors in accordance with Bylaw 5.2.
- A3.3 Other meetings of the Zones may be held in accordance with provisions hereinafter set out in Bylaw A7.
- A3.4 Any Trustee of a member board of the Zone may attend the annual or other meeting of the Zone and take part in the business of the meeting.

### **Bylaw A4 – Voting**

- A4.1 Voting for the election of the Zone Director(s) and alternate(s) to the Board of Directors of the Alberta School Boards Association shall be by secret ballot on the basis of one vote per Full Member Board. The boards of the cities of Edmonton and Calgary shall be excluded from voting for Zone Directors and the Zone Director's Alternate to the Board of Directors of the Alberta School Boards Association.

- A4.2 Voting on ordinary business or motions at annual Zone meetings shall be based upon one vote per Full Member Board in attendance, unless otherwise provided for in the Zone Bylaws.
- A4.3 Voting for Zone Chair or Vice-Chair shall be by secret ballot on the basis of one vote per Full Member Board. The election for Chair shall take place before the election for Vice-Chair.

**Bylaw A5 – Alberta School Boards Association Board of Directors**

- A5.1 Each Zone shall elect its Director(s) and Alternate Director(s) to the Board of Directors of the Alberta School Boards Association at such time and for such terms as the Bylaws of the Association may provide.
- A5.2 The Alternate Director shall attend, participate and vote only when the Director is absent.
- A5.3 A Trustee elected to the Board of Directors of the Alberta School Boards Association shall be a trustee of a member board of the Zone other than the boards of the cities of Calgary and Edmonton.

**Bylaw A6 – Zone Executive**

- A6.1 A member of the Zone Executive shall be a trustee of a Full Member Board of the Zone.
- A6.2 The Zone Executive shall consist of:
- a. A Chair and Vice-Chair to be elected at large at an annual meeting, either annually or biennially;
  - b. One board representative to Zone to be elected annually by each board in the Zone; and
  - c. The Zone Director(s) or Alternate(s) representing the Zone.
- A6.3 The position of Zone Chair or Vice-Chair shall not be held by:
- a. The ASBA President, Vice-President, Zone or Metro Director, or alternate; or
  - b. The President or Vice-President of the Alberta Catholic School Trustees' Association (Zone 7), the Public School Boards Association of Alberta (Zone 8), and the Fédération des conseils scolaires francophones de l'Alberta (Federation of Francophone School Authorities – Zone 9).
- A6.4 A majority of the members of the Zone Executive shall constitute a quorum.

- A6.5 Any Zone Director ceasing to be a trustee shall vacate his/her office, which shall be filled in accordance with provisions hereinafter set out in these Bylaws.
- A6.6 If the office of Chair becomes vacant, it shall be automatically filled by the Vice- Chair.
- A6.7 If a vacancy occurs among the Directors the board or boards represented may elect a new director to fill the vacancy.

**Bylaw A7 – Duties and Powers of the Zone Executive**

- A7.1 The business and affairs of the Zone shall be managed by and be under the direction of the Zone Executive.
- A7.2 Without limiting the generality of the foregoing, the Zone Executive shall:
- a. Appoint a Secretary-Treasurer who shall hold office until his/her successor is appointed;
  - b. Appoint such standing committees as it may deem necessary;
  - c. Appoint such delegates as may be required to represent the Zone;
  - d. Appoint, either from its own members or others, such special committees as it may from time to time deem advisable and prescribe their duties and functions;
  - e. Meet when necessary as determined by the Chair or by a majority of the members;
  - f. Forward minutes of all meetings to member boards of the Zone and to the Alberta School Boards Association;
  - g. Arrange such other meetings of the Zone as are deemed necessary to fulfill its objectives; and
  - h. Arrange to fill by election from the Zone membership a vacancy occurring during the unexpired term of office of Vice-Chair at a meeting of the Zone providing the membership of the Zone is given ten clear days' notice of the intent.

**Bylaw A8 – Bylaws**

- A8.1 The Zone may establish such other Bylaws for the conduct of its affairs not inconsistent with the Bylaws of the Alberta School Boards Association

# ASBA Foundational Statements

---

## Vision

Excellence in education through exceptional school board governance.

## Mission

Leading the betterment of education by serving locally-elected school boards in their role of establishing the conditions for student success.

## Values

The Alberta School Boards Association (ASBA) values **public education governed by locally-elected public, separate and francophone school boards**. ASBA's work is informed by this core value as well as the following:

- ASBA values building understanding by:
  - Respecting and reflecting diverse interests in the common goal of governing for excellence
  - Creating opportunities for unique perspectives to be shared and common interests to be explored
  - Advocating in the best interest of K-12 education
- ASBA values collaboration by:
  - Engaging school boards, stakeholders and partners
  - Inviting input and feedback
  - Encouraging teamwork and cooperation
- ASBA values innovation by:
  - Finding new approaches to problem-solving and service delivery
  - Identifying opportunities that allow for enhanced effectiveness and efficiency through continuous improvement
  - Providing opportunities for generative discussion
- ASBA values responsiveness and proactivity by:
  - Reacting in a timely and effective fashion to issues and developments impacting education
  - Staying abreast of trends within education, as well as other sectors, to better position boards to address challenges and seize opportunities
  - Recognizing and anticipating the needs of school boards in relation to systemic issues impacting education



**ASBA Policy Statements**

---



## ASBA Policy Position Statements

---

1. Accountability .....	40
2. Association Operations.....	41
3. Association Partnerships .....	42
4. Curriculum .....	43
5. Disposition of Reports .....	47
6. Education Excellence.....	49
7. Education Finance .....	51
8. Facilities.....	56
9. Implementation of Provincial Initiatives .....	62
10. Integrated Services .....	63
11. Legislative Changes.....	65
12. Personnel and Employee Relations .....	66
13. Programs.....	69
14. Provincial Committee Representation .....	71
15. School Councils .....	72
16. Schools Outside Electoral Jurisdiction .....	73
17. Student Assessment.....	74
18. Students.....	78
19. Sustainable Development.....	80
20. Transportation .....	81
21. Wellbeing .....	82



## 1. ACCOUNTABILITY

---

### **Accountability Framework**

An effective accountability framework for school authorities will have the following characteristics:

1. Acknowledge the school authority's accountability to the electorate and to the Minister.
2. Be nested in provincial legislation which supports the school authority's will to govern and its authority to achieve results.
3. Clearly outline the purpose for the accountability.
4. Be comprehensive and multi-faceted, both in scope and context.
5. Have clearly defined output measures.
6. Promote a balanced approach amongst diverse measures.
7. Include a provincial support system.
8. Be progressive in its application.
9. Allow for school authority involvement in the determination of the framework.

### ***Accountability Pillar***

*Accountability Pillar* results reporting should provide an accurate representation of what is being assessed.

Alberta Education, in consultation with the Alberta School Boards Association and other stakeholder groups, should review the *Accountability Pillar* with the intent to address issues.

## 2. ASSOCIATION OPERATIONS

---

<b>Public Relations</b>	In order to maintain a high level of public confidence and support of education, the Association shall adopt a positive and constructive public relations posture on educational issues.
<b>Association event location</b>	Alberta School Boards Association seminars/events shall be provided with due consideration for central locations which offer adequate facilities at a reasonable cost.
<b>Association business session</b>	The Association's business session will begin at 9:00 a.m. on the first full day of all ASBA general meetings.
<b>Fee for service rates</b>	Appropriate fee for service rates will be established as part of the annual budget development and approval process.

### 3. ASSOCIATION PARTNERSHIPS

---

#### **Alberta School Employee Benefit Plan (AESBP)**

The Alberta School Boards Association (ASBA) takes the following positions with regard to the Alberta School Employee Benefit Plan (ASEBP) Deed of Trust

1. Membership in ASBA shall be a requirement for boards to be eligible for continues participation in group benefits through ASEBP;
2. AESBP administration shall operate independently of the ASBA and the Alberta Teachers' Association (ATA) by reporting directly to the ASEBP Insurance Board;
3. The AESBP Trust shall be solely responsible for any liabilities of the ASEBP plans or operation;
4. The ATA and the ASBA shall refrain from appointing their collective bargaining negotiators to the ASEBP board of directors; and
5. a) Appointment of representatives from ASBA to the ASEBP board of directors shall be for a maximum of two successive three-year terms; and  
b) Representatives from ASBA to the AESBP board of directors may serve for more than two, three-year terms provided they are not successive.

## 4. CURRICULUM

---

**Curriculum development roles** The ASBA will seek and accept opportunities to consult and advise on curriculum issues with both school boards and the provincial government.

The appropriate role relationship between the province and school boards includes:

- the province should determine curriculum outcomes and standards and should leave methods of curriculum delivery to local discretion under the general direction of school boards.
- statements of philosophy and rationale in provincial programs of study should provide context for the outcomes that follow and should avoid being prescriptive regarding methodology.
- instructional resources authorized by the Minister should be adequately varied in their underlying methodological approaches to support local choices.
- it is an appropriate role for the province to develop and/or identify teaching resources which provide ideas regarding the implementation and delivery of curriculum, but that the province should clearly communicate that such resources are suggestive only, and are not prescriptive.
- local boards should retain the right to set locally developed curriculum.

**Curriculum development process**

The curriculum development process should consist of all of the following stages:

- planning - which focuses on issues such as why the change is needed, what results are anticipated from the change, and what the major structural changes in courses and course sequences will be,
- development - which focuses on the specific changes required to effect the plan, and specifically includes provision for classroom piloting as a phase of the development process,

- implementation - which focuses on tasks required of all involved, resource requirements, including in- servicing, and timelines which include provision for one year of optional implementation,
- evaluation or impact assessment which focuses on determining both intended and unintended outcomes of the change.

The ASBA should be provided opportunity, within appropriate timelines, for input to all the stages of any curriculum development or revision, particularly at the planning stage.

**Basic education program – early childhood services**

Early Childhood Services programming should be incorporated into the basic education program.

**Curriculum content – Human rights**

The K-12 curriculum should reflect a strong human rights emphasis.

**Curriculum content – Canadian history**

Complete and accurate knowledge of the history of Canada is vital to the development of future citizens of our democratic country and, therefore, the history of Canada should receive more significant emphasis and attention in the Alberta Education Program of Studies in the social studies curriculum. All students should be fully informed concerning Canada’s past and the role played by all peoples who have been part of the growth of our democratic nation.

**Curriculum content – Financial literacy**

Financial literacy should be integrated into the Alberta K-12 curriculum.

**Curriculum content – Consent**

The topic of consent, as defined in the Canadian Criminal Code, should be incorporated in the curriculum related to sexual education.

**Curriculum content – Child sexual abuse prevention**

A Pre-Kindergarten to Grade 12 age-appropriate sexual abuse prevention curriculum should be designed and implemented with the goal of empowering children/youth and educators to identify and report sexual abuse. This should include the development of teacher resources.

<b>Curriculum content – Harmful effects of pornography</b>	Education on the harmful effects of pornography should be integrated appropriately throughout the Alberta curriculum.
<b>Curriculum content – Computer coding/ computational thinking skills</b>	Computer coding and computational thinking skills should be integrated into the Alberta K-12 curriculum.
<b>Admission to post- secondary Institutions</b>	Alberta Education, Alberta Advanced Education and post-secondary institutions should collaborate to establish appropriate entrance requirements for students. Such entrance requirements should only require more advanced courses and course sequences when the knowledge content of such courses/course sequences is a prerequisite to the knowledge content of first year courses.
<b>Curriculum implementation</b>	<p>Courses should be implemented at the school level once Alberta Education has met the following criteria:</p> <ul style="list-style-type: none"> <li>• Collaboration and consultation with educational partners.</li> <li>• A pilot has been conducted to identify needed resource materials, staff in-service requirements, new course impact on existing program offerings, impact on existing courses (e.g. math impacting chemistry and physics), new course impact on prior grade levels, impact for high school diploma requirements, and implications to prerequisite standings for post-secondary entrance.</li> <li>• Teachers have been in-serviced to ensure high levels of student performance and quality teaching.</li> <li>• Textbooks and resource materials are available at least one semester prior to mandated course implementation dates.</li> </ul>
<b>Senior high course sequences</b>	Alternative course sequences that meet the learning needs of students with different learning levels should be available in all core subjects at the senior high school level.

Alberta Education should empower boards to set local policy regarding marks and other conditions required for entry to various senior high school core course sequences.

## 5. DISPOSITION OF REPORTS

---

The ASBA has taken the noted positions in regard to the following reports:

<b>Learning Commission Report</b>	<p>The <i>Learning Commission Report</i>, when taken as a whole, is good for Alberta students.</p> <p>The ASBA president and designates shall participate fully in any discussion and development of implementation plans for all of the areas addressed in the report, reflecting the views of the membership.</p> <p>Any final implementation plans be subject to ratification by the ASBA membership.</p>
<b>Metro School Boards Study</b>	<p>The recommendations contained in the <i>Metro School Boards Study Report</i> should be implemented.</p>
<b>Small Urban Boards Study</b>	<p>The recommendations contained in the <i>Small Urban Boards Study Report</i> should be implemented.</p>
<b>Program standards for nutritional Programs</b>	<p>The ASBA endorses the <i>Best Practices Program Standards</i> as a model for child nutrition programs in schools.</p>
<b>A Vision for Public Education</b>	<p>The ASBA supports <i>A Vision for Public Education</i> as approved by the membership at the 2001 SGM.</p>
<b>Student assessment practices</b>	<p>The principles outlined in the document, <i>Principles for Fair Student Assessment Practices for Education in Canada (1993)</i> are valid and provide a good basis for making judgments about student assessment practices at the classroom, school, school authority and provincial levels. (Also under “Student Assessment” on p. 16-1.)</p>
<b>Truth and Reconciliation Commission of Canada</b>	<p>The federal government and relevant provincial and territorial governments should provide the necessary supports, including funding, to enable school boards to integrate recommendations specific to education contained in the <i>Truth and Reconciliation Commission of Canada: Call to Action</i> report.</p>
<b>Alberta Mental Health Review Committee report and recommendations</b>	<p>The provincial government must implement the recommendations in the <i>Report of the Alberta Mental Health Review Committee 2015</i>. Specifically, resources for</p>

teachers, timely screening for students, and, more importantly, comprehensive interventions with trained professionals must be available to all school aged children in Alberta who may require such services and be funded by the Ministry of Health and/or other ministries providing services to children.

## 6. EDUCATION EXCELLENCE

---

### **Excellence in education**

Alberta’s locally-elected school boards are entrusted with the responsibility to deliver excellence in public education and to ensure all students receive the best possible education.

As locally-elected governors of the system, responsive to their communities, school boards welcome further dialogue on how excellence can be assured in every classroom and how current barriers to excellence can be addressed proactively and collaboratively.

The guiding principles, or lenses which guide school board advocacy with respect to transformation of the education system require that recommendations and resulting decisions:

1. Are student-centered and provide enhanced opportunities for student success;
2. Are financially sustainable now and in the future; and,
3. Retain flexibility for school boards, as employers, to shape the delivery of education in order to meet the needs of their local communities.

Where the attainment of excellence requires transformation, school boards require that such transformation meets the test of each lens.

School boards support an education system that is committed to excellence at all levels – teachers, school and system administrators, school boards, and the government.

School boards’ voices, which reflect and retain the central focus on what is in the best interest of all students, must be an integral and respected component of any dialogue on education in Alberta.

### **Truth and Reconciliation Commission of Canada**

The federal government and relevant provincial and territorial governments should provide the necessary

supports, including funding, to enable school boards to integrate recommendations specific to education contained in the *Truth and Reconciliation Commission of Canada: Call to Action* report.

## 7. EDUCATION FINANCE

---

### **Adequacy, stability and predictability**

Adequate, stable, predictable funding should be provided to meet the needs of public school students in ECS to grade 12.

Alberta Education, in consultation with the Alberta School Boards Association, should determine the adequacy of the base instruction grant for grades K - 12 and establish a basic level of education programming and adequate funding to support such programming for all students served by the public education system.

Funding for up to full-time pre-kindergarten and kindergarten for those children who by assessment are identified as at risk of not achieving to the level of their potential should be included in the base instructional grant.

### **Stable revenue sources to fund K-12 education system**

The provincial government should establish stable revenue streams to fund K-12 education as the alternative to fluctuating, non-renewable resource revenue.

### **Funding**

#### Targeted Funding

Targeted operational funding should be minimized.

Continued but increased targeted funding is supported for:

- Alberta Initiative for School Improvement (AISI) Funding.
- The Class-Size Initiative (CSI) funding including upward adjustment to address annual enrollment increases for growing school divisions.

#### Base Funding

There are a number of areas where financial support for programs is deemed by Alberta Education to be covered under base funding which includes the per-pupil allocation at the elementary level and the CEUs earned at the high school level. Some of the areas

which are deemed by Alberta Education to be supported by base funding include technology, mild and moderate special education funding, enhanced counselling services, programs designed to reduce substance abuse by students including the Drug Abuse Resistance Education (DARE) program, school library funding, early intervention initiatives, second language education and school liaison officers.

In regard to technology funding, the ASBA position is that technology funding which reflects the actual costs of technology should be determined in consultation with school districts, and should be announced in a timely manner.

In addition, funding for high-speed connectivity of the Alberta SuperNet should be increased to cover service costs for 100/20 Mbps connection speeds at all educational sites.

Funding for learning technologies should be based on current total cost of ownership and the appropriate networking infrastructure and technical support should be provided on a five-year lifecycle replacement schedule.

The current internet funding provided to school boards should be increased to allow access to more bandwidth and the infrastructure needed to fulfill the goals of the Learning and Technology Policy Framework.

#### Funding for Differential Factors

In addition to base funding, the department provides, through the funding allocation formula, funds additional to the base funding. Some of these allocations are targeted and therefore must be spent on the identified area. Other of these allocations are not targeted, which means Alberta Education provides the funding for identified programs or initiatives such as small schools by necessity, CTS, and leaves the Board flexibility as to how the total funds are expended.

Funds which are not considered part of base and are not targeted are referred to as additional funding for differential factors by Alberta Education. ASBA positions in regard to funding which is not targeted nor part of the base are as follows:

- Enhanced funding for small schools by necessity should be provided so small high schools can provide students with access to at least a minimum acceptable program and which allows graduates to attend any post-secondary institution in Alberta.
- Outreach funding should recognize operating costs and market rates should be increased.
- Grades 1-12 severe special needs category to allow for funding decision of student programs that are consistent with program unit funds that are available to ECS students.

**Funding framework review**

That the ASBA requests the Government of Alberta undertake a comprehensive review of the K-12 Funding Framework, in its entirety, in consultation with school boards to ensure dollars for Public, Separate and Francophone school students in Alberta are distributed equitably and fairly.

**Special education funding**

Funding provided to boards for supporting students with special needs should be studied to determine if it is sufficient to provide the programming level required by the Standards document June 2004

**Public funding of private schools**

In order to build a viable, sustainable, equitable public education system, public funding currently provided to private schools should be reallocated to public education.

**Integrated services funding**

All medical and social services required to support students in the school setting should be totally funded by the appropriate government agencies and not from funds allocated to school boards for educational purposes.

The provincial government departments of Alberta Health and Wellness, Alberta Children’s Services, and Alberta Education should determine and clarify in policy, for all health authorities and school divisions, which ministry is responsible for funding rehabilitation services for all children and students.

The province should, in consultation with the Alberta School Boards Association, provide the mechanisms and sufficient funding as well as interdepartmental commitments to ensure integrated service delivery for children to support their educational needs. These mechanisms must ensure clear authority and accountability and effective, responsive service to children’s needs.

Funding for children’s services should be adequate to provide essential programs which are based on the coordination of services to children at the school level. Such funding should be secure and long-term and support prevention and early intervention programs.

**Funding for Arts programs**

Adequate funding should be provided to support Arts programming in schools.

**Federal education funding**

Funding for First Nations severe disabilities students who are attending provincial schools should not be less than the funding levels provided for other non-First Nations students. A federal / provincial agreement should be concluded to better accommodate the education of First Nations students, living "on reserve", who choose to attend provincial schools and to ensure the timely transfer of payment for the provision of such educational services to provincially funded school boards.

Appropriate federal government funding for French Language programs should be provided.

**Timely funding announcements**

Alberta Education should release by March 1 its Funding Manual for the next school year to ensure school boards can effectively plan and deploy resources to schools and central service departments.

**Property taxation**

School boards should have access to some measure of taxing authority.

**Goods and services tax (GST)**

“Goods and Services Tax” (GST) should be eliminated on all purchases made by school boards.

**Carbon tax rebate**

That school boards be fully rebated the cost of the carbon tax or levy

## 8. FACILITIES

---

### **Funding model**

The provincial government should provide funding for capital projects based upon a funding model which gives school boards annual, sustained funding for capital projects required to meet the needs of a growing and/or changing population as well as aging education infrastructure.

The Government of Alberta should enable school boards to access an amount of the local education tax equivalent to 2% of the replacement value of its facilities for the purpose of the preservation and maintenance of current facilities.

### **Capital funding**

The provincial government should provide increased capital funding.

Adequate funding for new and replacement schools, modernization and other capital projects should be provided in order to eliminate the infrastructure deficit affecting all school boards. Funding that will completely support all start-up costs incurred when opening new schools, modernizations, and modulars should be provided to school boards.

In Edmonton and Calgary, there are large subdivisions which do not have a school. The provincial government should provide sufficient funding to metro boards and other rapidly growing jurisdictions for the infrastructure needs of new communities and the educational, social, economic, recreational, and cultural value of having new schools in the developing areas should be recognized and financially supported.

The provincial government should increase funding rates for new school construction that address inflation and reflect current market conditions.

### **ICT infrastructure funding**

The provincial government should provide the required financial support to provide the necessary infrastructure to support Information and Communications Technology. In particular, funding support is required to meet the code requirements of

the new Occupational Health and Safety Act Regulations and Code legislation.

**Facility costs of implementing provincial initiatives**

The provincial government should recognize the facility costs associated with implementing provincial initiatives such as Small Class Size in determining school capacity, utilization of school space, and the capital needs of boards.

**Funding for outreach school lease costs**

The provincial government should reimburse school boards or the lease costs of securing a stand-alone facility for the offering of outreach programs, or provide capital funds for such facilities

**Reviews/Studies**

Review of Ontario Program to Support Community Use of Schools

The provincial government should undertake a review of an Ontario program which provides dedicated funding to school boards for the purpose of increasing and enhancing after hours community use of schools. The review should also include an assessment of the feasibility of implementing this program in Alberta.

Public-Public and Private-Public Partnerships

The provincial government should establish a task force to study the potential for partnerships involving public-public and private-public and the merits and disadvantages of such arrangements.

Area, Capacity & Utilization Guidelines Review

The provincial government should review the current Area, Capacity and Utilization Guidelines and revise the Area, Capacity and Utilization formula incorporating the following:

1. The utilization formula should be changed so that the rated capacity of the school reflects its actual capacity to deliver necessary programming to students in classrooms which meet acceptable standards for the curriculum delivery.
2. Classroom spaces should only be included in the formula when determining a school's capacity.

3. Space donated by community partners should be specifically excluded from capacity unless the space can be demonstrated to be used for effective program delivery in the same manner and extent as the other classrooms in the school.
4. Donated space should be fully eligible for Operations and Maintenance funding once the overall design of the school is approved.
5. Donated space previously approved should be fully eligible for Operations and Maintenance funding and that there be no retroactive exclusions.
6. Provincial class size guidelines should be used in determining maximum school capacity.

**Funding for plant operations and maintenance**

Plant operations and maintenance funding should be sufficient to ensure that the real costs of utilities; telecommunications, maintenance, custodial services, insurance, and facility planning and administration are met.

**Scheduled replacement of Portables**

Portable and relocatable classrooms should be replaced on a scheduled basis based upon life expectancy.

**Infrastructure preservation funding**

The provincial government should provide preservation funding to school boards that is equivalent to the industry standard of two percent per year of school facility replacement costs and that this amount be above and beyond funding for major modernizations.

**Block funding for school modernization**

The provincial government should reinstate Block Modernization Program funding.

**Non-instructional facilities**

Current capital block funding should be expanded to cover the costs of current debt, both principal and interest, owing on non-instructional facilities and;

The provincial government should fund the construction of non-instructional facilities - be it new construction, additions or modernization -following

agreed-upon criteria similar to that established for instructional space.

### **School playgrounds funding support**

Provincial funding should be provided for the inclusion of school community playgrounds as part of school facilities, firstly by a one-time infusion of funds to address current playground conditions.

In the case of new school construction, additional provincial funding for a playground and playing fields should be included as part of the capital project costs of the new facility.

In the case of modernizations, where the construction process results in playground equipment being removed, additional provincial funding to relocate or replace that equipment should be provided as part of the capital project costs.

In the case of school reconfigurations, provincial funding should be provided for new playgrounds if none are in existence at the facility students are being moved to, or to add to or replace existing equipment so that the equipment is appropriate for the grade levels of students attending the reconfigured school.

Furthermore, provincial funding for the maintenance and replacement of playgrounds should be included through the Infrastructure Maintenance Renewal (IMR) program.

### **Small schools by necessity**

In some circumstances school closures are necessary, however where this is not feasible, special small schools by necessity funding should be provided.

Since such rural schools, strategically located in their communities, are an important component of the social infrastructure that is necessary to achieve economic diversification; spur growth in Alberta's agriculture industry; and improve the quality of life in rural Alberta.

The provincial government should exclude small schools by necessity operated by boards from

calculations used to determine school system utilization.

**School consolidation processes**

The Alberta School Boards Association shall endeavour to facilitate the school consolidation process by collaborating with the provincial government and other education stakeholder groups to encourage the provincial government to:

- Respect school closure procedures initiated by school boards based on school viability studies conducted in school jurisdictions;
- Develop, in conjunction with the definition of Small Schools by Necessity, guidelines for supporting small schools as viable entities, and
- Encourage MLAs to provide political support for school board decisions to consolidate schools.

**Funding for right-sizing**

The provincial government should provide capital funding to school boards for the purpose of right-sizing school facilities where student enrolments and building conditions warrant and building design permits.

**Site preparation and servicing costs**

School boards should be protected by legislation from the downloading of site servicing costs by municipalities. Site servicing costs for schools such as roadways, school parking sites, drop off facilities and playgrounds should be determined and submitted in addition to capital funding for school buildings. Any further negotiation with respect to these costs should be exclusively between the municipality and the provincial government and should not delay school capital projects (could be done on a cost recovery basis). School boards could then support municipalities in their recovery of site servicing costs.

The provincial government should address increased operating costs incurred by school boards resulting from municipalities shifting the funding of municipal and corporate services from the property tax base to user-based utility charges and service fees. The province needs to provide additional Plant Operation and Maintenance funding to offset the new operating

costs being incurred by school boards for all municipal and corporate utility charges and service fees.

**Approval process for school Construction**

The approval process for school construction, specifically the contractor prequalification process and the low bid requirement, should be reviewed to ensure the successful and timely completion of school construction contracts.

**Infrastructure plan**

The Alberta government should immediately create, communicate, and implement a plan that will meet the very real school facility needs of school districts to the satisfaction of community-elected school board trustees, and, further, to include this implementation in the government's budget process. The Alberta government should ensure there are sufficient and appropriate classroom spaces in all school districts, a responsibility held by the Alberta government towards students, parents and communities.

**Land for school sites**

School boards must have access to adequate school sites to build the schools of the future. Adequacy should address, as a minimum, size, servicing and landscaping requirements. Such access should be ensured through relevant legislation

## 9. IMPLEMENTATION OF PROVINCIAL INITIATIVES

---

### **Provincial initiatives**

Given the huge financial and human investment involved in managing change and implementing new initiatives, Alberta Education should establish a consultative process that assesses, monitors and minimizes the workload and cost to school boards.

## 10. INTEGRATED SERVICES

---

**Integrated service delivery model**

The provincial government should, in consultation with the Alberta School Boards Association, provide the mechanisms and interdepartmental commitments to ensure integrated service delivery for children to support their educational needs. These mechanisms must ensure clear authority and accountability and effective, responsive service to children’s needs.

**Coordination of services**

The Alberta School Boards Association is committed to the coordination of services for children at all levels of governance.

School boards should collaborate with their Regional Children and Family Service Authorities in the implementation of the coordination of services to children at the school level.

The Government of Alberta should assume leadership for this process by:

- Establishing exemplary working relationships among government departments.
- Providing adequate funding for all the children’s services necessary.
- Work in cooperation with school boards to assist all children in achieving their potential.

**Information sharing protocols**

The Ministry of Education should maintain joint protocols with other ministries to ensure appropriate information sharing occurs in an expeditious manner when formal risk and threat assessment processes are initiated to address student safety.

**School support therapists**

Speech language pathologists, occupational therapists, mental health therapists, and physiotherapists should be available and accessible to our school systems to support learning so that Alberta’s children can receive the best possible education and advocates that the appropriate Ministers make training and accreditation of such specialties a high government priority.

**Universal assessment by age 30 months**

The Government of Alberta and its appropriate ministries should conduct universal assessment of children, by age 30 months, to identify children who are at risk of not achieving to the level of their potential.

## 11. LEGISLATIVE CHANGES

---

**Oil and gas development:  
Buffer zones around schools**

The Alberta School Boards Association supports the enactment of legislation to require buffer zones around any school where oil and gas activity presents a danger to students and employees.

***Employment Standards Code*  
provisions – Students aged 12-  
14 years**

The Alberta School Boards Association does not support those provisions in the Alberta Employment Standards Code that permit adolescent students, aged 12 to 14 inclusive, to work in adult environments, thereby negatively impacting their moral, social, emotional, and educational development.

**Bill 206**

The Alberta School Boards Association does not support proposed amendments to the School Act as detailed in Bill 206 “School (Enhanced Protections of Students and Teachers) Amendment Act”.

**Municipal Government Act  
amendments**

That the Alberta School Boards Association urge the provincial government to ensure that any amendments to the Municipal Government Act are protective of local school board autonomy including but not limited to the management of existing school facilities, the planning, design, location and construction of new schools

## 12. PERSONNEL AND EMPLOYEE RELATIONS

---

### **Superintendent of Schools/CEO selection**

Superintendents of Schools should continue to be hired by their local boards.

The requirement that the Minister of Education approve the appointment or renewal of contract of the Superintendent should be discontinued.

### **Education Profession**

Membership in the Education Profession should include all those whose employment requires them to hold a valid teaching certificate and those who qualify for and choose to maintain membership.

The Education Profession should include the activities of all educators who practice in the field of education.

The public and student interest, rather than the interest of the Education Profession, should be served first and foremost in the determination of educational matters.

This interest would be served by:

- Setting of standards and requirements for academic preparation programs leading to entry onto the profession;
- Discriminating selection of those admitted to academic preparation programs with such selection intended to supply the qualified practitioners required;
- Setting of certification requirements for beginning practitioners;
- Registration of all persons eligible to practice;
- Requiring continuous professional development of practitioners in service;
- Implementing periodic review of practice to maintain continuing certification; and
- Ensuring discipline and decertification procedures for practitioners.

The employers of those in the Education Profession should have the authority to establish policy governing

employee performance. School boards should have all the same corrective disciplinary measures available to them to use with teachers as they have available to use with other employees that are covered by the Alberta Labour Relations Code.

The Education Profession should:

- Provide for a clear means of protecting the public from those persons not qualified to engage in the field of educational practice.
- Establish a Code of Ethics that will address the public and student interests, protect the interests of the client, and be approved by the Lieutenant Governor in Council.
- Ensure that both practitioners and non-practitioners have the same rights in regard to laying complaints against practitioners.
- Provide for a full appeal procedure in all discipline and de-certification matters.

**Teacher preparation**

Faculties of Education should include in the educational administration course for teachers a required unit relating to the role and responsibility of trustees and how they fulfill this role.

**Career counseling certification requirements**

School boards should continue to have flexibility in staffing the career counseling component of guidance and counseling services with qualified individuals who may not have teacher certification credentials.

**Teacher bargaining**

The Alberta School Boards Association believes that collective bargaining is the most practical means of determining the remuneration of employees, but that collective agreements should be restricted to matters of salaries, special allowances, sick leave, and other benefits specifically required by law.

Administrative procedures pertaining to role specifications of supervisory personnel, provision of stenographic and clerical services, classroom load, the provision of classroom facilities, etc., should be divorced from collective agreements and established

through board policies arrived at through the co-operation of board, administration, and teaching staff

**Teacher bargaining certificates** The provincial government should amend all required legislation to ensure that any bargaining certificate for all teachers employed by any single Public, Separate, or Francophone school board should only be granted to an organization, union, or employee association that represents the teacher employees of the said public school board, and to no other organization, union, or employee organization which has membership from outside that employee group.

**Mediation** Where the parties to a labour dispute jointly request a particular mediator, such mediator should be appointed, and mediators appointed under the Labour Relations Code should make recommendations for settlement only after due deliberation and after taking the wishes of the parties into account.

**Supervision of school extra-curricular activities** The School Act should be clarified to indicate that all appropriately qualified staff, regardless of whether they hold a teaching certificate, be allowed to supervise extra-curricular activities.

**Educational assistants** The appropriate government ministries should make the training of educational assistants a high government priority.

**Standards of competency for bus drivers** The Province of Alberta should establish province-wide tests and standards of competency for bus drivers.

## 13. PROGRAMS

---

### **Alternative programs**

The Alberta School Boards Association encourages member boards to take steps, where feasible, to accommodate the diversity of needs and interests of students and parents through alternative programs within public education.

The Alberta School Boards Association encourages member boards to communicate their offerings of alternative programs, emphasizing the accountability provided when choice programs are offered within the governance structure of locally elected boards.

### **Program enhancement**

The Alberta School Boards Association shall collaborate with education stakeholders and Alberta Education on ways to improve methodologies for delivering programs to students in rural schools.

### **Career and Technology Studies (CTS)**

A replacement process should be approved by the Minister of Education to replace Career and Technology Studies (CTS) Credit Enrolment Units (CEU) audits and the resultant negative adjustment to CTS program funding.

To this end, Alberta School Boards Association supports a multi-partner task force which would review monitoring processes and bring a recommendation to the Minister that aligns with the principles of the Accountability Pillars Framework.

### **Support for ELL students**

The provincial government should support English Language Learner (ELL) students adequately, ensuring that the extensive needs of ELL students, including foreign born students, are supported. Additionally, the provincial government, in consultation with the Alberta School Boards Association, should work towards maximizing services and supports including engaging relevant public sector stakeholders in order to optimize supports to ELL populations.

**Alberta Initiative for School Improvement (AISI)**

The Alberta School Boards Association reaffirms its support of the Alberta Initiative for School Improvement (AISI).

**Funding for Arts Programs**

Adequate funding should be provided to support Arts programming in schools.

**Kindergarten**

Investment in early education is crucial to students reaching their full potential. The Alberta School Boards Association urges the province to mandate fully-funded half-time kindergarten programs to equalize their opportunity to reach their full potential.

Further, Alberta School Boards Association urges the province to make available fully-funded full-time kindergarten programming for children at-risk to equalize their opportunity to reach their full potential.

**Sustainable development**

The Alberta School Boards Association supports sustainable development and believes subsidies and supports for renewable energy options must be provided. Additionally, all Alberta students must be provided access to an environmental education.

**High School Redesign**

That ASBA requests Alberta education change the funding mechanism to support High Schools in all School Jurisdictions by:

1. Removing the 45 CEU per student cap, and
2. For high schools participating in High School Redesign, update the rolling CEU average for each jurisdiction to the three (3) most recent years.

## 14. PROVINCIAL COMMITTEE REPRESENTATION

---

### **Provincial committees**

The Alberta School Boards Association should have equitable representation on all provincial committees, which have under discussion, matters affecting the administration and operation of Alberta schools.

## 15. SCHOOL COUNCILS

---

### **School councils**

School councils are a valuable resource and should serve in an advisory capacity to the principal and to the school board and forge complementary and productive relationships with school boards to meet the needs of all students.

## 16. SCHOOLS OUTSIDE ELECTORAL JURISDICTION

---

### **Schools outside electoral jurisdiction**

The Minister of Education should clarify the legislature's intention to either permit or prohibit the operation of schools, including virtual schools and non-resident home education school programs, outside of the district's electoral jurisdiction.

## 17. STUDENT ASSESSMENT

---

### **Student assessment practices**

The principles outlined in the document, *Principles for Fair Student Assessment Practices for Education in Canada (1993)* are valid and provide a good basis for making judgments about student assessment practices at the classroom, school, school authority and provincial levels. (Also under “Disposition of Reports” on p. 5-1.)

### **Learner assessment**

Provincial learner assessment programs should directly assess the learner outcomes in curriculum that learners have had opportunity to learn within reasonable time proximity to the administration of the assessment.

Schools should be given the opportunity to have students write the Provincial Achievement Tests in the year they take the curriculum tested.

Students taking programs that have learner outcomes different from those in the regular curriculum, e.g., the Integrated Occupational Program, should be assessed on outcomes in whatever special program they are taking.

### **Provincial Achievement Tests (PATs)**

Provincial Achievement Tests (PATs) should be designed and administered in core subject areas at a few key points in the continuum of K-12 programs for the purpose of enabling schools, school authorities, and the province to determine overall success of students in achieving the outcomes of the provincial curriculum.

Classroom teachers should be extensively involved in the design, administration and marking of PATs.

PATs should be administered to all students taking regular programs, including students taking home schooling and/or virtual education programs and students enrolled in private schools and charter schools.

Ranking of teachers, schools, or school systems on the basis of PAT scores is not acceptable.

There should be recognition that PATs cannot assess all important learner outcomes of the curriculum.

To the degree possible, the standards on PATs should be consistent from year to year.

Provincial Achievement Tests administrations should be compatible with cycled courses.

### **Provincial Diploma Exams**

A significant portion of students' grades in subjects required for high school leaving credentials (diplomas), for scholarships, or for entry to post-secondary institutions should be comprised of common provincial examinations. The appropriate weighting of Provincial Diploma Examinations is thirty percent (30%) of a student's final mark.

Provincial diploma exams serve a useful accountability function, but that ranking of teachers, schools or school systems on the basis of exam scores is not acceptable.

There should be recognition that such exams cannot assess all important outcomes of the curriculum, and that at the individual student level, school-based marks and diploma exam marks may legitimately vary.

Decisions regarding diplomas, scholarships and post-secondary entry should take into account school awarded marks as well as marks on the provincial exams.

To the degree possible, the standards on provincial exams should be consistent from administration to administration and from year to year.

To the degree possible, examination administration timetables should support maximum flexibility in school and student timetables, especially as students

increasingly engage in independent learning through technological and other means.

Given the high stakes nature of diploma exams for entry to post-secondary programs, Alberta Education should undertake periodic research to determine the degree to which exam scores are good predictors of subsequent success in post-secondary programs.

The design of provincial diploma examinations should provide for a balance of multiple choice and open-ended questions in all subject areas tested. Examinations of the same subject should be written on the same day.

Diploma exams should not unduly erode instructional time.

Alberta Education should provide increased flexibility in scheduling of the writing of diploma exams to allow, at minimum, exams to be written in December and May, in addition to the current schedules.

**Accommodations for students writing provincial exams**

The Alberta School Boards Association supports the use of authorized assistive technology, including approved text to speech software programs and assistance of a reader and/or CD version and/or scribe, as accommodation for students, including English Language Learners, when they write provincial assessment tests and diploma exams to ensure fair and equitable access to educational opportunities.

**Scheduling and delivery of provincial standardized testing**

The scheduling and delivery of provincial standardized testing (i.e. provincial achievement tests and diploma exams) should provide flexibility to the greatest extent possible to accommodate twenty-first century learners.

**Assessment and measures of student success re: 21<sup>st</sup> Century learner**

The provincial government, in consultation with relevant stakeholders, should develop assessment and measures of student success consistent with the competencies of the 21st century learner. Further, the

ASBA supports Alberta Education and Advanced Education in developing consistent assessment measures and taking collaborative action toward understanding and fulfilling this mandate.

**National and international testing**

Alberta should participate in programs of national and international testing to ascertain how well Alberta students are demonstrating attainment of common outcomes in relationship to students in other jurisdictions.

Such testing should be limited to a few core areas and a few age levels, and should restrict sample numbers to those necessary to draw comparisons at provincial or national levels.

Such testing must respect, to a substantial degree, the students' opportunity to learn the outcomes being tested.

Reporting of the results of such tests must take into account the sampling practices of other participating jurisdictions.

## 18. STUDENTS

---

<b>Optimal learning environments</b>	The Alberta School Boards Association believes optimal learning occurs in welcoming, caring, respectful, safe and healthy learning environments that respect diversity, foster a sense of belonging, and promote student wellbeing. Each student has the right to learn in inclusive environments where equality of opportunity, dignity, and respect are promoted.
<b>Transition to post- secondary education</b>	Post-secondary institutions should determine entry requirements for specific programs based on the learning outcomes needed for the courses in those specific programs.
<b>Student conduct</b>	The Province of Alberta should increase resources for law enforcement, specific to illicit drugs and related activities.
<b>Health and learning in schools</b>	The Government of Alberta should establish a high profile task force on health and learning in schools, with broad participation from groups involved in health and learning and with a mandate to develop a model policy for a comprehensive approach to health and learning in schools and school systems.
<b>Oil and gas development: buffer zones around schools</b>	The Alberta School Boards Association supports the enactment of legislation to require buffer zones around any school where oil and gas activity presents a danger to students and employees.
<b>Employment Standards Code provisions – Students aged 12-14 years</b>	The Alberta School Boards Association does not support those provisions in the Alberta Employment Standards Code that permit adolescent students, aged 12 to 14 inclusive, to work in adult environments, thereby negatively impacting their moral, social, emotional, and educational development.
<b>Pedestrian student safety</b>	A collaborative approach among all levels of government should be employed to deal with the reality of increased traffic flow on highways in Alberta as it impacts the safety of pedestrian students crossing major highways.

The Minister of Infrastructure and Transportation to change School Speed Zone hours on all provincial highways to 7:30 a.m. to 4:30 p.m. on school days.

The Alberta urban Municipalities Association (AUMA) and Alberta Association of Municipal Districts and Counties (AAMDC) should urge their members to implement these school speed zone hours on all roads within their jurisdiction.

**Self-identification process for Métis, or First Nations, Métis or Inuit students**

The self-identification process for First Nations, Inuit students should be amended so that::

- self-identification may occur either at the point of entry into a jurisdiction or at any point in the student's time with the jurisdiction;
- the identity and any funding remain with a student throughout his/her years within that jurisdiction (subject to action taken to opt out);
- an opt-out clause be available for a parent/guardian in any subsequent years.

## 19. SUSTAINABLE DEVELOPMENT

---

### **Sustainable development**

The Alberta School Boards Association supports sustainable development and believes subsidies and supports for renewable energy options must be provided. Additionally, all Alberta students must be provided access to an environmental education.

## 20. TRANSPORTATION

---

### **Transportation funding**

All school boards should be fairly and equitably funded for student transportation.

The provincial government should undertake a comprehensive independent review of the student transportation system to ensure that all boards are fairly and equitably funded for student transportation.

Transportation grants should be indexed to the price of fuel.

Transportation funding for all students in grades 4-6 should be provided at the same rate as for grades 7-12 students in order to provide for acceptable levels of safety.

### **Rural transportation funding**

Students in small rural schools should be able to access specialized programs in neighbouring schools without being restricted to courses requiring special facilities or equipment.

Funding should not be reduced for jurisdictions with declining numbers of students transported but who have fixed transportation costs.

### **Walk limit (K-6)**

The minimum distance limit for transportation funding for K-6 students should be reduced to 1.6 km (1 mile) from the designated school.

### **Transportation safety**

The provincial government should return to the use of front license plates on vehicles to assist in the identification and prosecution of offenders who pass school buses while loading or unloading.

## 21. WELLBEING

---

### **Automated external defibrillators (AEDs)**

That the ASBA advocate on behalf of school boards for funding and provision of training for use and placement of Automated External Defibrillators (AEDs) in public buildings, including schools and administration buildings in order to contribute to creating safer school communities.

### **Prevention of violence against children**

That the ASBA endorses the prevention of violence against children, including delivery of public awareness messages that violence against children is harmful and abhorrent.

### **Alberta Mental Health Review Committee Report and Recommendations**

The provincial government must implement the recommendations in the *Report of the Alberta Mental Health Review Committee 2015*. Specifically, resources for teachers, timely screening for students, and, more importantly, comprehensive interventions with trained professionals must be available to all school aged children in Alberta who may require such services and be funded by the Ministry of Health and/or other ministries providing services to children.

### **Protection of students – legalization of recreational marijuana**

Measures to protect students should be included in legislation around the legalization of recreational marijuana.

### **Wrap Around Services**

That the ASBA request that the Alberta Government should renew and re-dedicate their commitment to continuous improvement for student and family wrap around services to schools by providing equitable and timely access of wrap around services throughout the province of Alberta through sufficient funding, cross-ministry efficiencies, support of an increased number of trained experts in fields of demand, similar delivery models with adequate and consistent staff expertise, improved staffing processes, and policies and procedures that improve access to sharing relevant information.

## **ASBA Board of Directors' Governance Policies**



## Table of Contents

<b>Preface</b>	86
<b>Governance Policy 1 – Foundational Statements</b>	87
<b>Governance Policy 2 – Role of the Board of Directors</b>	88
<b>Appendix – Board of Directors’ Annual Work Plan</b>	91
<b>Governance Policy 3 – Role of the Director</b>	93
<b>Governance Policy 4 – Director Code of Conduct</b>	96
Appendix A – Fiduciary Duty Summary	99
Appendix B– Director Code of Conduct Sanctions	101
<b>Governance Policy 5 – Role of the President</b>	103
<b>Governance Policy 6 – Role of the Vice-President</b>	106
<b>Governance Policy 7 – Board of Directors Operations</b>	108
Appendix A – Per Diem and Expense Claim Form	115
Appendix B – Per Diem and Expense Guidelines	116
Appendix C – Request for Information/Action Form	124
<b>Governance Policy 8 – Committees of the Board of Directors</b>	125
<b>Governance Policy 9 – Board of Directors Representatives to External Committees</b>	130
Appendix A– Protocol for External Committee Representatives	134
Appendix B – Meeting Report Template	136
Appendix C – Annual Report Form for External Committees	140
<b>Governance Policy 10 – Association Policy Development Process</b>	141
<b>Governance Policy 11 – Requests for Consideration or Action</b>	145
<b>Governance Policy 12 – Role of the Executive Director</b>	147
Appendix A – Executive Director Evaluation	150
Appendix B – Executive Director Compensation	
<b>Governance Policy 13 – Role of Observers</b>	153
<b>Governance Policy 14 – Role and Function of Zone Chairs Meetings</b>	154
<b>Governance Policy 15 – Role and Function of Board Chairs Meetings</b>	155

## 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. 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; and
3. 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.

# Governance Policy 1

## Foundational Statements

---

### Vision

Excellence in education through exceptional school board governance.

### Mission

Leading the betterment of education by serving locally-elected school boards in their role of establishing the conditions for student success.

### Values

The Alberta School Boards Association (ASBA) values **public education governed by locally-elected public, separate and francophone school boards**. ASBA's work is informed by this core value as well as the following:

- ASBA values building understanding by:
  - Respecting and reflecting diverse interests in the common goal of governing for excellence
  - Creating opportunities for unique perspectives to be shared and common interests to be explored
  - Advocating in the best interest of K-12 education
- ASBA values collaboration by:
  - Engaging school boards, stakeholders and partners
  - Inviting input and feedback
  - Encouraging teamwork and cooperation
- ASBA values innovation by:
  - Finding new approaches to problem-solving and service delivery
  - Identifying opportunities that allow for enhanced effectiveness and efficiency through continuous improvement
  - Providing opportunities for generative discussion
- ASBA values responsiveness and proactivity by:
  - Reacting in a timely and effective fashion to issues and developments impacting education.
  - Staying abreast of trends within education, as well as other sectors, to better position boards to address challenges and seize opportunities.
  - Recognizing and anticipating the needs of school boards in relation to systemic issues impacting education.

## **Governance Policy 2**

### **Role of the Board of Directors**

---

As the body elected in accordance with Bylaw No. 5 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. 8 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 the membership for these contributions.

#### **Specific Areas of Responsibility**

##### **1. Stewardship**

###### **1.1. Strategic Planning**

1.1.1. Meet annually to review and revise the 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 implementation 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. Provide input into and 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.

## **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 the annual budget to be recommended to the membership.
  - 2.2.2. Annually appoint the Association auditor.
  - 2.2.3. Approve the Audited Financial Statements.

## **3. Leadership**

- 3.1. Policy
  - 3.1.1. Establish a well-defined process for the determination of Association policies and the handling of requests for consideration or 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 9 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 relevant, well-researched information on current and emerging public education issues to school boards and key stakeholders.
- 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.
- 3.5. Appointments
  - 3.5.1. Annually appoint the Association's parliamentarian.

## Governance Policy 2

### Appendix – Board of Directors’ Annual Work Plan Elements

---

<b>SEPTEMBER</b>	<ul style="list-style-type: none"><li>• Approve the Board Annual Work Plan.</li><li>• Accept the previous three-year Strategic Plan Implementation final report.</li><li>• Determine facilitator for Strategic Planning Session.</li><li>• Hear presentation on Provincial Achievement Test and Diploma results as per joint protocol with Alberta Education.</li></ul>
<b>OCTOBER</b>	<ul style="list-style-type: none"><li>• Approve proposed policies for placement before the membership at the upcoming FGM.</li><li>• Select Friends of Education award and Honourary Life Member recipients.</li></ul>
<b>NOVEMBER</b>	<ul style="list-style-type: none"><li>• Attend FGM (November 19-21, 2017).</li></ul>
<b>DECEMBER</b>	<ul style="list-style-type: none"><li>• Approve the audited financial statement for the August year-end.</li><li>• Receive fiduciary duty presentation.</li><li>• Participate in orientation session.</li></ul>

<b>JANUARY/ FEBRUARY</b> (strategic planning)	<ul style="list-style-type: none"> <li>• Review draft, provide direction and approve ASBA Strategic Plan</li> </ul>
<b>MARCH</b>	<ul style="list-style-type: none"> <li>• Approve the draft budget to be recommended to the membership</li> <li>• Review the Executive Director’s interim accountability report</li> <li>• Appoint external auditor for current fiscal year</li> <li>• Determine facilitator for Board Self Evaluation and Executive Director Evaluation sessions</li> <li>• Provide direction for the upcoming annual report</li> <li>• Provide input regarding upcoming Spring General Meeting.</li> <li>• Review internal committee and task force appointments of Directors</li> </ul>
<b>MAY</b>	<ul style="list-style-type: none"> <li>• Receive the current three-year Strategic Plan Implementation second report</li> </ul>
<b>JUNE</b>	<ul style="list-style-type: none"> <li>• Attend SGM (June 4-5, 2018)</li> </ul>
<b>JULY</b>	<ul style="list-style-type: none"> <li>• Attend the CSBA Congress (President, Vice-President and selected Directors on rotation)</li> </ul>
<b>ONGOING</b>	<ul style="list-style-type: none"> <li>• Review and appoint committee representation as per Board Policy 8</li> <li>• Approve variances to the Board of Directors’ meeting schedule</li> </ul>

## Governance Policy 3

### 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

##### Oath of Office

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

I (*name*), a Director of the Alberta School Boards Association, do solemnly swear/affirm:

That I will promote excellence in education through exceptional school board governance;

That I will be a positive ambassador for the Alberta School Boards Association; 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 by:

- Exercising the powers of my office and fulfilling my responsibilities in good faith and in the best interests of the Alberta School Boards Association.
- Exercising these responsibilities, at all times, with due diligence, care and skill in a reasonable and prudent manner.
- Respecting and supporting the Association's bylaws, policies, Code of Conduct, and decisions of the Board of Directors and membership.
- Keeping confidential all information determined by board motion to be matters of confidence including matters dealt with during in-camera meetings of the Board of Directors.

- Conducting myself in a spirit of collegiality and respect for the collective decisions of the Board of Directors and subordinating personal and other interests to the best interests of the Association.
- Immediately declaring any personal conflict of interest that may come to my attention.

### **Ambassadorship and Leadership**

2. Be a positive ambassador for the Association, trusteeship, and public education governed by locally-elected public, separate and francophone school boards.
3. Strive to develop a positive and respectful learning and working culture both within the Board of Directors and the Association.

### **Association Events**

4. Assist at Spring General Meetings and Fall General Meetings.

### **Board of Directors Meetings and Sessions**

5. 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.
6. Advise the ASBA office and ensure the attendance of an alternate when unable to attend a Board of Directors meeting or session.
7. Become familiar with Association policy and Board of Directors governance policy, meeting agendas and reports in order to participate in Board meeting business.
8. Maintain focus on the strategic work of the Board of Directors.
9. Support and assist the Chair in conducting effective Board of Directors meetings.
10. Use special expertise and knowledge to inform other Directors.
11. Provide a written Zone or Metro Board report for each Board of Directors meeting.
12. Recognize and fulfil his/her fiduciary responsibility to the Board of Directors and vote in the best interests of the Association understanding that Association needs are paramount.

13. Abide by and provide the rationale for the corporate decisions of the Board of Directors after a decision has been reached.
14. Prepare for and attend all Strategic Planning and Leadership Academy sessions.

### **Committee Work**

15. Participate on committees as determined by the Board of Directors.

### **Zone Communication and Participation**

16. Represent all Zone or Metro Board issues and input to the Board of Directors.
17. Represent relevant information from the Board of Directors to the Zone or Metro Boards.
18. Attend and participate in respective Zone meetings (Metro Directors will play a supportive role to Zone Directors at these meetings).

### **Director Development and Education**

19. Attend the Canadian School Boards Association (CSBA) Congress or another professional development option on a rotational basis as follows:
  - 19.1 In even-numbered years Directors from Edmonton Public, Calgary Catholic, Zone 2/3 (2), Zone 4 and Zone 6 will attend.
  - 19.2 In odd-numbered years Directors from Edmonton Catholic, Calgary Public, Zone 1, Zone 2/3 (1) and Zone 5 will attend.
  - 19.3 Should a Director choose not to attend the CSBA Congress in the relevant year, he/she may attend alternate professional development subject to prior approval of the Board of Directors.
20. Share the materials and ideas gained with fellow Directors at a Board of Directors meeting, in written format, following conference attendance.
21. Stay current with respect to provincial, national and international educational issues and trends.

### **Code of Conduct and Delegated Authority**

22. Become familiar with, and adhere to, the Director Code of Conduct.
23. Report any violation of the Director Code of Conduct to the President.

24. When delegated responsibility, individual Directors will exercise such authority within the defined limits in a responsible and effective way.

### **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, in consultation with the President, will provide a comprehensive orientation program for all newly elected Directors.
2. Incumbent Directors are encouraged to help newly elected Directors become informed about history, functions, policies, procedures and issues.
3. Specific orientations for the President and Vice-President will be provided as required.

## **Governance Policy 4**

### **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 fulfilling the purpose of the meeting to the greatest extent possible.
4. Abide by the speakers list as determined by the President.
5. Base decisions upon all available facts in each situation; vote their honest conviction in every case, unswayed by partisan bias of any kind, in the best interest of all students in Alberta and in fulfillment of their fiduciary duty; and thereafter abide by and uphold the final majority decision of the Board of Directors.
6. Maintain required confidentiality and not disclose the confidential business of the Board of Directors outside of a Board meeting unless specifically authorized by the Board of Directors.
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 (or non-consumer) of the Association's services.
8. Fulfil all fiduciary duties, summarized in Governance Policy 4 Appendix A.

9. Conflict of interest
  - 9.1. A Director shall disclose the general nature of any potential, real or perceived pecuniary or other conflict of interest as soon as the Director is aware that it exists. The Board of Directors shall 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.
  - 9.2. A Director who becomes aware of a perceived or real conflict of interest of a fellow Director shall raise the issue for clarification first with the Director. If the matter of the conflict is still unresolved, the matter shall be raised with the Board of Directors in an in-camera session. The Board of Directors shall determine whether or not the Director should abstain from discussing the matter, and abstain from voting on any question relating to the matter.
  - 9.3. Where a conflict has been determined, the Director shall not attempt to influence the outcome.
10. Consequences for the failure of individual Directors to adhere to the Director Code of Conduct are specified in Policy 4 Appendix B.

## Governance Policy 4

### Appendix A – Fiduciary Duty Summary

---

Directors of the Alberta School Boards Association (a statutory corporation) have responsibilities similar to those of directors of any other corporation, including a common law “fiduciary duty” or “fiduciary responsibility”.

1. Fiduciary duty of Directors may be described as:
  - 1.1. A duty of loyalty.
  - 1.2. An obligation to act in a manner that puts the Association’s interest ahead of all other interests.
  - 1.3. A duty to act honestly and in good faith with a view to the best interests of the Association.
2. Fiduciary duty to whom?
  - 2.1. The fiduciary duty is owed to the corporate body (ASBA).
  - 2.2. This means to act in the best interest of ASBA as a whole, as opposed to in the interest of any particular stakeholder or group of stakeholders.
3. Multiple fiduciary duties
  - 3.1. Every member of the ASBA Board of Directors also owes a fiduciary duty to his or her own Board of Trustees.
  - 3.2. Multiple fiduciary duties may be held. These fiduciary duties operate in different spheres and at different times – one does not trump any others.
    - 3.2.1. When voting on a matter within the jurisdiction of the ASBA, as a member of the ASBA Board of Directors, a Director must make a decision in the best interests of ASBA.
    - 3.2.2. When voting on a matter within the jurisdiction of a Board of Trustees, an individual must make a decision in the best interests of that body.
  - 3.3. There is no separate fiduciary duty to a Zone – the fiduciary duty of a Zone representative on the ASBA Board of Directors is to ASBA as a whole.
4. Elements of fiduciary duty
  - 4.1. To use best judgment – sometimes called a duty of diligence, to pay diligent attention to the duties of a director by, for example:
    - 4.1.1. Coming to board meetings having read the materials and being ready to discuss the matters on the agenda;

- 4.1.2. Listening to the discussion and rationales for various positions, being prepared to make the best decision possible; and
- 4.1.3. Voting in manner that is consistent with the purpose and objects of the Association and is in the best interest of the Association.
- 4.2. To act in the utmost good faith – to act honestly and in good faith with respect to the Association, and to serve the Association selflessly, honestly and loyally.
- 4.3. To protect the interests of the Association – to respect the trust and confidence that has been placed in the Director to manage the assets of the Association and in pursuit of the realization of the objects of the Association.
- 4.4. To put the beneficiary’s interest first – to put the Association’s interest before the Director’s personal interest, or to avoid abusing the position as Director to gain personal benefit.
- 4.5. To avoid or disclose conflicts of interest (pecuniary and non-pecuniary).
- 4.6. To maintain the confidentiality of all matters discussed in camera or all matters which are disclosed in confidence.
  - 4.6.1. A Director shall not disclose matters discussed in confidence or during an in camera session of the Board of Directors (this includes that such matters may not be disclosed to a stakeholder or third party entity or board – even during in camera session of that entity or board).
- 4.7. To obey the Association’s governing documents and all corporate decisions:
  - 4.7.1. Directors must comply with all applicable legislation and bylaws of the Association;
  - 4.7.2. Directors must implement all corporate decisions; and
  - 4.7.3. A public expression of disagreement by a dissenting Director may result in an accusation of breach of fiduciary duty.

## 5. Summary

- 5.1. ASBA Directors are elected/appointed to represent a grouping of boards (i.e. a zone) or a board.
- 5.2. A Director’s perspective when entering debate on an issue may be informed by various means, including by the boards/board he/she represents.
- 5.3. During debate, a Director both offers and listens to discussion and rationale for various perspectives.
- 5.4. At the time of decision, a Director must vote in a manner consistent with that which is in the best interest of ASBA.

## Governance Policy 4

### Appendix B – 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, which may include an informal discussion between the two Directors or a meeting of the two Directors with a third Director or member of the Executive.
3. A Director who wishes to commence an official complaint, under the Code of Conduct, shall file a letter of complaint with the President (or the Vice-President if the complaint involves the President) within thirty (30) days of either the alleged event occurring, or when the Director could reasonably have become aware of the alleged event, 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 an in-camera session 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 meeting of the Board of the Directors shall immediately approve this decision,
  - 8.2. For a subsequent occurrence, at a 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 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.

## Governance Policy 5

### Role of the President

---

The election of the President shall take place as governed by Bylaw No. 5.

The duties assigned to the President by the Association are specified in Bylaw No. 7. 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*), President of the Alberta School Boards Association, do solemnly swear/affirm:

That I will lead the Alberta School Boards Association as President to promote excellence in education through exceptional school board governance;

That I will be a positive ambassador for the Alberta School Boards Association; 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 by:

- Exercising the powers of my office and fulfilling my responsibilities in good faith and in the best interests of the Alberta School Boards Association.
- Exercising these responsibilities, at all times, with due diligence, care and skill in a reasonable and prudent manner.
- Respecting and supporting the Association's bylaws, policies, Code of Conduct, and decisions of the Board of Directors and membership.
- Keeping confidential all information determined by board motion to be matters of confidence including matters dealt with during in-camera meetings of the Board of Directors.
- Conducting myself in a spirit of collegiality and respect for the collective decisions of the Board of Directors and subordinating personal and other interests to the best interests of the Association.
- Immediately declaring any personal conflict of interest that may come to my attention.

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 as Chair over all Board of Directors meetings and ensure that such meetings are conducted in accordance with Association Bylaw No. 9, 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 these Governance Policies, then Robert's Rules of Order. The President may speak to points of order in preference to other members, and shall decide questions of order;
  - 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 education through exceptional school board governance 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. Liaise with the Canadian School Boards Association (CSBA) for mutual benefit.
  - 12.1. Attend CSBA Congress.
  - 12.2. Participate as a member of the CSBA Board of Directors and attend CSBA Board meetings.
- 13. Be responsible for ensuring the development and implementation of the orientation program for newly elected Directors.
- 14. Demonstrate, through personal example, a commitment to life-long learning, personal growth and professional development.
- 15. Stay current with respect to provincial, national and international educational issues and trends.
- 16. Address inappropriate behaviour on the part of a Director.
- 17. Ensure that the Board of Directors engages in annual assessments of its effectiveness as a Board.

## **Governance Policy 6**

### **Role of the Vice-President**

---

The election of the Vice-President shall take place as governed by Bylaw No. 5. In accordance with Bylaw No. 7, 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), Vice-President of the Alberta School Boards Association, do solemnly swear/affirm:

That I will assist the President of the Alberta School Boards Association in promoting excellence in education through exceptional school board governance;

That I will be a positive ambassador for the Alberta School Boards Association; 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 by:

- Exercising the powers of my office and fulfilling my responsibilities in good faith and in the best interests of the Alberta School Boards Association.
- Exercising these responsibilities, at all times, with due diligence, care and skill in a reasonable and prudent manner.
- Respecting and supporting the Association's bylaws, policies, Code of Conduct, and decisions of the Board of Directors and membership.
- Keeping confidential all information determined by board motion to be matters of confidence including matters dealt with during in-camera meetings of the Board of Directors.
- Conducting myself in a spirit of collegiality and respect for the collective decisions of the Board of Directors and subordinating personal and other interests to the best interests of the Association.
- Immediately declaring any personal conflict of interest that may come to my attention.

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:
  - 5.1. Standing committees of the Board of Directors:
    - 5.1.1. Policy Development Advisory Committee (PDAC)
    - 5.1.2. Finance and Audit Committee
  - 5.2. Ad hoc committees of the Board of Directors, when established by the Board:
    - 5.2.1. Executive Director Evaluation 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.
    - 5.2.2. Executive Director Compensation Committee
  - 5.3. Association committees
    - 5.3.1. Zone Chairs meetings
6. Attend the Canadian School Boards Association (CSBA) Congress.
7. Stay current with respect to provincial, national and international educational issues and trends.
8. The Vice-President may be assigned other duties and responsibilities by the President.

## **Governance Policy 7**

### **Board of Directors Operations**

---

The Board of Directors is required to fulfill the powers and duties assigned by the membership under Bylaw No. 8.

The Board of Directors believes that its ability to fulfil its obligations in an efficient and effective manner is dependent upon the development and implementation of sound organizational principles. In order to fulfil 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.

As a statutory corporation, the Alberta School Boards Association is not a public body.

#### 1. Membership

The election of the Board of Directors is governed by Association Bylaw No. 5.

#### 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 be approved by the Board of Directors, and will normally be every second Thursday and the following Friday of the months of January, March, May, August, September, and December. Approximately half-day meetings will occur in the months of October and June. In General 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. Any Director unable to attend a Board meeting shall:

3.2.1. Notify the President and the ASBA office; and

3.2.2. Advise the alternate to attend.

3.3. Attendance by electronic means of a Director for in-person meetings of the Board of Directors may be approved by the President.

3.4. Any Director absent from three (3) consecutive regular meetings may be disqualified in accordance with Association Bylaw No. 5.

- 3.5. If both the President and 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 President's and Vice-President's inability to act or absence.
- 3.6. 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. 9.
- 4.3. The nature of the business to be transacted must be clearly specified in the notice of the meeting.
- 4.4. Special meetings of the Board of Directors will not be held without the Executive Director and/or designate(s) in attendance.

#### 5. In-Camera Sessions

- 5.1. The Board of Directors may, by resolution, convene an 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. Directors and other persons authorized to attend 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 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.
- 6.2. Items may be placed on the agenda in one of the following ways:

- 6.2.1. By notifying the President or Executive Director at least ten (10) calendar days prior to the Board of Directors meeting.
- 6.2.2. By notice of motion at the previous meeting of the Board of Directors.
- 6.2.3. As a request from a Committee of the Board of Directors.
- 6.2.4. As a request for information or action accepted by the Board Directors. A sample form may be found in Governance Policy 7 Appendix C.
- 6.2.5. 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.
- 6.3. The agenda package, containing the agenda and supporting information, 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.
- 6.4. 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.
- 6.5. 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 6).
- 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 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, including preparation and distribution of a meeting synopsis and posting of the approved minutes.

## 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.

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. Unless otherwise specified prior to the vote occurring, a vote on a question shall be taken by open vote, expressed by show of hands.

### 8.6. Governing Procedure

In all debate, any matter of procedure in dispute shall be settled, if possible, by reference to Robert's Rules of Order, unless otherwise provided for in the ASBA Bylaws or these Governance Policies. If these references are inadequate, procedure may be determined by motion supported by the majority of Directors in attendance.

## 9. Member and Guest Attendance at Board of Directors Meetings

- 9.1. Bylaw 9.4 provides that meetings of the Board of Directors are open to Full Members of the Association unless a majority of voting members of the Board of Directors elect to hold part of the meeting in camera.

- 9.2. Guests may attend a meeting of the Board of Directors at the invitation of the Association, for the portion specified.
- 9.3. Trustees of Full Member boards and guests in attendance may participate at the discretion of the Chair.
- 9.4. Both Full Members and guests shall respect the Association's right to establish both the content and communication vehicles of those elements of Board of Directors meetings which will be communicated to internal and external audiences.

#### 10. Audio/Video Recording Devices

Anyone wanting to use a device to record or broadcast audio and/or video at a Board of Directors meeting shall obtain prior approval of the Board of Directors. This use shall be communicated by the Chair at the beginning of the meeting.

#### 11. Communications Protocols – Guidelines

- 11.1. The purpose of Association communications, including correspondence, is to ensure timely, accurate responses which respect established communication protocols and authorities.
- 11.2. Where correspondence has been received by the Association which is administrative or operational in nature, the Executive Director shall determine referral or response.
- 11.3. Where correspondence has been received by the Association which has strategic, political or governance implications, it shall be referred to the Executive Committee for determination of referral or response, with reporting to the Board of Directors through the President as noted in Governance Policy 8, section 1.

#### 12. Board Self-Evaluation

Where practicable and where timing supports, the annual Board self-evaluation process will be undertaken in concert with the Executive Director evaluation process to reinforce alignment of purpose.

#### 13. Compensation of Directors

- 13.1. 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.
- 13.2. Directors shall submit expense claims that comply with the guidelines outlined in Governance Policy 7 Appendix B.
- 13.3. Association Functions: registration fees will be waived for Directors who attend Association functions other than general meetings.

- 13.4. 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.
- 13.5. Per Diems: per diems shall be provided as noted in Governance Policy 7 Appendix B.

#### 14. Budget Development – Association Reserve Funds

Early each year, the Finance and Audit Committee approves budget assumptions upon which budget options are prepared. The Board then approves the draft budget to be presented to the membership.

Regarding the Association's reserve funds, the Board of Directors has approved the following:

- 14.1. Operating Reserve – the Association will keep a reasonable and adequate operating reserve to fund the monthly business operations of the Association. The operating reserve will be made up of three months operating expenditures.
- 14.2. Sustainability Fund – any balance over the three months operating expenditures will be moved to a sustainability fund, which may be used for special initiatives, for research and development of new business opportunities that will help and support school board work, and in the event necessary, to help cover some of the potential wind up costs of the Association. The sustainability fund can be funded up to a maximum of \$1.5 million.  
  
Any funds over the maximum approved funding of the operating and sustainability fund will be transferred to the building fund to subsidize costs to members in the annual budget.
- 14.3. Building Reserve – as part of the budgeting process, may be used to subsidize the cost of annual rental payments until the fund is depleted to \$300,000, at which level it will then be maintained to provide part of a down payment in the event the Board of Directors decides to purchase or build at the expiry of the current lease.
- 14.4. Capital Asset Reserve – the reserve will be used to replace existing capital assets like computer equipment, photocopiers, phone systems, furniture and fixtures, and leasehold improvements. Each year an amount will be transferred to the capital asset reserve equal to the annual amortization of existing capital assets which will ensure the dollars are available to replace those assets at the end of their useful life.

**Governance Policy 7**  
**Appendix A – Per Diem and Expense Claim Form**

---

Please email [finance@asba.ab.ca](mailto:finance@asba.ab.ca) for the most current electronic version of the claim form.

## **Governance Policy 7**

### **Appendix B – Per Diem and Expense Guidelines**

---

These guidelines are established in respect of travel and expenses incurred while conducting Association business. In all cases, individuals shall exercise prudence when fulfilling duties on behalf of the Association and while incurring expenses to be reimbursed.

Expenses incurred must support Association business objectives and must be necessary, legitimate and economical with due regard for health, safety and security.

#### **1. Application**

- 1.1. Subject to limitations noted, these guidelines are applicable to Directors, trustees and individuals serving on ASBA committees or task forces who are seeking payment of a per diem or reimbursement of an expense incurred while conducting Association business.
- 1.2. Subject to limitations noted, these guidelines are applicable to the Executive Director when seeking reimbursement of an expense incurred while conducting Association business.

#### **Per Diems**

##### **2. Per Diems**

- 2.1. A per diem may be claimed for activities in fulfilment of Association business which include travel time and attendance at meetings, conferences or events while serving as a representative of the Alberta School Boards Association.
- 2.2. Per diems are claimable in half-day (four hour) increments. Portions of a half day will be rounded up.
- 2.3. The per diem rate is approved during the annual budget process.

#### **Expenses**

##### **3. Travel**

###### **3.1. Air Travel**

- 3.1.1. Air travel is reimbursed when a practical and economical mode of transportation.
- 3.1.2. Economy class shall be used for all flights unless a medical condition necessitates an upgraded travel class and a physician's note is provided prior to booking.
- 3.1.3. Air travel will be reimbursed at the actual cost for an amount not exceeding full fare economy rates travelling by the most direct route.

- 3.1.4. Fees for checked baggage and advance seat selection may be claimed.
- 3.2. Private Vehicle
  - 3.2.1. When road transportation is a practical and economical mode of transportation, the Association will provide an automobile allowance for the use of a personal vehicle for business purposes at the per kilometer rate approved during the annual budget process.
  - 3.2.2. Claimable kilometers will be the shortest distance as determined by entering the start and end addresses into an online mapping system.
- 3.3. Third Party Vehicle
  - 3.3.1. Ground transportation may be hired or rented.
  - 3.3.2. Rental vehicles
    - 3.2.1.1. The cost of renting a vehicle, including gasoline charges, may be claimed.
    - 3.2.1.2. Size and class of the rental vehicle shall be economical while appropriate for the business task, number of occupants and road/weather conditions.
  - 3.3.3. Hired transportation
    - 3.2.1.3. The cost of a taxi may be claimed.
    - 3.2.1.4. The cost of a limousine, town car or similar vehicle may be claimed if there is a valid business purpose.
  - 3.3.4. Bus transportation
    - 3.2.1.5. The cost of bus transportation may be claimed.
- 3.4. Parking
  - 3.4.1. Expenses incurred for parking may be claimed.
- 3.5. With the exception of conference and meeting attendance noted in these governance policies (i.e. Governance Policies 3, 5 and 6), all out-of-province travel of Directors on behalf of ASBA shall receive prior approval by the Board of Directors.
- 4. Meals
  - 4.1. When conducting Association business, a claim for the actual meal expense or the meal allowance may be claimed, subject to the following:
    - 4.1.1. Eligibility
      - 4.1.1.1. Breakfast: reimbursement may be claimed if departure is earlier than 7:30 a.m.

- 4.1.1.2. Lunch: reimbursement may be claimed if departure is earlier than 12:00 p.m. or return time is later than 1:00 p.m.
- 4.1.1.3. Dinner: reimbursement may be claimed if return time is later than 6:30 p.m.
- 4.1.1.4. A claim for reimbursement may not be made for any meal provided.
- 4.1.2. Claimable amounts
  - 4.1.2.1. Without receipt, to a daily maximum of \$30
 

Breakfast	\$10
Lunch	\$10
Dinner	\$10
  - 4.1.2.2. With itemized receipt, to a daily maximum of \$100
 

Breakfast	\$30
Lunch	\$40
Dinner	\$50
- 4.1.3. A claim for reimbursement may not be made for alcoholic beverages.

## 5. Accommodations

- 5.1. If overnight accommodation is required when conducting Association business:
  - 5.1.1. Hotel: the rate for single occupancy in a standard room may be claimed.
  - 5.1.2. Non-hotel: an allowance of \$50 per night for non-hotel stays (i.e. private accommodation with family or friends) may be claimed. No receipt is required.
  - 5.1.3. Conference: the rate negotiated at approved conference hotels may be claimed. If the stay is at a hotel other than the approved conference hotels and the rate exceeds the conference rate, the Association will reimburse the approved conference rate.
- 5.2. Accommodations arranged by the Association
  - 5.2.1. Accommodations for Board of Director meetings, strategic planning and the leadership retreat may be made by the Association.

- 5.2.2. If cancellation is necessary, Association staff and/or the hotel directly must be contacted in advance to ensure the Association is not billed for the room charge. In the event that advance notice of a cancellation is not provided, the room will be charged to the Director's zone or board.
  - 5.3. Accommodations for the Executive Director and President are determined by business need.
  - 5.4. A claim for overnight accommodation within the municipality an individual resides may only be made if a valid business purpose is demonstrated.
6. Communications and Business Services
  - 6.1. Reasonable charges for communications and business services including internet access, telephone calls, photocopies, faxes and equipment rental for presentations may be claimed.
  - 6.2. In certain circumstances, digital devices may be issued to Directors. These are provided to facilitate Association work, including during times when travelling outside of the province or country. In the event that personal use of a device during travel incurs costs beyond the Association's plan coverage, the Director is responsible for reimbursing the Association.
7. Gratuity

Reasonable (i.e. up to 20%) gratuity for services received, including those in relation to meals, hotel services and transportation may be claimed.
8. Hospitality
  - 8.1. Reasonable costs of meals or hospitality, when providing for a specific business purpose, may be claimed by the President or the Executive Director.
  - 8.2. Documentation of the business purpose of the hospitality which notes the names of the individuals or the group involved shall accompany the claim.
9. Claim Submission
  - 9.1. Timelines
    - 9.1.1. Claims for reimbursement shall be submitted on a timely basis, generally within 30 days of incurring the expense or per diem.
    - 9.1.2. Approved claims will be processed for payment within 30 days of approval.
    - 9.1.3. In all circumstances, claims for expenses and per diems within a fiscal period (September 1 – August 31) must be submitted no later than the 15th of September in the following fiscal period.

## 9.2. Receipts

- 9.2.1. Unless specifically noted in this document, all claims for reimbursement shall be supported by a detailed itemized receipt (original or copy).
- 9.2.2. When the receipt is for a group of people (e.g. a meal), the names of all individuals for whom expenses were incurred must be noted.

## 10. Claim Approval

- 10.1. The Finance and Audit Committee Chair shall approve all Director and trustee per diem and expense claims, and the Executive Director's expense claims, which conform to Governance Policy 7 Appendix B – Per Diem and Expense Guidelines.
- 10.2. The President shall approve the Finance and Audit Committee Chair's per diem and expense claims which conform to Governance Policy 7 Appendix B – Per Diem and Expense Guidelines.
- 10.3. Claims which pertain to circumstances not contemplated by Governance Policy 7 Appendix B – Per Diem and Expense Guidelines and which relate to an extraordinary circumstance affecting the Association may be referred by the appropriate approval authority (as delegated in sections 10.1 and 10.2) to the Finance and Audit Committee for determination.
- 10.4. Claims which have been declined by the appropriate approval authority (as delegated in sections 10.1 and 10.2) as they do not comply with Governance Policy 7 Appendix B – Per Diem and Expense Guidelines may be appealed by the affected individual to the Finance and Audit Committee. Written rationale for the appeal must be provided.
- 10.5. A report shall be provided to the Finance and Audit committee which summarizes claims approved or denied by the appropriate approval authority.

## 11. Summary – Per Diem Claimable and Honouraria Covered Activities

- Legend:*
- √ (*per diem columns*) = *the individual identified is eligible to claim for the activity*
  - × (*per diem columns*) = *the individual identified is not eligible to claim for the activity*
  - √ (*honourarium columns*) = *the activity is covered by the honourarium*
  - × (*honourarium columns*) = *the activity is not covered by the honourarium*

Activity	Per Diem			Honourarium	
	President	Vice-President	Director/Trustee	President	Vice-President
<b>MEETINGS</b>					
<b>Association General or Special Meetings</b>					
Preparation	x	x	x	√	√
Attendance	√	√	x	x	x
<b>ASBA-provided professional development and other offerings</b>					
Preparation	x	x	x	√	√
Attendance	x	x	x	√	√
<b>Zone Meetings</b>					
Preparation	x	x	x	√	√
Attendance	√	√	x	x	x
<b>Executive Committee meetings, including agenda and calendar review and work with the Executive Director</b>					
	x	x	x	√	√

**Board of Directors meetings**, including regular and special meetings, strategic planning session, leadership session (including Executive Director and Board evaluations), orientation

Preparation	x	x	x	√	√
Attendance	√	√	√	x	x
			Directors only, unless specified		

## BOARD OF DIRECTORS COMMITTEES AND TASK FORCES

*Generally, work associated with formal appointment to a standing or ad hoc committee or task force will be compensated by per diem. Only those individuals duly appointed to any committee or task force are eligible to claim a per diem.*

<b>Finance and Audit Committee</b>					
Meeting Preparation	x	x	x	√	√
Meeting Attendance	√	√	√	x	x
Committee Work, including approval of claims	√	√	√	x	x
<b>Policy Development Advisory Committee</b>					
Meeting Preparation	x	x	x	x	√
Meeting Attendance	x	√	√	x	x
Committee Work	x	√	√	x	x

<b>Executive Director Evaluation and/or Compensation Committee</b>					
Activity	Per Diem			Honourarium	
	President	Vice-President	Director/Trustee	President	Vice-President
Meeting Preparation	x	x	x	√	√
Meeting Attendance	√	√	√	x	x
Committee Work	√	√	√	x	x
<b>Ad Hoc Committees/Task Forces</b>					
Meeting Preparation	x	x	x	√	√
Meeting Attendance	√	√	√	x	x
Committee Work	√	√	√	x	x
<b>Zone Chair and Vice-Chair Meetings</b>					
Meeting Preparation	x	x	x	x	√
Meeting Attendance	x	√	√	x	x
<b>Ex-officio engagement, any committee</b>					
	x	x	x	√	x
<b>CONFERENCES</b>					
Association-approved conference and professional development attendance ( <i>subject to budget</i> )	√	√	√ <small>Directors only, unless specified</small>	x	x
<b>PARTNERS</b>					
<i>Generally, engagement with partners will be compensated by per diem only if such engagement is resultant from formal invitation, by virtue of position, directly related to role at ASBA.</i>					
Formal meetings with Ministers or other Government Officials	√	√	√	x	x
Informal communications with the Minister or other Government Officials, as appropriate	x	x	x	√	√
Event attendance resultant from formal invitation and by virtue of position, directly related to role at ASBA	√	√	√	x	x
Attendance at Partner Conferences and Events as designated ASBA representative	√	√	√	x	x
<b>Four Partners</b>					
Meeting and Retreat Preparation	x	x	x	√	√
Meeting Attendance	x	x	x	√	√
Retreat Attendance	√	√	x	x	x
Canadian School Boards Association Meetings					

Meeting Preparation	x	x	x	√	x
Meeting Attendance	√	x	x	x	x
Fostering of relationships with partners	x	x	x	√	√

Activity	Per Diem			Honourarium	
	Preside nt	Vice- Preside nt	Directo r/Trust ee	Preside nt	Vice- Preside nt
<b>GENERAL ACTIVITIES</b>					
Interviews or discussions with media	x	x	x	√	√
Communication with Board of Directors, school boards and trustees (conversations, emails, telephone calls)	x	x	x	√	√

<b>TRAVEL</b>					
Reasonable travel associated with performance of per diem-claimable and honorarium-covered duties will be compensated by per diem as well as travel expenses	√	√	√	x	x

## Governance Policy 7

### Appendix C – Request for Information/ Action Form

---

*This form is to be appended to the Directors' written report to the Board.*

<b>Date</b>	
<b>From</b>	
<b>Nature of request</b>	Information Action
<b>Summary of request and rationale</b>	
<b>Relevant background</b>	<i>(may be included here or appended)</i>
<b>Desired outcome</b>	Information provided by administration Action <i>(please specify)</i>
<b>Desired timeline</b>	Immediate By next Board of Directors meeting By date <i>(please specify)</i>
<b>Follow up</b>	
<b>Date of consideration</b>	
<b>Board decision</b>	Accepted As submitted As amended Referred to committee Declined
<b>Timeline</b>	
<b>Additional notes</b>	

## **Governance Policy 8**

### **Committees of the Board of Directors**

---

#### **1. Executive Committee**

Bylaw No. 3 establishes the Executive Committee as a standing committee with membership including the President, Vice-President and Executive Director (non-voting). Further, Bylaw No. 6 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. 9).
  - 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. 8 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.

#### **2. General Requirements of Standing Committees, Ad Hoc Committees and Task Forces**

- 2.1 Committees and task forces shall be advisory to the Board of Directors and shall investigate and report to the Board in accordance with established terms of reference.
- 2.2 Committees and task forces shall make recommendations to the Board of Directors but the power to make decisions shall reside with the Board of Directors, unless specific decision-making authority has been properly delegated by the Board of Directors.
- 2.3 All committee appointments are determined by the Board of Directors.

#### **3. Standing Committees**

Consistent with provisions in Bylaw 8, the Board of Directors has established the following standing committees with the noted purpose, powers and duties, membership and meetings.

### 3.1 Policy Development Advisory Committee (PDAC)

#### 3.1.1 Purpose

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

#### 3.1.2 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 request for consideration or 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 requests for consideration or 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 requests for consideration or 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.

### 3.1.3 Membership

- Vice-President (Chair).
- At least two (2) Board of Directors members.

### 3.1.4 Meetings

- As required at the call of the Chair.

### 3.1.5 Reporting

- Provide recommendations and updates to the Board of Directors as required.

## 3.2 Finance and Audit Committee

### 3.2.1 Purpose

- To assist the Board of Directors in fulfilling its oversight responsibilities with respect to financial matters.

### 3.2.2 Powers and Duties

- Establish budget assumptions upon which budget options will be developed.
- Develop a draft budget for recommendation to the Board of Directors.
- Arrange for presentation of draft budget to zones and SGM. Normally, Directors will present to their respective metro Board

and/or Zone and the committee chair will present to the membership at SGM.

- Meet with auditors to:
  - Establish audit parameters.
  - Review audited financial statements and recommend to the Board of Directors approval of the annual financial statements.
- Review quarterly financial reports.
- Per diem and expense claims:
  - Make a determination regarding approval of claims which pertain to circumstances not contemplated by GP7 Appendix B – Per Diem and Expense Guidelines and which relate to an extraordinary circumstance affecting the Association which have been referred by the appropriate approval authority to the Finance and Audit Committee for determination.
  - Hear appeals, supported by written rationale for claims which have been declined by the appropriate approval authority and appealed by the affected individual to the Finance and Audit Committee and make a determination to uphold the declination or to approve.
- Other matters as may be delegated by the Board of Directors.

### 3.2.3 Membership

- Vice-President, Chair.
- All Directors, in committee of the whole.

### 3.2.4 Meetings

- At the call of the Chair, and may include:
  - January to establish budget assumptions and review quarterly financial report.
  - March to develop draft budget for recommendation to the Board of Directors.
  - May to review quarterly financial report.
  - September to meet with auditors to establish audit parameters and review quarterly financial report.
  - December to meet with auditors to receive audited financial statements and review quarterly financial report.

### 3.2.5 Reporting

- Provide recommendations and updates to the Board of Directors as required.

## 4. Ad Hoc Committees and Task Forces

- 4.1 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.
- 4.2 At the time of formation, the Board will establish the terms of reference, membership, timelines, budget, and reporting requirements for each ad hoc committee or task force. Due consideration will be given to current Association work and priorities, including those articulated in the Strategic and Advocacy plans.
- 4.3 The term of appointment shall end upon conclusion of the appointed purpose or function or at the pleasure of the Board.
- 4.4 At least annually, the Board will review all ad hoc committees and task forces to ensure relevance, achievement of purpose and determine continuation.

## 5. Resource Personnel

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

## **Governance Policy 9**

### **Board of Directors Representatives to External Committees**

---

In order to achieve the objectives contained in the Strategic and Advocacy Plans, as well as to maximize influence, 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.

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:

##### 1.1 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 Executive Director. 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.

##### 1.2 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.

### 1.3 Appointments to Category A and B committees

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

1.3.2 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)

### 1.4 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.

## 1.5 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 calls for interest. In addition to qualifications and experience, consideration will be given to ensuring appointments are allocated equitably with regard to factors such as Zone distribution, size of Board and public/separate/Francophone 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, and policies. 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

### 5.1 Meeting reports

Representatives shall provide written reports to the Board of Directors following each committee meeting. Appendix B provides a template for meeting reports.

### 5.2 Annual Reports

In addition to filing meeting reports after each meeting, committee representatives are required to file annual reports. Appendix C provides a template for annual committee reports.

## **Governance Policy 9**

### **Appendix A – 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:

- 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:

- 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.)

### **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.

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 call for interest 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. In addition to qualifications and experience, consideration will be given to ensuring that appointments are allocated equitably with regard to such factors as Zone distribution, size of Board, and public/separate/Francophone 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, Appendix B.

## Governance Policy 9

### Appendix B – Meeting Report Template

---

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. Title  
Substance: A brief description of the item e.g. “Program and Assessment Advisory Committee Meeting Report”.
  
2. 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: State the issue(s) in one or more brief sentences in question form.
  
3. 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. Consider including connections to the ASBA Strategic and Advocacy Plans as well as Association Policy, where relevant.  
Format: Use the heading “Background” followed by two or three brief paragraphs; point form is acceptable.
  
4. 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. 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.

## Governance Policy 9

### Appendix C – Annual Report Form for ASBA External Committees

---

(This report is to be submitted to the ASBA annually or as requested 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 year:
  5. Number of days the committee met during the last year:
  6. Key issues addressed or decisions reached by the committee during the last 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 years.)
  10. Upon expiry of your appointment term, would you like ASBA to consider extending 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.

## Governance Policy 10

### 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, values, bylaws and the needs of the Association, thereby making the Association's positions both sound and consistent.
- 1.3 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.
- 1.4 Association policy positions are defined as "guidelines for future discretionary action." These statements serve to guide:
  - 1.4.1 The ASBA President, when making representations to the Minister and other organizations;
  - 1.4.2 The Board of Directors in identifying and selecting alternative modes of action within the parameters given;
  - 1.4.3 Those who represent the Association on external committees; and
  - 1.4.4 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.

- 1.5 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.

- 1.6 Association policy positions can also seek to delete existing policy.
- 1.7 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 8.2.7, regular policy positions will normally be considered at the Fall General Meeting.
- 2.2 The Policy Development Advisory Committee shall request all member boards to identify proposed Association policy positions affecting education. 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 the Policy Development Advisory Committee, 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 request for consideration or action or issue, if warranted.

The proposed policies (additions, deletions, amendments, reaffirmations) will be reviewed by the Board of Directors or the Policy Development Advisory Committee 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 the Policy Development Advisory Committee, to be reviewed to ensure the draft positions reflect the intent of the Zones.
- 2.7 The Board of Directors, or the Policy Development Advisory Committee, 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, normally 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. Emergent Policy Positions

3.1 Emergent positions submitted by the membership for consideration at a General Meeting shall be submitted to the Policy Development Advisory Committee (PDAC) by 4:00 p.m. on the thirty-fifth (35) day prior to the first business day of a General Meeting.

The Policy Development Advisory Committee (PDAC) shall assess each emergent position to determine its compliance with the principles for Association policy.

PDAC shall:

3.1.1 Reject positions that address issues which have arisen prior to the deadline for submission of regular policy positions; and

3.1.2 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.

3.2 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.

3.3 If the criteria defining an emergent position is not met, the matter may still be considered as an emergent position by the assembly if:

3.3.1 Consideration of the position is supported by a two-thirds majority of voting Full Member Boards, and

3.3.2 The mover makes available the wording of the policy position to all delegates.

### 4. Extraordinary Positions

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

4.1 The position arises out of the business of the General Meeting,

4.2 Consideration of the position is supported by a two-thirds majority of voting Full member Boards, and

4.3 The mover makes available the wording of the 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 8.2.7. However, these outstanding issues must be included on the agenda of the next general meeting.

## **Governance Policy 11**

### **Requests for Consideration or Action**

---

Bylaw 8 provides broad delegation to the Board of Directors to direct and control the business and affairs of the Association, and exercise all the powers of the Association which are not required by the Alberta School Boards Association Act, or by the Bylaws, to be exercised by the Association in a General Meeting.

A request for consideration or action requests a particular consideration or action take place within a defined timeline. Requests for consideration or action are subject to determination by the Board of Directors under the broad delegation provided in Bylaw 8. In contrast, a Policy position is defined as a “guideline for future discretionary action”. Policy positions are subject to approval by the membership.

#### **Process**

1. Any Board may submit a request for consideration or action through their Zone or Metro Director to the Board of Directors at any time.
2. A request for consideration or action shall be consistent with the vision, mission, values, bylaws and policies of the Association.
3. The Board of Directors will determine what action, if any, is to be taken on requests formally submitted by a Zone or Metro Director on behalf of a member Board.
4. Where and when appropriate, the Board of Directors may place the matter before the membership at a General Meeting.
5. Emergent requests for consideration or 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 accepted requests may be made at each General Meeting.
7. Once the request is completed, it will be removed from further consideration.
8. In considering whether to accept a request for consideration or action, the Board of Directors may consider the following:
  - 8.1. Alignment with the Association’s priorities, including those contained in the Strategic and Advocacy Plans;
  - 8.2. Whether the request has been discussed with the submitting Board’s zone; and

8.3. Resources, both human and financial, required.

## **Governance Policy 12**

### **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 by the Board of Directors 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. Receive direction from the Board of Directors for the Association Annual Report.
  - 1.9. Facilitate the implementation and review 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. Provide quality orientation and staff development opportunities.

- 3.2. Provide an environment conducive to quality staff recruitment and retention.
  - 3.3. Ensure market relevant compensation and benefit coverage is provided for employees.
  - 3.4. Model commitment to professional growth.
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 to the Board regarding progress toward achieving the key results prescribed in the strategic plan and a final report.
  - 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.
  - 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 Finance and Audit Committee quarterly financial statements in a format acceptable to the Committee.
  - 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 prescribed accounting practices 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 with a view to effectively influence public education policy.
- 6.2. Foster effective relationships between the Association and appointed officials of the provincial government with a view to effectively influence 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. Stay current with respect to provincial, national and international educational issues and trends
- 7.2. Perform other such duties as assigned from time to time by the Board of Directors.
- 7.3. 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.

## Governance Policy 12

### Appendix A – 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.

## **Governance Policy 12**

### **Appendix B – 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.

## **Governance Policy 13**

### **Role of Observers**

---

In accordance with Bylaw 3, 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 for Observers, as follows:

I (*name*), an Observer to the Board of Directors of the Alberta School Boards Association, do solemnly swear/affirm:

That I will promote excellence in education through exceptional school board governance; and

That I will be a positive ambassador for the Alberta School Boards Association.

2. Meetings

- 2.1. Attend, as a non-voting member, all meetings and by invitation, 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.

## **Governance Policy 14**

### **Role and Function of Zone Chairs Meetings**

---

Bylaw 15 designates each board to a zone, and further notes that the objects of the geographic Zones shall be to work in cooperation for the mutual benefit of all members of the Alberta School Boards Association, to consider matters relating to education and school administration which are of particular interest to their areas, to encourage better understanding between Boards and the public, to work for continued improvement in the educational system, and to make recommendations to the Alberta School Boards Association.

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. Consideration will be given to including Zone Vice-Chairs in these meetings.
4. The Vice-President will chair these meetings.

## **Governance Policy 15**

### **Role and Function of Board Chairs Meetings**

---

Board Chairs meetings may be 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.

*In contrast, Bylaw 11 provides for Special General Meetings of the Association, which are to deal with high priority or emergent issues that require urgent direction/ action and which have significant implications for Boards. Voting may occur at a Special General Meeting.*

1. The President, normally in consultation with the Board of Directors, may call a meeting of Board Chairs.
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.