

Trustee Handbook

2017-2021

Staff at your service...

October 2017

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General message from President

Dear Colleagues,

Recent municipal elections have brought enthusiastic, passionate individuals interested in the governance of K-12 education to Alberta's 61 school boards. To those new to trusteeship – welcome. To experienced incumbents – welcome back.

Alberta's public, separate and francophone school jurisdictions, as members of the Alberta School Boards Association, are collectively charged with cooperating to bring about the betterment of education in Alberta.

To achieve excellence in education through exceptional school board governance, we must work together. Contribution of all stakeholders in the education system will be required to establish the conditions for student success.

Trustees, as members of school boards, govern K-12 education across Alberta. This governance role is crucial, as school boards make informed decisions in the best interests of students, parents, employees and communities.

Looking ahead, the next four years will almost certainly bring new opportunities, difficult challenges and exciting rewards. I believe trustees and school boards will face the matters before them with dedication to ensuring the very best for those they serve.

All the best in the days, weeks and years to come.

Mary Martin
President



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The Alberta School Boards Association

About the ASBA and how we can help you

The Alberta School Boards Association (ASBA) has served and represented school boards in Alberta for more than a century. On January 23, 1907, at the suggestion of Lethbridge trustee J.H. Fleetwood, the Honourable A.C. Rutherford, Alberta's Premier and Minister of Education, met with 60 school trustees to adopt the founding constitution and objectives for the association that is today the official organization representing all school boards in Alberta. The Alberta School Boards Association's members are all public, separate and francophone school boards, which are responsible for the local governance, operation and administration of Alberta's public educational system.

With the vision of excellence in education through exceptional school board governance, the Association values public education governed by locally-elected public, separate and francophone school boards.

ASBA advocates in the best interest of K-12 education and leads the betterment of education by serving locally-elected school boards in their role of establishing the conditions for student success.

ASBA's work is informed by values which include:

- Building understanding by respecting and reflecting the diverse interests in the common goal of governing for excellence
- Collaboration by engaging with school boards, stakeholders and partners
- Innovation by creative problem solving, continuous improvement and generative discussion
- Responsiveness and proactivity by staying abreast of trends to better position boards to capitalize on opportunities and respond to issues

The Association is governed by a 12-member Board of Directors:

President

Elected by the entire membership

Vice-President

Elected by the entire membership

Six Zone Directors

Elected by school boards in respective Zones

Four Metro Board representatives

Elected by respective metro board:

Calgary Catholic, Calgary Public,
Edmonton Catholic and Edmonton Public

Representatives of Alberta Catholic School Trustees Association, the Public School Boards Association of Alberta and the Federation des conseils scolaires francophone de l'Alberta attend ASBA Board of Directors meetings as observers. They are not eligible to vote.

School boards set the bylaws of the Association, and determine the policies that guide the advocacy work of the association. The Association holds two general meetings per year, with the Association's budget and bylaw amendments discussed in Spring (June), and proposed Association Policies in Fall (November). Through bylaw, school boards have given the Board of Directors the authority to direct the business and affairs of the Association with the exception of these decisions which may only be made by school boards attending a general meeting, including:

- Electing the President and Vice-President
- Setting the Association's annual budget
- Amending bylaws and request amendments to the constitution
- Setting Association policy.

As members of the association, school boards receive exclusive access to services and programs designed specifically for school boards, including:

Benefit and insurance programs

- **Alberta School Employee Benefit Plan (ASEBP)**

A health and welfare trust established and co-governed by the Alberta School Boards Association and the Alberta Teachers' Association which offers comprehensive health benefits and services specifically designed to meet the needs of Alberta's public education sector

- **TD Insurance Meloche Monnex**

Preferred rates on Home and Auto Insurance available to school board trustees and employees, offered through partnership with TD Insurance Meloche Monnex

- **Supplemental Integrated Pension Plan (SiPP)**

An optional program for school boards to offer enhanced pension benefits to senior employees. The plan is governed by ASBA.

Access to retained services including legal, governance, policy, and other support for help with complex local issues.

What the ASBA can do for you

Custom services are available upon request. Contact **Lorne Dennis** Chief Officer Retained Services at 780.451.7118.

EDUCATION SERVICES

- Administrative and governance issue reviews
- Board evaluations
- Board governance workshops
- Conflict resolution
- Executive Searches
- Financial literacy/fiscal accountability
- Functional Reviews
- Organizational reviews: transportation, electoral boundaries, facilities, human resources
- Orientation: role of the board/superintendent
- Policy/Administrative Procedures development and reviews
- Recruitment: senior staff
- Strategic planning
- Superintendent and Senior Administrator evaluations
- Team building

LEGAL

- Boards of reference
- Board Policy, Procedure and Governance law
- Contracts and lease preparation, and review
- Education Law
- General advice and opinions on liability and statutory interpretation
- Grievance arbitration
- Human rights matters
- Interpretation of legislation
- Labour and employment matters
- Litigation
- Privacy and FOIP issues

Fee-for-service rates for 2017-2018

Communications | **\$210/hr**

Education services | **\$250/hr**

Legal services | **\$350/hr**

Board of directors

School boards have elected these trustees to govern the association.

ASBA Board of directors as of September 2017

PRESIDENT

Mary Martin

Calgary Catholic School District

VICE-PRESIDENT

Sheldon Ball

Chinook's Edge School Division

METRO DIRECTOR

Pamela King

Calgary Board of Education

METRO DIRECTOR

Cathie Williams

Calgary Catholic School District

METRO DIRECTOR

John Acheson

Edmonton Catholic Schools

METRO DIRECTOR

Vacant

Edmonton Public Schools

ZONE 1 DIRECTOR

Tammy Henkel

High Prairie School Division

ZONE 2/3 DIRECTOR

Jean Boisvert

Elk Island Catholic Schools

ZONE 2/3 DIRECTOR

Jennifer Tuininga

Pembina Hills Public Schools

ZONE 4 DIRECTOR

Cathy Peacocke

Red Deer Public Schools

ZONE 5 DIRECTOR

Anne-Marie Boucher

Conseil scolaire Franco Sud

ZONE 6 DIRECTOR

Shannon Scherger

*Livingstone Range
School Division*

OBSERVERS

Alberta Catholic School
Trustees' Association
(ACSTA)

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*Grande Prairie & District
Catholic Schools*

Fédération des conseils
scolaires francophone de
l'Alberta (FCSFA)

Karen Doucet

Conseil scolaire Centre-Nord

Public School Boards'
Association of Alberta
(PSBAA)

Arlene Hrynyk

Northern Lights Public Schools

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 Strategic plan

In order for the Association to realize its Mission and work toward achieving its Vision, the following Strategic Plan has been developed. This plan charts the course for the organization for the next three years and informs its business and budget planning processes.

There are objectives and opportunities associated with each of the four strategic goals that have been identified as priorities.

The strategic goals are as follows:

- Deliver relevant, effective, and timely communication, information and education to empower school boards;
- Bolster the viability, credibility and sustainability of the Association and school boards;
- Develop opportunities which result in efficiencies and cost savings for school boards; and
- Provide services that are delivered in a fiscally sound manner and deploy resources in alignment with Association priorities.

The objectives describe the elements of each goal.

The opportunities are the things that need to be addressed, either because there is a gap or a barrier in place, which would impede progress to attaining our goals.

Specific operational actions to fulfil the opportunities noted will be established for each of the three years of the plan.

The strategic plan, and progress on advancing the plan, will be reviewed by the Board of Directors annually.

STRATEGIC GOAL

Deliver relevant, effective, and timely communication, information and education to empower school boards

Objectives

- Provide development/education offerings that enhance the professionalism of trustees and their ability to fulfill their governance role as proficiently as possible
- Develop school board policy positions and templates for use by school boards
- Provide political, legal and environmental scans, research and updates
- Facilitate the sharing of best practices amongst school boards
- Provide ready access to written resources and archived Association submissions, papers and other work

Opportunities

- Information on trends and developments impacting the work of school boards is more routinely produced and made more readily available for members
- A superior platform for communicating with members only is created
- A proactive approach to the development of template school board policies on arising issues for use and particularization by school boards is adopted
- Governance training and materials are delivered in a more focused, comprehensive and coordinated fashion

Bolster the viability, credibility and sustainability of the Association and school boards

Objectives

- Create increased awareness and profile of the Association and locally-elected school boards with key stakeholders, funders and the public
- Ensure for appropriate resources and tools in advancing the advocacy interests of the Association
- Ensure that committee/task force involvement and representation is evaluated, prioritized and rationalized
- Recruit and retain appropriate staff complement to allow the Association to achieve its goals and objectives by examining the organizational structure

Opportunities

- The ASBA brand is strengthened
- The website is improved
- The Association's government relations and stakeholder engagement strategy is refined and enhanced
- Committee and task force involvement is more clearly defined and prioritized
- The Association is more appropriately resourced to meet its strategic goals

Develop opportunities which result in efficiencies and cost savings for school boards

Objectives

- Offer coordinated and centralized procurement options for goods and services for school boards
- Facilitate cooperative use of resources by school boards

Opportunity

- Greater opportunities for school boards to engage in coordinated purchasing and resource sharing are made available and accessible

Provide services that are delivered in a fiscally sound manner and deploy resources in alignment with Association priorities

Objectives

- Implement a fee and cost structure for fee for service offerings to establish a fiscally viable approach
- Ensure quality service that is meaningful and accessible
- Utilize alternate service delivery modes that take advantage of technology

Opportunity

- Fee for service offerings are structured to be more sustainable

Education in Alberta

Legislation that affects education

In June 2017

An Act to Reduce School Fees was proclaimed, resulting in amendments to the *School Act* and the addition of two new regulations - the *School Fees and Costs Regulation* and the *School Transportation Regulation*. This Act and the regulations restrict the ability of school boards to charge certain school and transportation fees and places additional requirements on school boards with respect to the charging of fees. This Act and the regulations remove a school board's ability to charge for instructional supplies or materials (including textbooks, workbooks or photocopying, printing or paper supplies), and school busing fees for students living 2.4 km or more from their designated schools.

In June 2017

The *Fair and Family-Friendly Workplaces Act* received Royal Assent. The Act contains significant changes to laws with respect to workplaces in Alberta, amending the Employment Standards Code (which sets out minimum requirements that employers must meet) and the Labour Relations Code (which sets out the law related to the organization and regulation of unions and unionized workplaces). The majority of the changes to the Employment Standards Code will come into effect on January 1, 2018 and will include changes regarding employee leaves of absence, overtime, rest periods, compressed work weeks, deductions, minimum wage, holiday and vacation pay, termination and layoffs, youth employment and enforcement. Changes to the Labour Relations Code came into effect on June 7th and September 1, 2017 and include changes with respect to certification, unfair labour practices, the bargaining process, and powers of the labour relations board and arbitrators.

In May 2017

The *Northland School Division Act* received Royal Assent. This new Act provides for a new governance structure for Northland School Division with between 7 and 11 wards that each have an elected trustee, establishes a formal community engagement process with respect to establishing the board's strategic direction and sets out a process regarding the establishment of ward councils.

In January 2016

The *Public Education Collective Bargaining Act (PECBA)* came into force.

The statute creates a new two-tiered collective bargaining process province-wide, with separate, centralized and localized negotiation processes. PECBA establishes a new employers' organization called TEBA "Teacher's Employer Bargaining Association" comprised of trustee representatives and government appointees. Under the two-tiered process TEBA has exclusive authority to bargain collectively with the ATA on behalf of school boards on matters that have been determined to be "central matters" under PECBA. School boards retain the exclusive authority to bargain with the ATA union locals over matters that have been determined to be "local matters" under PECBA.

In December 2015

The *Alberta Human Rights Act* was amended to add gender identity and gender expression as expressly prohibited grounds of discrimination with respect to the provisions of goods, services, accommodation or facilities customarily available to the public, including education.

SCHOOL ACT

The *School Act* is the primary piece of legislation governing Alberta's education system. It sets out how school boards can and must do their business of providing an education program to Alberta students. The current *School Act* can be viewed [here](#). Related regulations can be found [here](#)

Note: While the province of Alberta may exclusively make laws for education, (Section 93 of the *Constitution Act, 1867*), the province's right to make these laws is subject to section 17 of the *Alberta Act* which states:

17 Nothing in any such law shall prejudicially affect any right or privilege with respect to the separate schools which any class of persons have at the date of the passing of this Act, under the terms of Chapters 29 and 30 of the Ordinance of the Northwest Territories, passed in the year 1901, or with respect to religious instruction in any public or separate school as provided for in the said Ordinances.

2015

The *School Act* was amended in 2015 to include new provisions regarding the following:

- Definition of bullying;
- Responsibilities of students, parents, and school boards related to provide a welcoming, caring, respectful, and safe learning environment, including the requirement that school boards have policies in this area;
- Requiring school boards to support students to establish gay-straight-alliances (GSAs) in their schools;
- Establishment of a student code of conduct that addresses bullying behaviours; and
- Recognizing Bullying Awareness and Prevention Week in the third week in November.

2013

The Greater Southern Public Francophone Education Region and the Greater Southern Separate Catholic Francophone Education Region were combined to form one francophone school authority for southern

Alberta, the Southern Francophone Education Region No. 4. The new Southern Francophone Education Region Number 4 improves the delivery of services and eliminates duplication of resources while representing both public and separate school systems, with schools that are separate remaining separate and schools that are public remaining public.

The *Public Interest Disclosure (Whistleblower Protection) Act (PIDA)* came into force. The purpose of PIDA is to ensure the disclosure and investigation of wrongdoing in the public sector by establishing internal processes within public bodies for disclosure of wrongdoing and the protection of public employees from reprisal for making a disclosure. It also establishes the office of the Public Interest Commissioner as an external appeal mechanism. School boards have been designated as public entities to which PIDA applies. PIDA requires that a superintendent, as the "chief officer" of a school board, adopt written procedures for managing and investigating disclosures by employees and provide minimum requirements for those written procedures.

2012

The *Education Act* received Royal Assent in late 2012. After several years of consultation with Albertans through the government-led Inspiring Education process, the *Education Act* was drafted and passed in the Legislature. The *Education Act* was intended to replace the *School Act* upon its proclamation. Alberta Education indicated in 2015 that the *Education Act* was still under review by the government; however it is not expected to be proclaimed.

The *Local Authorities Election Act*, which sets out the election processes and procedures for municipal and school board elections, was amended to provide for a general election to be held every four years, increasing the term of office of school board trustees and municipal councillors from three years to four years commencing in 2013.

The *St. Albert and Sturgeon Valley School Districts Establishment Act* came into effect, providing access to both public and separate schools for Morinville, Legal and St. Albert area students. The Act expanded Sturgeon School Division – the existing public school division operating around St. Albert, dissolved the Greater St. Albert Catholic Regional Division and the St. Albert Protestant School Division and established the Greater St. Albert Roman Catholic Separate School District and the St. Albert Public School District.

2009

The *School Act* was amended to permit a trustee to participate in school board meetings via electronic means as long as the other trustees and members of the public at the meeting can hear each other.

2004

The *Local Authorities Election Act* was amended to prohibit school board employees from running as candidates

for school trustee while employed by any school board, unless they are on leave of absence. Further, if elected, the employee is deemed to have resigned their position as an employee of the board.

The *School Act* was amended to enable school boards to delegate to the Superintendent the power to suspend or terminate a teacher.

The *Teaching Profession Act* was amended to grant responsibility to the Alberta Teachers' Association (ATA) for assessing the professional competence of its members through a professional practice review process and to allow teachers, who carry out central office functions and who are not otherwise engaged in carrying out teaching functions, to opt out of membership in the ATA.

2003

The *School Act* was amended to provide that trustees, employees of a board, and school council members are not liable for any loss or damage caused by anything said or done or omitted to be done, if done in good faith in the performance or intended performance of their functions, duties or powers under the *School Act* or any other enactment (s.144.1 *School Act*).

1994

A major restructuring of the governance, funding, delivery, and results measurement of Alberta's education system took place.

School boards were reduced in number from 141 to 57: 41 public school boards and 16 separate school boards. There are currently 41 public school boards, 16 separate school boards and four francophone school boards in Alberta.

Before 1994, school boards requisitioned tax dollars directly from their local municipality(ies) to partially fund education. In 1994, the Alberta School

Foundation Fund (ASFF) was established, which sees corporate and residential tax dollars from across the province pooled and redistributed to school boards on an equal per student basis. As a result, public school boards lost the right to requisition taxes directly from their local municipality(ies). Separate school boards retained this right. However, the total amount of tax dollars available to any school board – public or separate - is the same whether the board requisitions their local municipality directly or accesses the dollars from the ASFF.

All school boards have the right to hold a plebiscite every three years to ask the electorate to approve a special school tax levy. In each year, this levy cannot exceed

three per cent of the board's budget for the year, in which the resolution is passed.

1988

The foundation for the current *School Act* was set out in the *School Act* introduced in 1988. It established the principles of school choice by providing for the delivery of the following alternatives within Alberta's education system: francophone school boards, private schools and charter schools. It also introduced school councils, set out the process for student suspension and expulsion, and the process for appealing decisions by a school board to the Minister of Education.

Education funding

Albertans invest \$7.1 billion a year in public education

In 2017-18, Alberta taxpayers will invest \$7.1 billion to educate the 649,245 Kindergarten to Grade 12 students in Alberta's francophone, public and separate schools. This doesn't include the costs of building and maintaining schools. The provincial government collects taxes and decides each year how much money to allocate to school boards, who decide how to spend that money locally. While taxpayers foot most of the bill for public education, school boards may collect a little money through local fees, selling goods and services, investments and local fundraising.

How does Alberta Education decide how much money each school board gets?

The 166-page [Funding manual for school authorities 2017-18](#) school year provides a detailed explanation of how the government distributes money to the province's 61 school boards. This guidebook provides a general overview. Please sit down with your secretary-treasurer to review your school jurisdiction's financial picture.

In broad strokes the government allocates money to each school board based on the number and type of students the jurisdiction serves; where the students live and the economic conditions under which students are being served. Generally money comes to school boards in six different categories.

A	B	C	D	E	F
Base funding	Differential funding	First Nations, Métis and Inuit related funding	Targeted funding	Other Provincial Support	Capital funding (not provided to private or charter schools)

A**Base instruction funding**

Kindergarten and Grades 1 to 9 students are funded on a per-student basis. Grades 10 to 12 students are funded based on the number of high school credits taken. Base funding represents the largest component of funding within the funding framework for instructional costs, such as teacher salaries and classroom materials.

Base instruction rates for 2017-18

Kindergarten	\$4,100.74 per child
Grades 1 to 3	\$8,201.47 per student
Grades 4 to 6	\$6,679.79 per student
Grades 7 to 9	\$6,679.79 per student
Grades 10 to 12	(per CEU to a maximum of 45 CEUs per year per funded student) Tier 1: \$190.85 Tier 2: \$203.68 Tier 3: \$227.03 Tier 4: \$114.50 ADLC course CEUs funded at 44% of the Tier 1 CEU Rate High School Base Rate = 35 Tier 1 CEUs (special needs, 550 & 640)
Home education	(per eligible funded student) + 50% of the cost of ADLC courses for Grades 7-12 to a maximum of: \$1,670.81 + additional funding for Grades 1-6 ADLC courses (section 1.3) \$1,670.81

B**Additional Funding for Differential Factors**

Differential funding is provided in addition to base funding and addresses the unique characteristics and circumstances of each school authority. A selection of the significant differential grants follows.

The complete grant rate list is outlined in the 2017/2018 Funding Manual For School Authorities on Education's website at <http://education.alberta.ca/funding-framework-for-k-12/>

Severe Disabilities Funding—Kindergarten

Also known as program unit funding, this funding supports programs for young children in Kindergarten and pre-school programs who have been assessed as having severe disabilities.

- Program Unit Funding: \$25,051.20

English as a Second Language (ESL)

English language learners are children/students who are acquiring English as a second or additional language. These children/students come from homes where the primary spoken language is not English. Funding is provided to support program planning and instructional supports for English language learners to achieve grade level learning expectations and their academic learning potential.

- Per student funding: \$1,178.10

Francisation Funding

This funding is provided to Francophone Regional Authorities and provides targeted instructional support for eligible children/students to assist them in developing French language competencies that will allow them to fully integrate socially, academically and culturally into the community and into Canadian society as a Francophone.

- Per student funding: \$624.24

Socio-Economic Status (SES) Funding

This funding is based on a Statistics Canada index to identify the proportion of a school jurisdiction's student population considered to be disadvantaged.

- Per student funding: \$471.24

Northern Allowance Funding

This funding is provided to school authorities in Alberta's north to offset the higher cost of operations. Funding is based on geographical location: the further north the school is located, the higher the per-student rate.

- Lower Zone: \$471.24
- Intermediate Zone: \$705.84
- Upper Zone: \$1,060.80

Equity of Opportunity Funding

Funding is provided through three components to support equitable access to education programs for students. A per-student allocation provides support for all funded students; a distance funding component recognizes the costs of providing services for rural students who attend schools that are located at greater distances from major service centres; and a low student density funding component recognizes the costs of providing services for students who attend schools in sparsely populated, remote rural communities.

- Per formula

Inclusive Education Funding

This grant provides funding for supports and services that benefit all students in an inclusive education system, as well as additional supports that students require to help them achieve success. Part of the funding is provided through differential modifiers to address diversity factors that vary among boards.

- Per formula

Plant Operations and Maintenance (POM) Funding

This funding is provided for the daily upkeep and maintenance of school buildings. It addresses the costs associated with lighting, heating and ventilation, grounds-keeping, cleaning and routine maintenance procedures, for example.

- Kindergarten to grade 6: \$795.30 per student
- Grades 7 to 9: \$751.18 per student
- Grades 10 to 12: \$755.38 per student

Transportation Funding

This funding helps to address the costs of providing transportation services throughout the province. Formulas used to determine this funding are based on the area of the province in which students are being served.

- See funding manual

C

First Nations, Métis and Inuit (FNMI) - Related Funding

FNMI-related funding is in addition to base and differential funding and is provided to support FNMI education. This includes the following grants:

First Nations, Métis and Inuit (FNMI) Education Funding

Funding is provided based on the number of self-identified First Nations, Métis and Inuit students to assist school jurisdictions in implementing instructional supports for FNMI children/students to achieve grade level expectations.

- Per student \$1,178.10

First Nations, Métis and Inuit (FNMI) Inclusive Education Funding

Inclusive Education funding is in place to ensure school jurisdictions have the flexibility to support the unique needs of every funded child/student. This component is calculated based on the proportion of FNMI children/ students in a school jurisdiction.

- Per formula

First Nations, Métis and Inuit (FNMI)

Related Regional Collaborative Service Delivery

Funding is provided to funded FNMI children/students in school authorities and First Nation children/students who reside on reserve and attend a funded provincial school under an education services agreement. Targeted funding is also provided to expand RCSD to children, youth and families living in First Nations communities.

First Nations, Métis and Inuit (FNMI)

Building Collaboration and Capacity in Education

The Building Collaboration and Capacity in Education (BCCE) grant program is to support opportunities for First Nations students to receive culturally responsive and meaningful education programs and services through enhanced collaboration and coordination among education stakeholders.

Targeted Funding

Targeted funding is in addition to base and differential funding and is provided for specific provincial initiatives. This funding must be used for the initiative it was intended.

Regional Collaborative Service Delivery (RCSD)

Regional Collaborative Service Delivery is intended to provide a regional model for support to schools and community partners to meet the needs of children and youth (ECS to Grade 12), as well as to families who have children and youth with complex needs (birth to age 20). It is also intended to strengthen the capacity of service providers to collaboratively respond to those.

- Per formula

High-Speed Networking Services Funding

This funding assists school authorities with the basic connectivity costs to access internet in schools.

- \$800.00 per student

Class Size Funding

School boards may use class size funding to hire or retain certificated teachers for any grade level.

Class size funding is distributed as a per-student grant based on Kindergarten to Grade 3 enrolments.

Since its inception in 2004, \$3.0 billion has been invested into class size funding. In the 2017/2018 fiscal year, total class size funding will be \$294 million—an increase of \$4 million or 1.2 per cent.

A class size rate is also included in the funding for specific Career and Technology Studies courses in high school. This accommodates the need for smaller classes to enhance safety and student learning environments and to meet post-secondary trades training requirements under the revised Career and Technology Studies Programs of Study

School Nutrition Program

In Budget 2017, Government continues its commitment to phase in a targeted school nutrition program. A total of \$10 million will be allocated to phase 2 of the School Nutrition Program in the 2017/2018 fiscal year.

School Fees

To support the implementation of Bill 1 (an Act to Reduce School Fees), funding will be provided to school jurisdictions to support the elimination of fees previously charged to parents for instructional supplies or materials.

School Transportation Fees

To support the implementation of Bill 1 (an Act to Reduce School Fees), funding will be provided to school jurisdictions if they previously charged transportation fees and are no longer permitted to do so.

E**Other Provincial Support**

Is provided in addition to other funding and covers such areas as institutional programs, debt retirement and the Fort McMurray allowance.

Education Program in an Institution (EPI)

Funding is provided for education programs for resident students of the government who reside in an institution or group home, or day students who attend an EPI that is approved for day students.

Fort McMurray Allowance

This living allowance is only provided to school jurisdictions who have employees that live and work in the vicinity of Fort McMurray. The amount of the monthly allowance will be set annually by Treasury Board and Finance at the beginning of the fiscal year and is subject to change.

F**Capital Funding****School Facilities Funding**

This funding is provided only to public school boards to build new or replacement schools, modernize or renovate existing school facilities, construct modular classrooms or relocate existing portables.

Infrastructure Maintenance and Renewal Funding

This funding is provided to maintain safe and healthy school facilities. It is intended to improve and prolong the life of school buildings and to upgrade school facilities in general, including the replacement of roofs; boilers and mechanical systems; water and sewer lines; and windows and doors. This funding may also be used to improve the energy efficiency of schools. A total of \$184.6 million is provided in Budget 2017 for this program.

School Capital Plan

Budget 2017 provides \$1.1 billion to continue work on over 200 new and modernization projects currently underway. In total, \$1.5 billion will be provided over the next three years to support these projects. Budget 2017 also includes \$32.5 million in 2017/2018 to start work on additional new and modernized schools and \$50 million in 2017/2018 to support the construction of modular classrooms.

About Trusteeship

What do school boards do

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

Authority

Through the *School Act*, Alberta's legislature has delegated some authority for the governance of education to school boards. As statutory corporations school boards have obligations to perform and they have powers to carry out these tasks.

The board of trustees is granted many types of authority to enable it to fulfill its mandate to provide kindergarten to Grade 12 education within its jurisdiction. These powers relate to providing educational services.

The *School Act* distinguishes between a school board's "duties" which are mandatory and its "powers" which are discretionary.

See Section 60(1) of the *School Act* for some of a school board's mandatory "duties", such as, a school board must:

- establish policies respecting the provision of educational services and programs
- maintain, repair, furnish and keep in good order all its real and personal property

See Sections 60(2) and 60(3) of the *School Act* for some of a school board's discretionary "powers", such as, a school board *may*:

- arrange, undertake or sponsor for its students educational, cultural or recreational trips inside or outside its district or division
- make rules respecting activities sponsored or approved by the board

Leadership

School boards exercise leadership through governance in three areas: fiduciary leadership; strategic leadership and generative leadership.

When fulfilling its *fiduciary leadership* role the school board focuses on its legal responsibilities.

The school board ensures:

- each student has the opportunity to achieve his/her potential
- children are safe at school
- the jurisdiction's financial and capital resources are well managed
- its business is conducted in a legal and ethical manner

When acting in its *strategic leadership* role the school board is planning for the future. Informed by environmental scans, the school board works on the school system's mission, values, vision and goals. The school board makes decisions about resources, programs and services that reflect its long term priorities.

Generative leadership reflects the belief that "it takes a whole village to raise a child". In this role, the school board talks to the community about the community's needs, the community's youth and the future. Generative leadership is more than consultation. True generative leadership sees school boards share direction-setting and even decision-making with others. The school board gives all citizens an opportunity to shape the direction that education takes locally.

Advocacy

The school board is an *advocate for public education and for the local school system*. In this capacity, the school board consults its constituents and shares information with MLAs and government – as an individual board – and collectively through the ASBA.

School boards *advocate for students*. While the school system must not usurp the family's role, it is essential that school boards partner with parents to ensure children are provided with the best possible educational opportunities.

Direction setting

School boards are *direction setters*. The school board sets the overall direction for the school system through its annual strategic planning process. The school board through its vision, mission, values and beliefs, identifies strategic priorities and goals for the system. The school board sets the annual budget which determines how resources are allocated to schools and programs.

The school board also provides direction through its policies. This includes *planning, developing, implementing and evaluating policy*.

A policy is an instrument of governance that sets out the board's philosophy and provides the framework and overarching guidelines for the operation of the jurisdiction's school system and the actions of the board's employees.

When setting policy or rules, it is important the board ensure it has the legal authority under the *School Act* to establish the proposed policy. The board needs to ensure it is acting within its jurisdiction, or the policy may be challenged and found unenforceable. Many school board policies reference *School Act* provisions (or other legislation) setting out the statutory grant of authority governing that particular policy. This helps to ensure that the

question of whether the school board has the authority to make a given policy is considered and answered before the policy is introduced.

While the school board must establish policies regarding the provision of educational services and programs, many school boards consult with a variety of stakeholders as they develop policy to ensure the outcome meets the needs of the jurisdiction. School boards may focus on establishing governance policies and delegate to administration the responsibility for implementing guidelines or procedures with respect to the jurisdiction's day-to-day operation and management.

By definition a policy is a general document. It is impossible to imagine every permutation of events that might be covered by policy – and accordingly most policy sets out guidelines and leaves the specifics to be determined on a case-by-case basis.

Choosing a policy model is a very important decision for a school board.

Decision making

School boards are decision-makers. The school board gathers information from many sources; processes that information; evaluates it and makes a decision that reflects its beliefs, values and goals. The school board considers the interests of all the students the jurisdiction serves – not just the interests of students from a particular school or area.

The board of trustees exercises its decision-making authority by passing motions. These motions must be passed by the corporate board at a properly constituted meeting.

The school board is a corporation. No individual trustee – not even the board chair – can make decisions for the board without the board's permission.

If the school board chooses, it may delegate specific tasks to an individual trustee to act on the board's behalf as an agent of the board, but only as specified by the board in a board motion. In other words, the school board is ultimately responsible for the individual trustee's action as the school board as a whole is ultimately accountable. Aside from this exception, a trustee acting on his or her own has only the authority and privileges of an ordinary citizen.

School board decisions must be in accordance with the *School Act* and its regulations.

Under the current *School Act*, school boards may exercise powers fairly implied in, or incidental to, the powers set out in the *School Act* as well as powers essential to the accomplishment of their expressed objects and purposes. The board of trustees does not have any general authority. So for instance, a board of trustees cannot decide to offer post-secondary education in the province of Alberta. The board of trustees:

- *may* do what the legislation says they *may* do
- *must* do what the legislation says they *must* do and
- *must not* do what the legislation says they *cannot* do or *does not* give them the authority to do.

The school board may delegate any of its "duties" or "powers" with the exception of:

- making a bylaw
- closing a school or school building
- requisitioning from a municipality
- holding a hearing about a teacher transfer

The school board may delegate the power to suspend or terminate a teacher – but only to the superintendent.

School boards may delegate other duties or powers to employees – particularly the superintendent; a committee of the board; a school council or a joint committee established under section 63 of the *School Act* comprised of one or more its trustees along with persons appointed by another board, person or municipality.

When school boards establish a committee it is wise to pass a motion establishing the committee's terms of reference. The motion should specify the committee's duties, responsibilities, mandate, reporting obligations, whether the committee will meet in private, who will chair the committee or how the chair will be selected, any reporting, expense or financial requirements and whether the committee has final decision-making authority or only the ability to give advice and make recommendations to the school board.

The Board-Superintendent relationship

The school board *selects a superintendent of schools, delegates administrative duties to the superintendent and evaluates the superintendent's performance.* The school board clearly outlines its expectations of the superintendent. Legislation gives school boards the power to engage in a wide range of activities. Typically school boards delegate operational tasks to the superintendent and focus their energy on governing the system by setting performance targets and holding the system accountable for the desired results. No matter how the school board assigns duties and responsibilities, ultimately it is the school board that will be held accountable for the outcomes.

A school board's relationship with the superintendent is the most important relationship in the school system.

The school board and superintendent have different but complementary roles. Each party's success is greatly influenced by

the other's success. Both parties must nurture this relationship. The school board must clearly establish the roles and responsibilities of the school board, the board chair and the superintendent.

Accountability

The school board *holds the system – and itself – accountable* for achieving its goals.

The school board assigns roles and responsibilities for the desired results and creates a system to monitor and evaluate achievement of those results. The school board reports system and school performance to the public and to the provincial government.

8 steps to successful trusteeship

In *7 Signs of Effective School Board Members*, Kathryn Blumsack, director of board development for the Maryland Association of Boards of Education, and Terry McCabe, former associate executive director for the Maine School Boards Association, dish out advice to incoming school trustees. We've summarized their key points below. Read the full article which appeared in the [July/August 2013 American School Board Journal](#).

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Going solo's a no-no

1

As an incoming trustee, you will hear from lots of people about problems and situations they want you to fix. While it may be tempting to say yes – remember as a school trustee, you have no individual legal authority to make a decision that binds your school board to action. When you are approached, one of the wisest things you can do is to help people understand that you can only get things done as part of the team – the whole school board. This doesn't mean you can't champion an issue – or that you can't raise issues; indeed the more you communicate with your fellow trustees about a matter, the more likely you are to get support for your priorities and ideas.

Respect the team

While you were elected as an individual, as a member of the school board you are part of a team. Collaboration and respect must be your touchstones. From budgets to grievances, school boards deal with extremely difficult and vexing issues. It's common for emotions to run high. Trustees who treat other trustees with respect tend to be the most effective.

2

Committing to collaboration and respect doesn't mean consensus. There is honor in casting a sincere vote, win or lose, but after the vote, don't hold a grudge. **Effective school boards move forward together.**

Remember that as the elected school board all eyes are on you. You set the tone for the entire system. Staff, students, parents and the community are watching to see how the board functions together. Instill confidence.

Understand the difference between board and staff

Effective trustees refrain from getting involved in management functions that are the responsibility of the superintendent and staff. While the school board has great power, it's not the power to order individuals to "do this" or "stop doing that."

A school board's power lies in its ability to set the goals and policies for the jurisdiction and the power to demand accountability for reaching those goals and executing those policies.

3

The fundamental reason to refrain from trying to perform management functions is so you can hold the system – and above all the superintendent – accountable for results. As a new trustee, make a point of finding out about your school system's policy for responding to concerns from members of the public, to ensure that every concern gets a fair hearing and timely resolution.

Share and defend your views, but listen to the views of others

You won't "win" on every issue you care about. In the charged and urgent arena of public education, expect to be flexible, even as you honor your deepest values and commitments. There will be times when change must be made, when tradition cannot be honored or when pressure must be resisted. Sometimes, you'll measure your school board's success not by how agreeable you all are, but by the board's ability to disagree respectfully and have a spirited discussion followed by a difficult vote. After a difficult vote, effective boards embrace the decision and move forward together.

4

Do your homework and ask tough questions

Come to meetings prepared to engage in discussions, ask questions, and seek clarification. Asking sharp questions can help clarify issues not just for you, but for students, families, the community and employees. Here are some good questions to keep in mind:

5

- What is the goal of this initiative?
- How does it align with our vision, mission, and system goals?
- How much will it cost? What data tells us it's important enough to merit the cost?
- What data supports the notion that it will achieve the desired results?
- Are staff ready to implement it? If not, what's our plan?
- How does it fit with our existing activities?
- Does it conflict with anything we're already doing?
- How will we evaluate the results?

Respect your oath

You will swear an oath to uphold laws pertaining to public education. An important aspect of the public trust is to maintain confidentiality when appropriate. Confidential matters typically include personnel issues, legal matters, negotiations, land acquisition and grievances.

6

Keep learning

Participate in professional development and commit the time and energy necessary to be an informed and effective leader.

7

You should understand your school system's vision, goals, and policies; its current successes, challenges, and opportunities; and the educational environment in your community. Most importantly, you should know the aspirations and expectations of the students and parents.

ASBA consultants Jim Gibbons and Terry Gunderson added this to the list:

Trustees make decisions with the "whole community" in mind

Trustees have the autonomy to deliberate and act for the greater common good – even if their decision runs counter to their own constituents' interests. This dichotomy causes the most dissent on school boards. Trustees need to bring forward the communities' views; debate with vigor while keeping the best interests of the whole jurisdiction in mind.

8

Your first board meeting and beyond

Your first school board meeting after you are elected is called the organizational meeting. You will be notified about this first meeting by the school board secretary – a jurisdiction staff person. The notice will come via registered mail at least seven days before the meeting – or if delivered personally – at least two days before the meeting.

Expect three things to happen at your first board meeting.

1 Each trustee will take the oath of office

You will complete this oath verbally and in writing.

You will leave your signed oath of office with the board secretary.

2 Each trustee will file a disclosure statement

You will complete and file with the board secretary a disclosure statement listing:

- your full name and place of employment
- the full name and place of employment of your spouse (or adult interdependent partner*) and children (whether over or under the age of 18)
- the names of all corporations, partnerships, firms, governments or persons in which you, your spouse (or adult interdependent partner) or children (under 18) have a pecuniary (“monetary”) interest

The board secretary will compile a list of the names that trustees identify on their disclosure forms. This list will be shared with trustees and key employees. Staff, who regularly attend board meetings, should get a copy of this list. We recommend this because – while it is ultimately up to each trustee whether they have a pecuniary interest or not – it is best when the whole board and its advisors work together, with full information, to help make this determination, to ensure each trustee makes the best decisions.

*Note: “Adult interdependent partner” is defined in the *Adult Interdependent Relationships Act*. An adult interdependent relationship is similar but not identical to what used to be referred to as a common-law relationship. If you have questions about what constitutes an adult interdependent relationship, the board secretary may be able to assist you with reviewing the definitions, and legal assistance can be sought if required.

3 The trustees will elect a board chair and vice-chair

The votes for board chair and vice-chair may be done by secret ballot. Incidentally this is the only secret ballot allowed to school trustees in Alberta. At this meeting you may also decide which trustees will serve on school board committees.

REGULAR MEETINGS AND VOTING

Scheduling meetings

As a board, you will set the schedule for your regular board meetings. You will pass a resolution setting the date, time and place of your school board's regular meetings.

Attending meetings

With the exception of documented medical conditions, a trustee who misses three school board meetings in a row – without formal permission from the school board – will be disqualified. Alberta's *School Act* does allow trustees to attend meetings electronically as long as all trustees and people attending the public meeting can hear each other.

What if something important comes up between regular meetings?

A special meeting may be called by the board chair, a majority of the trustees or the minister of education. Notice in writing of the special meeting including the time, date, place and the business to be transacted at the meeting, must be sent to all trustees at least seven days before the special meeting. If the notice is delivered personally, this must occur at least two days before the meeting.

Note: If all trustees agree, this notice requirement may be waived, but these waivers must be documented in writing. If all trustees attend the special meeting the board may deal with any business at the meeting. If a trustee is absent, no business other than that outlined in the meeting notice shall be transacted at the meeting.

How does voting work?

With the exception of the vote to elect the board chair and vice-chair, all votes must be open.

Every trustee must vote on every motion – except if a trustee has a pecuniary interest in the matter or if the school board votes to excuse that trustee from voting on the matter.

If a trustee requests a recorded vote before the vote, each trustee's name and how they voted is recorded in the minutes. If a trustee asks for a recorded vote after the vote, the board secretary must record that trustee's name and how that trustee voted in the minutes.

To pass, a motion must be supported by a majority of the trustees at the meeting where there is quorum. Quorum is the majority of the trustees of the full board. The full board refers to the number of seats on a board. The minister of education can change a school board's quorum when the number of trustees on a school board falls below the number required for a quorum or when a board cannot achieve quorum because one or more trustees have declared a conflict of interest on a particular issue. A meeting that begins with quorum but loses quorum because a trustee leaves is no longer a valid meeting. If a meeting doesn't have a quorum of the board, the trustees present may not simply have a staff member or some member of the public fill in for the missing board member. Only the trustees attending the board meeting may vote on a matter.

If it's a tie vote, the motion is lost.

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

The board chair presides over board meetings. School boards may adopt rules of procedure such as Robert's Rules to govern how business is conducted at board meetings.

Are school board meetings public?

Yes. School board meetings are open to the public. However, if someone is behaving improperly at a meeting, the board chair does have the authority to exclude them from the meeting.

Also, the *School Act* does allow school boards to discuss certain matters in private (sometimes referred to as "*in camera*") – if the majority of trustees at the meeting assess that it is in the public interest to do so.

Matters typically dealt with in private include personnel matters, real estate matters and legal advice as well as appeal hearings, such as student expulsions, because personal information about the affected person will be discussed during the hearing.

While the school board may deliberate and make a decision in a private meeting, other than the resolution to revert to an open meeting, school boards can only pass a bylaw or motion in a public meeting. When it relates to a matter discussed in a private meeting this motion should be worded so that no personal information about individuals or other private information is revealed.

The *Freedom of Information and Protection of Privacy (FOIP) Act* also prevents trustees from discussing some matters, such as those discussed at a private meeting or hearing, in public.

The FOIP Regulation provides that a school board may go in camera to deal with the following matters:

- security of property,
- personal information of an individual, including an employee of a public body,
- a proposed or pending acquisition or disposition of property by or for a public body,
- labour relations or employee negotiations,
- a law enforcement matter,
- litigation or potential litigation, including matters before administrative tribunals affecting the school board, or
- the consideration of a request for access for information under the *FOIP Act*, if the school board is itself designated as the head of the local public body for the purposes of the *FOIP Act*.

According to the FOIP regulation, no other subject is to be considered in private.

School boards must be careful about what they choose to address in camera and be able to demonstrate that a matter was dealt with in camera if the board wishes to rely upon any of the exemptions from disclosure under the *FOIP Act*.

Your legal responsibilities

It is a great honour to serve your community as a trustee. You have assumed great responsibilities and may be called upon to apply legal principles to the local world in which the corporate board operates.

As “statutory delegates” whose authority is derived from the *School Act*, trustees must be aware of the legal parameters within which a trustee carries out his or her role as a member of the board.

These legal rules arise under legislation and at common law –the body of law developed by judges, courts, and tribunals which govern how statutory delegates exercise their authority. Some of these key legal responsibilities and principles are discussed in the section that follows.

FIDUCIARY DUTY

What is a fiduciary duty?

Directors of a school board (trustees) have responsibilities which are similar to those of directors of any other corporation, including statutory duties and common law duties, one of which is fiduciary duty. Fiduciary duty requires all trustees to act in the best interests of the corporate board as a whole, as opposed to in one’s own personal interest or the interest of another entity.

Canada’s Supreme Court has defined fiduciary duty in relation to a corporation as a duty to act honestly and in good faith with a view to the best interests of the corporation:

... fiduciary duty requires directors and officers to act honestly and in good faith vis-à-vis the corporation. They must respect the trust and confidence that have been reposed in them to manage the assets of the corporation in pursuit of the realization of the objects of the corporation. They must avoid conflicts of interest with the corporation. They must avoid abusing their position to gain personal benefit. They must maintain the confidentiality of information they acquire by virtue of their position. Directors and officers must serve the corporation selflessly, honestly and loyally. (*Peoples Department Stores Inc. (Trustee of) v. Wise* 2004 SCC 68)

An Alberta case, *Calgary Roman Catholic Separate School District No. 1 v. Michael O’Malley*, helps clarify a trustee’s fiduciary duty to the school board. The case also serves as a reminder of the importance of expressing dissent in an appropriate way.

During his term as a Calgary Catholic School Board trustee Michael O’Malley:

- interfered with ongoing labour negotiations and disclosed confidential information about talks with the Alberta Teachers’ Association
- attended and interfered in a ministerial student expulsion hearing
- disclosed confidential legal opinions
- arrived at a school unannounced with camera crews in tow
- launched four legal actions against the Calgary Catholic School Board

In ruling on O'Malley's actions, the court confirmed that a trustee's fiduciary duty is owed to the corporate body (the board). The court disqualified O'Malley from office, stating:

"Mr. O'Malley thinks he can do what he wants, when he wants and how he wants, without regard to his colleagues or his fiduciary duties. His breaches of his fiduciary duties are numerous and his conduct cannot be described as anything but egregious. ...he has neglected his duties, he has breached his fiduciary duties and he has placed himself in an intractable conflict of interest by suing his own board four times."

Elements of the fiduciary duty owed by a trustee to the school board include:

- duty of diligence (i.e. to use your best judgment and pay diligent attention to the duties of a trustee);
- duty to act honestly and in good faith vis-à-vis the school board;
- protect the interests of the school board;
- put the school board's interest ahead of personal interest;
- avoid or disclose conflicts of interest (pecuniary and non-pecuniary);
- maintain confidentiality of matters received in confidence (including in camera meetings); and
- obey the school board's governing documents and corporate decisions (i.e. duty not to undermine board decisions – "debate with vigour before the vote; support the decision after the vote").

PECUNIARY INTEREST

What is pecuniary interest?

Pecuniary interest is one form of conflict of interest. "Pecuniary" means "monetary". Section 80(1) of the *School Act* defines the pecuniary interests of a trustee as "an interest in a matter that could monetarily affect" the trustee and those individuals for whom the trustee has a deemed pecuniary interest. The pecuniary interest of the trustee's spouse or adult interdependent partner that are known to the trustee, or of which the trustee should reasonably know, are also deemed to be the pecuniary interests of the trustee. (For a definition of adult interdependent partner please refer to the *Adult Interdependent Relationships Act*.)

The term "could monetarily affect" the trustee, his or her spouse takes in the following:

- indirect monetary effect,
- minor monetary effect,
- future monetary effect, and
- uncertain monetary effect (i.e. only "possible" monetary effect, though that possibility must be more than speculative)

It is also important to note that the test of pecuniary interest is that it could affect the trustee's interest, not that it would. In other words, the intentions or motives of the trustee are irrelevant.

Sections 80 to 91 of the *School Act* set out provisions governing the prohibition, disclosure requirements, and effects regarding pecuniary interest for trustees. Generally, a trustee may not take part in school board business if the matter being discussed or voted on is one which “could monetarily affect” the trustee or the trustee’s spouse or adult interdependent partner.

What should a trustee do if they have a pecuniary interest?

If a trustee has a pecuniary interest in a matter before the board (or any committee of the board or any commission, committee or agency to which the trustee is appointed as a representative of a board), in accordance with section 83 of the *School Act*, the trustee shall, if present:

- immediately disclose the general nature of the pecuniary interest prior to any discussion of the matter;
- abstain from voting on any question relating to the matter;
- abstain from discussing the matter; and
- leave the room in which the meeting is being held until the discussion and voting on the matter are concluded.

If the trustee was temporarily absent from the meeting when the matter was raised, the trustee shall immediately, upon returning to the meeting or as soon afterwards as the trustee becomes aware that the matter has been considered, disclose the general nature of the trustee’s pecuniary interest in the matter. Where a trustee abstains from discussion and voting and discloses a pecuniary interest it must be recorded in the minutes of the meeting.

A trustee who contravenes Section 83 is disqualified from remaining as a trustee of the board as set out in section 82 of the *School Act*. It is recommended that all trustees review carefully the provisions of sections 80 to 91 of the *School Act*.

CONFIDENTIALITY

According to the *Freedom of Information and Protection of Privacy Act (FOIP Act)*, all information a trustee receives that relate to the school board’s mandate and functions are considered records under the control of the school board. All records containing personal information about an identifiable individual (which may include employees, students, or parents) must be kept confidential and may only be released in accordance with FOIP.

Each school board has a FOIP Coordinator who is tasked with being familiar with the *FOIP Act* and can assist in making determinations regarding when information must or may be disclosed. Further, each school board should have policies and procedures regarding retention and destruction of records that is consistent with the *FOIP Act* and its regulations.

Records received by individual trustees in their capacity as a trustee are subject to the obligations regarding disclosure and protection of privacy under the *FOIP Act*. This includes records that a trustee may store at their own home or office. Follow your board’s policies regarding FOIP to avoid inadvertently disclosing third party information that you may have received.

Trustees take an oath of office requiring them to act in the best interests of the corporation (school board). Information trustees receive in confidence must be respected and not disclosed to members of the public or taken advantage of for personal gain. To take financial advantage of information received as a trustee is a disqualifying event under the *School Act*, and a trustee who does so could be required to account for profits made on the basis of information that came to the knowledge of the trustee while acting in a fiduciary position.

Similarly, a trustee must not disclose confidential deliberations relating to school board business to anyone including family, friends, constituents and the public. While school board meetings are held in public, the board is able to meet *in camera* (in private) in certain circumstances. It may be a breach of a trustee's fiduciary duty or the trustee's code of conduct to disclose the content of in camera meeting discussions.

Lastly, the *FOIP Act* is clear that personal information should only be disclosed between employees and officers of a school board on a "need to know" basis when it is necessary for the delivery of services by the school board or for the performance of that employee's duties. As an individual trustee, there will rarely be instances where you should be accessing personal information of either staff or students enrolled in the school board. Therefore, pause before seeking out this information and ensure your access to it is properly authorized under FOIP.

LIABILITY

Can a trustee be sued personally?

All authority delegated by the province under legislation is to the corporate school board; not to individual trustees. Therefore any action brought against the school board is against the corporate board – not individual trustees. However, there are some exceptions to this as follows:

Improper use of funds

If a school board uses money acquired for capital expenditures for unauthorized purposes, the trustees who were on the board at the time, (whether or not they are still trustees), are jointly and severally liable for repayment of that money to the board. (section 187 of the *School Act*).

Non-performance of statutory duties

Trustees who fail or refuse to perform statutory duties imposed upon them by various statutes may be held personally responsible. For example, under section 112 of the Employment Standards Code, trustees could be held jointly and severally liable for unpaid wages.

Personal gain

If a court declares a trustee disqualified from remaining on the board due to personal gain from contracts with the board, the trustee may be ordered to pay the board any profits.

Breach of common law

Trustees may be held personally liable for breaches of common law such as acting in bad faith, acting in a discriminatory manner or abuse of power.

The *School Act* also contains a “good faith” protection from liability for trustees. Section 144.1 provides that trustees, employees of a board and school council members are not liable for any loss or damage caused by anything said or done or omitted to be done in good faith in the performance or intended performance of their functions, duties or powers under the *School Act* or any other enactment. This provision does not provide a defence to an allegation of defamation, nor does it affect the legal liability of the corporate board itself.

DISQUALIFICATION

When is a trustee disqualified?

Section 82(1) of the *School Act* provides that a trustee is disqualified from remaining as a trustee of the board if that person:

- ceases to be qualified for nomination as a trustee under the *Local Authorities Election Act*;
- is an auditor or employee of the board for which the person is a trustee;
- is a party to a subsisting contract for the construction, maintenance or repair of real property over which the board has administration other than a contract for the provision of goods or services in an emergency;
- beneficially owns more than 10 per cent of the issued shares of a corporation that has a pecuniary interest in a subsisting contract for the construction, maintenance or repair of real property over which the board has administration other than a contract for the provision of goods or services in an emergency;
- has a pecuniary interest in a contract with the board other than:
 - a contract for the provision of goods or services in an emergency,
 - a contract for the sale of goods or services to the board at competitive prices by a dealer in those goods or services incidental to and in the ordinary course of his business,
 - a contract of employment with the trustee’s spouse or adult interdependent partner, child, parent or spouse’s parent or adult interdependent partner’s parent, or
 - a contract approved by the board pursuant to disclosure;
- uses information gained through his position as a trustee of the board to gain a pecuniary benefit in respect of any matter in which he has a pecuniary interest;
- is a judge of a court or a member of the Senate or House of Commons of Canada or of the Legislative Assembly of Alberta;
- absents himself or herself, without being authorized by a resolution of the board to do so, from three consecutive regular meetings of the board, unless his absence is due to illness and he or she provides evidence of that illness in the form of a medical certificate respecting the period of his or her absence;
- is convicted of:
 - an indictable offence punishable by imprisonment for five or more years, or
 - an offence under section 123 of the Criminal Code (Canada) for which an absolute discharge or pardon has not been granted.

A trustee who has been disqualified is required to resign in accordance with section 85 of the *School Act*.

A trustee who refuses to resign when disqualified may be declared by school board resolution or court order (on application by either the board or an elector) to be disqualified from sitting as a trustee and to have their seat on the board declared vacant.

Note: Bona Fide Error

If a court application is filed regarding the disqualification of a trustee, the court has the power to declare the person to be qualified as a trustee if it is of the opinion that the disqualification arose inadvertently or by reason of a bona fide error in judgment. This allows for some discretion when applying the literal and technical provisions of the Act in situations where a trustee innocently and in good faith does something which triggers disqualification.

Note: Disqualification vs. Abstaining from Voting

There is some potential for overlap between matters that are cause for automatic disqualification from trusteeship and matters that regulate voting. For example, a trustee is unable to vote on any matter in which he or she has a pecuniary interest whether indirect or direct. However, if the trustee is a party to a subsisting contract for the construction, maintenance or repair of real property over which the board has administration other than a contract for the provision of goods and services in an emergency, the trustee is automatically disqualified.

Reference

Acronyms

These are commonly found acronyms. If we've missed any, let us know and we will update the next edition.

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

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

LDAA	Learning Disabilities Association of Alberta
LRB	Labour Relations Board
LRC	Learning Resources Centre
MGA	Municipal Government Act
NSBA	National School Boards Association
OH and S	Occupational Health and Safety
P3	Public Private Partnership
PAAC	Program and Assessment Advisory Committee
PD	Professional Development
PDAC	Policy Development Advisory Committee
PSBAA	Public School Boards' Association of Alberta
PAT	Provincial Achievement Test
PLC	Professional Learning Community
POM	Plant Operations and Maintenance
PTR	Pupil Teacher Ratio
PUF	Program Unit Funding
PUG	Program Unit Grant
RAP	Registered Apprenticeship Program
RBB	Results Based Budgeting
RRC	Regulatory Review Committee
SACSC	Safe and Caring Schools and Communities
SBDM	Site Based Decision Making
SEP	School Education Plan
SERP	Supplementary Executive Retirement Program
SHI	Student Health Initiative
SIB	School Improvement Branch
SIS	Student Information System
SiPP	Supplemental integrated Pension Plan
STEP	Summer Temporary Employment Program
STR	Student Teacher Ratio
TPA	Teaching Profession Act
TQS	Teacher Qualification Service (ATA-operated. Assesses teachers' years of educ. for salary/pension purposes)
TRF	Teachers' Retirement Fund
TSQB	Teacher Salary Qualification Board
WCB	Workers Compensation Board
YRE	Year Round Education

Jargon

Whether it is agriculture, medicine, finance, construction or education, those who work in a particular field develop a language – jargon – to communicate with their colleagues. Jargon is often confusing, bare of meaning and occasionally gobbledygook.

Arbitration

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

Attendance Board

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

Audited Financial Statement

Formal financial statements audited by an independent firm of accountants.

Bargaining Agent

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

Bargaining Unit

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

Bill

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

Blended Program

An educational program consisting of two distinct parts: a school provided program where a) a school board is responsible for the delivery and evaluation of achievement and b) a Home Education Program that meets the requirements of the Home Education Regulations, pursuant to the *School Act*.

Budget Report Form

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

Bylaws

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

Capital Expenditure

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

Career and Technology Studies (CTS)

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

Certificated

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

Charter

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

Class Size

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

Cohort

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

Collective Agreement

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

Collective Bargaining

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

Computer Adaptive Assessment (CAA)

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

Computer Assisted Instruction (CAI)

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

Contracts

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

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

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

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

Council of Ministers of Education of Canada (CMEC)

The Council of Ministers of Education of Canada (CMEC) is an intergovernmental body founded in 1967 by ministers of education to serve as:

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

All provinces and territories are members.

Council On Alberta Teaching Standards (COATS)

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

Count Date

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

Credit Enrolment Units (CEUs)

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

Cross Curricular

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

Cumulative Record Card

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

Daily Physical Activity (DPA)

The goal of Daily Physical Activity (DPA) is to increase students' physical activity levels.

DPA is based on the belief that healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle.

Debenture

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

Early Childhood Services (ECS)

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

EduLink

Software designed to assist schools, central offices and Alberta Education to electronically exchange student information.

English as a Second Language (ESL)

Programs designed for students whose mother tongue is not English.

Expulsion

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

Francisation

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

Francophone

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

Freedom of Information and Protection of Privacy Act (FOIP)

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

Funding Framework

Formula for distributing funds to school boards.

General Equivalency Diploma (GED)

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

Grade Level of Achievement (GLA)

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

"Grandfather" a clause

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

Grievance

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

Impasse

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

In Camera Meeting

A private meeting which is not open to the public. Syn. Committee of the whole, meeting in committee; executive session; conference committee

Increment

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

Individualized Instruction

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

Individualized Program Plan (IPP)

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

In Loco Parentis

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

Instructional Materials Centre (IMC)

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

Integration

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

Learning Disability

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

Leave of Absence

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

Mainstreaming

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

Mean

The average of a group of scores.

Median

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

Mediation

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

Memorandum of Agreement

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

Middle School

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

Mild/Moderate

One of the terms given to the group of specific categories that allow school jurisdictions to identify those children and students who require special education. This includes students with learning disabilities, emotional/behavioural disabilities, mild or moderate cognitive disabilities, hearing disabilities, visual disabilities, communication disabilities or delays, gifted and talented, physical and medical disabilities or multiple disabilities.

Non-Resident Student

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

Organizational Meeting

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

Pedagogy

Strategies or style of instruction.

Program Unit Funding (PUF)

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

Programs of Study

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

Public Private Partnership (P3s)

Concept for providing schools through, but not limited to:

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

Project Based Learning

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

Pupil-Teacher Ratio (PTR)

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

Registered Apprenticeship Program

Experiential learning undertaken by a senior high school student:

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

Regulation

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

Resident Student

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

School Councils

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

Severe Disabilities

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

Site-Based Management

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

Special Education

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

Standardized Tests

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

Strike

Includes:

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

SuperNet

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

Suspension: Student

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

Teacher

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

Utilization Factor

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

Year: Fiscal

The year within which an organization collects and spends money.

Year: School

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

Partners in public education

In alphabetical order here are the ASBA's key education partners. You will often see representatives of these groups at ASBA events.

Alberta Catholic School Trustees' Association

The **Alberta Catholic School Trustees' Association** (ACSTA) is the voice of Catholic trustees in Alberta and the Northwest Territories and is committed to enhancing the rights of Catholics to education based on the Gospel of Jesus Christ.

Alberta Education: Office of the minister

The education minister is accountable for the **Ministry of Education** which includes the Department of Education, the Alberta School Foundation Fund and school jurisdictions.

Alberta School Councils' Association

The **Alberta School Councils' Association** (ASCA) is the provincial association providing resources and support to members of school councils.

Association of School Business Officials of Alberta

The **Association of School Business Officials of Alberta** (ASBOA) supports its members (individuals working in the corporate, financial and business services in public education) and provides leadership in school business management.

Alberta Teachers' Association

The **Alberta Teachers' Association** (ATA) is the union and the professional body for Alberta's teachers.

College of Alberta School Superintendents

The **College of Alberta School Superintendents** (CASS) is the association of school superintendents and system education leaders.

Fédération des conseils scolaires francophones de l'Alberta

The **Fédération des conseils scolaires francophones de l'Alberta** (FCSFA) provides a collective voice for Alberta's four francophone authorities related to their exclusive mandate in the governance and delivery of French first language education in their regions.

Public School Boards' Association of Alberta

Public school boards – including trustees and senior administrators – may choose to be members of the **Public School Boards' Association of Alberta** (PSBAA).

Zone chairs

Each school board is a member of a region, known as a Zone. Zones are a forum for trustee development and networking. Each Zone elects representatives to the provincial board. These trustees lead the work of Zones.

ASBA Zone chairs as of September 2017



Zone 1
Sharilyn Anderson
*Peace Wapiti
School Division*



Zone 2/3
Cheryl Dumont
*St. Albert
Public Schools*



Zone 4
Connie Huelsman
*Chinook's Edge
School Division*

Zones

ZONE 1

Conseil scolaire du Nord-Ouest
Fort Vermilion School Division
Grande Prairie & District
Catholic Schools
Grande Prairie School District
High Prairie School Division
Holy Family CRD
Northland School Division
Peace River School Division
Peace Wapiti School Division

ZONE 2/3

Aspen View Public Schools
Black Gold Regional Schools
Buffalo Trail Public Schools
Conseil scolaire Centre-Est
Conseil scolaire Centre-Nord
East Central Alberta
Catholic Schools
Edmonton Catholic Schools
Edmonton Public Schools
Elk Island Catholic Schools
Elk Island Public Schools
Evergreen Catholic Schools
Fort McMurray Catholic Schools
Fort McMurray Public Schools
Grande Yellowhead Public
School Division
Greater St. Albert Catholic Schools

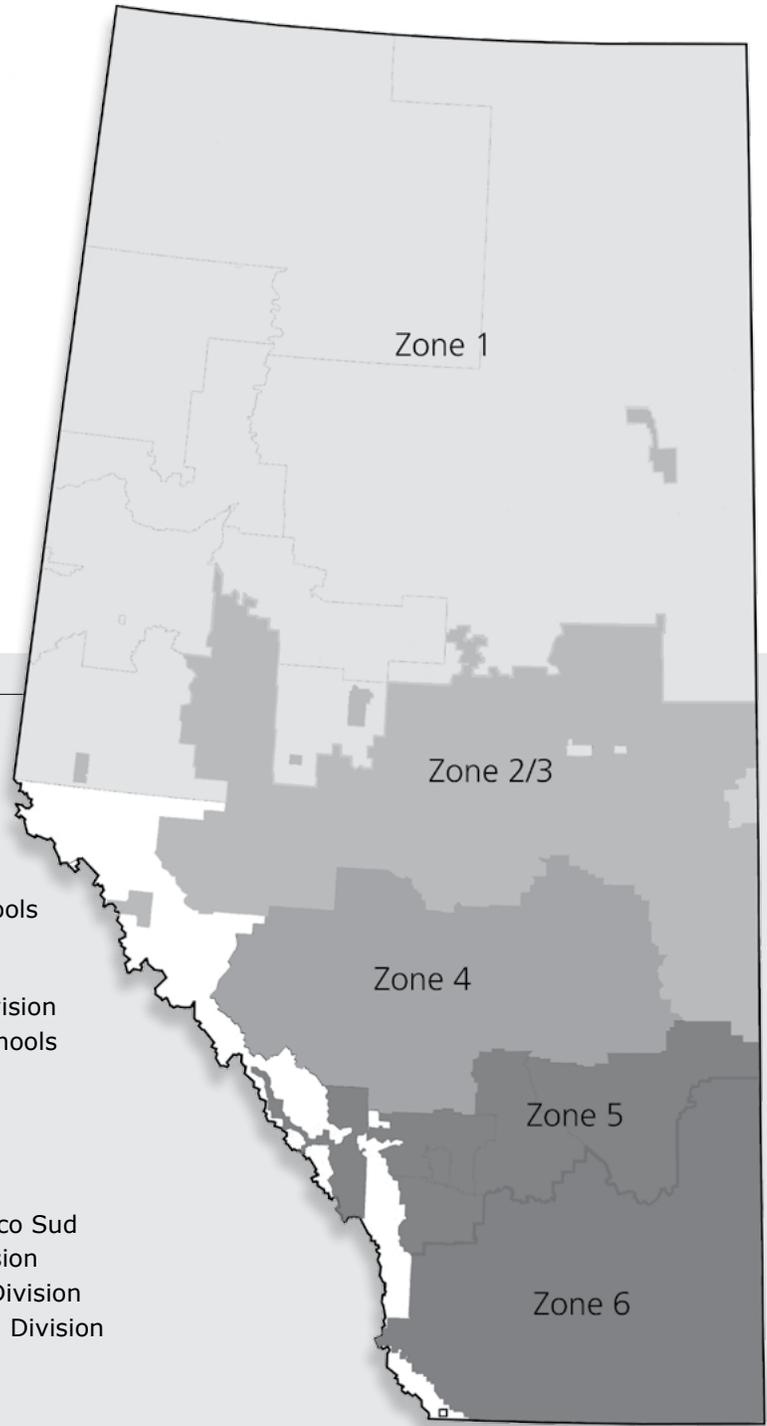
Lakeland Catholic Schools
Living Waters Catholic Schools
Lloydminster Catholic
School Division
Lloydminster Public
School Division
Northern Gateway Public Schools
Northern Lights Public Schools
Parkland School Division
Pembina Hills Public Schools
St. Albert Public Schools
St. Paul Education
Regional Division
STAR Catholic Schools
Sturgeon School Division
Yellowknife Catholic Schools
Yellowknife Education District



Zone 5
Amber Stewart
*Calgary Board
 of Education*



Zone 6
Martha Ratcliffe
*Livingstone Range
 School Division*



ZONE 4

Battle River School Division
 Chinook's Edge
 School Division
 Clearview Public Schools
 Red Deer Catholic
 Regional Schools

Red Deer Public Schools
 Wetaskiwin Regional
 Public Schools
 Wild Rose School Division
 Wolf Creek Public Schools

ZONE 5

Calgary Board of Education
 Calgary Catholic
 School District
 Canadian Rockies
 Public Schools
 Christ the Redeemer
 Catholic Schools

Conseil scolaire Franco Sud
 Foothills School Division
 Golden Hills School Division
 Prairie Land Regional Division
 Rocky View Schools

ZONE 6

Grasslands Public Schools
 Holy Spirit RCSRD
 Horizon School Division
 Lethbridge School District
 Livingstone Range
 School Division

Medicine Hat Catholic
 Board of Education
 Medicine Hat School District
 Palliser Regional Schools
 Prairie Rose School Division
 Westwind School Division

