

MEDICINE HAT SCHOOL DISTRICT NO. 76

SCHOOL DISTRICT VISION, MISSION, VALUES AND BELIEFS

BACKGROUND

Our school district has been created to serve the educational needs of the students in our community. Community members, parents, students, and district staff must focus the attention and resources of the educational community on what is most important for the education of students.

POLICY

The Board believes that when a shared mission, vision, values and beliefs are used to guide and direct the actions or decisions of the partners, then fewer rules and regulations are necessary. Positive action is promoted when members of the district believe that their behaviours or decisions will be supported and affirmed.

The Board therefore declares the following:

The Motto is: **Where Kids Count**

The Mission Statement of the Medicine Hat School District No. 76 is:

As a partner in the community, Medicine Hat School District No. 76 will create inclusive and innovative learning environments.

The Vision Statement of the District is:

Developing Tomorrow's Citizens through improved learning, living and relationships

The District's Values and Beliefs are as follows:

Excellence

We believe that excellence is:

- achieving the greatest result of individual's potential
- developing attitude and appreciation to quality in things, performance, emotions
- fostering superior expectations
- meeting needs of students
- creating happy and well rounded students achieving to their ability
- accepting students for who they are and appreciating and welcoming their differences and supporting their need to achieve to a high level
- achieving high expectations; high supports; much celebration

Respect

We believe that respect is:

- mutual cooperation and acceptance of each individual
- living out the "service" model
- appreciating an environment where kids are happy and would want to come back tomorrow
- listening with understanding
- self-motivated courtesy
- embracing all diversities
- respecting ideas
- honoring others' feelings as if feeling were directed to oneself
- acknowledging high expectations; high supports; much celebration

Caring and Compassion

We believe that caring and compassion is:

- showing concern and helping one another
- eliminating all harassment in the district
- sharing, mutual acceptance and understanding of others' situation
- extending benevolent, but genuine, emotions toward others
- showing concern for others
- creating an atmosphere of understanding & building strong relationships
- creating an atmosphere of kindness for no reason
- making time for people

Learning

We believe that learning is:

- a life-long process of individuals obtaining information that will enhance their well-being within society
- using all available resources to foster one's growth
- a life-long growth
- in an atmosphere where listening occurs
- where everyone in school is excited about education
- engaging students
- an atmosphere "full of excitement"
- engaging activities with enthusiastic students

Integrity

We believe that integrity is:

- the practice of the absolute enduring truth
- honesty
- truthfulness
- communicating beliefs and practices
- consistently acting on beliefs and practices
- treating others in the same manner as they wish to be treated
- principled
- demonstrating acceptable behaviour

Innovation

We believe that innovation is:

- challenging students
- showing enthusiasm for new ideas
- being responsive and flexible
- creating a safe environment that fosters measured risk-taking
- creatively displaying a common goal
- encouraging and supporting new ideas and practices
- embracing/inventing new ideas, processes, things
- creating excitement and passion

**Approved and Adopted:
September 7, 2004**

**Revised:
November 17, 2009**

REFERENCES

[School Act](#): Section 59, 60, 61, and Preamble

MEDICINE HAT SCHOOL DISTRICT NO. 76**SHARED DECISION-MAKING RESPONSIBILITIES****BACKGROUND**

This policy is designed to clarify the decision-making roles and responsibilities of the Board, administrators, staff, students and community members and to promote harmonious and effective working relationships among them that will result in excellent service to our students.

POLICY

The Board of Trustees believes that shared decision making will result in a strong educational program for students by ensuring that all decisions are made for the good of students.

GUIDELINES

1. The Board of Trustees is primarily responsible for establishing the broad goals of education and adopting appropriate policies and programs to attain them.
2. The Education Plan and the Policy Handbook are the main documents that provide direction to the entire District and its components for the benefit of our students.
3. In the preparation of the Education Plan and the Policy Handbook the Board recognizes the potential for improving decisions through consultation with stakeholders.
4. The Board expects that decision-making at all levels of the District's operation will be conducted in a manner that makes provision for input and feedback from those affected by the decision.
5. The individual who will be held accountable for the outcomes of any decision will be responsible for making the final decision.
6. The staff is primarily responsible for carrying out programs and policies adopted by the Board.

STAKEHOLDERS**1. Role of the Board of Trustees**

Roles and responsibilities as per Policy 200

2. Role of the Superintendent of Schools and Executive

Roles and responsibilities as per Policy 210

3. Role of School Personnel & Administration

Roles and responsibilities as per Policy 300 and 500

4. Role of Coordinating Committee

4.1 To draft policies for the District as directed by the Board through the Superintendent of Schools.

4.2 To recommend to the Board, through the Superintendent of Schools, new policies to respond to emerging issues, problems or concerns.

4.3 To review existing policy for current applicability, and recommend to the Board any changes, revisions or deletions of such policy.

5. Role of Teacher-Board Advisory Committee

5.1 To provide an interchange among District administration, the Board and teachers of ideas, issues, concerns or problems affecting teachers.

5.2 To determine the best process for dealing with these issues, concerns or problems.

5.3 To provide guidance on teacher views of proposed recommended policies.

6. Role of Community Members and Parents

6.1 To provide information and other input to trustees and staff members and to be actively involved with respect to what they think is best for the students of the community.

6.2 To participate in activities in which they have appropriate decision-making responsibilities in co-operation with the school community.

8. Role of School Councils

Roles and responsibilities as per Policy 901

9. Role of District Council of School Councils

Roles and responsibilities as per Policy 207

10. Role of Students

- 10.1 To participate in activities in which they provide input and feedback appropriate to their level of maturity.

DEFINITIONS

Shared Decision-Making: Shared decision-making is a process in which a variety of members of the school community collaborate, where appropriate, in identifying problems, defining goals, formulating policy, shaping direction, and ensuring implementation of decisions. People who are responsible for the implementation of a decision at the building or unit level are actively and legitimately involved in making the decision.

Essential Characteristics of Shared Decision-Making

1. COLLABORATION

Shared decision-making requires the presence of a high degree of collaboration of those affected by the decision, regardless of their relationship to the organization or to each other. Evidence of true dialogue, debate, conflict and attention to multiple perspectives will be visible if genuine rather than if pseudo-collaboration exists. People have an opportunity to be involved or represented, but if they choose not to be involved, they also choose to support the decision once it is made.

2. TRUST

People will trust each other and will feel as if all the information is available to them. One factor that indicates the presence of trust in an organization is people's perception of the availability of information to those who need or want it. When people feel that information is being withheld, they become naturally suspicious.

3. RESPONSIBILITY/OWNERSHIP

With shared decision-making, people accept responsibility and ownership for their actions, rather than blaming or finding fault.

4. CHANGE

People accept change as a natural part of the growth process and continuously seek ways of improving both themselves and the organization.

5. EVOLUTIONARY

Those engaged in shared decision-making recognize that the process is evolutionary rather than revolutionary. Implementing shared decision-making, shifting mental models, restructuring practices, changing policy and procedures, and redesigning roles and responsibilities takes time and is a slow steady process that often requires careful inspection to determine the visible signs of progress.

6. **INPUT FROM ALL**
Shared decision-making requires input from all affected stakeholders. Those involved listen to differing perspectives with respect, honouring the ideas of others as valid as their own.
7. **COMMUNICATIONS AND INTERDEPENDENCE**
Through on-going communication and the recognition that together the group is better than any one individual member, teams are able to make a more informed decision that will accommodate the needs of all parties.
8. **VALUES ORIENTATION**
Shared decision-making recognizes and employs the District's clearly enunciated values of Excellence, Respect, Caring and Compassion, Learning, Integrity and Innovation.
9. **EVALUATION**
Shared decision-making requires that specific decision-making methodologies are determined, rather than automatically assuming that all shared decisions are decisions made by consensus.
10. **FRAMEWORK**
Shared decision-making requires continuous evaluation that examines the achievement of the goals or purpose of shared decision-making, as well as the processes and decisions themselves. This type of constant inquiry will assist decision makers in knowing if they are achieving their outcome [e.g. improved student achievement]; if the processes they are using are effective and efficient, allowing for widespread involvement of those affected; and if the decisions made are valid and appropriate. Undertaking shared decision-making before giving careful attention to the evaluation process is ill advised.

Shared decision-making needs to be aligned with Provincial, district and school direction, policies and guidelines, or attention must be given to adjusting those areas that can be changed to accommodate shared decision-making.

**Approved & Adopted:
September 7, 2004**

**Revised:
August 31, 2016**

**Reviewed:
September 20, 2016**

REFERENCES

Policies 200, 207, 210, 300, 500, 901

MEDICINE HAT SCHOOL DISTRICT NO. 76**ROLE OF THE BOARD OF TRUSTEES****BACKGROUND**

As the corporate entity established by provincial legislation and given authority by the School Act and attendant Regulations and the corporate body elected by the electors that support Medicine Hat School District No. 76, the Board of Trustees shall provide overall direction and leadership to the District. It is accountable for the provision of appropriate educational programs and services to resident students of the District to enable their success, in keeping with the requirements of government legislation and the values of the electorate.

POLICY

The Board is therefore charged with the responsibility of providing an education system that is organized and operated in the best interests of the students it serves. It exercises this responsibility through the setting of clear strategic direction and the wise use of resources.

GUIDELINES**Specific Areas of Responsibility**

1. Accountability for Student Learning
 - 1.1 Provide overall direction for the District by establishing vision, mission and values.
 - 1.2 Establish a welcoming, caring, respectful and safe learning environment.
 - 1.3 Annually approve the process and timelines for the refinement of the Three-Year Education Plan.
 - 1.4 Identify Board priorities at the outset of the annual Three-Year Education planning process.
 - 1.5 Initiate school and program reviews as necessary to monitor the achievement of outcomes.
 - 1.6 Monitor the effectiveness of the District in achieving established priorities, desired results and key performance indicators.
 - 1.7 Annually approve the “rolling” Three-Year Education Plan/Annual Education Results Report for submission to Alberta Education and for distribution to the public.
2. Community Assurance
 - 2.1 Make informed decisions that consider community values and represent the interests of the entire District.
 - 2.2 Inform the community about District programs, needs and desires.
 - 2.3 Establish processes and provide opportunities for community engagement.
 - 2.4 Report District outcomes to the community at least annually.

- 2.5 Meet twice yearly with the Council of School Council Chairs.
 - 2.6 Develop appeal procedures and hold hearings as required by statute and/or Board policy.
 - 2.7 Model a culture of respect and integrity.
 - 2.8 Maintain transparency in all fiduciary aspects.
3. Accountability to Provincial Government
- 3.1 Act in accordance with all statutory requirements to implement provincial standards and policies.
 - 3.2 Perform Board functions required by governing legislation and existing Board policy.
4. Fiscal Accountability
- 4.1 Within the context of results-based budgeting, approve budget assumptions/principles and establish priorities at the outset of the budget process.
 - 4.2 Approve the annual budget and allocation of resources to achieve desired results.
 - 4.3 Approve annual fees for instructional resources, transportation and tuition.
 - 4.4 Approve expense reimbursement rates.
 - 4.5 Approve substantive budget adjustments when necessary.
 - 4.6 Monitor the fiscal management of the District through receipt of at minimum quarterly variance analyses and year-end projections.
 - 4.7 Receive the Audit Report and ensure the management letter recommendations are addressed.
 - 4.8 Approve annually the Three-Year Capital Plan for submission to Alberta Education.
 - 4.9 Approve borrowing for capital expenditures within provincial restrictions.
 - 4.10 Set the parameters for negotiations after soliciting advice from the Superintendent and others.
 - 4.11 At its discretion, ratify Memoranda of Agreement with bargaining units.
 - 4.12 Approve the Superintendent's contract.
 - 4.13 Approve annually signing authorities for the District.
 - 4.14 Approve transfer of funds to/from reserves.
 - 4.15 Approve investment parameters.
 - 4.16 Ensure all programs are regularly reviewed to test the relevancy, effectiveness and efficiency of the programs against desired outcomes.
5. Board/Superintendent Relations ("First Team")
- 5.1 Select the Superintendent; provide for succession planning as required.
 - 5.2 Provide the Superintendent with clear corporate direction.
 - 5.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the School Act.
 - 5.4 Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions which are exercised within the delegated discretionary powers of the position.
 - 5.5 Demonstrate respect, integrity and support, which is then conveyed to the staff and the community.
 - 5.6 Annually evaluate the Superintendent, in accordance with a pre-established performance appraisal mechanism.

- 5.7 Annually review compensation of the Superintendent.
- 6. Board Development
 - 6.1 Develop a plan for governance excellence in fiduciary, strategic and generative engagement modes.
 - 6.2 Annually evaluate Board effectiveness in meeting performance indicators and determine a positive path forward.
- 7. Policy
 - 7.1 Identify how the Board is to function.
 - 7.2 Develop/revise policies using a generative engagement process.
 - 7.3 Monitor policy currency and relevancy.
- 8. Political Advocacy
 - 8.1 Act as an advocate for public education and the District.
 - 8.2 Identify issues for advocacy on an ongoing basis.
 - 8.3 Develop a plan for advocacy including focus, key messages, relationships and mechanisms.
 - 8.4 Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials.
 - 8.5 Arrange meetings with elected provincial and federal government officials to communicate and garner support for education.

Selected Responsibilities

The Board shall:

- 1. Acquire and dispose of land and buildings; ensure titles to or enforceable long-term interests in land are in place prior to capital project construction.
- 2. Approve school attendance areas.
- 3. Name schools and other District-owned facilities.
- 4. Approve the District school-year calendar(s).
- 5. Provide for recognition of students, staff and community.
- 6. Make a recommendation to the Minister for dissolution of a School Council.
- 7. Approve joint-use agreements.
- 8. Encourage the formation of a Council of School Councils (COSC).
 - 8.1 If a COSC is formed, its primary purpose shall be to enhance communications among the School Councils, the Board, the Superintendent and the community.

- 8.2 Parents with concerns are encouraged to present their concerns directly to the teacher/principal. School personnel or individual student concerns are not to be discussed at COSC meetings.
9. Approve locally developed courses.
10. Hear unresolved student or staff complaints of discrimination or harassment.
11. Approve all international field trips and out-of-province field trips in excess of three (3) school days.

**Approved and Adopted:
January 20, 2004**

**Revised:
August 31, 2016**

**Reviewed:
September 20, 2016**

REFERENCES

[School Act](#): Sections 45, 45.1, 56, 60, 61, 62, 63, 78, 113, 147
[Local Authorities Elections Act](#)
[Fiscal Planning and Transparency Act](#)
[Results-Based Budgeting Act](#)
[Disposition of Property Regulation](#)
[Early Childhood Services Regulation](#)

SECTION 200

POLICY 201

MEDICINE HAT SCHOOL DISTRICT NO. 76

ROLE OF THE TRUSTEE

POLICY

Each trustee represents all public school constituents of the District and represents this electorate through the democratic process. The role of the trustee is to contribute to the Board as it carries out its mandate in order to achieve its mission.

The Board of Trustees is a corporation, accountable to the Minister of Education. The decisions of the Board in a properly constituted meeting are those of the corporation. Unless delegated by the Board, an individual trustee only has the authority and status of any other citizen.

Individual trustees exercise an effective decision making role in the context of corporate action. A trustee who is given authority by Board motion to act on behalf of the Board may carry out duties individually but only as an agent of the Board. In such cases, the actions of the trustee are those of the Board, which is then responsible for them. A trustee acting individually has only the authority and status of any other citizen of the District. Individual trustees do not have the authority to direct the District's administration and staff.

GUIDELINES

Each Trustee shall:

1. Become familiar with the School Act, District policies and procedures, meeting agendas and reports in order to participate in Board business.
2. Provide for the engagement of parents, students, staff and various communities.
3. Respectfully bring forward and advocate for local issues and concerns.
4. Refer matters not covered by Board policy, but requiring a corporate decision to the Board for discussion.
5. Refer administrative matters to the Superintendent for action.
6. Refer parental and community queries and concerns back to the school or department and inform the Superintendent of this action as per Policy 350: Healthy Interactions.
7. Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect the District. Personnel matters are to be brought to the attention of the Superintendent only.
8. Be prepared for and attend Board meetings; contribute to the decisions of the Board in order to provide the best solutions possible for education within the District.

9. Recognize his/her fiduciary responsibility to the District and act in the best interests of the District understanding that District needs are paramount.
 - 9.1 Vote on every Board motion, unless there is a conflict of interest.
 - 9.2 Support a majority vote of the Board as if the vote had been unanimous.
10. When delegated responsibility, the trustee will exercise such authority within the defined limits in a responsible and effective way.
11. Participate in Board committees and trustee development sessions. Share the materials and ideas gained with the Board at its next meeting.
12. Be cognizant of provincial, national and international educational issues and trends and strive to stay current with educational issues and trends.
13. Strive to develop a positive and respectful learning and working culture both within the Board and the District.
14. Liaise with School Council(s) and regularly attend District or school community functions.
15. Become familiar with, and adhere to, the Trustee Code of Conduct. Report any violation of the Trustee Code of Conduct to the Board Chair, or where applicable, to the Vice-Chair or the Board during an in-camera session.
16. When the Board makes a corporate decision, it is each trustee's obligation to support that decision.

ORIENTATION

As a result of elections, the Board may experience changes in trusteeship. To ensure continuity and facilitate smooth transition from one Board to the next following an election, trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and long-range plans.

The Board believes an orientation program is necessary for effective trusteeship. All trustees are expected to attend all aspects of the orientation program.

1. In the year of an election, the District will host a preliminary orientation session for all elected candidates prior to the Organizational Meeting, which will include a review of and an expression of interest in Board assignments and committees.
2. The District will offer an orientation program for all trustees that provides information on:
 - 2.1 Role of the trustee and the Board;
 - 2.2 Board policy, agendas and minutes;
 - 2.3 Organizational structures and procedures of the District;
 - 2.4 Existing District initiatives, annual reports, budgets, financial statements and long-range plans;
 - 2.5 District programs and services;
 - 2.6 Board's function as an appeal body; and
 - 2.7 Statutory and regulatory requirements, including responsibilities with regard to conflict of interest;
 - 2.8 Trustee remuneration and expenses.

3. The orientation program may also include:
 - 3.1 A tour of the offices and the opportunity to meet District Office staff.
 - 3.2 A tour of the schools and the opportunity to meet principals and staff.
4. The Board Chair and Superintendent are responsible for ensuring the development and implementation of the District's orientation program for trustees.
5. The District will provide support within the Board governance budget for trustees attending provincial association sponsored orientation seminars.
6. Incumbent trustees are encouraged to help newly elected trustees become informed about history, functions, policies, procedures and issues.

Approved and Adopted:
January 20, 2004

Revised:
August 31, 2016

Reviewed:
September, 2016

CROSS REFERENCE

Policy 350: Healthy Interactions

REFERENCES

[School Act](#): Sections 60, 61, 68, 72, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, and 246
[Commissioner for Oaths Regulation](#): Section 6

MEDICINE HAT SCHOOL DISTRICT NO. 76

TRUSTEE CODE OF CONDUCT

POLICY

Trustees should be accountable to the school district community for their actions and should always conduct themselves in an ethical and prudent manner. This includes proper use of authority and appropriate decorum in group and individual behaviour. Trustees shall behave in a manner that reflects respect for the dignity and worth of all individuals.

GUIDELINES

1. Trustees shall be loyal to the interests of Medicine Hat School District. This loyalty supersedes loyalty to:
 - 1.1 Any advocacy or special interest groups and membership on other boards or staff positions.
 - 1.2 The personal interest of any trustee whether acting as an individual consumer of the School District's services or not.
2. Trustees are accountable to exercise the powers and discharge the duties of their office honestly and in good faith. Trustees shall exercise the degree of care, diligence and skill that a reasonably prudent person would exercise in comparable circumstances.
3. Trustees shall avoid any conflict of interest with respect to their fiduciary responsibility, for example:
 - 3.1 There must be no self-dealing or any conduct relating to private business or personal services between any trustee and the School District, except as provided for in this section and allowed by the *School Act*. Trustees with a pecuniary interest in any contract with the District must inform the Board Chair, as soon as practical, if the contract is for the provision of goods or services in an emergency, and prior to the signing of the contract in all other circumstances must obtain prior approval of the Board.
 - 3.2 Trustees will file, and updated forthwith if changes occur, with the Secretary-Treasurer, a statement disclosing:
 - 3.2.1 The trustee's involvement with any other organizations, vendors, or associations, which might be, or might reasonably be seen to constitute, a conflict of interest with the trustee's role as a member of the Board of Trustees.
 - 3.2.2 As stated in the *School Act*..
 - 3.2.2.1 "The names and employment of the trustee and the trustee's spouse or adult interdependent partner and children,

- 3.2.2.2 The names of the corporations, partnerships, firms, governments or persons in which the trustee has a pecuniary interest,
 - 3.2.2.3 The names of the corporations, partnerships, firms, governments or persons in which the trustee's spouse or adult interdependent partner or children under 18 years of age have a pecuniary interest."
 - 3.3 Trustees must not use their positions to obtain for themselves, or for their family members, employment within the School District. Should a trustee accept an offer of employment with the District or a teaching position with any Board, he or she must first resign from the Board before accepting the position.
 - 3.4 Should trustees be in a conflict position, or a position of pecuniary interest, with respect to any matter, trustees must declare their conflict, absent themselves without comment from not only the vote, but also from the deliberation of the matter, and leave the room. The minutes must record all declarations of conflict of interest and departure from the room.
- 4. Trustees shall not attempt to exercise individual authority over the Superintendent of Schools or any member of the staff. In particular:
 - 4.1 Individual trustees shall make no negative judgments in a public forum of the Superintendent of Schools or individual staff's performance.
 - 4.2 Trustees shall not encourage direct communication with employees who attempt to bypass administration but shall encourage employees to utilize reporting lines within the administration to bring their concerns to the Board.
- 5. Trustees shall not use Board information for their own direct benefit or advantage. This requires that Board deliberations during in-camera or Board Planning Meetings be kept confidential whenever required in the best interests of the School District.
- 6. The Board Chair, Superintendent, or designate, is the official spokesperson for the Board of Trustees, and therefore, the only person authorized to speak to the public, media or other entities on behalf of the Board.
 - 6.1 Without limiting the right of trustees to express their own personal views, when interacting with the public, media or other entities, Trustees shall accurately represent and support the corporate decision of the Board, once that decision has been made.
- 7. Trustees shall attend and take part in meetings such as Information Meetings, Trustee Orientation and Renewal Sessions, Governance Sessions, Agenda Planning Meetings, Board Retreats, School Council Meetings, and all regularly scheduled or special meetings of the committees of the Board of Trustees, on a regular and punctual basis. Repeated unexcused absences, partial attendance or late attendance by trustees at these activities and meetings shall be cause for disciplinary action, as determined by the Board.
- 8. Trustees are required to attend and actively participate in the Annual General Meetings of the ASBA, and any other conferences and conventions as may be approved by the Board.
- 9. Trustees wishing to attend professional development activities or conferences other than those offered by official Trustee organizations shall adhere to the process as set out in Policy 201.2: Trustee Development.

10. The unexcused absence of a Trustee from three consecutive regular meetings of the Board shall disqualify that person from remaining as a Trustee, as stated in the *School Act*, Section 82(1)(h).
11. Trustees shall ensure that unethical activities not covered or specifically prohibited by the foregoing or any other legislation are neither encouraged nor condoned.
12. A Trustee who believes that a fellow Trustee has violated the Code of Conduct may seek resolution of the matter through appropriate conciliatory measures prior to commencing an official complaint under the Code of Conduct.
13. A Trustee who wishes to commence an official complaint, under the Code of Conduct, shall file a letter of complaint with the Chair, or Vice Chair in the absence of the Board Chair, or in cases when the complaint is about the Chair, and indicate the nature of the complaint and the section or sections of the Code of Conduct that are alleged to have been violated by the Trustee. The Trustee who is alleged to have violated the Code of Conduct, and all other Trustees, shall be forwarded a copy of the letter of complaint by the Chair, or where otherwise applicable, in what follows, by the Vice Chair, within five (5) days of receipt by the Chair of the letter of complaint.
14. When a Trustee files a letter of complaint, and a copy of that letter of complaint is forwarded to all Trustees, the filing, notification, content, and nature of the complaint shall be deemed to be strictly confidential, the public disclosure of which shall be deemed to be a violation of section five (5) above. Public disclosure of the complaint and any resulting decision taken by the Board may be disclosed by the Chair only at the direction of the Board, following the disposition of the complaint by the Board at a Code of Conduct hearing.
15. To ensure that the complaint has merit to be considered and reviewed, at least one other Trustee of the Board must provide to the Chair within three days of the notice in writing of the complaint being forwarded to all Trustees, a letter indicating support for having the complaint be heard at a Code of Conduct hearing. Any Trustee who forwards such a letter of support shall not be disqualified, from attending at and deliberating upon, the complaint at a Code of Conduct hearing convened to hear the matter, solely for having issued such a letter.
16. Where no letter supporting a hearing is forthcoming, the complaint shall not be heard. The Chair shall notify all other Trustees in writing that no further action of the Board shall occur.
17. Where a letter supporting a hearing is forthcoming, the Chair shall convene as soon as is reasonable, a Special Meeting of the Board to allow the complaining Trustee to present his or her views of the alleged violation of the Code of Conduct.
18. At the Special Meeting of the Board, the Chair shall indicate at the commencement of the meeting, the nature of the business to be transacted and that the complaint shall be heard in an in-camera session of the Special Meeting.
19. Violation of the Code of Conduct may result in the Board instituting, without limiting what follows, any or all of the following sanctions:

- 19.1 Having the Board Chair write a letter of censure marked “personal and confidential” to the offending Trustee, on the approval of a majority of those Trustees present and allowed to vote at the Special Meeting of the Board;
 - 19.2 Having a motion of censure passed by a majority of those Trustees present and allowed to vote at the Special Meeting of the Board;
 - 19.3 Having a motion to remove the offending Trustee from one, some or all Board committees or other appointments of the Board, passed by a majority of those Trustees present and allowed to vote at the Special Meeting of the Board.
20. The Board may, in its discretion, make public its findings at the Special Meeting, or at a Regular Meeting of the Board, where the Board has not upheld the complaint alleging a violation of the Board’s Code of Conduct or, where there has been a withdrawal of the complaint or, under any other circumstances that the Board deems reasonable and appropriate to indicate publicly its disposition of the complaint.

PROCEDURES – CODE OF CONDUCT HEARING

Without limiting what appears below, the Chair shall ensure fairness in dealing with the complaint by adhering to the following procedures:

1. The Code of Conduct complaint shall be conducted at an in-camera session, “Code of Conduct Hearing”, of a Special Board Meeting convened for that purpose. The Board, in its sole discretion, may record the in-camera session of the Special Board Meeting by electronic means. Where recording will take place, the complaining Trustee and the respondent Trustee shall be advised by the presiding Chair at the commencement of the Code of Conduct Hearing. All preliminary matters, including whether one or more Trustees may have a conflict of interest in hearing the presentations regarding the complaint, shall be dealt with prior to the presentation of the complaint on behalf of the complaining Trustee.
2. The sequence of the Code of Conduct Hearing shall be:
 - 2.1 The complaining Trustee shall provide a presentation which may be written or oral or both;
 - 2.2 The respondent Trustee shall provide a presentation which may be written or oral or both;
 - 2.3 The complaining Trustee shall then be given an opportunity to reply to the respondent Trustee’s presentation;
 - 2.4 The respondent Trustee shall then be provided a further opportunity to respond to the complaining Trustee’s presentation and subsequent remarks;
 - 2.5 The remaining Trustees of the Board shall be given the opportunity to ask questions of both parties;
 - 2.6 The complaining Trustee shall be given the opportunity to make final comments; and
 - 2.7 The respondent Trustee shall be given the opportunity to make final comments.
3. Following the presentation of the respective positions of the parties, the parties, and all persons, other than the remaining Trustees who do not have a conflict of interest, shall be

required to leave the room, and the remaining Trustees shall deliberate in private, without assistance from Administration. The Board may however, in its discretion, call upon legal advisors to assist them on points of law, or the drafting of a possible resolution.

4. If the remaining Trustees in deliberation require further information or clarification, the parties shall be reconvened and the requests made in the presence of both parties. If the information is not readily available, the presiding Chair may request a recess, or if necessary, an adjournment of the Code of Conduct Hearing to a later date.
5. In the case of an adjournment, no discussion by Trustees whatsoever of the matters heard at the Code of Conduct Hearing may take place until the meeting is reconvened.
6. The remaining Trustees in deliberation may draft a resolution indicating what action, if any, may be taken regarding the respondent Trustee.
7. The presiding Chair shall reconvene the parties to the Code of Conduct Hearing and request a motion to revert to the open meeting, in order to pass the resolution.
8. All documentation, including any recording by electronic means, that is related to the Code of Conduct Hearing shall be returned to the Superintendent of Schools or designate immediately upon conclusion of the Code of Conduct Hearing and shall be retained in accordance with legal requirements.
9. The presiding Chair shall declare the Special Board Meeting adjourned.

**Approved & Adopted:
June 1, 2004**

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August 31, 2016**

**Reviewed:
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REFERENCES

[School Act](#): Sections 60, 61, 68, 72, 80, 81, 82, 83, and 84, and 246

MEDICINE HAT SCHOOL DISTRICT NO. 76**TRUSTEE DEVELOPMENT****BACKGROUND**

School board trustees are the representatives of the public school supporters, and the quality, effectiveness, and efficiency of the school district is in their trust. Trustees must ensure that they are knowledgeable about education issues and directions for the future. For the Board to operate effectively as it fulfils its responsibilities, each trustee must be knowledgeable about and practise being an effective trustee who contributes to the successful operation of the Board.

POLICY

Trustees have the responsibility to ensure that they are knowledgeable about education and about how effective Boards function.

GUIDELINES

1. Trustees will engage in development activities that will improve their ability to:
 - 1.1. make informed decisions,
 - 1.2. communicate effectively,
 - 1.3. collaborate effectively, and
 - 1.4. provide positive and effective leadership.
 - 1.5. network with other trustee and educational organisations, locally, provincially, nationally and internationally.
2. The following types of trustee development activities are covered by this policy:
 - 2.1. new trustee orientation sessions,
 - 2.2. Internal reviews of the Board's functioning,
 - 2.3. Board in-service sessions regarding improving effectiveness,
 - 2.4. Periodic evaluations of the Board's effectiveness,
 - 2.5. Trustee participation in A.S.B.A. and other provincial education meetings/conferences/workshops,
 - 2.6. Trustee participation in out-of-province education meetings/conferences/workshops, and
 - 2.7. Trustee use of resources [i.e., books, audio tapes, and videotapes concerning educational issues].
3. Individual trustees will have the responsibility to determine the types of development activities that will best meet their needs and that of the Board. Information and needs identified through Board evaluations should be considered and addressed.

4. Trustees will be expected to exercise the same care in incurring expenses to the Board as a prudent person would exercise in travelling on personal business.
5. The Board shall establish, in its annual budget, a sum of money for the purpose of defraying expenses incurred by trustees who participate in trustee development activities.
6. Reimbursement of expenses shall be at the rates established by the Board.
7. Trustees may participate in and request appropriate reimbursement of development activities for the following:
 - 7.1 Educational books, audio/video tapes,
 - 7.2 A.S.B.A./P.S.B.A./C.S.B.A./N.S.B.A. and Alberta Education meetings/conferences/workshops,

Individual trustees may travel on one out-of-province trip per fiscal year for the above purpose, any additional out-of-province trips shall require Board consideration and approval.

8. Where the Board determines that it should be represented at other in-province educational conferences, meetings or workshops to which the Board or trustees have received requests or invitations to participate, the Board shall determine which trustees will attend and represent the Board.
9. Other trustee development activities or requests not covered by this policy shall be brought to the Board for consideration and a decision on approval.
10. Trustees who participate in conferences/meetings/workshops should be prepared to share the key information gained with the other trustees, either verbally or in writing.

**Approved & Adopted:
January 20, 2004**

**Revised:
August 31, 2016**

**Reviewed:
September 20, 2016**

REFERENCES

[School Act:](#)

MEDICINE HAT SCHOOL DISTRICT NO. 76

RECOGNITION OF TRUSTEES UPON COMPLETION OF SERVICE

BACKGROUND

Members of the board of trustees are entrusted by the electorate to preserve, protect, and enhance public education in the district. Trustees make an important and significant contribution to the community, for which they are deserving of recognition upon the conclusion of their services as trustees.

POLICY

The Board of Trustees will honour and recognize the contributions of former Members of the Board at the conclusion of their services as a Trustee.

GUIDELINES

1. Taking into account the length of service to Medicine Hat School District No. 76, the Board will recognize retiring members as follows:
 - 1.1. A Medicine Hat School District No. 76 plaque will be presented to all trustees retiring from service.
 - 1.2. Gold district pins will be presented to trustees with one or more terms of service.
 - 1.3. For trustees with two or more terms of service a suitable gift shall be presented.
2. A recognition activity will be held in honour of trustees upon completion of their service. The current Board will either invite the retiring trustee to dinner with their spouse/guest or the Board will make a presentation at a Regular Board Meeting.
3. Depending upon circumstances, the board will give consideration to nominating trustees for life membership in the Alberta School Boards Association.

**Approved & Adopted:
January 20, 2004**

**Revised:
August 31, 2016**

**Reviewed:
September 20, 2016**

MEDICINE HAT SCHOOL DISTRICT NO.76**TRUSTEE REMUNERATION AND EXPENSES****BACKGROUND**

The Alberta School Act allows a board to provide for payment of traveling and other expenses and honoraria to trustees.

The Income Tax Act, Canada, permits school boards to pay trustees an annual remuneration comprised of 2/3 honorarium and 1/3 general expense allowance. The 1/3 general expense allowance is non-taxable and is intended to cover all incidental expenses that trustees may be expected to incur in carrying out their responsibilities.

POLICY

The primary purpose of trustee remuneration is to recognize the importance of the publicly elected office of trustee for Medicine Hat School District No. 76 and to attract and retain quality individuals to this valuable public service.

1. The total trustee remuneration package recognizes the role and responsibilities undertaken by the corporate body of the Board and individual trustees and the time required in fulfilling the responsibility of trustee.
2. The remuneration package for trustees is comprised of per annum honoraria and per diem honoraria. Health and Life Insurance coverage is available if requested.
3. Per annum honoraria are based on the following roles: Board Chair, Vice-Chair and Trustee.

GUIDELINES**Annual Honorarium**

1. The per annum honoraria provides remuneration for activities required of all trustees, including:
 - 1.1. Attendance on regularly scheduled and special meeting dates for Board and committee meetings.
 - 1.2. Attendance at other meetings as appointed or directed by the Board, such as meetings with other school boards, MLA's, City Council, board-hosted functions, and/or social events.
 - 1.3. Attendance at school functions, school meetings, school advisory council meetings, graduations, and awards programs.
 - 1.4. Attendance at constituency related work.
 - 1.5. Attendance at negotiation meetings.

Annual Honorarium Rates

1. Per annum honoraria are established as per the following schedule:

Chair	\$18,900
Vice-Chair	\$16,600
Trustee	\$15,100

The honoraria are adjusted in September of each year by an increase in accordance with the percentage increase in base grants provided to Medicine Hat School District No. 76 from Alberta Education. Honoraria shall be rounded to the nearest \$100.

Per Diem Honorarium

1. Per diem honoraria provides remuneration for extra-ordinary meetings such as out-of-town, planning and joint Board meetings of the corporate Board and individual trustees acting on behalf of the Board. The per diem amount is set in accordance with the Zone 6 per diem honorarium as of September of each year. Travel time may be claimed at the per diem rate.

Claims and Claimable Expenses

1. When submitting expense claims, trustees must follow the same procedures as outlined for employees of Medicine Hat School District No. 76. That is, all reimbursements for out-of-city trips for trustees should be submitted on an Expense Form. These forms require approval by the Secretary Treasurer or designate.

Claimable expenses include, but are not limited to the following:

- 1.1 Registration fees may be claimed; a receipt must be attached.
- 1.2 Accommodation may be claimed for a single room supported by actual invoices.
- 1.3 Meals may be claimed at the rate prescribed in Policy 430. Only meals not included in the meeting or conference format may be included.
- 1.4 Taxi and parking costs may be claimed with a receipt.
- 1.5 Direct out-of-pocket expenses may be claimed related to attendance at the activity and must be accompanied by a receipt.
- 1.6 Travel expenses are reimbursed at the rate outlined in Policy 430 (Expense Reimbursements).

Benefits

Trustees shall be entitled to the following benefits:

1. Life Insurance – from ASEBP plan – the base coverage of \$25,000. The trustee may elect the enhanced coverage of \$50,000 but the additional premiums shall be at their cost.
2. Health Benefits – from ASEBP plan – coverage of all employee plans for Dental, Extended Health and Accidental Death & Dismemberment coverage. The District shall

provide coverage for a single person. The trustee may elect coverage for a family but the additional premiums shall be at their cost.

3. Alberta Health Care – The District shall provide coverage for a single person. Trustee may elect coverage for a family but the additional premiums shall be at their cost.

Approved:
December 11, 2007

Revised:
August 31, 2016

Reviewed:
September 20, 2016

MEDICINE HAT SCHOOL DISTRICT NO. 76

ROLE OF THE CHAIR

BACKGROUND

The Board believes that, in the interests of good governance, it is necessary to outline the duties and responsibilities of the Board Chair.

POLICY

Under the School Act, the Board is required to elect one of its members as Chair.

The Board believes that the Board Chair is responsible to provide leadership to the Board and act as its primary spokesperson.

The Board expects that the Chair shall perform his/her duties in accordance with District policy, the School Act and other applicable provincial and federal statutes and regulations.

GUIDELINES

1. The Chair shall be elected annually at the organizational meeting of the Board, to serve at the pleasure of the Board.
2. The Board delegates to the Chair the following powers and duties:
 - 2.1. To preside over all Board meetings and to ensure that such meetings are conducted in accordance with the School Act and the policies and procedures of the Board;
 - 2.2. To act as Board spokesperson upon matters of Board policy;
 - 2.3. To act as ex-officio member, without voting privileges, to all committees appointed by the Board;
 - 2.4. To ensure that the Board is represented at public activities;
 - 2.5. To act as signing officer of the District;
 - 2.6. To ensure that the entire Board is fully informed about Board of Trustees' business;
 - 2.7. To act as the official spokesperson of the Board on matters pertaining to the major functions of the Board.
 - 2.8. To convey directly to the Superintendent such concerns as are related to him/her by the trustees, parents, students or employees which may affect administration of the District;
 - 2.9. To convey to the Board and the Superintendent such concerns as are related to them which may affect the policies or administration of the District.

- 2.10. To provide counsel, when requested, to the Superintendent when a course of action may be necessary, the substance of which is not within the parameters of existing Board policy;
- 2.11. To facilitate respectful teamwork amongst trustees;
- 3. In the absence of the Chair, the Vice-Chair has all powers and shall perform all duties of the Chair.
- 4. If the Chair and Vice-Chair are absent at a meeting at which a quorum is present, the Board shall appoint from its trustees an acting Chair who, thereupon, has all powers and shall perform all duties of the Chair.

**Approved and Adopted:
January 20, 2004**

**Revised:
August 31, 2016**

**Reviewed:
September 20, 2016**

REFERENCES

[School Act](#): Sections 60, 61, 62, 64, 65, 67, 70, 72
[Local Authorities Election Act](#): Section 6

MEDICINE HAT SCHOOL DISTRICT NO. 76**REGULAR BOARD MEETINGS****BACKGROUND**

The work of the Board is carried out by means of duly constituted meetings. It is appropriate that the conduct of such meetings be described in policy.

POLICY

The Board will preserve the public trust through the conduct of Board meetings which are regularly scheduled, efficiently conducted, and open to the public.

GUIDELINES

1. The date, time and location of regular Board meetings will be determined annually at the Organizational Meeting of the Board.
2. The date, time and location of regular Board meetings will be communicated widely within the District and to the local media as appropriate.
3. Board meeting procedures shall be conducted in accordance with Robert's Rules of Order, unless specified by the chair.
4. The Board Chair and the Superintendent of Schools shall be responsible for the preparation of the agenda for regular meetings of the Board.
5. The agenda and all supporting materials will be delivered to each trustee at least three (3) days prior to the date and time of the Board meeting.
6. The agenda will be published on the Friday preceding the meeting date.
7. Items may only be added to the agenda by a resolution of the Board.
8. At least three trustees must be present at a Board meeting to constitute a quorum.
9. The Secretary-Treasurer is responsible for the recording of the minutes of regular Board meetings.
10. The Chair will declare meetings adjourned at 9:30 p.m. unless the Board, by resolution, declares otherwise.

Approved and Adopted:
January 20, 2004

Revised:
August 31, 2016

Reviewed:
September 20, 2016

REFERENCES

[School Act](#)

MEDICINE HAT SCHOOL DISTRICT NO. 76

MEETINGS OF THE COMMITTEE OF THE WHOLE

POLICY

The Board believes that, from time to time, occasions may arise when the public interest is best served by discussing certain items of business in closed session.

GUIDELINES

1. The Board may convene a meeting of the Committee of the Whole only to discuss matters including, but not necessarily restricted to,
 - 1.1. personnel
 - 1.2. individual students
 - 1.3. individual Board employees
 - 1.4. collective bargaining with employees
 - 1.5. acquisition/disposal of real property
 - 1.6. litigation brought by or against the Board
2. The Board may convene a meeting of the Committee of the Whole only by proper resolution of the Board. Such resolution shall be recorded in the Minutes of the Board.
3. A resolution of the Board to convene a meeting of the Committee of the Whole shall normally result in the exclusion of all persons except:
 - 3.1. Members of the Board of Trustees
 - 3.2. The Superintendent of Schools
 - 3.3. Associate Superintendents
 - 3.4. Other individuals specified in the resolution.
4. The resolution to convene a meeting of the Committee of the Whole may, on occasion specify the exclusion of any or all of the persons referred to in the above section with the exception of the members of the Board of Trustees.
5. Under normal circumstances, the Board will not convene a meeting of the Committee of the Whole without the presence of the Superintendent of Schools unless the meeting is for the purpose of discussing the contract of employment or the performance appraisal of the Superintendent of Schools.
6. The Board shall, during a meeting of the Committee of the Whole, adopt only such resolution as is required to reconvene the Board in an open, public meeting.

7. All discussions at meetings of the Committee of the Whole are strictly confidential.
8. All decisions of the Board shall be made in open meeting of the Board.

**Approved and Adopted:
January 20, 2004**

**Revised:
August 31, 2016**

**Reviewed:
September 20, 2016**

REFERENCES

[School Act](#)

MEDICINE HAT SCHOOL DISTRICT NO. 76

PUBLIC PARTICIPATION AT BOARD MEETINGS

BACKGROUND

A primary responsibility of the Board is to encourage open communication with members of the District and the community.

POLICY

The Board welcomes presentations on matters relating to the operation of the District at its meetings by individuals or groups from the community. Presentations and delegations will be treated with attention and respect by all those in attendance at a Board Meeting. In order for meaningful discussion of issues, proper communication decorum will be appreciated.

GUIDELINES

1. For the purpose of this policy, the word 'delegation' shall mean one or more persons.
2. A delegation wishing to appear before the Board shall provide the Superintendent with ten (10) business days written notice of intent, prior to the regular Board Meeting at which it wishes to appear. The notice shall include a written brief articulating the issue to be presented.
3. The Superintendent and Board Chair shall determine if the presentation is to proceed.
 - 3.1. Delegations wishing to speak to community partnerships and/or system direction will follow the guidelines laid out in steps 4 – 10, below.
 - 3.2. When delegations request to speak to the Board regarding a concern/conflict, the Superintendent shall ensure that all avenues of resolution of conflict, in accordance with Policy 350: Healthy Interactions, have been exhausted prior to requesting an opportunity to appear before the Board.
 - 3.3. If the Board decides not to hear from a specific delegation, the Superintendent will provide a written response explaining why the request was denied.
 - 3.3.1. The Board reserves the right to decline a second presentation by the same delegation, or from a new delegation wanting to discuss a matter previously addressed, when the circumstances have not changed.

4. The Superintendent shall provide the delegation with a copy of the Board policy regarding public participation at Board Meetings.
5. The delegation shall appoint not more than two (2) persons to speak on its behalf at the meeting and to respond to questions from the Board.
6. The delegation will be allocated fifteen (15) minutes for presentation, following which ten (10) minutes will be allocated for Trustee questions.
7. Trustee questions will be for clarification only. The Board will not enter into a debate with a delegation regarding the matters in the presentation.
8. The notice, the summary and the names of persons who will be making the presentation shall be included in the agenda for the meeting.
9. The Superintendent and Board Chair can jointly agree to waive the foregoing requirements in extenuating circumstances.
10. If a decision is required in response to a presentation by a delegation, the Board will render its decision at a subsequent meeting and in a timely manner.

Approved and Adopted:
January 20, 2004

Revised:
August 31, 2016

Reviewed:
September 20, 2016

REFERENCES

Policy 350: Healthy Interactions

MEDICINE HAT SCHOOL DISTRICT NO. 76**BOARD COMMITTEES****BACKGROUND**

The key to effective governance of the district is that the Board authorizes or adopts policies and practices and the executive officers are delegated responsibility to execute these. Although the Board will make most of its major decisions as a corporate body, there is a need for certain committees to be established. Some of the tasks assigned to these committees are continuous, while some arise where circumstances warrant.

POLICY

In order that the work of the Board may be facilitated, certain committees, composed of trustees and executive officers, are established annually.

GUIDELINES

1. The functions of Board committees include:
 - 1.1. To be a problem-solving or issue-exploring tool;
 - 1.2. To provide a means whereby a collective responsibility replaces that of an individual so that decisions are less vulnerable to bias;
 - 1.3. To divide the labour in the Board organization
1. Standing committees will be established to perform the work of the Board.
2. Ad Hoc Committees may be established by the Board from time to time.
 - 2.1. The ad hoc committee will:
 - 2.1.1. have clearly defined roles and responsibilities;
 - 2.1.2. be time specific;
 - 2.1.3. be established by Board resolution.
3. Trustees will be named to Committees by Board resolution on an annual basis.
4. A trustee Chair, if required, for each committee will be appointed by Board resolution.
5. The Chair of the committee will serve as a contact person for the appropriate Board officials, should they find it necessary to seek specific advice between regular Board meetings.
6. After appointments, each Committee will identify tasks to be carried out for the next year.

7. Executive officers, in consultation with the Committee Chair, will prepare an agenda, in advance, of topics requiring discussion at Committee level.
8. Trustees or executive officers shall identify additional topics for consideration.
9. The Superintendent of Schools will make provision for the recording and distribution of a record of Committee discussion and decisions.

COMMITTEES

1. Standing committees of the Board include:
 - 1.1. Labour Relations
 - 1.1.1. A.T.A.
 - 1.1.2. C.U.P.E.
 - 1.1.3. Non-organized Staff
 - 1.2. Other standing committees may be identified at the direction of the Board.
2. District committees of the Board that require Board representation include:
 - 2.1. Coordinating Committee
 - 2.2. District Council of School Councils
 - 2.3. Other district committees of the Board may require representation from time to time.
3. Naming of a School:

When naming a new school or renaming an existing school, the Board may follow one of two processes. They may name the new school themselves, or engage in a process that involves public participation. When engaging in a public process, the following guidelines will be observed:

 - 3.1. The process will be designed to allow as wide a cross section of interested persons as possible to submit names.
 - 3.2. The names selected should:
 - 3.2.1. have significance for the students, parents and the community of the district.
 - 3.2.2. be easily identifiable with the facility.
 - 3.2.3. not be in conflict with the names of other facilities in the District or surrounding Districts.
 - 3.3. Where possible, new facilities should be assigned names before construction begins
 - 3.4. Concurrent advertisement will occur as follows:
 - 3.4.1. Ads in the local media
 - 3.4.2. Each school will advertise in their school newsletter
 - 3.4.3. Community announcements will occur on radio and on television
 - 3.4.4. The website will carry an interactive ad and details
 - 3.4.5. Notify Retired Teachers' Association

- 3.5. The form **Name the School Form** will be available at Central Office, at each school, and on the website for submission of a name. The form will request the name of the person submitting, a phone number where the person can be reached and a short reason or rationale for the suggested name.
 - 3.6. Forms will be collected at Central Office and the timelines for selection will be outlined by the Committee based on the items below.
 - 3.6.1. Information for school newsletters and forms to schools
 - 3.6.2. School Newsletters carry information
 - 3.6.3. Forms at Central Office
 - 3.6.4. Website information available
 - 3.6.5. Advertisements in various media
 - 3.6.6. Deadline for submission of names
 - 3.6.7. Recommendation completed
 - 3.6.8. Decision on Name
 - 3.7. The Superintendent will strike an ad hoc committee consisting of a board appointed trustee who will act as chair of the committee, and may have representation from the community, the school administration, the local teaching staff, the school council and the students.
 - 3.8. The Superintendent will serve in an advisory capacity and provide support to the committee in terms of maintaining records of meetings and information.
 - 3.9. The Committee shall make a recommendation to the Board.
 - 3.10. A prize, to be determined by the Board, may be given to the person who suggested the chosen name. In the case there are multiple submissions of the same name, a winner will be drawn from those who submitted the name.
4. Naming of Area of School or Grounds – Recommendation by School Community
 - 4.1. The school community may propose an area of the school or grounds be named as per the form, **Name of Area of School or Grounds – Recommendation by School Community**. The school community should indicate support of the submitted name for the superintendent, principal, staff, students and school council.
 - 4.2. The names selected should:
 - 4.2.1. have significance for the students, parents and the community of the particular facility.
 - 4.2.2. be easily identifiable with the facility.
 - 4.2.3. not be in conflict with the names of other facilities in the District or surrounding Districts.
 - 4.3. The Board will then determine if further requests for names should be considered or the Board can accept the submission of the school community directly.
5. Naming of Area of School or Grounds – In recognition of financial, in-kind or philanthropic donations and sponsorships
 - 5.1. The name being considered should:
 - 5.1.1. be consistent with the values and beliefs of the district;

- 5.1.2. not be in conflict with the names of other facilities in the district or surrounding districts.
- 5.2. The school fundraising committee will submit a list of potential names to the Board for approval, in principle, on the form **Name of Area of School or Grounds – In recognition of financial, in-kind or philanthropic donations and sponsorships**.
- 5.3. The Board will then determine the name(s) that can be accepted, in principle.
- 5.4. The fundraising committee will bring forward any names approved, in principle, should the conditions of donation be met, for final approval at a public board meeting.
- 5.5. The Principal, in consultation with the Superintendent, could recognize financial, in-kind or philanthropic donation and sponsorship with a plaque or other method of appreciation.

**Approved & Adopted:
January 20, 2004**

**Revised:
August 31, 2016**

**Reviewed:
September 20, 2016**

REFERENCES

[School Act](#)

RELATED FORMS

[Name of School Form](#)

[Naming of Area of School or Grounds – Recommendation by School Community Form](#)

[Name of Area of School or Grounds – In recognition of financial, in-kind or philanthropic donations and sponsorships Form](#)

MEDICINE HAT SCHOOL DISTRICT NO. 76**DISTRICT COUNCIL OF SCHOOL COUNCILS****BACKGROUND**

The District endorses the formation of a District Council of School Councils in order to strengthen the ongoing dialogue between the parties and to increase the involvement of parents.

POLICY

The Board of Trustees encourages the formation of the District Council of School Councils for the District as a means to obtain:

- further input on Board policies, plans, programs; and
- to enhance communication among the school councils, the Board, School-based Administrators, the ATA, District Administration, and the community.

GUIDELINES

1. The role of the District Council of School Councils is primarily one of communication, input and networking.
2. The District Council of School Councils has a consultative role and provides collective input to the School Board which is the duly elected decision-making body.
3. The prime functions of the District Council of School Councils shall be to:
 - 3.1. Provide an opportunity for school councils to share matters of philosophy, policies and procedures relative to the education system.
 - 3.2. Enhance communication among the school councils, the Board and the community.
 - 3.3. Provide an opportunity to the school councils to collectively provide input to the Board and the Government of Alberta on educational matters.
 - 3.4. Provide an opportunity to discuss issues from a School District point of view.
 - 3.5. Assist in the recognition and solution of matters of concern to the School District community.
 - 3.6. Provide the resource for recruitment of appropriate parent volunteers/liaisons to serve on District and Provincial committees as required by the District.
4. A representative of the Board shall meet regularly with the Council of School Councils to discuss with them their perceptions respecting the effectiveness of the operations of those councils.

5. Concerns of a specific nature regarding school personnel shall not be discussed at District Council of School Councils meetings. Parents with specific concerns are encouraged to present those concerns directly to the teacher/principal.
6. The membership of the District Council of School Councils shall consist of, but not be restricted to:
 - 6.1. School council designate from each school,
 - 6.2. School board trustee representative,
 - 6.3. Superintendent of the District or a designate,
 - 6.4. Classroom teacher selected by Local No. 1 of the Alberta Teachers' Association,
 - 6.5. School-based administrator selected by the School Administrators' Committee.
7. The membership of the District Council of School Councils shall choose a Chair and other officers (as determined at the annual organizational meeting) from school council representatives at a meeting arranged on or before October 20th each year. The timing and frequency of future meetings will be determined at the annual organizational meeting.
8. The Chair may call for a show of hands at times to indicate support or non-support for an issue or to bring closure to the discussion on an issue.
9. The Chair of the District Council of School Councils will be responsible for conducting the meeting and for establishing and circulating an agenda prior to each meeting. The Superintendent or designate shall serve as the administrative resource for the Council of School Councils. The superintendent's office will facilitate meeting arrangements, agenda preparation and production.
10. At least one of the District Council of School Councils meeting agendas shall include a presentation of budget information for the school district for the upcoming school year.
11. A quorum at any meeting of the District Council of School Councils shall consist of no less than eight school council representatives from different schools, plus 2 members identified in membership categories 6: 6.1-6.5 of the procedures above.
12. Minutes of each of the meetings of the District Council of School Councils will be kept and will be distributed to the members, to all trustees, to all principals and to all School District executive officers.
13. At its first regular meeting of each school year, the District Council will select a member to be its representative on the Coordinating Committee.

Approved & Adopted:
January 20, 2004
Revised:
August 31, 2016
Reviewed:
September 20, 2016

MEDICINE HAT SCHOOL DISTRICT NO. 76**ADMINISTRATION IN ABSENCE OF POLICY****BACKGROUND**

In the complex affairs of a large and comprehensive school district, it is likely that situations will arise from time to time that are not directly addressed in the current policies of the Board of Trustees. In order that the Board can be assured of the smooth operation of the District, it is deemed to be necessary to establish a protocol to address such issues in an efficient and timely manner.

POLICY

The Board recognizes that it is impossible to develop policy to cover each situation that may develop. In the event that situations arise that are not directly addressed in the current policies of the Board, the Superintendent of Schools is directed to take appropriate and reasonable action to address the matter.

GUIDELINES

1. The Superintendent of Schools is expected to act in accordance with established practice, legal requirements and the tenor of existing Board policies. In the event that action is necessary on any matter not addressed by Board policy, the Superintendent is empowered to act at her/his discretion.
2. The Superintendent of Schools should undertake appropriate consultation as the occasion demands. The Superintendent may consult with the Board Chair if time and circumstances permit.
3. Such action shall be reported to the Board as soon as practicable, along with a policy recommendation, should such policy be warranted, in order to provide guidance in similar circumstances in the future.

**Approved and Adopted:
January 20, 2004**

**Revised:
August 31, 2016**

**Reviewed:
September 20, 2016**

MEDICINE HAT SCHOOL DISTRICT NO.76**EDUCATION FOUNDATION****BACKGROUND**

The Board believes that there is a need to explore ways and means of ensuring financial support for innovations and initiatives. One such alternative is the establishment of a Public Schools' Education Foundation.

POLICY

The Board supports the establishment and operation of an Education Foundation to be known as the Medicine Hat Public Schools' Education Foundation.

GUIDELINES

1. The Medicine Hat Public Schools' Education Foundation shall be incorporated under The Societies Act, R.S.A.
2. The objects of the Foundation are:
 - 2.1 To establish an education trust, grants from which can be allocated to specific education programs and projects
 - 2.2 To promote educational research and innovation, the results of which will be available to the public
 - 2.3 To provide for scholarships for deserving students
 - 2.4 To encourage, foster, and develop among its members a recognition of the importance of education in the national life
 - 2.5 To provide a meeting place for the consideration and discussion of educational matters affecting the interests of citizens within the community
 - 2.6 To encourage and promote educational and associated activities for the betterment of learning life-long skills
3. The Foundation is an autonomous incorporated unit operating at an "arm's length" relationship from the Board of Trustees of Medicine Hat School District No. 76.

**Approved & Adopted:
June 1, 2004**

**Revised:
March 4, 2008**

**Reviewed:
June 15, 2010**

MEDICINE HAT SCHOOL DISTRICT NO. 76**SUPERINTENDENT OF SCHOOLS - ROLES AND RESPONSIBILITIES****BACKGROUND**

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

POLICY

The Superintendent, as the chief executive officer of the District, is accountable for the overall performance the District.

GUIDELINES

1. Student Learning
 - 1.1 Provides leadership in all matters relating to education in the District.
 - 1.2 Ensures students in the District have the opportunity to meet or exceed the standards of education set by the Minister.
 - 1.3 Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.
 - 1.4 Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students.
 - 1.5 Provides leadership in implementing education policies established by the Minister and the Board.
2. Student Welfare
 - 2.1 Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
 - 2.2 Ensures that the social, physical, intellectual, cultural, spiritual and emotional growth needs of students are met in the overall school environment.
 - 2.3 Ensures the safety and well-being of students while participating in school programs or while being transported on transportation provided by the District.
 - 2.4 Ensures the facilities adequately accommodate District students.
 - 2.5 Acts as, or designates, the attendance officer for the District.

3. Fiscal Responsibility

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

4. Personnel Management

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

5. Policy/Administrative Procedures

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

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

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

7. Strategic Planning and Reporting

- 7.1 Leads a generative Strategic Planning engagement process.
- 7.2 Assists the Board in determining the present and future educational needs of the District through the development of short- and long-range plans.
- 7.3 Involves the Board appropriately (Board approval of process and timelines; opportunity for Board establishment of strategic priorities and key results early in the process; final Board approval).
- 7.4 Implements plans as approved.
- 7.5 Reports regularly on results achieved.
- 7.6 Develops the Annual Education Results Report for Board approval.

8. Organizational Management

- 8.1 Demonstrates effective organization skills resulting in District compliance with all legal, Ministerial and Board mandates and timelines.
- 8.2 Reports to the Minister with respect to matters identified in and required by the School Act and provincial legislation.
- 8.3 Reviews, modifies and maintains an organizational chart which accurately delineates lines of authority and responsibility.
- 8.4 Builds an organizational structure and promotes a District culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.

9. Communications and Community Relations

- 9.1 Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
- 9.2 Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the District.
- 9.3 Maintains effective relationships within the system and the community served by the system.
- 9.4 Acts as the Head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.
- 9.5 In consultation with the Board Chair, serves as a spokesperson for the District for the media and public in order to keep the District's messages consistent and accurate.

10. Leadership Practices

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

- 10.2 Develops and maintains positive and effective relations with provincial and regional government departments and agencies.
- 10.3 Ensures that meaningful collaboration arises from relationships built on trust, honesty and respect.

Approved and Adopted:
January 20, 2004

Revised:
August 31, 2016

Reviewed:
September 20, 2016

REFERENCES

[School Act](#): Section 14, 45, 45.1, 60, 61, 113, 114, 115
[Freedom of Information and Protection of Privacy Act](#)

MEDICINE HAT SCHOOL DISTRICT NO. 76

EVALUATION PROCESS FOR SUPERINTENDENT OF SCHOOLS

BACKGROUND

The Superintendent, as chief executive officer of the District's operations, is accountable for the overall performance of the District, and the Superintendent's successful execution of his/her duties is critical to the overall success of the District.

POLICY

The Board will conduct an annual evaluation *process* of the outcomes achieved for the District by the Superintendent. The Board further believes this evaluation process:

- recognizes Superintendent achievements;
- identifies opportunities, challenges and strategic issues that the Board and the Superintendent can address in a proactive way;
- provides the Superintendent with a clear picture of how the Board perceives the quality of his/her work;
- builds on the working relationship between the Board and Superintendent, and;
- allows for the setting of expectations for the next performance evaluation.

GUIDELINES

1. This annual evaluation process shall be conducted by the Superintendent Evaluation Committee that consists of the Board Chair, two other trustees and the Superintendent, and shall culminate in a full report to the Board.
2. The evaluation report will be summative at the end of the first full school year of employment and in the fifth year of the Superintendent's contract, and will be formative in other years.
3. The evaluation of the Superintendent will:
 - 3.1 Be conducted annually and shared with the Superintendent by December of each year.
 - 3.2 Be directly related to the responsibilities of the Superintendent.
 - 3.3 Focus on an annual personal professional growth plan developed by the Superintendent by January of each year.
 - 3.4 Be related to District success with regard to outcomes of the Three Year Education Plan.
 - 3.5 Incorporate input from stakeholders.
 - 3.6 Incorporate a self-evaluation component.
 - 3.7 Reflect the position of the Board as a corporate body, rather than that of individual trustees.

- 3.8 Culminate in a report to be written by the Chair of the Superintendent Evaluation Committee and approved by the Board.
- 3.9 Have provision for a written response to the evaluation report by the Superintendent that will become part of the evaluation.
- 3.10 Include semi-annual feedback sessions involving the Superintendent and the Board.

**Approved and Adopted:
January 20, 2004**

**Revised:
August 31, 2016**

**Reviewed:
September 20, 2016**

REFERENCES

[School Act](#): Section 113

MEDICINE HAT SCHOOL DISTRICT NO. 76**BOARD DELEGATION OF AUTHORITY****BACKGROUND**

The School Act allows for the Board to delegate certain of its responsibilities and powers to others.

POLICY

The Board authorizes the Superintendent to do any act or thing or to exercise any power that the Board may do, or is required to do, or may exercise, except those matters which, in accordance with section 61(2) of the School Act, cannot be delegated. This delegation of authority to the Superintendent specifically:

- Includes any authority or responsibility set out in the School Act and Regulations as well as authority or responsibility set out in other legislation or Regulations;
- Includes the ability to enact Administrative Procedures, practices or regulations required to carry out this authority; and also
- Includes the ability to sub-delegate this authority and responsibility as required.

Notwithstanding the above, the Board reserves to itself the authority to make decisions on specific matters requiring Board approval. This reserved authority of the Board is set out in Board policies, as amended from time to time.

Further, the Board requires that any significant new provincial, regional or local initiatives must be initially brought to the Board for discussion and determination of decision-making authority.

GUIDELINES

1. The Superintendent is authorized to suspend from the performance of the teacher's duties or to terminate the services of a teacher. The suspension or termination shall be conducted in accordance with the requirements of the School Act, and the decision shall not be appealable to the Board.
2. The Superintendent is authorized to suspend from the performance of duties or to terminate the services of any non-certificated staff member. The suspension or termination shall be in accordance with all relevant legislation, and the decision shall not be appealable to the Board.
3. The Superintendent shall develop administrative procedures that are consistent with the School Act, Regulations and Alberta Education policies and procedures regarding the following areas:

- 3.1 Dispute Resolution
 - 3.2 Early Childhood Services
 - 3.3 Student Evaluation
 - 3.4 Surplus Land and Buildings
 - 3.5 Teacher Growth, Supervision and Evaluation.
4. The Superintendent is directed to develop an Administrative Procedure to fulfill Board obligations created by any federal legislation or provincial legislation other than the School Act.

**Approved and Adopted:
September 20, 2016**

REFERENCES

[School Act](#): Sections 19, 45, 60, 61, 95, 96, 98, 101, 102, 105, 106, 107, 109, 109.1, 110, 113
[Guide to Education](#)
[Disposition of Property Regulation](#)
[Early Childhood Services Regulation](#)

MEDICINE HAT SCHOOL DISTRICT NO.76

POLICY ON POLICY DEVELOPMENT AND REVIEW

BACKGROUND

The Board believes that the policy manual is a living document and must be amended as circumstances change.

POLICY

The Board will create new policy or review the policy manual and sections within it as required. The Board and/or the Superintendent will make recommendations based on concerns that are raised about specific policy(s) or concerns from:

- Students,
- Parents,
- Members of the community,
- Individual staff members,
- The Coordinating Committee or
- Legislation changes resulting in a need to amend District policy.

GUIDELINES

There are a number of avenues to which policy can be applied, developed and/or revised:

1. Concern/Need Identified By the Board
 - 1.1. Board deals with matter
 - 1.1.1. If an issue is governed by existing policy and the policy is deemed to be sufficient to deal with the matter - then the policy shall be applied.
 - 1.2. Referral to Coordinating Committee
 - 1.2.1. If an issue is governed by existing policy and the policy is deemed to be insufficient or out-of-date to deal with the matter - then the policy shall be referred to the Coordinating Committee for review and revision.
 - 1.2.2. If an issue arises and there is no policy and a new policy is deemed necessary – the Board will set the general direction on the matter and refer it to the Coordinating Committee for review and development of related policy, guidelines and procedures.
 - 1.2.3. Coordinating Committee revises or drafts policy by sub-committee or by the whole.

- 1.2.4. Superintendent brings revised/drafted policy to District Administration for review and feedback
 - 1.2.4.1. In some situations, the Superintendent will refer to Legal Department for revision
 - 1.2.5. Revised/Draft Policy will be brought back to the board for clarification and/or amending
 - 1.2.6. Board accepts or rejects policy
 - 1.2.6.1. Rejected policy may be sent back to Coordinating Committee for further revision and resubmission to board for approval.
- 2. Concern/Need Identified by Superintendent or Executive
 - 2.1. Superintendent/Executive deals with matter
 - 2.1.1. If an issue is governed by existing policy and the policy is deemed to be sufficient to deal with the matter - then the policy shall be applied.
 - 2.2. Referral to Coordinating Committee
 - 2.2.1. If an issue is governed by existing policy and the policy is deemed to be insufficient or out-of-date to deal with the matter - then the policy shall be referred to the Coordinating Committee for review and revision.
 - 2.2.2. If an issue arises and there is no policy and a new policy is deemed necessary – the Superintendent will set the general direction on the matter and refer it to the Coordinating Committee for review and development of related policy, guidelines and procedures.
 - 2.2.3. Coordinating Committee revises or drafts policy by sub-committee or by the whole.
 - 2.2.4. Superintendent brings revised/drafted policy to District Administration for review and feedback
 - 2.2.4.1. In some situations, the Superintendent will refer to Legal Department for revision
 - 2.2.5. Revised/Draft Policy will be brought back to the board for clarification and/or amending
 - 2.2.6. Board accepts or rejects policy
 - 2.2.6.1. Rejected policy may be sent back to Coordinating Committee for further revision and resubmission to board for approval.
- 3. Concern/Need Identified By Staff
 - 3.1. Concern/Need should be brought to Superintendent
 - 3.2. Superintendent follows process outlined in Guideline 2, above.

4. Concern/Need Identified by Community Member (Including parents and students)
 - 4.1. Concern/need should be brought to the Board Member or Superintendent and clarified with member of the public.
 - 4.2. Once concern/need is identified, Board Member or Superintendent will consult and proceed according to the process identified in Guideline 1 and 2, above.

**Approved:
September 8, 2009**

**Revised:
August 31, 2016**

**Reviewed:
September 20, 2016**

Flowchart for Development and Review of Policy

