



Sturgeon Public School Division

Trustee Handbook

Guide to Effective Governance

2022- 2023

Governance is the process where the direction of the organization is set, the structure is established, and accountability both fiscal and programmatic is assured. Governance is the connection between communities and professionals, between policy and application, between strategy and tactics.

The Governance Core: Schools Boards, Superintendents and Schools Working Together.
(Fullan & Campbell, 2019)

Preface

Public education and the students of Sturgeon Public Schools are best served by a Board of Trustees that leads by example in all its decisions and activities. The Trustees' Handbook contains clear statements and explanations of the beliefs, policies and practices related to Board Governance. An excellent governance culture is characterized by a Board that consistently operates in an environment of trust, respect and professional demeanor. The Board sets the tone for the entire division in how it carries out its governance responsibilities.

The Trustee Handbook includes expectations and procedures for individual trustees, both as members of the Board and as representatives of the communities that elected them. Trustees are expected to govern themselves accordingly. As per policy 225, annually, the Board evaluates itself against Board effectiveness in meeting policies, norms, principles, protocols and expectations contained in this handbook to continually improve its governance practices. The Handbook is shared on the Division website to foster greater transparency and accountability in relation to the Board's operations and conduct. Transparency around the role and responsibilities of an elected Board of Trustees and how it is meeting its own standards and expectations convey public confidence.

The Trustee Handbook details how the Board accomplishes its main governance tasks:

- representing the interests of the communities it serves and reflecting the values of the communities in its decision making,
- serving as an advocate and steward of public education,
- setting priorities and policies to provide leadership and overall direction for the Division,
- allocating resources to the Division to fulfill its responsibilities,
- monitoring the implementation of policies,
- evaluating the results achieved in the Division,
- reporting the results achieved to its public,
- serving as a communication bridge between the community and the Division, and hiring and evaluating the Superintendent of Schools to ensure accountability to students and the public.

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School Boards and Trustees in Alberta

Provincial governments fund public education through taxes and oversee public school programs. Governing school boards, which are democratically elected, play a critical role in the delivery of public education by bringing community voice to public education and overseeing the needs of their individual schools and the jurisdiction.

School boards are an important part of Alberta's political landscape and represent democratic participation in public education. They partner with communities and provincial governments. School boards have helped build an equitable, inclusive, accessible, publicly funded education system to serve the families and students of Alberta.

Governing school boards are a link between the community and provincial government. They assist families and the public to navigate questions concerning schools and funding. School boards advocate for education funding and highlight the importance of equitable access to education for all students. School boards care about students and are committed to creating the conditions necessary for student wellbeing and success. They understand the critical role they play in leadership and setting direction.

Alberta's Publicly Funded Education System

In Alberta, school boards exist because of the belief that decisions made closest to the people being governed are the most effective. To this end, the Government of Alberta funds education for students aged six to eighteen enrolled in formal education programs. The province's [Education Act](#) and its regulations establish the framework for the delivery of education programming in Alberta. Many partners work together in this endeavor including the provincial government, school boards, educators, students, parents, Indigenous partners and the public. Collaboration and inclusion play a vital role in ensuring that all partners are working together to share knowledge, skills and experience to improve student and staff wellbeing and student success and achievement.

A shared moral imperative- a relentless commitment to the learning of all students, no exceptions -must drive the work of the board and its individual and collective action (p. 18)

Alberta Education has the following responsibilities:

- Develop the curriculum and set standards
- Evaluate curriculum and assess outcomes
- Teacher development and certification
- Teacher and Teacher Leader Conduct and Competency
- Support students with diverse learning needs
- Fund and support school boards
- First Nation, Métis and Inuit and Francophone education
- Oversee basic education policy and regulations

Effective School Boards:

School boards are advocates for Alberta's children – assessing educational policies to support what is best for the development of the whole child.

School boards are champions for education – keeping the positive image of schools before the community to ensure that education is given a high priority and the school community is aware of school authorities' accomplishments.

School boards are partners in education – working with and being the voice of parents and public community members to ensure the best education possible for all children, everywhere in Alberta.

School boards are strategic governors – setting strategic priorities in light of community expectations, available resources, needs of students and sound educational practice.

School boards are political officials – reporting to the public electorate through the democratic process, school boards are a government entity charged with the responsibility to govern the affairs of the school authority under the *Education Act*.

School boards are evaluators – ensuring policies and practices are effective; ensuring effective management of resources; overseeing the effectiveness of leadership; ensuring policies are implemented in a fair and just manner and effective in achieving intended results for students.

School boards are communicators – interacting with the many groups and people who have a stake in K-12 education.

School boards are policy makers – developing policies that guide the administration and other employees in achieving the School Board's goals for student success and wellness.

School boards are financial planners – ensuring transparency to the public for the dollars spent in the school authority and the results for public investment, in addressing the needs of students and the wants of the community.

School boards are legislators – setting local policy to meet local contextual needs and help drive public policy changes at the provincial level.

School boards are lobbyists – communicating with all orders of government to make sure that local voices are heard by those who have the power to keep education needs high on the list of priorities.

School boards are a bridge – connecting with the community and sharing information of the school authority, the provincial government and the public.

School boards make a difference – caring about the needs of children today and for the future; school boards provide important oversight into the education system ensuring

parents' voices, students' needs and school community thinking remain at the forefront in our education system.

(Alberta School Boards' Association)

Understanding the Realities of Governance – *The Three Realities of Governance.*

1. You are elected as an individual, but you govern as a member of a team. You didn't get to pick your team; you may not even like everyone on the team, but it's your team.
2. You do not have authority as an individual trustee to fix the problems you promised to fix in your campaign. Only the board has authority to take action.
3. Your success as a trustee is completely dependent on the success of your board. The public, appropriately, tends to judge the success of the board by the board's accomplishments, not by what individuals do.

(Campbell & Fullan, 2018)

Six key elements which define effective governance:

1. Highly effective trustees govern with a well-developed governance mindset. Trustees with a governance mind set make the essential transition from campaigning to governing: from candidate to trustee.
2. Superintendents take purposeful action to support the board and governance.
3. The board creates, sustains and operates within the positive governance infrastructure and culture.
4. The board carries out its governance responsibilities in a collaborative way always recognizing that achieving the moral imperative is the real work of governance.
5. The board utilizes proven governance tools and strategies to create and sustain effective governance.
6. The board develops and implements a comprehensive plan to onboard new trustees: The plan focuses on listening and learning from and inviting new board members into the governance culture of coherence, the shared moral imperative and strategic goals.

(Campbell & Fullan, 2018)

Sturgeon Public School Board of Trustees Guiding Principles

1. Stay focused on supporting the whole student to ensure they achieve their potential
2. Govern with transparency and integrity in an approachable manner
3. Govern together as a collaborative team with all stakeholders in alignment with our vision, mission and values
4. Govern to encourage innovative approaches in Education
5. Govern to provide all students with an opportunity to be successful in their life path
6. Govern to create a safe and caring environment for staff and students

Sturgeon Public School Board of Trustees Adopted Norms

1. We communicate openly and honestly
2. We respect and support each other
3. We listen before we respond
4. We focus on the needs of the whole Division
5. We take risks for our students
6. We stand up for what we are passionate about
7. We focus on the positive
8. We take the role of Trustee seriously

Sturgeon Public School Board of Trustees Adopted Protocols

Preparation for Meetings	
1.	Trustees are prepared for Board meetings and make decisions based on all the information available.
2.	All questions about the Agenda are to be answered before the meeting. Trustees will seek clarification through the Board Chair. The Board Chair will seek clarification through the Superintendent. The Board Chair will respond to all Trustees with the clarification prior to the meeting.
3.	Trustees are prepared with questions before the meeting begins.
4.	<p>If a Trustee is seeking further information regarding an agenda item, the Trustee will inform the Board Chair via email with a cc to all Trustees. The Board Chair may seek additional information from the Superintendent. Any requests to staff go through the Superintendent.</p> <ul style="list-style-type: none"> • Public Board Meetings - Additional information requests must be submitted by Monday end of day before the Wednesday Public Board meeting.
5.	Any items to be added to the Public Board Agenda should be brought to the Board Chair's attention before the meeting. An emergent item may be added to the agenda at a Board meeting with the approval of the Board, following Robert's Rule of Order.
6.	As per <i>Policy 221 - Role of the Trustee</i> , before each Board meeting, the Board Chair and the Vice Chair will meet with the Superintendent to review all items included on the agenda, the order of the items and to become familiar with the items.
Conduct of Meetings	
1.	As per <i>Policy 235 - Conduct of Board Meetings</i> , the Board will follow Robert's Rules of Order for operational procedures during Public Board and Board Committee meetings except where applicable legislation provides different or additional directives.

2.	<p>The Board Chair:</p> <ul style="list-style-type: none"> ● Will remain impartial and maintain order of the meeting; ● No person may speak before being acknowledged by the Board Chair; and/or ● All remarks must be addressed to the Chair – no cross debate is permitted.
3.	<p>Main Motion:</p> <ul style="list-style-type: none"> ● A Trustee must obtain the floor by being recognized by the Board Chair ● All discussion must happen before the motion ● Trustee makes a main motion ● If the motion is in order, the Board Chair will open debate ● The maker of a motion has the right to speak first in debate. The maker of the motion must speak in favour of the motion. ● Trustees speaking to the motion will open with “I speak in favour of the motion” or “I speak against the motion” ● The main motion is debated along with any secondary motions that are debatable. ● Debate on Subsidiary, Privileged and Incidental motions (if debatable or amendable) take precedence over debate on the main motion and must be decided before debate on the main motion can continue. ● Debate is closed when: <ul style="list-style-type: none"> ○ Discussion has ended ● The Board Chair restates the motion, and if necessary, clarifies the consequences of affirmative and negative votes ● The Board Chair calls for a vote by asking “All in favor?” Those in favor raise their hand. Then asking “All opposed?” Those opposed will raise their hand. ● The Board Chair announces the result
4.	<p>Effective Deliberation:</p> <ul style="list-style-type: none"> ● All discussion must be relevant to the immediately pending question ● No Trustee can speak a second time until everyone wishing to debate the motion has had an opportunity to speak once ● It is not permissible to speak against one’s own motion (but one can vote against one’s own motion) ● Debate must address issues not personalities – no one is permitted to make personal attacks or question the motives of other Trustees
5.	<p>Reports from Administration will include the information required for the Board to make an informed decision</p>
6.	<p>Amendment – Before the vote is taken on a motion, it may be amended by:</p> <ul style="list-style-type: none"> ● Striking out words ● Inserting or adding words ● Striking out words and inserting others in their place ● Substituting one (1) paragraph or resolution for another

7.	All Trustees will stand behind the decision of the Board, accept responsibility for all Board decisions regardless of the vote and speak with one voice after a decision has been made.
8.	As per <i>Policy 220 - Trustee Code of Conduct</i> , Board deliberations during in-camera or closed board planning meetings must be kept confidential as required by law.

Board Structure & Operations

1.	To foster continual learning, schedule Board work/study sessions and discussion meetings and attend professional development necessary to grow in a governance role. <ul style="list-style-type: none"> As per <i>Policy 221 - 2.1.5</i>, following a Trustee development activity, share materials and ideas gained in written format with fellow Trustees. Documents are to be uploaded to the Shared Google Drive.
2.	Trustee Handbook <ul style="list-style-type: none"> Keep the Handbook up-to-date <ul style="list-style-type: none"> review 3 times over the course of the year at Committee of the Whole Meetings Use the Trustee Handbook as part of the Board Evaluation Use the Trustee Handbook at the Board Retreat each fall to work through the Board’s Fiduciary, Strategic and Generative Leadership roles (pages 17-19), Accountability and Evidence Informed Decision making Provide an orientation to new board members using the Trustee Handbook
3.	Provide the Board Chair with a copy of Robert’s Rule of Order Book
4.	Trustees should notify the school principal when planning on visiting the school and should discuss School Council Agenda items with the Principal ahead of each School Council meeting.
5.	Schools will be encouraged to send calendar invites, instead of emails, to Trustees to attend school events. <ul style="list-style-type: none"> For larger events or events where the Board feels Trustee representation is important, the Board Chair will ensure that at least one Trustee attends. <ul style="list-style-type: none"> The local Trustee must indicate to the Board Chair if they are unable to attend an event identified as important. School Event Attendance is a standing item on the Committee of the Whole.
6.	Respect and support the authority of the Superintendent to direct the work of administration and staff. (<i>Policy 221 - Role of the Trustee 2.1.7</i>)

Board Accountability

1.	As per <i>Policy 221</i> , ensure common language between the Superintendent and the Board of Trustees when responding to concerns from the community. <u>See item #2 under Board as Community Members.</u>
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	<p>Sturgeon Public School Division values our stakeholders and values the voice of our stakeholders. Trustees will direct concerns to the Superintendent and encourage stakeholders to follow the Division’s Focused and Effective Communication procedure.</p> <p>When stakeholders have a concern, the quickest and most effective way to resolve a concern is to address it at the most direct level.</p> <ul style="list-style-type: none"> ● Have you talked to the teacher? ● Have you talked to the Principal? ● If you have done both, then next reach out to the Office of the Superintendent. Dial 780-939-4341 ask for the Office of the Superintendent. <p>221: Focused and Effective Communication</p> <p>APPENDIX A: Flow Chart for Focused and Effective Communication - External Stakeholders</p>
2.	Establish multi year and annual Division priorities and goals
3.	To ensure that the Superintendent is meeting the requirements of <i>Policy 700 The Role of the Superintendent of Schools</i> , and the requirements of the SLQS, the Board of Trustees will evaluate the Superintendent’s performance annually.
4.	As per <i>Policy 225 Board Responsibility and Conduct</i> , the Board will annually evaluate Board effectiveness in meeting performance indicators and determine a positive path forward.
Board as Community Leaders	
1.	Any media inquiries on decisions or positions on behalf of the Board are directed to the Board Chair (<i>Policy 221</i>)
2.	<p>As per <i>Policy 221</i>, Trustees shall not attempt to exercise individual authority over the organization and/or schools; the Superintendent; or any member of the staff. In particular:</p> <ul style="list-style-type: none"> ● Individual Trustees will not assume personal responsibility for resolving operational problems or complaints. Any such complaints will be referred forthwith to the Superintendent for investigation and resolution ● Trustees shall not encourage direct communication with employees and members of the public who attempt to bypass school or Central Office Administration but shall encourage employees and members of the public to utilize reporting lines at the school level or within Central Office Administration to bring concerns to the Board ● Trustees shall comply with their fiduciary duty to inform Administration of concerns brought to their attention ● See also item #1 under Board Accountability

3.	Trustees will make every attempt to attend Board functions. As per <i>Policy 221 - The Role of the Trustee</i> , Trustees should attend Trustee Orientation and Renewal sessions, Board Retreats, School Council meetings, Student Discipline Hearings, Teacher Transfer Hearings and meetings with external organizations (such as Municipal Councils and Chamber of Commerce). Trustees are also expected to attend the annual general meetings of the Public School Boards' Association of Alberta (PSBAA) and/or the Alberta School Boards Association (ASBA) and other conferences as approved by the Board.
4.	Trustees do not publicly criticize a Division employee or Board member.
5.	Trustees take no private or public actions that will compromise the Division. As per <i>Policy 220: Appendix A - Code of Ethics</i> - Trustees will maintain the integrity, confidence and dignity of the office of the school Trustee and will resist every temptation and outside pressure to misuse position as a trustee to benefit self or any other individual or agency.
6.	As per <i>Policy 220: Appendix A - Code of Ethics</i> , Trustees will remember at all times that as an individual, a Trustee has no legal authority outside the meetings of the Board, unless the Board has so delegated. Trustee relationships with the school staff, the local citizenry and the media will be conducted on the basis of this fact.
7.	As per <i>Policy 220: Appendix A - Code of Ethics 1.0</i> , Trustees participate, when possible, in opportunities that provide professional growth as noted above in Board Structure and Operations. Commit to continuous improvement through annual self-evaluation.
8.	Trustees will make every attempt to attend external events when invited as a Trustee of Sturgeon Public School Division (ie. partner events where invited as local Trustee, or town hall type meetings that are valuable to attend). <ul style="list-style-type: none"> ● At the Committee of the Whole, Trustees will discuss upcoming events they are attending. If a Trustee is not able to attend on behalf of the Board, the Board can decide if another Trustee should attend. ● Any changes that happen between CoW meetings, the Trustee will email the Board Chair with a cc to all Trustees to ask if another Trustee is able to attend on his/her behalf.

Sturgeon Public School Division

Sturgeon Public School Division serves the needs of approximately 5,100 students in 18 schools throughout Sturgeon County and several bordering municipalities. In addition to the traditional school environment, the Division also provides public education through the Morinville Colony School, Oak Hill School and through two Outreach/Alternative Learning Centers (Grades 7 - 12) located in Morinville and Gibbons. The Outreach/Alternative Learning Centers provide alternative school settings that offer an opportunity to learn using a flexible, individualized approach.

The History of Sturgeon Public School Division

The Province of Alberta was founded within the Dominion of Canada in 1905. The system of education which had been in force in the Northwest Territories was continued and provided education up to the grade eight levels.

By 1935, Alberta was more widely settled and with the rapid advancement of the age of technology, there was a demand from industry and the public in general for higher education. Due to the poor financial state of many of the rural school districts following the depression of the 1930s, it was necessary for the Provincial Government to take action. Consequently, in 1936, legislation was passed which provided for the establishment of school divisions.

The Sturgeon School Division, consisting of five sub-divisions, was formed by Ministerial Order on January 1, 1939, the five trustees having been elected shortly prior to its formation. At the time of its inception, the Sturgeon School Division consisted mainly of one and two-room schools with a few larger schools. Gradually the idea of centralizing the schools around major villages became popular, but the progress of this reorganization was interrupted by the commencement of World War II.

One of the alternatives to centralization during this period was the formation of dormitories. One such dormitory was established in Bon Accord in 1943. Following the cessation of hostilities, centralization was resumed, and the dormitories were closed by 1949.

Between January 1, 1947 and June 1, 1948 St. Albert School District No. 3 (RCP) and the Legal School District No. 1738 were included in the Sturgeon School Division. In 1947, the Thorhild School Division No. 57 and the Westlock School Division No. 37 were formed which resulted in Sturgeon losing a total of 30 sub-divisions to these new school divisions.

With the acquisition of "New Town" status by the Town of St. Albert in 1957, the St. Albert School District was excluded from the Sturgeon School Division. In 1959, the people of the Amelia School District requested and were granted permission to become part of the County of Thorhild.

In 1955, due to a reorganization of the boundaries of the municipalities and the school districts and in preparation for introduction of the County System in the Province, the Vimy School District was lost to Westlock.

With the formation of the County of Sturgeon in January 1961, Sturgeon School Division ceased to exist, and the School Committee of the County assumed the responsibilities for the administration of education formerly vested in the Divisional Board. Pursuant to a plebiscite requested by the electors, the area reverted to Municipal District and School Division status on July 12, 1965.

By Ministerial Order dated October 13, 1966, the number of subdivisions within the Sturgeon School Division was reduced from five to four, following the exclusion of the seven

sub-divisions comprising the Legal centralization. This resulted in a reduction of the Board membership to four Trustees.

On September 6, 1977 following a public petition, Sub-division No. 1 of the County of Thorhild was transferred to Sturgeon School Division, increasing the number of trustees to five. In October of that year, following some re-arrangement of the sub-divisions, and at the request of the Minister, seven trustees were elected. This brought the community of Redwater into the Sturgeon School Division.

Since the re-formation of Sturgeon School Division in 1965, numerous changes have taken place within the area. In the spring of 1989 the Board of Trustees, in keeping with the philosophy of the ward system, resolved to make electoral boundaries and attendance boundaries co-terminus wherever feasible.

In September 1966, some high school facilities within the Division were closed and high school students were sent to St. Albert and Edmonton to complete their education. By September 1970, all high school students were being educated in St. Albert and Edmonton. In 1977, the Division constructed Sturgeon Composite High School which offers a comprehensive selection of academic, complimentary and Career and Technology studies (CTS) programming.

In the fall of 1972, the Morinville Hutterite Colony School joined the Sturgeon School Division.

In the years 1976 - 1979 an increase of 2,400 students (from 2,300 to 4,700) was experienced. Since 1979, enrolments remain relatively stable at approximately 5,400 students.

During the 1981 - 1982 school year, the City of Edmonton annexed a portion of the south-east corner of the M.D. of Sturgeon which included the Horse Hill School which, as a result, was transferred to the Edmonton Public Schools in July 1982. This annexation, coupled with a downturn in Alberta's economy, resulted in a 'dip' in enrolments during the period 1983 to 1986.

In September 1994, Guthrie School at Lancaster Park, Canadian Forces Base Edmonton, became part of Sturgeon School Division. In September 1995, Oak Hill School in Bon Accord also came under the Division's jurisdiction. Oak Hill School had been previously administered by Sturgeon School Division from 1979 until 1990.

In the fall of 1996, the School Division launched one of the first educational wide area networks in Alberta, Route #24, that introduced the Internet and a variety of related technology as an instructional tool to enhance student learning. In January 2000, the Division upgraded to a wireless network with the assistance of an Innovation Grant from Alberta Learning.

In November 1995, the Division opened an alternative education program, the Sturgeon Learning Centre, to provide educational learning opportunities for senior high students and young adults.

In July 1997, the alternate school programs were expanded to include the Morinville Learning Centre, which was originally developed in partnership with the Greater St. Albert Catholic Regional Division. Sturgeon School Division assumed full responsibility for the Centre in 1999. In 1999, the Sturgeon Learning Center celebrated the graduation of its first group of students who had successfully completed the Alberta Diploma requirements.

The Redwater Learning Center was established in September 2003 and served local students until its closure in 2010.

Significant building projects that occurred during the latter half of the 1990's included the modernization of Bon Accord School in 1998, the building of the Morinville Colony School in 1999 and the replacement of Guthrie School in Lancaster Park, Edmonton Garrison was completed in 2003.

A modernization of Namao School was completed in 2010.

In June 2011 as per the St. Albert and Sturgeon Valley School Districts Establishment Act, Sturgeon School Division was charged with the responsibility of providing public education to students who are resident to the Towns of Morinville and Legal. Classes in Morinville started out in the local Community Cultural Centre (grades 1 - 4) and the Parish Hall (Pre-School - Kindergarten). In September 2012, the Government of Alberta transferred George P. Vanier School in Morinville from Greater St. Albert Catholic School Division (GSACRD) to Sturgeon School Division. The school was renamed Morinville Public Elementary School and opened its doors in September 2012.

A major modernization of Sturgeon Composite High School was completed at the beginning of the 2018-2019 school year.

September 2014, Morinville Public Elementary School was renamed Morinville Public School to reflect the addition of Junior High classes with the first group of Grade 7 students.

September 2019 Morinville Public School split into two schools: Morinville Public Elementary and Four Winds Public School. Both schools were housed in the same building awaiting the new 5-9 school build.

Morinville Public Elementary School was renamed to École Morinville Public School in September 2019 to recognize the school as a dual track Public Education program.

In January 2020 a newly built school called Four Winds Public School opened its doors to students in Grades 5-9 in Morinville for the 2019-2020 school year.

A modernization of the Frank Robinson Education Centre was completed in 2020.

The rebuild of Camilla School in Rivière Qui Barre was completed in March 2021.

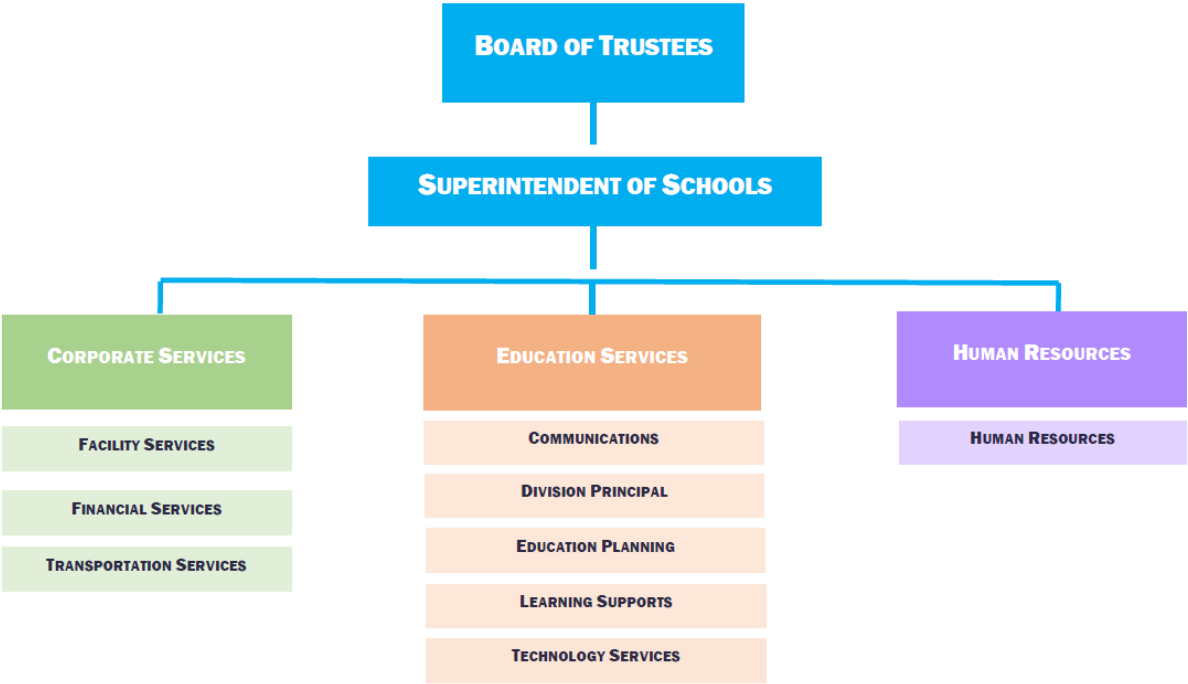
2021/2022 Alternative Learning new location opened in Gibbons. A Trustee was appointed to this new school.

In June 2022 the Division secured a school in the Town of Legal that included office space, 3 classrooms, a gymnasium, green space, a playground and parking. Sturgeon Public Schools opened Legal Public School in September 2022.

Ward Boundaries Map

<https://www.sturgeon.ab.ca/download/394351>

Organizational Chart: Sturgeon Public School Division



Board Governance

Trustees lead through governance in three ways:

A high performing trustee knows that excellence in governance requires purposeful action. (p.32)

A. Fiduciary 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 to their potential
- Children are safe in school
- The jurisdiction's financial and capital resources are well managed
- Its business is conducted in a legal and ethical manner

Sturgeon Public School Board demonstrates fiduciary leadership by:

B. Strategic Leadership

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 Division's vision, mission, values and goals; while,
- Making decisions about resources, programs and services that reflect its long-term priorities.

Sturgeon Public School Board demonstrates strategic leadership by:

C. Generative Leadership

In this role, the school board engages in public consultation and talks to the community about the community's needs, the community's youth and the future so that all the citizens have an opportunity to shape the direction that education takes locally. The board shares direction setting and decision making with others. The community is provided with the opportunity to share the direction that education takes locally.

Sturgeon Public School Board demonstrates generative leadership by:

Balancing Accountabilities

In carrying out their role, trustees have the challenge of balancing their responsibilities and allegiances as representatives of their communities with their role as education leaders within the decision-making body of the board as a whole.

Effective board governance is dependent on a clear understanding of and respect for roles and responsibilities.

Insert example

Evidence Informed Decision Making

The board’s decisions must be evidence based and informed by research which supports educational goals. Boards should base their decisions on a wide variety of evidence and current research to ensure the best strategic and policy approaches are followed.

Consultation and engagement are vital to guarantee that a diversity of voices and perspectives are heard. Consultation and collaboration with families, staff, students, community members and diverse stakeholders provide information that will support effective decision making.

The Board of Trustees is committed to the Assurance Model which includes financial transparency, accountability and continuous improvement. The Board of Trustees believes that assurance happens when stakeholders are engaged and consulted throughout the development of the budget and the education plan.

Insert evidence of assurance

Stakeholder engagement opportunities

Priorities capital planning

School councils

COSC

Policies and Administrative Procedures

The board is responsible for providing strategic leadership. In the book, The Governance Core, the authors report that moving from a conceptual understanding of the moral imperative to a well developed, transparent and highly focused set of policies and strategic goals is crucial to setting direction. (p. 124) Through policy the board provides direction, voices its philosophy and provides the framework and overarching guidelines for the operation of the school division's school system and the actions of the board's employees.

Board policies are developed to highlight and support the governance function of the board and are reviewed on a regular basis.

Administrative procedures are the primary written source of the administrative direction for the school division. They are designed to be entirely consistent with board policies and are an extension of the policy in the form of procedures.

These separate documents reinforce the distinction between the board's responsibility and the Superintendent's executive or administrative duties. Further guidance comes from the Education Act (Section 33) where a distinction is made between a school board's duties which are mandatory and its powers which are discretionary.

Effective trustees understand that they are not on the board to administer the organization but rather to govern it. (p. 38)

Hiring and Appraisal of a Superintendent of Schools

Under the Education Act (Sections 33, 222, 223) the Board of Trustees is responsible to hire a superintendent and as such, the superintendent is the only employee of the board. The Board is responsible for conducting annual evaluations of the Superintendent.

The Board works collaboratively with the Superintendent and the Executive Team in a respectful collaborative manner to carry out executive action and support the Superintendent's actions which are exercised within the delegated discretionary powers of the position. This delegation of authority is outlined in [Board Policy 701-Board Delegation of Authority](#).

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

(Alberta School Board's Association, 2017)

Board/Superintendent Relations

- Select the Superintendent
- Provide the Superintendent with clear corporate direction
- Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the Education Act.
- 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.
- Demonstrate mutual respect and support, which is conveyed to the staff and community.
- Annually evaluate the Superintendent.

- Annually review compensation for the Superintendent.

The Three-Year Education Plan

The Board has a duty to be knowledgeable and contribute to and inform the Division's Three-Year Education Plan.

A Three-Year Education Plan is a formal document that demonstrates accountability and provides assurance to all stakeholders for continuous improvement. The document is a living document that addresses a three-year cycle to maintain a consistent timeframe and roll forward with plans updated annually with a new year added for each year completed. Sturgeon Public School Division's Education Plan and Annual Education Results Reports are consistent with Alberta Education's vision, mission and priorities. The Education Plan outlines priorities for student learning, guides budget decisions and forms the basis for reporting on progress and achievement.

The Board is responsible for approving processes and timelines for the refinement of the Three-Year Education Plan. This includes identifying Board priorities at the beginning of the planning process, monitoring the achievement of outcomes, evaluating annually the effectiveness of the Division in achieving the priorities and desired results and annually approving the updated Three Year-Education Plan/Report for submission to Alberta Education and submission to the public.

Board Policy 225-Board Responsibility and Conduct guides the work of Education Planning and Programming.

Accountability for Student Learning

- Provide overall direction for the Division by establishing mission and vision as in *Policy 105 – Vision, Mission and Values*
- Annually approve the process and timelines for the refinement of the Three-Year Education Plan.
- Identify Board priorities at the outset of the annual Three-Year Education planning process.
- Monitor the achievement of outcomes.
- Annually evaluate the effectiveness of the Division in achieving established priorities and desired results.
- Annually approve the fixed Three-Year Education Plan/Report for submission to Alberta Education and for distribution to the public.

Accountability to Community

- Make informed decisions that consider community values and represent the interests of the entire Division.
- Establish processes and provide opportunities for focused community engagement and feedback.
- Promote school programs, needs and desires to the community.
- Report Division outcomes to the community at least annually.
- Develop appeal procedures and hold hearings as required by statute and/or Board policy.
- Model a culture of respect and integrity.

Accountability to Provincial Government

- Act in accordance with all statutory requirements to implement provincial and educational standards and policies.
- Perform Board functions required by governing legislation and existing Board policy.

Budget

Assurance is a broad concept that encompasses accountability, engagement, transparency and reporting. It means demonstrating to Albertans that the education system is meeting student needs and that students are successful. The assurance model implemented alongside funding changes provide opportunities for parents to engage with education system governors and help shape local priorities and initiatives.

The annual budget must address the mission, vision, values and guiding principles of Sturgeon Public School Division in the best possible manner, meeting the needs of all students in the system at the most reasonable cost. The preparation of the annual budget is an integral component of the planning process for the Division. The budget is based on the priorities set out in the Three-Year Education Plan and the budget assumptions and guidelines established annually by the Board in [Policy 405-Budget Development and Transparency](#) and [Administrative Procedure 400 – Budget Development](#).

The Board must approve a budget annually for submission to Alberta Education. The Board receives monthly financial updates based on the approved budget.

Capital Planning

The Board must review and approve the Three-Year Capital Plan as presented and discussed with the Senior Team annually for submission to Alberta Education. Planning must take into consideration the long-range plan of the school division.

Fiscal Accountability

- Approve budget assumptions and establish priorities at the outset of the budget process.
- Approve annual budget and allocation of resources to achieve desired results.
- Approve substantive budget adjustments when necessary.
- Monitor the fiscal management of the Division through receipt of quarterly variance analyses and year-end projections.
- Approve the appointment of the Auditor.
- Receive Audit Report and ensure the terms of engagement are met.
- Approve annually the Three-Year Capital Plan for submission to Alberta Education.
- Set the parameters for negotiations after soliciting advice from the Superintendent and others.
- Approve compensation changes for employees/groups.
- At its discretion, ratify Memoranda of Agreements with bargaining units.
- Approve transfer of funds to/from reserves

Advocates of Public Education

The Education Act (Section 34) includes the role of a trustee to engage parents, students and the community in matters related to education. The Board is committed to advocate for public education in general and for Sturgeon Public Schools to support student learning. [Policy 125-Advocacy Plan](#) details the Board's advocacy framework with specific strategies and measures to address the needs of the students and communities served.

Advocacy

- Act as an advocate for public education and Sturgeon Public School Division.
- Identify issues for advocacy on an ongoing basis.
- Plan for advocacy including focus, key messages, relationships and mechanisms.
- Promote regular meetings and maintain timely, authentic and constructive communication with locally elected officials.
- Annually meet with the Minister and Deputy Ministers from Alberta Education.
- Maintain open and collaborative relationships with other school boards.
- Engage in pre-election advocacy to ensure that elected politicians and candidates are aware of challenges facing the Division.

Professional Learning

The Board supports and participates in ongoing Professional Learning to stay abreast of current educational governance and pedagogy. This enables each trustee to view the operation of the School Division through an informed lens. Professional Learning events may be at a local, provincial or national level. Professional Learning opportunities become part of the Board's annual work plan as outlined in [Policy 225-Board Responsibilities and Conduct](#).

Board Professional Learning

- Develop an annual plan for Board/Trustee professional development
- Develop the Board's annual work plan with associated timelines
- Annually evaluate the Board's effectiveness

Trustee Remuneration

Trustees have a legislated role to fulfill, and as such are to be fairly reimbursed for time spent in carrying out Board business. The remuneration for Trustee Professional Learning is addressed in [Policy 430- Trustee Remuneration and Expenses](#). The Board annually reviews and establishes rates for trustee remuneration, per diem honorarium, a general expense allowance and a travel allowance reimbursement of personal expenses. In addition, the Board annually reviews and determines the remuneration for trustees attending Board approved professional development opportunities such as meetings, conferences, conventions and workshops.

Additional Responsibilities as required by the Education Act

[Policy 245 - Appeals and Hearings Regarding Student Matters](#): The Education Act Section 42 speaks to the Board's responsibility to hear appeals on student matters. Trustees must not participate in any discussions related to specific students that may result in an appeal to the Board to ensure the appeal process and decision of the Board remains transparently objective.

Hearings on Teacher Transfers: The Education Act Section 212 (3) speaks to the Board's responsibility to hear appeals from a teacher who has received a notice of transfer. Trustees must not participate in any discussions related to a specific teacher transfer that may result in an appeal to the Board to ensure the appeal process and decision of the Board remains transparently objective.

Specific Responsibilities of Individual Trustees

A clear understanding of a school board trustee's role and responsibilities is fundamental to good governance. As the representatives in their local school division jurisdiction, trustees are required to listen to the concerns and needs of their communities, bring those to the attention of the board and the school division, and translate these into policy and strategic directions to ensure that they promote the success of all learners. [Policy 221- Role of the Trustee](#) and [Administrative Procedure 221- Focused and Effective Communication](#) address Trustee responsibilities and processes for effective communication.

They (trustees) can never take off their board hat as long as they are on the board. In everyone's mind a trustee will always be a trustee and as such be privy to special information and have the ability to exercise power in the school district.

(p. 80)

- Become familiar with Division policies and procedures, meeting agendas and reports in order to fully participate in Board business.
- Provide for the engagement of parents, students, staff and various communities.
- Respectfully bring forward and advocate for local issues and concerns.
- Refer matters not covered by Board policy, but requiring a corporate decision to the Board for discussion.
- Refer administrative matters to the Superintendent.
- The trustee's role upon receiving a concern or complaint from a parent, staff member or community member about operations is outlined in [Administrative Procedure 221- Focused and Effective Communication](#).
- Keep the Superintendent and the Board informed in a timely manner of all matters coming to their attention that might affect the Division. Personnel matters are to be brought to the attention of the Superintendent only.
- Attend Board meetings, and committee meetings as assigned, prepared to participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for education within the Division.
- Maintain confidentiality when dealing with Board matters and in-camera discussions.
- Recognize their fiduciary responsibility to the Division and act in the best interests of the Division understanding that Division needs are paramount.
- When delegated responsibility, will exercise such authority within the defined terms of reference in a responsible and effective way.
- Participate in Board/trustee development sessions so the quality of leadership and service in the Division can be enhanced.

- Be cognizant of provincial, national and international educational issues and trends.
- Share the materials and ideas gained with fellow trustees at a Board meeting following a trustee development activity.
- Strive to develop a positive and respectful learning and working culture both within the Board and the Division.
- Liaise with School Council(s) as assigned and attend COSC meetings.
- Represent the Board at official meetings, including Alberta Education and provincial association meetings, as well as at public functions that require a Board representative.
- Become familiar with, and adhere to, the Trustee Code of Conduct as outlined in [Policy 220-Trustee Code of Conduct](#).
- Report any violation of the Trustee Code of Conduct to the Board Chair, or where applicable, to the Vice-Chair.
- School Trustees are Commissioners for Oaths because of their office or status, as described in the [Notaries and Commissioners Act](#). For further information, refer to the [Information and Instructions for Commissioners for Oaths](#) booklet. Example of printing:

FirstName LastName
Ex Officio - School Trustee

Ex Officio means membership “by virtue of office” and includes all the rights and responsibilities.

Legal Responsibilities and Liabilities

The Education Act sets out the duties and powers that govern all School Boards and Trustees, SPS policies and are supported by the Alberta School Boards Association (ASBA). As “statutory delegates” whose authority is derived from the [Education Act](#), trustees must be aware of the legal parameters within which a trustee carries out their role as a member of the board. Five key areas make up a trustee's legal responsibilities:

- Fiduciary duty,
- Pecuniary Interest,
- Confidentiality,
- Liability; and
- Disqualification.

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.

In order to fulfill their fiduciary duty, directors and officers MUST:

- act honestly and in good faith in regard to the corporation;
- 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;
- avoid conflicts of interest with the corporation;
- maintain the confidentiality of information they acquire by virtue of their position, and
- serve the corporation selflessly, honestly and loyally.

Pecuniary Interest

Pecuniary interest is one form of conflict of interest. "Pecuniary" means "monetary". Section 85 (1)(b) of the [Education 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 is known to the trustee, or of which the trustee should reasonably know, is also deemed to be the pecuniary interest of the trustee.

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 do not matter - it is what could happen that counts.

Confidentiality

At the beginning of each term, 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. There are significant consequences for breaches of confidentiality.

- All information a trustee receives related to the Division's mandate and function are considered records and under control of the Division. All records containing personal information about an identifiable individual (which may or may not include employees, students, or parents) must be kept confidential and may only be released in accordance with the [Freedom and Protection of Privacy Act](#).
- Trustees must not disclose confidential deliberations relating to school board business to anyone. 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.

Nothing will betray trust on a board more quickly than breaching confidentiality. Many new trustees do not understand how significant this is.

(p. 103)

(ASBA Trustee Handbook)

Liability

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.

The exceptions to this are in the case of:

- Improper use of funds
- Non-performance of statutory duties
- Personal gain
- Breach of common law

While the Education Act also contains a “good faith” protection from liability for trustees, this provision does not provide a defense to an allegation of defamation, nor does it affect the legal liability of the corporate board itself.

Every trustee should be engaged in the deep learning required to make informed governance decisions. (p. 102)

Disqualification

The [Education Act](#) (Section 87) outlines the circumstances that would disqualify a trustee from remaining as a trustee of the board.

Board Operations

Orientation

During an election year, Administration will provide a package of information to all candidates when nominations close that includes; A calendar of events for trustee elects/trustees; an overview of Board and trustee committees, roles and responsibilities; Sturgeon Public School Division’s Trustee Handbook; and other pertinent information in preparation for post-election responsibilities.

Board Meetings

Board meetings provide an opportunity for Trustees to share knowledge, experience, expertise, ideas, attitudes and expectations in order to effectively carry out the duties vested in the Board of Trustees by the Education Act and other legislation. The Board has adopted policies so the business of the Board can be conducted in an orderly and efficient manner. All points of procedure not provided for in policy shall be decided in accordance with modified Robert’s Rules of Order. As the fundamental obligation of the Board is to preserve, if not enhance, the public trust in education, meetings of the Board address this obligation by drawing on the expertise of the Superintendent and Senior Administrative Team to help trustees understand the educational, fiduciary, financial, human and community implications of any decisions.

One of the most practical uses of protocols is to help new trustees understand how things are done on the board, what is acceptable and what is not.
(p. 119)

In-Camera Meetings

The [Education Act](#) provides that a meeting of a committee of the board, including a committee of the whole board, may be closed to the public, the media and any trustee who has declared a conflict of interest. Trustees must be aware of the confidentiality that applies to in-camera sessions. As a member of the board, a trustee's role is to respect the board's decision-making process and not discuss any aspect of private matters, including the nature of the topic and anything that occurred during the in-camera meeting. Furthermore, the Freedom of Information and Protection of Privacy (FOIP) Act guides trustees against discussing some matters, such as those discussed at an in-camera meeting or hearing, in public.

(Adapted from the Alberta School Boards Association – Trustee Handbook (2017 – 2021))

As outlined in *Policy 220 - Trustee Code of Conduct*, Trustees shall comply with provincial and school system requirements relating to all matters of confidentiality. In the course of duties, Trustees may become privy to confidential information received outside of an “in-camera” meeting. Trustees must not:

- disclose or release by any means to any staff member of the Division, member of the public, including the media, any confidential information acquired by virtue of their office, unless the disclosure is required by law or authorized by the Board;
- access or attempt to gain access to confidential information in the custody or control of Sturgeon Public School Division unless it is necessary for the performance of the Trustee's duties and is not otherwise prohibited by the Board, and only then if the information is acquired through appropriate channels in accordance with applicable Board Policies and Administrative Procedures;
- use confidential information for personal benefit or for the benefit of any other individual or organization.

Board Meetings – Operations

The Board conducts its business through public meetings. The details of Board Operations are outlined in [Policy 235- Conduct of Board Meetings](#). Regular Board meetings consist of a Committee of the Whole meeting and a Public Board Meeting (see [Policy 230 - Board Committees](#) for more information about the Committee of the Whole).

Board meeting dates and times shall be as established at the Organizational Meeting of each year.

- All meetings will ordinarily be held in the Frank Robinson Centre in Morinville, Alberta.
- Notwithstanding the schedule established in the Organizational Meeting, the Board may, by resolution, alter the schedule in such manner as it deems appropriate.

Public Board Meeting Agendas

Agenda Preparation

As outlined in [*Policy 235 – Conduct of Board Meetings*](#) the Superintendent and/or designate is responsible for preparing an agenda for Board meetings in consultation with the Board Chair. Trustees who wish to have an item added to the agenda are to contact the Board Chair. An emergent item may be added to the agenda at a Board meeting with the approval of the Board.

Delivery of Agendas

The agenda package, containing the agenda and supporting information, will be made available for all trustees to review, three (3) business days prior to the Board meeting. Committee memos should reflect the intention/purpose of the meeting including; who was in attendance, who presented, and any content/links associated with the information being shared. A copy of the agenda for public meetings will be posted on the division's website at least three (3) business days preceding the meeting. Any elector may inspect the agenda and obtain a copy from the Division's website.

Motions and Recommendations

Board business is facilitated through group discussion, debate and voting on either individual trustee motions or recommendations from the Superintendent or a Board Committee.

To pass, a motion must be supported by a majority of the trustees at the meeting where there is quorum. If it is a tie vote, the motion is lost.

It is the fiduciary duty of each trustee 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. Once a vote is taken and a motion is passed, a unified board moves forward, with every trustee supporting the decision of the Board. Any trustee, including the Board Chair, may submit a motion for consideration by the Board of Trustees. No seconder is needed.

Minutes

The proceedings of all regular Board meetings will be recorded. Board minutes contain all motions, recommendations, Board requests for information and questions approved by the Board that require Administrative action. The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.

Communication Protocols

Effective communication about Sturgeon Public School Division's education programs and supports for each learner engenders understanding and support for the division and for public education.

The Board Chair acts as the official spokesperson for the Board, except for those instances where the Board has delegated this role to another individual or group and for the Division when there are potential political implications as defined by [*Policy 221 - Role of the Trustee*](#).

The Superintendent is the official spokesperson for the Division. As trustees are key spokespeople for the division, they should seek out opportunities to highlight what is happening in the division and with the work of the Board and adhere to communication protocols that encourage communicating in a timely, accurate/transparent and respectful manner.

Board Committees and Representations

Sturgeon Public School Division follows applicable legislation where trustees participate in committees to conduct the business of the division in a transparent manner. The categories of committees include:

- Standing committees generally address ongoing or recurring matters, such as those specified in the legislation and are an integral part of the board structure.
- Committee of the Whole is a standing committee that addresses matters that fall outside the purview of other committees.
- Ad hoc committees are established to assist the Board on a specific project for a specific period.

The Board's Standing and Ad Hoc Committees are reviewed annually and are outlined in [*Policy 230- Committees of the Board*](#).

Parent and Community Engagement – Working with School Councils, Parent Involvement Committees and Communities

Sturgeon Public School's Trustees are committed to collaborating meaningfully with our learners and communities to support student learning and well-being. This is highlighted in the Division Education Plan.

- Govern with transparency and integrity in an approachable manner
- We consult widely and in a variety of ways with our learners, parents and communities to include their voice in our decision-making and build partnerships moving forward.
- We make decisions based on available information and in the best interest of all students.
- We take risks for our students.
- We listen before we respond.

School Councils

The Government of Alberta recognizes the value of parents and the community in the education of children, and by law (Education Act, Section 35) requires school councils in every school operated by a school board in Alberta.

Established school councils:

- focus on what is best for all students in the school
- consider the interests of all school stakeholders
- develop, maintain and reflect the culture of the school
- represent the parent voice in the school community

Every Sturgeon Public school, except for Legal Public School(2022-2023) which currently has a Parent Advisory Committee, has a school council comprised of parents, principals, teachers, and attended by a ward trustee, who work together to effectively support and enhance student learning. The school council plays an important role as an advisory body to the school principal and the school board. The school council helps to create a sense of community in the school and helps to build the relationship between parents, educators and the community.

School trustees attend each school council meeting to provide updates on key issues discussed at the Board meetings and to ensure parent perspectives are heard and this informs Board decision making. Information about individual School Councils can be found on each school website.

Council of School Councils

The Council of School Councils (COSC) is an umbrella organization for school councils and parents in the Sturgeon Public School Division. Their role is to share information and facilitate communication within the SPS communities to enhance the education of all its students.

Each school council chair, or designate, is the representative to COSC. A Chair for COSC is elected by this group each year and sets the agenda for meetings held in the school year. The Board of Trustees hosts the first COSC meeting in October of each school year.

Trustees, the superintendent and school administrators are invited to attend the meetings. Alberta School Councils Association. The Alberta School Councils' Association (ASCA) provides support and resources, including knowledge and skill development, consultation and workshops, to enhance meaningful parent contribution and participation in school councils and COSCs across the province.

As a province-wide organization of school councils, ASCA:

- Brings the parental perspective on education issues to government and others;

- Provides resources and support to enhance school council effectiveness;
- Promotes the involvement and engagement of parents in education, primarily through school councils;
- Works with other education organizations and government to promote excellence in public education;
- Provides well-researched and timely information on education to school councils

Board Evaluation/Self-Assessment

Effective Boards of Trustees are not above accountability and thus [Policy 225-Board responsibility and Conduct](#) addresses the development of a yearly work plan and an annual evaluation of Board effectiveness based on:

- Educational Planning and Programming
- Stakeholder Engagement and Communication
- Safe, Caring, Respectful and Healthy Environments
- Accountability to Provincial Government
- Advocacy
- Policy
- Board/Superintendent Relations
- Board Development
- Fiscal Accountability

One of the major characteristics of effective governance is the extent to which governing boards conduct regular self-assessments of their own effectiveness.

(p. 141)

Advice for New Trustees

- You are in this for the long haul; it is a marathon not a sprint.
- Stay strategic and focused. Never forget the bottom line is children not adults. Do not get distracted by the administrative issues that you are not responsible for and pay other people to deal with.
- Develop the mindset that will allow you to excel in every aspect of the governance job. Remember, governance is a system job and a strategic job and requires deep learning and managing your manner.
- Your superintendent is the most important partner of the board and is crucial to the success of the education program. Develop a responsible and respectful relationship and nourish it.
- Be the model of civic leadership for the Division's children. Do not disappoint them.
(P.149)

References

Campbell, D. & Fullan, M. (2019) *The Governance Core: School Boards, Superintendents, and School Working Together*. Thousand Oaks, CA: Corwin.

The Board of Trustees and the Superintendent used this resource as a book study to deepen their knowledge about governance and the role of the Board.

Alberta School Boards Association. *Trustee Handbook (2017-2021)*.

Websites

[Sturgeon Public School Division](#)

[Alberta Education](#)

[Government of Alberta Education Act](#)

[Canadian School Boards Association](#)

[Alberta Schools Boards Association](#)

[Alberta School Councils Association](#)

Appendix

Education Jargon and Acronyms

Every sector speaks its own language. Often technical, this language or jargon, can be confusing, lacking in meaning or incomprehensible to people who are not familiar with the topic under discussion. These are commonly found acronyms used in Alberta School Trustee documents.

A

Accountability A process designed to determine whether those responsible for certain tasks or activities have discharged them in the manner intended and have achieved the desired results.

Accountability Pillar A framework for assessing how the province's education system is performing using a broad range of measures. The information is used by schools, school jurisdictions and the province to determine if learning goals are being met, to develop and implement strategies to improve results, and to report to parents and communities.

Accountability Pillar Online Reporting Initiative (APORI) A mandate from Alberta Education that all school boards publish the results achieved through the government's Accountability Pillars. APORI results are published annually, and report on outcomes and performance measures; this data is then used for informed decision-making for the purpose of improving programs and student results in subsequent years.

Accumulated Operating Surplus (AOS) The sum of the unrestricted net assets and operating reserves. Represents funds available to cover future deficits. The AOS, together with capital surplus and capital reserves, would form what is called "retained earnings" in the private sector.

Activities: Co-Curricular Learning activities which complement learning objectives and are conducted outside the classroom.

Activities: Extracurricular Activities usually outside of the classroom and outside of normal school hours designed to provide opportunities for students to pursue athletic, vocational or avocational interests.

Ad Hoc (typically describes a committee) Established for a specific purpose, issue, or concern and usually operational for a short period of time.

Administrative Allowance A sum of money, determined in collective bargaining, usually paid to administrators and supervisors in addition to their regular salary.

Administrative Procedure Methods and processes before an administrative board (i.e. school board) as distinguished from judicial procedure which applies to court. Administrative procedure can be found in school board policy.

Alberta Assessment Consortium (AAC) A recognized education partner in the province of Alberta. An independent voice, the AAC provides informed responses to assessment topics that impact student learning. A membership entails access to a variety of assessment-related resources and professional learning opportunities.

Alberta School Boards Association (ASBA) An association of all school boards in the province. Organized into five Zones representing different geographic regions of the province, each school board is a member of one of the Zones. The ASBA facilitates information sharing, lobbying, advocacy, and professional development between school boards across the Province.

Alberta School Councils Association (ASCA) A non-profit society that promotes and supports effective school council practices and demonstrates how parental engagement can enhance school improvement strategies. The ASCA is governed by an elected, volunteer board of directors comprised of parents on school councils from across Alberta.

Alberta School Foundation Fund (ASFF) All money raised through education property taxes is placed in the Alberta School Foundation Fund. The Alberta School Foundation Fund Regulation sets out the requirements for how funds are to be allocated for student education programs and services. It also sets out the criteria to determine when a student is eligible for funding and when payments are to be made.

Alberta Teachers Association (ATA) The professional organization that oversees both the professional conduct and the competence of teachers employed by school boards in Alberta. All teachers employed by a school board in Alberta are required to become active members of the Association.

Alternative Program An education program that emphasizes a particular language, culture, religion or subject matter or uses a particular teaching philosophy (i.e. an outreach program). Special education programs, programs for children who are guaranteed by the Charter of Rights and Freedoms to receive instruction in French, or programs of religious education offered by a separate school board are not alternative programs.

Annual Education Results Report (AERR) Highlights the accomplishments and progress made toward meeting goals and objectives established by the jurisdiction in its Three Year Plan. Results of mandatory and optional measures gathered through the year from activities such as ongoing reviews, evaluations, surveys, planning sessions and workshops also will be communicated. The AERR can be found on RVS' corporate website.

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

Assurance A broad concept that encompasses accountability, engagement, transparency and reporting.

Assurance Model A framework with a focus on demonstrating to stakeholders and communities that the education system is meeting the needs of students and that students are successful. Assurance is achieved through authentic engagement between education partners and by creating and sustaining a culture of continuous improvement.

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.

Authentic Assessment A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.

Authentic Learning Lessons and activities framed around "real life" contexts.

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

B

Balanced Assessment (BA) A process that allows for a variety of different assessment techniques to be utilized, including student self-reflection, peer assessment, and goal setting. BA involves the day to day gathering of evidence by both teachers and students about where they are in relation to the desired outcomes of the learning. This information is used to guide instruction and next steps.

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)

Basic Literacy Language proficiency and numeracy at levels necessary to function on the job and in society.

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

C

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

Capital Maintenance and Renewal (CMR) The Alberta Government program that provides funds for capital projects and infrastructure.

(2021-24 Alberta Government Capital Plan) Career and Technology Foundations (CTF) - is an optional program that allows students to explore their interests and passions as they learn about various career possibilities and occupational areas. The CTF Program of Studies is based on 14 learning outcomes that identify what students are expected to learn and what will be assessed, and are the same for grades 5 to 9.

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. (Synonym: 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.

College of Alberta School Superintendents (CASS) The professional voice of system education leaders. CASS provides leadership, expertise and advocacy to improve, promote and champion public education.

Community Learning Hubs Places where people can come see, learn and participate in intellectually rich, future-oriented activities.

Communities of Practice Groups of people with a common area of interest who come together to share, create, and learn from one another.

Competencies The knowledge, skills, and attitudes necessary to be competitive in the workforce.

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) All provinces and territories are members of The Council of Ministers of Education of Canada (CMEC), 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

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.

Credit Enrolment Units (CEUs)

A conditional grant allocated to school boards for senior high school summer school courses that are based on the Alberta Program of Study and delivered through appropriate access to instruction.

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.

D

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 asset

E

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 Francization programs and Kindergarten.

Ecological Intelligence The act of comprehending systems in their complexity, as well as the interplay between natural and man-made worlds.

EduLink Software designed to assist schools, district offices, and Alberta Education to electronically exchange Student Information (SIS) Registration, Course Mark and Diploma Exam Registration, as well as other types of data.

English as a Second Language (ESL) Programs designed for students whose first language is not English.

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

F

First Nations, Métis, and Inuit Education (FNMI) Strategies developed by the Ministry of Education to improve achievement among FNMI students, and to close the gap between FNMI and non-FNMI students in the areas of literacy and numeracy, retention of students in school, graduation rates, and advancement to post-secondary studies. As a jurisdiction, we work together with FNMI communities, Elders, parents, teachers and other education stakeholders throughout the province to learn from each other to best meet the needs of FNMI learners.

Francization 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.

G

General Equivalency Diploma (GED)

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

Generative Governance A model that promotes greater community involvement in the development of youth. Generative governance also encourages board members to rise above their fiduciary role of exercising legal responsibilities of oversight and stewardship, and to delve deeper into inquiry, exploring root causes, values, optional courses, and new ideas.

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” 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.

I

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

Infrastructure Maintenance & Renewal (IMR) The Alberta Government program that provides funds for capital projects and infrastructure for the primary purpose of investing in the repair and replacement of major facility components. (Prior to 2021.)

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.

Inquiry-Based Learning Seeking for truth, information, or knowledge through posing and solving problems.

Instructional Materials Centre (IMC) A centrally-located facility for the storage, distribution, and production of audio/visual aids and instructional materials. Syn. Media centre, LRSC

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

ISTE Net Standards

The roadmap to learning, teaching, and growing professionally in an increasingly digital world.

L

Leadership Quality Standard (LQS) In Alberta, outlines the professional expectations that principals and school jurisdiction leaders must demonstrate to create the conditions under which teachers can do their best work.

Learners All members of a community, including, students, parents, teachers, support staff, administrators, trustees, and community members.

Learning Commons A physical space that allows people to connect, collaborate and access workstations equipped with software supporting a variety of networks and uses.

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.

M

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

Makerspace Learning Makerspace learning involves play-based environments where students are able to experiment with electronic, robotic, programmatic and similar modern environments to engage in innovation and problem solving and discover how devices in our world work. Maker-centered Learning environments empower students to explore interests, engage in design thinking and build competencies within the contexts of Science, Technology, Engineering, Arts/Humanities and Mathematics (STEAM).

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.

Mill Unit of measurement used for calculating taxes on property. One mill is 1/1000 of the assessed property value. i.e. If the assessed property value is \$1,000, one mill yields \$1.

Multi-Modal Professional Learning A journey involving the use of multiple modes of professional learning, i.e., online, symposiums, etc.

Multiple Learning Pathways Selecting from several teaching strategies so that material is presented to facilitate effectiveness for each learner.

N

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

O

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

P

Pedagogy Strategies or style of instruction.

Personalized Learning Environments The tailoring of pedagogy, curriculum, and learning methods to meet the unique needs and aspirations of individual learners, often with extensive use of technology in the process.

Professional Learning Within the context of Sturgeon Public's Three Year Plan, refers to professional learning activities.

Professional practice standard In Alberta, identifies the competency requirements for members of a profession.

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.

Provincial Achievement Tests (PAT) Tests that are administered annually in French and English Language Arts and Mathematics in Grade 3, and English and French Language Arts, Mathematics, Science and Social Studies in Grades 6 and 9. PAT's are administered to determine if students are learning what they are expected to learn, as well as to provide a report to the province as to how well students have achieved provincial standards at given points in their schooling. PAT's assist schools, authorities, and the province in monitoring and improving student learning.

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.

R

Registered Apprenticeship Program (RAP)

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 coordinator 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.

Rubric An assessment tool for communicating expectations of quality.

S

September Count Date This is the specified date that school authorities must take an enrolment count of all their children/students for the calculation of WMA (weighted moving average) enrolment. This enrollment count must be done on the last instructional day of September. If September 30 is a non-instructional day for a school authority, then the last instructional day of September shall be used as the September count date. The submission date for this count will be the third instructional day after the September count date. School authorities should keep their student enrolment data updated regularly verifying it prior to submission of the September count.

School Annual Results Report (SARR) Each school is required to submit an annual results report, which is reviewed by the Superintendent of Schools, the Associate Superintendent of Schools and the Director of Schools. The SAAR contains results from the Alberta Education and RVS Accountability Pillar, the Satisfaction Survey, PAT results, as well as an analysis of results derived from school specific surveys and other school-specific information.

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.

School Education Plan (SEP) Each school is required to submit an annual School Education Plan (SEP) to the Superintendent of Schools for approval. This plan is developed in consultation with staff, and with advice from the School Council, and according to parameters, guidelines, and expectations outlined in RVS' SEP Manual and other Superintendent directives and procedures. The plan details the school's mission and vision statements, recent achievements, expected challenges, and outlines goals, outcomes, performance measures, and outlines strategies developed to meet said goals.

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'.

STEM/STEAM

"STEM" represents science, technology, engineering and mathematics. "STEAM" represents "STEM" plus the arts – humanities, language arts, dance, drama, music, visual arts, design and new media. Both "STEM" and "STEAM" are approached through inquiry and problem-based learning methods used in the creative design thinking process.

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.

Student Information System (SIS) A software application used by the jurisdiction to manage student data. A SIS provides capabilities for entering student tests and other assessment scores through an electronic grade book, building student schedules, tracking student attendance, and managing many other student-related data needs.

Superintendent Leadership Quality Standard (SLQS) In Alberta, defines the professional expectations that superintendents must demonstrate to create the conditions under which school leaders and teachers can do their best work.

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.

T

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

Teaching Quality Standard (TQS) In Alberta, describes the professional expectations for teachers who work directly with students.

Three-Year Education Plan As mandated by Alberta Education, all jurisdictions are required to develop a rolling three-year plan that outlines jurisdictional goals and objectives.

Trans-Disciplinary Practices Lesson plans that cross two or more disciplinary boundaries (i.e., subjects) to create a holistic approach to learning.

U

Understanding by Design (UbD) A framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities.

Universal Design for Learning (UDL) An approach calls for teachers to develop individual learning plans for students and helps meet the challenge of diversity by suggesting flexible instructional materials, techniques, and strategies that empower educators to meet these varied needs.

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

W

Weighted Moving Average (WMA) As of September 2020, Alberta Education now uses the weighted moving average method for almost all K to 12 education grants. This calculates average enrolment by assigning a larger weighting to the more recent year's enrolment than weighting on the previous year's enrolment. This makes it easier for school boards to predict enrolment and minimizes school authorities having to adjust their revenue forecasts or staffing levels throughout the school year.

Wrap-Around Services A team of individuals from different organizations who tend to the well-being of a child or youth by collaboratively developing, implementing and evaluating an individualized plan of care.

Y

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

Education Acronyms

AERR	Annual Education Results Report - report to Board with stakeholder feedback including Accountability Pillar
CST	Complex Support Team (Divisional support team for K-12)
CWP	Counselling and Wellness Plans
DHH	Deaf and Hard of Hearing
DIP	Diploma Exams
ECE	Early Childhood Education - How Sturgeon Public refers to all Pre-K programming
ECS	Early Childhood Services - includes Pre-K and K as AB Education does not differentiate between K and Pre-K
Effect Size	John Hattie's work - The impact measure of an intervention to influence student achievement
ERLC	Edmonton Regional Learning Consortium is one of seven regional consortia in Alberta established to support regional professional development needs for all those who influence student learning
F & P	Fountas & Pinnell - Leveled Literacy Intervention Program
FNMI	First Nation, Metis & Inuit
FSW	Family Support Worker (Social workers)
IPP/SLP	Individual Program Plans/Student Learning Plan
Learning Sprint	Professional Development Process of short cycles of teaching practices and analysis of impact
LDC	Locally Developed Courses
LSL	Learning Support Lead
MIPI	Math Intervention Programming Instrument. Written by all grade 2 to 10
MFRC	Military Family Resource Center
NME	Neurosequential Model in Education - Understanding Trauma and the Brain in the Education Setting
OT	Occupational Therapy/ist
PAT	Provincial Achievement Tests. Available for all core at the end of grade 6 and 9

PBS	Positive Behaviour Supports
PD	Professional Development
PLC	Professional Learning Community
PIA	Privacy Impact Assessment describes how proposed administrative practices or information systems may affect the privacy of the individuals who are the subjects of the information
PUF	Program Unit Funding (Pre-K program)
Read Theory	An online reading comprehension assessment tool for students
RTI	Response to Intervention (a process to provide targeted teaching to help struggling students catch up)
SLA	Student Learning Assessment. Available for literacy and numeracy at the beginning of grade 3
SLP	Speech Language Pathologist or Student Learning Plan
SLS	Specialized Learning Support (AB Ed grant for special Ed needs Gr. K-12)
SNOMFA	Sturgeon Night of Music & Fine Arts
STEAM	Science, Technology, Engineering, Arts & Mathematics
STEM	Science, Technology, Engineering & Mathematics
UBD	Understanding by Design. A three-stage backward design process for educational planning
UDL	Universal Design for Learning. A flexible approach that allows all students equal opportunity to succeed