

*: Sections MEDICINE HAT PUBLIC BOARD OF EDUCATION OPERATES AS MEDICINE HAT PUBLIC SCHOOL DIVISION, AND FOR THE PURPOSE OF THIS DOCUMENT WILL BE REFERRED TO AS "MHPSD" AND/OR "DIVISION"*

## SECTION 200 – Board Governance

### **POLICY 200: ROLE OF THE BOARD OF TRUSTEES**

#### **BACKGROUND**

As the corporate entity with natural persons powers established by provincial legislation and given authority by the Education Act and attendant Regulations and the corporate body elected by the electors that support Medicine Hat Public School Division (Division), the Board shall provide overall direction and leadership to MHPSD. It is accountable for the provision of appropriate educational programs and services to resident students of the Division to enable their success, in keeping with the requirements of government legislation and the values of the electorate.

#### **POLICY**

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

#### **GUIDELINES**

Specific Areas of Responsibility:

1. Accountability for Student Learning and Wellness
  - 1.1. Provide overall direction for MHPSD by establishing vision, mission and values.
  - 1.2. Support the establishment of a welcoming, caring, respectful and safe learning environment.
  - 1.3. Annually approve the process and timelines for the refinement of the Three-Year Education Plan.
  - 1.4. Identify Board priorities at the outset of the annual Three-Year Education planning process.
  - 1.5. Enable the Infusion of cultural perspectives within student learning, as defined by the community.
  - 1.6. Enable processes to support quality teaching.
  - 1.7. Provide for school and program reviews as necessary to monitor the achievement of outcomes.

- 1.8. Monitor the effectiveness of MHPSD in achieving established priorities, desired results and key performance indicators.
  - 1.9. Annually approve the “rolling” Three-Year Education Plan/Annual Education Results Report for submission to Alberta Education and for distribution to the public.
  - 1.10. Explore the use of natural person powers to enhance opportunities for student learning.
2. Community Assurance
    - 2.1. Make informed decisions that consider community values and represent the interests of the entire Division.
    - 2.2. Engage the community in dialogue about Division programs, needs and desires.
    - 2.3. Establish processes and provide opportunities for community engagement.
    - 2.4. Establish plans for collaborative work between the Division and Indigenous peoples.
    - 2.5. Establish a forum for student engagement.
    - 2.6. Report Division outcomes to the community at least annually.
    - 2.7. Meet twice yearly with the Council of School Council Chairs.
    - 2.8. Develop appeal procedures and hold hearings as required by statute and/or Board policy.
    - 2.9. Model a culture of respect and integrity.
    - 2.10. Maintain transparency in all fiduciary aspects.
    - 2.11. Develop culturally appropriate protocols to guide the Division.
3. Accountability to Provincial Government
    - 3.1. Act in accordance with all statutory requirements to implement provincial standards and policies.
    - 3.2. Perform Board functions required by governing legislation and existing Board policy.
    - 3.3. Ensure all students, teachers and Division leaders are provided with resources that enable them to learn about First Nations, Metis and Inuit perspectives, experiences and contribution throughout history; treaties and the legacy of residential schools.
4. Fiscal Accountability
    - 4.1. Within the context of results-based budgeting, approve budget assumptions/principles and establish priorities at the outset of the budget process.
    - 4.2. Approve the annual budget and allocation of resources to achieve desired results.
    - 4.3. Approve annual fees for instructional resources, transportation and tuition for non-resident students.
    - 4.4. Approve expense reimbursement rates.
    - 4.5. Approve substantive budget adjustments when necessary.
    - 4.6. Monitor the fiscal management of the MHPSD through receipt of at minimum quarterly variance analyses and year-end projections.



- 4.7. Receive the Audit Report and ensure the management letter recommendations are addressed.
  - 4.8. Approve annually the Three-Year Capital Plan for submission to Alberta Education.
  - 4.9. Approve borrowing for capital expenditures within provincial restrictions.
  - 4.10. Set the parameters for negotiations after soliciting advice from the Superintendent and others.
  - 4.11. At its discretion, ratify Memoranda of Agreement with bargaining units.
  - 4.12. Approve the Superintendent's contract.
  - 4.13. Approve annually signing authorities for the Division.
  - 4.14. Approve transfer of funds to/from reserves.
  - 4.15. Approve investment parameters in alignment with Education Act Regulation.
  - 4.16. Ensure all programs are regularly reviewed to test the relevancy, effectiveness and efficiency of the programs against desired outcomes.
5. Board/Superintendent Relations ("First Team")
    - 5.1. Select the Superintendent; provide for succession planning as required.
    - 5.2. Provide the Superintendent with clear corporate direction.
    - 5.3. Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the Education Act.
    - 5.4. Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions which are exercised within the delegated discretionary powers of the position.
    - 5.5. Demonstrate respect, integrity and support, which is then conveyed to the staff and the community.
    - 5.6. Evaluate the Superintendent, in accordance with Policies 218–Superintendent of Schools–Roles and Responsibilities and 218.1–Superintendent Performance Assessment Guide.
    - 5.7. Annually review the compensation of the Superintendent.
  6. Board Development
    - 6.1. Develop a plan to foster governance excellence in fiduciary, strategic and generative engagement modes.
    - 6.2. Annually evaluate Board effectiveness in meeting performance indicators and determine a positive path forward.
  7. Policy
    - 7.1. Identify how the Board is to function.
    - 7.2. Develop/revise policies using a generative engagement process.
    - 7.3. Monitor policy currency and relevancy.



## 8. Political Advocacy

- 8.1. Act as an advocate for public education and the Division.
- 8.2. Identify issues for advocacy on an ongoing basis.
- 8.3. Develop a plan for advocacy including focus, key messages, relationships and mechanisms.
- 8.4. Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials.
- 8.5. Arrange meetings with elected provincial and federal government officials to communicate and garner support for education.

### Selected Responsibilities:

#### The Board shall:

1. Acquire and dispose of land and buildings; ensure titles to or enforceable long-term interests in land are in place prior to capital project construction.
2. Approve school attendance areas.
3. Approve the naming of schools and other Division-owned facilities in accordance with Policy 208 – Board Committees.
4. Approve the Division school-year calendar(s).
5. Provide for recognition of students, staff and community.
6. Make a recommendation to the Minister of Education for dissolution of a School Council.
7. Approve joint-use agreements.
8. Encourage the formation of a Council of School Councils (COSC).
  - 8.1. If a COSC is formed, its primary purpose shall be to enhance communications among the School Councils, the Board, the Superintendent and the community.
  - 8.2. Parents/guardians with concerns are encouraged to present their concerns directly to the teacher/principal. School personnel or individual student concerns are not to be discussed at COSC meetings.
9. Approve locally developed courses.
10. Hear, in accordance with Policy 528 appeals regarding unresolved student or staff complaints of discrimination or harassment.
11. Approve all international field trips and out-of-province field trips in excess of three (3) school days.

### REFERENCES

[Policy 208 – Board Committees](#)

Policy 218 – Superintendent of Schools – Roles and Responsibilities

Policy 218.1 Appendix: Superintendent Performance Assessment Guide

Education Act: Sections 33, 51, 52, 53, 54, 67, 139, 222

Disposition of Property Regulation



Early Childhood Services Regulation  
Fiscal Planning and Transparency Act  
Local Authorities Elections Act  
Results-Based Budgeting Act

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