

2. Board Policy *Role of the Board*

As per Section 53(1) of the Alberta Education Act (Act), “A board shall: (a) establish, maintain and implement policies necessary for fulfilling its responsibilities under Section 33, (b) ensure that all policies are available and accessible to students, parents, board employees and others affected by the policies, (c) in co operation with school councils, provide for parental and community engagement in schools, and, (d) maintain, repair, furnish and keep in good order all its real and personal property.”

While carrying out these duties, as per Section 51(1) of the Act, “A board has the capacity and, subject to the Act and the regulations, the rights, powers and privileges of a natural person. As per Section 51(3) of the Act, “Notwithstanding Section 51(1), a board shall not engage in or carry on any activity that is not consistent with the responsibilities of a board which are set out in Section 33.”

Therefore, as the Board of Trustees (Board) of Prairie Rose School Division carries out its duties, it will be guided by the following principles:

1. The Board governs on behalf of Alberta Education and for the electorate, the parents, and the students of the Division.
2. The Board shall communicate the Division’s mission, vision, beliefs, values, and strategic initiatives and shall establish parameters within which the Division shall operate. The Board shall communicate this information through policy and the Division’s Education Plan.
3. The Board is a corporate body, as legislated through the Act, and as such the Board speaks and acts with one voice. The Board may grant individual trustees corporate authority to act on behalf of the Board, but only as an agent of the Board. The Board is responsible for this action. At all other times individual trustees, including the Chair and committees, lack the authority to act on behalf of the Board or to direct the activities of the Superintendent or Division staff.
4. The Board shall focus on the outcomes and objectives of the Division rather than on the operational means. The Board maintains communications and seeks input from the electorate and the parents of the Division through public board meetings, school councils, and board communication processes.
5. The Board shall work with the Superintendent to create an Education Plan with clear outcomes and objectives, each with specific measures. The Division’s Education Plan will be in line with Alberta Education and the mission, vision and fundamental beliefs of the Division.
6. The Board shall monitor and evaluate the performance of the Superintendent against the Annual Education Results Report, the Education Plan, annual budget, Superintendent Leadership Quality Standard and Board policy implementation.

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7. The Board will evaluate its performance using a self-evaluation process and the subsequent development and implementation of an action plan for improvement at a minimum of once per term.

Specific Areas of Responsibility

1. Accountability for Student Learning and Wellness

- a) Provide overall direction for the Division by establishing vision, mission and values.
- b) Support the establishment of a welcoming, caring, respectful and safe learning environment.
- c) Annually approve the process and timelines for the refinement of the Education Plan and Annual Education Results Report.
- d) Identify Board priorities at the outset of the annual Three-Year Education planning process.
- e) Enable the infusion of cultural perspectives within student learning, as defined by each community.
- f) Enable and support the development of pathways beyond the residential school legacy.
- g) Enable processes to support quality teaching.
- h) Monitor the effectiveness of the Division in achieving established priorities, desired results and key performance indicators.

2. Community Assurance

- a) Engage the community in a dialogue about Division programs, needs and desires.
- b) Establish processes and provide opportunities for community engagement. Report Division outcomes to the community at least annually.
- c) Develop appeal procedures and hold hearings as required by statute and/or Board Policy.
- d) Model a culture of respect and integrity.
- e) Maintain transparency in all fiduciary aspects.
- f) Support the development of culturally appropriate protocols to guide the Division.

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3. Accountability to Provincial Government

- a) Act in accordance with all statutory requirements to implement provincial standards and policies.
- b) Perform Board functions required by governing legislation and existing Board policy.
- c) Ensure all students, teachers and Division leaders are provided with resources that enable them to learn about First Nations, Métis and Inuit perspectives, experiences and contribution throughout history; treaties, and the history and legacy of residential schools.

4). Fiscal Accountability

- a) Within the context of results-based budgeting, approve budget assumptions /principles and establish priorities at the outset of the budget process.
- b) Approve the annual budget and allocation of resources to achieve desired results.
- c) Approve annual fees for instructional resources, transportation and tuition for non resident students.
- d) Approve expense reimbursement rates.
- e) Approve substantive budget adjustments when necessary.
- f) Monitor the fiscal management of the Division through receipt of at minimum, quarterly variance analyses and year-end projections.
- g) Receive the Audit Report and ensure the management letter recommendations are addressed.
- h) Approve annually the Three-Year Capital Plan for submission to Alberta Education.
- i) Approve borrowing for capital expenditures within provincial restrictions.
- j) Set the parameters for negotiations after soliciting advice from the Superintendent and others.
- k) At its discretion, ratify Memoranda of Agreement with bargaining units.
- l) Approve the Superintendent's contract.
- m) Approve annually signing authorities for the Division.
- n) Approve transfer of funds to/from reserves.
- o) Approve investment parameters in alignment with the Education Act Regulation.

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5). Board/Superintendent Relations

- a) Select the Superintendent; provide for succession planning as required.
- b) Provide the Superintendent with clear corporate direction.
- c) Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the Education Act.
- d) 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.
- e) Demonstrate respect, integrity and support, which is then conveyed to the staff and the community.
- f) Annually evaluate the Superintendent, in accordance with a pre-established performance appraisal mechanism.
- g) Annually review compensation of the Superintendent.

6). Board Development

- a) Develop a plan to foster governance excellence in fiduciary, strategic and generative engagement modes.
- b) Annually evaluate Board effectiveness in meeting performance indicators and determine a positive path forward.

7). Policy - the board will concentrate its efforts on written governing policies which, at the broadest level, address:

- a) Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which people, at what cost.)
- b) Governance Process: How the board conceives, executes and monitors its own performance.
- c) Board-Superintendent Relationship: Superintendent's role, authority, responsibility and accountability; and how authority and responsibility are delegated, and their proper use monitored.

8). Political Advocacy

- a) Act as an advocate for the public school system to which we belong, and for our division.

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- b) Identify issues for advocacy on an ongoing basis and develop a plan for advocacy including focus, key messages, relationships and mechanisms.
- c) Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials.
- d) Arrange meetings with elected provincial and federal government officials to communicate and garner support for education.

Selected Responsibilities

The Board shall:

- 1) Dispose of land and buildings with the approval of the Minister.
- 2) Notify the Minister of real property acquisition; apply to the Minister for authority to expropriate land if necessary.
- 3) Ensure services to, and titles or enforceable long-term interests in land, are in place prior to a school capital project construction.
- 4) Subsequent to the completion of construction of a school capital project, transfer the real property to Government and secure a leasehold interest in the real property that was transferred to Government.
- 3) Approve school attendance areas.
- 4) Name schools and other Division-owned facilities.
- 5) Approve the Division school-year calendar(s).
- 6) Provide for recognition of students, staff and community.
- 7) Encourage the formation of a Council of School Councils (COSC).
- 8) Approve joint-use agreements.
- 9) Make a recommendation to the Minister for dissolution of a School Council.
- 10) Approve locally developed courses.
- 11) Hear, in accordance with Policy 13 – Appeals to the Board, unresolved student or staff complaints of discrimination or harassment.
- 12) Approve all international field trips in accordance with administrative procedures.
- 13) Ensure fairness and safety in its extra-curricular athletics programs.

Legal Reference: Section 33,51,52,53,54,60,67,139,222 Education Act Fiscal Planning and Transparency Act

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Local Authorities Elections Act

Borrowing Resolution

Disposition of Property Regulation

Early Childhood Services Regulation

Investment Regulation

School Fees Regulation

Truth and Reconciliation Commission Calls to Action

Approved: September 25th, 2025