

Policy 2

ROLE OF THE BOARD

As the elected body, the Board of Trustees shall provide overall direction and leadership to The Foothills School Division. The Board will provide fiduciary oversight, community engagement and insight as well as visionary foresight reflective of the values of the community it serves. It is accountable for and will assure the electorate that the provision of appropriate educational services and programs to students within the Division are in alignment with the [Education Act](#) and other associated [provincial regulations and requirements](#).

The work of the Board will be characterized by a manner reflective of mutually respectful interactions with all stakeholders that places the moral imperative of acting consistently in the best interest of students at the forefront of all decisions - *Engagement, Support and Success for each Learner*.

Specific Areas of Responsibility

The Board of Trustees is responsible for the recruitment, selection, and evaluation of the Superintendent to whom the day-to-day management of the school division is entrusted. The Superintendent is accountable to the Board for the conduct and operation of the Division.

In addition to the responsibilities outlined in the [Education Act](#) and other associated provincial regulations and requirements, the Board of Trustees will provide ongoing governance with a focus on a stewardship of the shared moral imperative in the following areas:

Engagement

- Establish processes and provide opportunity for ongoing and focused community input that engages widely and in a variety of ways.
- Make informed decisions that consider community values and represent the interests of the entire Division.
- Collaborate with schools and community to foster positive professional relationships.
- Build confidence and trust in the provision of quality educational services provided through The Foothills School Division.
- Model a culture of collective responsibility, continuous improvement, mutual respect and organizational integrity.

Support

- Provide overall direction for the Division by establishing mission and vision in [Policy 1 – Divisional Foundational Statements](#).
- Identify Board priorities at the outset of the annual Three-Year Education planning process.
- Monitor the achievement and effectiveness of Board goals, educational outcomes and Division priorities and provide direction aimed at continuous improvement.
- Provide for recognition of students, staff and community.
- Encourage and support the formation of a Council of School Councils (COSC).

Success

- Advocate for public education and the Division within the Foothills community and beyond.
- Maintain timely, transparent and effective communications to the community we serve.
- Provide the community with consistent access to Board meetings.
- Develop, approve and monitor the implementation of policies that guide the Division and the Board.

Legal Reference: [Relevant Legislation & Guidelines](#)

AUGUST	
Assurance Domain: Learning Support Strategic Direction: Learner Wellness and Wellbeing (<i>Welcoming and Inclusive Culture for Staff and Students</i>)	
	<ul style="list-style-type: none">• ‘Opening Day’ greetings outlining board strategic directions and the path forward
Assurance Domain: Student Growth and Achievement Strategic Direction: Innovation and Design	
Assurance Domain: Student Growth and Achievement Strategic Direction: Indigenous Learning	
Assurance Domain: Governance Strategic Direction: Stewardship of Resources (<i>Assurance of effective and efficient use of resources</i>)	
Assurance Domain: Governance Strategic Direction: Communication and Community Engagement	
	<ul style="list-style-type: none">• Meeting with Municipal, Provincial and Community partners
Board of Trustees Governance Responsibilities	
	<ul style="list-style-type: none">• Commence committee work – Set committee meeting dates and appoint committee chair where appropriate• Review and update annual Board Work Plan

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SEPTEMBER

Assurance Domain: Learning Support

Strategic Direction: Learner Wellness and Wellbeing (*Welcoming and Inclusive Culture for Staff and Students*)

Assurance Domain: Student Growth and Achievement

Strategic Direction: Innovation and Design

Assurance Domain: Student Growth and Achievement

Strategic Direction: Indigenous Learning

Assurance Domain: Governance

Strategic Direction: Stewardship of Resources (*Assurance of effective and efficient use of resources*)

- **Capital Update:** Drew Chipman
- **Financial Update:** Denise Gow
- **Director Report:** Facility Services, Kevin Gushulak
- **Manager Report:** Human Resources, Angie Zimmer
- Receive Summary of Professional Development Allocations
- Receive Summary of Field Trips

Assurance Domain: Governance

Strategic Direction: Communication and Community Engagement

- **Manager Report:** Communications and Community Engagement, Sara Fox
- Receive an invitation to attend scheduled school council meetings from school Administrators and School Councils

Board of Trustees Governance Responsibilities

- Approve Board Annual Work Plan
- Calendar Consultation in C.o.W (2 years)
- Communicate with school Administrators to discuss School Council priorities and meeting schedule.
- Approve process/timelines for the refinement of the fixed Three-Year Plan
- Complete nominations for *ASBA Awards* as appropriate, as per guidelines
- Report out on *Governance Indicators*

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OCTOBER

Assurance Domain: Learning Support

Strategic Direction: Learner Wellness and Wellbeing (*Welcoming and Inclusive Culture for Staff and Students*)

- **Director Report:** Staff and Wellness Learning, Chase Ellis

Assurance Domain: Student Growth and Achievement

Strategic Direction: Innovation and Design

- **CPIP Presentation:** MicroSociety (Meadow Ridge School - Breagh Vollman, Sheroma Green, & Admin Team)

Assurance Domain: Student Growth and Achievement

Strategic Direction: Indigenous Learning

- **Just in Time Learning:** Indigenous Learning Facilitator, Charity Tegler

Assurance Domain: Governance

Strategic Direction: Stewardship of Resources (*Assurance of effective and efficient use of resources*)

- **Financial Update:** Denise Gow
- **Director Report:** Student Learning (JK-6), Dinah Van Donzel
- **Director Report:** Transportation Services, Wanda La Roux
- Receive the Achievement and Diploma Exam Reports
- Receive September 30 Enrolment Report
- Receive Summer School Report
- Tour of Division Schools and Facilities

Assurance Domain: Governance

Strategic Direction: Communication and Community Engagement

Board of Trustees Governance Responsibilities

- Receive the Accountability Pillar Online Reporting Initiative (APORI) if applicable
- Policy Review Committee Meeting
- Receive and review ASBA Resolutions/Bylaws/Policies for Fall AGM)
- Report out on *Governance Indicators*

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NOVEMBER

Assurance Domain: Learning Support

Strategic Direction: Learner Wellness and Wellbeing (*Welcoming and Inclusive Culture for Staff and Students*)

- **Just in Time Learning:** Director of Technology Services, Sally Smith

Assurance Domain: Student Growth and Achievement

Strategic Direction: Innovation and Design

- **Director Report:** Student Learning (7-12) and Assurance Data, Doug Stevens

Assurance Domain: Student Growth and Achievement

Strategic Direction: Indigenous Learning

Assurance Domain: Governance

Strategic Direction: Stewardship of Resources (*Assurance of effective and efficient use of resources*)

- **Alberta Education Assurance Report and Annual Education Results Report:** Caroline Roberts
- **Budget Report:** Drew Chipman
- **Director Report:** Denise Gow
- Receive the Achievement and Diploma Exam Reports
- Receive the Accountability Pillar Online Reporting Initiative (APORI) if applicable
- Approve transfers from reserves
- Receive and Approve Audited Financial Statements
- Tour of Division Schools and Facilities

Assurance Domain: Governance

Strategic Direction: Communication and Community Engagement

- Receive selected annual School Education Plans
 - *Spitzee School*

Board of Trustee Governance Responsibilities

- Evidentiary Practice Check-In
- Present and approve annual plan for Trustee Professional Learning
- Attend ASBA Fall AGM
- Report out on *Governance Indicators*

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DECEMBER

Assurance Domain: Learning Support

Strategic Direction: Learner Wellness and Wellbeing (*Welcoming and Inclusive Culture for Staff and Students*)

- **Director Report:** Inclusive Learning and Student Wellbeing, Cora-Leah Schmitt

Assurance Domain: Student Growth and Achievement

Strategic Direction: Innovation and Design

Assurance Domain: Student Growth and Achievement

Strategic Direction: Indigenous Learning

Assurance Domain: Governance

Strategic Direction: Stewardship of Resources (*Assurance of effective and efficient use of resources*)

- **Manager Report:** Risk & Materials, Dave Barton

Assurance Domain: Governance

Strategic Direction: Communication and Community Engagement

- Attend school celebrations, upon request

Board of Trustees Governance Responsibilities

- Trustee Professional Learning
- Report out on *Governance Indicators*

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JANUARY

Assurance Domain: Learning Support

Strategic Direction: Learner Wellness and Wellbeing (*Welcoming and Inclusive Culture for Staff and Students*)

- **Just in Time Learning:** Director of Student Learning (7-12) and Assurance Data, Doug Stevens
- **Director Report:** Staff and Wellness Learning, Chase Ellis

Assurance Domain: Student Growth and Achievement

Strategic Direction: Innovation and Design

- **Director Report:** Technology Services, Sally Smith

Assurance Domain: Student Growth and Achievement

Strategic Direction: Indigenous Learning

- **Facilitator Report:** Indigenous Learning Facilitator, Charity Tegler

Assurance Domain: Governance

Strategic Direction: Stewardship of Resources (*Assurance of effective and efficient use of resources*)

- Receive Summary of Field Trips
- Tour of Division Schools and Facilities

Assurance Domain: Governance

Strategic Direction: Communication and Community Engagement

- Receive selected annual School Education Plans
 - *Heritage Heights School*
 - *Millarville School*
- **Manager Report:** Communications and Community Engagement, Sara Fox
- Receive feedback from public consultations

Board of Trustees Governance Responsibilities

- Evidentiary Practice Check-In
- Approve School Year Calendars
- Board of Trustees: Goals Review Meeting
- Policy Review Committee Meeting
- Report out on *Governance Indicators*

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FEBRUARY

Assurance Domain: Learning Support

Strategic Direction: Learner Wellness and Wellbeing (*Welcoming and Inclusive Culture for Staff and Students*)

Assurance Domain: Student Growth and Achievement

Strategic Direction: Innovation and Design

Assurance Domain: Student Growth and Achievement

Strategic Direction: Indigenous Learning

Assurance Domain: Governance

Strategic Direction: Stewardship of Resources (*Assurance of effective and efficient use of resources*)

- **Director Report:** Facility Services, Kevin Gushulak
- **Financial Update:** Denise Gow
- **Manager Report:** Human Resources, Angie Zimmer
- Tour of Division Schools and Facilities

Assurance Domain: Governance

Strategic Direction: Communication and Community Engagement

- Receive selected annual School Education Plans
 - *École Secondaire Foothills Composite High School/ Alberta High School of Fine Arts*
- Receive feedback from public consultations

Board of Trustees Governance Responsibilities

- Trustee Professional Learning
- Policy Review Committee Meeting
- Report out on *Governance Indicators*

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MARCH

Assurance Domain: Learning Support

Strategic Direction: Learner Wellness and Wellbeing (*Welcoming and Inclusive Culture for Staff and Students*)

- **Just in Time Learning:** Inclusive Learning and Student Wellbeing, Cora-Leah Schmitt
- **Director Report:** Staff and Wellness Learning, Chase Ellis

Assurance Domain: Student Growth and Achievement

Strategic Direction: Innovation and Design

Assurance Domain: Student Growth and Achievement

Strategic Direction: Indigenous Learning

Assurance Domain: Governance

Strategic Direction: Stewardship of Resources (*Assurance of effective and efficient use of resources*)

- **Director Report:** Student Learning (JK-6), Dinah Van Donzel
- **Capital Update:** Drew Chipman
- **Financial Update:** Denise Gow
- Tour of Division Schools and Facilities

Assurance Domain: Governance

Strategic Direction: Communication and Community Engagement

- Receive selected annual School Education Plans
 - *Dr. Morris Gibson School*
 - *Big Rock School*
- Receive feedback from public consultations

Board of Trustees Governance Responsibilities

- Evidentiary Practice Check-In
- Approve Schedule of Board Meetings
- Determine divisional ASBA Edwin Parr Nomination
- Policy Committee Meeting
- Report out on *Governance Indicators*

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APRIL

Assurance Domain: Learning Support

Strategic Direction: Learner Wellness and Wellbeing (*Welcoming and Inclusive Culture for Staff and Students*)

- **Just in Time Learning:** Staff and Wellness Learning, Chase Ellis

Assurance Domain: Student Growth and Achievement

Strategic Direction: Innovation and Design

Assurance Domain: Student Growth and Achievement

Strategic Direction: Indigenous Learning

- **Facilitator Report:** Indigenous Learning Facilitator, Charity Tegler

Assurance Domain: Governance

Strategic Direction: Stewardship of Resources (*Assurance of effective and efficient use of resources*)

- Receive and review FSD Budget Assumptions and Preliminary Budget
- **Director Report:** Student Learning (7-12) and Assurance Data, Doug Stevens
- **Financial Update:** Denise Gow
- **Director Report:** Transportation Services, Wanda La Roux
- **Second Languages Report:** Andrea Laubman
- Tour of Division Schools and Facilities

Assurance Domain: Governance

Strategic Direction: Communication and Community Engagement

- Receive selected annual School Education Plans
 - *Cayley School*
- Receive feedback from public consultations

Board of Trustees Governance Responsibilities

- Evidentiary Practice Check-In
- Board Self Evaluation
- Evaluate the Superintendent
- Budget Discussion Meetings
- Review Trustee remuneration
- Trustee Professional Learning
- Receive and review ASBA Bylaws/Resolutions for SGM
- Report out on *Governance Indicators*

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MAY

Assurance Domain: Learning Support

Strategic Direction: Learner Wellness and Wellbeing (*Welcoming and Inclusive Culture for Staff and Students*)

- **Director Report:** Director of Inclusive Learning and Student Wellbeing, Cora-Leah Schmitt

Assurance Domain: Student Growth and Achievement

Strategic Direction: Innovation and Design

Assurance Domain: Student Growth and Achievement

Strategic Direction: Indigenous Learning

Assurance Domain: Governance

Strategic Direction: Stewardship of Resources (*Assurance of effective and efficient use of resources*)

- **Manager Report:** Risk & Materials, Dave Barton
- **Alternative Program Review:** Nature-based Program Review
- **Capital Update:** Drew Chipman
- **Financial Update:** Denise Gow
- **Education Plan:** Caroline Roberts
- **Budget:** Drew Chipman
- Approve Transportation Fees
- Receive School Budget Report
- Tour of Division Schools and Facilities

Assurance Domain: Governance

Strategic Direction: Communication and Community Engagement

- Receive feedback from public consultations

Board of Trustees Governance Responsibilities

- Review Board Committees and committee 'Terms of Reference'
- Evidentiary Practice Check-In
- Attend ASBA Spring General Meeting
- Report out on *Governance Indicators*

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JUNE

Assurance Domain: Learning Support

Strategic Direction: Learner Wellness and Wellbeing (*Welcoming and Inclusive Culture for Staff and Students*)

Assurance Domain: Student Growth and Achievement

Strategic Direction: Innovation and Design

- **Director Report:** Technology Services, Sally Smith

Assurance Domain: Student Growth and Achievement

Strategic Direction: Indigenous Learning

- Recognize and celebrate ASBA's *Honouring Spirit: Indigenous Student Award* nominees

Assurance Domain: Governance

Strategic Direction: Stewardship of Resources (*Assurance of effective and efficient use of resources*)

- Review Memberships in Associations

Assurance Domain: Governance

Strategic Direction: Communication and Community Engagement

- Attend school celebrations, upon request
- Receive selected annual School Education Plans
- Receive selected Director/Facilitator/Manager reports
- Host the 'Milestones' Employee Recognition Evening
- Host Board Recognition Lunch
- Complete nominations for *ASBA Awards* as appropriate, as per guidelines

Board of Trustees Governance Responsibilities

- Evidentiary Practice Check-In
- Conduct Organizational Meeting of the Board (non-election year)
- Approve Board Meeting Presentation Schedule
- Approve Policy Review Schedule
- Receive Summary of School Suspensions
- Report out on *Governance Indicators*

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Appendix B

BOARD OF TRUSTEES ANNUAL SELF-ASSESSMENT: RUNNING RECORD

This is a working document monitoring the board’s governance responsibilities throughout the year.

Board of Trustees Self-Evaluation 202#-202#			
The Foothills School Division (FSD) Board of Trustees, as a partner in education, has the following responsibilities:			
Governance Indicators		Evidence	Key Insights and Next Steps
Board of Trustee Function	1.1 Establish and maintain governance and organizational structures that promote student well-being and success and monitor and evaluate their effectiveness. 1.2 Develop and approve the annual work plan with timelines. 1.3 Develop and implement a code of conduct that applies to the Board of Trustees, including definitions of breaches and sanctions, in accordance with principles set out by the Ministerial Order. 1.4 Apply appeal procedures and hold hearings as required by statute and/or Board of Trustee policy. 1.5 Act in accordance with all statutory requirements to implement provincial and educational standards and policies.		
Responsibilities for Student Learning	2.1 Provide assurances and accountability to students, parents, and the community for student achievement of learning outcomes. 2.2 Assure appropriate education programming to meet the needs of all students enrolled in Foothills School Division, as outlined in Policy 1 – Divisional Foundational Statements. 2.3 Assure each learner is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. 2.4 Assure a continuum of supports and services to students that is consistent with the principles of inclusive education. 2.5 Develop, approve and monitor the implementation of policies to guide the Division and the Board of Trustees. 2.6 Review and assess Board of Trustee priorities at the outset of the FSD Three-Year Education planning process. 2.7 Approve annually the FSD Three-Year Education Plan/Report for submission to Alberta Education and for distribution to the public. 2.8 Review the refinement of the FSD Three-Year Education Plan and evaluate the effectiveness of FSD in achieving established priorities and desired results.		

	<p>2.9 Collaborate with post-secondary institutions and the community to enable smooth transitions for students from secondary to post-secondary education</p> <p>2.10 Provide direction in those areas over which the Board of Trustees has authority.</p>		
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Responsibilities for Community Relationships and Stakeholder Engagement	<p>3.1 Provide for the engagement of parents, students, staff and the community, including municipalities and the local business community, and establish processes and provide opportunities for focused community input in Board of Trustee matters.</p> <p>3.2 Model a culture of respect and integrity, adhering to Board of Trustee norms.</p> <p>3.3 Make informed decisions that consider community values and represent the interests of FSD.</p> <p>3.4 Collaborate with municipalities, other boards, and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources.</p>		
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Fiscal Accountability	<p>4.1 Ensure effective stewardship of FSD resources.</p> <p>4.2 Approve Budget assumptions and establish priorities at the outset of the budget process.</p> <p>4.3 Approve annual budget and allocation of resources to achieve desired results.</p> <p>4.4 Approve substantive budget and adjustments when necessary, including the transfer of funds to/from reserves.</p> <p>4.5 Monitor the fiscal management of FSD through receipt of monthly variance analyses and year-end projections.</p> <p>4.6 Approve the appointment of the Auditor.</p> <p>4.7 Receive Audit Report and ensure the terms of engagement are met.</p> <p>4.8 Approve annually the Three-Year Capital Plan for submission to Alberta Department of Education.</p> <p>4.9 Approve compensation changes for locally negotiated employee groups and receive information about compensation changes for exempt employee groups.</p>		
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Responsibilities for Advocacy	<p>5.1 Act as an advocate for public education and FSD.</p> <p>5.2 Identify issues for advocacy on an ongoing basis.</p> <p>5.3 Promote school programs, needs, and desires to the community.</p> <p>5.4 Plan for advocacy including focus, key messages, relationships, and mechanisms.</p> <p>5.5 Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials including Christ the Redeemer Catholic School Division, the Towns of Okotoks, High River, and Diamond Valley, the Village of Longview, and Foothills County.</p>		
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Board of Trustees and Superintendent Relationship	<p>6.1 Recruit the Superintendent, provide direction, and entrust the day-to-day management of FSD to the staff through the Superintendent.</p> <p>6.2 Delegate, in writing, the Superintendent’s administrative authority and identify responsibility subject to provisions and restrictions in the Education Act.</p> <p>6.3 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.</p> <p>6.4 Demonstrate mutual respect and support of the Superintendent, which is conveyed to the staff and the community.</p> <p>6.5 Annually evaluate the Superintendent.</p> <p>6.6 Review compensation of the Superintendent as required.</p>		
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Board of Trustees Professional Learning	<p>7.1 Develop and action a plan for the Board of Trustees professional learning.</p> <p>7.2 Regularly monitor and evaluate the Board of Trustees effectiveness.</p>		
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Appendix C

BOARD OF TRUSTEES ANNUAL SELF-ASSESSMENT: PERFORMANCE FRAMEWORK – KEY QUESTIONS AND GOALS OF THE BOARD

In our commitment to good governance, the Board has developed a Self-Assessment tool, the purpose of which is to guide trustees as they reflect upon, evaluate and guide our work as we strive to govern with excellence.

Policy 2 – Appendix C is the identification and assessment of key questions and goals of the Board. This work is completed annually, involving the entire Board of Trustees in consultation with the Superintendent.

PRIORITY: _____	
Goal:	
Topic(s):	
<i>Guiding Thoughts/ Questions:</i>	
Evidence of Actions	Objectives Met/ Not Met

Appendix D

COMMUNICATION PROTOCOLS FOR *ENGAGEMENT, SUPPORT, AND SUCCESS*

Lead Team (Board of Trustees and Executive Team) Communications with Our Community

Using good judgement, we will err on the side of over communicating in a timely fashion with the community we serve. Outside of existing committee structures, the following communication protocols will be maintained in concert with applicable administrative procedures:

1. General Guidelines

- Trustees must communicate with the Superintendent copying the Chair when voicing concerns and/or requesting information related to emergent issues/concerns. The Superintendent will follow up in compliance with applicable Administrative Procedures.
- Trustee communications must comply with all [FOIP](#) and legal requirements.

2. Trustee – Trustee

- A trustee will communicate with the Chair and Ward trustee should an emergent issue/concern be brought up with a trustee outside of one's Ward.

3. Trustee – Executive Team

- Trustees will communicate directly with the Superintendent with a copy to the Board Chair.
- The Superintendent will follow up on the concern in a timely manner and report back to both the trustee and the Board Chair.

4. Executive Team – Trustees

- The Executive Team member with lead responsibility in the area in question will communicate required information to the Board of Trustees with a copy to the Superintendent.

5. Responding to parent/community communications received by Trustees

- Trustees will communicate required information to the Superintendent in a timely manner resulting from parent/community communications.
- The Superintendent will provide the trustee with communication assistance as required.
 - If the parent continues to communicate directly with the trustee after their concern has been discussed, the trustee will respond to the parent that the concern has been forwarded to the Superintendent.

Legal Reference: Relevant Legislation, Guidelines, and applicable [Administrative Procedures](#)

Appendix E

PROTOCOLS FOR TRUSTEE VISITS TO SCHOOLS

The Foothills School Board of Trustees is committed to collaborating meaningfully with our learners, leaders and communities to support student learning and wellbeing. Structured school site visits for the Board can be learning tools to help the Board understand the positive impact of their decisions and how the programs they approved are being implemented in real time with real learners (*Campbell & Fullan, 2019*). This will assist the Board of Trustees in contributing positively to Board goals, educational outcomes and Division priorities and to provide direction aimed at continuous improvement. These site visits provide a time when relationships can be established and strengthened and a time when staff members can be appreciated and supported by the Trustee. The purpose of school site visits is to inform the governance role in the following ways:

- Foster and develop positive professional relationships
- Learn about and appreciate the work of staff across the Division
- See the programs the Board has approved in action
- Learn and understand the internal operations of the organization

Protocols for trustee-initiated school visits:

- Trustees must plan their school visits.
- Prior to visiting a school, a Trustee must provide the Board Chair and Superintendent with both the purpose and suggested timing of the visit. Visits to schools will receive an endorsement from both the Board Chair and the Superintendent.
- Upon approval, the purpose of the school visit will be shared with the school principal by the Superintendent.
- After the school has been notified, an agreed upon time for the planned visit will be made by the school principal and the Trustee.
- Following the school visit, a brief written synopsis of the visit will be provided to the Board Chair and Superintendent by the Trustee and shared in the 'Division Highlights' portion of the next Board meeting.
- If a Trustee intends to visit a school outside their Ward in relation to committee work, in addition to the school visit protocol above, the Trustee must inform the Ward Trustee prior to making arrangements.

- A Trustee being invited to school events can do so in accordance with [Policy 3](#) in addition to the school visit protocol above.
 - Upon arrival at the school, Trustees will report to the school office to sign in and ask for the principal.
 - Trustees must wear their FSD identification.
 - Trustees will be respectful of the time and ongoing activities of staff and students and will only enter classrooms when invited to do so.
 - Trustees will be mindful of the capacity and time of principals and teachers and will not direct the actions of any staff member.