



# **BOARD POLICY HANDBOOK**

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Evergreen Catholic Separate  
Regional Division No. 2

September 2010



## PREFACE

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This Board Policy Handbook has been developed to highlight and support the very important governance function of the Board. In addition to clearly defining the role of the Board, the role of the Superintendent and the delegation of authority from the Board to the Superintendent, it includes the following as policies:

1. Foundational statements which provide guidance and direction for all activities within the Division;
2. Directions for how the Board itself is to function and how individual trustees are to conduct themselves; how Board committees and representatives are to function;
3. Statements as to how appeals and hearings will be conducted;
4. Non-delegable matters such as school closures and policy-making; and
5. Specific matters which the Board has chosen not to delegate to the Superintendent.

This Board Policy Handbook is intended to be supplemented by an Administrative Procedures Manual; the primary written document by which the Superintendent directs staff. The Manual must be entirely consistent with this Handbook.

The development of two separate and distinct documents is meant to reinforce the distinction in this Division between the Board's responsibility to govern and the Superintendent's executive or administrative duties.

It is to be noted that the electronic versions of both the Board Policy Handbook and the Administrative Procedures Manual as well as any other handbooks/manuals referenced are always the most current documents available.



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## Policy 1

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### DIVISION FOUNDATIONAL STATEMENTS

#### Mission

In response to an expressed need for Christ-centered schools, our Evergreen Catholic Separate Regional Division No. 2 was initiated by the parents of the Catholic community. We openly celebrate our common bond of faith in God.

Following in the footsteps of Jesus Christ and in partnership with the Home and Parishes, we are committed to serve each individual student in an atmosphere of Faith, Hope and Love. We strive to educate the whole student spiritually, intellectually, esthetically, emotionally, socially and physically.

Through this mission we promote the highest quality of Catholic education in order to prepare all students to live as compassionate, competent and contributing citizens in a changing society.

The pursuit of the Division's mission will be supported by the development of the following characteristics:

- High quality education programs;
- Dedication, loyalty and pride in the organization by all stakeholders;
- A progressive, futuristic outlook;
- A team approach to decision making;
- Sound financial management; and
- Interpersonal relationships built on trust, mutual respect and open communication.

#### Vision

Evergreen Catholic School Division is committed to:

- Creating an atmosphere enlivened by the Gospel spirit of freedom and charity. Our vision aims to help all students in the development of a Christ-centered personality initiated through baptism. It strives to relate all people to the news of salvation, so that the light of faith will illuminate the knowledge of mankind; and
- The development of an academic community permeated with a Christian awareness of each student's values, problems and responsibilities.

## Beliefs

At Evergreen Catholic Schools, we believe that:

- Every child is to be respected for his/her dignity made in the image and likeness of God.
- Education programs will be innovative and centered on student needs.
- Education programs will be accessible to all students.
- By approaching learning from a Catholic perspective, we are preparing students to meet the present and future challenges in society.
- The Catholic schools' total education program will be responsive to student needs.
- We should foster the involvement of staff, students, parents and community so that our Catholic schools will meet their challenges successfully.
- Education programs will be offered in accordance with the requirements set out by Alberta Education.

## Philosophy of Catholic Education

The Philosophy of Education of the Division is to develop each individual to the maximum of their potential and desires.

This development of the individual is to be within the limits of the resources available to the Division, the laws of the Province of Alberta, the moral and spiritual guidance of the Church.

The Church, as a community of believers attempting to embody Christ's message, recognizes the needs and questions of every age. It then attempts to deepen the meaning of these concerns and needs through a general education process.

Defining the aims of education, the Hall-Dennis report states:

The underlying aim of education is to further man's unending search for truth. Once he possesses the means of truth, all else is within his grasp. Wisdom and understanding, sensitivity, compassion and responsibility as well as intellectual honesty and personal integrity will be his guides in adolescence and his companions in maturity.<sup>1</sup>

Relating this aim to the Christian understanding of man, Christian education necessarily includes Faith in God in its view of life.

For a true education aims at the formation of the student with respect to his or her ultimate goal, and simultaneously with respect to the good of those societies of which, the student is a member, and in whose responsibilities, as an adult, the graduate student will eventually share.<sup>2</sup>

Furthermore, the Church has described the Catholic Schools' distinctive aim of education in this way:

It aims to create for the school community an atmosphere enlivened by the Gospel spirit of freedom and charity. It aims to help the student of any age in such a way that the development of his or her personality will be matched by the growth of that new creation which he or she became by baptism. It strives to relate all human culture eventually to the news of salvation, so that the light of faith will illumine the knowledge of mankind.<sup>3</sup>

Society today remains in a state of constant change. The Catholic School must be prepared to educate students who are able to live in this society and remain open to the present and future challenges which society presents. The Catholic School attempts to meet these objectives by presenting students with the Christian message which, if accepted, provides students with a perspective for future decision-making.

Therefore, the transmission of values and the teaching of values are most important. A Catholic School which is to be true to its commitment will be an academic community permeated with a Christian awareness of each student's values, problems and responsibilities. It will stress the development of the student's self-understanding and his or her ability to maturely face the increasing series of choices confronting the individual. The Catholic School, through its total program, must help the student to identify the values he or she is developing in respect to life's basic questions.

The student must be helped to seek out the implications of his/her Christian values. As Vatican II stated:

Moreover, aware of his calling, he should grow accustomed to giving witness to the hope that is in him and to promoting that Christian Transformation of the world by which natural values viewed in the full perspective of humanity as redeemed by Christ may contribute to the good of society as a whole.<sup>4</sup>

One of the major contributions of Catholic education lies in its ability to approach learning from a Christian perspective. Dedicated first and always to the search for truth, the Catholic School includes, as one of its distinctive traits, the commitment to the Christian message. The Christian ideal which inspires the total educational program of a Catholic school integrates the entire learning process. Within this total educational program, the Catholic School pursues a deeper understanding of the Christian message through religious education courses.

The School recognizes that the faith and the education of the child begins at home and is continued throughout the years of formal education with the hope that it will continue to grow and be nourished throughout life.

The Catholic School's total education program should be known and supported by the community which the school serves. Only by total involvement of staff, students, parents and church can the Catholic School meet its challenges.

<sup>1</sup> Living and Learning: the Report of the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario, Ontario Department of Education: 1968; p.9

<sup>2</sup> "Declaration on Christian Education", Art. 1 Documents of Vatican II, General Editor: W.J. Abbott, S.J. (Angelus Book)

<sup>3</sup> Ibid, ART 8, p. 646

<sup>4</sup> Ibid, ART 2, p. 640

## Goals and Objectives

Catholic schools, as agents of Catholic parents, have the responsibility to help all children to develop their unique individual capabilities to learn and to live, thereby experiencing humanity and the world as created by God and redeemed by Jesus Christ. Catholic schools and Catholic parishes are complementary to family, which is the primary agent responsible for the child's development. Specifically, the goals of Evergreen Catholic Separate Regional Division No. 2 are:

- To fully develop the spiritual, intellectual, physical, social and emotional capabilities of each child to the fullest extent possible. To achieve these goals requires the cooperation of all who have responsibilities for Catholic education - the home, the school, the parishes and the student;
- To operate in accordance with the School Act and the goals of schooling and education adopted by Alberta Education; and
- To provide a system of education which will meet the educational needs of young people at all levels in an atmosphere enlivened by the gospel values of Jesus Christ so that the light of faith will permeate the knowledge which students gain of their culture, the world, of life and of mankind.

Division Objectives are as follows:

- To develop a sense of Christian morality in students that will serve as a guiding principle for living.
- To provide the experience of living in a Catholic educational community where the teachings of Jesus Christ are lived and taught.
- To develop the individual self in such areas as pride, discipline, responsibility, confidence, expression and understanding.
- To develop to the utmost the intellectual, physical, social, spiritual and emotional capabilities of each child.
- To facilitate students to acquire the knowledge, skills and attitudes necessary to meet established standards of competence in communication, mathematics, social studies and science.
- To provide students with:
  - Practical work related experiences, e.g. work experience program;
  - Exposure to new technologies;
  - Opportunities for development of second language skills;
  - Training in the fine arts;
  - As well as learning about the avenues for effective participation as a citizen in our society.
- To prepare students for the future whether this is in an occupation or in another educational institution, and to assist students in making decisions about the future.
- To develop in students social skills that will assist in relating to other people.

- To provide physical education activities with the aim of developing healthy bodies and sportsmanlike attitudes.
- To provide students with a rich experience in democratic living through the various areas of school programs so as to:
  - Develop an understanding of the obligations and responsibilities of citizenship, our heritage, and our Canadian democratic ideals; and
  - Develop growth toward competence in citizenship, loyalty to the ideals of democracy, and an appreciation for the problems of the community; local, provincial, national and global.

## Logo



Legal Reference: Section 8, 13, 39, 45, 47, 60, 61, 78, 113 School Act  
School Authority Accountability Policy 2.1.1

## Policy 2

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### ROLE OF THE BOARD

The Board is a corporate entity created by the provincial legislation and given authority by the School Act and the attendant regulations. It is comprised of trustees elected in accordance with the Local Authorities Election Act and appointed in accordance with the School Act. The Board exercises its authority through a democratic process.

In keeping with the teachings of the Catholic church, and the authorities and responsibilities set out in the School Act, Board governance policies, and all other legislation that may be applicable from time to time, the duty of the Board is to represent Catholic electors and advocate for publicly funded Catholic education in a broader context. Further, the Board must fulfill its key role of ensuring education in the Division is Christ centered and models Catholic values.

#### Specific Areas of Responsibility

1. Accountability to Provincial Government
  - 1.1 Act in accordance with all statutory requirements to implement provincial and educational standards and policies.
  - 1.2 Perform Board functions required by governing legislation and existing Board policy.
  - 1.3 Subsequent to the date of a general election and before December 31 of the same year, may pass a resolution to opt in or out of the Alberta School Foundation Fund (ASFF) and advise the Minister and local municipalities forthwith.
2. Accountability to Catholic Community
  - 2.1 Make informed decisions that consider community values and represent the interests of the entire Division.
  - 2.2 Establish processes and provide opportunities for focused community input.
  - 2.3 Keep the Division's supporters informed of the purpose, value, conditions, needs and results achieved by the Division.
  - 2.4 Develop appeal procedures and hold hearings as required by statute and/or Board policy.
  - 2.5 Model a culture of respect and integrity.
  - 2.6 Live our mission statement.
3. Faith Leadership
  - 3.1 Respect Canon Law in regards to Catholic Education.

- 3.2 Extend an invitation to meet annually with the Archbishop and Bishop regarding Catholic education matters.
  - 3.3 Participate in Alberta Catholic School Trustees Association (ACSTA) and Division faith development opportunities.
  - 3.4 Ensure that a strong faith development component is provided for all students and staff.
4. Three-Year Education Plan
    - 4.1 Provide overall direction for the Division by establishing mission, vision, strategic priorities and key results.
    - 4.2 Annually approve the Three-Year Education Plan process and timelines.
    - 4.3 Identify Board priorities at the outset of the annual Three-Year Education Planning process.
    - 4.4 Annually approve the Three-Year Education Plan for submission to Alberta Education.
    - 4.5 Monitor progress toward the achievement of student outcomes and other desired results
    - 4.6 Annually evaluate the effectiveness of the Division in achieving established goals and desired results.
    - 4.7 Approve the Annual Education Results Report for distribution to the public.
5. Policy
    - 5.1 Approve policies which outline how the Board is to function.
    - 5.2 Establish policies to govern Division operations.
    - 5.3 Monitor policy effectiveness.
6. Superintendent / Board Relations
    - 6.1 Select the Superintendent.
    - 6.2 Provide the Superintendent with clear corporate direction.
    - 6.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the School Act.
    - 6.4 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.
    - 6.5 Annually evaluate the Superintendent in accordance with the approved Superintendent/CEO Evaluation Process, Criteria, and Timelines document, and review compensation.
    - 6.6 Provide for Superintendent succession planning as required.

## 7. Advocacy

- 7.1 Be an advocate for Catholic education.
- 7.2 Develop a yearly plan for advocacy including focus, key messages, relationships and mechanisms.
- 7.3 Meet with municipal governments and other educational/public service governing authorities as appropriate to achieve political ends.

## 8. Board Development

- 8.1 Ensure those new to the Board are provided appropriate orientation.
- 8.2 Develop a yearly plan for Board/trustee development.
- 8.3 Annually evaluate Board effectiveness.

## 9. Fiscal Accountability

- 9.1 Approve budget assumptions and establish priorities at the outset of the budget process.
- 9.2 Set the mandate for negotiations after soliciting advice from the Superintendent and others.
- 9.3 Approve annual budget and allocate resources to achieve desired results.
- 9.4 Make budget adjustments when necessary.
- 9.5 Approve transfers to/from reserves.
- 9.6 Approve annually the Three-Year Capital Plan for submission to Alberta Education.
- 9.7 Appoint the auditor and approve the terms of engagement.
  - 9.7.1 Request proposals at intervals, not exceeding seven (7) years, from qualified firms or individuals.
- 9.8 Receive Audit Report and ensure quality indicators are met.
- 9.9 Review fiscal accountability reports.
- 9.10 Approve Audited Financial Statements.
- 9.11 Approve architects; and tenders, contracts and agreements over seventy-five thousand dollars (\$75,000).
- 9.12 Establish annually trustee honoraria and reimbursement.
- 9.13 Approve annually the schedule of fees, including curricular and transportation fees.
- 9.14 Consider a special school tax levy plebiscite, in the year of a general election.

### **Selected Responsibilities**

The Board shall:

1. Approve the acquisition and disposal of land and buildings.

2. Approve locally developed/acquired senior high school complementary courses.
3. Approve out-of-province field trips.
4. Name schools and other Division-owned facilities.
5. Approve Division school-year calendars.
6. Establish entrance ages for student admission.
7. Approve pre-school programs in schools.
8. Develop recognition for students, staff and community, including long-term service and meritorious awards.
9. Approve the expense reimbursement schedule.
10. Suspend a School Council if deemed warranted.
11. Make a recommendation to the Minister for the dissolution of a School Council.
12. Approve Division-related functions off Division property where alcohol may be consumed by staff.
13. Approve alternative instructional programs.
14. Approve the offering of an early retirement plan.
15. Approve employee purchasing programs upon the recommendation of the Superintendent.
16. Approve Joint Use Agreements.

Legal Reference: Section 21, 39, 43, 45, 56, 60, 61, 62, 63, 78, 147, 187, 188 School Act  
Section 16 Government Accountability Act  
Local Authorities Election Act

## Policy 2 – Appendix A

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### BOARD ANNUAL WORK PLAN

#### September

##### Regular Board Meeting Agenda Items

- Approve Board Annual Work Plan
- Nominate individuals /groups for ASBA awards as appropriate

##### Events/Action

- ASBA Zone 23 Meeting
- ACSTA Board of Directors Meeting

#### October

##### Regular Board Meeting Agenda Items

- Receive September 30 Enrolment Report
- Receive Achievement and Diploma Exam Reports
- Review ACSTA and ASBA Resolutions/Bylaws/Policies for Fall AGMs

##### Events/Action

- Conduct Organizational Meeting of the Board
- ASBA Zone 23 Meeting

#### November

##### Regular Board Meeting Agenda Items

- Approve Annual Education Results Report/Annual Educational Plan
- Approve Revised Budget
- Approve Transfers from Reserves
- Meet with auditor to review Report and Management Letter
- Approve Audited Financial Statements

##### Events/Action

- ASBA Zone 23 Meeting
- ACSTA Fall General Meeting
- ACSTA Board of Directors Meeting
- ASBA Fall General Meeting

#### December

##### Regular Board Meeting Agenda Items

- 

##### Events/Action

- ASBA Zone 23 Meeting

## January

### Regular Board Meeting Agenda Items

- 

### Events/Action

- Attend ASBA New Trustee Orientation
- Attend MELRA Award Event
- ASBA Zone 23 Meeting
- ACSTA Board of Directors Meeting

## February

### Regular Board Meeting Agenda Items

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### Events/Action

- ASBA Zone 23 Meeting

## March

### Regular Board Meeting Agenda Items

- Approve Instructional Fees
- Determine ASBA Edwin Parr Nomination (end of March)

### Events/Action

- Attend ACSTA Catholic Conference
- ASBA Zone 23 Meeting
- ACSTA Board of Directors Meeting

## April

### Regular Board Meeting Agenda Items

- Approve School Year Calendars
- Review Budget Assumptions and Preliminary Budget and make adjustments if required
- Review Board Committees
- Review ASBA Bylaws/Resolutions for Spring AGM

### Events/Action

- Attend Blueprints Conference
- ASBA Zone 23 Meeting

<b>May</b>
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**Regular Board Meeting Agenda Items**

- Approve ECS Calendars
- Approve Budget
- Approve Transportation Fees
- Receive School Budget Report

**Events/Action**

- ASBA Zone 23 Meeting

<b>June</b>
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**Regular Board Meeting Agenda Items**

- Approve Audit Services Plan
- Approve Division Participation in the Early Child Development Mapping Initiative
- Nominate ASBA Zone 23 Friend of Education Award
- Nominate ASBA Zone Appreciation Award

**Events/Action**

- Attend Year End Mass and Service Awards Presentations
- Attend ASBA Spring General Meeting
- Attend CCSTA Conference
- ASBA Zone 23 Meeting
- ACSTA Board of Directors Meeting

<b>Ongoing</b>
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- Hold discipline hearings, as needed
- Receive Superintendent's Monthly Report
- Receive Financial Update Report
- Review Board Annual Work Plan
- Attend school celebrations, upon request

Legal Reference: Section 39, 43, 45, 56, 60, 61, 62, 63, 78, 147, 187, 188 School Act  
 Section 16 Government Accountability Act  
 Local Authorities Election Act

## Policy 3

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### ROLE OF THE TRUSTEE

The role of the trustee is to contribute to the Board as it carries out its mandate in order to achieve its mission and goals. The oath of office taken or affirmation made by each trustee when s/he assumes office binds that person to work diligently and faithfully in the cause of public Catholic education.

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

Alberta's Catholic schools exist to offer Catholic parents a distinct education for their children. The trustees of a Catholic school board are empowered by the community to fulfill both the educational requirements set forth by the government and the vision of the faith community.

This presents Catholic school trustees with a unique, dual challenge. They must ensure that students are provided an education, which includes literacy skills, the ability to interpret and communicate information, analyze quickly and creatively, and solve problems effectively. At the same time, the Board must ensure that Catholic values and principles are reflected at all times in its policies and practices.

As leaders in the faith community, Catholic trustees require an understanding, a willingness to grow and a commitment to bearing daily witness to the faith. To meet this challenge, Catholic trustees are entrusted with certain denominational school rights, powers and privileges enshrined in the Canadian Constitution. They exercise these rights with the religious guidance of parish and diocesan authorities.

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

The Board believes an orientation program is necessary for effective trusteeship.

1. The Division will offer an orientation program for all newly elected trustees that provides information on:
  - 1.1 Role of the trustee and the Board;
  - 1.2 Board policy, agendas and minutes;

- 1.3 Organizational structures and procedures of the Division;
  - 1.4 Existing Division initiatives, annual reports, budgets, financial statements and long-range plans;
  - 1.5 Division programs and services;
  - 1.6 Board's function as an appeal body; and
  - 1.7 Statutory and regulatory requirements, including responsibilities with regard to conflict of interest.
2. The Division will provide financial support for trustees to attend Alberta School Boards Association and the Alberta Catholic School Trustees Association sponsored orientation seminars.
  3. The Board Chair and Superintendent are responsible for ensuring the development and implementation of the Division's orientation program for newly elected trustees. The Superintendent shall provide each trustee with access to the Board Policy Handbook and the Administrative Procedures Manual at the organizational meeting following a general election or at the first regular meeting of the Board following a by-election.
  4. Incumbent trustees are encouraged to help newly elected trustees become informed about the history, functions, policies, procedures and issues.

#### **Specific Responsibilities of Individual Trustees**

1. Become familiar with Division policies and procedures, meeting agendas and reports in order to participate in Board business.
2. Refer queries, or issues and problems not covered by Board policy, to the Board for corporate discussion and decision.
3. Refer administrative matters to the Superintendent. The trustee, upon receiving a complaint from a parent or community member about administrative matters, will refer the parent or community member to the Superintendent.
4. Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect the Division.
5. Assist the Superintendent with counsel and advice, providing the benefit of the trustee's judgment, experience and familiarity with the local school and the community.
6. Attend Board meetings; participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for education within the Division.
7. Model the values and requirements of a practicing Catholic and participate in parish and church activities.

8. Ensure that Catholic values and principles are reflected in the Board's policies and practices.
9. Recognize his/her fiduciary responsibility to the Division and act in the best interests of the Division understanding that the Division needs are paramount.
10. Support the decisions of the Board and refrain from making any statements that may give the impression that such a statement reflects the corporate opinion of the Board when it does not.
11. When delegated responsibility, will exercise such authority within the defined limits in a responsible and effective way.
12. Participate in Board/trustee development sessions so that the quality of leadership and service in the Division can be enhanced.
13. Stay current with respect to provincial, national and international educational issues and trends.
14. Share the materials and ideas gained with fellow trustees at the Board meeting, in written format, immediately following a trustee development activity.
15. Strive to develop a positive and respectful learning and working culture both within the Board and the Division.
16. Liaise with local Parish Council(s).
17. Act as a liaison for assigned schools, and attend School Council meetings on a discretionary basis or on specific invitation, but at least twice annually.
18. Attend Division or school community functions when possible.
19. Become familiar with, and adhere to, the Trustee Code of Ethics.
20. Report any violation of the Trustee Code of Ethics to the Board Chair.

Legal Reference: Section 60, 61, 68, 72, 80, 81, 82, 83, 84, 246 School Act  
Section 6 Commissioner of Oaths Act

## Policy 3 Appendix

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### SERVICES, MATERIALS AND EQUIPMENT PROVIDED TO TRUSTEES

Trustees shall be provided with the following services, materials and equipment while in office:

1. Reference

Access to the following:

- The School Act, the Regulations and related documents
- Board Policy Handbook and Administrative Procedures Manual
- Current Division documents
  - Three-Year Education Plan
  - Budget
  - Capital Plan
  - Annual Education Results Report
  - Audited Financial Statements
  - Collective Agreements
- School year and meeting calendars
- Current telephone listings of schools and principals
- List of School Council officials
- Alberta School Boards Association (ASBA) membership services

2. Communications/Public Relations

- Notification of significant media events
- Name tags and lapel pins
- Key messages as required
- Individual and Board photographs

3. Administrative/Secretarial Services Through the Superintendent

- Access to interoffice mail
- Conference registration, travel and accommodation arrangements
- E-mail address and Information Technology service support
- Photocopying and related secretarial services

4. Equipment

- A laptop with appropriate maintenance, accessories and software

Legal Reference: Section 60, 61, 68, 72, 80, 81, 82, 83, 84, 246 School Act

## Policy 4

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### TRUSTEE CODE OF ETHICS

Board membership is a significant challenge and responsibility. Decisions made by trustees directly affect the quality of educational services provided for students and the overall direction taken by the Division. The importance of this role underscores the need for trustees to establish and adhere to a code of conduct.

The Board Chair will ensure that new trustees are familiar with the Trustee Code of Ethics as part of the new trustee orientation process.

The Board Chair will be responsible for periodically reviewing the Trustee Code of Ethics with Board members.

#### 1. Trustee Responsibility to the Office

A Board member is to honour the high responsibility, which this membership demands by:

- 1.1 Thinking always in terms of "children first";
- 1.2 Understanding that the basic function of the Board members is "policy making", and not "administrative", and by accepting the responsibility of learning to discriminate intelligently between these two functions;
- 1.3 Accepting the responsibility along with his/her fellow Board members of seeing that adequate facilities and resources are provided for the proper functioning of the schools;
- 1.4 Representing at all times the entire school community;
- 1.5 Accepting the responsibility of becoming well-informed concerning the duties of Board members and the proper functions of schools;
- 1.6 Recognizing responsibility as a provincial as well as a local official to seek the improvement of education not only in the Division but also throughout the Province of Alberta;
- 1.7 Having the administrative officers present at regular meetings of the Board;
- 1.8 Granting the administrative officer the privilege of discussion at the Board meetings;
- 1.9 Referring complaints to the proper administrative officers and discussing them at the regular meetings if an administrative solution is not achieved; and
- 1.10 Striving to provide adequate safeguards around the administrative officers and other staff members to the end that they can live happily and comfortably in the community and discharge their administrative and educational functions on a thoroughly professional and business-like basis.

## 2. Trustee Responsibility to the Community

The Board member is to meet his/her responsibility to the community by:

- 2.1 Attempting to appraise fairly both the present and the future educational needs of the community;
- 2.2 Regarding it as a major responsibility of the Board to interpret the aims and the activities of the schools to the community;
- 2.3 Insisting that all school business transactions be on an open, ethical and above-board basis;
- 2.4 Vigorously seeking adequate financial support for the schools; and
- 2.5 Refusing to use his/her position on the Board for personal gain.

## 3. Trustee Relationship With Other Board Members

A Board member is to respect his/her relationship with other members of the Board by:

- 3.1 Recognizing that authority rests only with the Board in official meetings and that the individual member has no legal status to bind the Board outside of such meetings;
- 3.2 Recognizing the integrity of his/her predecessors and associates and the merit of their work;
- 3.3 Refusing to make promises as to how s/he will vote on any matter which should properly come before the Board as a whole; and
- 3.4 Making decisions only after relevant facts bearing on the subject are made known.

## 4. Trustee Relationship with Administrative Officers and Staff

Board members are to maintain effective relationships with the administrative officers of the Division and their respective staffs by:

- 4.1 Striving to procure, when the vacancies exist, the best professional leaders available for administrative posts;
- 4.2 Giving the administrative officers full administrative authority for properly discharging their professional duties and holding them responsible for results;
- 4.3 Refusing to act on matters relating to the employment or dismissal of staff without reference to the administrative officers; and
- 4.4 Respecting the confidentiality of privileged Board business.

Legal Reference: Section 60, 61, 68, 72, 80, 81, 82, 83, 84, 246 School Act

## Policy 4 – Appendix A

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### ALBERTA SCHOOL BOARDS ASSOCIATION CODE OF ETHICS

Adopted 1983 Annual Convention

As a member of my local Board of Education, representing all the citizens of my community and responsible to the electorate through the democratic process, I recognize:

- That my fellow citizens have entrusted me, through the electoral process, with the educational development of the children and youth of the community.
- That trustees are the children's advocates and my first and greatest concern is the best interest of each and every one of these children without distinction as to who they are or what their background may be.
- That trustees are educational leaders who realize that the future welfare of the community, of the Province, and of Canada depends in the largest measure upon the quality of education we provide in the public schools to fit the needs of every learner.
- That legally, the authority of the Board is derived from the Province, which ultimately controls the organization and operation of the school district and which determines the degree of discretionary power left with the Board and the people of this community for the exercise of local autonomy.
- That I must never neglect my personal obligation to the community and my legal obligation to the Province, nor surrender these responsibilities to any other person, group, or organization but that, beyond these, I have a moral and civic obligation to the nation which can remain strong and free only so long as public schools in Canada are kept free and strong.

In view of the foregoing, I will:

- Devote time, thought and study to the duties of a school board member so that I may render effective and creditable service.
- Work with my fellow board members in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debate of points of issue.
- Consider information received from all sources and base my personal decision upon all available facts in every case, unswayed by partisan bias of any kind, and therefore, abide by and uphold the final majority decision of the board.
- Work together with my fellow board members to communicate to the electorate all the facts about their schools, to the end that they will readily provide the finest possible school program, school staff, and school facilities.
- Provide leadership to my community through setting goals and developing policies for the educational program and by regularly evaluating these in the light of the wishes and expectations of the community.

- Remember at all times that as an individual I have no legal authority outside the meeting of the board, and to conduct my relationships with the school staff, the community, and all media of communication on the basis of this fact.
- Resist every temptation and outside pressure to use my position as a school board member to benefit either myself or any other individual or agency apart from the total interest of the school jurisdiction.
- Recognize that the primary function of the board is to establish the policies by which the schools are to be administered, and that the administration of the educational program and conduct of school business shall be left to the employed superintendent of schools and his/her professional and non-professional staff.
- Encourage active co-operation by citizens, organizations, and the media in the district with respect to establishing policy on current school operations and proposed future developments.
- Support my provincial and national school board association for the future of trusteeship in this province and the nation.
- Provide to the best of my ability effective school board service to my community in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and perpetuation of our representative democracy.

Legal Reference: Section 60, 61, 68, 72, 80, 81, 82, 83, 84, 246 School Act

## Policy 4 – Appendix B

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### TRUSTEE CODE OF ETHICS SANCTIONS

1. Trustees shall conduct themselves in an ethical and prudent manner in compliance with the Trustee Code of Ethics, Policy 4. The failure by trustees to conduct themselves in compliance with this policy may result in the Board instituting sanctions.
2. In particular, the Trustee Code of Ethics requires that trustees shall respect the confidentiality appropriate to issues of a sensitive nature.

#### **Breach of Confidentiality**

3. Failure to comply with this requirement constitutes a failure of security. An individual trustee may bring a suspected breach of security to the attention of the Board Chair, or where otherwise applicable in what follows, to the Vice-Chair. If unresolved, the suspected breach of security will go to an in-camera meeting of the Board. If by majority vote at a public meeting, the Board agrees that a failure has occurred, the failure shall be recorded by the Board and the following procedure shall be invoked:
  - 3.1 The Board Chair shall request that the Superintendent or designate (as Head of the Division under the Freedom of Information and Protection of Privacy Act), appoint an independent investigator to review this matter. This request may occur only after such a motion has been discussed and agreed to by a majority of trustees present at an in-camera meeting of the Board. This decision shall immediately be approved in a public meeting of the Board.
  - 3.2 The independent investigator shall conduct an investigation and submit a report of findings and recommendations to the Board Chair and to the Superintendent.
  - 3.3 The Board Chair shall present at a closed meeting of the Board, the report of the independent investigator. At this time, the trustee in question shall have an opportunity to present any additional, relevant information.
  - 3.4 If it is determined by a majority vote of the Board that a willful violation of security has occurred, for a first occurrence, a motion to write a letter of censure marked “Personal and Confidential” is required to be discussed and agreed upon by a majority of trustees present at an in-camera meeting of the Board. This decision requires immediate approval by a majority vote of trustees at a public meeting of the Board.
  - 3.5 For subsequent occurrences, a motion of censure against the trustee in question may be brought directly to a public meeting of the Board. This motion shall be approved by a majority vote of trustees present at such a meeting. In addition, at a public meeting of the Board, a motion to remove the trustee from one (1) or more Board appointments may be presented.

### **All Other Breaches of the Code of Ethics**

4. A trustee who believes that a fellow trustee has violated the Code of Ethics for matters other than respecting confidentiality may seek resolution of the matter through appropriate conciliatory measures prior to commencing an official complaint under the Code of Ethics.
5. A trustee who wishes to commence an official complaint, under the Code of Ethics shall file a letter of complaint with the Board Chair within thirty (30) days of the alleged event occurring and indicate the nature of the complaint and the section or sections of the Code of Ethics that are alleged to have been violated by the trustee. The trustee who is alleged to have violated the Code of Ethics and all other trustees shall be forwarded a copy of the letter of complaint by the Board Chair, or where otherwise applicable in what follows, by the Vice-Chair, within five (5) days of receipt by the Board Chair of the letter of complaint.
6. When a trustee files a letter of complaint, and a copy of that letter of complaint is forwarded to all trustees, the filing, notification, content, and nature of the complaint shall be deemed to be strictly confidential, the public disclosure of which shall be deemed to be a violation of the Code of Ethics. Public disclosure of the complaint and any resulting decision taken by the Board may be disclosed by the Board Chair only at the direction of the Board, following the disposition of the complaint by the Board at a hearing.
7. To ensure that the complaint has merit to be considered and reviewed, at least one other trustee must provide to the Board Chair within three (3) days of the notice in writing of the complaint being forwarded to all trustees, a letter indicating support for having the complaint be heard at a hearing. Any trustee who forwards such a letter of support shall not be disqualified, from attending at and deliberating upon, the complaint at a hearing convened to hear the matter, solely for having issued such a letter.
8. Where no letter supporting a hearing is forthcoming, the complaint shall not be heard. The Board Chair shall notify all other trustees in writing that no further action of the Board shall occur.
9. Where a letter supporting a hearing is forthcoming, the Board Chair shall add the item to a meeting of the Board as soon as is reasonable.
10. A violation of all sections of the Code of Ethics other than matters of confidentiality shall result in:
  - 10.1 The Board Chair writing a letter of censure marked "Personal and Confidential" to the trustee in question. This occurs only after having such action discussed and agreed upon by a majority vote of trustees present at an in-camera meeting of the Board. A majority of trustees at a public meeting of the Board shall immediately approve this decision.

- 10.2 For subsequent occurrences, a motion of censure against the trustee in question may be brought directly to a public meeting of the Board. This motion shall be approved by a majority vote of trustees present at such a meeting. In addition, at a public meeting of the Board, a motion to remove the trustee from one (1) or more Board appointments may be presented.
11. If a trustee is disqualified under Section 82 or 83 of the School Act from remaining as a trustee of the Board and does not resign as required under Section 85, the Board may by resolution declare the trustee to be disqualified from remaining a trustee or the Board may apply for originating notice to the Court of Queen's Bench for an order
- 11.1 Determining whether the trustee is qualified to remain as a trustee, or
- 11.2 Declaring the trustee to be disqualified from remaining as a trustee.
12. Depending on the significance of the violation, the Board may omit steps in the process defined above or take alternate action if deemed more appropriate.

Legal Reference: Section 60, 61, 68, 72, 80, 81, 82, 83, 84, 85, 86, 246 School Act

## Policy 5

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### ROLE OF THE BOARD CHAIR

The Board believes that its ability to discharge its obligation is enhanced when leadership and guidance is forthcoming from its membership.

The Board, at the organizational meeting and thereafter at any time as determined by the Board, shall elect one (1) of its members to serve as Board Chair, to hold office at the pleasure of the Board. The Board entrusts to its Chair primary responsibility for providing leadership and guidance.

The Board delegates to the Chair the following powers and duties:

1. Prior to each Board meeting, confer with the Superintendent on the items to be included on the agenda, the order of these items and become thoroughly familiar with them.
2. Preside over all Board meetings and ensure that such meetings are conducted in accordance with the School Act and the policies and procedures as established by the Board.
3. Perform the following duties during Board meetings:
  - 3.1 Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated;
  - 3.2 Ensure that all issues before the Board are well-stated and clearly expressed;
  - 3.3 Display firmness, courtesy, tact, impartiality and willingness to give everyone an opportunity to speak on the subject under consideration;
  - 3.4 Ensure that debate is relevant. The Chair, in keeping with his/her responsibility to ensure that debate must be relevant to the question, shall, when s/he is of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question;
  - 3.5 Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Chair may speak to points of order in preference to other members, and shall decide questions of order, subject to an appeal to the Board by any member duly moved;
  - 3.6 Submit motions or other proposals to the final decision of the meeting by a formal show of hands;
  - 3.7 Ensure that each trustee present votes on all issues before the Board;
  - 3.8 Extend hospitality to trustees, officials of the Board, the press and members of the public;
  - 3.9 Facilitate meetings so that the will of the Board is achieved.

4. Keep informed of significant developments within the Division.
5. Keep the Board and Superintendent informed in a timely manner of all matters coming to his/her attention that might affect the Division.
6. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events.
7. Convey directly to the Superintendent such concerns as are related to him/her by parents or students that may affect the administration of the Division.
8. Provide counsel to the Superintendent, when requested to do so.
9. Bring to the Board all matters requiring a corporate decision of the Board.
10. Act as the primary spokesperson for the Board except for those instances where the Board has delegated this role to another individual or group.
11. Act as ex-officio member, with voting privileges, of all committees appointed by the Board.
12. Act as a signing officer for the Division.
13. Approve trustee expense claims.
14. Approve the Superintendent's vacation entitlement; and expense claim and purchase card statements for payment.
15. Represent the Board, or arrange alternative representation, at official meetings or other public functions.
16. Address inappropriate behaviour on the part of a trustee.
17. Act on behalf of the Superintendent in his/her inability to act due to conflict of interest.
18. Ensure that the Board engages in annual assessments of its effectiveness as a Board.

Legal Reference: Section 60, 61, 62, 64, 65, 67 School Act  
Section 6 Local Authorities Election Act

## Policy 6

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### ROLE OF THE VICE-CHAIR

The Vice-Chair shall be elected by the Board at its Organizational Meeting, and thereafter at any time determined by the Board, to hold office at the pleasure of the Board.

#### **Specific Responsibilities**

1. The Vice-Chair shall act on behalf of the Board Chair, in the latter's inability to act or absence and shall have all the duties and responsibilities of the Board Chair.
2. The Vice-Chair shall assist the Board Chair in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Board.
3. Approve the Board Chair's expense claims.
4. The Vice-Chair shall be an alternate signing authority for the Division.
5. The Vice-Chair may be assigned other duties and responsibilities by the Board Chair.

Legal Reference: Section 60, 61, 65 School Act

## Policy 7

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### BOARD OPERATIONS

The Board believes that its ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organization design. In order to discharge its responsibilities to the electorate of the Division, the Board shall hold meetings as often as is necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting. The Board has adopted policies so that the business of the Board can be conducted in an orderly and efficient manner.

The Board believes that its fundamental obligation is to preserve, if not enhance, the public trust in education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage the general public to contribute to the educational process, Board meetings will be open to the public. Towards this end, the Board believes its affairs must be conducted in public to the greatest extent possible.

The Board believes there are times when public interest is best served by private discussion of specific issues in "in-camera" sessions. The Board believes it is necessary to protect individual privacy and the Board's own position in negotiating either collective agreements or contracts and therefore expects to go in-camera for issues dealing with individual students, individual employees, land, labour, litigation or negotiation.

The Board further believes having members of the public make presentations at Board meetings can enhance public interest.

The Board also believes that public forums dealing with specific educational topics and held in various communities within the Division can enhance communications and the effectiveness of the Board.

#### 1. Elections

##### 1.1 Wards

Within the stipulations of Ministerial Order 41/94, which established Evergreen Catholic Separate Regional Division No. 2 and subsequent Ministerial Orders 003/98, 012/2004, 027/2005 and 006/2007, the Board has decided to provide for the nomination and election of trustees within the Division by wards and electoral subdivisions.

Copies of the Ministerial Orders are available from the Division Office.

- 1.1.1 Each of the following is established as a ward of the Regional Division:
  - 1.1.1.1 The Stony Plain Roman Catholic Separate School District No. 151.
  - 1.1.1.2 The Spruce Grove Roman Catholic Separate School District No. 128 and the Town of Devon.

- 1.1.1.3 The Westlock Roman Catholic Separate School District No. 110.
- 1.1.1.4 The Hinton Roman Catholic Separate School District No. 155.
- 1.1.2 The number of trustees to be elected in each ward/subdivision is as follows:
  - 1.1.2.1 Two (2) trustees from the Stony Plain electoral subdivision.
  - 1.1.2.2 Three (3) trustees from the Spruce Grove Roman Catholic Separate School District No. 128 ward.
  - 1.1.2.3 One (1) trustee from the Devon electoral subdivision.
  - 1.1.2.4 One (1) trustee from the Westlock Roman Catholic Separate School District No. 110 ward.
  - 1.1.2.5 One (1) trustee from the Hinton Roman Catholic Separate School District No. 155 ward.
- 1.1.3 All electoral subdivisions shall comprise all those lands as outlined in Ministerial Orders 006/2007, 029/2007 and 021/2009.
- 1.1.4 The provisions of the Local Authorities Election Act respecting the election of trustees shall apply to every election in each ward/subdivision.
- 1.1.5 If a vacancy occurs in the membership of the Board during the three (3) years following an election, a by-election will be held, unless this vacancy occurs in the last six (6) months before the next election.

## 2. Organizational Meeting

- 2.1 An organizational meeting of the Board shall be held annually, and no later than four (4) weeks following election day, when there has been a general election. The first official meeting of the Board following a general election shall be an organizational meeting.
- 2.2 The Superintendent or designate will give notice of the organizational meeting to each trustee as if it were a special meeting. The Superintendent or designate shall call the meeting to order and act as Chair of the meeting for the purpose of the election of the Board Chair.
- 2.3 Each trustee will take the oath of office immediately following the call to order of the organizational meeting after a general election. Special provisions will be made for a trustee taking office following a by-election.
- 2.4 Upon election as Chair, the Board Chair shall take the oath of office and preside over the remainder of the organizational meeting. The Board Chair shall normally be elected for a period of one (1) year.
- 2.5 The organizational meeting shall, in addition:
  - 2.5.1 Elect a Vice-Chair;

- 2.5.2 Establish a schedule (date, time and place) for regular meetings and any additional required meetings for the ensuing year;
- 2.5.3 Create such standing or ad hoc committees of the Board as are deemed appropriate, and appoint members;
- 2.5.4 Appoint Board representatives to the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate;
- 2.5.5 Review trustee conflict of interest stipulations and complete disclosure of information requirements; and
- 2.5.6 Address other organizational items as required.

### 3. Regular Meetings

Regular Board meeting dates and times shall be established at the annual organizational meeting.

- 3.1 All meetings will ordinarily be held in the Division Office.
- 3.2 Notwithstanding the schedule noted in 2.5.1, the Board may, by resolution, alter the schedule in such manner as it deems appropriate.
- 3.3 All trustees shall notify the Board Chair or the Superintendent if they are unable to attend a Board meeting.
- 3.4 All trustees who are absent from three (3) consecutive meetings shall:
  - 3.4.1 Obtain authorization by resolution of the Board to do so; or
  - 3.4.2 Provide to the Board Chair evidence of illness in the form of a medical certificate respecting the period of absence.

Failure to attend may result in disqualification.
- 3.5 If both the Chair or Vice-Chair through illness or other cause are unable to perform the duties of the office or are absent, the Board shall appoint from among its members an acting Chair, who on being so appointed has all the powers and shall perform all the duties of the Chair during the Chair's and Vice-Chair's inability to act or absence.
- 3.6 Regular meetings of the Board will not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's contract is being discussed.

### 4. Special Meetings

- 4.1 Occasionally, unanticipated or emergent issues require immediate Board attention and/or action.
- 4.2 Special meetings of the Board will only be called when the Chair, the majority of trustees, the Minister or the Superintendent is of the opinion that an issue must be dealt with before the next regular Board meeting.

- 4.3 A written notice of the special meeting including date, time, place and nature of business shall be issued to all trustees by registered mail (at least seven (7) days prior to the date of the meeting) or in person (at least two (2) days prior to the date of the meeting) unless every trustee agrees to waive in writing the requirements for notice.
- 4.4 The nature of the business to be transacted must be clearly specified in the notice of the meeting. Unless all trustees are present at the special meeting, no other business may be transacted. Items can be added to the agenda only by the unanimous consent of the entire Board.
- 4.5 Special meetings of the Board shall be open to the public recognizing that specific agenda matters may be held in-camera.
- 4.6 Special meetings of the Board will not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's contract is being discussed.

## 5. Meetings by Electronic Means

Meetings by electronic means may be convened in the event of extenuating circumstances. Participation from outside the boundaries of the Division for more than one meeting is at the discretion of the Board by resolution.

- 5.1 In accordance with Section 71 of the School Act, the Board may hold a meeting using electronic means or other communication facilities. The means used must enable each trustee participating in the meeting and any members of the public attending the meeting to hear all the other trustees. Trustees participating in such meetings by electronic means or other communication facilities are deemed to be present at the meeting.
- 5.2 At least one (1) of the following persons named in each of 5.2.1 and 5.2.2 must be present at Division Office during the meeting:
  - 5.2.1 A member of the Board.
  - 5.2.2 The Superintendent or designate.
- 5.3 Reasonable steps must be taken to notify the public of locations from which members of the public may participate.
- 5.4 A trustee may participate from a location to which the public does not have access.
- 5.5 A trustee must ensure the means and location used to participate in the meeting will allow moving in-camera, and will meet all normal requirements of an in-camera session.

## 6. In-Camera Sessions

The School Act uses the term "private" for non-public meetings. Robert's Rules of Order uses the term "executive session" for the same distinction. The term "in-camera" is most commonly used and is synonymous with the other two terms.

The preservation and enhancement of the public's trust in the educational system is an important priority of the Board. The Board believes that public trust is preserved by conducting open Board meetings. Notwithstanding this belief, occasionally matters of unusual sensitivity require the Board to hold closed meetings.

The Board may, by resolution, schedule an in-camera meeting at a time or place agreeable to the Board or recess a meeting in progress for the purpose of meeting in-camera. Such resolutions shall be recorded in the minutes of the Board and shall specify those individuals eligible to attend in addition to trustees and the Superintendent.

The Board may convene in-camera only to discuss matters of a sensitive nature, including:

- 6.1 Individual students;
- 6.2 Individual employees;
- 6.3 Matters relating to negotiations;
- 6.4 Acquisition/disposal of real property;
- 6.5 Litigation brought by or against the Board;
- 6.6 Other topics that a majority of the trustees present feel should be held in private, in the public interest.

Such sessions shall be closed to the public and press. The Board shall only discuss the matter(s) that gave rise to the in-camera meeting. Board members and other persons attending the session shall maintain confidentiality and shall not disclose the details of the discussion at such sessions.

The Board shall, during the in-camera session, adopt only such resolution as is required to re-convene the Board in an open, public meeting.

## 7. Agenda for Regular Meetings

The Superintendent or designate is responsible for preparing an agenda for Board meetings in consultation with the Board Chair.

- 7.1 The order of business at a regular meeting shall generally be as follows:
  - 7.1.1 Call to Order;
  - 7.1.2 Opening Prayer;
  - 7.1.3 Roll Call;
  - 7.1.4 Introduction of Media (when present);
  - 7.1.5 Approval of the Agenda;
  - 7.1.6 Approval of Minutes;
  - 7.1.7 Business Arising from the Minutes;
  - 7.1.8 Financial Report;
  - 7.1.9 New Business;
  - 7.1.10 Delegations;

- 7.1.10.1 Non-staff;
- 7.1.10.2 Staff;
- 7.1.11 Information/Correspondence;
- 7.1.12 Future Business;
  - 7.1.12.1 Board Meeting;
  - 7.1.12.2 Education Events in the Division;
  - 7.1.12.3 Seminars, Conferences outside the Division;
- 7.1.13 Closing Prayer;
- 7.1.14 Adjournment.

Items scheduled for a specific time shall be clearly identified on the agenda.

- 7.2 The agenda will be supported by copies of letters, reports, contracts and other materials as are pertinent to the business that will come before the Board and will be of value to the Board in the performance of its duties. The Board may request a recommendation from the Superintendent when considering action items.
- 7.3 Items may be placed on the agenda in one (1) of the following ways:
  - 7.3.1 By notifying the Board Chair or Superintendent or designate at least eight (8) calendar days prior to the Board meeting.
  - 7.3.2 By notice of motion at the previous meeting of the Board.
  - 7.3.3 As a request from a committee of the Board.
  - 7.3.4 Emergent issues that require Board action may arise after the agenda has been prepared. The Board Chair, at the beginning of the meeting, shall ask for additions to and/or deletions from the agenda prior to agenda approval. Changes to the agenda may be made by a majority of those present.
- 7.4 The agenda package, containing the agenda and supporting information, will be available to each trustee seven (7) calendar days prior to the Board meeting. All trustees are expected to be conversant with the materials. Subsequently, emergent information may be provided at the meeting; and further, the Superintendent shall advise the Chair regarding the emergent nature of such information.
- 7.5 The Board will follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Board.
- 7.6 During the course of the Board meeting, the majority of trustees present may amend the agenda and place items before the Board for discussion. The Board may take action on such items.
- 7.7 The list of agenda items shall be posted on the Division website and be available in the Division Office. Any elector may inspect the agenda and request a copy.

## 8. Minutes for Regular or Special Meetings

The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.

- 8.1 The minutes shall record:
  - 8.1.1 Date, time and place of meeting;
  - 8.1.2 Type of meeting;
  - 8.1.3 Name of presiding officer;
  - 8.1.4 Names of those trustees and senior administration in attendance;
  - 8.1.5 Approval of agenda
  - 8.1.6 Approval of preceding minutes;
  - 8.1.7 All resolutions, including the Board's disposition of the same, placed before the Board, are to be entered in full;
  - 8.1.8 Names of persons making the motions;
  - 8.1.9 Points of order and appeals;
  - 8.1.10 Appointments;
  - 8.1.11 Receipt of reports of committees;
  - 8.1.12 Recording of the declaration of all votes on a motion (when requested pursuant to the School Act);
  - 8.1.13 Recording of individual trustee declaration of vote pursuant to the School Act; and
  - 8.1.14 The times of departures and re-entries of trustees during a meeting.
- 8.2 The minutes shall:
  - 8.2.1 Be prepared as directed by the Superintendent or designate;
  - 8.2.2 Be reviewed by the Board Chair, and Superintendent or designate prior to submission to the Board;
  - 8.2.3 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
  - 8.2.4 Upon adoption by the Board, be deemed to be the official and sole record of the Board's business.
- 8.3 The Superintendent or designate shall ensure, upon acceptance by the Board, that initials of the Board Chair and Secretary-Treasurer are appended to each page of the minutes, and that signatures of the same are affixed to the concluding page of the minutes.
- 8.4 The Superintendent or designate will establish a codification system identifying resolutions determined by the Board, and maintain a file of all Board minutes.

- 8.5 As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.
- 8.6 The approved minutes of a regular or special meeting shall be posted to the website as soon as possible following approval. The Superintendent or designate is responsible to distribute and post the approved minutes.
- 8.7 All committees of the Board, unless otherwise directed, shall prepare and submit reports of meetings to the Board.
- 8.8 All representatives appointed in accordance with Policy 9 shall provide a report to the Board.

## 9. Motions

Motions do not require a seconder.

### 9.1 Notice of Motion

The notice of motion serves the purpose of officially putting an item on the agenda of the next or future regular meeting and gives notice to all trustees of the item to be discussed. A notice of motion is not debatable and may not be voted on.

### 9.2 Discussion on Motions

The custom of addressing comments to the Board Chair is to be followed by all persons in attendance.

A Board motion or a recommendation from administration must generally be placed before the Board prior to any discussion taking place on an issue. Once a motion is before the Board and until it is passed or defeated, all speakers shall confine their remarks to the motion or to the information pertinent to the motion. Motions may be submitted by any trustee, including the Board Chair.

### 9.3 Speaking to the Motion

The mover of a motion first and every trustee shall have an opportunity to speak to the motion before any trustee is allowed to speak a second time.

If the Board Chair wishes to speak on a motion, s/he is to vacate his/her seat as Chair and ask the Vice-Chair to preside. The Chair will normally speak just prior to the last speaker who will be the mover of the motion.

The mover of the motion is permitted to close debate on the motion.

As a general guide, a trustee should not speak longer than five (5) minutes on any motion. The Board Chair has the responsibility to limit the discussion by a trustee when such a discussion is repetitive or digresses from the topic at hand, or where discussion takes place prior to the acceptance of a motion.

No one shall interrupt a speaker, unless it is to ask for important clarification of the speaker's remarks, and any such interruption shall not be permitted without permission of the Board Chair.

Should a trustee arrive at the meeting after a motion has been made and prior to taking a vote, the trustee may request further discussion prior to the vote. The Board Chair shall rule on further discussion.

#### 9.4 Reading of the Motion

A trustee may require the motion under discussion to be read at any time during the debate, except when a trustee is speaking.

#### 9.5 Recorded Vote

Whenever a trustee requests a recorded vote, before the vote is taken, the minutes shall record the names of the trustees who voted for or against the matter. Immediately after a vote is taken and on the request of a trustee, the minutes shall record the name of that trustee and whether that trustee voted for or against the matter.

#### 9.6 Required Votes

The Board Chair, and all trustees present, unless excused by resolution of the Board or by the provisions of the School Act, shall vote on each question. Each question shall be decided by a majority of the votes of those trustees present. A simple majority of a quorum of the Board will decide in favour of the question. In the case of an equality of votes, the question is defeated. A vote on a question shall be taken by open vote, expressed by show of hands, except the vote to elect the Board Chair or Vice-Chair, which is by secret ballot; unless there is unanimous agreement among trustees to use a show of hands.

#### 9.7 Debate

In all debate, any matter of procedure in dispute shall be settled, if possible, by reference to Robert's Rules of Order. If this reference is inadequate, procedure may be determined by motion supported by the majority of trustees in attendance.

### 10. Delegations at Board Meetings

The Board believes that it has the responsibility to encourage members of the public to bring matters of concern relating to educational issues of the Division to regular meetings of the Board. The Board also believes it has a responsibility to conduct regular public meetings in an orderly and efficient fashion.

The Board will receive representations and delegations on any subject pertinent to Board business provided the item has been placed on the agenda.

- 10.1 A written request for an item to be placed on the agenda must be received by the Board Chair or Superintendent seven (7) days prior to the meeting date. The request is to be accompanied by the "terms of reference" for the presentation to be made.
- 10.2 Requests received by the Board Chair or the Superintendent will be placed on the agenda of the next regular Board meeting.
- 10.3 The Superintendent will inform the representative(s) making the presentation with regard to time, place and Board policy and procedures re: presentations and delegations.

- 10.4 Groups or individuals wishing to make presentations to the Board will normally do so at regular public meetings of the Board. (On matters where the public interest may be compromised by presenting the issue in public, the Board may move to closed session.)
- 10.5 No presentation or delegation will be received at a public meeting of the Board unless the matter has been placed on the agenda.
- 10.6 The Board at its discretion will not debate the matter presented to it at the meeting during which the issue is raised. Questions of clarification directed through the Chair may be asked.
- 10.7 The Board will not normally make a decision on the matter at the same meeting that the representation or delegation is heard.
- 10.8 If a decision on the issue by the Board is required subsequent to the presentation, the Superintendent will inform the individual or group of the Board meeting at which the issue will be debated and a decision made.
- 10.9 The Superintendent or designate will normally review the issue and prepare a recommendation for the Board's consideration at a subsequent meeting of the Board.

#### 11. Audio/Video Recording Devices

The Board expects that anyone wanting to use recording devices at a public Board meeting shall notify the Board Chair.

#### 12. Trustee Compensation and Expenses

It is the practice of Boards in Alberta to establish honoraria for trustees in recognition of their contributions to the Divisions that they serve. In addition, trustees from time to time incur expenses in the performance of Board related duties for which they are to be reimbursed.

The trustees shall be compensated for their services and reimbursed for expenses incurred during the performance of their duties.

- 12.1 Trustee honoraria and expense reimbursements are authorized under the School Act.
- 12.2 Budget
  - 12.2.1 The budget will specify allocations for the Chair, trustee and other Board expenses.
  - 12.2.2 The budgets allocated to the Chair and trustees will cover trustee honoraria, benefits, professional development and related expenses.
  - 12.2.3 The budget allocated to other Board expenses will cover ACSTA, ASBA fees, staff and community relations, Board expenses and CCSTA Executive President Honoraria.

- 12.2.4 During the budget year, the Board may make amendments to the specific allocations with the approved Board Governance Budget after consideration and approval.

### 12.3 Honoraria

The principles of trustee remuneration shall include a basic honorarium for trustees, which provide for all services rendered by a trustee to attend:

- 12.3.1 Regular and special Board meetings.
- 12.3.2 Division meetings with staff, parents and/or students, School Council meetings, Division professional development activities, Division Staff Recognition events on behalf of the Board.
- 12.3.3 Meetings with Division staff and tours of facilities as planned by the Board.
- 12.3.4 Attendance at concerts, plays and/or school functions/activities.
- 12.3.5 Attendance at social functions of the staff.
- 12.3.6 Informal, unsolicited school or office visits and individual meetings with members of the staff or public.
- 12.3.7 Attendance at graduation exercises.
- 12.3.8 Attendance at extra-curricular school activities.
- 12.3.9 Meetings with other Boards, local municipalities and government-elected officials and personnel.

### 12.4 Per Diem Allowance

In addition to the basic honoraria, a per diem allowance is available to trustees to cover the costs of attending those activities not provided for in the basic honoraria. These allowance rates are identified in Policy 7 Appendix B – Board Governance Budget Allocations.

- 12.4.1 Board Committee meetings, as a member of the Committee or as directed by the Board.
- 12.4.2 ACSTA Director Meetings.
- 12.4.3 ASBA Zone Meetings.
- 12.4.4 ACSTA, ASBA, CCSTA, CSBA, Alberta Education and Alberta Infrastructure conventions and workshops.
- 12.4.5 Attendance at meetings held by other organizations to which the Board appoints a representative.
- 12.4.6 Other activities as approved by the Board.

Filing for this allowance shall be at the discretion of the trustee, however the total expenses paid shall not exceed the total Board Governance Annual Budget allocations.

## 12.5 Travel

Trustees are eligible to claim travel expenses from their residence to attend the above listed activities outside of their electoral boundaries. The kilometer rate claimed shall be in accordance to the Board established rates. Regular and special Board meetings are not eligible for travel expenses. Filing for this allowance shall be at the discretion of the trustee, however the total expenses paid shall not exceed the total Board Governance Annual Budget allocations.

## 12.6 Other Expenses

12.6.1 The Division shall pay or reimburse trustees for the following expenses related to:

12.6.1.1 Registration

12.6.1.2 Parking

12.6.1.3 Meals

12.6.1.4 Accommodation

12.6.1.5 Childcare allowance (for those activities included in the basic honoraria only).

Total expenses paid shall not exceed the total Board Governance Annual Budget allocations.

12.6.2 The Division shall provide each trustee ASEBP – Blanket Life Insurance during their term.

12.6.3 The following health benefits shall be available to each trustee at no cost to the Division:

12.6.3.1 Alberta Health Care

12.6.3.2 ASEBP – Dental Care – Plan 3

12.6.3.3 ASEBP – Extended Health Care – Plan 1

12.6.3.4 ASEBP – Vision – Plan 3.

12.6.4 When his/her spouse accompanies a trustee, the Board shall pay the registration fee and/or banquet ticket fees.

12.6.5 Retiring trustees shall receive the basic honoraria and any applicable additional allowances for the full month during which they retire.

12.6.6 Newly elected trustees receive a basic honoraria and any applicable additional allowances effective the first of the month following their oaths of office.

## 12.7 Professional Development

It is important that trustees stay current with respect to provincial, national and international educational issues and trends. Activities such as participation in conventions, seminars and workshops contribute to this goal.

The Board encourages trustees to attend conventions and trustee development activities designed to improve their effectiveness as trustees.

- 12.7.1 The Board strongly encourages all trustees to attend the following annual trustee conventions:
- 12.7.1.1 Alberta School Boards Association.
  - 12.7.1.2 Alberta Catholic School Trustees Association.
- 12.7.2 Trustee attendance at other trustee development activities will be supported based upon the annual budgeted allocation.
- 12.7.3 Trustee attendance at the above noted conventions and other approved functions will be supported with the payment by the Board of all expenses incurred as per the current per diem and traveling allowance policies and procedures.
- 12.7.4 Registration of trustees at approved conventions or functions will be facilitated by the Superintendent or designate.
- 12.8 Annual basic honoraria and allowances shall be paid in accordance with Policy 7 Appendix B. Payment will be made in one-twelfth (1/12<sup>th</sup>) installments by direct deposit in accordance with Board policy. Honoraria shall be processed through payroll at two thirds (2/3<sup>rd</sup>) taxable and at one-third (1/3<sup>rd</sup>) non-taxable.
- 12.9 Trustees may claim per diem allowances in accordance with Policy 7 Appendix B. Per diem allowance claims shall be made each month and will be processed through payroll 2/3<sup>rd</sup> taxable and 1/3<sup>rd</sup> non-taxable.
- 12.10 Trustees shall submit per diem allowance claims and expense reimbursement claims at the monthly Board meeting. Claims for future activities will not be allowed.
- 12.11 The Board Chair shall approve all trustee claims. The Vice-Chair shall approve the Board Chair claims.
- 12.12 For any trustee claim that goes beyond defined guidelines, the Board Chair will review and approve/disallow the trustee's claim. The Vice-Chair will perform this function where a claim of the Board Chair is involved.
- 12.13 Original, itemized receipts shall support all claims for registration, accommodation, transportation and parking expenses.
- 12.14 Where detailed and itemized meal receipts are not provided, the following set fee will apply:
- 12.14.1 Breakfast           \$10.00
  - 12.14.2 Lunch               \$15.00
  - 12.14.3 Dinner             \$20.00
- 12.15 Trustees will provide a report on materials of interest received as a result of their attendance at professional development activities, ACSTA, ASBA Zone 23 and CCSTA Executive meetings for the next Board meeting.

### 13. Trustee Conflict of Interest

The trustee is directly responsible to the electorate of the Division and to the Board.

Upon election to office and annually thereafter, the trustee must complete a disclosure of personal interest statement and accept a position of public trust. The trustee is expected to act in a manner which will enhance the trust accorded the trustee, and through the trustee, the trust accorded to the Board.

The Board is of the firm conviction that its ability to discharge its obligations is dependent upon the trust and confidence of the electorate in its Board and in its trustee members. Therefore, the Board believes in the requirement to declare conflict of interest.

- 13.1 The trustee is expected to be conversant with Sections 80-91 of the School Act.
- 13.2 The trustee is responsible for declaring him/herself to be in possible conflict of interest.
  - 13.2.1 The trustee shall make such declaration in open meeting prior to Board or committee discussion of the subject matter which may place the trustee in conflict of interest.
  - 13.2.2 Following the declaration of a direct conflict of interest by a trustee, all debate and action shall cease until the trustee has left the room.
- 13.3 It shall be the responsibility of the trustee in a direct conflict to absent him/herself from the meeting in accordance with the requirements of the School Act and ensure that his/her declaration and absence is properly recorded within the minutes.
- 13.4 The recording secretary will record in the minutes:
  - 13.4.1 The trustee's declaration;
  - 13.4.2 The trustee's abstention from the debate and the vote; and if required;
  - 13.4.3 That the trustee left the room in which the meeting was held.

### 14. Board Self-Evaluation

- 14.1 The annual Board self-evaluation process will complement the Superintendent evaluation process described in the document entitled *Superintendent Evaluation Process, Criteria and Timelines*.
- 14.2 The purpose of the Board self-evaluation is to answer the following questions:
  - 14.2.1 How well have we fulfilled each of our defined roles in relation to our mission, goals and objectives as a Board this past year?
  - 14.2.2 How do we perceive our interpersonal working relationships?
  - 14.2.3 How well do we receive input and how well do we communicate?
  - 14.2.4 How well have we adhered to our annual work plan?
  - 14.2.5 How would we rate our Board-Superintendent relations?
  - 14.2.6 How well have we adhered to our governance policies?

- 14.2.7 What have we accomplished this past year? How do we know?
- 14.3 The principles upon which the Board self-evaluation is based are as follows:
  - 14.3.1 A learning organization or a professional learning community is focused on the improvement of practice.
  - 14.3.2 A pre-determined process for evaluation strengthens the governance functions and builds credibility for the Board.
  - 14.3.3 An evidence-based approach provides objectivity.
- 14.4 The components of the Board self-evaluation are:
  - 14.4.1 Review of Board Role Performance
  - 14.4.2 Monitoring Interpersonal Working Relationships
  - 14.4.3 Monitoring Community Engagement
  - 14.4.4 Review of Annual Work Plan Completion
  - 14.4.5 Monitoring Board-Superintendent Relations
  - 14.4.6 Review of Board Motions
  - 14.4.7 Review of Board Governance Policies
  - 14.4.8 Creating a Positive Path Forward

Legal Reference: Section 60, 64, 65, 66, 67, 68, 70, 71, 72, 73, 74, 75, 76, 80, 81, 82, 83, 145, 208, 210,  
261, 262 School Act  
Local Authorities Elections Act  
Income Tax Act (Canada)

## Policy 7 – Appendix A

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### BOARD BYLAW 01-2006

A BY-LAW OF THE  
BOARD OF TRUSTEES OF THE EVERGREEN CATHOLIC SEPARATE REGIONAL  
DIVISION No. 2  
TO PROVIDE FOR THE NOMINATION AND THE ELECTION OF TRUSTEES.

Whereas Section 262 of the School Act provides that a board of a Division may provide for the nomination of and election of trustees by wards or electoral subdivisions as the case may be;

And Whereas the Minister of Education issued Ministerial Order #027/2005 which added the geographic area comprising the jurisdiction of The Hinton Roman Catholic Separate School District No. 155 as the Hinton Ward into The Evergreen Catholic Separate Regional Division No. 2 and further established the Wards and Electoral Subdivisions of The Evergreen Catholic Separate Regional Division No. 2.

And Whereas the Board of Trustees of The Evergreen Catholic Separate Regional Division No. 2 seeks to pass By-law No. 01-2006 establishing the nomination and election of Trustees by wards and electoral subdivisions to reflect the Minister of Education's direction:

Now Therefore the Board of Trustees of Evergreen Catholic Separate Regional Division No. 2 enacts as follows:

The Board of Trustees of Evergreen Catholic Separate Regional Division No. 2 shall consist of eight (8) trustees.

The Evergreen Catholic Separate Regional Division No. 2 shall be divided into wards as follows:

- a) Ward 1 – Stony Plain Ward – two (2) trustees shall be elected at large. The Stony Plain Ward No. 1 shall be comprised of all lands included in the jurisdiction of The Stony Plain Roman Catholic Separate School District No. 151.
- b) Ward 2 – Spruce Grove Ward – shall elect four (4) trustees and shall be divided into the following two electoral subdivisions:
  - (1) Spruce Grove Electoral Subdivision No. 1 shall elect three (3) trustees
  - (2) Devon Electoral Subdivision No. 2 shall elect one (1) trustee

Electoral Subdivision No. 1 of Ward 2 is comprised of the following lands:

Township 52, Range 26, West of the 4th Meridian  
Section 19; Sections 26 to 35 inclusive; North half of Section 18.

Township 52, Range 27, West of the 4th Meridian

Section 15; Sections 22 to 27 inclusive; Sections 33 to 36 inclusive; Northeast quarter of Section 10; North halves of Sections 13 and 14; East half of Section 16; North half and Southeast quarters of Sections 21 and 28; East half of Section 32.

Township 53, Range 26, West of the 4th Meridian

Sections 2 to 6 inclusive; Sections 9 to 11 inclusive; Sections 14 to 16 inclusive; Section 21; East half and Southwest quarter of Section 8; Southeast quarter of Section 17; That portion of Section 23 lying South of Big Lake.

Township 53, Range 27, West of the 4th Meridian

Section 1; Sections 3 to 5 inclusive; Sections 9, 10, and 16; Sections 29 to 32 inclusive; Northwest quarter and South half of Section 2; South halves of Sections 8 and 21; Southwest quarter and legal subdivisions 2 and 7 of Section 11; West half of Section 15; Southwest quarter of Section 22; That portion of the North half of Section 8 which lies South of the main highway as shown on Plan 812 0573 excepting thereout the North South government road allowance adjoining the West boundary of Section 8; Northwest quarter of Section 28; west half of Section 33.

Township 53, Range 28, West of the 4th Meridian

Fractional Sections 25 and 36.

Township 54, Range 27, West of the 4th Meridian

Sections 4 to 9 inclusive.

Township 54, Range 28, West of the 4th Meridian

Fractional Sections 1 and 12.

Township 53, Range 1, West of the 5th Meridian

East half of Section 25; North half and Southeast quarter of Section 36.

Township 54, Range 1, West of the 5th Meridian

East halves of Sections 1 and 12.

Electoral Subdivision No. 2 of Ward 2 is comprised of the following lands:

Township 50, Range 26, West of the 4th Meridian

Sections 27, 28, and 34; South half and that portion of the North half of Section 33 lying East of the North Saskatchewan River; That portion of the Northwest quarter of Section 35 lying West of the North Saskatchewan River.

Township 51, Range 26, West of the 4th Meridian

Those portions of Sections 1, 2, and 3 lying generally South of the North Saskatchewan River.

- c) Ward 3 – Westlock Ward – one (1) trustee shall be elected at large. The Westlock Ward No. 3 shall be comprised of all lands included in the jurisdiction of The Westlock Roman Catholic Separate School District No. 110.
- d) Ward 4 – Hinton Ward – one (1) trustee shall be elected at large. The Hinton Ward No. 4 shall be comprised of all the lands included in the jurisdiction of the Hinton Roman Catholic Separate School District No. 155.

READ A FIRST TIME this 13th day of November, 2006.

READ A SECOND TIME this 13th day of November, 2006.

READ A THIRD TIME THIS 19th day of November, 2006.

**Policy 7 – Appendix B**


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**BOARD GOVERNANCE BUDGET ALLOCATIONS**
**2008-2009**  
**Board Governance Budget Allocations**

<b>Trustee Basic Honoraria and Allowance</b>	8.00 x \$9,000	\$ 72,000
<b>Additional Allowances</b>		
Board Chair	1 x \$2,090	\$ 2,090
Devon Electoral Subdivision	1 x \$ 314	\$ 314
Westlock Ward Subdivision	1 x \$ 627	\$ 627
Hinton Ward Subdivision	1 x \$1,615	\$ 1,615
<b>Per Diem Allowance</b>		
<b>\$75 per partial day (up to ½) to a maximum of \$150 per day</b>	8 x \$2,500	\$ 20,000
<b>Benefits (CPP and ASEBP Trustee Life Insurance)</b>		\$ 5,800
<b>Travel Expenses</b>		\$ 10,400
<b>Professional Development</b>	8 x \$2,500	\$ 20,000
<b>Subtotal – Trustee Remuneration and Expenses Allocation</b>		<b>\$132,846</b>
<b>Professional Fees</b>		
ACSTA		\$ 22,000
ACSTA – Special Levy		\$ 5,000
ASBA		\$ 30,000
ASBA Zone 23		\$ 2,100
Election		\$ 2,500
<b>General Board Expenses</b>		
Staff & Community Relations		\$ 22,000
Supplies & Materials		\$ 5,554
<b>Contribution to Election Reserves</b>		\$ 000
<b>Total Board Governance Budget Allocation</b>		<b>\$222,000</b>

As approved by the Board of Trustees, June 16, 2008

## Policy 8

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### BOARD COMMITTEES

The Board believes that its duties can best be carried out if trustees are given an opportunity to meet in committees supplemental to Board meetings. It therefore supports the formation of standing committees of the whole, which allow trustees to participate equally in detailed examination of governance issues. It also supports the formation of standing or ad hoc committees with restricted membership that address clearly delineated topics.

The function of a committee is to advise the Board. This is accomplished by conducting comprehensive discussions and/or preparing recommendations regarding matters referred by the Board or on issues initiated by a Committee.

#### General Requirements of Committees

1. All committees shall function under Board approved policy.
2. The Board Chair shall be an ex-officio member of every committee of the Board.
3. The Chair may actively participate in Board Committees and has voting rights.
4. Committees have no legal powers, although in special circumstances they may be empowered by the Board to make certain decisions on its behalf.
5. Committees shall provide such recommendations to the Board as they deem advisable.
6. The Committee shall meet from time-to-time or as often as required.
7. Each standing committee is to consist of a minimum of two (2) trustees. All trustees may attend any Committee meeting and, with the consent of the Committee, take part in discussion, but will not be entitled to vote.
8. Each standing committee shall select its own Chair at the annual organizational meeting of the Board.
9. Proceedings of the Committee meetings shall be recorded when deemed necessary.
10. If possible, a trustee shall not be Chair of more than one (1) standing committee at the same time.

## Standing Committees

Standing committees are established to assist the Board with work of an on-going or recurring nature.

### 1. Board Committee of the Whole

#### 1.1 Purpose

- 1.1.1 To allow the Board to explore matters to much greater depth than can be accomplished in a scheduled regular meeting of the Board.

#### 1.2 Powers and Duties

- 1.2.1 To make recommendations to the Board for formal debate.

#### 1.3 Membership

- 1.3.1 All trustees.
- 1.3.2 Superintendent and designate(s).

#### 1.4 Meetings

- 1.4.1 As determined by the Board Chair, in consultation with the Superintendent.

### 2. Catholic Leadership (Religious Education) Committee

#### 2.1 Purpose

- 2.1.1

#### 2.2 Powers and Duties

- 2.2.1
- 2.2.2

#### 2.3 Membership

- 2.3.1 Three (3) trustees.
- 2.3.2 Superintendent and/or designate(s).

#### 2.4 Meetings

- 2.4.1

### 3. Education and Public Relations Committee

#### 3.1 Purpose

- 3.1.1

#### 3.2 Powers and Duties

- 3.2.1
- 3.2.2

#### 3.3 Membership

- 3.3.1 Three (3) trustees.

- 3.3.2 Superintendent and/or designate(s).
  - 3.4 Meetings
    - 3.4.1
- 4. Finance Committee
  - 4.1 Purpose
    - 4.1.1
  - 4.2 Powers and Duties
    - 4.2.1
    - 4.2.2
  - 4.3 Membership
    - 4.3.1 Three (3) trustees.
    - 4.3.2 Superintendent and/or designate(s).
  - 4.4 Meetings
    - 4.4.1
- 5. Joint Membership Committee
  - 5.1 Purpose
    - 5.1.1
  - 5.2 Powers and Duties
    - 5.2.1
    - 5.2.2
  - 5.3 Membership
    - 5.3.1 Three (3) trustees.
    - 5.3.2 Superintendent and/or designate(s).
  - 5.4 Meetings
    - 5.4.1
- 6. Negotiations Committee
  - 6.1 Purpose
    - 6.1.1 To negotiate, within parameters established by the Board, the provisions of the Collective Agreement between the Board and the ATA Local and between the Board and the AUPE Local.
  - 6.2 Powers and Duties
    - 6.2.1 Sign a Memorandum of Agreement.
  - 6.3 Membership
    - 6.3.1 Three (3) trustees.

- 6.3.2 Superintendent and/or designate(s).
- 6.4 Meetings
  - 6.4.1 As required to negotiate agreements.
- 7. Properties and Transportation Committee
  - 7.1 Purpose
    - 7.1.1
  - 7.2 Powers and Duties
    - 7.2.1
    - 7.2.2
  - 7.3 Membership
    - 7.3.1 Three (3) trustees.
    - 7.3.2 Superintendent and/or designate(s).
  - 7.4 Meetings
    - 7.4.1

### **Ad Hoc Committees**

Ad hoc committees may be established at any meeting of the Board for the purpose of studying, investigating or acting on specific matters; they cease to exist as soon as they have completed the specified task. Terms of reference are outlined at the time of establishment.

### **Resource Personnel**

The Superintendent may appoint resource personnel to work with committees and shall determine the roles, responsibilities and reporting requirements of the resource personnel.

Legal Reference: Section 60, 61, 62, 63, 70, 113 School Act

## Policy 9

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### BOARD REPRESENTATIVES

The Board may appoint trustees to represent the Board on various external committees, agencies and organizations. Such representation is established at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the Division and other organizations.

The Board will determine the terms of reference for each representative. The Superintendent may appoint resource personnel to work with representative and shall determine the roles, responsibilities and reporting requirements of resource personnel.

The following committees/organizations will have Board representation as identified at the annual organization meeting:

1. Alberta Catholic School Trustees' Association (ACSTA)
  - 1.1 Purpose
    - 1.1.1 Represent the Board as Director at ACSTA Board of Directors meetings for the advocacy of Catholic Education.
  - 1.2 Powers and Duties
    - 1.2.1 Attend ACSTA Board of Directors meetings.
    - 1.2.2 Represent the Board's positions and interests at the Directors' meetings.
    - 1.2.3 Communicate to the Board, in writing, the work of ACSTA.
  - 1.3 Membership
    - 1.3.1 One (1) trustee, one (1) alternate.
  - 1.4 Meetings
    - 1.4.1 As called by ACSTA.
2. Alberta School Boards Association (ASBA) Zone 23
  - 2.1 Purpose
    - 2.1.1 Represent the Board at meetings of ASBA Zone 23.
  - 2.2 Powers and Duties
    - 2.2.1 Attend ASBA Zone 23 meetings.
    - 2.2.2 Represent the Board's positions and interests at the Zone level.
    - 2.2.3 Communicate to the Board, in writing, the work of ASBA Zone 23.
  - 2.3 Membership
    - 2.3.1 One (1) trustee; one (1) alternate.

- 2.3.2 Other trustees (optional attendance).
- 2.4 Meetings
  - 2.4.1 As called by ASBA Zone 23.
- 3. Joint Membership
  - 3.1 Purpose
    - 3.1.1 Represent the Board at Joint Membership meetings.
  - 3.2 Powers and Duties
    - 3.2.1 Attend committee meetings.
    - 3.2.2 Represent the Board's positions and interests at committee meetings.
    - 3.2.3 Communicate to the Board the work the committee.
  - 3.3 Membership
    - 3.3.1 Three (3) trustees.
  - 3.4 Meetings
    - 3.4.1 As called by the committee Chair.
- 4. Joint Use of Facilities – Devon
  - 4.1 Purpose
    - 4.1.1 Represent the Board at Joint Use meetings.
  - 4.2 Powers and Duties
    - 4.2.1 Attend committee meetings.
    - 4.2.2 Represent the Board's positions and interests at committee meetings.
    - 4.2.3 Communicate to the Board the work of committee.
  - 4.3 Membership
    - 4.3.1 One (1) trustee.
    - 4.3.2 Superintendent or designate.
  - 4.4 Meetings
    - 4.4.1 As called by the committee Chair.
- 5. Joint Use of Facilities – Hinton
  - 5.1 Purpose
    - 5.1.1 Represent the Board at Joint Use meetings.
  - 5.2 Powers and Duties
    - 5.2.1 Attend committee meetings.

- 5.2.2 Represent the Board's positions and interests at committee meetings.
    - 5.2.3 Communicate to the Board the work of committee.
  - 5.3 Membership
    - 5.3.1 One (1) trustee.
    - 5.3.2 Superintendent or designate.
  - 5.4 Meetings
    - 5.4.1 As called by the committee Chair.
- 6. Joint Use of Facilities – Spruce Grove
  - 6.1 Purpose
    - 6.1.1 Represent the Board at Joint Use meetings.
  - 6.2 Powers and Duties
    - 6.2.1 Attend committee meetings.
    - 6.2.2 Represent the Board's positions and interests at committee meetings.
    - 6.2.3 Communicate to the Board the work of committee.
  - 6.3 Membership
    - 6.3.1 One (1) trustee.
    - 6.3.2 Superintendent or designate.
  - 6.4 Meetings
    - 6.4.1 As called by the committee Chair.
- 7. Joint Use of Facilities – Stony Plain
  - 7.1 Purpose
    - 7.1.1 Represent the Board at Joint Use meetings.
  - 7.2 Powers and Duties
    - 7.2.1 Attend committee meetings.
    - 7.2.2 Represent the Board's positions and interests at committee meetings.
    - 7.2.3 Communicate to the Board the work of committee.
  - 7.3 Membership
    - 7.3.1 One (1) trustee.
    - 7.3.2 Superintendent or designate.
  - 7.4 Meetings
    - 7.4.1 As called by the committee Chair.

## 8. Joint Use of Facilities – Westlock

### 8.1 Purpose

8.1.1 Represent the Board at Joint Use meetings.

### 8.2 Powers and Duties

8.2.1 Attend committee meetings.

8.2.2 Represent the Board's positions and interests at committee meetings.

8.2.3 Communicate to the Board the work of committee.

### 8.3 Membership

8.3.1 One (1) trustee.

8.3.2 Superintendent or designate.

### 8.4 Meetings

8.4.1 As called by the committee Chair.

Legal Reference: Section 61, 68 School Act

## Policy 10

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### POLICY MAKING

Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the Division will be operated. Policies provide effective direction and guidelines for the action of the Board, Superintendent, staff, students, electors and other agencies. Policies also serve as sources of information and guidelines to all who may be interested in or connected with the operation of the Division. Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.

The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide public Catholic education and compliance with the School Act and provincial as well as federal legislation.

Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide the Division and the opportunity for the Superintendent to exercise professional judgment in the administration of the Division.

The Board believes in the establishment and review of policy which reflects its philosophy and exercises its leadership role in the operation of the Division.

The Board shall adhere to the following stages in its approach to policy making:

#### 1. Planning

The Board, in cooperation with the Superintendent, shall assess the need for a policy, as a result of its own monitoring activities or on the suggestion of others, and identify the critical attributes of each policy to be developed.

#### 2. Development

The Board may develop the policy itself or delegate the responsibility for its development to the Superintendent.

#### 3. Approval

3.1 First Reading – the policy is presented by the Superintendent in either original or amended form and discussed. The policy will be distributed to the Policy Advisory Committee if first reading is given.

3.2 Second Reading – the policy is again presented by the Superintendent in original or amended form and is open for discussion by the Board, after receiving the recommendations from the Policy Advisory Committee.

3.3 Third Reading – the policy, in original form or as amended by the Board, is given final approval.

3.4 Not more than two (2) readings of a policy shall be held at any one (1) meeting.

3.5 On matters of unusual urgency, the Board may waive the foregoing procedures and take immediate action in dealing with a policy matter.

#### 4. Implementation

The Board is responsible for the implementation of policies governing its own processes. The Board and Superintendent share the responsibility for implementation of policies relating to the Board-Superintendent relationship. The Superintendent is responsible for the implementation of the other policies.

#### 5. Review

The Board, in cooperation with the Superintendent, shall review each policy in a timely manner in order to determine if it is meeting its intended purpose.

### **Specifically**

1. Any trustee, employee, taxpayer, parent, student or School Council of the Division may make suggestions regarding the possible development of a policy or the need for policy revisions on any matter by presenting a proposal for a policy or revisions, in writing, to the Superintendent. The proposal shall contain a brief statement of purpose or rationale.
2. When appropriate, the Superintendent shall seek legal advice for on the intent and the wording of the policy.
3. When developing policy, input will be sought from the Policy Advisory Committee.
4. Only those policies which are adopted and recorded in the minutes constitute the official policies of the Board. A copy of the adopted policy shall be appended to the official minutes.
5. In the absence of existing policy, the Board may make decisions, by resolution, on matters affecting the administration, management and operation of the Division. Such decisions carry the weight of policy until such time as specific written policy is developed.
6. The Board may request the Superintendent to change an administrative procedure to a draft Board policy and will provide the rationale for same.
7. The Superintendent shall develop administrative procedures as specified in Policy 11 – Board Delegation of Authority and may develop such other procedures as deemed necessary for the effective operation of the Division. These must be in accordance with Board policies.
8. The Board may also delete a policy and subsequently delegate the Superintendent authority over this area. The Superintendent may choose to then develop an administrative procedure relative to this matter.
9. The Superintendent must inform the Board of any substantive changes to administrative procedures.

10. The Superintendent shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the Division's website, in a timely manner, for staff and public access.

11. At a minimum the Board shall review each policy annually.

Legal Reference: Section 60, 61, 113 School Act

## Policy 10 Appendix

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### POLICY ADVISORY COMMITTEE

The Division values input from its stakeholders with respect to policy development and revision, affecting the operation of its school(s).

The process for development and review of policies will allow for the participation of interested and concerned groups and individuals as appropriate to their circumstances.

#### Specifically

1. The Policy Advisory Committee is to assist the Board in the development and revision of policies that may be implemented by the Board.
2. All stakeholders will have access to the Policy Advisory Committee through their representatives.
3. Proposed policies shall be submitted to the Policy Advisory Committee for consideration after first reading by the Board, as per Policy 10.
4. The Policy Advisory Committee shall consist of representation as listed below and as established by September 30 of each school year:
  - 4.1 The Board – two (2) from the Joint Membership Committee of the Board.
  - 4.2 Superintendent’s Office – Superintendent and/or designate.
  - 4.3 Staff members – two (2) certificated staff and one (1) uncertificated staff.
  - 4.4 School administrators – two (2) administrators.
5. The Chair of this Committee, who shall be a trustee and the Superintendent shall perform the following duties:
  - 5.1 Calling meetings of the Policy Advisory Committee.
  - 5.2 Preparing agendas for the meetings.
  - 5.3 Chair of the Joint Membership Committee of the Board would chair the Policy Advisory Committee.
  - 5.4 Present policy recommendations of the Committee to the Board.
6. The Superintendent or designate will act as the secretary for the Policy Advisory Committee meetings:
 

The duties of the secretary shall include:

  - 6.1 Keeping a record of meetings and recommendations of the Committee.
  - 6.2 Carrying out other such duties as may be assigned by the Chair of the Policy Advisory Committee.

7. The administration or staff representatives of the Policy Advisory Committee shall discuss proposed policies with stakeholders.
8. The Policy Advisory Committee shall meet as deemed necessary by the Board and/or Superintendent.

Legal Reference: Section 60, 61, 113 School Act

## Policy 11

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### BOARD DELEGATION OF AUTHORITY

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

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

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

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

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

#### Specifically

1. The Superintendent is authorized to suspend a teacher from the performance of the teacher's duties or to terminate the services of a teacher. The suspension or termination shall be conducted in accordance with the requirements of the School Act, and the decision shall not be appealable to the Board. The power to suspend or terminate the services of a teacher may not be further delegated. The Superintendent is also authorized to suspend or terminate non-certificated staff.
2. The Superintendent is delegated with the authority to develop Administrative Procedures that are consistent with Alberta Education policies and procedures for the following program areas:
  - 2.1 Special Education;
  - 2.2 Guidance and Counselling;
  - 2.3 Services for Students and Children;
  - 2.4 School-Based Decision Making;
  - 2.5 Student Assessment;
  - 2.6 Teacher Growth, Supervision and Evaluation;

- 2.7 Home Education;
  - 2.8 Early Childhood Services;
  - 2.9 Outreach Programs;
  - 2.10 Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses;
  - 2.11 Knowledge and Employability Courses;
  - 2.12 Off-Campus Education;
  - 2.13 English Language Learning;
  - 2.14 French as a Second Language, French Language Immersion and Alternate French programs.
3. The Superintendent is directed to develop an administrative procedure to fulfill Board obligations created by any federal legislation or provincial legislation other than the School Act.

Legal Reference: Section 19, 60, 61, 95, 96, 98, 101, 102, 105, 106, 107, 109, 109.1, 110, 113 School Act

## Policy 12

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### ROLE OF THE SUPERINTENDENT

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

In order to meet the requirements of the School Act, the mandate of trust given them by the Catholic electorate in the Division and the duty to deliver a Catholic educational program in conformity with the Bishop's direction, the Board will hire a Catholic Superintendent to serve as the Board's Chief Executive Officer.

#### Specific Areas of Responsibility

1. Faith Leadership
  - 1.1 Models involvement in the Catholic faith community.
  - 1.2 Ensures students and staff are provided opportunities for spiritual development within the Division.
  - 1.3 Follows a lifestyle and deportment in harmony with Catholic teachings and principles.
2. Student Welfare
  - 2.1 Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.
  - 2.2 Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division.
  - 2.3 Ensures the facilities adequately accommodate Division students.
  - 2.4 Acts as, or designates the local attendance officer for the Division.
3. Educational Leadership
  - 3.1 Provides leadership in all matters relating to education in the Division.
  - 3.2 Ensures students in the Division have the opportunity to meet standards of education set by the Minister.
  - 3.3 Implements education policies established by the Minister and the Board.
4. Fiscal Responsibility
  - 4.1 Ensures the fiscal management of the Division is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other applicable act or regulation.

- 4.1.1 Act as a signing authority for the Division.
  - 4.2 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
  - 4.3 Prepares the annual budget for the consideration of, and adoption by the Board which reflects Board priorities.
  - 4.4 Ensures sufficient insurance coverage.
5. Personnel Management
- 5.1 Has overall authority and responsibility for all personnel-related issues except the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
  - 5.2 Monitors and improves the performance of staff.
6. Superintendent/Board Relations
- 6.1 Establishes and maintains positive professional working relationships with the Board.
  - 6.2 Respects and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy.
  - 6.3 Provides the information which the Board requires to perform its role.
  - 6.4 Upon request, provides a recommendation to the Board on all items that require a Board decision.
7. Three-Year Planning and Reporting
- 7.1 Leads the strategic planning process including the development of Division goals, budget, facilities and transportation plans.
  - 7.2 Implements plans as approved.
  - 7.3 Involves the Board appropriately (Board approval of process and timelines; opportunity for Board input early in the process, final Board approval).
  - 7.4 Reports regularly on results achieved.
8. Organizational Management
- 8.1 Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
  - 8.2 Reports to the Minister with respect to matters identified in and required by the School Act.
9. Communications and Community Relations
- 9.1 Takes appropriate actions to ensure open, transparent and positive internal and external communications are developed and maintained.
    - 9.1.1 Ensures Principals establish communication strategies which reflect, complement and are supportive of Division communication strategies.

- 9.2 Keeps the Board informed through the provision of timely and relevant communication.
- 9.3 Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the Division.
- 9.4 Acts as, or designates, the Head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.

#### 10. Leadership Practices

- 10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.
- 10.2 Develops and maintains positive and effective relations with provincial and regional government departments and agencies.

Legal Reference: Section 14, 45, 60, 61, 113, 114, 115 School Act  
Freedom of Information and Protection of Privacy Act

**SUPERINTENDENT/CEO EVALUATION PROCESS,  
CRITERIA AND TIMELINES**

**Policy 12 – Appendix B**


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**PERFORMANCE ASSESSMENT GUIDE**

<b>Role Expectation: Faith Leadership</b>	<b>Superintendent Evaluation Evidence</b>	<b>Quality Indicators</b>
<ul style="list-style-type: none"> <li>◆ Models involvement in a Catholic faith community.</li> <li>◆ Ensures students and staff are provided opportunities for spiritual development within the Division.</li> <li>◆ Follows a lifestyle and deportment in harmony with Catholic teaching and principles.</li> </ul>		<ul style="list-style-type: none"> <li>◆</li> </ul>

<b>Role Expectation: Student Welfare</b>	<b>Superintendent Evaluation Evidence</b>	<b>Quality Indicators</b>
<ul style="list-style-type: none"> <li>◆ Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviors.</li> <li>◆ Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division.</li> <li>◆ Ensures the facilities adequately accommodate Division students.</li> <li>◆ Acts as, or designates, the local attendance officer(s) for the Division.</li> </ul>		◆

<b>Role Expectation: Educational Leadership</b>	<b>Superintendent Evaluation Evidence</b>	<b>Quality Indicators</b>
<ul style="list-style-type: none"> <li>◆ Provides leadership in all matters relating to education in the Division.</li> <li>◆ Ensures students in the Division have the opportunity to meet the standards of education set by the Minister.</li> <li>◆ Implements education policies established by the Minister and the Board.</li> </ul>	◆	◆

<b>Role Expectation: Fiscal Responsibility</b>	<b>Superintendent Evaluation Evidence</b>	<b>Quality Indicators</b>
<ul style="list-style-type: none"> <li>◆ Ensures the fiscal management of the Division is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other applicable Act or regulation.</li> <li>◆ Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.</li> <li>◆ Prepares the annual budget for the consideration of, and adoption by, the Board, which reflects Board priorities.</li> <li>◆ Ensures sufficient insurance coverage.</li> </ul>	◆	◆

<b>Role Expectation: Personnel Management</b>	<b>Superintendent Evaluation Evidence</b>	<b>Quality Indicators</b>
<ul style="list-style-type: none"> <li>◆ Has overall authority and responsibility for all personnel-related issues except the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.</li> <li>◆ Monitors and improves the performance of staff.</li> </ul>	◆	◆

<b>Role Expectation: Superintendent/Board Relations</b>	<b>Superintendent Evaluation Evidence</b>	<b>Quality Indicators</b>
<ul style="list-style-type: none"> <li>◆ Establishes and maintains positive, professional working relations with the Board.</li> <li>◆ Respects and facilitates the implementation of the Board's role and responsibilities as defined in Board policy.</li> <li>◆ Provides the information which the Board required to perform its role.</li> <li>◆ Upon request, provides a recommendation to the Board on all items that require a Board decision.</li> </ul>	◆	◆

<b>Role Expectation: Three-Year Planning &amp; Reporting</b>	<b>Superintendent Evaluation Evidence</b>	<b>Quality Indicators</b>
<ul style="list-style-type: none"> <li>◆ Leads the strategic planning process including the development of Division goals, budget, facilities and transportation plans.</li> <li>◆ Implements plans as approved.</li> <li>◆ Involves the Board appropriately (Board approval of process and timelines; opportunity for Board establishment of strategic priorities and key results early in the process; final Board approval).</li> <li>◆ Reports regularly on results achieved.</li> </ul>		<ul style="list-style-type: none"> <li>◆ .</li> </ul>

<b>Role Expectation: Organizational Management</b>	<b>Superintendent Evaluation Evidence</b>	<b>Quality Indicators</b>
<ul style="list-style-type: none"> <li>◆ Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.</li> <li>◆ Reports to the Minister with respect to matters identified in and required by the School Act.</li> </ul>	◆	◆

<b>Role Expectation: Communications &amp; Community Relations</b>	<b>Superintendent Evaluation Evidence</b>	<b>Quality Indicators</b>
<ul style="list-style-type: none"> <li>◆ Takes appropriate actions to ensure open, transparent, positive external and internal communications are developed and maintained.               <ul style="list-style-type: none"> <li>○ Ensures principals establish communication strategies which reflect, complement and are supportive of Division communication strategies.</li> </ul> </li> <li>◆ Keeps the Board informed through the provision of timely and relevant communication.</li> <li>◆ Ensures that parents have a high level of satisfaction with the services provided and the responsiveness of the Division.</li> <li>◆ Acts as, or designates, the Head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.</li> </ul>	<ul style="list-style-type: none"> <li>◆</li> </ul>	<ul style="list-style-type: none"> <li>◆</li> </ul>

<b>Role Expectation: Leadership Practices</b>	<b>Superintendent Evaluation Evidence</b>	<b>Quality Indicators</b>
<ul style="list-style-type: none"> <li>◆ Practices leadership in a manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.</li> <li>◆ Develops and maintains positive and effective relations with provincial and regional government departments and agencies.</li> </ul>	◆	◆

## Policy 12 – Appendix C

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### INTERVIEW GUIDE: CEO LEADERSHIP PRACTICES

#### Perceptions of Principals and Superintendent “Direct Reports”

1. What evidence can you provide to support or refute the following:
  - a) the Superintendent provides clear direction?
  - b) the Superintendent provides effective educational leadership?
  - c) the Superintendent establishes and maintains positive, professional working relationships with staff?
  - d) the Superintendent unites people toward common goals?
  - e) the Superintendent demonstrates a high commitment to the needs of students?
  - f) the Superintendent has a well-established value system based on integrity?
  - g) the Superintendent empowers others?
  - h) the Superintendent effectively solves problems?
2. What does the Superintendent do, if anything, that helps you do your job?
3. What does the Superintendent do, if anything, that makes doing your job more difficult?

**Note:** An external consultant will use this form to collect data.

## Policy 13

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### APPEALS AND HEARINGS REGARDING STUDENT MATTERS

Under Section 124 of the School Act, the only matters on which the Minister of Education will consider appeals are:

- Special education placement;
- Language of instruction;
- Home Education programs;
- Student expulsion;
- Amount and payment of fees or costs;
- Access to, or the accuracy or completeness of student records;
- Amount of fees payable by a Board to another Board; or
- Board responsibility for a specific student.

#### A. All Matters Other Than Expulsion of a Student

The Board will hear appeals on administrative decisions on all matters other than expulsion of students, which are submitted in accordance with Section 123 of the School Act and that significantly affect the education of a student.

1. Prior to a decision being appealed to the Board, it must be appealed to the Superintendent.
2. Parents of students, and students sixteen (16) years of age or over, have the right to appeal to the Board, a decision of the Superintendent. The Superintendent must advise parents and students of this right of appeal.
3. The appeal to the Board must be made within five (5) days from the date that the individual was informed of the Superintendent's decision. The appeal must be filed in writing and must contain the name of the party filing the appeal, the date, the matter at hand and the reason for the appeal.
4. Parents or students, as above, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.
5. The hearing of the appeal must be scheduled so as to ensure that the person making the appeal and the Superintendent or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.
6. The appeal will be heard in-camera, with specified individuals in attendance.

7. The appeal hearing will be conducted in accordance with the following guidelines:
  - 7.1 The Board Chair will outline the purpose of the hearing, which is to provide:
    - 7.1.1 An opportunity for the parties to make representation in support of their respective positions to the Board. This information may include expert medical, psychological and educational data and may be presented by witnesses. The information presented may include both written and verbal communications;
    - 7.1.2 The Board with the means to receive information and to review the facts of the dispute;
    - 7.1.3 A process through which the Board can reach a fair and impartial decision.
  - 7.2 Notes of the proceedings will be recorded for the purpose of the Board's records.
  - 7.3 The Superintendent and/or staff will explain the decision and give reasons for the decision.
  - 7.4 The appellant will present the appeal and the reasons for the appeal and will have an opportunity to respond to information provided by the Superintendent and/or staff.
  - 7.5 The Superintendent and/or staff will have an opportunity to respond to information presented by the appellant.
  - 7.6 Committee members will have the opportunity to ask questions or clarification from both parties.
  - 7.7 No cross-examination of the parties shall be allowed.
  - 7.8 The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have legal counsel in attendance.
  - 7.9 If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.
  - 7.10 The Board decision and the reasons for that decision will be communicated to the appellant once a decision has been reached and confirmed in writing following the hearing. Included in the communication to the appellant shall be information that the appellant has the right to seek a review by the Minister if the appellant is dissatisfied with the decision of the Board, if the matter under appeal is a matter described in Section 124 of the School Act.

## B. Expulsion of a Student

The Board will hear representations with respect to a recommendation for a student expulsion in accordance with Sections 24 and 25 of the School Act.

If a student is not to be reinstated within five (5) school days of the date of suspension, the Principal shall immediately report in writing all the circumstances of the suspension and provide a recommendation to the Board through the Office of the Superintendent.

The Board will convene in an in-camera session upon the call of the Superintendent, but in no event shall the meeting occur later than ten (10) school days from the first day of suspension.

Parents of students, or students sixteen (16) years of age or over, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.

The Board may have legal counsel in attendance.

Notes of the proceedings will be recorded for the purpose of the Board's records.

The expulsion hearing will be conducted in accordance with the following guidelines:

1. The Board Chair will outline the purpose of the hearing, which is to:
  - 1.1 Provide an opportunity to hear representations relative to the recommendation from the Principal;
  - 1.2 Provide an opportunity for the student and/or the student's parents to make representations;
  - 1.3 Reinstatement or expulsion of the student.
2. The Board Chair will outline the procedure to be followed, which will be as follows:
  - 2.1 The Principal will present the report documenting the details of the case and the recommendation to expel the student;
  - 2.2 The student and the student's parents will be given an opportunity to respond to the information presented and to add any additional relevant information;
  - 2.3 The trustees will have the opportunity to ask questions of clarification from both the Principal and the student and the student's parents;
  - 2.4 The Board will meet, without either the administration or the student and the student's parents present, to discuss the case and the recommendation. The recording secretary may remain in attendance. Legal counsel may also remain in attendance;
  - 2.5 Should the Board require additional information, both parties will be requested to return in order to provide the requested information;

- 2.6 The Board will then make a decision to either reinstate or expel the student; and
  - 2.7 The Board's decision shall be communicated in writing to the student and the student's parents within five (5) days of the hearing, with copies being provided to the Principal and the Superintendent. (The Superintendent's office will attempt to inform the parent(s) and the student of the decision by telephone or personal communication as soon as possible after a decision has been reached.)
3. If the Board's decision is to expel the student, the following information must be included in the letter to the student and the student's parents:
    - 3.1 The length of the expulsion which must be greater than ten (10) school days;
    - 3.2 The education program to be provided to the student and the name of the individual to be contacted in order to make the necessary arrangements; and
    - 3.3 The right of the student and the student's parents to request a review of the decision by the Minister of Education.
  4. Expulsion is at the discretion of the Board. The Board, in making its decision, shall take into account the circumstances under which the student committed the offence. The following offences may be considered by the Board as justification for expulsion:
    - 4.1 Open opposition to the authority of the staff;
    - 4.2 Conduct deemed to be injurious to the general tone and well being of the student population being served by the school and the staff employed by the Division;
    - 4.3 Willful disobedience over a prolonged period or in a single instance where the disobedience endangers the students, teacher, building or general climate of orderly behavior;
    - 4.4 Habitual neglect to do work that is assigned to the student and which is within his/her competence to complete;
    - 4.5 Profane or indecent language in the presence of other students or before staff;
    - 4.6 Threats of physical violence or acts of violence against a staff member or a serious unprovoked attack on other students;
    - 4.7 Any act of indecency in a school building, on the school grounds, or on a school bus;
    - 4.8 Failure to observe and to obey any reasonable rule, regulation or procedure established by a staff member for maintaining a climate of behavior conducive to learning;

- 4.9 Willful or malicious damage to school or Division property or equipment;
- 4.10 Prohibited use of drugs, alcohol or tobacco; or
- 4.11 Use of explicit materials.

It is expected that all students will comply with Section 12 of the School Act, Board policy and school policy.

Legal Reference: Section 8, 10, 12, 24, 25, 45, 47, 48, 60, 61, 113, 123, 124, 125 School Act

## Policy 14

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### HEARINGS ON TEACHER TRANSFERS

The Superintendent may transfer a teacher in accordance with Section 104 of the School Act. The teacher may make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer.

#### Specifically

1. A teacher who has received a notice of transfer may, within seven (7) days from the day on which the teacher receives the notice of transfer, make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer.
2. The request for a hearing before the Board shall be submitted by the teacher to the Secretary-Treasurer with a copy being provided to the Superintendent.
3. The Board may set a date and time for the hearing requested not earlier than fourteen (14) days after the teacher receives the notice of transfer, unless the teacher agrees in writing to an earlier date.
4. The Secretary-Treasurer shall advise the teacher in writing of the date, time and location of the hearing.
5. Any written materials the teacher or the Superintendent wishes trustees to consider must be submitted to the Secretary-Treasurer not less than four (4) days prior to the scheduled date of the meeting. The Secretary-Treasurer will provide copies of all such documentation to the trustees and the parties prior to the hearing, where possible, or during the hearing.
6. The teacher or the Superintendent may be accompanied by counsel or other representative, and may bring witnesses if, not less than four (4) days prior to the scheduled date of the meeting, the following is provided by the teacher or the Superintendent in writing, the names of counsel, other representatives, and any witnesses.
7. Notwithstanding, the Board Chair shall reserve the right to receive further documentation as deemed relevant.
8. Procedure at Hearings
  - 8.1 The hearing shall be conducted at an in-camera session of the Board, and chaired by the Chair, or in the Chair's absence, the Vice-Chair or designate.
  - 8.2 The Chair will introduce all parties, and the parties or their representatives shall introduce all witnesses at the hearing.

- 8.3 The sequence of the hearing shall be as follows:
- 8.3.1 An opening statement to be made by each of the parties;
  - 8.3.2 Written and oral presentation by the Superintendent or designate, including any evidence by witnesses where appropriate;
  - 8.3.3 Written and oral presentation by the teacher, including any evidence by witnesses where appropriate;
  - 8.3.4 Superintendent's or designate's opportunity for a response to the teacher's presentation;
  - 8.3.5 Teacher's opportunity for a response to the administration's presentation;
  - 8.3.6 An opportunity for the Board to ask questions of both parties and any questions of clarification of both parties and any of the other witnesses;
  - 8.3.7 An opportunity for the Superintendent or designate to make final comments;
  - 8.3.8 An opportunity for the teacher to make final comments; and
  - 8.3.9 No cross-examination of witnesses shall be allowed unless the Chair deems it advisable.
- 8.4 The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have the Secretary-Treasurer or legal counsel in attendance.
- 8.5 If the Board requires additional information or clarification in order to make its decision, both parties will be recalled to appear before the Board and the request for information will be made in the presence of both parties. If the information is not readily available, the Chair may request a recess, or if necessary an adjournment of the hearing to a later date. In the case of an adjournment, members of the Board are prohibited from disclosing the evidence presented or matters raised at the hearing, either amongst themselves or with the parties and their representatives or witnesses until the hearing is reconvened.
- 8.6 When the Board is ready to make its decision on the matter, both parties, if still present, will be advised that the Board will be reconvening and will consider a motion to move into a regular or special Board meeting in order to consider the resolution.
- 8.7 The Board decision will be communicated to the teacher, in writing, following the hearing.

Legal Reference: Section 19, 60, 61, 95, 96, 98, 101, 102, 104, 105, 107, 109, 109.1, 110, 113 School Act

## Policy 15

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### SCHOOL CLOSURE

In 1981 the Minister of Learning outlined procedures to be followed by Boards in the event a school is to be closed to students. Boards are expected to have in place policies that ensure that anticipated school closures are communicated to the affected public, along with opportunities for reaction from these groups before a final decision is made.

The Board may from time to time close existing schools or realign attendance areas to ensure efficient and effective operation of the Division.

#### Specifically

1. In the event of a possible school closure or realignment of attendance areas affecting three (3) or more grades, the Board will communicate the proposed changes to staff, parents and students and other affected ratepayers prior to any decision being made.
2. Opportunity for affected groups to make presentations to the Board regarding the proposed changes will be provided prior to any decision being made.
3. A notice of motion will be tabled by the Board at a regular meeting outlining the proposed changes and the specific school(s) or grade(s) involved.
4. Following the notice of motion, a letter will be sent to the parent of every child in the school(s) affected, notifying them of the fact and the implications of the notice of motion. The letter must address questions relating to how a specific closure or realignment of grade would affect the following:
  - 4.1 Attendance area(s) for affected school(s);
  - 4.2 Attendance at other schools by students relocated because of the school closure or realignment;
  - 4.3 The need for, and extent of, busing;
  - 4.4 The effect on the social environment of the community;
  - 4.5 Program implications for the students when they are attending other schools;
  - 4.6 Program implications for other schools;
  - 4.7 The educational and financial impact of closing the school or realignment of the grades, including the effect on operational costs and the capital implications;
  - 4.8 The financial and educational impact of not closing the school or realigning the grade structure;
  - 4.9 The capital needs of other schools that may have increased enrolment; and
  - 4.10 Proposed disposal or use for the school that is to be closed.

5. Following the notice of motion and written notice to parents, a public meeting will be organized by the Board for the purpose of discussing the proposed resolution, its implications for the students and the system, its implementation and possible alternatives. The meeting will be advertised allowing two (2) weeks' advance notice of the meeting.
6. A period of three (3) weeks will be provided for concerned electorate to prepare a reaction to the notice of motion including preferred alternatives.
7. The Board shall provide an opportunity for the council of the municipality in which the school is located to provide a statement to the Board of the impact the closure may have on the community.
8. A public hearing will provide for representatives of concerned electors to present their reactions to the Board, to comment upon the response and to answer questions.
9. Following the public hearing the debate and vote on the motion will take place at a regular meeting of the Board.

Legal Reference: Section 45, 58, 60, 113, 200, 201, 270, 271 School Act  
Alberta Regulation 257/2003

## Policy 16

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### RECRUITMENT AND SELECTION OF PERSONNEL

The Board believes that the recruitment and selection of Division personnel is a shared responsibility between the Board and the Superintendent.

The Board further believes strong central leadership and administration at the Division level is essential to the effective and efficient operation of the school system.

#### Specifically

1. The Board, in the case of the Superintendent, or the Superintendent or designate, in all other instances, will assume the sole responsibility for initiating the advertising process and will make every reasonable effort to ensure that all current Division employees are made aware of staff vacancies.
2. The Board has the sole authority to recruit and select an individual for the position of Superintendent.
3. The following process will be followed for the Deputy Superintendent and Secretary-Treasurer positions:
  - 3.1 The Superintendent shall be responsible for the creation of a short list of candidates for these positions.
  - 3.2 The Board or a committee appointed by the Board and the Superintendent shall constitute the selection committee. The decision will normally be made by consensus of the selection committee.
  - 3.3 The successful candidate must be supported by a majority of the selection committee. The Superintendent must be one (1) of the votes in the majority.
  - 3.4 These positions shall have a role description and each person occupying one of the positions shall have a written contract of employment. The Superintendent is delegated full authority to determine contract renewals.
  - 3.5 The Board will discuss the contract of employment prior to the selection process.
  - 3.6 The decision of the selection committee will be ratified by the Board.
4. The Superintendent is delegated full authority to recruit and select staff for all Division Office positions not including the senior administration level detailed above.
5. The following process will be followed for the appointment of candidates to the positions of Principal and Vice-Principal:
  - 5.1 The Superintendent shall form a selection committee which will include up to three (3) trustees from the Negotiations Committee.
  - 5.2 The Superintendent will have the final choice.

- 5.3 The Superintendent is delegated the authority to make all decisions regarding the term and/or continuing appointments of school-based administrators.
6. The Superintendent is delegated full authority to recruit and select staff for all other school-based positions.
  7. All openings for the position of Principal will normally be advertised. In the event of an unexpected or short-term vacancy, the Superintendent may appoint an “acting Principal” without going through a formal selection process. The position, if still vacant, would be advertised prior to the commencement of the subsequent school year.
  8. All offers of employment shall be conditional on the successful applicant providing a criminal record check and a child welfare information system (CWIS) check that is acceptable to the Superintendent. Additionally, the Superintendent may require documentation certifying that the candidate is medically fit for the position.

Legal Reference: Section 60, 61, 113, 114, 115, 116, 117 School Act  
Collective Agreements