DIVISION FOUNDATIONAL STATEMENTS

Values and Beliefs

“Christ our Model…Children our Focus”

- Catholic/Christian values are fundamental in preparing our students’ minds, bodies and spirits, and Christ should be reflected in everything that we do.

- Each student is a unique gift from God to be valued and respected.

- All children can learn and experience success; they have the right to access high quality educational programming that takes into account different learning styles and ability levels.

- All students, parents and staff have gifts and talents that must be recognized, respected and developed.

- Learning is a visionary and proactive process that requires a collaborative effort by students, staff, families and the community.

- Learning occurs best in a safe, orderly and caring environment where expectations are clear and students believe they can and will succeed.

- The Catholic school is an extension of the Catholic Christian community and is a vital link between church and home.

Mission Statement

“A Catholic Community of Learners Opening Hearts, Minds and Doors”

Mandate

Our primary purpose, like Christ, is to serve… our students, our parents and our community. Within this context we:

- Enhance our Catholic identity by developing and maintaining strong links among the parish, school and home;

- Develop students as critical thinkers and problem solvers, equipped with the skill to be responsible, productive and ethical citizens focused on serving God and the community;

- Provide students with a wide range of high quality educational programs and services that educate the whole child – spiritually, intellectually, physically, culturally and emotionally;
• Nurture self-esteem, success and wellness in a safe, caring and enabling learning environment that affirms the dignity of staff and students; and

• Develop a learning climate that supports excellence, continuous improvement and life-long learning.

To deliver our mandate as a natural person, the Board will maintain a business planning posture that is educationally sound, future-oriented, responsive to stakeholders, and allows meaningful opportunities for input. The planning process, like that of visioning, is not static. Strategies for success will be based on experience, opportunities for collaboration and informed adaptations to evolving issues in education.

Operating Principles

Leadership

• All leaders will model positive leadership behavior consistent with our Catholic Christian values.

• Decisions will be based upon what is best for students and will reflect the priorities of Alberta Education, the Division and School Community.

• Collaboration, effective planning and accountability will be fundamental elements of the decision-making process.

• Accurate, timely, two-way communication will be maintained with internal and external participants.

• Schools will develop priorities and plans for programs, activities and services consistent with Division goals, objectives and priorities.

• The Division will focus on the achievement of a clearly defined vision, mission and strategic priorities.

• Staff at all levels of the organization will be encouraged to take leadership roles.

• Innovation, creative problem-solving and responsible risk-taking will be encouraged, valued and supported.

Financial

• Accountability and responsibility for decisions will reflect the principles and guidelines of the Division’s site-based decision-making model.

• The primary consideration in making resource allocation decisions will be the potential impact on students, programs and services.

• Financial management policies and practices will be consistent with generally accepted accounting principles.
• Long-term financial planning and budgeting will reflect the Division’s three-year educational plan.

• The Division will provide accurate and timely reports and be accountable for the responsible use of public funds.

Facilities and Equipment

• The Division will ensure that facilities accommodate the needs of programs and services within financial and policy constraints.

• Facilities and equipment will be maintained to protect their value and to ensure the health and safety of users.

• Facilities will be periodically modernized and upgraded to ensure ongoing functionality.

• Major capital expenditures will be based upon a thorough needs assessment and cost/benefit analysis.

Human Resources

• Workload priorities and assigned responsibilities will reflect the needs of students, the schools, the Division and Alberta Education.

• Staff will be treated with fairness, dignity and respect.

• Staff performance will be evaluated to reinforce strengths, identify areas requiring improvement and recommend corrective action.

• Professional development plans and priorities will reflect individual, school and Division priorities.

• Hiring practices will ensure that staff skills, knowledge and attitudes are matched appropriately to student needs and that staff is committed to the Division’s mission and values.

• Mechanisms will be in place to support staff and family wellness.

• The contributions of staff to the Division will be recognized and appreciated.

Programs and Services

• Programs and services will be developed collaboratively, will reflect the Catholic faith and will be consistent with Division goals and priorities.

• Programs and services will be monitored and evaluated periodically against appropriate performance measures and evaluation criteria.
• New initiatives and programs will be supported with appropriate resources, professional development and time required for implementing the changes.

• All programs and services will focus on excellence in student growth and achievement.

Legal Reference: Preamble, Section 3, 7, 11, 18, 25, 27, 33, 35.1, 51, 52, 53, 67, 222 Education Act
Fiscal Planning and Transparency Act
Guide To Education ECS to Grade 12
Policy and Requirements for School Board Planning and Reporting
School Authority Planning and Reporting Reference Guide
<table>
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<tr>
<th><strong>WHEN</strong></th>
<th><strong>WHAT</strong></th>
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</table>
| **AUGUST** | • August Start-up Activities  
• Organizational Meeting  
• Staffing to date |
| **SEPTEMBER** | • Enrolment to date |
| **OCTOBER** | • Official Enrolments  
• Provincial Achievement Test and Diploma Examination Results Report  
• Sr Admin present Improvement Plans for PAT/PDE  
• TBAC Committee Meeting  
• Community Engagement |
| **NOVEMBER** | • Accomplishments Report  
• Three Year Education Plan – Presented/Approved  
• Revised Budget - Presented/Approved  
• Audited Financial Statements – Presented/Approved  
• Community Engagement  
• Trustee Development  
  ‒ ACSTA/ASBA Conference  
  ‒ Accountability Pillar Results |
| **DECEMBER** | • Annual Education Results Report – Presented/Approved  
• Approval of School Division Calendar  
• School Christmas Concerts  
• Meeting with Bishop – Date TBD  
• Meeting with MLAs – Dates and Topics TBD |
| **JANUARY** | • TBAC Committee  
• Trustee Development  
  ‒ Division Education Planning Day |
| **FEBRUARY** | • TBAC Committee  
• Trustee Development  
  ‒ Division Education Planning Day |
### March
- Projected Enrolments
- Community Engagement
- Meeting with the Bishop – Date TBD
- Three-Year Capital Plan – Presented/Approved
- Trustee Development
  - ACSTA Catholic Conference

### April
- ASBA Issues, Budget and Bylaws Bulletin
- Community Engagement
- Division Survey Results Report (i.e. Schollie & Company)
- TBAC Committee/Policy Review

### May
- TBAC Committee
- Spring Budget Developed – Presented/Approved
- Projected Enrolments
- School Fees and Bussing Fees (if applicable)
- Trustee Development
  - SPICE/Blueprints Conferences

### June
- Meet with School Councils
- Complete Board Self Evaluation
- Completed CEO Evaluation
- Trustee Development
  - ASBA Spring Conference
  - CCSTA Annual General Meeting

### Monthly Items
- Board / Committee of the Whole Meetings
- YTD Budget Reports
- School Success Stories
- Staffing Update
- School Professional Development Report
- Superintendent Report

### Ongoing Items
- Student / Board Engagement
- Committee Meeting Reports
- Instructional Programs and Services Updates
- Recognition of Staff / Students / Parents
- Advocacy / Lobby Initiatives – Meetings with MLAs / Bishop and Parish Priests
- Delegations / Appeals / Hearings (as needed)
- Policy Review / Approvals (as required)
- Approval of Locally Developed Courses (i.e. Religious Studies) (when applicable)
EXAMPLES OF POSSIBLE INSTRUCTION PROGRAMS & SERVICES PRESENTATIONS

- Literacy
- Numeracy
- Early Learning / Preschool
- Moral Intelligence
- Faith Updates / Youth Ministry
- French Enhancement
- High School Redesign
- Technology Initiatives
- EXCEL Program
- CTS / CTF / Dual Credit
- Indigenous Education
- Mental Health & Wellness
- Inclusive Education

GOVERNMENT INITIATIVES AND REQUIREMENTS

- Action on Curriculum
- Nutrition Program

Legal Reference:

- Section 33,51,52,54,60,67,139,222 Education Act
- Fiscal Planning and Transparency Act
- Local Authorities Elections Act
- Borrowing Regulation
- Disposition of Property Regulation
- Early Childhood Services Regulation
- Investment Regulation
- School Fees Regulation
- Truth and Reconciliation Commission Calls To Action
FACILITATED BOARD SELF-EVALUATION PROCESS

The annual externally facilitated Board self-evaluation process shall be completed subsequent to the Superintendent evaluation process described in the appendix to Policy 12 and entitled *Superintendent/CEO Evaluation Process, Criteria and Timelines*. The two evaluation processes are complementary in nature.

Specifically

1. The purpose of the facilitated Board self-evaluation is to answer the following questions:

   1.1 How well have we fulfilled each of our defined roles as a Board during the evaluation period?
   1.2 How do we perceive our interpersonal working relationships?
   1.3 How well do we receive input, and how well do we communicate with those we represent?
   1.4 How well do we perceive we are performing as a corporate entity in terms of fiduciary, strategic, generative and ethical governance?
   1.5 How would we rate our Board-Superintendent relations?
   1.6 How well have we adhered to our governance policies?
   1.7 What have we accomplished this past year? How do we know?
   1.8 What are the Board growth goals/areas for emphasis for the coming year?

The answers to these questions provide the data for the development of a positive path forward.

2. The following principles form the basis for the Board self-evaluation process.

   2.1 A learning organization is focused on the improvement of practice.
   2.2 A commitment to continuous improvement is a sign of organizational health.
   2.3 An effective evaluation process provides for growth and accountability.
   2.4 A pre-determined process for evaluation strengthens the governance function, builds credibility for the Board and fosters an excellent Board-Superintendent relationship.
   2.5 An evidence-based approach provides objectivity to supplement the subjectivity involved in evaluation processes.
   2.6 The annual Board evaluation process shall model the Board’s commitment to principles 2.1 through 2.5.

3. Facilitated Self-Evaluation of Performance

   3.1. Part 1:
   3.1.1. The Act provides the Board with significant authority, including the authority to delegate. The Board must decide the authority it wishes to delegate and the authority to be retained. The Board is the only body in the Division which can hold the Board accountable for performing its legally defined role.
3.1.2. With reference to Policy 2 Role of the Board, Policy 2 Appendix A – Annual Board Work Plan and the minutes from regular and special meetings held during the evaluation period, Trustees will assess the corporate Board’s effectiveness relative to each role area. The objective is to identify areas of strength on which to build and specific changes the corporate Board is committed to make during the next evaluation period.

3.1.3 Evaluation Tool: Collect, collate and analyze responses to a Role of the Board questionnaire.

3.2. Part 2:
3.2.1. The Board functions as a corporate entity. Individual Trustees have only the authority granted to them by the Board. Therefore the interpersonal working relationships between and among Trustees is vital to the effective functioning of the Board.

3.2.2. Evaluation Tool: Collect, collate and analyze responses to a Board interpersonal Working Relationships questionnaire.

3.3. Part 3:
3.3.1. The Board is elected for a four-year term. One key role is to represent the rate payers of Catholic education within the boundaries of the Division and effectively communicate to the electorate between elections in a manner which creates assurance and builds confidence.

3.3.2. Evaluation Tool: Collect, collate and analyze responses to a Communications/Representation questionnaire.

3.4. Part 4:
3.4.1. Boards have fiduciary, strategic and generative governance roles. All must be performed in an ethical manner.

3.4.2. Evaluation Tool: Collect, collate and analyze responses to a Readiness for Governance questionnaire.

3.5. Part 5:
3.5.1. With reference to the functioning of the First Team during the evaluation period, Trustees will assess Board Superintendent Relationships. In other words, is the Board effectively performing its role to make the First Team effective?

3.5.2. Evaluation Tool: Collect, collate and analyze responses to a Board-Superintendent questionnaire.

3.6. Part 6:
3.6.1. The Board’s policy role is critical to provide direction for the Division, to delegate to and hold staff accountable through the office of the Superintendent, and to promote and protect publicly funded Catholic education. Regular review of Board policies is required to ensure the currency and effectiveness of such policies.
3.6.2. Evaluation Tool: Review the schedule of policy review to ensure the entire Handbook is subjected to review and revision once per term, identify any lack of alignment of practice with policy (e.g. from review of minutes) and make revisions as required in policy or practice as deemed appropriate.

3.7. Part 7:
3.7.1. Reviewing Board actions at least annually to determine perceived corporate Strengths, Weaknesses, Opportunities and Threats (SWOT) can assist in defining a positive path forward and avoid repetition of less-effective functioning.

3.7.2. Evaluation Tool: Conduct a SWOT analysis in light of Board minutes and direct Board observations.

3.8. Part 8:
3.8.1. Board approves of the directions to be taken during the next evaluation period to strengthen Board functioning, including setting of Board goal(s).

3.9. Part 9:
3.9.1. Board assesses success or lack thereof, addressing the positive path forward approved as a result of the last evaluation and including any required actions in the current positive path forward.

3.10. Part 10:
3.10.1. Board reviews the process tools and process structure and identifies any changes desired for the next evaluation period.

3.11. Part 11:
3.11.1. Board approves the positive path forward in a public Board meeting.

3.12. In subsequent years the evaluation process will commence with an accountability review of the previous year’s positive path forward to ensure actions were taken as required and desired results achieved.

Legal Reference: Section 33,51,52,53,54,60,67,139,222 Education Act Fiscal Planning and Transparency Act Local Authorities Elections Act Borrowing Regulation Disposition of Property Regulation Early Childhood Services Regulation Investment Regulation School Fees Regulation Truth and Reconciliation Commission Calls To Action
## BOARD SELF EVALUATION PERFORMANCE ASSESSMENT GUIDE

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<th>Role Expectation: Faith Leadership</th>
<th>Evaluation Evidence</th>
<th>Quality Indicators</th>
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<tr>
<td>The Board shall:</td>
<td>• Relevant correspondence</td>
<td>• Catholic education issues are addressed proactively through coordinated action by the Board and its stakeholders.</td>
</tr>
<tr>
<td>1.1 Be accountable to the Division’s Catholic ratepayers by being an advocate for the preservation of Catholic Education constitutional rights in Alberta.</td>
<td>• Catholic education issue identification and resolution efforts</td>
<td>• The Board and trustees are actively engaged in diocese and parish activities.</td>
</tr>
<tr>
<td>1.2 Participate in and make decisions regarding Alberta Catholic School Trustees’ Association (ACSTA) matters.</td>
<td>• Participation in diocese and parish activities</td>
<td>• The Board is actively engaged in the work of ACSTA and is involved in provincial faith development opportunities.</td>
</tr>
<tr>
<td>1.3 Ensure regular communication with the Bishop regarding Catholic Education issues in the Division.</td>
<td>• Participation in local and provincial faith development initiatives</td>
<td>• The Board seeks out direction from the Bishop through regular communication.</td>
</tr>
<tr>
<td>1.4 Act in accordance with Canon Law in regards to Catholic Education.</td>
<td>• Meeting involvement</td>
<td>• All actions and policies of the Board have been guided by the teachings of the Catholic Church.</td>
</tr>
<tr>
<td>1.5 Participate in Faith Development opportunities and ensure that a strong Faith Development component is provided for all students and staff.</td>
<td>• Policy review</td>
<td>• Catholic education leadership by the Superintendent is monitored and evaluated by the Board.</td>
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<td>• Motions summary</td>
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<td></td>
<td>• Superintendent’s evaluation</td>
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<td></td>
<td>• Board self-evaluation questionnaire results</td>
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<td>o Board role</td>
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<tr>
<td><strong>Role Expectation:</strong> Accountability for Student Learning and Wellness</td>
<td><strong>Evaluation Evidence</strong></td>
<td><strong>Quality Indicators</strong></td>
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</tbody>
</table>
| The Board shall: | • Board Policy Handbook  
• Annual goals and priorities  
• Three-Year Education Plan/Results Report  
• Budget Report Form  
• Three-Year Capital Plan  
• Facilities Master Plan  
• Three-Year Education Plan progress reports  
• School review reports  
• Program review reports  
• Superintendent’s evaluation  
• Relevant correspondence  
• Board self-evaluation questionnaire results  
  ○ Board role | • Foundational statements for the Division are established which allow it to move forward to a future that continues to enhance student learning and to achieve the Division’s educational goals.  
• Policy statements are approved which direct the establishment of a welcoming, caring and safe learning environment.  
• Planning process and timelines allow for development with appropriate Board and stakeholder input.  
• The Three-Year Education Plan identifies annual educational goals and priorities which move the Division forward.  
• Students, staff and communities demonstrate their capacities to move beyond the residential school legacy.  
• Quality teaching is supported through intentional governance processes.  
• School and program reviews provide significant data for improvement/ modification. |
| 2.1 Provide overall direction for the Division by establishing vision, mission and values. | | |
| 2.2 Support the establishment of a welcoming, caring, respectful and safe learning environment. | | |
| 2.3 Annually approve the process and timelines for the refinement of the Three-Year Education Plan. | | |
| 2.4 Identify Board priorities at the outset of the annual Three-Year Education Planning process. | | |
| 2.5 Enable the infusion of cultural perspectives within student learning, as defined by each community. | | |
| 2.6 Enable and support the development of pathways beyond the residential school legacy. | | |
| 2.7 Enable processes to support quality teaching. | | |
| 2.8 Provide for school and program reviews as necessary to monitor the achievement of outcomes. | | |
| 2.9 Monitor the effectiveness of the Division in achieving established priorities, desired results and key performance indicators. | | |

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<th>Accountability for Student Learning and Wellness (cont'd)</th>
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<tr>
<td><strong>2.10</strong> Annually approve the “rolling” Three-Year Education Plan/Annual Education Results Report for submission to Alberta Education and for distribution to the public.</td>
</tr>
<tr>
<td><strong>2.11</strong> Explore the use of natural person powers to enhance opportunities for student learning.</td>
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<tr>
<td>• The allocation of resources reflects an effort to ensure student achievement.</td>
</tr>
<tr>
<td>• Division performance and achievement is monitored, evaluated and reported.</td>
</tr>
<tr>
<td>• The Three-Year Education Plan/Annual Education Results Report is approved by the Board and submitted to Alberta Education in a timely fashion.</td>
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<tr>
<td>• Initiatives supported by natural person powers have been implemented to enhance student learning opportunities.</td>
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<tr>
<td>Role Expectation: Community Assurance</td>
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<tr>
<td>The Board shall:</td>
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</table>
| 3.1 Make informed decisions that consider community values and represent the interests of the entire Division. | • Briefing notes and reports  
• Public meetings/focus groups/surveys  
• Student engagement forums  
• Three-Year Education Plan/Results Report  
• Audited Financial Statements  
• Division publications  
• Notes – Council of School Council Chairs meetings  
• Appeal processes in place  
• Press releases  
• Media reports  
• Board meeting minutes  
• Superintendent’s evaluation  
• Relevant correspondence  
• Board self-evaluation questionnaire results  
  o Board role  
  o Community engagement | • Decisions are based on relevant data and are representative of the interests of the entire community.  
• Processes are established to engage the community in generative dialogue.  
• Processes for further community engagement are readily available and well understood.  
• Collaborative work naturally occurs between the Division and First Nations.  
• Opportunities for formal dialogue with students occur.  
• Information is disseminated to appropriate publics.  
• Opportunities for formal dialogue with School Council representatives occur twice yearly.  
• Appeal hearing processes are transparent and cognizant of due process.  
• The Board and individual trustees model a culture of respect and integrity and operate in an open, transparent fashion.  
• Fiduciary duties are handled in a transparent fashion by the Board.  
• Respectful cultural protocols are collaboratively developed. |
<p>| 3.2 Engage the community in a dialogue about Division programs, needs and desires. |                     |                   |
| 3.3 Establish processes and provide opportunities for community engagement. |                     |                   |
| 3.4 Establish plans for collaborative work between the Division and First Nations. |                     |                   |
| 3.5 Establish a forum for student engagement. |                     |                   |
| 3.6 Report Division outcomes to the community at least annually. |                     |                   |
| 3.7 Meet yearly with the School Council Chairs (or designate). |                     |                   |
| 3.8 Develop appeal procedures and hold hearings as required by statute and/or Board policy. |                     |                   |
| 3.9 Model a culture of respect and integrity. |                     |                   |
| 3.10 Maintain transparency in all fiduciary aspects. |                     |                   |
| 3.11 Develop culturally appropriate protocols to guide the Division. |                     |                   |</p>
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<tr>
<th>Role Expectation: Accountability to Provincial Government</th>
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<tbody>
<tr>
<td>The Board shall:</td>
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<tr>
<td>4.1 Act in accordance with all statutory requirements to implement provincial standards and policies.</td>
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<tr>
<td>4.2 Perform Board functions required by governing legislation and existing Board policy.</td>
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<tr>
<td>4.3 Ensure all students, teachers and Division leaders are provided with resources that enable them to learn about First Nations, Métis and Inuit perspectives, experiences and contributions throughout history; treaties, and the history and legacy of residential schools.</td>
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<tr>
<th>Evaluation Evidence</th>
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<tbody>
<tr>
<td>Three-Year Education Plan/Results Report</td>
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<tr>
<td>Budget Report Form</td>
</tr>
<tr>
<td>Audited Financial Statements</td>
</tr>
<tr>
<td>Accountability Pillar</td>
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<tr>
<td>Published results</td>
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<tr>
<td>Superintendent’s evaluation</td>
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<td>Policy review</td>
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<tr>
<td>Board Policy Handbook</td>
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<tr>
<td>Division litigation status</td>
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<tr>
<td>Relevant correspondence</td>
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<tr>
<td>Staff development resources</td>
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<tr>
<td>Board self-evaluation questionnaire results</td>
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<td>o Board role</td>
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<tr>
<th>Quality Indicators</th>
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<tbody>
<tr>
<td>Statutory obligations are fully met in a timely manner.</td>
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<tr>
<td>Legislated functions are performed in an exemplary fashion.</td>
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<tr>
<td>All resident students are provided an education program consistent with the Education Act and the statutory regulations.</td>
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<tr>
<td>Non-resident students are provided an education program consistent with the Education Act and the statutory regulations, at the sole discretion of the Board.</td>
</tr>
<tr>
<td>Board governance policies clearly specify required Board functions.</td>
</tr>
<tr>
<td>Relevant First Nations, Métis and Inuit resources and staff development sessions are provided.</td>
</tr>
<tr>
<td>Role Expectation: Fiscal Accountability</td>
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<td>----------------------------------------</td>
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<tr>
<td>The Board shall:</td>
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</tbody>
</table>
| 5.1 Within the context of results-based budgeting, approve budget assumptions/principles and establish priorities at the outset of the budget process. | • Budget planning processes  
• Three Year Capital Plan  
• Facilities Master Plan  
• Quarterly Year-End Projections  
• Board Work Plan  
• Internal Audits  
• External Audit Report  
• Audited Financial Statements  
• Annual Education Results Report  
• Borrowing resolutions  
• Negotiations mandates  
• Collective agreements  
• Superintendent’s contract  
• Relevant correspondence  
• Signing authorities  
• Investment parameters  
• Superintendent’s evaluation  
• Board self-evaluation questionnaire results  
• Board role | • Budget assumptions are clearly understood by the Board.  
• Needs are determined and prioritized.  
• The basis for resource allocations within the Division is established by the Board.  
• The approved budget clearly reflects the Board’s priorities.  
• Resources are used efficiently and effectively.  
• At minimum, quarterly variance analyses and year-end projections are received.  
• An auditor is appointed.  
• Quality indicators for financial operations are established by the Board and confirmed by internal and/or external audits.  
• Capital and facility plans allow for suitable student and program accommodation.  
• Borrowing resolutions comply with provincial requirements.  
• Negotiation processes and mandates are clearly established, with due consideration for fairness, equity and economic conditions.  
• Successful completion and execution of collective agreement and compensation changes for employee/groups occurs. |
| 5.2 Approve the annual budget and allocation of resources to achieve desired results. |                     |                   |
| 5.3 Approve annual fees for instructional resources, transportation and tuition for non-resident students. |                     |                   |
| 5.4 Approve expense reimbursement rates. |                     |                   |
| 5.5 Approve substantive budget adjustments when necessary. |                     |                   |
| 5.6 Monitor the fiscal management of the Division through receipt of at minimum quarterly variance analyses and year-end projections. |                     |                   |
| 5.7 Receive the Audit Report and ensure the management letter recommendations are addressed. |                     |                   |
| 5.8 Approve annually the Three-Year Capital Plan for submission to Alberta Education. |                     |                   |
| 5.9 Approve borrowing for capital expenditures within provincial restrictions. |                     |                   |

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<thead>
<tr>
<th>Fiscal Accountability (cont'd)</th>
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<tbody>
<tr>
<td>5.10 Set the parameters for negotiations after receiving advices from the Superintendent and others.</td>
<td>• The Superintendent’s contract is approved as necessary.</td>
</tr>
<tr>
<td>5.11 At its discretion, ratify Memoranda of Agreement with bargaining units.</td>
<td>• Signing authorities are approved annually.</td>
</tr>
<tr>
<td>5.12 Approve the Superintendent’s contract.</td>
<td>• Reserve transactions are approved by the Board.</td>
</tr>
<tr>
<td>5.13 Approve annually signing authorities for the Division.</td>
<td>• Investment parameters are determined.</td>
</tr>
<tr>
<td>5.14 Approve transfer of funds to/from reserves.</td>
<td>• Program reviews occur on a regular basis.</td>
</tr>
<tr>
<td>5.15 Approve investment parameters, in alignment with the Education Act Regulation.</td>
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<tr>
<td>5.16 Ensure all programs are regularly reviewed to test the relevancy, effectiveness and efficiency of the programs against desired outcomes.</td>
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</tbody>
</table>
### Role Expectation: Board/Superintendent Relations

The Board shall:

6.1 Select the Superintendent; provide for succession planning as required.

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 Education 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 Demonstrate respect, integrity, and support, which is then conveyed to the staff and the community.

6.6 Annually evaluate the Superintendent, in accordance with a pre-established performance appraisal mechanism.

6.7 Annually review compensation of the Superintendent.

### Evaluation Evidence
- Hiring and re-appointment process
- Board Motions summary
- Action sheets
- Board Policy Handbook
- School public events
- Board self-evaluation questionnaire results
  - Board role
  - Board/Superintendent relations
- Superintendent’s evaluation

### Quality Indicators
- The Board has a responsibility for Superintendent selection, subject to Minister’s statutory authority.
- Clear corporate direction is provided to the Superintendent in Board motions.
- The Superintendent has been delegated responsibility for all executive functions together with commensurate authority.
- The Superintendent is supported in actions exercised within the delegated discretionary powers of the position.
- The Chief Executive Officer role of the Superintendent is respected and conveyed to the staff and the community.
- The Superintendent is evaluated annually, fairly and thoroughly in relation to specific roles and responsibilities and Board direction.
- The Superintendent’s compensation package is reviewed annually with due consideration for fairness, equity and economic conditions.
## Role Expectation: Board Development

**Evaluation Evidence**

- Board workshops
- Conference/Activity Reports
- Three-Year Education planning sessions and updates
- Board self-evaluation questionnaire results
  - Readiness for governance
  - Board role
  - Interpersonal working relationships

**Quality Indicators**

- A yearly plan for Board/trustee development is developed.
- Individual trustees participate in conferences and other activities to further Board and trustee effectiveness.
- Planning sessions and workshops are scheduled to enhance Board effectiveness.
- Interactions amongst trustees demonstrate respect, understanding and integrity.
- A regular Board self-evaluation, which defines a positive path forward, is completed.

## Role Expectation: Policy

**Evaluation Evidence**

- Board Policy Handbook
- Policy development and review
  - New policies
  - Revised policies
- Superintendent’s evaluation
- Board self-evaluation questionnaire results
  - Board role

**Quality Indicators**

- Strategic directions for the Division are clearly outlined.
- Board governance policies clearly specify required Board functions and implementation standards.
- Policies are developed or revised in a generative fashion and facilitate smooth, effective provision of quality educational services for the Division.
- Policy impact is regularly monitored to determine if policy is producing desired results.
<table>
<thead>
<tr>
<th>Role Expectation:</th>
<th>Evaluation Evidence</th>
<th>Quality Indicators</th>
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<tbody>
<tr>
<td><strong>Political Advocacy</strong></td>
<td></td>
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<tr>
<td>The Board shall:</td>
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<tr>
<td>9.1 Act as an advocate for public Catholic education and the Division.</td>
<td>- Board Work Plan</td>
<td>- The Board participates in advocacy processes at the local, provincial and national levels.</td>
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<tr>
<td>9.2 Identify issues for advocacy on an ongoing basis.</td>
<td>- Advocacy issues identified</td>
<td>- Issues for the Division are clearly identified.</td>
</tr>
<tr>
<td>9.3 Develop a plan for advocacy including focus, key messages, relationships and mechanisms.</td>
<td>- Meetings with MPs, MLAs, Ministers, municipal partners, neighbouring educational/public service authorities</td>
<td>- Strategies for advocacy are developed.</td>
</tr>
<tr>
<td>9.4 Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials.</td>
<td>- Relevant correspondence</td>
<td>- The Board conveys key messages regularly to MPs, MLAs, municipal partners and the media.</td>
</tr>
<tr>
<td>9.5 Arrange meetings with elected provincial and federal government officials to communicate and garner support for education.</td>
<td>- Media releases</td>
<td>- The Board arranges meetings with provincial and federal government officials to advance education concerns.</td>
</tr>
</tbody>
</table>

Legal Reference: Section 33,51,52,53,54,60,67,139,222 Education Act
Fiscal Planning and Transparency Act
Local Authorities Election Act
Borrowing Regulation
Disposition of Property Regulation
Early Childhood Services Regulation
Investment Regulation
School Fees Regulation
Trust and Reconciliation Commission Calls To Action
ROLE OF THE BOARD

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

The Board accepts the responsibility of providing an education system that is organized and operated in the best interests of the students it serves. It exercises this responsibility through setting of clear strategic direction, the wise use of resources, fiduciary accountability and the generative engagement of constituents.

The Board must fulfill its key role of ensuring education in our Division is Christ-centered and models Catholic values.

Specific Areas of Responsibility

1. Faith Leadership

   1.1 Be accountable to the Division’s Catholic ratepayers by being an advocate for the preservation of Catholic Education constitutional rights in Alberta.

   1.2 Participate in and make decisions regarding Alberta Catholic School Trustees Association (ACSTA) matters.

   1.3 Ensure regular communication with the Bishop regarding Catholic Education issues in the Division.

   1.4 Act in accordance with Canon Law in regards to Catholic Education.

   1.5 Participate in Faith Development opportunities and ensure that a strong Faith Development component is provided for all students and staff.

2. Accountability for Student Learning and Wellness

   2.1 Provide overall direction for the Division by establishing vision, mission and values.

   2.2 Support the establishment of a welcoming, caring, respectful and safe learning environment.
Annually approve the process and timelines for the refinement of the Three-Year Education Plan.

Identify Board priorities at the outset of the annual Three-Year Education planning process.

Enable the infusion of cultural perspectives within student learning, as defined by each community.

Enable and support the development of pathways beyond the residential school legacy.

Enable processes to support quality teaching.

Provide for school and program reviews as necessary to monitor the achievement of outcomes.

Monitor the effectiveness of the Division in achieving established priorities, desired results and key performance indicators.

Annually approve the “rolling” Three-Year Education Plan/Annual Education Results Report for submission to Alberta Education and for distribution to the public.

Explore the use of natural person powers to enhance opportunities for student learning.

Make informed decisions that consider community values and represent the interests of the entire Division.

Engage the community in a dialogue about Division programs, needs and desires.

Establish processes and provide opportunities for community engagement.

Establish plans for collaborative work between the Division and First Nations.

Establish a forum for student engagement.

Report Division outcomes to the community at least annually.

Meet yearly with all School Council Chairs or designate.

Develop appeal procedures and hold hearings as required by statute and/or Board policy.

Model a culture of respect and integrity.
3.10 Maintain transparency in all fiduciary aspects.

3.11 Develop culturally appropriate protocols to guide the Division.

4. Accountability to Provincial Government

4.1 Act in accordance with all statutory requirements to implement provincial standards and policies.

4.2 Perform Board functions required by governing legislation and existing Board policy.

4.3 Ensure students, teachers and Division leaders have access to resources that enable them to learn about First Nations, Métis and Inuit perspectives, experiences and contribution throughout history; treaties, and the history and legacy of residential schools.

5. Fiscal Accountability

5.1 Within the context of results-based budgeting, approve budget assumptions/principles and establish priorities at the outset of the budget process.

5.2 Approve the annual budget and allocation of resources to achieve desired results.

5.3 Approve annual fees for instructional resources, transportation and tuition for non-resident students.

5.4 Approve expense reimbursement rates.

5.5 Approve substantive budget adjustments when necessary.

5.6 Monitor the fiscal management of the Division through receipt of, at minimum, quarterly variance analyses and year-end projections.

5.7 Receive the Audit Report and ensure the management letter recommendations are addressed.

5.8 Approve annually the Three-Year Capital Plan for submission to Alberta Education.

5.9 Approve borrowing for capital expenditures within provincial restrictions.

5.10 Set the parameters for negotiations after soliciting advice from the Superintendent and others.

5.11 At its discretion, ratify Memoranda of Agreement with bargaining units.

5.12 Approve the Superintendent’s contract.

5.13 Approve annually signing authorities for the Division.
5.14 Approve transfer of funds to/from reserves.

5.15 Approve investment parameters, in alignment with the Education Act regulation.

5.16 Ensure all programs are regularly reviewed to test the relevancy, effectiveness and efficiency of the programs against desired outcomes.

6. Board/Superintendent Relations

6.1 Select the Superintendent; provide for succession planning as required.

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 Education 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 Demonstrate respect, integrity and support for the work of the Superintendent.

6.6 Annually evaluate the Superintendent, in accordance with a pre-established performance appraisal mechanism.

6.7 Annually review compensation of the Superintendent.

7. Board Development

7.1 Develop a plan to foster governance excellence in fiduciary, strategic and generative engagement modes.

7.2 Annually evaluate Board effectiveness in meeting performance indicators and determine a positive path forward.

8. Policy

8.1 Identify how the Board is to function.

8.2 Develop/revise policies using a generative engagement process.

8.3 Monitor policy currency and relevancy.

9. Political Advocacy

9.1 Advocate for public Catholic education and the Division.
9.2 Identify issues for advocacy on an ongoing basis.

9.3 Develop a plan for advocacy including focus, key messages, relationships and mechanisms.

9.4 Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials.

9.5 Arrange meetings with elected provincial and federal government officials to communicate and garner support for education.

**Selected Responsibilities**

The Board shall:

1. Acquire and dispose of land and buildings; ensure titles and services to or enforceable long-term interests in land are in place prior to capital project construction.

2. Approve school attendance areas.

3. Name schools and other Division-owned facilities.

4. Approve the Division school-year calendar(s).

5. Provide for recognition of students, staff and community groups/members.

6. Make a recommendation to the Minister for dissolution of a School Council.

7. Approve the selection of architects/consulting engineers for building construction and modernization projects.

8. Approve the tenders for building construction and modernization projects.

9. Assess, at least once every three years, the suitability of the financial institution(s) with which it does business.

10. Ratify all contracts for service with the Division that exceed a value of $100,000.

11. Approve joint-use agreements.

12. Approve locally developed courses.

13. Hear, in accordance with Policy 13 – Appeals to the Board, unresolved student or staff complaints of discrimination or harassment.
14. Approve all international field trips and out-of-province field trips in excess of three (3) school days.

Legal Reference: Section 33, 51, 52, 53, 54, 60, 67, 139, 222 Education Act
Fiscal Planning and Transparency Act
Local Authorities Elections Act
Borrowing Regulation
Disposition of Property Regulation
Early Childhood Services Regulation
Investment Regulation
School Fees Regulation
Truth and Reconciliation Commission Calls To Action
SERVICES, MATERIALS AND EQUIPMENT PROVIDED TO TRUSTEES

Trustees shall be provided with the following services, materials and equipment from within the Board governance budget while in office:

1. Reference

   Access to:
   - The School Act, the Regulations and related documents
   - Current Division documents
     - Budget
     - Capital Plan
     - Three-Year Education Plan/Report
     - Collective Agreements
     - Audited Financial Statements
   - School year and meeting calendars
   - Current telephone listings of schools and principals
   - Alberta School Boards Association (ASBA) membership services
   - Alberta Catholic School Trustees Association (ACSTA) membership services

2. Communications/Public Relations

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

3. Administrative/Secretarial Services through the Superintendent

   - Access to interoffice mail
   - Conference registration, travel and accommodation arrangements
   - E-mail address and service support
   - Photocopying and related secretarial services
   - Coordination of events sponsored by the Board

4. Equipment

   - Arrangement for a laptop with appropriate software
   - Service and accessories for Division computers
   - Other appropriate technology may be provided

Legal Reference: Section 33, 34, 51, 52, 53, 64, 67, 222 Education Act
ROLE OF THE TRUSTEE

The role of the Trustee is to contribute to the work of the Board as it carries out its mandate to govern and achieve its vision, mission, beliefs and values and principles. The oath of office taken by each Trustee when s/he assumes office binds that person to work diligently and faithfully in the cause of public education.

The Board of Trustees is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. A Trustee who is given corporate authority 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 and cannot direct the staff of the Division to undertake any direct action.

1. Specific Responsibilities of Individual Trustees

1.1. Model the values and requirements of a practicing Catholic and participate in parish and church activities.

1.2. At the time of assuming office, take and subscribe to the official oath and deposit it with the Secretary Treasurer.

1.3. At the time of assuming office, pledge to, and sign, the Trustee Code of Conduct.

1.4. Become familiar with Division policies and procedures, meeting agendas and reports in order to participate fully in Board business.

1.5. In alignment with Board engagement efforts, provide for the engagement of parents, students and the community, including municipalities and local businesses, in matters related to education.

1.5.1. Recognize the key role of parents as partners in education with the Division to bring about student success and character as responsible citizens.

1.5.2. Respectfully bring forward and advocate for local issues and concerns prior to a Board decision.

1.5.3. Interpret the needs of the community to the Board and the Board’s actions to those we serve.

1.5.4. Liaise with designated School Council(s).

1.6. Refer administrative matters to the Superintendent. The Trustee, upon receiving a complaint from a parent, staff member or community member about operations, will refer the parent, staff member or community member back to the teacher, Principal or department with whom they have the issue and work through the chain of command and will inform the Superintendent of this action.
1.7. Keep the Board Chair and Superintendent informed in a timely manner of all matters coming to his/her attention that might affect the Division. Personnel matters are to be brought to the Board Chair and Superintendent only.

1.8. Assist the Superintendent with counsel and advice, providing the benefit of the Trustee’s judgment, experience and familiarity with the community.

1.9. Refer queries or issues and problems not covered by Board Policy or Administrative Procedure, to the Board for corporate discussion and decision.

1.10. Attend meetings of the Board; participate in, and contribute to, the decision of the Board in order to provide the best solutions possible for education within the Division.

1.11. 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.

1.12. When delegated responsibility by the Board, will exercise such authority within the defined limits in a responsible and effective way.

1.13. Participate in Board/Trustee development sessions in order to ensure the appropriate skills, knowledge and understandings are acquired.

1.14. Stay current with respect to provincial, national and international educational issues and trends.

1.15. Share the materials and ideas gained with fellow Trustees following a Trustee development activity or meetings in a timely manner.

1.16. Contribute to a positive and respectful learning and working culture both within the Board and the Division.

1.17. Attend Division or school functions when possible.

1.18. Report any violation of the Trustee Code of Conduct to the individual Trustee and, where not resolved, to the Board Chair, or where applicable, to the Vice-Chair.

1.19. Act as an advocate and ambassador for Catholic education and the Division as the Division of choice.

2. Board Orientation

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. All Trustees are expected to attend all aspects of the orientation program.
2.1. In the year of an election, the Division will host a preliminary orientation session for all elected candidates prior to the Organizational Meeting, which will include a review of and an expression of interest in Board assignments and committees.

2.2. The Division will offer an orientation program for all Trustees that provide information on:

2.2.1. Role of the Trustee and the Board;
2.2.2. Organizational structures and procedures of the Division;
2.2.3. Board policy, agendas and minutes;
2.2.4. Existing Division initiatives, annual reports, budgets, financial statements and long-range plans;
2.2.5. Division programs and services;
2.2.6. Board’s function as an appeal body,
2.2.7. Statutory and regulatory requirements, including responsibilities with regard to conflict of interest, and
2.2.8. Trustee remuneration and expenses.

2.3. The orientation program may also include:

2.3.1. A tour of the offices and the opportunity to meet Division office staff.
2.3.2. A tour of the schools and the opportunity to meet principals and staff.

2.4. The Division will provide financial support within the Board governance budget for Trustees attending provincial Association sponsored seminars and orientation events.

2.4.1. The Division will provide financial support for Trustees to attend Alberta Education sponsored Trustee workshops or information sessions.

2.5. The Board Chair and Superintendent are responsible for developing and implementing the Division’s orientation program for Trustees.

2.5.1. The Superintendent shall provide each Trustee with access to the references listed in Policy 3 Appendix – Services, Materials and Equipment Provided To Trustees at the organizational meeting following a general election or at the first regular meeting of the Board following a by-election.
2.5.2. The Board Policy Handbook and the Administrative Procedures Manual are available on the Division website for Trustees.

2.6. Incumbent Trustees are encouraged to help newly elected Trustees become informed about the history, functions, policies, procedures and issues.

Legal Reference: Section 33, 34, 51, 52, 53, 64, 67, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 222 Education Act
Section 16 The Notaries and Commissioners Act
TRUSTEE CODE OF CONDUCT SANCTIONS

1. Trustees shall conduct themselves in an ethical and prudent manner in compliance with the Trustee Code of Conduct, Policy 4. The failure by Trustees to conduct themselves in compliance with this policy may result in the Board instituting sanctions.

2. A Trustee who believes that a fellow Trustee has violated the Code of Conduct may seek resolution of the matter through appropriate conciliatory measures prior to commencing an official complaint under the Code of Conduct.

3. A Trustee who wishes to commence an official complaint under the Code of Conduct 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 Conduct that are alleged to have been violated by the Trustee. The Trustee who is alleged to have violated the Code of Conduct 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) business days of receipt by the Board Chair of the letter of complaint. If the complaint is with respect to the conduct of the Board Chair, the letter of complaint shall be filed with the Vice-Chair.

4. 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 Conduct. 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 Code of Conduct hearing.

5. 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) business days of the notice in writing of the complaint being forwarded to all Trustees, a letter indicating support for having the complaint heard at a Code of Conduct hearing. Any Trustee who forwards such a letter of support shall not be disqualified from attending at and deliberating upon the complaint at a Code of Conduct hearing convened to hear the matter, solely for having issued such a letter.

6. Where no letter supporting a hearing is received by the Board Chair in the three (3) business day period referred to in section 5 above, 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.

7. Where a letter supporting a hearing is received by the Board Chair in the three (3) business day period referred to in section 5 above, the Board Chair shall convene, as soon as is reasonable, a special meeting of the Board to allow the complaining Trustee to present his/her views of the alleged violation of the Code of Conduct.
8. At the special meeting of the Board, the Board Chair shall indicate, at the commencement of the meeting, the nature of the business to be transacted and that the complaint shall be heard in an in-camera session of the special meeting.

Without limiting what appears below, the Board Chair shall ensure fairness in dealing with the complaint by adhering to the following procedures:

8.1 The Code of Conduct complaint shall be conducted at an in-camera session, Code of Conduct hearing, of a special Board meeting convened for that purpose. All preliminary matters, including whether one or more Trustees may have a conflict of interest in hearing the presentations regarding the complaint, shall be dealt with prior to the presentation of the complaint on behalf of the complaining Trustee.

8.2 The sequence of the Code of Conduct hearing shall be:

8.2.1 The complaining Trustee shall provide a presentation which may be written or oral or both;
8.2.2 The respondent Trustee shall provide a presentation which may be written or oral or both;
8.2.3 The complaining Trustee shall then be given an opportunity to reply to the respondent Trustee’s presentation;
8.2.4 The respondent Trustee shall then be provided a further opportunity to respond to the complaining Trustee’s presentation and subsequent remarks;
8.2.5 The remaining Trustees of the Board shall be given the opportunity to ask questions of both parties;
8.2.6 The complaining Trustee shall be given the opportunity to make final comments; and
8.2.7 The respondent Trustee shall be given the opportunity to make final comments.

8.3 Following the presentation of the respective positions of the parties, the parties and all persons other than the remaining Trustees who do not have a conflict of interest shall be required to leave the room, and the remaining Trustees shall deliberate in private, without assistance from administration. The Board may, however, in its discretion, call upon legal advisors to assist them on points of law or the drafting of a possible resolution.

8.4 If the remaining Trustees in deliberation require further information or clarification, the parties shall be reconvened and the requests made in the presence of both parties. If the information is not readily available, the presiding Chair may request a recess or, if necessary, an adjournment of the Code of Conduct hearing to a later date.

8.5 In the case of an adjournment, no discussion by Trustees whatsoever of the matters heard at the Code of Conduct hearing may take place until the meeting is reconvened.

8.6 The remaining Trustees in deliberation may draft a resolution indicating what action, if any, may be taken regarding the respondent Trustee. The presiding Chair shall
reconvene the parties to the Code of Conduct hearing and request a motion to revert to the open meeting in order to pass the resolution.

8.7 All documentation that is related to the Code of Conduct hearing shall be returned to the Superintendent or designate immediately upon conclusion of the Code of Conduct hearing and shall be retained in accordance with legal requirements.

8.8 The presiding Chair shall declare the special Board meeting adjourned.

9. A violation of the Code of Conduct may result in the Board instituting, without limiting what follows, any or all of the following sanctions:

9.1 Having the Board Chair write a letter of censure marked “personal and confidential” to the offending Trustee, on the approval of a majority of those Trustees present and allowed to vote at the special meeting of the Board;

9.2 Having a motion of censure passed by a majority of those Trustees present and allowed to vote at the special meeting of the Board;

9.3 Having a motion to remove the offending Trustee from one, some or all Board committees or other appointments of the Board passed by a majority of those Trustees present and allowed to vote at the special meeting of the Board, for a time not to exceed the Trustee’s term as Trustee.

10. The Board may, in its discretion, make public its findings at the special meeting or at a regular meeting of the Board where the Board has not upheld the complaint alleging a violation of the Board’s Code of Conduct or where there has been a withdrawal of the complaint or under any other circumstances that the Board deems reasonable and appropriate to indicate publicly its disposition of the complaint.

11. If a Trustee is disqualified under section 87 or 88 of the Education Act from remaining as a Trustee of the Board and does not resign as required under section 90, 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.

Legal Reference: Sections 33, 34, 51, 52, 53, 64, 67, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96 Education Act
TRUSTEE CODE OF CONDUCT

Trustees as members of the corporate Board shall act prudently, ethically and legally, in keeping with the requirements of provincial legislation. This includes proper use of authority and appropriate decorum in terms of group and individual behaviour.

Specifically:

Trustees shall:

1. Carry out their responsibilities as detailed in Policy 3 Role of the Trustee, with reasonable diligence;

2. Endeavor to work with fellow Board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during debate;

3. Respectfully bring forward and advocate for local issues and concerns, providing however that in carrying out their defined role Trustees must represent the best interests of the entire Division;

4. Represent the Board responsibly in all Board-related matters with proper decorum and respect for others;

5. Disclose the nature of any conflict of interest, abstain and absent themselves from discussion or voting on the matter in question;

6. Serve the children of the Division to the best of their ability, always taking actions which put the interests of students first;

7. Always act in accordance with their fiduciary responsibilities to the Division;

8. Promote the interests of the Division as a whole in the context of Catholic education;

9. Exercise the powers and duties of their office honestly and in good faith, exercising the degree of care, diligence and skill that a reasonably prudent person would exercise in comparable circumstances;

10. Recognize that the Board is a corporation and that authority rests with the Board only in official meetings;

11. Recognize that the Board Chair or designate is the only person authorized to speak to the media on behalf of the Board. Trustees shall not presume to speak for the Board when interacting with the public, media or other entities. Trustees shall represent the Board’s corporate position when interacting with the public or other entities;
12. Recognize that an individual Trustee has no legal authority to act for the Board outside official meetings, except as delegated by the Board;

13. Refuse to make individual commitments or take any independent action that might compromise the Board as a whole;

14. Base their decisions on all available facts, respect the opinions of others, and uphold the majority decisions of the Board;

15. Strive to develop positive working and learning relations with each other, the Superintendent and within the Division as a whole;

16. Maintain the confidentiality of privileged or confidential information, including statements made during in-camera sessions of the Board;

17. Recognize that the Superintendent has full administrative authority for properly carrying out his/her professional responsibilities within the limits of Board policy, such that all administrative matters, complaints and criticisms will be referred to the Superintendent;

18. Not attempt to exercise individual authority over the Superintendent or any member of the staff, and in particular not encourage direct communication with employees who attempt to bypass administration, but encourage employees to utilize communication lines within the administration;

19. Recognize that the Superintendent is the Board’s Chief Executive Officer and Chief Education Officer, and is to be present at all Board meetings except when his/her contract and salary are under consideration;

20. Avoid using their official position to obtain benefit for themselves or family members, or for any business with which Trustees or relatives are associated, in accordance with provisions of the Education Act;

21. Be properly prepared for Board deliberation;

22. Regularly take part in Board and Trustee development activities that will assist them in carrying out their responsibilities; and

23. Do their utmost to attend regular Board meetings, meetings of the Board committees to which they have been appointed, and meetings for which they have been appointed to serve as Board representative.

Consequences for the failure of individual Trustees to adhere to the Trustee Code of Conduct are specified in Policy 4 Appendix – Trustee Code of Conduct Sanctions.

Legal Reference: Section 33, 34, 51, 52, 53, 64, 67, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96 Education Act
POLICY 5

ROLE OF THE BOARD CHAIR

Trustees shall elect a Board Chair at the annual Organizational Meeting of the Board. The Board Chair is accountable to the Board and may be removed from office at any time by a simple majority of Trustees at a regular or special meeting of the Board. In general, the Board Chair is responsible for the integrity of the governing process in the Division.

Specific Responsibilities

The Board Chair:

1. Shall provide governance leadership to the Board and ensure that the Board operates in accordance with its own policies and procedures and the requirements of provincial legislation.

2. Serves as the Board’s official spokesperson except in those instances where the Board has delegated this function to another individual or committee.

3. Presides over all regular and special meetings of the Board.

4. Keeps informed of significant education developments at both the Division and provincial levels.

5. Represents the Board, or arranges alternative representation, at all official meetings and functions within and outside the Division.

6. Works closely with the Vice-Chair and Superintendent in the preparation of agendas for Board meetings.

7. Serves as an ex-officio member, with voting privileges, on all Board committees. There may be instances where the Board Chair is elected to a committee thereby negating the need for an ex-officio member.

8. Keeps the Trustees and Superintendent informed on all matters that have been brought to his/her attention that might affect education within the Division.

9. Maintains regular contact with the Superintendent to maintain a working knowledge of current issues and events in the Division.

10. Brings to the Board all matters requiring a corporate decision of the Board.

11. Periodically reviews the Trustee Code of Conduct with Board members.

12. Ensures that new Trustees are familiar with the Trustee Code of Conduct as part of the new Trustee orientation process.
ROLE OF THE VICE-CHAIR

The Vice-Chair is elected at the annual Organizational Meeting of the Board. The Vice-Chair is accountable to the Board and may be removed from office at any time by a simple majority of Trustees at a regular or special meeting of the Board.

Specific Responsibilities:

The Vice-Chair shall:

1. 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. Assist the Chair in providing governance leadership to the Board.

3. Assist the Chair in ensuring that the Board operates in accordance with its own policies and procedures.

4. Prior to each Board meeting, confer with the Board Chair and the Superintendent and/or designate on items to be included on the agenda, the order of these items and become thoroughly familiar with them.

5. Serve as an alternate signing authority for the Division.

Legal Reference: Section 33, 51, 52, 53, 64, 67 Education Act
Board Procedures Regulation
13. Ensures that the Board engages in regular reviews of its effectiveness as a Board.

14. Ensures the auditor’s report is brought to the Board for its consideration.

15. Serves as a signing authority for the Division.

16. Authorizes monthly expense claim, vacation entitlement and sick leave for the Superintendent.

17. Performs the following duties during Board meetings:
   
   17.1. Conducts meetings in accordance with the rules and procedures established by the Board and where those are silent, Robert’s Rules of Order.
   
   17.2. Maintains the order and proper conduct and decorum of the meeting so that motions may be formally debated.
   
   17.3. Ensures that all issues before the Board are well-stated and clearly expressed.
   
   17.4. Ensures that each Trustee has a full and fair opportunity to be heard and understood by the other members of the Board in order that collective opinion can be developed and a corporate decision reached.
   
   17.5. Ensures that debate is relevant. The Board 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.
   
   17.6. Decides question of order and procedure, subject to an appeal to the rest of the Board. The Board 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.
   
   17.7. Ensures that each Trustee present votes on all issues before the Board.
   
   17.8. Extends such hospitality to Trustees, officials of the Board, the press, delegations and members of the public as is appropriate.
   
   17.9. Facilitates meetings so that the will of the Board is achieved.

18. Addresses privately inappropriate behaviour on the part of a Trustee.

Legal Reference: Section 33, 51, 52, 53, 64, 67 Education Act
                   Board Procedures Regulation
POLICY 7

BOARD GOVERNANCE AND OPERATIONS

The Board shall conduct itself in accordance with the Education Act, provincial and federal legislation and regulations, and the operations outlined in this policy so that the business of the Board can be conducted in an orderly and efficient manner.

All operations in this policy will apply to all regular and special meetings of the Board, and all activities and actions of the Board.

1. Elections/Appointment

1.1 Wards
The Division was initially established on September 25, 1980 by Ministerial approval (RCS150 - 0). Within the stipulations of Ministerial Order 014/2010 dated February 8, 2010, the Board through Bylaw No. 01-09 has decided to provide for the nomination and election of Trustees within the Division by wards.
Copies of all related Ministerial Orders are available from the Division Office.

1.1.1 Three (3) wards have been established within the Division.
1.1.2 Three (3) Trustees are to be elected in wards 1 (Bonnyville) and 2 (Cold Lake); one (1) Trustee is to be elected in ward 3 (West area).

1.2 Wards may be revised from time to time as determined by the Board.

1.2.1 The Board must pass any desired revision, by bylaw, by December 31 of the year prior to the year in which a general election is to be held in order to have the revision in effect following that general election.
1.2.2 In the determination of revised ward boundaries, the Board must take into consideration representation by population, trading areas, school attendance areas and growth/depopulation forecasts.

1.2.2.1 In balancing representation by population, the common representation rule that can be used is +/- 25% of the average ward population.

1.2.3 Further, in the determination of revised ward boundaries, the Board must utilize a community engagement process.

1.3 The provisions of the Local Authorities Election Act respecting the election of Trustees shall apply to every election in each ward.

1.4 By-elections may be held as determined by the Board.

1.4.1 During the three (3) year period immediately following a general election, a by-election need not be held if there is only one (1) vacancy on the Board and during the fourth year following a general election, a by-election need not be held unless the number of vacancies on the Board reduces the Board to a
number that is less than the quorum of the Board plus one (1).

2. Organizational Meetings

The annual organizational meeting shall be held in public in August, except in any year in which a general election takes place, at which time it shall be within 4 weeks following the date of the official statement of the election results.

2.1 The Superintendent shall ensure that each Trustee has received notice of the organizational meeting as if it was a special meeting.

2.2 The Superintendent shall call the meeting to order and preside as Chair until a Board Chair is elected, at which time the meeting will be turned over to the newly elected Board Chair.

2.3 The agenda for the organizational meeting shall include:

2.3.1 Election of Board Chair
2.3.2 Election of Board Vice-Chair
2.3.3 Election of Board committees and representatives
2.3.4 Dates, times and location of regular Board meetings
2.3.5 Appointment of an auditor
2.3.6 Appointment of signing authorities

2.4 All elections shall be conducted by secret ballot unless there is unanimous agreement among Trustees to use a show of hands.

3. Regular Meetings of the Board

Regular meetings of the Board are required to ensure the efficient operation of the Division.

3.1 All regular meetings of the Board will be held in accordance with section 64, of the Education Act and the Board Procedures Regulation (A. R. 82/2019).

3.2 The dates of regular meetings of the Board will be determined at the annual organizational meeting.

3.3 Regular meetings shall not continue beyond four hours unless a resolution has been passed, by a simple majority of the Trustees in attendance, to extend the meeting adjournment deadline.

3.4 The date of a regular meeting can only be changed at a regular or special meeting by a resolution passed by a simple majority of Trustees in attendance.

3.5 Meeting procedures will be in accordance with Robert’s Rules of Order.

3.6 The Superintendent shall ensure that the meeting agenda and supporting material for all regular Board meetings are issued to Trustees at least three working days prior to such meetings.
4. Special Meetings of the Board

Occasionally unanticipated or emergent issues require immediate Board attention and/or action. In such cases, a special meeting of the Board will be held in accordance with the provisions of Section 3 of the Board Procedures Regulation.

4.1 Special meetings will not normally be held without the Superintendent and Secretary-Treasurer in attendance.

4.2 The Superintendent or Board Chair shall ensure that the appropriate notice is given or, alternatively, that every Trustee waives the requirement of notice.

5. In-Camera Meetings of the Board

The Board may hold a meeting, or part of a meeting, in-camera to discuss sensitive issues where a majority of the Trustees are of the opinion that it is in the public interest to do so. An in-camera meeting shall be held in accordance with Section 64 of the Education Act.

5.1 The Board does not have the authority to pass by-laws or resolutions while in-camera with the exception to return to the open meeting. The resolution shall be recorded in the minutes of the Board, and specify those individuals eligible to attend.

5.2 Meetings held in-camera will generally be held to discuss sensitive matters pertaining to:

- 5.2.1 Individual students
- 5.2.2 Individual Division employees
- 5.2.3 Collective bargaining/negotiations and salary reviews
- 5.2.4 Acquisition and disposal of real property
- 5.2.5 Litigation brought before or against the Division
- 5.2.6 Legal advice (client-solicitor privilege)
- 5.2.7 Other topics that the majority of Trustees present feel is to be held in private, as it would be in the best interest of the public to do so.

5.3 In-camera meetings may precede the regular meeting of the Board.

5.4 Trustees and other persons attending an in-camera meeting of the Board shall not discuss the details of the meeting after it has concluded. All details of the meeting are, and shall be, confidential.

5.5 The Board may invite staff members or any others to attend an in-camera meeting at its discretion.

6. Participation by Electronic Means

6.1 Notwithstanding Section 5 of the Board Procedures Regulation, it is the preference of the Board to meet in person at a common location to conduct Division business.

6.2 Notwithstanding 6.1 above, in exceptional circumstances, a regular Board meeting may be conducted by means of electronic or other communication facilities where weather conditions or specific needs prohibit a Trustee from being physically present.
6.3 Trustees participating in a Board meeting via electronic communication shall be deemed to be present at the meeting.

6.4 Trustees participating via electronic communications shall have all meeting documents and handouts at their disposal.

6.5 The electronic communication means must enable all participants, including public members present, to hear all communications.

6.6 One (1) facility will be determined by the Superintendent or designate to be the central and public-accessible site, and this site will be communicated to the public with the Board agenda.

6.6.1 Barring extenuating circumstances, at minimum the Board Chair or Vice-Chair and the Superintendent or designate must participate from the central and public-accessible site.

6.7 Reasonable steps must be taken to notify the public of locations from which members of the public may participate.

6.8 A Trustee may participate from a location to which the public does not have access.

6.9 A Trustee must ensure the means and location used to participate in the meeting will allow moving in-camera, and will meet all requirements of an in-camera session.

6.10 Unless there are mitigating reasons, approved in advance by the Board Chair, a Trustee may not attend two consecutive meetings via electronic means.

7. Agenda

7.1 The Superintendent, in consultation with the Board Chair and Vice-Chair, shall develop the agenda for all Board and committee meetings.

7.2 Items on the agenda will generally be given preference in the following order:

7.2.1 Delegations or presentations
7.2.2 Action items (items requiring Board decision)
7.2.3 Information items

7.3 The agenda for regular Board meetings shall generally follow the order outlined below:

7.3.1 Opening Prayer
7.3.2 Approval of the Agenda
7.3.3 Minutes of Previous Regular Meeting

7.3.3.1 Modifications, additions, deletions
7.3.3.2 Approval
7.3.3.3 Business arising out of the minutes
7.3.4 Delegations and Presentations
7.3.5 Action Items
7.3.6 Committee Reports
7.3.7 Superintendent’s Report and Follow-up on Action Items
7.3.8 Information Items
7.3.9 Set Committee Meeting Dates
7.3.10 Adjournment

7.4 The Superintendent shall generally prepare and include in the supporting material an administrative recommendation for each action item on the agenda.

7.5 The Superintendent shall ensure that the agenda, and supporting/background material, is prepared and available to all Trustees at least three working days prior to the meeting.

7.6 Copies of the agenda will be distributed in advance of Board meetings to senior administrative staff in the Division Office and the local media. Other individuals may receive copies of the agenda upon request.

7.7 Trustees wishing to have an item placed on the agenda must inform the Board Chair within eight working days prior to the meeting. Items received after this time period will normally be placed on the agenda of the next regular meeting.

The Board may approve by majority votes amendments to the Board agenda, including adding items to the agenda.

8. Motions

Motions do not require a seconder except in rare instances as described below.

8.1 Notice of Motion

8.1.1 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.

8.1.2 A Trustee may present a notice of motion for consideration at the next regular meeting of the Board or may specify another meeting date. The notice of motion shall include in writing the wording of the motion, or the intent of the motion, and any supporting documentation. The actual wording of the motion must appear in the agenda package of the regular meeting at which it is to be considered.

8.1.3 A Trustee may also provide the Superintendent with a written notice of motion and ask that it be placed on the agenda of the next regular meeting and read at the meeting. The Trustee need not be present during the reading of the motion, however if the Trustee is not present, a seconder is required at the meeting at which the notice is given, otherwise the item will be dropped.
8.2 Discussion on Motions

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

8.2.2 A recommendation for a motion from Administration must be placed before the Board prior to any discussion taking place on an issue. When a motion originates from the floor, the mover of the motion shall provide a written copy of the motion to the Board Chair. 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.

8.3 Speaking to the Motion

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

8.3.2 As a general guide, a Trustee is not to speak longer than five 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.

8.3.3 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.

8.3.4 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.

8.4 Reading of the Motion

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

8.5 Recorded Vote

8.5.1 The recording secretary shall, whenever a recorded vote is requested by a Trustee before the vote is taken, record in the minutes the name of the Trustees who voted for or against the matter. The recording secretary shall, immediately after a vote is taken and on the request of a Trustee, record in the minutes the name of that Trustee and whether that Trustee voted for or against the matter or abstained.

8.6 Required Votes

8.6.1 The Board Chair, and all Trustees present, unless excused by resolution of the Board or by the provisions of the section 88 of the Education Act or section 8 of the Board Procedures Regulation, 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 favor 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.

8.7 Debate

8.7.1 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.

9. Minutes and Records

The Superintendent shall ensure that:

9.1 An accurate record of all proceedings of the Board is maintained, including regular and special Board meetings and committee meetings.

9.2 All minutes and records are maintained in a safe, secure manner and appropriate back-up procedures are undertaken.

9.3 Draft minutes from the previous regular and special Board meetings are provided to each Trustee for adoption at the next regular Board meeting.

9.4 The Board Chair signs the minutes upon their adoption and the Secretary-Treasurer initials every page prior to signing and filing them in the official minute book.

9.5 Copies of all regular Board meeting highlights (“Board News”) are forwarded to each school Principal, local media and relevant stakeholders.

9.6 Procedures are in place to respond to requests from electors for public documents and records.

10. Delegations to Board Meetings

The Board will receive representation and delegations from parents, staff or other interested persons provided the item has been placed on the agenda or has received the approval of the Board. Such presentations will normally occur at a regular public meeting unless there is a reason to hold it in private. If the Board is of the view that an emergency situation exists, the following procedures may be modified by means of a Board motion.

10.1 Individuals or groups wishing to make a formal presentation to the Board must provide a written request to the Superintendent at least fourteen (14) calendar days prior to the meeting at which the presentation is to be made. The written request must identify the spokesperson and provide the terms of reference for the presentation.

10.2 The Superintendent will inform the designated spokesperson of the time and place of the meeting and provide a copy of the Board’s procedures regarding presentations. The spokesperson will also be advised of the timeframe for the presentation and follow-up discussion.

10.3 The Board at its discretion will not debate the matter presented to it at the meeting. Questions of clarification directed through the Board Chair may be asked of the
spokesperson or the Superintendent. The latter may refer the question to the appropriate senior administrator.

10.4 Unless the matter is critical, the Board will not make a decision on the matter at the same meeting at which the presentation is made.

10.5 The Superintendent will be required to prepare a recommendation for the Board’s consideration at the next regular meeting.

10.6 The Superintendent shall be responsible for informing the spokesperson of the Board’s decision regarding the matter raised in the presentation.

10.7 Further, the Board will receive any petitions as specified in the Petitions and Public Notices Regulation (A. R. 91/2019).

11. Trustee Honoraria and Expense Reimbursement

Trustees will be required to attend various conferences, conventions, seminars and meetings in their capacity as school Trustees.

11.1 Rates for Trustee honoraria and expense reimbursement will be established at the Board’s annual organizational meeting. Approved activities include regular and special Board meetings, Board committee meetings, conventions, conferences, seminars, workshops, meetings with government officials and the conduct of Board-related business.

11.2 The Division shall pay or reimburse Trustees for the expenses related to registration fees, transportation, parking, meals, and accommodation.

11.3 The Division shall pay or reimburse Trustees for travel when it is determined that the purpose for travel cannot be adequately met through telephone, correspondence, facsimile, electronic mail or videoconferencing.

11.4 Trustees will be responsible for their own expenses and will be required to stay within the budgeted amounts.

11.5 Trustee honoraria and expense claims will be submitted to the Secretary-Treasurer on at least a quarterly basis.

11.6 Trustees shall use the Division’s claim form that has been adopted for use by Trustees.

11.7 The Board shall act as the appeal body should a difference of opinion arise on any matter referred to it in regard to Trustee honoraria and/or expense reimbursement.

12. Signing Authorities for the Board

12.1 The Board Chair (Vice-Chair as alternate), Superintendent and Secretary-Treasurer shall be the cheque-signing authorities for the Board.

12.2 Contracts of employment with the Superintendent will be approved by the Board and
signed by the Board Chair.

13. Conflict of Interest

The Board believes that Trustees, or their families, should not gain benefits or monetary rewards because of their position as a Trustee except for any allowances, honorarium or remuneration approved by the Board for duties performed.

The Board expects:

13.1 Each Trustee will accept sole responsibility for declaring a conflict of interest.

13.1.1 Each Trustee will be knowledgeable with Sections 85-96 of the Education Act.
13.1.2 Each Trustee will limit a declaration of conflict of interest to those matters specified in Section 86 of the Education Act.

13.2 Each Trustee will advise the recording secretary of the declaration.

13.2.1 The Trustee will declare any personal conflict of interest at the point in the agenda where the matter arises.
13.2.2 The Trustee will absent himself/herself from the Board table when in conflict, and shall leave the meeting room until the discussion and voting on the matter are concluded.

13.3 Each Trustee will refrain from participating in discussion, debate or voting on any issues in which a personal conflict of interest is declared.

13.3.1 The recording secretary will record in the minutes:

13.3.1.1. The Trustee’s declaration;
13.3.1.2. The Trustee’s abstention from the debate and the vote.

Legal Reference: Sections 33, 34, 51, 52, 53, 64, 65, 66, 67, 69, 73, 75, 81, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 112, 114, 138, 139, 222 Education Act
Local Authorities Election Act
Income Tax Act (Canada)
Board Procedures Regulation 82/2019
Petitions and Public Notices Regulation 91/2019
POLICY 8

BOARD COMMITTEES

Committees are established by the Board to assist in the governance of the Division, particularly in facilitating the decision-making of the Board. Committees have no legal power unless they are empowered by the Board to act on its behalf. Furthermore, committees are not intended to do the work of administration. The Board may appoint Standing Committees and Ad Hoc Committees and shall prescribe their powers and duties.

Specifically

1. Standing Committees: Guidelines

   1.1. Standing committees are usually established by the Board at its annual Organizational Meeting and will be provided with clear terms of reference.

   1.2. Each standing committee shall consist of three (3) Trustees, unless otherwise noted, with at least one (1) Trustee from 2 of 3 wards on each standing committee.

   1.3. The members of each committee will be elected, usually at the annual Organizational Meeting of the Board by a majority of the Trustees in attendance. The term of appointment to committees shall end at the date of the next Organizational Meeting.

   1.4. Each standing committee shall elect its own chair.

   1.5. The Board Chair shall be an ex-officio member of all Board committees with full participation and voting rights.

   1.6. The Superintendent or designate will attend all committee meetings and activities.

   1.7. All Trustees may attend any committee meetings and, with the consent of the committee, take part in the discussion but not be entitled to vote. The Negotiations and Salaries Committee is the only exception to the aforementioned.

   1.8. If the work of two or more committees overlaps, Trustees involved in each committee will consult with each other prior to presenting a recommendation to the Board.

   1.9. In preparing recommendations for the Board’s consideration, committees are to consult with the Superintendent and through the Superintendent with those staff members directly involved with the matter on which a recommendation is to be made.

   1.10. Each committee Chair is responsible for reporting to the Board at its regular meetings and for conducting the committee in accordance with Board policy and committee terms of reference.
1.11. A record of the proceedings of committee meeting shall be taken and maintained.

2. Standing Committees: Terms of Reference

2.1. Board Committee of the Whole

The Board Committee of the Whole is established as a standing committee of the Board. Membership includes all Trustees and the Superintendent and/or designate(s). Meetings will be held monthly, as required, to a maximum of ten meetings per year dependent upon agenda items. Agenda items can include, but are not limited to, the areas of Finance, Facilities and advocacy.

2.1.1. Purpose

2.1.1.1. To allow the Board to explore matters to much greater depth than can be accomplished in a scheduled regular meeting of the Board.
2.1.1.2. To solicit and receive information from the Superintendent relevant to the development of various system activities and plans.

2.1.2. Powers and Duties

2.1.2.1. Make recommendations for agenda items for subsequent Board meetings.
2.1.2.2. Maintain confidentiality of proceedings unless otherwise stated.

2.2. Audit Committee

2.2.1. Purpose

2.2.1.1. To assist the Board and the Superintendent in fulfilling their oversight responsibilities for the financial reporting process, the system of internal control over financial reporting, the audit process (including Public Sector Accounting Standards (PSAS) compliance), and monitoring the Division’s compliance with laws and regulations pertaining to financial operations.

2.2.2. Powers and Duties

2.2.2.1. The Committee has the authority to conduct or authorize investigations into any matters within its scope of responsibility. It is empowered to:

2.2.2.1.1. With the consent of the Board, retain outside counsel, accountants or others to advise the Committee or assist the conduct of an investigation.
2.2.2.1.2. Seek any information it requires from employees – all of whom are directed to cooperate with the Committee’s request or that of associated external parties.
2.2.2.1.3. Meet the Division officers, external auditors or outside counsel as necessary.
2.2.2.2. The Committee will carry out the following responsibilities:

2.2.2.2.1. Financial statements

2.2.2.2.1.1. Review significant accounting and reporting issues, including complex or unusual transactions.

2.2.2.2.1.2. Review with management and the auditors the results of the audit, including any difficulties encountered.

2.2.2.2.1.3. Review the annual financial statements, and consider whether they are complete, consistent with the approved budget for the school year in question and other information known to Committee members, and reflect appropriate accounting principles; and

2.2.2.2.1.4. Review with management and the auditors all matters required to be communicated to the entire Board.

2.2.2.2.2. Internal Control

2.2.2.2.2.1. Consider the effectiveness of the Division’s internal controls over annual reporting, including information technology security and control; and

2.2.2.2.2.2. Understand the scope of the auditor’s review of internal control over financial reporting, and obtain reports on significant findings and recommendations, together with management’s responses.

2.2.2.2.3. Audit

2.2.2.2.3.1. Review the auditor’s proposed audit scope and approach.

2.2.2.2.3.2. Review the performance of the auditors, and provide recommendations to the Board concerning the final approval on the appointment or the discharge of the auditors.

2.2.2.2.3.3. On a needs basis, meet separately with the auditors to discuss any matters that the Audit Committee or auditors believe must be discussed privately.

2.2.2.2.4. Compliance

2.2.2.2.4.1. Review the findings of any examination by regulatory agencies and any audit observations.
2.2.2.2.4.2. Obtain regular updates from management and Division legal counsel regarding compliance matters.

2.2.2.2.4.3. Obtain and review from legal counsel an update on any outstanding legal matters that may have a significant impact upon Board operations.

2.2.3. Membership

2.2.3.1. Three (3) Trustees; one (1) of the three Trustees will act as the Chair of the Audit Committee.

2.2.3.2. Two (2) members of the general public, who are independent to the Division, have no relationship to the audit firm and who are financially literate.

2.2.4. Meetings

2.2.4.1. The committee will meet at least once a year, with authority to convene additional meetings, as circumstances require.

2.2.4.1.1. All committee members are expected to attend each meeting, in person or via tele- or video-conference.

2.2.4.1.2. The Committee will invite members of management, auditors or others to attend meetings and provide pertinent information, as necessary.

2.2.4.1.3. It may hold private meetings with auditors and executive sessions.

2.2.4.1.4. Minutes of meeting will be prepared. Committee reports shall be provided at a meeting of the Board. The secretarial function will be determined by the Superintendent or designate.

2.3. Negotiations and Salaries Committee

The committee shall:

2.3.1. Negotiate/review with employees or representatives thereof on matters pertaining to salaries, contracts and other terms of employment.

2.3.2. Review the provisions current agreements and undertake such research as may be required for developing proposals.

2.3.3. Submit and receive proposals during the negotiation process, and discuss and modify proposals.

2.3.4. Engage such professional or other assistance as may be required to facilitate and complete negotiations, within any limits established by the Board.

2.3.5. Bargain in good faith on all terms and conditions of employment related to new agreements.

2.3.6. Reach tentative agreement on the total collective agreement in accordance with any guidelines established by the Board, subject to final review, ratification or rejection by the Board.
2.3.7. Report regularly to the Board regarding the status of negotiations.
2.3.8. Authorize the Chair of the Negotiations Committee to serve as spokesperson for the committee.

2.4. Teacher-Board Advisory Committee

The committee shall:

2.4.1. Consist of one teacher from each school, designated Board member(s), and the Superintendent or his/her designate.
2.4.2. Promote overall teacher-Board-administration relations through direct communications on matters of common concern.
2.4.3. Make recommendations, at its discretion, to the teachers, Board and Superintendent on matters not under negotiations.
2.4.4. Meet initially within the first two (2) months of the school year. Further meetings shall be upon the request of either party.

Note: This committee is referenced in the Collective Agreement.

3. Ad Hoc Committees and Task Forces

3.1. The Board may establish ad hoc committees and task forces for a specific purpose or function. The term of appointment shall end upon completion of the designated purpose or function, or at the Board’s discretion.

3.2. Membership, chairmanship and terms of reference for ad hoc committees and task forces will be approved by the Board at the time of formation.

Legal Reference: Section 33, 34, 37, 51, 53, 64, 67, 222 Education Act
Collective Agreements
POLICY 9

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 the representative and shall determine the roles, responsibilities and reporting requirements of resource personnel.

The following committees/organizations will have a Board representative as identified at the annual Organizational Meeting:

1. ASBA Zone 2/3
   1.1 Purpose
       • Represent the Board at meetings of ASBA Zone 2/3
   1.2 Powers and Duties
       • Attend ASBA Zone 2/3 meetings
       • Represent the Board’s positions and interests at the Zone level
       • Communicate to the Board the work of ASBA Zone 2/3
   1.3 Membership
       • One (1) Trustee; one (1) alternate
   1.4 Meetings
       • As called by ASBA Zone 2/3

2. ACSTA
   2.1 Purpose
       • Represent the Board as Director at ACSTA Board of Directors meetings for the advocacy of Catholic Education
   2.2 Powers and Duties
       • Attend Board of Directors meetings
       • Represent the Board’s positions and interests at the Director’s meetings
       • Communicate to the Board the work of ACSTA
   2.3 Membership
       • One (1) Trustee; one (1) alternate
2.4 Meetings
   • As called by ACSTA

3. Court of Revision (MD of Bonnyville #87)
   3.1 Purpose
      • Represent the Board on the Court of Revision Panel that hears complaints from citizens regarding local tax matters

   3.2 Powers and Duties
      • Attend meetings of the Panel as required
      • Represent the Board’s interests during Panel hearings
      • Communicate to the Board the work of the Panel

   3.3 Membership
      • One (1) Trustee who is a resident of the Municipal District of Bonnyville #87

   3.4 Meetings
      • One meeting per year

4. Division Safety Team
   4.1 Purpose
      • To ensure the dissemination of timely and accurate news releases to media representatives

   4.2 Powers and Duties
      • Prepare news releases for the Superintendent’s approval during emergency response activities. Monitor media releases and keep the team informed of the situation.

   4.3 Membership
      • One (1) Trustee

   4.4 Meetings
      • As required.

5. Others as required

Legal Reference: Section 33, 34, 51, 52, 53 Education Act
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 and communicate the Board’s values, beliefs and expectations. 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 is responsible for providing the Division’s students with a complete offering of learning opportunities delivered within the context of Catholic teachings and traditions. In order to meet its responsibility, the Board shall establish and maintain written policies that express its philosophical beliefs in support of Catholic education and provide effective guidelines for the actions of the Board and Superintendent.

The Board shall be guided in its approach to policy development by ensuring adherence to the requirements necessary to provide a Catholic education and for compliance with the Education Act and provincial legislation.

Board policies shall provide an appropriate balance between the responsibility of the Board to develop and communicate the broad guidelines and direction for the Division and to assign authority to the Superintendent for the administrative operations of the Division.

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

Planning

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

Development

The Board may develop the policy itself or delegate the authority for its development to the Superintendent or an ad hoc Board committee. Depending on the nature of the policy, the Board may obtain input from Division stakeholders during policy development.

Implementation

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

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

Specifically

1. Prior to the adoption of any policy, the Board shall direct the Superintendent to provide information, if applicable, with regard to:
   
   1.1 Legal implications;
   1.2 Affordability;
   1.3 Acceptability;
   1.4 Feasibility;
   1.5 Consistency with the philosophy and directions of the Board;
   1.6 Enforceability.

2. The need for a new or revised policy can be initiated by any individual or group and communicated to the Superintendent for consideration.

3. The Board may request the Superintendent to change an Administrative Procedure to a draft Board policy, and will provide the rationale for it.

4. Where appropriate, and in accordance with the Collective Agreement, the Board shall obtain input from the Teacher-Board Advisory Committee before finalizing new policies and/or policy changes.

5. In approving policy, the Board will always work from the broadest, most general statement of policy, and will proceed to develop progressively more specific policies until it is satisfied that it has achieved the degrees of definition necessary in the policy area under consideration.

6. The Superintendent shall arrange for all Board policies to be posted on the Division’s website and distributed electronically to all Principals and Division Office staff.

7. The Superintendent is responsible for monitoring policies and procedures on an ongoing basis; for reporting the outcomes of policy decisions to the Board; and for making recommendations to the Board for revision.

8. 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.

9. The Board may direct the Superintendent to change a Board policy to an Administrative Procedure. As with other Administrative Procedures, these procedures may then be modified at the Superintendent’s discretion.
10. 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.

Legal Reference: Section 33, 51, 52, 53, 222 Education Act
Board Procedures Regulation
Collective Agreements
BOARD DELEGATION OF AUTHORITY

The Education 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 52 (4) of the Education Act, cannot be delegated. This delegation of authority to the Superintendent specifically:

- Includes any authority or responsibility set out in the Education 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 new provincial, regional or local initiatives must be initially brought to the Board for discussion and determination of decision-making authority.

Specifically

1. The Board reserves to itself the ability to make decisions on recommendations for the termination of a continuous contract of employment for a teacher, or of any designation held by a teacher, made pursuant to sections 202, 203 or 204 of the Education Act.

2. The Superintendent is authorized to suspend a teacher from the performance of the teacher’s duties without prior notice if the Superintendent is of the opinion that the welfare of the students is threatened by the presence of the teacher. The suspension shall be conducted in accordance with the requirements of the Education Act.

3. The Superintendent is authorized to suspend from the performance of duties and/or to terminate the services and/or designation of any non-certificated staff member. The suspension or termination shall be conducted in accordance with all relevant legislation, and the decision shall not be appealable to the Board.
4. The Superintendent shall develop Administrative Procedures that are consistent with the Education Act, Regulations and Alberta Education policies and procedures for the following program areas:

4.1 Dispute Resolution

4.2 Early Childhood Services

4.3 Student Code of Conduct

4.4 Student Evaluation

4.5 Surplus Land and Buildings

4.6 Teacher Growth, Supervision and Evaluation

5. In the absence of Board policy, the Superintendent is directed to develop an Administrative Procedure to fulfill Board obligations created by any federal legislation or provincial legislation.

Legal Reference: Section 33, 51, 52, 53, 202, 203, 204, 206, 208, 209, 210, 211, 213, 214, 215, 217, 218, 219, 222 Education Act
SUPERINTENDENT EVALUATION PROCESS, CRITERIA AND TIMELINES

Evaluation Process

1. Provides for both accountability and growth, and the strengthening of the relationship between the Board and the Superintendent. The written report will affirm specific accomplishments and will identify growth areas. Some growth goals may address areas requiring improvement while others will identify areas where greater emphasis is required due to changes in the environment.

2. Complies with Form 4 and Form 5 of the Superintendent of Schools Regulation. These forms require that the contract between the Board and the Superintendent includes performance evaluation criteria and processes and, at minimum, provision for regular written evaluation of the Superintendent’s performance.

3. Highlights the key role of the Superintendent as the Chief Education Officer for the Division to enhance student achievement and success for all children.

4. Recognizes that the Superintendent is the Chief Executive Officer. The Superintendent is held accountable for work performed primarily by other senior administrators, e.g., fiscal management.

5. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or growth areas. The Performance Assessment Guide identifies possible sources of the evidence in advance, while the quality indicators further describe role expectations.

6. Meets contractual requirements in that the Superintendent and Board came to a mutual agreement relative to the comprehensive evaluation process to be followed.

7. Is aligned with and based upon the Superintendent’s roles and responsibilities. The evaluation document is consistent with Board policy.

8. Is linked to the Division’s goals. The Strategic Planning and Reporting section directly links the Superintendent’s performance to the three-year planning process, which includes the Division’s goals.

9. Sets out standards of performance. The quality indicators in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.
10. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations take into consideration the previous evaluation, and an assessment of the Superintendent’s success in addressing identified growth areas.

11. Uses multiple data sources. Objective data such as audit reports, Alberta Education monitoring reports, and student achievement data are augmented with subjective data provided in surveys.

12. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.

13. Ensures Board feedback is provided regularly. Such feedback will be timely, provided quarterly, supported by specific examples, and will focus on areas over which the Superintendent has authority.

**Evaluation Criteria**

The criteria for the first evaluation will be those set out in Appendix B - Performance Assessment Guide. In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide as listed or revised after each evaluation, plus any growth goals provided by the Board in previous written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities. The Role Expectation “Leadership Practices” will be included in the first and fourth evaluations and/or as mutually agreed. An external consultant will collect data relative to leadership practices by interviewing all principals and all “direct reports”. “Direct reports” are defined to be those individuals who report directly to the Superintendent on the Division’s organizational chart.

Appendix B - Performance Assessment Guide, which is intended to clarify for the Superintendent performance expectations held by the corporate Board. This guide is also intended to be used by the Board to evaluate the performance of the Superintendent in regard to each role expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

The Superintendent will provide evidence materials to individual Trustees and to the facilitator approximately one (1) week prior to the evaluation session. The purpose of the evidence information is to provide proof that the quality indicators identified in Appendix B have been achieved. Therefore evidence will be organized under each quality indicator.

A working template will be provided by the facilitator for use at the evaluation session. The Board and the Superintendent will be present. The Superintendent will be invited to ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood. The Superintendent may leave the room when the Board develops the growth goals/areas for emphasis and the conclusion section. The evaluation report will be composed during the evaluation session and will reflect the corporate Board position. The evaluation report as developed will be signed off by the Board Chair on behalf of the Board.
**Timelines for Evaluations**

Evaluations will be conducted annually, within the school year parameters, with the report delivered to the Superintendent by October 15 of each year.

Legal Reference: Section 8, 33, 35.1, 51, 52, 222, 224 Education Act  
Freedom of Information and Protection of Privacy Act  
Superintendent Leadership Quality Standard  
Truth and Reconciliation Commission Calls To Action
### PERFORMANCE ASSESSMENT GUIDE

<table>
<thead>
<tr>
<th>Role Expectation: Faith Leadership</th>
<th>Superintendent Evaluation Evidence</th>
<th>Quality Indicators</th>
</tr>
</thead>
</table>
| 1.1 Models involvement in the Catholic faith community | • Superintendent’s calendar  
• Superintendent’s reports  
• School newsletters  
• Liturgical calendar  
• Summary of religious celebrations  
• Parent and student satisfaction survey results  
• Staff development activities  
• Summary of cooperative religious initiatives  
• Leadership practices report (when done)  
• Board observations | • Participates actively in parish activities  
• Ensures that all school leaders actively promote education in a Catholic context  
• Ensures religious celebrations and social justice initiatives are organized by schools  
• Facilitates effective relations with the Bishop(s)  
• Ensures a comprehensive set of faith development classroom activities are provided to students  
• Provides staff with a program of activities which reinforces and forms personal faith development and professional growth  
• Maintains a personal lifestyle in keeping with Church doctrine  
• Facilitates cooperative religious initiatives involving school, home and parish  
• Ensures that hiring and promotion practices support the Catholic identity of schools |
<p>| 1.2 Ensures celebration of Division Catholicity |  |  |
| 1.3 Develops and maintains positive and effective relations with the Bishop(s) |  |  |
| 1.4 Ensures students and staff are provided opportunities for spiritual development within the Division |  |  |
| 1.5 Follows a lifestyle and deportment in harmony with Catholic teachings and principles |  |  |
| 1.6 Ensures schools maintain a distinctive Catholic identity |  |  |</p>
<table>
<thead>
<tr>
<th>Role Expectation: Student Learning</th>
<th>Superintendent Evaluation Evidence</th>
<th>Quality Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Provides leadership in all matters relating to education in the Division</td>
<td><strong>Annual Education Plan/Results Report (AERR)</strong>&lt;br&gt;• Satisfaction survey information&lt;br&gt;• PAT results&lt;br&gt;• Diploma results&lt;br&gt;• Completion rates&lt;br&gt;• Rutherford and other scholarships&lt;br&gt;• Trends and Issues&lt;br&gt;• Superintendent recommendations to Three-Year Planning process&lt;br&gt;• Annual Education Results Report&lt;br&gt;• Feedback from Alberta Education re: AERR</td>
<td>• Identifies trends and issues related to student achievement to inform the Three-Year Planning process&lt;br&gt;• Conducts an analysis of student success and ensures school principals analyze individual student success and develop action plans to address concerns&lt;br&gt;• Ensures measurable improved student achievement as a trend over time is realized&lt;br&gt;• Ensures parents and students are satisfied with improvement in student achievement&lt;br&gt;• Develops initiatives to foster student achievement&lt;br&gt;• Develops new approaches to the solution of significant and complex learning challenges&lt;br&gt;• Meets all timelines with provision for appropriate Board input relative to the AERR&lt;br&gt;• Meets Alberta Education’s expectations re: AERR format, process and content&lt;br&gt;• Ensures the Division’s academic results are published and effectively communicated</td>
</tr>
<tr>
<td>2.2 Ensures students in the Division have the opportunity to meet or exceed the standards of education set by the Minister</td>
<td><strong>Annual Education Plan/Results Report (AERR)</strong>&lt;br&gt;• Satisfaction survey information&lt;br&gt;• PAT results&lt;br&gt;• Diploma results&lt;br&gt;• Completion rates&lt;br&gt;• Rutherford and other scholarships&lt;br&gt;• Trends and Issues&lt;br&gt;• Superintendent recommendations to Three-Year Planning process&lt;br&gt;• Annual Education Results Report&lt;br&gt;• Feedback from Alberta Education re: AERR</td>
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</tr>
<tr>
<td>2.3 Aligns Division resources and builds organizational capacity to support First Nations, Métis and Inuit student achievement</td>
<td><strong>Annual Education Plan/Results Report (AERR)</strong>&lt;br&gt;• Satisfaction survey information&lt;br&gt;• PAT results&lt;br&gt;• Diploma results&lt;br&gt;• Completion rates&lt;br&gt;• Rutherford and other scholarships&lt;br&gt;• Trends and Issues&lt;br&gt;• Superintendent recommendations to Three-Year Planning process&lt;br&gt;• Annual Education Results Report&lt;br&gt;• Feedback from Alberta Education re: AERR</td>
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<td>2.4 Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship</td>
<td><strong>Annual Education Plan/Results Report (AERR)</strong>&lt;br&gt;• Satisfaction survey information&lt;br&gt;• PAT results&lt;br&gt;• Diploma results&lt;br&gt;• Completion rates&lt;br&gt;• Rutherford and other scholarships&lt;br&gt;• Trends and Issues&lt;br&gt;• Superintendent recommendations to Three-Year Planning process&lt;br&gt;• Annual Education Results Report&lt;br&gt;• Feedback from Alberta Education re: AERR</td>
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<td>2.5 Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students</td>
<td><strong>Annual Education Plan/Results Report (AERR)</strong>&lt;br&gt;• Satisfaction survey information&lt;br&gt;• PAT results&lt;br&gt;• Diploma results&lt;br&gt;• Completion rates&lt;br&gt;• Rutherford and other scholarships&lt;br&gt;• Trends and Issues&lt;br&gt;• Superintendent recommendations to Three-Year Planning process&lt;br&gt;• Annual Education Results Report&lt;br&gt;• Feedback from Alberta Education re: AERR</td>
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<td>2.6 Supports the Board in its use of natural person powers to enhance learning opportunities for students.</td>
<td><strong>Annual Education Plan/Results Report (AERR)</strong>&lt;br&gt;• Satisfaction survey information&lt;br&gt;• PAT results&lt;br&gt;• Diploma results&lt;br&gt;• Completion rates&lt;br&gt;• Rutherford and other scholarships&lt;br&gt;• Trends and Issues&lt;br&gt;• Superintendent recommendations to Three-Year Planning process&lt;br&gt;• Annual Education Results Report&lt;br&gt;• Feedback from Alberta Education re: AERR</td>
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<td>2.6 Provides leadership in implementing education policies established by the Minister and the Board</td>
<td><strong>Annual Education Plan/Results Report (AERR)</strong>&lt;br&gt;• Satisfaction survey information&lt;br&gt;• PAT results&lt;br&gt;• Diploma results&lt;br&gt;• Completion rates&lt;br&gt;• Rutherford and other scholarships&lt;br&gt;• Trends and Issues&lt;br&gt;• Superintendent recommendations to Three-Year Planning process&lt;br&gt;• Annual Education Results Report&lt;br&gt;• Feedback from Alberta Education re: AERR</td>
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<td>Role Expectation: Student Wellness</td>
<td>Superintendent Evaluation Evidence</td>
<td>Quality Indicators</td>
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</tbody>
</table>
| 3.1 Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging | • Accountability Pillar  
• Survey results  
• Character Education  
• Response to Intervention (RTI)  
• Superintendent’s Report  
  o Suspension/ expulsion statistics  
  o Incidents/accidents  
  o Mental health  
• Three Year Education Plan  
• Crisis Response Manual  
• Three Year Capital Plan  
• IMR Summary  
• OHS Advisory Committee minutes  
• Designation of attendance officer  
• Attendance correspondence  
• Individual Regional Collaborative Service Delivery (RCSD) agencies | • Develops standards and monitors progress relative to providing an engaging, welcoming, caring, respectful and safe learning environment  
• Develops programming thrusts to activate “whole child” learning  
• Develops an action plan that advances understanding of reconciliation and healing surrounding the residential schools legacy  
• Provides analysis of incident reports  
• Implements the requirements of Occupational Health and Safety legislation, including required staff professional development  
• Complies with legislative requirements to appoint Attendance Officer for the Division  
• Improves student attendance |
<p>| 3.2 Ensures that the social, physical, intellectual, cultural, spiritual and emotional growth needs of students are met in the overall school environment | | |
| 3.3 Develops pathways beyond the residential school legacy for First Nations, Métis and Inuit students | | |
| 3.4 Ensures the safety and well-being of students while participating in school programs or while being transported on transportation provided by the Division | | |
| 3.5 Ensures the facilities adequately accommodate Division students | | |
| 3.6 Acts as, or designates, the attendance officer for the Division | | |</p>
<table>
<thead>
<tr>
<th>Role Expectation: Fiscal Responsibility</th>
<th>Superintendent Evaluation Evidence</th>
<th>Quality Indicators</th>
</tr>
</thead>
</table>
| 4.1 Ensures the fiscal management of the Division by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other Act | • Auditor's Report  
• Auditor's Management Letter  
• Response to external reports  
• Budget process and timelines  
• Annual Budget  
• Quarterly financial reports  
• Three Year Capital Plan  
• Superintendent’s Report  
• Superintendent confidential communications to the Board showing notification of litigation | • Ensures public sector accounting standards are being followed  
• Ensures adequate internal financial controls exist and are being followed  
• Ensures all collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made  
• Ensures revenue/expenditure envelope designations are clearly demonstrated in budget documents  
• Ensures budget process is transparent  
• Ensures the budget is developed according to a timeline which ensures the Board’s ability to provide direction, revise priorities, and is approved within Alberta Education timelines  
• Ensures all funds are expended as per approved budgets  
• Ensures variance analysis and year-end projections are provided quarterly  
• Ensures the Board is informed annually about incurred liabilities  
• Ensures the Board is informed immediately regarding pending litigation  
• Ensures the Capital Plan facilitates integrated planning and implementation and is approved within Alberta Education timelines |
<p>| 4.2 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures | | |
| 4.3 Directs the preparation and the presentation of the budget | | |
| 4.4 Ensures the Board has current and relevant financial information | | |
| 4.5 Directs the preparation of the Three-Year Capital Plan for submission to the Board | | |</p>
<table>
<thead>
<tr>
<th>Role Expectation: Personnel Management</th>
<th>Superintendent Evaluation Evidence</th>
<th>Quality Indicators</th>
</tr>
</thead>
</table>
| 5.1 Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy | • Board Policy Handbook  
• Administrative Procedures Manual  
• Superintendent’s Report  
• Personnel statistics  
• Staff Development Plan  
• Superintendent’s evaluation  
• Organizational charts  
• Job descriptions  
• Grievances/complaints  
• OHS Advisory Committee minutes | • Provides useful, timely information and advice which facilitates the negotiating teams and the Board’s work  
• Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, supervisory and evaluation processes  
• Fosters high standards of instruction and professional improvement (Teaching Quality Standard)  
• Provides for comprehensive staff development opportunities to facilitate the meeting of student needs  
• Provides for training of administrators and the development of leadership capacity within the Division  
• Models commitment to personal and professional growth  
• Ensures effective workforce planning  
• Follows Board policies re: personnel  
• Models high ethical standards of conduct  
• Develops standards and monitors progress relative to providing a welcoming, caring, respectful and safe working environment |
<p>| 5.2 Monitors the performance of all staff and ensures appropriate evaluation processes are in place | | |
| 5.3 Supports staff in accessing the professional learning and capacity building needed to meet the learning needs of First Nations, Métis, Inuit and all other students | | |
| 5.4 Ensures the coordination and integration of human resources within the Division | | |
| 5.5 Ensures that each staff member is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging | | |</p>
<table>
<thead>
<tr>
<th>Role Expectation: Policy/Administrative Procedures</th>
<th>Superintendent Evaluation Evidence</th>
<th>Quality Indicators</th>
</tr>
</thead>
</table>
| 6.1 Provides leadership in the planning, development, implementation and evaluation of Board policies | • Board Policy Handbook  
• Administrative Procedures Manual  
• Summary of past year’s activity | • Appropriately involves individuals and groups in the policy development process |
<p>| 6.2 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial regulations, policies and procedures | | • Takes leadership in bringing policies to the Board for review |
| | | • Demonstrates a knowledge of and respect for the role of the Board in policy processes |
| | | • Ensures adherence to Board policies |
| | | • Ensures timeliness of policy revision |
| | | • Ensures adherence to Administrative Procedures |
| | | • Ensures timeliness of Administrative Procedures development and revision, and Board notification of the same |</p>
<table>
<thead>
<tr>
<th>Role Expectation: Superintendent/Board Relations</th>
<th>Superintendent Evaluation Evidence</th>
<th>Quality Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Engages in and maintains positive, professional working relations with the Board</td>
<td>• Board directives report</td>
<td>• Interacts with the Board in an open, honest, pro-active and professional manner</td>
</tr>
<tr>
<td>7.2 Respects and honours the Board's role and responsibilities and facilitates the implementation of that role as defined in Board policy</td>
<td>• Board agenda packages</td>
<td>• Ensures high-quality management services are provided to the Board</td>
</tr>
<tr>
<td>7.3 Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions</td>
<td>• Board meetings</td>
<td>• Implements Board directions with integrity in a timely fashion</td>
</tr>
<tr>
<td>7.4 Provides the information and counsel which the Board requires to perform its role</td>
<td>• Listing of issues and background information</td>
<td>• Provides support to the Board re: advocacy efforts on behalf of the Division</td>
</tr>
<tr>
<td>7.5 Keeps the Board informed on sensitive issues in a timely manner</td>
<td>• Superintendent e-mails and phone calls</td>
<td>• Ensures Board agendas are prepared and made available to trustees in sufficient time to allow for appropriate trustee preparation for the meeting</td>
</tr>
<tr>
<td>7.6 Attends, and/or designates, administrative attendance at all committee meetings</td>
<td>• Planning retreats</td>
<td>• Provides the Board with balanced, sufficient, concise information and clear recommendations in agendas</td>
</tr>
<tr>
<td>7.7 Demonstrates respect, integrity and support, which is conveyed to the staff and community</td>
<td>• Superintendent's calendar</td>
<td>• Keeps the Board informed about Division operations and on emergent issues</td>
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<td></td>
<td>• Committee meetings</td>
<td>• Provides the Board with correspondence directed to the Board or trustees</td>
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<td></td>
<td>• Board functions</td>
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<td></td>
<td>• Public events</td>
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</table>

- Board directives report
- Board agenda packages
- Board meetings
- Listing of issues and background information
- Superintendent e-mails and phone calls
- Planning retreats
- Superintendent's calendar
- Committee meetings
- Board functions
- Public events
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- Listing of issues and background information
- Superintendent e-mails and phone calls
- Planning retreats
- Superintendent's calendar
- Committee meetings
- Board functions
- Public events
## Role Expectation: Strategic Planning and Reporting

<table>
<thead>
<tr>
<th>8.1</th>
<th>Leads a generative Strategic Planning engagement process</th>
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<tr>
<td>8.2</td>
<td>Assists the Board in determining the present and future educational needs of the Division through the development of short- and long-range plans</td>
</tr>
<tr>
<td>8.3</td>
<td>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)</td>
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<td>8.4</td>
<td>Implements plans as approved</td>
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<tr>
<td>8.5</td>
<td>Reports regularly on results achieved</td>
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<tr>
<td>8.6</td>
<td>Develops the Annual Education Results Report for Board approval</td>
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</tbody>
</table>

## Superintendent Evaluation Evidence

- Planning process and timelines
- Three Year Education Plan
- Three Year Capital Plan
- Facilities Master Plan (FMP)
- Technology Plan
- Board Work Plan
- Accountability Pillar
- Satisfaction surveys
- Alberta Education Monitoring Reports
- Annual Education Results Report

## Quality Indicators

- Ensures the Three Year planning process involves appropriate stakeholder input and results in high stakeholder satisfaction.
- Ensures the Three Year Education Plan is developed according to a timeline which ensures the Board’s ability to provide direction, revise priorities and is approved within Alberta Education timelines.
- Develops short- and long-range plans to meet the needs of the Division and provides for continuous improvement.
- Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.
- Ensures transportation services are provided with due consideration for efficiency, safety and length of ride.
- Ensures “key results” identified by the Board are achieved.
- Develops a comprehensive, succinct Annual Education Results Report to be approved within Alberta Education timelines.
<table>
<thead>
<tr>
<th>Role Expectation: Organizational Management</th>
<th>Superintendent Evaluation Evidence</th>
<th>Quality Indicators</th>
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<tbody>
<tr>
<td>9.1 Demonstrates effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines</td>
<td>• Board agenda packages</td>
<td>• Ensures Division compliance with all Alberta Education and Board mandates (timelines and quality)</td>
</tr>
<tr>
<td>9.2 Reports to the Minister with respect to matters identified in and required by the School Act and provincial legislation</td>
<td>• Superintendent’s Reports</td>
<td>• Ensures contracted services (eg, fiscal, labour and legal) meet quality expectations of the Board</td>
</tr>
<tr>
<td>9.3 Reviews, modifies and maintains an organizational chart which accurately delineates lines of authority and responsibility</td>
<td>• Alberta Education Monitoring Reports</td>
<td>• Ensures organizational structure is clear and facilitates results to be achieved</td>
</tr>
<tr>
<td>9.4 Builds an organizational structure and promotes a Division culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion</td>
<td>• Organizational chart</td>
<td>• Effectively manages time and resources</td>
</tr>
<tr>
<td>9.5 Facilitates collaboration with First Nations and Métis leaders, organizations and communities to establish strategic policy directions in support of optimal learning success and development of First Nations, Métis, Inuit and all other students</td>
<td>• Administrative Procedures Manual</td>
<td>• Ensures use of technology is effective and efficient</td>
</tr>
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<td>• Emergency Preparedness</td>
<td>• Ensures that appropriate procedures are in place for the management of critical events and emergencies</td>
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<td>• Crisis Response Manual</td>
<td>• Ensures that First Nations and Métis leaders, organizations and communities are satisfied with their involvement</td>
</tr>
<tr>
<td>Role Expectation: Communications and Community Relations</td>
<td>Superintendent Evaluation Evidence</td>
<td>Quality Indicators</td>
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</tbody>
</table>
| 10.1 Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained | • Superintendent’s memos  
• Website interactions  
• Satisfaction survey data  
• Focus groups/public events  
• Administrative Procedures Manual  
• FOIP requests  
• Media releases  
• Key messages | • Ensures information is disseminated to inform appropriate publics  
• Facilitates effective home-school relations  
• Promotes positive public engagement in the Division  
• Facilitates effective First Nations, Métis and Inuit relations  
• Manages conflict effectively  
• Implements the Board-approved Communications Plan  
• Facilitates reconciliation within school communities  
• Represents the Division in a positive, professional manner  
• Complies with FOIP legislation  
• Improves the Division’s public image  
• Works cooperatively with the Board Chair and the media to represent the Board’s views/positions |
<p>| 10.2 Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the Division | | |
| 10.3 Maintains effective relationships within the system and the community served by the system | | |
| 10.4 Builds and sustains relationships with First Nations, Métis and Inuit parents, Elders, local leaders and community members | | |
| 10.5 Pursues opportunities and engages in practices to facilitate reconciliation within the school community | | |
| 10.6 Acts as the Head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act | | |
| 10.7 Participates actively and fosters involvement of staff in community affairs in order to enhance and support the Division’s mission | | |
| 10.8 In consultation with the Board Chair, serves as a spokesperson for the Division for the media and public in order to keep the Division’s messages consistent and accurate | | |</p>
<table>
<thead>
<tr>
<th>Role Expectation: Leadership Practices</th>
<th>Superintendent Evaluation Evidence</th>
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</tr>
</thead>
</table>
| 11.1 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 | • Report of interviews with principals  
• Report of interviews with Superintendent’s “direct reports”  
• Report of interviews with any external agencies as requested  
• Regional Collaborative Service Delivery  
• Partnerships | • Provides clear expectations and direction  
• Provides effective educational leadership  
• Establishes and maintains positive, professional working relationships with staff  
• Unites people toward common goals  
• Demonstrates a high commitment to the needs of students  
• Has a well-established value system based on integrity  
• Empowers others  
• Effectively solves problems  
• Builds the leadership capacity of school-based and central office administrators  
• Demonstrates an understanding of treaties and agreements with First Nations, agreements with Métis, residential schools and their legacy |
| 11.2 Develops and maintains positive and effective relations with provincial and regional government departments and agencies | | |
| 11.3 Ensures that meaningful collaboration arises from relationships built on trust, honesty and respect | | |
| 11.4 Understands historical, social, economic and political implications of:  
  11.4.1 Treaties and agreements with First Nations  
  11.4.2 Agreements with Métis  
  11.4.3 Residential schools and their legacy | | |

Legal Reference: Section 8, 33, 35.1, 51, 52, 222 Education Act  
Freedom of Information and Protection of Privacy Act  
Truth and Reconciliation Commission Calls To Action  
Superintendent Leadership Quality Standard
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 of Trustees 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 requirement of the Education Act, the mandate of trust given it 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 Superintendent of Catholic faith 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 celebration of Division Catholicity.
   1.3 Develops and maintains positive and effective relations with the Bishop(s).
   1.4 Ensures students and staff are provided opportunities for spiritual development within the Division.
   1.5 Follows a lifestyle and deportment in harmony with Catholic teachings and principles.
   1.6 Ensures schools maintain a distinctive Catholic identity.

2. Student Learning
   2.1 Provides leadership in all matters relating to education in the Division.
   2.2 Ensures students in the Division have the opportunity to meet or exceed the standards of education set by the Minister.
   2.3 Aligns Division resources and builds organizational capacity to support First Nations, Métis and Inuit student achievement.
   2.4 Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.
   2.5 Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students.
2.6 Supports the Board in its use of natural person powers to enhance learning opportunities for students.

2.7 Provides leadership in implementing education policies established by the Minister and the Board.

3. Student Wellness

3.1 Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

3.2 Ensures that the social, physical, intellectual, cultural, spiritual and emotional growth needs of students are met in the overall school environment.

3.3 Develops pathways beyond the residential school legacy for First Nations, Métis and Inuit students.

3.4 Ensures the safety and well-being of students while participating in school programs or while being transported on transportation provided by the Division.

3.5 Ensures the facilities adequately accommodate Division students.

3.6 Acts as, or designates, the attendance officer for the Division.

4. Fiscal Responsibility

4.1 Ensures the fiscal management of the Division by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the Education Act or any other Act.

4.2 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.

4.3 Directs the preparation and the presentation of the budget.

4.4 Ensures the Board has current and relevant financial information.

4.5 Directs the preparation of the Three-Year Capital Plan for submission to the Board.

5. Personnel Management

5.1 Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.

5.2 Monitors the performance of all staff and ensures appropriate evaluation processes are in place.

5.3 Supports staff in accessing the professional learning and capacity building needed to meet the learning needs of First Nations, Métis, Inuit and all other students.
5.4 Ensures the coordination and integration of human resources within the Division.

5.5 Ensures that each staff member is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging.

6. Policy/Administrative Procedures

6.1 Provides leadership in the planning, development, implementation and evaluation of Board policies.

6.2 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial regulations, policies and procedures.

7. Superintendent/Board Relations

7.1 Engages in and maintains positive, professional working relations with the Board.

7.2 Respects and honours the Board’s role and responsibilities and facilitates the implementation of that role as defined in Board policy.

7.3 Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.

7.4 Provides the information and counsel which the Board requires to perform its role.

7.5 Keeps the Board informed on sensitive issues in a timely manner.

7.6 Attends, and/or designates, administrative attendance at all committee meetings.

7.7 Demonstrates respect, integrity and support, which is conveyed to the staff and community.

8. Strategic Planning and Reporting

8.1 Leads a generative strategic planning engagement process.

8.2 Assists the Board in determining the present and future educational needs of the Division through the development of short- and long-range plans.

8.3 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).

8.4 Implements plans as approved.

8.5 Reports regularly on results achieved.

8.6 Develops the Annual Education Results Report for Board approval.
9. Organizational Management

9.1 Demonstrates effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.

9.2 Reports to the Minister with respect to matters identified in and required by the Education Act and provincial legislation.

9.3 Reviews, modifies and maintains an organizational chart which accurately delineates lines of authority and responsibility.

9.4 Builds an organizational structure and promotes a Division culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.

9.5 Facilitates collaboration with First Nations and Métis leaders, organizations and communities to establish strategic policy directions in support of optimal learning success and development of First Nations, Métis, Inuit and all other students.

10. Communications and Community Relations

10.1 Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.

10.2 Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the Division.

10.3 Maintains effective relationships within the system and the community served by the system.

10.4 Builds and sustains relationships with First Nations, Métis and Inuit parents, Elders, local leaders and community members.

10.5 Pursues opportunities and engages in practices to facilitate reconciliation within the school community.

10.6 Acts as the Head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.

10.7 Participates actively and fosters involvement of staff in community affairs in order to enhance and support the Division’s mission.

10.8 In consultation with the Board Chair, serves as a spokesperson for the Division for the media and public in order to keep the Division’s messages consistent and accurate.
11. Leadership Practices

11.1 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.

11.2 Develops and maintains positive and effective relations with provincial and regional government departments and agencies.

11.3 Ensures that meaningful collaboration arises from relationships built on trust, honesty and respect.

11.4 Understands historical, social, economic and political implications of:

11.4.1 Treaties and agreements with First Nations;
11.4.2 Agreements with Métis;
11.4.3 Residential schools and their legacy.

Legal Reference: Section 8, 33, 35.1, 51, 52, 222 Education Act
Freedom of Information and Protection of Privacy Act
Truth and Reconciliation Commission Calls to Action
Superintendent Leadership Quality Standard
POLICY 13

APPEALS AND HEARINGS REGARDING STUDENT MATTERS

Under the relevant section(s) of the Education Act, the only matters on which the Minister of Education will consider a review are with respect to:

- Provision of specialized supports and services to a student or to a child enrolled in early childhood services program;
- Student expulsion;
- Access to, or the accuracy of completeness of student records; or
- Board responsibility for a specific student.

The Board will hear appeals on administrative decisions on all matters other than expulsion of students, which are submitted in accordance with relevant section(s) of the Education Act, that significantly affect the education of a student.

1. All Matters Other Than Expulsion of a Student

1.1 Prior to a decision being appealed to the Board, it must be appealed to the Superintendent, in accordance with Administrative Procedure 152.

1.2 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 that significantly affects the education of a student. The Superintendent must advise parents and students of this right of appeal.

1.3 The appeal to the Board must be made within ten (10) days from the date that the individual was informed of the Superintendent’s decision.

1.3.1 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.

1.3.2 If an appeal is sent electronically, the burden of proof of delivery is on the appellant.

1.4 Parent(s) or student(s), 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 parent(s) or student(s).

1.5 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, have sufficient notice and time to prepare for the presentation. Whenever possible, appeals will be heard by the Board at a regular Board meeting.

1.6 The appeal will be heard in camera, with specified individuals in attendance.
1.7 The parties to the appeal will be advised when the decision will be made. The Board decision must be made in open session.

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

1.8.1 The Board Chair will outline the purpose of the hearing, which is to provide:

   1.8.1.1. 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.

   1.8.1.2. The Board with the means to receive information and to review the facts of the dispute.

   1.8.1.3. A process through which the Board can reach a decision that is reasonable in the circumstances.

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

1.8.3 The Superintendent and/or designate(s) will explain the decision under appeal and give reasons for the decision.

1.8.4 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 designate(s).

1.8.5 The Superintendent and/or designate(s) will have an opportunity to respond to information provided by the appellant.

1.8.6 The members of the Board will have the opportunity to ask questions of clarification from both parties.

1.8.7 No cross-examination of the parties shall be allowed though questions may be directed to the other party through the Board Chair with the permission of the Board Chair.

1.8.8 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 the recording secretary and legal counsel in attendance.

1.8.9 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.

1.8.10 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 43 of the Education Act.

2. **Expulsion of a Student**

It is expected that each student shall comply with their responsibilities as set out in the Education Act, Board policy, Administrative Procedures and school rules.

The Board will hear representations with respect to a recommendation for a student expulsion in accordance with relevant sections of the Education Act.

2.1 A student shall be reinstated within five (5) school days of the date of suspension unless the Principal makes a recommendation for expulsion. When the Principal makes a recommendation for expulsion, the Principal shall immediately report in writing all the circumstances to the parent or the student and to the Board through the Office of the Superintendent. The student then remains suspended until the Board has made a decision.

2.2 The Board Chair will convene the expulsion hearing 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.

2.3 The expulsion hearing will be held in camera.

2.4 Parent(s) of student(s), 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 parent(s) or student(s).

2.5 The Board may have legal counsel in attendance.

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

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

2.7.1 The Board Chair will outline the purpose of the hearing, which is to:

2.7.1.1 Provide an opportunity to hear representations relative to the recommendation from the Principal including:

2.7.1.1.1 Any conditions respecting the circumstances in which the student may be enrolled in the same or a different education program.

2.7.1.1.2 The length of any rule or condition and why either is to apply to the student beyond the school year in which the student was expelled.

2.7.1.2 Provide an opportunity for the student and/or the student’s parent(s) to make representations in response to the Principal’s recommendations.
2.7.1.3. Reinstate or expel the student and address the length of any rule or condition which applies to the student.

2.7.2 The Board Chair will outline the procedure to be followed, which will be as follows:

2.7.2.1. The Principal will present the report documenting the details of the case and the recommendation to expel the student;
2.7.2.2. The student and the student's parent(s) will be given an opportunity to respond to the information presented and to add any additional relevant information;
2.7.2.3. The members of the Board will have the opportunity to ask questions of clarification from both the Principal and the student and the student's parent(s);
2.7.2.4. The Board will meet, without either the administration or the student and the student's parent(s) present, to discuss the case and the recommendation. The recording secretary may remain in attendance. Legal counsel may also remain in attendance;
2.7.2.5. Should the Board require additional information, both parties will be requested to return in order to provide the requested information;
2.7.2.6. The Board will then make a decision to either reinstate or expel the student; and
2.7.2.7. The Board decision shall be communicated in writing to the student and the student's parent(s) within five (5) days of the hearing, with copies being provided to the Principal and the Superintendent.

2.7.2.7.1. 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.

2.7.3 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 parent(s):

2.7.3.1. The length of the expulsion and any rules or conditions that apply to the student;
2.7.3.2. The educational program to be provided to the student and the name of the individual to be contacted in order to make the necessary arrangements; and
2.7.3.3. The right of the student and the student’s parent(s) to request a review of the decision by the Minister of Education within sixty (60) days of the date on which the parent(s) or the student, if the student is sixteen (16) years of age or older, is informed of the decision.

Legal Reference: Section 3, 4, 11, 31, 33, 36, 37, 41, 42, 43, 44, 51, 52, 53, 222 Education Act
HEARINGS ON TEACHER MATTERS

The Superintendent may transfer a teacher in accordance with section 212 of the Education 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.

The Superintendent may make a recommendation to the Board to terminate a continuous contract of employment with a teacher or to terminate a designation of a teacher. In terminating a continuous contract of employment or a designation, the Board shall act reasonably.

The Superintendent may suspend a teacher from the performance of the teacher’s duties in accordance with subsections 213 (1) and 213 (2) of the Education Act. The power to suspend the services of a teacher may not be further delegated. The teacher may appeal such suspension to a Board of Reference.

The Superintendent may terminate the probationary, temporary or interim contract of a teacher during the term of such contract. The power to terminate the contract of employment referenced in the preceding sentence may not be further delegated.

Specifically

1. Transfers

   1.1 A teacher who has been given a notice of transfer by the Superintendent may make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer, within seven (7) days from the day on which the teacher receives the notice of transfer.

   1.2 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.

   1.3 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.

   1.4 The Secretary Treasurer shall advise the teacher in writing of the date, time and location of the hearing.

2. Termination of Continuous Contract or Designation

   2.1 When the Superintendent has decided to make a recommendation to the Board to terminate a teacher’s continuous contract, or terminate a designation, the Superintendent shall forward that recommendation:
2.1.1 To the teacher, not less than fourteen (14) days before the scheduled date of the meeting at which the recommendation shall be considered; and
2.1.2 To the Trustees, through the Secretary Treasurer, in accordance with the practice for regular Board meetings.

3. Adjournments

3.1 Requests for adjournments may be granted by the Board Chair, where determined to be reasonable in the Board Chair’s sole discretion. An application for an adjournment shall be made in the following manner:

3.1.1 Where the request for the adjournment is made in advance of the hearing, it shall be made in writing to the Secretary Treasurer by the teacher or the Superintendent no less than seven (7) days before the originally scheduled date of the hearing.

3.1.2 A request for an adjournment, although not submitted in accordance with clause 3.1.1, if supported with reasons that the Board Chair considers valid, including the reason the request was not submitted within the required time period, may be made in writing through the Secretary-Treasurer.

3.2 The Board Chair may seek written submissions from each of the parties about whether to grant the adjournment.

3.3 The Board Chair may take into consideration the timing of the request for the adjournment, the stated reasons for the request, the prior history of requests for the adjournment of the matter, and the submissions made by the parties.

3.4 Where adjournments are granted in the course of a hearing, 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.

4. Pre-Hearing Processes

4.1 Any written materials the teacher or the Superintendent wishes the Board to consider must be submitted to the Secretary Treasurer, where possible, 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 parties prior to the meeting, where possible, and to the Trustees at the hearing.

4.2 Notwithstanding the above, the Board Chair shall reserve the right to receive such further documentation as is deemed relevant at the Board hearing.

4.3 The teacher or the Superintendent may be accompanied by counsel or another 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:
4.3.1 The names of counsel, other representatives, and any witnesses; and
4.3.2 An explanation satisfactory to the Board Chair as to why the witnesses’ evidence may not be adequately presented in writing.

4.4 The Board Chair shall advise, in writing, the party who has requested permission to bring witnesses to the hearing as to whether or not the request will be granted, as soon as reasonably practical after receiving the application.

4.5 Notwithstanding the foregoing, the Board Chair shall reserve the right to allow such witnesses to appear at the hearing as are deemed relevant or necessary to the determination.

5. Procedure at Hearings

5.1 The Secretary Treasurer shall keep notes of the proceedings. The Board, in its sole discretion, may record the hearing via electronic means. Where recording will take place, the parties shall be advised by the Board Chair at the commencement of the hearing.

5.2 The hearing shall be conducted at an in camera session of the Board, and chaired by the Board Chair, or in the Chair’s absence, the Vice-Chair or designate.

5.3 The Board Chair will introduce all parties, and the parties or their representative shall introduce all witnesses at the hearing.

5.4 The sequence of the hearing shall be as follows:

5.4.1 Consideration of any preliminary objections;
5.4.2 An opening statement to be made by each of the parties;
5.4.3 Written and oral presentation by the Superintendent or designate, including any evidence by witnesses where appropriate;
5.4.4 Written and oral presentation by the teacher, including any evidence by witnesses where appropriate;
5.4.5 Superintendent’s or designate’s opportunity for a response to the teacher’s presentation;
5.4.6 Teacher’s opportunity for a response to the administration’s presentation;
5.4.7 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;
5.4.8 An opportunity for the Superintendent or designate to make final comments;
5.4.9 An opportunity for the teacher to make final comments; and
5.4.10 No cross-examination of witnesses shall be allowed unless the Chair deems it advisable.

5.5 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.

5.6 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.
5.6.1 If the information is not readily available, the Board Chair may request a recess, or if necessary an adjournment of the hearing to a later date.

5.6.2 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.

5.7 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.

5.8 The Board decision will be communicated to the teacher by telephone and confirmed in writing, following the hearing.

Legal Reference: Section 33, 52, 53, 212, 213, 214, 214.1, 215, 217, 218, 219, 222 Education Act
POLICY 15

SCHOOL CLOSURE

The Board’s facility planning processes are designed to ensure the provision of well maintained and highly utilized school facilities that effectively accommodate student-learning needs. A variety of facility planning considerations may necessitate the closure or reconfiguration of a school.

This policy is designed to ensure Division compliance with the requirements of the Education Act on school closure.

Definitions

Closure means to close a school permanently or for a specified period of time; close entirely three (3) or more consecutive grades in a school; or transfer all students from one (1) school building to one (1) or more other school buildings on a permanent basis.

Reconfiguration means the addition or removal of one (1) or more grades to or from a school.

Specifically

1. Facility Planning Principles

Three principles guide the Division’s facility planning processes:

1.1 All Division students are to have reasonable access to quality educational programs and services;

1.2 School facilities are to be well maintained and highly utilized; and

1.3 Bus ride times are to be as reasonable as possible.

2. School Closure/Reconfiguration Factors

One (1) or more of the following consideration factors may lead the Superintendent to submit a school closure/reconfiguration proposal to the Board.

2.1 Increasing enrolments;

2.2 Decreasing enrolments;

2.3 Continuing low enrolments in a school or within grades in a school;

2.4 Enhancing the effectiveness of program delivery;
2.5 Improving school facility utilization;

2.6 Improving cost effectiveness; and

2.7 Threats to health and/or safety.

A proposal for school closure or reconfiguration may also be initiated at the request of the Board.

3. School Closure/Reconfiguration Proposal

A school closure/reconfiguration proposal prepared by the Superintendent shall include the following:

3.1 The consideration factors precipitating the proposed school closure or reconfiguration;

3.2 How the reconfiguration or closure would affect the attendance area defined for that school;

3.3 How the reconfiguration or closure would affect the attendance at other schools;

3.4 Information on the Board’s long-range capital plan;

3.5 The number of students who would need to be relocated as a result of the closure or reconfiguration;

3.6 The need for, and extent of, busing;

3.7 Program implications for other schools for the students when they are attending other schools;

3.8 The educational and financial impact of closing or reconfiguring the school, including the effect on operational costs and capital implications;

3.9 The educational and financial impact if the school were to remain open, or, if the reconfiguration were not to occur;

3.10 The capital needs of the schools that may have increased enrolment as a result of the closure or reconfiguration; and

3.11 Possible uses of the school building or space if the entire school is being closed, or three (3) or more consecutive grades in the school are being closed entirely.

4. Notice of Motion – Proposed School Closure/Reconfiguration

In the event that the Board decides to proceed with the proposed school closure or reconfiguration process following its review of the Superintendent’s school closure/reconfiguration proposal, the matter shall be raised by way of a Notice of Motion made at a regular meeting of the Board.
The Notice of Motion signals the beginning of the Division’s public consultation process. No decision with respect to the school closure or reconfiguration will be made until the completion of the procedures outlined in sections 5, 6 and 7 of this policy and at least twelve (12) weeks have passed since the date of this Notice of Motion.

The Notice of Motion shall include:

4.1 The school and grades affected by the proposed school closure or reconfiguration; and

4.2 The date upon which the Board plans to vote on the motion to close or reconfigure the school.

5. Notification of Proposed School Closure/Reconfiguration

Where a Notice of Motion is tabled to consider the closure or reconfiguration of a school, the Board shall, in writing, notify the parents of every student enrolled in the school who, in the opinion of the Board, will be significantly affected by the closure or reconfiguration.

This written parental notification shall provide the following information:

5.1 The school closure/reconfiguration proposal prepared by the Superintendent pursuant to section 4 of this policy;

5.2 The date, time, format and location of the public meeting organized and convened by the Board for the purpose of discussing the information provided to the parents in the school closure/reconfiguration proposal; and

5.3 The date upon which the Board plans to vote on the motion to close or reconfigure the school.

6. Public Meeting – Proposed School Closure/Reconfiguration

Where a Notice of Motion is tabled to consider the closure or reconfiguration of a school, the Board shall:

6.1 Organize and convene a public meeting for the purpose of discussing the information provided to the parents in the school closure/reconfiguration proposal;

6.2 Post the time and place of the public meeting in five (5) or more conspicuous places in the area or areas of the school or schools affected by the closure or reconfiguration for a period of at least fourteen (14) days prior to the date of the public meeting;

6.3 Advertise the time and place of the public meeting in a newspaper circulating within the area or areas of the school or schools affected by the closure or reconfiguration, on at least two (2) occasions as close as is practicable to the date of the meeting;

6.4 Ensure that at least two (2) Trustees shall be in attendance at the meeting;
6.5 Ensure that the minutes of the public meeting are prepared;

6.6 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 or reconfiguration may have on the community; and

6.7 Establish a date, by which written submissions relating to the proposed school closure or reconfiguration will be received for consideration following the meeting.

7. Following the public meeting referred to in section 6, there shall be a minimum period of three (3) weeks for electors to present to the Board further responses, including preferred alternatives, to the possible closure.

7.1 The Board shall give due consideration to any submissions on the proposed closure subsequent to the public meeting referenced in section 6.

7.2 The final debate by the Board and the vote upon the resolution shall only occur after all aspects of sections 6 and 7 have been completed.

8. The Board may extend the school closure discussions beyond one school year.

9. If the decision by the Board is to close the school:

9.1 The Board shall forthwith notify the Minister in writing of the decision.

9.2 The Board shall identify alternative uses for the school or dispose of the property in accordance with section 192 of the Education Act.

Legal Reference: Section 33, 51, 52, 53, 62, 192, 194, 222, 248, 249 Education Act
Disposition of Property Regulation 86/2019
Petition and Public Notices Regulation 91/2019
RECRUITMENT AND SELECTION OF PERSONNEL

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

The Board further believes strong leadership and administration at the Division and school levels are essential to the effective and efficient operation of the Division.

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, Secretary Treasurer, Director of Student Learning and the Director of Technology:

   3.1 The Superintendent shall be responsible for the creation of a short list of candidates for these positions.

   3.2 The Board representatives and the Superintendent shall constitute the interview panel.

   3.3 The successful candidate must be supported by a clear majority of the interview panel. 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 (1) of these positions shall have a written contract of employment. The Superintendent is delegated full authority to determine contract renewals. (DELETED – replaced by the following)

   3. The Superintendent shall have authority to recruit and select individuals for the positions of Deputy Superintendent, Secretary Treasurer, Director of Student Learning and Director of Technology.

      3.1 These positions shall have a role description and each person occupying one (1) of these positions shall have a written contract of employment. The Superintendent is delegated full authority to determine contract renewals.

      3.2 The Superintendent or designate is responsible for the development, implementation, and assessment of recruitment and employment practices. These practices must be
consistent with the Education Act, employment legislation, current collective agreements or contracts, Board Policies and Division Administrative Procedures.

4. The Superintendent is delegated full authority to recruit and select staff for all other Division office positions.

5. The Superintendent is delegated full authority to recruit and select staff for all other school-based positions.

6. In the event of an unexpected, short-term vacancy, or changes occurring in administration at the school level after June 1, the Superintendent may appoint an “acting Principal” or “acting Vice Principal” without going through a formal selection process.

6.1 This will normally be done for a maximum of one (1) year; however, due to extenuating circumstances this may be extended for an additional one (1) year.

7. The Superintendent may initiate a procedure of transfers of Principals and Vice Principals between schools without going through an advertising and competition process.

8. All offers of employment shall be conditional on the successful applicant providing a Criminal Records Check and a Child Intervention Record Check that is acceptable to the Superintendent. Additionally, the Superintendent may require documentation certifying that the candidate is medically fit for the position.

9. For administration positions, a successful applicant may be required to take graduate level courses as a condition of employment until a Master’s Degree is completed.

Legal Reference: Section 33, 52, 53, 68, 204, 222, 224, 225 Education Act
Freedom of Information and Protection of Privacy Act
CHANNELS OF COMMUNICATION

For Behavior:

Bus Driver

Principal

For Other Inquiries:

Principal

Transportation Administrator, or designate

Superintendent

TRANSPORTATION Appeal Committee
All Decisions Final

Lakeland RCSSD
Board Policy Handbook

Adopted: January 2007
Revised: Aug/12; Aug/16; Jan/17; Sept/19
SUPERINTENDENT EVALUATION PROCESS, CRITERIA AND TIMELINES

Evaluation Process

1. Provides for both accountability and growth, and the strengthening of the relationship between the Board and the Superintendent. The written report will affirm specific accomplishments and will identify growth areas. Some growth goals may address areas requiring improvement while others will identify areas where greater emphasis is required due to changes in the environment.

2. Complies with Form 4 and Form 5 of the Superintendent of Schools Regulation. These forms require that the contract between the Board and the Superintendent includes performance evaluation criteria and processes and, at minimum, provision for regular written evaluation of the Superintendent’s performance.

3. Highlights the key role of the Superintendent as the Chief Education Officer for the Division to enhance student achievement and success for all children.

4. Recognizes that the Superintendent is the Chief Executive Officer. The Superintendent is held accountable for work performed primarily by other senior administrators, e.g., fiscal management.

5. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or growth areas. The Performance Assessment Guide identifies possible sources of the evidence in advance, while the quality indicators further describe role expectations.

6. Meets contractual requirements in that the Superintendent and Board came to a mutual agreement relative to the comprehensive evaluation process to be followed.

7. Is aligned with and based upon the Superintendent’s roles and responsibilities. The evaluation document is consistent with Board policy.

8. Is linked to the Division’s goals. The Strategic Planning and Reporting section directly links the Superintendent’s performance to the three-year planning process, which includes the Division’s goals.

9. Sets out standards of performance. The quality indicators in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.
POLICY 17

STUDENT TRANSPORTATION SERVICES

The Board shall provide transportation to eligible students to and from school in a safe, economical and efficient manner in the Bonnyville, Cold Lake, Lac La Biche and Waskatenau areas.

Eligibility for Transportation - Rural

The Division will provide school bus transportation for all resident rural students in accordance with section 59 of the Education Act, the School Transportation Regulation and the policies as outlined herein.

1. Transportation shall be provided for all rural resident students if the student resides at a distance equal to or greater than 2.4 kilometres from the site of the school that the Board has directed the student to attend.

2. Transportation may be provided to rural resident students who reside at a distance less than 2.4 kilometres from the school site to which the Board has directed the student to attend at the discretion of the Transportation Administrator or designate. There may be a surcharge to the parent for this service.

3. The Transportation Administrator or designate may, under special agreement, provide transportation services to non-resident students of the Division or may engage other authorities to transport resident students. The Transportation Administrator or designate will provide an annual report to the Board on this matter.

4. Children attending Kindergarten programs will be considered resident students for the purpose of this policy.

5. Students relocating from an attendance area to a new attendance area after the Easter break may be provided transportation to their prior school of attendance for the remainder of the school term providing there are no additional costs incurred by the Division for the provision of this service.

Eligibility for Transportation – In-town

The Division will provide school bus transportation for all resident in-town students equal to or in excess of 2.4 kilometers from their designated school in accordance with section 59 of the Education Act, the School Transportation Regulation and the policies as outlined herein.

1. In-town transportation is defined as transportation provided to students resident in Bonnyville, Cold Lake, Lac La Biche, and Waskatenau.

2. A transportation fee shall be established annually by the Board and shall apply to all ineligible students utilizing the in-town service.
3. Children attending Kindergarten programs will be considered resident students for the purpose of this policy.

4. Annual school bus passes will be made available, and are to be carried by all students utilizing this service.

**School Bus Route Planning**

1. All school bus routes will be designed and/or approved by the Transportation Administrator or designate.

2. The routes shall be designed in such a manner to ensure cost and time effectiveness as well as the comfort and safety of all students transported.

3. Under normal circumstances a school bus will not enter private property. In those situations, where it is necessary or desirable for a school bus to enter private property, good road conditions and a proper turn around area must exist as minimum requirements. A Private Property Permission and Waiver Form must be completed by the Landowner before bus service is allowed.

Subject to the above, the following situations are eligible for yard pick-up:

3.1 A student presenting a medical certificate that indicates the nature of the medical condition will be provided with yard pick-up when, in the opinion of the Transportation Administrator or designate, the nature of the illness or disability prohibits the student from meeting the school bus at a normal pick-up point. Application must be made through the office of the Transportation Administrator or designate.

4. The Board recognizes that in extenuating circumstances (blizzard conditions, etc.), school bus drivers may enter onto private property, make additional stops and/or extend bus routes to ensure that students are delivered safely.

5. In situations where it is not practical or possible to provide transportation on regular school bus routes, the Transportation Administrator or designate may provide alternate transportation arrangements.

6. Any changes to routes, whether increases or decreases in bus sizes or distances traveled after the original routes are established, shall be reflected on the appropriate form – “Changes to Existing Route” Form – and submitted by the School Bus Contractor at the end of the month that the change takes effect.

7. The Transportation Administrator or designate may retain up to four (4) vacant student places on each school bus to ensure there are sufficient seats available for new students transferring into the school system during the school year.

**Operation of School Buses**

1. School buses will not operate in the event of the following conditions, as measured at 6:00 A.M. at 4 Wing (Lakeland area), Lac La Biche Airport (Lac La Biche), or at Smoky Lake (Waskatenau area):
1.1 The wind chill is equivalent to or exceeds –45 degrees Celsius, or

1.2 The outside air temperature is equivalent to or exceeds –40 degrees Celsius,

1.3 Bus routes assigned as special needs routes with wheelchair capabilities will not operate with a wind chill that is equivalent to or exceeds -35 degrees Celsius or an outside air temperature that is equivalent to or exceeds -35 degrees Celsius.

1.4 School bus routes within the Division will not necessarily be cancelled concurrently.

2. The Transportation Administrator or designate may cancel school buses either individually or collectively when weather conditions are so inclement as to constitute a safety hazard to the students being transported.

2.1 In the absence of a decision by the Transportation Administrator or designate, the Board recognizes that individual bus drivers may cancel or alter his/her route to ensure the safety of students being transported.

2.2 Individual bus drivers canceling or altering their routes are responsible for notifying each student on that route of such cancellation. Individual bus drivers canceling or altering their routes are also responsible for notifying the Transportation Administrator or designate of such cancellation or alteration.

2.3 In all situations where school buses are cancelled or routes altered, it is the responsibility of the person making that decision to advise the appropriate radio stations, and the Superintendent or designate when applicable. Radio stations to be contacted are:

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Station</th>
<th>Brand Name</th>
<th>Phone No.</th>
<th>Fax No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>630 AM</td>
<td>CHED Edmonton</td>
<td></td>
<td>780-440-6300</td>
<td></td>
</tr>
<tr>
<td>840 AM</td>
<td>CFCW Camrose/Edmonton</td>
<td></td>
<td>780-672-8255 Camrose</td>
<td>780-435-0844 Edmonton</td>
</tr>
<tr>
<td>95.3 FM</td>
<td>CJXM Cold Lake BOOM</td>
<td></td>
<td>780-594-2459</td>
<td></td>
</tr>
<tr>
<td>97.7 FM</td>
<td>CHSP St. Paul Real Country</td>
<td></td>
<td>780-645-4425</td>
<td>780-6452383</td>
</tr>
<tr>
<td>97.9 FM</td>
<td>CKWB Westlock Real Country</td>
<td></td>
<td>780-349-4421</td>
<td></td>
</tr>
<tr>
<td>99.7 FM</td>
<td>CFNA Bonnyville Country 99</td>
<td></td>
<td>780-573-1745</td>
<td>780-573-1746</td>
</tr>
<tr>
<td>101.3 FM</td>
<td>CJEG Bonnyville KOOL/HOT</td>
<td></td>
<td>780-812-3058</td>
<td>780-812-3363</td>
</tr>
<tr>
<td>103.5 FM</td>
<td>CILB Lac La Biche BOOM</td>
<td></td>
<td>780-623-3744</td>
<td>780-623-3740</td>
</tr>
</tbody>
</table>

In addition, the Transportation Administrator or designate shall update the Division website bus APP called “LCSD Bus Status”.

Adopted: January 2007
Revised: Aug/12; Aug/16; Jan/17; Sept/19
Contractor Driver Qualifications

The Contractor is responsible for the actions of his/her drivers and is required to ensure that the policy sections outlining Driver Qualifications, Driver Regulations, Driver Accident, Driver Suspension and Student Rules and Regulations are available on each and every school bus whether the school bus is used as a spare bus or on a regular route. Emergency telephone numbers must also be available.

1. Every school bus driver, whether employed or volunteer, whether regular or substitute, must meet the following criteria:

   1.1 Be in possession of a valid Class I or Class II Alberta Operator's License if operating a school bus over 24 passengers.

   1.2 As a minimum, be in possession of a valid Class IV Alberta Operator's License if operating a school bus 24 passengers or less.

   1.3 Annual approval from the Transportation Administrator or designate must be obtained prior to operating a school bus on a regular basis.

2. In order to receive the approval of the Transportation Administrator or designate, a potential and existing school bus driver must:

   2.1 Complete a Driver Abstract Consent form to obtain a current abstract of his/her driving record from the Alberta Motor Vehicles Division.

   2.2 Provide an acceptable Criminal Record Check. (Required every five (5) year period.)

   2.3 Satisfactorily complete an S-Endorsement program within six months from the commencement of employment.

   2.4 Complete a road test if requested by the Transportation Administrator or designate.

3. Notwithstanding (2) noted above, in the event of an emergency the Transportation Administrator or designate may approve an individual to substitute for a regular bus driver upon request from the contractor.

Contractor Driver Regulations

The Contractor is required to ensure each and every driver is aware of their responsibilities under the Traffic Safety Act and the Education Act and is responsible for how the bus is operated and how the driver follows regulations.

1. Drivers are to acquaint themselves with the statues and regulations of the aforementioned publications as well as the policies described within the Bus Drivers Handbook.

2. The Board requires that the Contractor ensure that the driver meets the following transportation requirements:

   2.1 Transport only those passengers approved by the Superintendent or designate.
2.2 Maintain a current copy of the list of all passengers transported in the form of a School Bus Seating Plan and that the seating plan and the "Rules and Regulations Pertaining to Students" be posted in the bus.

2.3 Keep the school bus in a clean and sanitary condition.

2.4 Ensure that all lights and markings identifying the school bus, in particular the rear of the bus, are clear of all dirt, mud or snow at the commencement of each trip.

2.5 Ensure that all safety equipment such as fire extinguishers, flares, first aid kit, etc., are in the school bus and in proper condition. (It should be noted that the school bus driver is liable for prosecution if the above are not maintained in operational condition).

2.6 All school bus drivers are required to make a thorough daily walk-around of their school bus to inspect the condition and operation of the following:

2.6.1 Warning flashers and all lights.
2.6.2 Emergency door.
2.6.3 Tail pipe and exhaust system.
2.6.4 All signs.
2.6.5 All signals.
2.6.6 All tires and wheels.
2.6.7 Mirrors.
2.6.8 Service door.
2.6.9 Engine compartment.
2.6.10 Windshield and wipers.
2.6.11 Side windows.
2.6.12 All gauges.
2.6.13 All safety equipment.

2.7 All school bus drivers must wear their seat belt while operating a school bus.

2.8 Drivers must not transport gasoline or any other type of fuel inside the school bus regardless whether the school bus is loaded with passengers or not.

2.9 “No Smoking” signs must be posted inside and outside the bus as per requirements of the Tobacco Reduction Act in Alberta.

2.10 Drivers must not be under the influence of hallucinogenic substances or alcoholic beverages.

2.11 Drivers must refrain from the use of profane language while on duty.

2.12 Drivers must have the school bus at the school boarding zone warmed and prepared for loading five (5) minutes prior to school dismissal time.

2.13 Drivers must bring the school bus to a full stop at a point not less than five (5) meters, no more than fifteen (15) meters from the nearest rail of an uncontrolled railway crossing, when the school bus is carrying passengers and shall not proceed until it is safe to do so. (The school bus driver shall activate the four way flashers during this procedure.)
2.14 Drivers must not use electronic devices (cell phone, two-way radio, etc.) as it distracts from the safe operation of the school bus, as per requirements of the Traffic Safety Act in Alberta.

2.15 Drivers must not make any unscheduled stops, except in the case of an emergency or where such a stop has been requested in writing by a parent/guardian, or Principal for medical or dental appointments and providing the unscheduled stop lies on the regular bus route.

2.16 Drivers must report all discipline problems encountered, utilizing the “School Bus Misconduct” form, to the Principal of the school that the particular student attends.

2.17 After establishing the school bus route, the time of pick-up shall remain as consistent as possible on each day service is provided.

2.18 Drivers must ensure that students adhere to the established seating plan and check seats for damage after each run.

2.19 Drivers must allow only authorized persons to ride the school bus. Authorized persons include: a regular student passenger; any student approved by the Superintendent and/or designate.

2.20 Under no circumstances shall a bus driver refuse to transport a student back to his/her regular drop-off point unless the student is serving a suspension.

2.21 Drivers must not leave the school until five (5) minutes after the students have been dismissed unless absolutely positive that the load is complete.

2.22 Drivers must turn headlights and all running lights on when transporting passengers morning and evening.

2.23 Drivers must activate strobe lights where municipal bylaws allow while driving in inclement weather.

2.24 Drivers must walk through the aisle to the back of the bus after the final student disembarks and check each seat to ensure no more students are on board.

2.25 School bus drivers are required to report to the Transportation Administrator or designate, on copies of the appropriate RCMP forms, all accidents, moving violations, or any other traffic violations that have occurred while they were operating a motor vehicle (whether school bus or not).

2.26 Should a school bus catch fire or is suspected of being on fire, the first priority after safely parking the bus, is to evacuate all passengers through the safest exit and relocate them to a safe location at a minimum of 35 metres (115 feet) away from the school bus. Then proceed to extinguish the fire.

2.27 Drivers are to conform to all traffic bylaws duly passed by incorporated authorities within the Division boundaries.
**Driver Pre-School Children on the Bus**

It is recognized that a bus driver may require to have his/her own pre-school children on a bus. As such, the following must be adhered:

1. The Driver must provide in writing to their bus Contractor or the Transportation Administrator or designate a request to allow their pre-school child(ren) to accompany them on the school bus.

2. No more than two pre-school children of the Driver will be allowed on a bus at one time.

3. The Driver must provide for and install a child safety seat and restraint for their child(ren).

4. The pre-school child must show on the student roster that accompanies the bus as an additional passenger.

5. The pre-school child must not take the seat place of regular students transported.

**Contractor/Driver Accident Procedures**

When a school bus is involved in an accident or when an emergency situation arises and the possibility of an accident exists, the Contractor will ensure his/her driver takes the following course of action, if physically possible:

NOTE: Items 1 through 3 are extracts from the School Bus Driver Improvement Program - Assessing Collision Scene and Bus Evacuation Procedures and are listed here for purposes of reinforcement.

1. **Assess the Scene**

   In the event the bus can be moved and the possibility of a collision exists; move the bus off the roadway to a safe location and keep all the passengers seated and as comfortable as possible.

   If a fire has started on the bus or there is a possibility of a fire starting due to fuel leakage, etc. **OR**

   the bus is located in an unsafe position and cannot be moved; immediately evacuate the students to a safe location 35 metres (115 feet) or more from the bus.

   Question all passengers as to injuries sustained. Treat the most seriously injured first within the scope of expertise.

2. **Securing and Protecting the Collision Scene**

   When the bus has been located in the safest location (contingent on "1." above). Stop the bus completely; turn off the engine and remove the keys. Activate the 4-way hazard flashers. Set the parking brake. Set out flares, reflectors or warning devices in accordance with prescribed procedures.
3. **Organize Bystanders/Passengers to Render Assistance**

Contingent on the nature of the accident/collision utilization of bystanders and/or passengers may prove beneficial for the following purposes:

- rendering first aid assistance;
- directing traffic;
- notifying medical, police and school authorities, etc.

If physically able, the driver is in charge of the scene, and must take charge until proper authorities arrive and relieve him/her of this responsibility. Being calm, organized and confident will increase the chances that directives are followed.

4. **Notification of Authorities**

The order of notifying proper authorities for assistance is as follows:

- medical;
- police;
- school and/or Transportation Administrator or designate.

A listing of the pertinent phone numbers for the above noted is to be available in each school bus for easy reference, and provided to the individual sent for assistance.

The report given to the aforementioned authorities is to include:

- time and location of accident;
- severity of crash;
- number of persons injured.

5. **Accident Reporting and Insurance Requirements**

5.1 Gather all pertinent information pertaining to the accident.

5.2 Locate and identify witnesses and obtain their addresses. Obtain any remarks, admissions of fault, defective condition of other vehicle(s), extent of bodily injuries and property damage incurred.

5.3 Never attempt to settle any claims, nor sign any statements admitting to fault for the accident.

5.4 Remain at the scene until dismissed by the attending police officer.

5.5 Do not attempt to complete route if you are physically injured or under mental stress whereby your ability to continue operation of the school bus is in question.

5.6 Complete all necessary documentation including the “Accident Notification” Report and submit the same to the bus contractor; a copy of the accident report (RCMP) is also to be filed with the bus contractor.
Should a parked vehicle be hit, try and locate the owner of the vehicle. If unsuccessful, leave a note on the damaged vehicle, giving your name, where you can be contacted and a brief description of what happened. A police officer, preferably, or a bystander is to be asked to check the damage and his/her name and address is to be recorded.

**NOTE:** The above noted listing of procedures to follow may vary from the order listed contingent on the type of accident incurred. REMEMBER STUDENT SAFETY IS PARAMOUNT; COMMON SENSE SHALL PREVAIL.

**Contract Driver Suspension**

The Bus Contractor, in the event of an accident involving a school bus, may subject the school bus driver to a temporary suspension upon completion of the run whether morning or afternoon.

1. The Contractor will notify the Transportation Administrator or designate of all accidents and suspensions.

2. The suspension will remain in effect until such time as the Transportation Administrator or designate notifies the Bus Contractor in writing that the suspension is lifted.

   The Transportation Administrator or designate may require a Bus Contractor to suspend a school bus driver when, in the opinion of the Transportation Administrator or designate, it is deemed in the best interests of the Division.

3. A Bus Contractor may request an appeal of such suspension.

4. Where such an appeal is requested, a meeting of the Transportation Appeal Committee will be held within ten (10) working days of the suspension, or as soon thereafter as mutually agreed.

**Student Rules and Regulations**

The "Rules and Regulations Pertaining to Students" refers to the conduct required through the Education Act, the Traffic Safety Act, and the Transportation policy, of students while being transported on a school bus.

1. A copy of this list shall be made available to all parents that require transportation for their child(ren).

2. Students in violation of these rules and regulations may be suspended from school bus privileges by the Principal of the school they attend.

Legal Reference: Section 3, 7, 11, 31, 32, 33, 52, 53, 59, 222, 225 Education Act
Traffic Safety Act
Tobacco Reduction Act
Commercial Vehicle Safety Regulation 121/2009
School Transportation Regulation 96/2019
Use of Highway and Rules of the Road Regulation 304/2002
Vehicle Equipment Regulation 122/2009
Funding Manual for School Authorities
POLICY 18

SCHOOL COUNCILS

The Board believes that parents have a right and a responsibility to assist in making decisions about the education of their children. Therefore, opportunities will be provided for school councils to share their accomplishments with the Board on an annual basis.

Specifically

1. The Board shall invite each school council chairperson or designate to make a presentation at the May or June meetings of the Board.

2. The presentations will focus on the accomplishments of the current school year as well as a financial report.

Legal Reference: Section 33, 52, 53, 55, 197, 222, 251 Education Act
School Council Regulation 94/2019