



“Christ-centered learning communities
where students are cherished and achieve their potential”

BOARD POLICY MANUAL

Holy Spirit Roman Catholic Separate
Regional Division No. 4

Updated – November 23, 2016

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BOARD MANDATE, MISSION, VISION, VALUES AND GOALS

The mandate of the Board of Trustees of the Holy Spirit Roman Catholic Separate Regional Division No. 4 is to provide the children and parents with a complete offering of learning opportunities delivered within the context of Catholic teachings and tradition, the means of the division and the legislated requirements of the provincial and federal governments.

The Board is dedicated to serving the educational needs and aspirations of the Catholic parents and children in the communities of Bow Island, Coaldale, Lethbridge, Picture Butte, Pincher Creek and Taber, and the surrounding areas, in keeping with the philosophy of Catholic education.

The Board has adopted the following mission statement:

We are a Catholic Faith Community dedicated to providing each student entrusted to our care with an education rooted in the Good News of Jesus Christ.

Guided by the Holy Spirit, in partnership with home, parish and society, our schools foster the growth of responsible citizens who will live, celebrate and proclaim their faith.

Our Catholic Faith is the foundation of all that we do.

The actions and activities of the Board will be guided by the following core values and commitments to those values:

ALL GOD'S CHILDREN

- We nurture the inherent spiritual, moral, intellectual, social, creative, physical, and emotional giftedness of everyone in our schools.
- We honour diversity.
- Our schools provide a welcoming safe and accepting sanctuary.

EXCELLENCE IN LEARNING

- We provide opportunities for each and every student to discover and become the person God created him/her to be.
- We will implement best practices in education to support the learning needs of all students.
- We support and encourage the continued professional growth of all staff.
- We support and encourage professional learning communities in all of our schools.

SACRAMENTALITY

- We see God and the wonder of God's work in everything we do and in all the people we encounter.
- As disciples of God, we model Christ to the world.
- We celebrate the presence of God in our schools through prayer, liturgy and symbols of our faith.
- We practice Christian fellowship.
- We promote and practice social justice, based on the teachings of Jesus Christ.
- We believe in the importance of the sacraments and encourage the participation of our students in parish life.

**OUR
COLLABORATIVE
COMMUNITY**

- We share the responsibility of education with our students, staff, parents, and the parish community.
- We encourage and appreciate the active involvement of all who share in the mission of educating students in our schools.
- We are committed to engaging our stakeholders, and will be receptive to and respectful of their input.

MINISTRY

- We employ people who share our commitment to our Catholic faith and the promotion of Gospel values so that our schools provide living witness to Jesus Christ.
- We honour the commitment and effort our staff members provide to Catholic education.
- We actively participate in the mission of the Church.
- We provide opportunities for faith development.
- We encourage and support the constitutional right to Catholic education.

STEWARDSHIP

- We respect and protect God's creation.
- We ensure that our resources and efforts best serve the needs of all our students.
- We are accountable to our supporters and will operate in a fiscally responsible manner.
- We ensure that decisions are both fact and policy driven.
- We support and provide processes which promote fair and objective decision-making through a Catholic perspective.
- We are open and transparent.

The Board has adopted the following vision statement:

- **Holy Spirit Catholic Schools.....**Christ-centered learning communities where students are cherished and achieve their potential.

The Board believes that a quality Catholic education has the following intentions:

- To develop in students an understanding and appreciation for Catholicism as a way of life.
- To develop in students a sense of Christian morality that will serve as a guiding principle for living.
- To provide the experience of living in a Catholic educational community where the teachings of Jesus Christ are modeled, experienced, and taught.
- To develop the individual in such areas as pride, self-worth, discipline, responsibility, confidence, expression, understanding, respect, and nurtured growth in faith and spirituality.
- To develop to the utmost the intellectual, physical, social, spiritual and emotional capabilities of each child.
- To ensure that all students, according to individual need and regardless of location and circumstance, have access to high quality basic education, as defined by Alberta Education's *Guide to Education*, that is permeated with Catholic teaching and values. Such is the first priority of our resource allocations to students.
- To develop in students a love of life-long learning.

- To develop the skills and competencies required for students to be successful in an ever-changing world.
- To provide safe, caring, and inclusive environments.
- To provide opportunities for students to achieve equitable educational outcomes.
- To foster meaningful communication between the school, home and parish.
- To prepare students to enter directly into the work force or to proceed to an institution of higher learning.
- To develop strong and effective communication skills in students that demonstrates respect, empathy, and responsibility to others.
- To provide physical education activities with the aim of developing healthy bodies and sportsmanlike attitudes.
- To develop in students an understanding of the obligations and responsibilities of citizenship, our heritage and our Canadian democratic ideals.
- To develop in students growth toward competence in citizenship, loyalty to the ideals of democracy and an appreciation for the problems of the community: local, territorial, provincial, national and global.
- To develop an appreciation for the role of the family in society and to promote positive family relationships.
- To continue our journey to truth and reconciliation by providing opportunities for all students to develop an understanding of, and respect for, the histories, cultures, languages, and diverse perspectives and contemporary contexts of First Nations, Métis and Inuit.
- To provide opportunities to develop and foster in students an appreciation for, and interest in, religious vocations.
- To support the foundation of Catholic education as enunciated by the following:
 - The Second Vatican Council, in the *Declaration on Christian Education, 1965*.
 - The Sacred Congregation for Catholic Education, in the document entitled, *The Catholic School, 1977*.
 - The *Apostolic Exhortation of His Holiness Pope John Paul to the Episcopate, the Clergy and the Faithful of the Entire Catholic Church on Catechesis in Our Time (79/10/16)*.

Legal Reference: *Section 60, School Act*

ROLE OF THE BOARD

As the body elected by the Catholic electors of the division, the Board is responsible to the electors for the development of the educational objectives and goals of the jurisdiction in keeping with the values of the Catholic community and the requirements of provincial legislation.

The Board must fulfill its key role of ensuring education in the Holy Spirit Roman Catholic Separate Regional Division is rooted in the Good News of Jesus Christ for all students entrusted to its care.

Areas of Responsibility

1. Faith Leadership
 - 1.1 Make decisions which reflect Catholic values and beliefs.
 - 1.2 Be visible within the Catholic faith community.
 - 1.3 Be involved in and supportive of parish functions in each of the communities served by the division.
2. Accountability to Provincial Government
 - 2.1 Act in accordance with all statutory requirements to implement provincial and educational standards and policies.
 - 2.2 Perform Board functions required by governing legislation and existing Board policy.
3. Accountability to Community
 - 3.1 Make data-driven decisions which reflect the Gospel values and represent the interests of the entire Catholic community served.
 - 3.2 Establish processes and provide opportunities for community input.
 - 3.3 Report district results at least annually.
 - 3.4 Develop procedures for and hear appeals as required by statute and/or Board policy.
 - 3.5 Model a culture of faith, respect and integrity, rooted in the Good News of Jesus Christ.
 - 3.6 Proactively work to build community support for this Catholic education system.
 - 3.7 Be visible in our school communities.

4. Three-Year Education Plan

- 4.1 Provide overall direction for the division by establishing mission, vision, strategic priorities and key results.
- 4.2 Annually approve Three-Year Education Plan process and timelines.
- 4.3 Identify Board priorities at the outset of the annual Three-Year Education Planning process.
- 4.4 Annually approve the Three-Year Education Plan for submission to Alberta Education by the due date.
- 4.5 Approve the annual education results report for distribution to the public.
- 4.6 Annually approve budget (driven by the Three-Year Education Plan).
- 4.7 Annually evaluate the effectiveness of the division in achieving established goals and desired results.
- 4.8 Monitor progress toward the achievement of student outcomes and other desired results.

5. Recognition

- 5.1 Staff - long term service and retirement.
- 5.2 Community - modeling Catholic values within the school system.
- 5.3 School – annual lunches.

6. Policy

- 6.1 Determine the goals and objectives the division wishes to pursue.
- 6.2 Identify areas for which Board policy is required.
- 6.3 Monitor policy impact to determine if policy is producing the desired results.

7. CEO/Board Relations

- 7.1 Select the CEO.
- 7.2 Provide the CEO with clear corporate direction.
- 7.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the School Act.
- 7.4 Evaluate the CEO on an agreed upon schedule based upon the CEO job description and additional Board direction (e.g., hold the CEO accountable for achievements of Strategic Plan) and review compensation.
- 7.5 Delegate authority to the CEO and define commensurate responsibilities.
- 7.6 Provide for CEO succession planning as required.

8. Political/Advocacy

- 8.1 Utilize ASBA and ACSTA advocacy services.
- 8.2 Develop a yearly plan for advocacy. Consider the focus for such advocacy, key messages and advocacy mechanisms.
- 8.3 Enlist the support of local MLAs and provide a leadership role in support of our students and Catholic education initiatives.
- 8.4 Include meetings with municipal governments and neighboring educational/public service governing authorities as appropriate to achieve political ends.
- 8.5 Be the voice of Catholic education within our communities on advocacy and political issues.
- 8.6 Advocate for the preservation and enhancement of Catholic education in the division and the province.

9. Board Development

- 9.1 Annually evaluate Board effectiveness.
- 9.2 Develop a yearly plan for trustee development. Consider increasing knowledge of role, processes and issues.
- 9.3 Consider ASBA, ACSTA, and CSBA resources.
- 9.4 Time activate the yearly plan.
- 9.5 Provide an annual program of trustee orientation to enhance understanding of the school division (within four year mandate).

10. Fiscal

- 10.1 Determine annual resource allocations based on the Board's strategic priorities.
- 10.2 Approve budget annually and ensure resources are allocated to achieve desired results.
- 10.3 Approve annually the Three-year Capital Plan and Infrastructure Maintenance Renewal (IMR) Plan for submission to Alberta Infrastructure by the due date.
- 10.4 Review and approve all new and replacement playground requests.
- 10.5 Establish reserve funds through the regular budget process for the purchase, replacement or upgrading of capital assets.
- 10.6 Establish reserve funds for an accumulated operating surplus to expense ratio, as recommended by Alberta Education.
- 10.7 Appoint the auditor.
- 10.8 Receive audit report and ensure quality indicators are met.
- 10.9 Monitor fiscal management and internal financial controls of the division.

- 10.10 Approve the Audited Financial Statements.
- 10.11 Support and respond to the fiscal requirements and regulation established from time to time by the Auditor General and Alberta Education.
- 10.12 Set the mandates for labour negotiations and ratify memoranda of agreement with bargaining units.

Legal Reference: *Section 60, School Act*

BOARD ANNUAL WORK PLAN - 2016/2017

Month	Board Responsibility			
	Religious	Generative	Strategic	Fiduciary
August	<ul style="list-style-type: none"> Attend Opening Mass 	<ul style="list-style-type: none"> Honour the Share the Mission Recipient Board Chair to address staff and community supporters 		
September			<ul style="list-style-type: none"> Board reviews results reports <i>in-camera</i> (Diploma Exams, Achievement Tests) Review Continuous Improvement Plan Review Thought Exchange data 	<ul style="list-style-type: none"> Attend ASBA Zone 6 General Meeting Attend ACSTA Board of Directors' Meeting Board and Superintendent Evaluations, as required.
October	<ul style="list-style-type: none"> Attend Bishop's Dinner 	<ul style="list-style-type: none"> Attend School Awards Celebrations Strategic Board Working Session – ACSTA & ASBA Fall General Meeting Preparation 	<ul style="list-style-type: none"> Review Accountability Pillar Results 	<ul style="list-style-type: none"> Board Organizational & Regular Meetings Attend ASBA Executive Meeting Joint School Boards / City Meeting Attend Bishop's Dinner
November	<ul style="list-style-type: none"> Participate in Catholic Education Sunday (November 6, 2016) 	<ul style="list-style-type: none"> Staff Recognition Lunches 	<ul style="list-style-type: none"> Review and approve Annual Education Results Report and Three-year Education Plan Review of the Board's Continuous Improvement Plan Team Lethbridge 	<ul style="list-style-type: none"> Approval of Auditors' Report & Management Letter Approval of Audited Financial Statements Approval of Fall Budget update Attend ACSTA and ASBA Fall General Meetings Attend ASBA Zone 6 Meeting Attend ACSTA Board of Directors' Meeting
December	<ul style="list-style-type: none"> ATA / Board Divine Liturgy and Dinner 	<ul style="list-style-type: none"> ATA / Board Divine Liturgy and Dinner School Council Chairs Meeting Staff Recognition Lunches 		<ul style="list-style-type: none"> Attend ASBA Executive Meeting

Month	Board Responsibility			
	Religious	Generative	Strategic	Fiduciary
January	<ul style="list-style-type: none"> • Board Retreat 	<ul style="list-style-type: none"> • Arrange a meeting with neighboring Board • Staff Recognition Lunches 	<ul style="list-style-type: none"> • Team Lethbridge 	<ul style="list-style-type: none"> • Attend ASBA Zone 6 Meeting • ACSTA Board of Directors' Meeting • Joint School Boards / City Meeting
February		<ul style="list-style-type: none"> • Public Consultation • Staff Recognition Lunches 	<ul style="list-style-type: none"> • Establish Budgetary Assumptions for upcoming school year • Review of the Board's Continuous Improvement Plan 	<ul style="list-style-type: none"> • Establish Budgetary Assumptions for upcoming school year • Attend ASBA Executive Meeting • Approval of Student Instructional Fees • Approval of Foreign Student Tuition Rates
March	<ul style="list-style-type: none"> • Attend Spiritual Development Day 	<ul style="list-style-type: none"> • School Council Chairs Meeting • Call for Nominations: Edwin Parr Teacher Award Nominations • Staff Recognition Lunches 	<ul style="list-style-type: none"> • Review Draft Three Year Facility Plan • Establish Three Year Education Plan Priorities and develop and approve strategic plan • Team Lethbridge 	<ul style="list-style-type: none"> • Attend ACSTA Board of Directors' Meeting • Attend ASBA General Meeting
April	<ul style="list-style-type: none"> • Attend SPICE Conference 	<ul style="list-style-type: none"> • Honour recipients with Long Service Awards • Staff Recognition Lunches • Call for Share the Mission Award Nominations 	<ul style="list-style-type: none"> • Approve Three Year Facility Plan 	<ul style="list-style-type: none"> • Attend ASBA Executive Meeting • Joint School Boards / City Meeting
May	<ul style="list-style-type: none"> • Celebrate Catholic Education Week • Attend Blueprints Conference 	<ul style="list-style-type: none"> • Staff Recognition Lunches 	<ul style="list-style-type: none"> • Approve Budget for upcoming school year • Approve Locally Developed Courses • Approve Preliminary Three-year Education Plan • Review of the Board's Continuous Improvement Plan • Team Lethbridge 	<ul style="list-style-type: none"> • Approve Budget for upcoming school year • Attend CCSTA Annual Meeting (1 board representative) • Superintendent Review
June	<ul style="list-style-type: none"> • Meeting with Parish Priests 	<ul style="list-style-type: none"> • Host Retirement Banquet • Select "Share the Mission Award" recipient, if excellent nomination received. 		<ul style="list-style-type: none"> • Attend ASBA Spring Conference • Attend ACSTA Board of Directors' Meeting • Meeting with local MLAs • Board Review

ROLE OF THE TRUSTEE

Trustees are elected in accordance with the Local Authorities Election Act.

The role of the trustee is to contribute to the Board as it carries out its mandate in order to achieve its mission and goals. The Board believes that its ability to fulfill its obligations is enhanced when leadership and guidance are forthcoming from within its membership.

Alberta's Catholic schools exist to offer families a distinct education that is based on the teachings and example of Jesus Christ. The trustees of this division are empowered by the community to fulfill both the educational requirements set forth by Alberta Education and the vision of the faith community.

This presents Catholic trustees with a unique, dual challenge. They must ensure that students are provided an education which meets or exceeds the goals of Alberta Education and at the same time, ensure that Catholic values and principles are reflected at all times in its policies and practices.

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

The Board 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.

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

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

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

- 1.4 Existing division initiatives, annual reports, budgets, financial statements and long-range plans;
 - 1.5 Division programs and services;
 - 1.6 Board's function as an appeal body;
 - 1.7 Statutory and regulatory requirements, including responsibilities with regard to conflict of interest; and
 - 1.8 Services and Materials provided to trustees (See Policy 3 - Appendix A).
2. The division will provide financial support for trustees to attend Alberta School Boards Association (ASBA) and Alberta Catholic School Trustees' Association (ACSTA) sponsored orientation seminars.
 3. The Board Chair and Superintendent are responsible for developing and implementing the division's orientation program for newly elected trustees. The Superintendent shall provide each trustee with access to the Board Policy Handbook and the Administrative Procedures Manual at the organizational meeting following a general election or at the first regular meeting of the Board following a by-election.
 4. Incumbent trustees are encouraged to help newly elected trustees become informed about the history, functions, policies, procedures and issues.
 5. The trustee shall, at the time of assuming office, take and subscribe to the official oath and deposit it with the Secretary-Treasurer.

Specific Responsibilities of Individual Trustees

The trustee shall:

1. Upon assuming office, pledge to, and sign, the Trustee Code of Conduct.
2. Know and understand Board policies and the legislation reference in the policy (Section 76 and 80-91 of the *School Act*), and become familiar with Administrative Procedures, meeting agendas, and reports in order to participate in Board business.
3. Refer governance queries, issues and problems not covered by Board policy to the Board for corporate discussion and decision.
4. Refer administrative matters to the Superintendent. The trustee, upon receiving a complaint from a parent, community member or School Council representative about school operations, will refer the parent, community member or School Council representative to the appropriate contact as expressed in *Policy 3, Appendix B: Communications Protocol for Holy Spirit Catholic School Division*, and will inform the Superintendent of this action.
5. Keep the Board and the Superintendent informed in a timely manner of all matters coming to his/her attention that might affect the division.
6. Provide the Superintendent with counsel and advice, through the Board Chair, given the benefit of the trustee's judgment, experience and familiarity with the community.
7. Attend meetings of the Board, unless unable to do so because of illness or other unavoidable causes; participate in, and contribute to, the decisions of the Board in order

to provide the best solutions possible for the education of children within the division.

8. The trustee shall model the values and requirements of a practicing Catholic and participate in parish and church activities through a personal lifestyle that reflects the teachings of the Church.
9. Ensure that Catholic values and principles are reflected at all times in the Board's policies and practices.
10. Support the majority decisions of the Board and refrain from making any statements that may give the impression that such a statement reflects the majority decision of the Board when it does not.
11. When delegated responsibility, exercise such authority within the defined limits in a responsible and effective way. When further action following delegation to committee work is required, it will be undertaken according to the consensus of the corporate Board.
12. Participate in Board/trustee development sessions so that the quality of leadership and service in the division can be enhanced.
13. Share the materials and ideas gained from a trustee development activity with fellow trustees at the next available opportunity.
14. Stay current with respect to provincial, national, and international educational issues and trends.
15. Strive to develop a positive learning and working culture both within the Board and the division.
16. Attend significant division or school functions when possible.
17. Understand and adhere to the Trustee Code of Conduct.
18. Report any violation of the Trustee Code of Conduct to the Board during a closed session.

Legal Reference: *Section 76, 80-91 School Act, RSA 2000 Oaths of Office Act*

SERVICES AND MATERIALS PROVIDED TO TRUSTEES

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

1. Reference

- Access to the School Act, Alberta Education Regulations, and other related documents.
- Board Policy Handbook and Administrative Procedures Manual.
- Access to current division reports and resources (e.g. Annual Report, Three Year Education Plan, budgets).
- School year and meeting calendars.
- Staff directories and current telephone listings of schools, principals, associate principals, and school secretarial staff.
- List of school council chairs.
- Alberta School Boards Association (ASBA), Alberta Catholic School Trustees' Association (ACSTA), Canadian School Boards Association (CSBA) and Canadian Catholic School Trustees' Association (CCSTA) membership services.
- Access to recommended reading.

2. Communications/Public Relations

- Notification of significant media events, reminders of monthly meetings and events.
- Name tags, business card and lapel pins.
- Key messages.
- Individual and Board photographs.
- Technology that facilitates current communication needs.

3. Administrative/Secretarial Services

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

COMMUNICATIONS PROTOCOL FOR HOLY SPIRIT CATHOLIC SCHOOL DIVISION

The Board recognizes that communication becomes most effective when roles and responsibilities are associated to the access and dissemination of information. When channels of communication are known to our stakeholders, shared information will ultimately assist in improving the quality of programs, and in meeting individual student needs more effectively. The Board also recognizes that from time to time concerns regarding the operation of the School Division will arise. The Board places trust in its employees and desires to support their actions in a manner which frees them from unnecessary and unwarranted criticism and complaints. For these reasons, the following stakeholders will be afforded appropriate responsibilities in providing and requesting information.

Students, Parents, Guardians, Members of the Public

In supporting the effectiveness of those responsible for achieving the Board's educational mandate, the Board believes that decisions are best made and resolved by those employees most closely associated with a decision or issue. For this reason, the following communication process will be afforded:

1. Students, parents, and community members will seek to address complaints, concerns, or resolutions with a staff member associated with the matter under consideration.
2. If a student, parent, and community member is unable to resolve an issue with the appropriated staff member, the principal will be the next source of contact.
3. Matters not resolved at the school level will be addressed by the superintendent, or designate.
4. Students, parents, and community members will be communicated the right to ultimately appeal decisions to the appropriate level of decision making.
5. Confidentiality is to be respected in all situations.
6. Anonymous complaints shall not normally be entertained. Exceptions to this expectation will include circumstances where the safety and well-being of stakeholders needs to be upheld.
7. Procedural fairness / Natural justice will be applied to all complaints.

Principal

1. All matters affecting the school community that are controversial, address the safety of students or employees, are relevant to the interpretation of existing administration procedures, or require additional administrative interpretation, will be directed to the Superintendent.

Superintendent

1. Information and action items relevant to the ongoing progress and the well-being of the school division will be addressed at regular board meetings.
2. Extraordinary, emergent, or time sensitive issues that affect the School Division will be addressed through the Board Chair.
3. When administration is required in the absence of policy, the Board Chair will receive first notification.
4. The Superintendent will serve as spokesperson for the Board regarding the administration of all educational related matters.

Board Chair

1. The Board Chair, and/or Vice Chair, will work with the Superintendent to establish Board Meeting Agendas.
2. The Board Chair will serve as the spokesperson for the corporate affairs and responsibilities of the Board as described through Board Policy.
3. The Board Chair will request information relevant to the ongoing operation of the Board from the Superintendent.
4. The Board Chair will defer all relevant information regarding the ongoing operation of the Board to the Superintendent.

Trustees

1. Trustees will recognize that decisions regarding the ongoing operation of the Board will be made by the corporate body at regular or special board meetings.
2. Trustees will defer relevant concerns regarding the operation of the school division to the Board Chair or the Superintendent of Schools.
3. Trustee requests for information will be brought forward to the Board Chair and placed on the agenda of a regular, special or committee of the whole meeting.
4. Trustees will recognize that all Board Members require equal access to information so that the decision of the Corporate Board can be best exercised. Therefore individual requests for information that impact further decisions of the board will be made available to all trustees.

TRUSTEE CODE OF CONDUCT

Each trustee, representing all Catholic school supporters of the community and responsible to this electorate through the democratic process, recognizes:

- That trustees are accountable to the Magisterium of the Church, and that, according to the Code of Canon Law, a Catholic school is an instrument of the Church and is one in which Catholic education is established, directed, recognized or converted to, by the local bishop, who is competent to issue prescriptions dealing with the general regulation of Catholic schools.
- That, legally, the authority of the Board is derived from the province, through the School Act, which ultimately controls the organization and operation of the division and which determines the degree of discretionary power left with the Board and the people of this community for the exercise of local autonomy.
- That fellow citizens have entrusted them, through the electoral process, with the educational development of the children and youth of the community.
- That trustees are the children's advocates and their first and greatest concern is the best interest of each and every one of these children without distinction as to who they are or what their background may be.
- That trustees are educational leaders who realize that the future welfare of the community, of the province, and of Canada depends in the largest measure upon the quality of education provided in schools to fit the needs of every learner.
- That trustees must not neglect their personal obligation to the community and their legal obligation to the province, nor surrender these responsibilities to any other person, group, or organization.

In carrying out the role of trustee, the Board expects members to adhere to the following Code of Conduct:

Specifically

1. Trustees must represent fidelity to the interests of the whole division. This accountability supersedes any conflicting loyalty such as that to advocacy/interest groups and membership on other Boards or staffs, or acting as an individual consumer of the division's services.
2. Devote time, thought, and study to the duties of a trustee so that they may render effective and creditable service.
3. Exercise the powers and duties of their office honestly and in good faith. Trustees shall exercise the degree of care, diligence, and skill that a reasonably prudent person would exercise in comparable circumstances.
4. Work with their fellow trustees in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debate of points of issue.

5. Consider information received from all sources and base personal decisions upon all available facts in every case; unswayed by partisan bias of any kind, and thereafter, abide by and uphold the final majority decision of the Board.
6. Work together with fellow trustees to communicate to the electorate all the facts about our schools.
7. Support the provincial and national school Board associations for the future of trusteeship in this province and the nation.
8. Provide effective trustee service to the community in a spirit of teamwork and devotion to publicly funded Catholic education.
9. Represent the Board responsibly in all Board-related matters with proper decorum and respect for others.
10. Trustees shall abide by the Code of Ethics for trustees established by the Canadian Catholic Schools Trustees' Association (see Policy 4-Appendix A) and the Alberta School Boards Association (see Policy 4 – Appendix B).
11. Trustees shall respect the confidentiality appropriate to issues of a sensitive nature, including statements made during closed sessions of the Board.
12. Trustees shall avoid conflict of interest with respect to their trusteeship responsibility.
 - 12.1 There shall be no conduct of private business or personal services between any member of the Board and the organization except as procedurally controlled to assure openness, competitive opportunity, and equal access to “insider” information;
 - 12.2 When the Board is to decide upon an issue about which a member has an avoidable conflict of interest, that member shall absent him/herself without comment from not only the vote, but also from the deliberation;
 - 12.3 Trustees shall not use their positions to obtain employment in the organization for themselves, family members or close associates. Should a trustee desire employment in the organization, (s)he shall first resign;
 - 12.4 Trustees shall disclose their involvement with other organizations, with vendors, or any other associations which might produce a conflict; and
 - 12.5 Trustees who receive a pecuniary benefit or gift which exceeds fifty dollars (\$50.00) in value from any person or group having an association with the Board shall disclose the matter at a closed meeting of the Board.
13. Trustees shall not attempt to exercise individual authority over the organization except as explicitly set forth in policies of the Board:
 - 13.1 Trustees' interaction with the Superintendent or with staff shall recognize the lack of authority vested in individuals except when explicitly authorized by the Board;
 - 13.2 Trustees' interaction with public, media, or other entities shall recognize the same limitation and the inability of any member of the Board, except for the Chair, to speak for the Board. Trustees may speak about what the Board has decided.

- 13.3 Trustees must adhere to appropriate processes and policies which address evaluation mechanisms and shall not give undue weight to an individual's judgment of the performance of the Superintendent or of staff.
 - 13.4 Trustees shall have the Superintendent of Schools (CEO) present at regular meetings of the Board.
 - 13.5 Trustees shall refuse to act on matters relating to the employment, discipline, or dismissal of staff. Trustees shall refer all matters of this nature to the appropriate administrative officer.
14. Trustees absent from the division for an extended period shall, for emergency contact purposes, ensure that the office of the Superintendent is made aware of their whereabouts.
 15. Consequences for the failure of individual trustees to adhere to the Trustee Code of Conduct are specified in Policy 4 – Appendix C.

Legal Reference: Sections 59 – 63, 66 - 68, 70 – 78, 80 – 91, School Act

**CANADIAN CATHOLIC SCHOOL TRUSTEES' ASSOCIATION
CODE OF ETHICS FOR ROMAN CATHOLIC SCHOOL TRUSTEES**

Adopted in 1998

Whereas the aim of Catholic Education is the development of each student towards personal fulfillment and responsible citizenship motivated by the Spirit of the Gospel and modeled on the example of Jesus Christ, the Catholic School Trustee shall, within the duties prescribed in Acts and Regulations and reflecting a ministry within the Church:

- Acknowledge that Catholic schools are an expression of the teaching mission of the Church;
- Provide an example to the Catholic Community by active participation in the communal life of a parish and by a personal lifestyle that reflects the teachings of the Church;
- Provide the best possible Catholic education according to the programs approved by the Canadian Conference of Catholic bishops and the provincial Minister of Education;
- Affirm a strong sense of Christian Community;
- Recognize and defend the democratic and corporate authority of the Board;
- Respect the confidentiality of the Board;
- Strictly support all Board policies;
- Ensure the affairs of the Board are conducted with openness, justice and compassion;
- Work to improve personal knowledge of current Catholic educational research and practices;
- Provide support, encouragement and prayer for the efforts of all persons engaged in the ministry of Catholic Education in Canada.

Reference: <http://www.ccsta.ca/content.php?doc=16>

ALBERTA SCHOOL BOARDS ASSOCIATION TRUSTEE CODE OF ETHICS

Adopted 1983 Annual Convention

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

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

In view of the foregoing, I will:

- Devote time, thought and study to the duties of a school Board member so that I may render effective and creditable service.
- Work with my fellow Board members in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debate of points of issue.
- Consider information received from all sources and base my personal decision upon all available facts in every case, unswayed by partisan bias of any kind, and therefore, abide by and uphold the final majority decision of the Board.
- Work together with my fellow Board members to communicate to the electorate all the facts about their schools, to the end that they will readily provide the finest possible school program, school staff, and school facilities.
- Provide leadership to my community through setting goals and developing policies for the educational program and by regularly evaluating these in the light of the wishes and expectations of the community.
- Remember at all times that as an individual I have no legal authority outside the meeting of the Board, and to conduct my relationships with the school staff, the community, and all media of communication on the basis of this fact.

- Resist every temptation and outside pressure to use my position as a school Board member to benefit either myself or any other individual or agency apart from the total interest of the school jurisdiction.
- Recognize that the primary function of the Board is to establish the policies by which the schools are to be administered, and that the administration of the educational program and conduct of school business shall be left to the employed Superintendent of Schools and his/her professional and non-professional staff.
- Encourage active co-operation by citizens, organizations, and the media in the district with respect to establishing policy on current school operations and proposed future developments.
- Support my provincial and national school Board association for the future of trusteeship in this province and the nation.
- Provide to the best of my ability effective school Board service to my community in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and perpetuation of our representative democracy.

TRUSTEE CODE OF CONDUCT SANCTIONS

1. The Trustee Code of Conduct requires that the Board commit itself and its members to ethical and appropriate conduct. This includes proper use of authority, appropriate decorum and mutual respect when acting as members of the Board.
2. Trustees shall conduct themselves in an ethical and prudent manner in compliance with Policy 4: Trustee Code of Conduct. The failure by trustees to conduct themselves in compliance with this policy may result in the Board instituting sanctions.
3. In particular, the Trustee Code of Conduct requires that trustees shall respect the confidentiality appropriate to issues of a sensitive nature.
4. Failure to comply with this requirement constitutes a failure of security. An individual trustee may bring a suspected breach of security to the attention of the Board, at a closed meeting of the Board. If the majority of the Board suspects that a failure has occurred, the following procedure shall be invoked:
 - 4.1 The Board Chair shall request that the Superintendent or designate (as head of the division under the Freedom of Information and Protection of Privacy Act), appoint an independent investigator to review this matter. This request may occur only after such a motion has been discussed and agreed to by a majority of trustees present at a closed meeting of the Board. This decision shall immediately be approved in a public meeting of the Board.
 - 4.2 In a timely manner and with due diligence, the independent investigator shall conduct an investigation and submit a report of findings and recommendations to the Board Chair and to the Superintendent.
 - 4.3 The Board Chair shall present at a closed meeting of the Board, the report of the independent investigator. At this time, the trustee in question shall have an opportunity to present any additional, relevant information.
 - 4.4 If it is determined by a majority vote of the Board that a willful violation of security has occurred, for a first occurrence, a motion to write a letter of censure marked "Personal and Confidential" is required to be discussed and agreed upon by a majority of trustees present at a closed meeting of the Board. This decision requires immediate approval by a majority vote of trustees at a public meeting of the Board.
 - 4.5 For subsequent occurrences, a motion of censure against the trustee in question may be brought directly to a public meeting of the Board. This motion shall be approved by a majority vote of trustees present at such a meeting.
5. A violation of all other sections of the Code of Conduct shall result in:
 - 5.1 The Board Chair writing a letter of censure marked "Personal and Confidential" to the trustee in question. This occurs only after having such action discussed and agreed upon by a majority vote of trustees present at a closed meeting of the Board. A majority of trustees at a public meeting of the Board shall immediately approve this decision.

- 5.2 For a subsequent occurrence, at a public meeting of the Board, a motion of censure shall be presented against the trustee in question.
6. For a third and subsequent occurrences, at a public meeting of the Board, a motion to remove the trustee in question from one, or more, of all Board appointments may be presented.

ROLE OF THE BOARD CHAIR

The 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.

Specific Responsibilities

1. The Board Chair shall ensure that new trustees are familiar with the Trustee Code of Conduct as part of the new trustee orientation process.
2. The Trustee Code of Conduct is a code that must be owned by the Board members in order for the corporate Board to maximize its efficiency in exercising good governance. Consequently, the leadership of the Board Chair is incumbent upon ensuring that the Trustee Code of Conduct will be followed, and the Board Chair shall periodically review the Trustee Code of Conduct with Board members.
3. The Board Chair shall provide leadership to the Board and act as its official spokesperson except in those instances where the Board has delegated this role to another individual or group.
4. The Board Chair shall preside over all regular and special meetings of the Board.
5. The Board Chair shall ensure that the Board operates in accordance with its own policies and procedures and the requirements of provincial legislation.
6. The Board Chair shall keep the trustees and the Superintendent informed on all matters that have been brought to his/her attention that might affect the division.
7. The Board Chair shall keep informed of significant developments within the division and in education provincially.
8. The Board Chair shall be an ex-officio member, with voting privileges, to all committees created by the Board.
9. The Board Chair shall represent the Board, or arrange alternative representation, at all official meetings and functions.
10. The Board Chair shall work closely with the Vice Chair and Superintendent regarding all aspects of the division's activities and in the preparation of the agenda for meetings of the Board.
11. The Board Chair shall ensure that the Board engages in regular assessment of its effectiveness as a Board.
12. The Board Chair shall ensure that the board engages in regular assessment of the effectiveness of the Superintendent of Schools and, along with the Vice Chair, review his/her contract of employment and remuneration on a yearly basis. The Board Chair and Vice Chair will, in collaboration with the entire Board, set parameters for the Superintendent's compensation.

13. The Board Chair shall approve the distribution of any material to the public concerning the governance of the division.
14. The Board Chair shall ensure the auditor's report is brought to the Board for their review.
15. The Board Chair shall review and approve the Vice Chair remuneration and expense claims.
16. The Board Chair shall review and approve the Superintendent's expense claims.
17. The Board Chair shall review any trustee claim forms beyond the defined guidelines, and shall either approve or deny the claim, as per *Policy 18: Board Governance and Operations*.

Legal Reference: Sections 64, 65, and 150, School Act

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

1. The Vice Chair shall act on behalf of the Board Chair, in the latter's absence.
2. The Vice Chair shall assist the Board Chair in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership to the Board.
3. The Vice Chair shall assist the Board Chair and Superintendent in the preparation of the agenda for meetings of the Board.
4. The Vice Chair shall present, on behalf of the Board, the Division's Annual Budget.
5. The Vice Chair shall be a member of the Audit Committee.
6. The Vice Chair shall review the trustees' remuneration and expense claims.
7. The Vice Chair shall assist the Board Chair in the yearly review of the Superintendent's contract and compensation.

Legal Reference: Sections 64, 65, and 150, School Act

BOARD COMMITTEES AND BOARD REPRESENTATION

Committees are established by the Board to assist in the governance of the division. The function of a committee is to assist 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

Specifically

1. Guidelines for the operation of committees are as follows:
 - 1.1 The Board Chair shall be an ex-officio member of every Board committee and may actively participate and vote.
 - 1.2 Notwithstanding 2.2.1, the Superintendent will attend all committee meetings and activities as the chief executive officer of the Board.
 - 1.3 Committees will have a policy preparation and review function to fulfill in cooperation with the Superintendent.
 - 1.4 The members of each committee will be appointed at the annual organizational meeting of the Board by a majority of the trustees in attendance.
 - 1.5 A record of the proceedings of committee meetings shall be taken and maintained.
 - 1.6 In preparing recommendations for the Board's consideration, trustee representatives are expected 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.
 - 1.7 When the work of two or more committees overlap, trustees involved in each committee will consult with each other, prior to presenting a recommendation to the Board.
 - 1.8 The members of each committee shall select the chairperson for that committee.
 - 1.9 If a member cannot attend a meeting, that member is responsible for having an alternate attend on his/her behalf.
2. The standing committees of the Board, their responsibilities, and procedures are as follows:
 - 2.1 Negotiations Committees
 - 2.1.1 Each negotiations committee shall negotiate with employees or representatives thereof on matters pertaining to salaries, contracts and other terms of employment as follows:
 - 2.1.1.1 Review the provision of current agreements and undertake such research as may be required as a basis for developing proposals.

- 2.1.1.2 Submit and receive proposals during the negotiation process, discuss and modify proposals.
 - 2.1.1.3 Engage such professional or other assistance as may be required to facilitate and complete the negotiations, within any limits established by the Board.
 - 2.1.1.4 Bargain in good faith on all terms and conditions of employment related to new agreements.
 - 2.1.1.5 Reach tentative agreement on total collective agreement in accordance with any guidelines established by the Board; subject to final review, ratification or rejection by the Board.
- 2.1.2 The chairperson of the committee shall be the spokesperson for the committee and shall ensure reports are regularly provided to the Board on the status of negotiations.
- 2.1.3 Three trustee representatives will be appointed to each of the following negotiations committees (A.T.A., C.U.P.E. 1825, C.U.P.E. 290)
- 2.2 Audit Committee
- 2.2.1 The committee will consist of three trustees and one of the trustees shall be the Vice Chair of the Board. The Superintendent of Schools and Secretary-Treasurer will attend Audit Committee meetings at the Board's discretion. Other senior administration may also be invited.
 - 2.2.2 The function of the audit committee is to help the auditors to remain independent of management.
 - 2.2.3 The committee shall recommend to the Board the selection of the audit firm to conduct the audit as necessary.
 - 2.2.4 The committee shall meet with the audit firm to discuss the progress and findings of the audit, and assist in resolving issues and conflicts with management.
 - 2.2.5 The committee shall also review with the auditors the audit plan the evaluation of the system of internal accounting controls, the audit report on the financial statement, and review the assistance given by administration.
 - 2.2.6 The chair of the Audit Committee will present, on the Board's behalf, the Audited Financial Statements.
- 2.3 Share the Mission Award Committee
- 2.3.1 The committee will consist of two trustees and either the Board Chair or Vice Chair. The Superintendent of Schools will attend Share the Mission Award Committee meetings, as required.
 - 2.3.2 The committee will arrange with the Superintendent of Schools to promote the award, review nominations submitted, and make a recommendation to the Board regarding an award recipient.
3. Representatives to External Committees/Organizations:
- 3.1 Trustee representatives to external committees shall provide such information and recommendations to the Board as they deem advisable or make such decisions duly delegated to them by the Board.

- 3.2 Trustee representatives, if in doubt during the course of committee work, are expected to consult with the Board Chair and the Superintendent.
 - 3.3 Wisdom and Visioning Circle
One trustee shall be named as the representative and one shall be designated as the alternate.
 - 3.4 ACSTA Representation
One trustee shall be named as the representative and one shall be designated as the alternate.
 - 3.5 ASBA Representation
One trustee shall be named as the representative and one shall be designated as the alternate.
 - 3.6 Business & Education Committee (Chamber of Commerce)
One trustee will be appointed to attend regular monthly meetings of the Chamber of Commerce to provide input on educational matters and to receive information and report back to the Board.
 - 3.7 Joint City/School Boards' Liaison Committee
Two trustees will be appointed to this committee in addition to the Superintendent and the Secretary-Treasurer.
 - 3.8 Parent Inclusive Education Roundtable (PIER)
(Suspended for the 2016/2017 school year, as per Board Motion 6993/1016)
One trustee shall be named as the representative and one shall be designated as the alternate.
 - 3.9 Ad Hoc Committees
From time to time, trustees may be requested to represent the Board on other committees. When a request is made by an external committee, the Board Chair will bring the request to the next public Board Meeting so that a representative may be appointed.
4. Committee Required by Contract
- 4.1 Teacher Board Advisory Committee
The committee will consist of three trustees, ensuring that there is both urban and rural representation, the Superintendent and the Deputy Superintendent, or designate. In keeping with the terms of references, the purpose of this committee shall be to:
 - 4.1.1 Discuss matters of common interest
 - 4.1.2 Discuss issues and concerns related to education and / or teaching
 - 4.1.3 Provide an opportunity through social interaction for the parties to understand each other's roles and responsibilities.
 - 4.1.4 Enhance the level of communication, trust and morale within the division.

Legal Reference: Sections 61 and 68, School Act

POLICY MAKING

The Board is responsible for the development of the educational goals and policies in keeping with the requirements of provincial legislation and the values of the Catholic community. In order to meet its responsibility, the Board shall establish and maintain written policies that express its philosophical beliefs in the support of Catholic education and provide effective guidelines for the actions of the Board and the Superintendent.

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

Board policies shall provide an appropriate balance between the responsibility of the Board to develop and communicate the broad guidelines to guide the division and to provide the opportunity to utilize the professional training and experience of the administrative staff.

The Board expects policies to:

1. Contribute to the development and maintenance of a positive culture.
2. Define areas of responsibility.
3. Establish limits of authority.
4. Provide for consistent decision-making.
5. Create performance expectations.
6. Anticipate situations that may arise.
7. Be stated in positive, straightforward, clear sentences.
8. Reflect updated legal responsibilities as stipulated through revisions to Government Regulations and the *School Act*.

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

1. Planning
 - 1.1 The Board in cooperation with the Superintendent shall assess the need for policy and identify the critical attributes of such a policy.
2. Development
 - 2.1 The Board may develop the policy itself or can delegate the responsibility for development to the Superintendent or a committee.

3. Approval for New Policies

- 3.1. First Reading – The policy is presented by the Superintendent at a public meeting and discussed. The policy will be distributed for feedback if required.
- 3.2. Second Reading – The policy is again presented by the Superintendent at a public meeting in original or amended form and is open for discussion by the Board. The policy will be distributed for feedback if required.
- 3.3. Third Reading – The policy in its final form is given approval.
- 3.4. Not more than two (2) readings of a policy shall be held at any one (1) meeting.

4. Implementation

- 4.1 The Board is responsible for the implementation of policies which govern the Board. The Board and Superintendent share the responsibility for implementation of policies pertaining to the Board-Superintendent relationship. The Superintendent is responsible for the implementation of the remaining policies.

5. Review

- 5.1 The Board, in cooperation with the Superintendent shall review each policy on a yearly basis in order to determine whether or not it is meeting its intended purpose. The Board shall maintain the right to review and/or amend a policy more than once a year.

Specifically

For the review of any policy, the Board shall direct the Superintendent to provide information on the following:

1. Upon review, does the policy require amendment?
2. Nature of / reason for the amendment.
3. Other implications or considerations.

Legal Reference: *Section 60 (1)(a), School Act*

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 Board and is accountable to the Board for the conduct and operation of the division. All Board authority delegated to staff is delegated through the Superintendent.

The Superintendent is designated as the FOIPP Head, under the *Freedom of Information and Protection of Privacy Act*.

The role of the Superintendent shall be focused in the following areas of responsibility:

1. Faith Leadership
 - 1.1 Models involvement in a Catholic faith community and ensures students and staff are provided opportunities for spiritual development within the division.
 - 1.2 Encourages staff to participate in and support Catholic functions in the parish where they reside.
2. Educational Leadership
 - 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 the standards of education set by the Minister of Education.
 - 2.3 Implements education policies established by the Minister of Education and the Board.
3. Fiscal Responsibility
 - 3.1 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 Boards under the School Act or any other applicable act or regulation.
 - 3.2 Ensures the division operates in a fiscally responsible manner, including adherence to Public Sector Accounting Standards.
 - 3.3 Oversees preparation of the budget for consideration of, and adoption by, the Board.
4. Personnel Management
 - 4.1 Gives preference in the hiring of staff to practicing Catholics.
 - 4.2 Has overall authority and responsibility for all personnel-related issues, save and except: the development of mandates for collective bargaining and those personnel matters precluded by Board policy, legislation or collective agreements.

- 4.3 Provides for and ensures a Board representative is involved and participates in the interviews for the selection of the following staff positions: Deputy Superintendent, Secretary-Treasurer and Principal.
 - 4.4 Ensures that processes are established and opportunities are provided for staff input.
 - 4.5 Supervises, evaluates, and provides growth opportunities for all staff.
5. Superintendent / Board Relations
- 5.1 Establishes and maintains positive professional working relationships with the Board.
 - 5.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy including the provision of information the Board requires in order to perform its role.
 - 5.3 Brings a recommendation to the Board on all items that require a Board decision.
 - 5.4 Advises the Board Chair, and/or Vice Chair, as soon as possible of any potential legal action and/or litigation that may be brought before the Board.
 - 5.4.1 Should the situation develop into legal action and/or litigation being brought against the Board, the Board Chair and/or Vice Chair shall be provided appropriate updates on a timely basis.
 - 5.4.2 In the event the case proceeds to court, the trustees shall be provided with all the specifics of the case.
 - 5.4.3 In the event of a possible financial settlement, the Superintendent will bring a recommendation to the Board based upon appropriate legal or other advice. Any decision will be at the sole discretion of the Board.
 - 5.5 The Superintendent, in cooperation with the Board, will plan, develop, implement, and annually review Board Policy.
6. Three-Year Planning and Reporting
- 6.1 Leads the strategic planning process including the development of division priorities, as well as educational, budgetary, capital, and Infrastructure Maintenance Renewal (IMR) plans, and implements those plans as approved.
 - 6.2 Involves the Board appropriately (Board approval of process and timelines, opportunity for Board input early in the process, final Board approval).
 - 6.3 Reports regularly on results achieved.
7. Organizational Management
- 7.1 Demonstrates effective organizational skills resulting in division compliance with all legal, Ministerial and Board mandates and timelines.
 - 7.2 Reports to the Minister of Education with respect to matters identified and required by the School Act.

8. Communications and Community Relations

- 8.1 Takes appropriate actions to ensure open, transparent and positive external and internal communications are developed and maintained.
- 8.2 Ensures that parents have a high level of satisfaction with the services provided and the responsiveness of the division.
- 8.3 Facilitates the presentation of data to the Board regarding community interest in the purchase of real estate owned by the Board.
- 8.4 Ensures that staff and students are recognized for significant contributions to the school division.

9. Leadership Practices

- 9.1 Practices leadership in a manner that is viewed positively and has the support of those with whom he/she works most directly in carrying out the directives of the Board and the Minister of Education.
- 9.2 Develops and maintains positive and effective relations with provincial and regional government departments and agencies.
- 9.3 The Superintendent will develop and review Administrative Procedures as required, using the following process:
 - 9.3.1 The administrative procedure will be reviewed by the Learning Leadership Team.
 - 9.3.2 The procedure will then be reviewed by staff, including certificated and non-certificated staff.
 - 9.3.3 The final draft will be reviewed by Senior Administration and the Learning Leadership Team.
 - 9.3.4 The final approved Administrative Procedure is reported as information to the Board.

Legal Reference: Sections 61, 113, 114 School Act

BOARD DELEGATION OF AUTHORITY

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

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

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

The Superintendent of Schools is directed to develop an Administrative Procedure to fulfill Board obligations created by any federal legislation or provincial legislation other than the *School Act*.

In addition:

1. The Superintendent is authorized to suspend or terminate a staff member from the performance of their duties, or to terminate their services. The suspension or termination of a teacher shall be conducted in accordance with the requirements of School Act and the decision shall not be appealable to the Board of Trustees.
2. The Superintendent is delegated the authority to develop Administrative Procedures that are consistent with provincial policies and procedures for the following program areas:
 - 2.1 Locally Developed / Acquired and Authorized Junior and Senior High School Complementary Courses, and to advise the Board accordingly
 - 2.2 French as a Second Language and French Immersion
 - 2.3 Inclusive Education
 - 2.4 Services for Students and Children
 - 2.5 Home Education
 - 2.6 Early Childhood Services
 - 2.7 Outreach Programs

- 2.8 Knowledge and Employability Programs
 - 2.9 Off-Campus Education
 - 2.10 English as a Second Language
 - 2.11 Guidance and Counselling
 - 2.12 Student Evaluation
 - 2.13 Teacher Growth, Supervision and Evaluation
3. The Superintendent is delegated the authority to act in the absence of Board policy in cases where an emergency action must be taken in accordance with the following:
- 3.1 The action must be taken with regard to the tenor of the Board's philosophy.
 - 3.2 The Superintendent must inform the Board promptly of such emergency action.
 - 3.3 The Superintendent shall inform the Board of the need of a policy in the event of future occurrences.
4. The Superintendent, or designate, shall have the authority to sign all legal documents and contracts, valuing no more than \$100,000, for the term of the contract, on behalf of the Board.
5. The Superintendent is delegated the authority to deal with appeals under Section 123 of the *School Act*.
6. Without restricting, in any way, the general authority of the Board of Trustees, the Superintendent has been delegated the management of the school division.
7. Notwithstanding, the Superintendent may be delegated other duties, as assigned by the Board of Trustees.

Legal Reference: *Sections 61, 105, 123 School Act*

STAFF CODE OF CONDUCT

A positive learning environment where employees are unencumbered in performing their duties for the benefit of students is a prerequisite to an effective school system. Respect for self and others, contributing to the common good, accepting accountability for one's own actions, seeking and granting forgiveness, acting morally, ethically and legally as a person formed in the Catholic tradition, and the promotion of self-discipline are behaviours integral to fulfilling the mission of Holy Spirit Catholic Schools. Catholic schools are mandated to provide to their students a fully-permeated Catholic education that is Christ-centred, an instrument of the Catholic Church, dedicated to the development of the students as a whole person, mentally, physically, and spiritually. Since Catholic schools exist to affirm the growth and worth of people, and model for students' social and human relationships that will fulfill this outcome, a standard for the code of conduct of employees is of utmost importance.

It is from this foundation that a distinctive vision of the call for desired behaviours of employees within our Catholic schools develops and emerges. As Pope John Paul II reminds us:

Community is at the heart of all Catholic education, not simply as a concept to be taught, but a reality to be lived. (To Teach as Jesus Did, 1972, #23)

To this end, everyone employed by the Board within the Holy Spirit Catholic School Division has the responsibility to:

1. Be an example of, and witness to, the theology, philosophy, values, and practices of the Catholic Church.
2. Convey through word and action respect for the legitimate actions and responsibilities of students, parents, teachers, support staff, trustees, administrators, and all other employees.
3. Understand the organizational structure of the school division, the rationale for inherent authority within this structure, and communication and actions that are necessary to preserve its purpose.
4. Act within the school division's Communication Protocol (See Policy 3, Appendix B).
5. Exhibit professional behaviour by showing positive examples of preparedness, communication, punctuality, attendance, language, and appearance.
6. Maintain a safe and caring learning environment for all, free from all types of harassment, intimidation, bullying, substance abuse, physical violence, mental or emotional abuse, and/or any other forms of inappropriate conduct.
7. Ensure actions and language are free from bias or discrimination towards (but not limited to) race, religious beliefs, colour, gender, sexual orientation or identity, physical or mental limitations, ancestry / place of origin, marital status of parents or family circumstances.
8. Act within the employment standards prescribed by legislation, contracts of employment, affiliated professional associations, and the divisional policy / administrative procedure framework.
9. Conduct oneself so as to sustain a positive and hopeful view of the work of others, so as to further the greater objective of employees being unencumbered in the pursuit of their goals, roles, and responsibilities.

Legal Reference: *Section 61, School Act*
ATA Code of Conduct
Employment Standards Code

TEACHING STAFF REDUCTION

The Board is committed to ensuring that a high quality educational program is available to students by employing as many staff members as the financial resources of the Board will permit. However, reductions in the number of staff may be required from time to time as a result of the resources available to the Board and the requirements of the educational program and services provided.

Specifically

Reduction in the number of teaching staff members will be undertaken in accordance with the following:

1. A reduction in the number of teachers employed in the division may be considered by the Board when the division's ability to provide educational services has been, or will be, affected by any or more of the factors listed below:
 - 1.1 Student enrolments — both current and projected.
 - 1.2 Government and/or local financial support for education.
 - 1.3 Student educational needs.
 - 1.4 New and/or revised curricula.
 - 1.5 Changes in the function of existing physical facilities.
 - 1.6 Other factors that may be considered relevant by the Board.
2. The Superintendent may apply this policy as deemed appropriate on a school-by-school or jurisdiction-wide basis, or in a geographic region of the school division.
3. Should a reduction in the number of teaching staff members become necessary, the Board shall make every effort to effect the reduction through, first, voluntary attrition, resignation, retirement, voluntary transfer, or changes in employment status (i.e. Reduction in FTE), and second, transfer of staff to other assignments.
4. If voluntary or normal attrition and transfer does not result in the required number of staff reductions, the Board will terminate contracts of employment in accordance with the following criteria, listed in priority:
 - 4.1 Teachers on temporary contracts of employment will be the first to be released.
 - 4.2 Teachers on probationary or interim contracts may be released through the expiration of the terms of their current contracts.
 - 4.3 The appropriateness of the academic and experience qualifications and the application of such qualifications to the needs and programs of the division.
 - 4.4 The relative assessed competence of the staff member based upon the written performance appraisals by the division's administrative and supervisory staff.

- 4.5 The philosophical requirements and demands for teaching in a Catholic school system.
 - 4.6 The staffing requirements of the division.
 - 4.7 Where personal qualification and experience, program needs, relative competence and commitment to Catholic education are deemed equal, then years of service with the division will be the determining criterion. Years of service will be calculated from the first day of employment on a continuous contract and will include maternity and sick leaves only.
5. Notwithstanding the above, teachers on temporary, probationary, or interim contracts may be retained and continuous contract teachers released if the teacher holds a specialized teaching assignment. For example, in the areas of second language, special programming, counseling, specialized career and technology studies, fine arts, and essential core subjects at specific grade levels, it may be necessary to retain teachers on temporary, interim and probationary contracts in order to maintain these programs.
 6. The Deputy Superintendent of Schools is responsible for applying the criteria noted in 4 above and for recommending to the Superintendent of Schools which contracts of employment should be terminated.
 7. When the Deputy Superintendent has determined which continuous contracts of employment will be recommended to the Superintendent for termination, the Deputy Superintendent shall inform each of the teachers, in writing, of:
 - 7.1 The recommendation to terminate the contract of employment and the reason for the recommendation.
 - 7.2 The date, time and location of a meeting at which the Superintendent will consider the recommendation.
 - 7.3 The right of the teacher to attend the meeting referenced in 7.2 and make representations to the Superintendent.
 - 7.4 The right to seek representation from the Alberta Teacher's Association and legal counsel.
 8. Recommendations to terminate teacher contracts of employment should be provided to the Superintendent at least sixty days prior to the conclusion of a semester or a school term. However, it is recognized that if there are circumstances that make adhering to this time line impractical and unreasonable the Superintendent will consider these recommendations.
 9. The Superintendent's decision with respect to teaching staff reduction and any resulting termination of teachers' contracts of employment is a final decision and there will be no procedural right of appeal of such decisions by the Superintendent to the Board. The right of appeal of such decisions by the Superintendent will be to the Board of Reference as contemplated by Part 5, Division 3 of the *School Act*.
 9. The Board is not required to assign a teacher whose contract of employment has been terminated to any vacant position.

Legal Reference: Sections 60, 61, 106, 107, 108, 109, 110, 132 School Act

HEARINGS ON TEACHER MATTERS

The *School Act*, Section 104, provides a teacher who wishes to object to a transfer with the right to request a meeting before the Board.

The Superintendent will provide teachers whose contracts of employment or administrative designations are being considered for termination an opportunity to be heard by the Superintendent prior to making a decision in accordance with this policy.

The Superintendent may suspend a teacher from the performance of a teacher's duties in accordance with subsections 105(1) and 105(2) of the *School Act*. The power to suspend the services of a teacher may not be further delegated. The teachers may appeal such suspension to a Board of Reference.

Specifically

1. Transfer:
 - 1.1 A teacher who wishes to object to a notice of transfer given by the Superintendent may request in writing a meeting before the Board within seven days of receipt of the notice.
 - 1.2 The request for a meeting before the Board shall be submitted by the teacher to the Superintendent.
 - 1.3 The Board may set a date for the meeting that is not earlier than 14 days after the teacher received the notice of transfer, unless the teacher agrees in writing to an earlier date.
 - 1.4 The Superintendent shall advise the teacher in writing of the date, time and location of the meeting.
 - 1.5 Where the teacher has requested a meeting, the teacher shall not be transferred until after the meeting before the Board has been held.
2. Suspension of Teaching Contract or Designation
 - 2.1 Where the Deputy Superintendent will be recommending a decision on the suspension of a teaching contract or designation to the Superintendent, the Deputy Superintendent will provide the following to the teacher:
 - 2.1.1 The recommendation to suspend the contract of employment and the reason for the recommendation.
 - 2.1.2 The date, time and location of a meeting at which the Superintendent will consider the recommendation.
 - 2.1.3 The right of the teacher to attend the meeting referenced in 2.1.2 and make representations to the Superintendent.
 - 2.1.4 The right to seek representation from the Alberta Teachers' Association and legal counsel.

- 2.2 Should the teacher wish to have an opportunity to be heard by the Superintendent at the meeting referred to in 2.1.2 above to object to the suspension, a written request for such shall be submitted to the Superintendent not case less than two business days prior to the meeting scheduled pursuant to section 2.1.2 above. The teacher shall also state whether or not he/she will be represented by council, provide the names of any other representatives and any relevant written material that the teacher wishes to have considered by the Superintendent.
3. Termination of Teaching Contract or Designation
 - 3.1 Where the Superintendent will be making a decision on the termination of a teaching contract or designation, the Superintendent, or designate, will provide the following to the teacher:
 - 3.1.1 The recommendation to terminate the contract of employment and the reason for the recommendation.
 - 3.1.2 The date, time and location of a meeting at which the Superintendent will consider the recommendation.
 - 3.1.3 The right of the teacher to attend the meeting referenced in 2.1.2 and make representations to the Superintendent.
 - 3.1.4 The right to seek representation from the Alberta Teachers' Association and legal counsel.
 - 3.2 Should the teacher wish to have an opportunity to be heard by the Superintendent at the meeting referred to in 2.1.2 above to object to the termination, a written request for such shall be submitted to the Superintendent not case less than two business days prior to the meeting scheduled pursuant to section 2.1.2 above. The teacher shall also state whether or not he/she will be represented by council, provide the names of any other representatives and any relevant written material that the teacher wishes to have considered by the Superintendent.
 4. Notwithstanding the foregoing, in the event that the Superintendent determines that a recommendation for termination of a teacher's contract of employment or designation, in light all the circumstances (which relevant circumstances shall be determined at the Superintendent's sole discretion), be made by the Board rather than the Superintendent, the Superintendent shall advise the Board Chair, in writing, that the Superintendent will be referring a recommendation for termination of a teacher's contract of employment or designation to the Board for the Board's consideration. The Board shall, on a case by case basis, as recommended by the Superintendent, retain jurisdiction to hear and decide all such recommendations for termination of a teacher's contract of employment or designation.
 5. Procedure to be followed at Board Hearing on Transfer Pursuant to Section 1
 - 5.1 The Board Chair will call the meeting to order and explain that the meeting will be held in-camera and will provide:
 - 5.1.1 An opportunity for the Superintendent and the teacher to make representation in support of their respective positions, and to provide relevant evidence they feel may impact upon the dispute.
 - 5.1.2 The Board with an opportunity to receive relevant information and to review the facts of the dispute.

- 5.1.3 A process through which a decision is considered and reached in a fair and impartial manner.
- 5.2 Minutes of the meeting will be taken by the recording secretary and kept for the Board's record.
- 5.3 The Superintendent shall present evidence on behalf of the recommendation and have any witnesses appear that the Superintendent considers necessary.
- 5.4 The teacher will then be given the opportunity to make a presentation to the Board and to respond to any information provided to the Board by the Superintendent or any witnesses that may have been called.
- 5.5 Board members may ask questions of clarification through the Board Chair, of the Superintendent or any witness that has been called by the Superintendent or of the teacher and any representative that the teacher may have called, after hearing from both parties.
- 5.6 Cross-examination by either the Superintendent or the teacher will not be permitted.
- 5.7 The teacher, and then the Superintendent, will be provided with the opportunity to make a brief closing statement to the Board.
- 5.8 The Board shall meet without those involved directly in the dispute in order to arrive at a decision. The Board has the right to call upon legal advisors to assist them on points of law or the drafting of a resolution.
- 5.9 The Board shall identify those individuals it wishes to have in attendance during its deliberations.
- 5.10 If the Board requires additional information or clarification, those involved in the dispute will be requested to return and provide the necessary information.
- 5.11 The Board Chair shall thank the teacher and the Superintendent for their presentations and advise them that the meeting has been adjourned and the decision of the Board will be communicated to them.
- 5.12 The Board decision and the reasons for the decision will be communicated to the teacher by telephone following the meeting and confirmed in writing.
- 5.13 The Board Chair shall advise the Superintendent of the decision of the Board.

Legal Reference: Sections 19, 60, 61, 95, 96, 104, 105, 106, 107, 109, 110 School Act

APPEALS AND HEARINGS ON STUDENT MATTERS

The principles of natural justice support the provision of a mechanism for parents, students, and members of the public and staff to appeal decisions made, or not made, by employees of the Board. The legislation also requires the Board to establish an appeal process.

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

- Special education placement;
 - Language of instruction;
 - Home Education programs;
 - Student expulsion;
 - Amount and payment of fees or costs;
 - Access to, or the accuracy of completeness of student records;
 - Amount of fees payable by a Board to another Board; or
 - Board responsibility for a specific student.
1. The Board will hear appeals on administrative decisions on all matters, which are submitted in accordance with section 123 of the School Act. Prior to a decision being appealed to the Board, it must be appealed to the Superintendent.
 2. The expulsion of a student will be dealt with in accordance with *Administrative Procedure 319: Suspension and Expulsion of Students*.
 3. Parents of students, and students sixteen (16) years of age or older, have the right to appeal to the Board, a decision of the Superintendent. The Superintendent must advise parents and students of this right to appeal.
 4. 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. 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.
 5. Parents of students, as above, when appealing a decision to a Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students.
 6. The Board may arrange to have legal counsel present for any matter being appealed.
 7. The hearing of the appeal must be scheduled so as to ensure that the person making the appeal and the Superintendent or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.
 8. The appeal will be heard in-camera, with specified individuals in attendance.

9. The appeal hearing will be conducted in accordance with the following guidelines:
 - 9.1 The Board Chair will outline the purpose of the hearing, which is to provide:
 - 9.1.1. 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;
 - 9.1.2. The Board with the means to receive information and to review the facts of the dispute;
 - 9.1.3. A process through which the Board can reach a fair and impartial decision.
 - 9.2 Notes of the proceedings will be recorded for the purpose of the Board's records.
 - 9.3 The Superintendent and/or staff will explain the decision and give reasons for the decision.
 - 9.4 The appellant will present the appeal and the reasons for the appeal and will have an opportunity to respond to information provided by the Superintendent and/or staff.
 - 9.5 The Superintendent and/or staff will have an opportunity to respond to information presented by the appellant.
 - 9.6 Committee members will have the opportunity to ask questions or clarification from both parties.
 - 9.7 No cross-examination of the parties shall be allowed.
 - 9.8 The Board will meet without the respective parties in attendance to discuss the appeal and reach a decision.
 - 9.9 If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return in order to provide its information.
 - 9.10 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 and if the matter under appeal is a matter described in Section 124 of the School Act.

Legal Reference: Sections 10, 12, 24, 25, 48, 60(1)(e), 61(1), 123, 124, 125 School Act

SCHOOL CLOSURE

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

Specifically

1. The process for the closure of schools is outlined in the Closure of School Regulation, Alberta Regulation 238/97. Prior to any decision on a school closure or a realignment of attendance areas, the Superintendent shall review the Regulation to ensure that the process to be followed by the Board is in compliance with provincial requirements.
2. The Board, upon receiving a referral from the Superintendent of Schools regarding the possible closure of a school, shall determine whether or not to proceed with further study.
3. Should the Board wish to proceed with a consideration of closure, the Board will have the matter raised as a notice of motion at a regular meeting of the Board, and details will be provided which will identify the specific school or portion of the school affected.
4. The Board shall communicate the fact and implications of the possible school closure, and the date and place of the public meeting to discuss the closure in writing to the parents of every child and student enrolled in the school affected by the closure.
5. The communication shall address how the closing would affect the following:
 - 5.1 the attendance area for that school;
 - 5.2 relevant information as outlined within the Board's long-range capital plan;
 - 5.3 the attendance at other schools, including the number of students who would be relocated if the school were to close;
 - 5.4 the need for, and the extent of, bussing;
 - 5.5 program implications for other schools;
 - 5.6 the educational and financial impact of closing the school, including the effect on operational costs and capital implications;
 - 5.7 the financial and educational impact of not closing the school;
 - 5.8 the capital needs of other schools that may have increased enrollments as a result of the closure; and
 - 5.9 the proposed disposal of the school if the entire school is to be closed.

6. The date and place of the public meeting shall be:
 - 6.1 posted in five or more conspicuous places in the area of the school, or schools, affected by the closure, for at least two weeks prior to the date of the public meeting; and
 - 6.2 published in a newspaper circulating within the area or areas of the school or schools affected by the proposed closure, once a week for at least two weeks prior to the date of the public meeting.
7. On the date set for the public meeting, the Board will convene at the time and place specified to discuss:
 - 7.1 the possible closure;
 - 7.2 the implications for the students, the community, and for the school system;
 - 7.3 possible implementation plans; and
 - 7.4 possible alternatives.
8. At the public meeting, the Board shall provide an opportunity for the council(s) of the municipality in which the school is located to provide a statement to the Board of the impact the closure may have on the community.
9. A minimum of three trustees shall attend the public meeting.
10. Following the public meeting, there shall be a minimum period of three weeks for electors to make written representation to the Board regarding the possible closure.
11. The Board may determine times and places for further meetings.
12. The final debate by the Board and the vote upon the resolution shall occur only after all the Board procedures have been completed.
13. Subsequent to the final debate, and if the vote is in favour of school closure, the Board shall request approval from the Minister forthwith in order to proceed with the closure.

Legal Reference: *Section 58, School Act*
Alberta Regulation 238/97

AWARDS

The Board wishes to recognize those community members, parents, students and staff members that have contributed to the successes of the division and enhanced the educational opportunities and programs available to students.

Specifically

Share the Mission Award

The Board appreciates the diligent efforts made by community members, parents, students and school staff members in achieving the division's mission statement, goals and objectives. As a result, the Board wishes to bestow the Share the Mission Award, a prestigious award that recognizes:

- Outstanding service offered for the benefit of our students; our schools or our community:
 - People who accept demanding challenges and set new standards for the rest of us to follow:
 - People who, through their actions and deeds, contribute to and enhance the Catholic atmosphere of our schools and parish.
 - Involvement and leadership in community/parish organizations.
1. The Board will request nominations for the Share the Mission Award beginning in March of each year and will make its decision prior to June 30 of that year.
 2. Nominations for the Share the Mission Award may be submitted by any member of the Holy Spirit Community to the Superintendent in writing.
 3. All nominations must include a description of the service or contribution made by the individual being nominated. Additional endorsements are encouraged.
 4. The presentation of the Share the Mission Award will normally be made at the opening school mass for the school year.
 5. The Share the Mission Award may be presented post-humously.
 6. In the event that there are no nominations accepted by the Board, the Board may determine the need to issue a nomination itself for that year.
 7. If there are no nominations for the award, the Share the Mission award will not be awarded in that year.

Retirement and Long Service Awards

The Board appreciates the contribution made by its employees and trustees to the success of the division and wishes to publicly recognize those employees and trustees that have rendered long-term service.

1. Funds will be budgeted on an annual basis for the recognition of employees that are retiring or who have provided long-term services.
2. For retiring employees, the Board shall:
 - 2.1 Host a retirement banquet to honor retiring employees.
 - 2.2 Present to employees who retire after age 50, and have a minimum of ten years of active continuous service¹ with the Board, a watch or suitable alternative gift.
 - 2.3 Present two complimentary banquet tickets to all those who are retiring.
3. If an employee retires, and then resumes work with the division, he/she will no longer be eligible for retirement or long service awards.
4. For employees that have provided long service to the division, the Board shall:
 - 4.1 Provide a suitable gift along with a suitably inscribed scroll signed by the Board Chair and the Superintendent.
 - 4.2 Recognize employees for every five year increment of active continuous service completed with the division. (E.g. 5, 10, 15, 20, 25 years, etc....)
5. Past trustees will also be recognized at the retirement banquet for their years of services to the division and be provided two complimentary banquet tickets.

Arts Alive and Well in the Schools Award

1. The Board of Trustees will sponsor an award for the “Arts Alive and Well in the Schools” event. The award will be \$100 in value.

Legal Reference: Section 60, School Act

¹ *Active continuous service* – For recognition purposes, the division calculates the time a permanent employee is actually performing his/her duties within the school division.

BOARD GOVERNANCE AND OPERATIONS

Purpose

These Board governance and operations procedures have been prepared and accepted by the Board in order that the business of the Board can be conducted in an orderly and efficient manner.

Application

1. The Board shall conduct itself in accordance with the *School Act*, provincial and federal legislation and regulations, and the procedures outlined in this policy.
2. These procedures shall apply to:
 - 2.1 All regular and special meetings of the Board.
 - 2.2 All activities and actions of the Board.

Definitions

Board, or, the Board	the Board of Trustees of the Holy Spirit Roman Catholic Separate Regional Division No. 4
Chair, or, Board Chair	the Chairperson of the Division
Chairperson	the Chair of a Board committee
Division, or, the division	the Holy Spirit Roman Catholic Separate Regional Division No. 4
Holy Spirit Catholic Schools	the popular, or common, name of the division
In private	term used in the act to describe a closed or Committee of the Whole meeting.
Quorum	a majority of the number of trustees specified by the minister to be elected to the Board.
School Act, or, the Act	the School Act, RSA 2000, of the province of Alberta
Superintendent	the Superintendent of Schools

1. Board Meetings

1.1 Organizational Meeting

- 1.1.1 The organizational meeting shall be held in either October or November each year and in accordance with the provisions of Section 64 of the School Act.
- 1.1.2 The Secretary-Treasurer will 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.
- 1.1.3 The agenda for the organizational meeting shall include, but not be restricted to, the following:
 - 1.1.3.1 Election of Board Chair.
 - 1.1.3.2 Election of Vice Chair.
 - 1.1.3.3 Review and / or create standing or ad hoc committees of the Board, as deemed appropriate.
 - 1.1.3.4 Appoint Board representatives to the various committees.
 - 1.1.3.5 Review the schedule for regular meetings, and any additional meetings.
 - 1.1.3.6 Review Board members conflict of interest stipulations and determine any disclosure information requirements.
 - 1.1.3.7 Other organizational items as required.
- 1.1.4 All votes for the position of Board Chair and Vice Chair shall be conducted by secret ballot unless there is unanimous agreement among trustees to use a show of hands.

1.2 Regular Meetings of the Board

- 1.2.1 All regular meetings will be held in accordance with Sections 66, 68, 69, 70, 71, 72, 73 and 74 of the School Act.
- 1.2.2 The regular meetings of the Board shall normally be held on the fourth Wednesday of each month. Alternate dates may be established in months that experience holidays or other potential conflicts. Meetings will be held in July and August as required.
- 1.2.3 The regular meetings may only be extended past 9:00 p.m. with a resolution passed by a simple majority of trustees in attendance.
- 1.2.4 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.
- 1.2.5 Unless explicitly stated by the School Act, meeting procedures will be held in accordance with Roberts' Rules of Order.
- 1.2.6 Any trustee may submit a Notice of Motion to be presented at the next regular meeting of the Board. 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 next regular meeting.
- 1.2.7 All meetings of the Board shall be held in public unless a majority of the trustees present are of the opinion that it is in the public interest to hold the meeting, or part of the meeting, in private.

- 1.3 Special Meetings of the Board
 - 1.3.1 Occasionally, unanticipated or emergent issues require the immediate attention of the Board. In such cases a special meeting of the Board will be held to deal with emergent issues in accordance with the provisions of Section 67 of the School Act.
 - 1.3.1 Special meetings will normally be held with the Superintendent and Secretary-Treasurer in attendance.
 - 1.3.2 The Secretary-Treasurer or the Board Chair will ensure that the appropriate notice is given or alternatively ensure that every trustee waives the requirement of notice.

- 1.4 In-Private Meetings of the Board (Committee of the Whole)
 - 1.4.1 The Board may hold a meeting, or part of a meeting in private, to discuss sensitive issues where a majority of the trustees are of the opinion that it is best to do so. An in-private meeting will be held in accordance with Section 70 of the School Act.
 - 1.4.2 The Board does not have authority to pass by-laws or resolutions while in private with the exception to return to the public meeting. The resolution shall be recorded in the minutes of the Board.
 - 1.4.3 Meetings held in private will generally be held to discuss sensitive matters pertaining to:
 - 1.4.3.1 Individual students.
 - 1.4.3.2 Individual Board employees.
 - 1.4.3.3 Collective bargaining/contract negotiations.
 - 1.4.3.4 Acquisition or disposal of real property.
 - 1.4.3.5 Litigation brought before or against the Board.
 - 1.4.3.6 To review and consider legal advice, client — solicitor privilege.
 - 1.4.3.7 Other matters that the majority of the trustees feel would be best discussed in private.
 - 1.4.4 Trustees and other persons attending a private meeting of the Board shall not discuss the details of the meeting. All discussion is, and shall be, confidential.
 - 1.4.5 The Board may invite staff members or any other to attend an in private meeting at its discretion.

- 1.5 Delegations to Board Meetings
 - 1.5.1 The Board will receive representation and delegations from parents, staff or other interested persons provided that the item has been placed on the agenda or has received the approval of the Board. Such presentations will normally be held at a regular public meeting unless there is a reason to hold a portion 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.
 - 1.5.2 Individuals or groups wishing to make a presentation to the Board shall be advised that a maximum of fifteen minutes will be provided.

1.6 Members of the Public

- 1.6.1 Individuals or groups wishing to make a formal presentation to the Board must provide a written request along with supporting documentation to the Superintendent not later than eight calendar days prior to the meeting as which the presentation is to be made.
- 1.6.2 The written request must identify the spokesperson and provide the terms of reference for the presentation.
- 1.6.3 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.
- 1.6.4 The Board will not debate or make a decision on a matter presented to it at the meeting, unless it is deemed critical by the majority of the Board.
 - 1.6.4.1 Questions of clarification directed through the Board Chair may be asked of the spokesperson or of the Superintendent. The Superintendent may refer the question to the appropriate senior administrator.
 - 1.6.4.2 For matters requiring further Board deliberation, the Superintendent will be required to prepare a recommendation for the consideration of the Board at the next regular meeting.
 - 1.6.4.3 The Superintendent shall be responsible for informing the spokesperson of the decision of the Board regarding items raised in the presentation.

2. Agenda, Minutes and Records

2.1 Agenda

- 2.1.1 The Superintendent, in consultation with the Board Chair and Vice Chair, shall develop the agenda for all Board and committee meetings.
- 2.1.2 Board members wishing to have an item placed on the agenda must inform the Board Chair not later than eight working days prior to the meeting.
- 2.1.3 The Superintendent shall prepare and include supporting material and, when appropriate, provide an administrative recommendation for each action item on the agenda.
- 2.1.4 The Superintendent shall ensure that the agenda, and supporting material, is prepared and available to all trustees on the Friday prior to the regular Board meeting.
- 2.1.5 Copies of the agenda will be distributed in advance of the Board meetings to each school principal, school council, news media and relevant stakeholders.
- 2.1.6 The Board may amend the Board agenda by majority vote.

2.2 Minutes

- 2.2.1 A record of all proceedings of the Board and of Board meetings shall be taken and maintained by the Board secretary.
- 2.2.1 The Secretary-Treasurer shall ensure that the minutes are maintained in a safe and secure manner and appropriate back up procedures are undertaken.

- 2.2.2 The draft minutes shall be provided, along with the agenda, to each trustee for adoption at the next regular meeting.
- 2.2.3 The Board Chair shall sign the minutes upon their adoption and the Secretary-Treasurer shall initial every page prior to signing and filing them in the official minute book.
- 2.2.4 The Secretary-Treasurer shall arrange for all copies of the adopted minutes to be made available, via the division web page, to all school principals, news media, and relevant stakeholders.
- 2.2.5 The Superintendent shall prepare a summary known as “Board Meeting Briefs” within two weeks of the Board meeting for distribution to school communities.

3. Board Member Orientation

- 3.1. The Board Chair and the Superintendent will organize an orientation workshop for newly elected trustees that will provide information on:
 - 3.1.1 Role and responsibilities of the trustee.
 - 3.1.2 Role of the Board.
 - 3.1.3 Role of the Superintendent as the chief executive officer of the Board.
 - 3.1.4 Evaluation of the Board.
 - 3.1.5 Role of the Board Chair.
 - 3.1.6 Method of operation of the Board.
 - 3.1.7 Policies of the division.
 - 3.1.8 Facilities overview of the division
 - 3.1.9 Problems and issues in the division.
 - 3.1.10 Other relevant information as required.
- 3.2 Financial support will be provided for newly elected trustees to attend orientation seminars sponsored by the ASBA and/or ACSTA.
- 3.3 In the interim between the election date and the actual assumption of office, newly elected trustees will be:
 - 3.3.1 Invited to attend all meetings and functions of the Board, including study sessions.
 - 3.3.2 Provided access to the secure Board trustee section of the division’s website to review materials such as:
 - 3.3.2.1 Board policy manual.
 - 3.3.2.2 Information about policy development.
 - 3.3.2.3 Annual report of the division.
 - 3.3.2.4 Pertinent sections of provincial legislation.
 - 3.3.2.5 Pertinent financial records, including the current budget.
 - 3.3.2.6 Organizational chart of the division.

4. Trustee Honoraria and Expense Reimbursement

- 4.1 Trustees will be required to attend various conferences, conventions, workshops, and meetings in their capacity as school trustees.

- 4.2. Rates for trustee honoraria and expenses will be established annually as a component of the budget process and attached as an appendix to the policy manual.
 - 4.3. Each trustee will be responsible for his/her own expenses and will be required to stay within the individual budgeted amounts.
 - 4.4. Trustees will not be eligible to claim for travel within their own ward.
 - 4.5. The trustee monthly expense report shall be public information and shall be available upon request.
 - 4.6. A trustee performing roles with affiliated organizations, or acting as a representative of the Board, where expenses are not reimbursed, shall bring these to the Board for approval and inclusion in the "Board Representative to External Publics" budget.
 - 4.7. A claim form, "Remuneration and Travel Expense," has been adopted for use by trustees and is included in the forms manual.
 - 4.8. Trustees must submit expense claims no later than 60 days following the completion of incurring the expenses.
 - 4.9. Requests for reimbursements for expenses incurred up to, and including, August 31 of each year must be submitted by September 10.
 - 4.10. The Secretary-Treasurer shall review, for coding purposes, the trustees' remuneration and expense claims, and forward them to the Vice Chair.
 - 4.11. The Vice Chair will review all trustee expense claims.
 - 4.12. The Board Chair will review any trustee claim beyond the defined guidelines and shall either approve or deny the claim.
 - 4.13. The Vice Chair will rule in those cases where the claim is that of the Board Chair.
 - 4.14. The Board will act as the appeal body should a disagreement or a difference of interpretation arises on any matter referred to it in regard to trustee remuneration and/or expenses.
5. Signing Officers of the Board
- 5.1. The Superintendent, the Board Chair, the Vice Chair and the Secretary-Treasurer shall be the cheque-signing officers.
 - 5.2. The Superintendent, as the chief executive officer, shall have the authority to sign all legal documents and contracts on behalf of the Board.
 - 5.3. The use of an approved cheque-signer with the signature of the Board Chair and Secretary-Treasurer shall be authorized for all financial documents.

- 5.4 The Superintendent and the Secretary-Treasurer shall be permitted to sign manual cheques for:
 - 5.4.1 Salary.
 - 5.4.2 Substitute teacher salary.
 - 5.4.3 Receiver General.
 - 5.4.4 Staff benefits.
 - 5.4.5 Those expenditures required when the Board Chair and Vice Chair are not available.
 - 5.5 All other manual cheques will be signed by the Secretary-Treasurer and either the Board Chair or the Vice Chair.
 - 5.6 The Superintendent and the Secretary-Treasurer shall have signing authority to the safety deposit box.
6. Banking Services
- 6.1 The Board will undertake an assessment of the suitability of the financial institutions with which it does business every three years.
 - 6.2 The Superintendent shall provide the Board with a recommendation for the selection of a bank and depository of funds.
 - 6.3 Once the selection has been made, the Superintendent will ensure that the necessary details are addressed.

Legal Reference: *Division 2: Operations and Management (Section s59-79, School Act)*

TRUSTEE COMPENSATION, ALLOWANCES AND REIMBURSEMENT RATES

1. Trustee Compensation

- 1.1 The annual compensation for trustees shall be \$10,700*, with 1/3 being a non-accountable allowance and 2/3 taxable.
- 1.2 The annual compensation for the Board Chair shall be \$13,800* with 1/3 being a non-accountable allowance and 2/3 taxable.
- 1.3 The annual compensation for the Vice Chair shall be \$12,200* with 1/3 being a non-accountable allowance and 2/3 taxable.
- 1.4 The daily per diem rate for trustee meeting attendance shall be \$150.00 (\$80.00 per half day). Policy 18, Appendix B: Per Diem Reimbursement provides detail on meeting eligibility.
- 1.5 The annual compensation rate for trustees shall be adjusted each September 1 by an increase equal to the rate of increase in the base instruction grants provided to the school division from Alberta Education. The amount will be rounded to the nearest \$100.

2. Reimbursement Rates

- 2.1 Standard room accommodation and parking at cost supported by a receipt.
- 2.2 Meals at a maximum rate of \$65.00 per day according to the following:
 - 2.2.1 Breakfast \$15.00
 - 2.2.2 Lunch \$20.00
 - 2.2.3 Dinner \$30.00
- 2.3 Alcohol cannot be claimed and will not be reimbursed as part of travel or meal expenses.
- 2.4 Actual cost of economy fare on the mode of transport supported by a receipt.
- 2.5 Taxi at cost supported by a receipt.
- 2.6 Private car travel will be reimbursed per kilometer, in keeping with the Government of Alberta Rate, as published each March. This rate will come into effect the following school year, on September 1. Trustees will strive to incur expenses which are most economical for the Board such as substituting travel by car for air travel where appropriate.
- 2.7 These reimbursement rates shall apply to all staff when conducting business on behalf of the school division.

****Rates will take effect September 2015***

3. Hospitality

- 3.1 Hospitality is the provision of food, beverage (alcohol) and other amenities at public expense for the work of the Division.
- 3.2 Hospitality is generally provided when the event involves participants from outside the division.
- 3.3 Hospitality may be extended in an economical and consistent manner when:
 - 3.3.1. It can facilitate Division business.
 - 3.3.2. It is considered desirable as a matter of courtesy or protocol.
 - 3.3.3. Honoring staff for long service.
 - 3.3.4. Conducting business with members of government, community or private sector
 - 3.3.5. Other hospitality functions as approved by the Superintendent of Schools or designate, providing they conform to the rules listed above.
- 3.4. Prior written approval from the Superintendent of Schools or designate is required for all hospitality events where alcohol is served.
- 3.5 If alcohol is provided at a hospitality event, it should be provided in a responsible manner, e.g. food must always be served when alcohol is available.
- 3.6 Hospitality events shall not be funded through school generated funds.

PER DIEM REIMBURSEMENT

Events, meetings, attendance at functions which are eligible for trustee per diem reimbursement include:

- ACSTA conferences
- ASBA conferences
- Board/Superintendent evaluation
- Board professional development
- Bishop's Dinner (if held out of town)
- Expulsion hearings
- Bargaining unit negotiations
- Spiritual development (conferences and division-wide Spiritual Development Day)
- Attendance at an event when directed to do so by the Board Chair

Events, meetings, attendance at functions which are not eligible for trustee per diem reimbursement include:

- Board meetings
- Board work sessions
- Committees of the Board (internal)
- School awards nights
- School council meetings
- Council of Councils meetings
- Opening Mass
- High school graduations
- Bishop's Dinner (if held in town)
- Social functions

CONFLICT OF INTEREST AND NEPOTISM

All trustees and employees shall be cognizant of standards relevant to “nepotism” within the workplace, and engage in leadership practices and communication so that conflicts inherent with this concept may be alleviated. Such standards are outlined further within this document.

Definitions

Conflict of Interest	a situation in which an employee/trustee whose private interests, or the private interests of a relative or an associate, might benefit from the employee/trustee’s actions or influence as an employee/trustee of the Division.
Pecuniary Interest	refers to monetary conflict of interest. A pecuniary interest is said to exist where an individual employee/trustee is involved in decisions that would have a positive or negative financial impact on the personal circumstances of the employee/trustee and his or her spouse/partner.
Associate	an individual or organization with whom an employee/trustee has any personal or pecuniary interest.
Nepotism	favouritism shown to relatives in bestowing employment or conferring privileges.
Relative	refers to an employee/trustee’s child, sibling, parent, parent-in-law, or spouse.
Family status	the status of being related to another person by blood, marriage, or adoption.

Procedures

Upon election, each Trustee shall file with the Secretary-Treasurer the following information:

1. Disclosure of information
 - 1.1 Each trustee of a board shall file with the board’s secretary-treasurer a statement showing:
 - 1.1.1 the names and employment of the trustee and the trustee’s spouse or adult interdependent partner and children,
 - 1.1.2 the names of the corporations, partnerships, firms, governments or persons in which the trustee has a pecuniary interest, and
 - 1.1.3 the names of the corporations, partnerships, firms, governments or persons in which the trustee’s spouse or adult interdependent partner or children under 18 years of age have a pecuniary interest.

2. The board's secretary-treasurer shall:
 - 2.1 Compile a list of all the names reported on the statements filed with the secretary-treasurer, and
 - 2.1 Provide a copy of the list to:
 - 2.1.1 all the trustees of the board, and
 - 2.1.2 the officials and employees of the board that the board directs shall receive a copy.
3. Respecting outside employment, employees/trustees may take supplementary employment, including self-employment unless such employment:
 - 3.1 Causes an actual conflict of interest;
 - 3.2 Interferes with regular employment duties;
 - 3.3 Involves the use of Division premises, equipment, or supplies;
 - 3.4 Causes the employee to hold pecuniary interests that are in conflict of interest.
4. Where it appears that a conflict of interest might arise in taking supplementary employment, or through pecuniary interest, it is the duty of the employee/trustee to notify the Superintendent, or designate, in writing as to the nature of employment.
5. Employees/Trustees shall not accept monetary or other payment in addition to normal salary or expenses for duties which they normally perform in the course of their employment.
6. Employees/Trustees who own, or have pecuniary interests in businesses that may act as a supplier to the Division shall be strictly governed by the Alberta Government Regulations on tendering and are required to notify the Division of their financial interest in a company at the time of submitting a tendered bid.
7. Products and materials developed as part of an employee/trustee's regular duties shall be the property of the Division.
8. It is the intention of the Board to regulate employment in such a manner as to avoid potential favouritism or conflict of interest that may occur between employees who are related to one another.
9. A relative of an employee or trustee may work in the division provided that there is not an opportunity to exercise favouritism or there is no conflict of interest present for the employees or trustee involved.
10. An employee is prohibited from being in the direct supervision of a relative where the supervisor can make decisions unilaterally in areas such as:
 - 10.1 Assignment of duties.
 - 10.2 Approval of requisitions.
 - 10.3 Determination of salary or wage levels.

- 10.4 Completion of evaluation of performance reports.
- 10.5 Decisions about promotion, retention, transfer, or termination.
- 11. Relatives cannot participate in the recruitment or selection process.
- 12. In the event a selection committee makes a choice of a candidate for a position that may be viewed as being in violation of this policy, the committee shall advise the Board and provide all of the pertinent information and the Board will make a determination.
- 13. Employees and trustees must bring to the Board's attention any potential conflicts of interests prior to entering into any agreements.
- 14. When through hiring, marriage, transfer or promotion, a conflict of interest situation is considered by the Board to exist, an alternative place of work in the school system (as soon as one is available), shall be determined, normally, for the non-supervising employee and a transfer will take place.

If it can be anticipated in advance, that the hiring, marriage, promotion or transfer of an employee will result in a conflict of interest or favouritism potential for another employee he/she would supervise, the "supervised" employee shall be advised of the necessity for him/her to assume another position in the system, such that would eliminate the conflict of interest or favouritism situation.
- 15. Short-term replacement or temporary employment from an approved substitute employee list that involves a family member will not be considered to create a conflict of interest according to this policy.

Legal Reference: Sections 60, 61, 80, 81, 113, 121 School Act

FISCAL STEWARDSHIP

A commitment to the value of stewardship within Holy Spirit Catholic Schools is the promise that the Board will be accountable to its supporters and will operate in a fiscally responsible manner. As such, the Board and all employees in their shared role of exercising financial decision making are expected to work within an environment of strong budgetary controls, support for the role of the Board's audit committee, responsiveness to requests for financial reporting, and the achievement of jurisdictional and provincially derived indicators of financial health. It is also expected that those who engage in supporting the fiscal stewardship of the Board will receive the ongoing professional development required to do so. Throughout divisional efforts to maintain fiscal stewardship, Public Sector Accounting Standards, and the regulations of the provincial government provide the basis for such work. Since fiscal stewardship requires the Board to effectively exercise its role in providing oversight of financial activity, the parameters within this policy set the necessary conditions for this role to occur.

Practices

1. Budgetary Controls

- 1.1 The School Board's budget is the fiscal plan to achieve the stated goals and objectives of the School Board.
- 1.2 The School Board will set appropriate budgetary assumptions to assure that its stated objectives will be met.
- 1.3 Through administrative quarterly reporting, and the work of the Board's Audit Committee the Board will assure that financial monitoring and fiscal controls are in place.
- 1.4 As per Section 113 (5) of the School Act, the Superintendent shall supervise the operation of schools and the provision of education programs in the division, including but not limited to the following:
 - 1.4.1 Ensuring that the fiscal management of the division by the Secretary-Treasurer is in accordance with the terms or conditions of any grants received by the Board under this Act or any other Act.
- 1.5 The divisional budget and decentralized budgets of the division shall be clearly linked to the Three Year Education Plan, senior administrative work plans, and associated School Education Plans, and Continuous Improvement Plans at the school level.²
- 1.6 To protect the integrity in the management and expenditure of public dollars, it is the responsibility of stakeholders, particularly that of each Holy Spirit Catholic Schools' Employee, to report suspected or known anomalies in operational revenues or expenditures, or questionable fiscal decision making processes, unethical conduct, fraudulent use of funds, abuse of power or abuse of public trust relative to public funds (hereinafter collectively referred to as "Wrongdoing") to the Superintendent of Schools in accordance with this policy, as detailed in Policy 21: Public Interest Disclosure (Whistleblower Protection).

² *Fiscal Accountability for Alberta's School Boards*, Alberta School Boards Association, 2007

1.7 Internal controls that are established by the Superintendent of Schools are:

1.7.1 Recommended by the Secretary-Treasurer, Auditor, or Board of Trustees.

1.7.2 Provide for the following outcomes:

1.7.2.1 Safeguard assets

1.7.2.2 Ensure transactions are authorized

1.7.2.3 Ensure legislation and policies are followed

1.7.2.4 Ensure value for money³

2. Interim Accountability Reporting

2.1 The Board holds those exercising managerial responsibility for fiscal resources within the school division accountable for achieving stated educational goals while staying within budget.

2.2 Since the Board does not delegate its fiscal responsibility, it will have in place accountability tools to ensure that governance direction and intent is being met.

2.3 Interim accountability reports are an integral process for ensuring that the governance direction of the Board is being met.

2.4 Interim reporting allows the Board to determine whether its assumptions will be achieved, and provides the impetus to make organizational changes where necessary. As such, the information contained within will include the following:

2.4.1 The current status of budgetary assumptions, as approved by the Board in developing the operational budget;

2.4.2 Actual period to date information;

2.4.3 Forecasting of yearly operating results to the end of the school year;

2.4.4 Variances of forecast revenues and expenditures to the annual budget;

2.4.5 Explanation of significant variances;

2.4.6 Status of capital projects in progress;

2.4.7 Unsupported capital costs (when applicable);

2.4.8 State of reserve funds.

2.5 Interim Accountability Reports will be periodically provided, in adherence to the requirements set out by Alberta Education.

Audit Committee of the Board

3.1 Further to the recommendations of the Auditor General and Alberta Education, this standing committee of the Board will serve as the cornerstone of the Board's fiscal oversight process.⁴

3.2 The Audit Committee will conduct its responsibilities in a manner that maintains independence from Senior or School Administration and avoids any situations that may impair its objectivity in performing its oversight duties.

³ *Fiscal Accountability for Alberta's School Boards*, Alberta School Boards Association, 2007

⁴ *Annual Report of the Auditor General of Alberta, 2005 – 2006*, Volume 2 of 2, p. 61

- 3.3 The Board's Audit Committee will communicate with the Superintendent and Secretary-Treasurer, and will independently initiate its work, while being responsive to recommendations forwarded by the Superintendent to the Board Chair and the Chair of the Audit Committee.
 - 3.4 The Audit Committee will be accountable to the Board, and support the Board and the Board Chair.
 - 3.5 The Audit Committee will provide oversight of fiscal accountability and internal controls.
 - 3.6 The Audit Committee will create a communication bridge among senior administration, Board, and auditors.
 - 3.7 The Audit Committee will strive to enhance overall operational efficiency and public confidence in fiscal stewardship.
3. Indicators of Financial Health
- 4.1 The Board will be responsive to meeting the expectations of Alberta Education and the Auditor General in assuring that short and long term indicators of financial health are monitored on a continuous basis.
 - 4.2 The recommended accumulated operating surplus and capital reserve that the Board will pursue in this regard is one that:
 - 4.2.1 Enables the jurisdiction to fulfill its financial obligations from an operational and capital perspective
 - 4.2.2 Offset risk that the jurisdiction will need to borrow money to meet its operational expenses
 - 4.2.3 Allows for interest to be earned on current assets
 - 4.2.4 Facilitates the Board's capacity to spend current funding on the current population of students
 - 4.3 Monitoring of fiscal health will require an inter-relationship between fiscal trends at both the jurisdiction and provincial level.⁵
4. Ongoing Board and Staff Development
- 5.1 The responsibility to convert overall audit recommendations to professional development goals that will increase the fiscal stewardship of the school division rests with the Secretary-Treasurer.
 - 5.2 Based upon these recommendations, the Superintendent will assure that the annual operational budget of the Board facilitates funding for achieving these professional development goals.

Legal Reference: Sections 61 (1), 78, 113, 145–152 School Act

⁵ *Fiscal Accountability for Alberta's School Boards*, Alberta School Boards Association, 2007

PUBLIC INTEREST DISCLOSURE (WHISTLEBLOWER PROTECTION)

A commitment to the value of stewardship within Holy Spirit Catholic Schools is the promise that we respect and protect God's creation; we ensure that our resources and efforts best serve the needs of all our students; we are accountable to our supporters and will operate in a fiscally responsible manner; we ensure that decisions are both fact and policy driven; we support and provide processes which promote fair and objective decision-making through a Catholic perspective; and we are open and transparent.

The Board of Trustees of Holy Spirit Catholic Schools is committed to the highest ethical and accountable conduct, and recognizes the importance of working to deter and detect wrongdoing within the operation of the school division, and to promote public confidence in the administration of the Board. To ensure this, the Board of Trustees is committed to maintaining a positive and supportive environment whereby employees can disclose potential wrongdoing, or seek advice about disclosing a potential wrongdoing without retribution, and are provided with clear guidance for how those disclosures may take place. All employees have a duty to report all wrongdoings or suspected wrongdoings to the Chief Officer or Designate.

The Province of Alberta has enacted the Public Interest Disclosure Act ("PIDA") in order to:

- Facilitate the disclosure and investigation of significant and serious matters in or relating to public bodies, including school boards, that an employee believes may be unlawful, dangerous to the public, or injurious to the public interest;
- Protect employees who make those disclosures;
- Manage, investigate and make recommendations respecting disclosures of wrongdoings and reprisals
- Promote public confidence in the administration of public bodies.

The Board of Trustees is required under Section 5(1) of PIDA to establish and maintain, in accordance with PIDA, written practices for managing and investigating disclosures by employees of the Board. Those written practices are set out herein.

Practices

1. Designation of Chief Officer

- 1.1 The Superintendent of Schools is designated the Chief Officer for the purpose of the overall administration and reporting required under PIDA.

2. Designation of Designated Officer

- 2.1 The Deputy Superintendent is designated the Designated Officer for the purpose of administering and investigating disclosures under PIDA.

3. What This Policy Applies To

- 3.1 This policy applies to wrongdoings in or relating to Holy Spirit Roman Catholic Separate Regional Division No. 4, its schools, departments and employees that involve:
- 3.1.1 a contravention of an Act of Alberta or Canada or the Regulations related to those acts, or
 - 3.1.2 an act or omission that creates
 - 3.1.2.1 substantial and specific danger to the life, health or safety of individuals other than a danger that is inherent in the performance of the duties or functions of an employee or
 - 3.1.2.2 A substantial and specific danger to the environment, or
 - 3.1.3 Gross mismanagement of public funds or a public asset, or
 - 3.1.4 Knowingly directing or counseling an individual to commit one of the wrongdoings listed above.

4. No Reprisals

- 4.1 An employee who, in good faith:
- Seeks advice about making a disclosure
 - Makes or made a disclosure
 - Co-operated in an investigation, or
 - Declined to participate in a wrongdoing

will not be subject to actions or threats of dismissal, layoff, suspension, demotion, transfer, discontinuation or elimination of a job, change of job location, reduction in wages, change in hours of work, or reprimand, or any other measure that adversely affects the employee's employment or working conditions,

- 4.2 An employee may make a written complaint to the Public Interest Commissioner if the employee alleges that a reprisal has been taken or directed against the employee. Such a written complaint must, according to PIDA, be made on the Complaint of Reprisal Form. (<http://www.pic.alberta.ca/files/Complaint-of-Reprisal-Form.pdf>)
- 4.3 Reasonable human resource management decisions made in good faith do not constitute a reprisal.

5. Disclosure

- 5.1 Disclosures of wrongdoing must be made to the Deputy Superintendent (the Designated Officer) in writing. The form Public Interest Disclosure Form outlines the information required in a disclosure.
- 5.2 In the event that disclosure to the Deputy Superintendent is not appropriate due to conflict of interest with respect to the nature of the disclosure or the person involved, the Designated Officer shall request the Chief Officer to designate an alternative Designated Officer for the disclosure. The alternative Designated Officer shall have all the powers of the Designated Officer for the purpose of the disclosure.

- 5.3 In the event of a disclosure to the Designated Officer concerning the conduct of the Chief Officer, or concerning which the Chief Officer has a conflict of interest, the Designated Officer shall:
- 5.3.1 advise the Board Chair of the nature of the disclosure, whereupon the Board of Trustees may authorize an investigation into the disclosure; and
 - 5.3.2 advise the Commissioner of the disclosure and its referral to the Board of Trustees, and seek advice from the Commissioner concerning whether the disclosure should be referred to the Commissioner.
- 5.4 Disclosures of matters dealing with “imminent risk” (matters that require immediate attention as they pose significant risk to public health or safety, or a danger to the environment) must be made directly to the Public Interest Commissioner, who will then communicate with the appropriate authorities. The employee must also disclose the wrongdoing to the Deputy Superintendent, as soon as practicable thereafter. <http://www.pic.alberta.ca/files/Online-Disclosure-Form.pdf>
- 5.5 Anonymous disclosures may be dealt with, but an investigation may be hampered by the request for anonymity.

6. Investigations

- 6.1 Upon receiving a disclosure, the person receiving the disclosure shall determine whether or not an investigation is warranted.
- 6.2 An investigation may involve both internal and external sources to assist in determining whether a wrongdoing has occurred and what corrective action may be appropriate.
- 6.3 Confidentiality of the discloser of a wrongdoing shall be maintained to the extent possible consistent with the need to conduct an adequate investigation.
- 6.4 Investigations shall be conducted in accordance with the principles of fairness and natural justice.

7. Timelines

- 7.1 A disclosure of wrongdoing or complaint of reprisal shall be acknowledged not more than five (5) business days from the date on which the disclosure of wrongdoing or complaint of reprisal is received.
- 7.2 The employee who submitted a disclosure of wrongdoing or complaint of reprisal shall be advised no more than 10 business days from the date on which the disclosure of wrongdoing or complaint of reprisal is received of whether an investigation will be made.
- 7.3 An investigation must be concluded not more than 110 business days from the date on which the disclosure of wrongdoing or complaint or reprisal is received.
- 7.4 These timelines may be extended by up to 30 days by the Superintendent, or for a longer period of time if approved by the Public Interest Commissioner.

8. Report

- 8.1 The Designated Officer shall provide a written investigation report to the Chief Officer detailing whether the disclosure was substantiated, and providing recommendations on corrective action.
- 8.2 Where the Designated Officer is considering a recommendation to the Superintendent that the Superintendent exercise authority delegated to them by the Board of Trustees to suspend or terminate a teacher or administrative designation under the School Act, the Designated Officer shall consult with other board staff typically responsible for such recommendations concerning the necessary process. In such event, the written investigation report shall be provided to the Superintendent in the course of any process under the School Act for the Superintendent to consider that recommendation.
- 8.3 The Chief Officer shall consider the recommendations in the investigation report, and shall be responsible for determining what action, if any, including disciplinary action, shall be either taken as a result or recommended to the Board of Trustees. The Chief Officer shall follow-up with the employees responsible to ensure those actions are taken.
- 8.4 The person making the complaint shall be advised when the investigation is completed, the recommendations made in the written investigation report, and the Chief Officer's actions resulting from the written investigation report.

9. Good Faith

- 9.1 An employee who submits a disclosure of wrongdoing or complaint of reprisal must act in good faith.
- 9.2 Deliberately false or malicious allegations by an employee will form the grounds for disciplinary action up to and including termination of employment.

Legal Reference: *Public Interest Disclosure (Whistleblower Protection) Act (PIDA)*
Public Interest Disclosure (Whistleblower Protection) Regulation
http://www.qp.alberta.ca/1266.cfm?page=2013_071.cfm&leg_type=Regs&display=html

VACCINATION PROTOCOL

Holy Spirit Catholic School Division is committed to serve the children and parents of the division in the best interests of the students' physical, mental, spiritual, emotional and moral health.

The division is committed to health education programs, including with respect to immunizations, which address the moral and ethical aspects of disease prevention, consistent with fully-permeated Catholic philosophy, theology, practices and beliefs, in keeping with the basic moral principles of respect and dignity for all human life, consistent with Gospel values.

Schools will help all students to realize their responsibility to transform the world by practicing their Catholic faith. The Board and schools are complementary to the family, which is the primary agent for the child's formation.

1. The division affirms that parents or guardians are the primary educators and decision-makers for health care matters for their children, and the decision to receive an immunization is strictly a parental responsibility. The division does not endorse any of the vaccines administered by Alberta Health Services and defers to Alberta Health Services to determine the public health benefits.
2. The division recognizes that neither it nor its employees possess the expertise nor healthcare knowledge to determine the clinical need for, or to be directly involved in, an immunization program. All immunization programs are the programs of Alberta Health Services and are established, organized, staffed, and administered by Alberta Health Services.
3. The division recognizes that the decision to immunize must be made voluntarily by the parent/guardian through informed consent. Alberta Health Services may request that the division accommodate an immunization program by sending home to parents/guardians health and immunization information and parental consent forms for immunization.
4. The division may authorize the use of its facilities by Alberta Health Services for the purpose of delivering an immunization program.
5. In addition, upon introduction to a new vaccine, Holy Spirit Catholic School Division would contact the Bishop for a written moral perspective which may be distributed to affected parents.