



BOARD POLICY HANDBOOK

Lloydminster Catholic School Division

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

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

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

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

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Lloydminster Catholic School Division Board of Education Policy Handbook

Policy 1: Division Foundational Statements

Appendices:	References: <i>The Education Act, 1995</i> sections 85, 87	Approved: May 26, 2021
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Our Mission

Lloydminster Catholic School Division will nurture the spiritual, intellectual, social and physical development of each student in a faith-centered community.

An Introduction:

Through our model of governance, our Board of Education trustees annually reviews their mission and value statements. This process is very helpful to the Board in a planned effort to reaffirm its' core values and provides an opportunity to reflect on its operations to remain focused on what is important at the local level.

The Board's Values represent their core priorities in Lloydminster Catholic School Division (LCSD) culture, including what drives trustee priorities and how they truly act in the pursuit of excellence for our organization. The Board's Values are increasingly important in the development of the strategic planning process documented in their "Board of Education's Strategic Plan ". The Board is committed to permeate these Values throughout our operations in the service of our students and the mandate of Catholic Education.

Our Story:

Lloydminster Catholic School Division continues to grow and expand educational services since its inception in 1959. During this span of time, the school division has grown to provide a range of academic programming within our Catholic Education mandate. Our growth has enabled us to add new schools to meet our community's desire for Catholic Education. We celebrated the opening of our first school in 1961. Father Gorman opened in 1977 to provide a Catholic elementary programming for Saskatchewan students. In 1982, St. Joseph opened to serve the city's southwest on the Alberta side. École St. Thomas opened as our Kindergarten to grade 7 single-track French Immersion program in 1987 and rejoiced in the growth of the program by opening their doors to a new school built in September 2013. In 2001, Holy Rosary High School moved to their new school at the current site and St. Mary's began their first year in their current site. Our Division Office is attached to the south end of Holy Rosary High School, with

our Technology Warehouse and Services located on the east side of École St. Thomas. Our Transportation Center was added in 2012 on the east side of Lloydminster. Mother Teresa Early Childhood Education Center opened their doors in September 2013 in the preexisting site of École St. Thomas. The Synergy Vault opened in Lloydminster on October 27, 2017 as a partnership between the School Division, Synergy Credit Union and the City of Lloydminster.

Our Lloydminster Catholic School Division has an exciting vibrancy. As we evolve, our Board of Education continues to assess and reaffirm its purpose and mandate. We are proud for the academic achievement of our students from Prekindergarten to grade 12. We are grateful for the active involvement of St. Anthony's Parish, our Faith Integration Team; our division wide Faith Integration Framework supporting students, parents and staff in faith development. We actively cheer for our students as they participate in the wonderful extra-curricular opportunities. We encourage the seeds of their faith to develop and grow throughout their lives.

Value	Value Statements
Academics	We strive for academic excellence for all students.
Catholic Faith	Catholic faith permeates all aspects of our students' education.
Communication	Open communication with our students, staff, and our faith community characterizes our interactions.
Family / Community	Students, parents, and staff work together as a team.
Honesty	Integrity and honesty guide our conduct.
Leadership	Strong leadership is characterized by innovation and excellence and promoted through continuous learning.
Love / Respect	We foster love and promote respect for human dignity and life.

LLOYDMINSTER CATHOLIC SCHOOL DIVISION

LOGO



“Where academics, faith, family and community meet” is derived from our mission statement. Faith is represented in both the cross and a decade of the Rosary; family is represented by the building, symbolizing both school and home; LCS D is inside a larger community and we strive to be a center of learning where our faith permeates all that we do.

This philosophy is summarized in a commitment statement for our website:

“A commitment to faith and a tradition of academic excellence”

Lloydminster Catholic School Division Board of Education Policy Handbook		
Policy 2: Role of the Board		
Appendices: POLICY 2 – Appendix A Roles and Responsibilities	References: <i>The Education Act, 1995</i> Sections 53, 85, 87, 277, 280(1)(2)(3), 283, 286 The School Division Administration Regulations, 2018 Sections 38, 39, 43, 44, 45	Approved: October 28, 2020

Background

As the corporate body empowered by the electors that support the Lloydminster Roman Catholic Separate School Division No. 89 of Saskatchewan, herein after called Lloydminster Catholic School Division, or the Division, the Board is responsible for the development of strategic directions, goals and policies to guide the provision of educational services rendered within the Division, in keeping with the requirements of provincial legislation.

Further, the Board must fulfill its key role of ensuring education in the Division is Christ centered and upholds Catholic values.

Specific Areas of Responsibility

1. Faith Leadership

- 1.1 Serve the Catholic mandate as per: the SCSBA Mission and Vision Statements and, the Role of the Trustee.
- 1.2 Within constraints of provincial legislation, make decisions which reflect Catholic values and beliefs.
- 1.3 Be visible and active within the Catholic faith community.
- 1.4 Be involved in and supportive of varying Catholic parishes in our community.
- 1.5 Recognize the pastor at St. Anthony's, the appointed representative of the Archbishop of the Archdiocese of Edmonton, as their spiritual leader and collaborative with him on matters and events of religious teaching.
- 1.6 Be visible and active in promoting the faith within the Division.

2. Accountability to Provincial Government

- 2.1 Act in accordance with all statutory requirements to implement provincial educational standards and policies.
- 2.2 Perform Board functions required by governing legislation and existing Board policy.
- 2.3 Employ, where appropriate, provincial funding guidelines.

- 2.4 Response to and or abide by Ministerial directives under *The Education Act, 1995* and *The Education Act Amendment, 2017*.
3. Accountability to Community
 - 3.1 Make evidence-based decisions which reflect the Gospel values, the Division Foundational Statements and represent the interests of the entire Division.
 - 3.2 Develop ongoing communication strategy to provide opportunities for input and reporting.
 - 3.3 Ensures the integrity of the Board's local and provincial reputation through active management of the School Division's identity.
 - 3.4 Communicate student learning results.
 - 3.5 Develop procedures for and hear appeals as required by statute and/or Board policy.
 - 3.6 Model a culture that reflects the Board's Code of Conduct and teachings of the Catholic Church.
 - 3.7 A liaison to report on School Community Councils.
 - 3.8 A liaison to support First Nations.
4. Strategic Plan
 - 4.1 Identify and annually update the Board of Education Strategic Plan.
 - 4.2 Annually approve budget incorporating directions contained in the Board Strategic Plan.
 - 4.3 Annually approve the Board of Education Strategic Plan, and timelines.
 - 4.4 Provide overall direction for the Division by establishing foundational statements, strategic priorities and key results.
 - 4.5 Annually review progress toward the achievement of student outcomes and other desired results.
 - 4.6 Annually evaluate the effectiveness of the Division in achieving established goals and desired results.
 - 4.7 Approve Annual Report for distribution to the public.
 - 4.8 Develop and approve Board Annual Work Plan.
5. Policy
 - 5.1 Determine the directions the Division wishes to pursue following the "Roles Clarification and Accountability" (RCA) governance model.
 - 5.2 Identify how the Board is to function.
 - 5.3 Review policy impact to determine if policy is producing the desired results.
 - 5.4 Delegate authority to the Director and define commensurate responsibilities.

6. Director/Board Relations
 - 6.1 Identify and deploy a defined process to select Director.
 - 6.2 Provide the Director with clear corporate direction.
 - 6.3 Respect the authority of the Director to carry out executive action and support the Director's actions which are exercised within the delegated discretionary powers of the position.
 - 6.4 Interact with the Director in an open, honest, proactive and professional manner.
 - 6.5 Annually evaluate the Director in regard to the Director job description and additional Board direction (e.g., hold Director accountable for achievements of the Board of Education's Strategic Plan).
 - 6.6 Review Director's compensation as per contract.
 - 6.7 Annually review and approve senior management succession plan.
7. Political Advocacy
 - 7.1 Build bi-provincial support for the unique status of the Division.
 - 7.2 Develop a yearly plan for advocacy including focus, key messages and mechanisms.
 - 7.3 Work with SSBA, SCSBA, ASBA and ACSTA to advocate to government on provincial priorities.
8. Board Development and Capacity Building
 - 8.1 Develop a yearly plan for trustee development, including increased knowledge of role, processes and faith and educational issues to further effective implementation of the Board of Education's Strategic Plan, utilizing SSBA, SCSBA, ASBA and ACSTA resources as applicable.
 - 8.2 Annually evaluate Board effectiveness.
9. Fiscal Accountability
 - 9.1 Review budget assumptions.
 - 9.2 Approve annually the Division's budget for submission to the Ministry of Education by the due date.
 - 9.3 Submit Preventative Maintenance and Renewal and Infrastructure Maintenance and Renewal through capital plans to the Ministries as required.
 - 9.4 Review and approve quarterly and on an emergent issue basis Fiscal Accountability Reports including significant budget adjustments and variance analysis.
 - 9.5 Approve the submission of emergency block capital projects to the Ministry of Education.
 - 9.6 Meet Saskatchewan legislative requirements regarding establishing local mill rate as a Catholic School Division.

- 9.7 Approve all contract and capital expenditures in excess of \$100,000 not previously approved in budget.
- 9.8 Approve the transfer of funds to reserves.
- 9.9 Appoint an auditor and approve the terms of engagement.
- 9.10 Receive the Audit Report and Management Letter and ensure quality indicators in Director Evaluation are met.
- 9.11 Annually review prior year Auditor's Management letter to ensure recommendations have been implemented.
- 9.12 Ensure the terms of the Engagement letter includes implementations of prior year's recommendations from the Auditors Report and Management letter.
- 9.13 Meet with the auditor with or without administration present both prior to and at the conclusion of the audit.
- 9.14 Review any request for documentation or investigation initiated by the Office of the Provincial Auditor of Saskatchewan.

Selected Responsibilities

1. Approval of transportation boundaries and service levels.
2. Approval of Division school-year calendars and variations in school hours.
3. Approval of international field trips for students.
4. Appointing of an individual to be in charge of a harassment complaint when the Director is unable to act.
5. Acquisition and disposal of land and buildings, including expropriation proceedings.
6. Naming of schools and other Board-owned facilities.
7. Approval of facility Joint Use Agreements.
8. Approval of new leases, such leases to include any provision for the placement or modification of facilities by outside agencies.
9. Encouragement of qualified and interested candidates to run for the office of public school trustee.
10. Recognition of staff through the annual Long Service Awards.
11. Address inappropriate behaviour of any trustee.
12. Review continuation of membership in the Saskatchewan School Boards Association (SSBA), Alberta School Boards Association (ASBA), Saskatchewan Catholic School Boards Association

(SCSBA), Alberta Catholic School Trustees Association (ACSTA) and Canadian Catholic School Trustees Association (CCSTA).

13. Annually review the Division's foundational statements.
14. Approval of location and grade levels for French Immersion Programs.

POLICY 2 – Appendix A Roles and Responsibilities

Specific Areas of Responsibility

1. Faith Leadership

1.1 Serve the Catholic mandate.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Defend our constitutional right for Catholic Education ❖ Catholic Education, to inform faith community and public regarding Catholic and Public education 	<ul style="list-style-type: none"> ❖ Promote Catholic Education to community members ❖ Attend Catholic Trustee conferences to become well informed of issues and trends in Catholic education ❖ Be informed of the importance of Catholic education

1.2 Within constraints of provincial legislation, make decisions that reflect Catholic values and beliefs.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Support and encourage programs for faith development ❖ Remain informed of issues and trends affecting Catholic education ❖ Make decisions in alignment with our faith leadership (Bishops/School Boards Association) 	<ul style="list-style-type: none"> ❖ Be an advocate for Catholic schools ❖ Bring forth all individual opinions and questions ❖ Make decisions that are in alignment with Catholic teachings ❖ Be informed of what Catholic education is all about and why it is important

1.3 Be visible and active within the Catholic faith community.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Support commissioning mass ❖ Support yearend mass ❖ Support sponsored Division masses ❖ Organize division Advent celebration ❖ Meet with Parish Priest on items that involve school and parish 	<ul style="list-style-type: none"> ❖ Attend Sunday Eucharist regularly ❖ Be involved and participate in the life of the parish ❖ Participate in the sacraments of the church ❖ Support parish and school collaboration

1.4 Be involved in and supportive of Catholic parishes in our community.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Meet with Archbishop on specific faith decisions within the school division 	<ul style="list-style-type: none"> ❖ Develop relationship with local pastors ❖ Be informed regarding the Archbishop's responsibilities in the diocese for faith development in Catholic Schools

1.5 Be visible and active in promoting the faith within the Division.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Develop policy which reflects the Catholic faith ❖ Support, initiate goals that reflect our faith ❖ Ensure Catholic faith is permeated within the division ❖ Invite pastor to attend seminars, workshops, etc with trustees 	<ul style="list-style-type: none"> ❖ Attend school masses ❖ Practice faith by showing Catholic values in church, workplace and community

2. Accountability to Provincial Government

- 2.1 Act in accordance with all statutory requirements to implement provincial educational standards and policies.

Collective Responsibility	Individual Responsibility
❖ Receive ministerial compliance reports	❖ Review Reports

- 2.2 Perform Board functions required by governing legislation and existing Board policy.

Collective Responsibility	Individual Responsibility
❖ Hold regular board meetings ❖ Present an annual report	❖ Prepare for and be an active participant in Board meetings

- 2.3 Employ, where appropriate, Provincial funding guidelines.

Collective Responsibility	Individual Responsibility
❖ Be involved in budgeting process ❖ Advocate for funding where necessary via SSBA	❖ Be aware of budget implications

3. Accountability to Community

- 3.1. Make evidence-based decisions, which reflect the Gospel values, the Division foundational statements (Mission, Vision Statements, Core Values) and represent the interests of the entire Division.

Collective Responsibility	Individual Responsibility
❖ Develop board political advocacy plan	❖ Review previous calendars for reference

<ul style="list-style-type: none"> ❖ Review division foundational statements ❖ Approve school year calendar and variations to school hours 	<ul style="list-style-type: none"> ❖ Have knowledge of division foundational statements
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3.2. Develop ongoing communication strategy to provide opportunities for input and reporting.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Develop effective Board communication strategy 	<ul style="list-style-type: none"> ❖ Attend annual city / board meeting

3.3. Ensures the integrity of the Board's local and provincial reputation through active management of the School Division's identity.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Ensure all Board members support and advocate for Board discussions and priorities 	<ul style="list-style-type: none"> ❖ Foster a positive divisional reputation ❖ Be informed on matters impacting reputation and identity of the School Division

3.4. Communicate student learning results.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Ensure results are posted 	<ul style="list-style-type: none"> ❖ Be knowledgeable about our student learning results

3.5. Develop procedures for and hear appeals as required by statute and/or Board policy.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Have policy / procedures in place to deal with these issues 	<ul style="list-style-type: none"> ❖ Be informed and understand your role and responsibility as a trustee

❖ Be aware of related statutes for reference	
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3.6. Model a culture that reflects the Board's Code of Conduct and teachings of the Catholic Church.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Ensure Catholic value policies of the board guide conduct for board members ❖ Support and encourage all board members to be practicing Catholics ❖ Ensure there is an induction process for new trustees 	<ul style="list-style-type: none"> ❖ Be informed of the expectations of conduct as a board member, adhere to policy ❖ Foster personal faith growth ❖ Attend the induction process as a new trustee ❖ Lead Board prayer at meetings

3.7. A liaison to report on School Community Councils

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Ensure SCC have a forum for their annual report 	<ul style="list-style-type: none"> ❖ Review SCC Report

3.8. A liaison to report on First Nations

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Ensure a Representative attends First Nations events and consultations 	<ul style="list-style-type: none"> ❖ Report to the Board

4. Board of Education's Strategic Plan

4.1. Identify and annually update the Board of Education Strategic Plan.

Collective Responsibility	Individual Responsibility
	<ul style="list-style-type: none"> ❖ Annually review strategic plan

<ul style="list-style-type: none"> ❖ Motion to submit ESSP to the Ministry of Education ❖ Consult with public to set direction in consultation with senior administration 	<ul style="list-style-type: none"> ❖ Be an active part of the process ❖ Remain knowledgeable and updated on the strategic plan
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4.2. Annually approve budget-incorporating directions contained in the Board's Education Strategic Plan.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Approve Strategic Plan 	<ul style="list-style-type: none"> ❖ Be aware of the application of the strategic plan

4.3. Annually approve the Board of Education Strategic Plan and timelines.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Annually review division foundational statements, as a guide for our strategic plan 	<ul style="list-style-type: none"> ❖ Be involved in the process

4.4. Provide overall direction for the Division by establishing foundational statements, strategic priorities and key results.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Review the annual strategic plan with Senior Administration 	<ul style="list-style-type: none"> ❖ Engage in and understand the budgetary process ❖ Know how the budget relates to our strategic plan

4.5. Annually review progress toward the achievement of student outcomes and other desired results.

Collective Responsibility	Individual Responsibility

❖ Receive reports listed on annual work plan	❖ Review results in comparison with goals ❖ Be engaged during review
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4.6. Annually evaluate the effectiveness of the Division in achieving established goals and desired results.

Collective Responsibility	Individual Responsibility
❖ Receive and evaluate strategic plan updates and reports	❖ Know goals and review reports with Senior Administration

4.7. Approve Annual Report for distribution to the public.

Collective Responsibility	Individual Responsibility
❖ Ensure public distribution/communication plan is implemented for our Annual Report	❖ Be involved and informed regarding the process

5. Policy

5.1. Determine the directions the Division wishes to pursue following the “Roles Clarification and Accountability” governance model

Collective Responsibility	Individual Responsibility
❖ Work with Senior Administration team and other board members	❖ Be an active participant ❖ Know what your role is as a trustee

5.2. Identify how the Board is to function.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Work as a board team to determine how we best function – policy governance 	<ul style="list-style-type: none"> ❖ Participate in any training seminars ❖ Make suggestions and recommendations

5.3. Review policy impact to determine if policy is producing the desired results.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Review policy annually 	<ul style="list-style-type: none"> ❖ Be involved in process

5.4. Delegate authority to the CEO and define commensurate responsibilities.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Allow CEO to operate within this model 	<ul style="list-style-type: none"> ❖ Understand policy governance

6. Director/Board Relations

6.1. Identify and deploy a defined process to select Director.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Interview candidate ❖ Hire facilitator if required 	<ul style="list-style-type: none"> ❖ Voice opinion ❖ Give input on desirables to be possessed by candidates

6.2. Provide the Director with clear corporate direction.

Collective Responsibility	Individual Responsibility
	<ul style="list-style-type: none"> ❖ Be part of process

<ul style="list-style-type: none"> ❖ Work with Director to determine role and clarify role ❖ Know what we want in a director / where are we going, what do we need ❖ Hire facilitator if required 	<ul style="list-style-type: none"> ❖ Evaluate current role for relevance to determine if updates are required
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6.3. Respect the authority of the Director to carry out executive action and support the Director's actions that are exercised within the delegated discretionary powers of the position.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Stay out of Director's responsibilities ❖ Support Director as a team 	<ul style="list-style-type: none"> ❖ Be aware of Board responsibilities vs. those of the Director

6.4. Interact with the Director in an open, honest, proactive and professional manner.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Maintain excellent communication 	<ul style="list-style-type: none"> ❖ Be a voice ❖ Give meaningful input to the Director to allow validation of his actions/policies ❖ Communicate open and honestly with the Director

6.5. Annually evaluate the Director in regard to the Director's job description and additional Board direction (e.g., hold Director accountable for achievements of the Board of Education's Strategic Plan.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Annually conduct Director appraisal 	<ul style="list-style-type: none"> ❖ Be informed

	<ul style="list-style-type: none"> ❖ Be involved in evaluation and in defining job description ❖ Be involved in reviewing achievements of our strategic plan
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6.6. Review Director's compensation as per contract.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Annual review 	<ul style="list-style-type: none"> ❖ Be involved in process

6.7. Annually review and approve senior management succession plan.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Receive the succession plan from the Director 	<ul style="list-style-type: none"> ❖ Be involved in the process

7. Political Advocacy

7.1. Build bi-provincial support for the unique status of the Division.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Host MLA and Mayor meetings ❖ Ensure actions are consistent with Archdiocese of Edmonton's direction 	<ul style="list-style-type: none"> ❖ Attend SSBA, SCSBA, ACSTA, ASBA AGM's ❖ Attend conferences ❖ Attend MLA and Mayor meetings ❖ Board representative to attend Archdiocesan meetings (Edmonton)

7.2. Develop a yearly plan for advocacy including focus, key messages and mechanisms.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Develop board political advocacy plan ❖ Disseminate information/materials 	<ul style="list-style-type: none"> ❖ Be aware of local needs to contribute to advocacy plan ❖ Actively participate as a support for Catholic Education

7.3. Work with SSBA, SCSBA, ASBA and ACSTA to advocate to government on provincial priorities.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Work as a team to provide input as requested ❖ Respond to SSBA, SCSBA, ASBA and ACSTA concerning resolutions 	<ul style="list-style-type: none"> ❖ Attend conferences ❖ Bring local concerns forward ❖ Be aware of current issues

8. Board Development and Capacity Building

8.1. Develop a yearly plan for trustee development, including increased knowledge of role, processes and faith and educational issues to further effective implementation of the Board of Education's Strategic Plan, utilizing SSBA, SCSBA, ASBA and ACSTA resources as applicable.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Develop board development plan – define needs ❖ Provide funding to attend developmental conferences 	<ul style="list-style-type: none"> ❖ Review resources ❖ Be open and participate in Trustee development

8.2. Annually evaluate Board effectiveness.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Annually review roles and responsibilities ❖ Annual board evaluation 	<ul style="list-style-type: none"> ❖ Be involved in process ❖ Read and understand policy manual ❖ Be a voice

9. Fiscal Accountability

9.1. Review budget assumptions

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Review draft budget and provide direction ❖ Identify in consultation with Senior Administration, budget assumptions and priorities for the preliminary budget 	<ul style="list-style-type: none"> ❖ Engage Director on budget variances

9.2. Approve annually the Division's budget for submission to the Ministry of Education by the due date.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Ensure strategic plan priorities are supported in the assumptions and finalized budget ❖ Include strategic plans with interim financial reports ❖ Approve final budget for the school year 	<ul style="list-style-type: none"> ❖ Understand how budget relates to our strategic plan ❖ Ask questions and be informed regarding the budget

9.3. Submit Preventative maintenance and Repairs capital plan to the Ministry as required.

Collective Responsibility	Individual Responsibility
❖ Approve the capital plan for submission to the Ministry	❖ Be informed and ask questions

9.4. Review and approve quarterly and on an emergent issue basis Fiscal Accountability Reports including significant budget adjustments and variance analysis.

Collective Responsibility	Individual Responsibility
❖ Receive and review report from the CFO	❖ Be involved in and understand the expenditure; ask questions

9.5. Approve the submission of emergency block capital projects to the Ministry of Education.

Collective Responsibility	Individual Responsibility
❖ Review approve capital plans for submission	❖ Understand direction / needs of division impacting capital planning
❖ Engage Director on Division needs	

9.6. Meet Saskatchewan legislative requirements regarding establishing local mill rate as a Catholic School Division.

Collective Responsibility	Individual Responsibility
❖ Determine whether or not to exercise the right to approve a Mill Rate independent of the Province	❖ Be informed

9.7. Approve all contract and capital expenditures in excess of \$100,000 not previously approved in budget.

Collective Responsibility	Individual Responsibility

❖ Authorize expenditure	❖ Be involved and understand the expenditure
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9.8. Approval of the transfer of funds to reserves.

Collective Responsibility	Individual Responsibility
❖ Approve transfer of funds	❖ Be involved and understand the transfer

9.9. Appoint an auditor and approve the terms of engagement.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Approve appointment of auditor and approve the terms of engagement ❖ Consider varying Auditing services for objectivity 	<ul style="list-style-type: none"> ❖ Understand necessity of auditor ❖ Be involved

9.10. Receive the Audit Report and Management Letter and ensure quality indicators in Director Evaluation are met.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Approve the audit process ❖ Respond to the findings of the audit 	<ul style="list-style-type: none"> ❖ Take an active role in the meeting. Be informed and ask questions

9.11. Meet with the auditor with or without administration present both prior to and at the conclusion of the audit.

Collective Responsibility	Individual Responsibility
<ul style="list-style-type: none"> ❖ Receive and review financial audited report and management letter 	<ul style="list-style-type: none"> ❖ Read the letter ❖ Be informed

- 9.12. Annually review prior year Auditor's Management letter to ensure recommendations have been implemented.

Collective Responsibility	Individual Responsibility
❖ Receive and review prior year Auditor's Management letter	❖ Read the letter ❖ Be informed

- 9.13. Ensure the terms of the Engagement letter includes implementation of prior year's recommendations from the Auditor's Report and Management letter.

Collective Responsibility	Individual Responsibility
❖ Ensure the terms of Engagement letter include implantation of prior year recommendations	❖ Approve the letter

Lloydminster Catholic School Division Board of Education Policy Handbook		
Policy 3: Role of the Trustee		
Appendices: Appendix Services and Materials Provided to Trustees	References: <i>The Education Act, 1995</i> Sections 71, 85, 87 <i>The Local Government Election Act, 2015</i> and its <i>Regulations</i> and <i>The Education Act, 1995</i> and its <i>Regulations</i>	Approved: December 14, 2022

Background

Trustees are elected in accordance with the *The Local Government Election Act, 2015* and its *Regulations* and *The Education Act, 1995* and its *Regulations*.

Trustees must remain qualified per Policy 7 (1) throughout their term of office.

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.

Saskatchewan'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 Ministry of 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 the Ministry of 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; and
 - 1.7 Statutory and regulatory requirements, including responsibilities with regard to conflict of interest.
2. The Division will provide financial support for trustees to attend Saskatchewan School Boards Association (SSBA), Saskatchewan Catholic School Boards Association (SCSBA), Alberta School Boards Association (ASBA) and Alberta Catholic School Trustees Association (ACSTA) sponsored orientation seminars.
3. The Board Chair and Director are responsible for developing and implementing the Division's orientation program for newly elected trustees. The Director shall provide each trustee with access to the Board Policy Handbook and the Administrative Procedures Manual at the organizational meeting following a general election or at the first regular meeting of the Board following a by-election.
4. Incumbent trustees are encouraged to help newly elected trustees become informed about the history, functions, policies, procedures and issues.

Specific Responsibilities of Individual Trustees

The trustee shall:

1. Provide an example to the Catholic community by active participation in the communal life of the parish and through a personal lifestyle that reflects the teachings of the church.
2. Ensure that Catholic values and principles are reflected at all times in the Board's policies and practices.

3. Know and understand Board policies and become familiar with administrative procedures, meeting agendas and reports in order to participate in Board business.
4. Refer governance queries, issues and problems not covered by Board policy to the Board for corporate discussion and decision.
5. Refer significant individual requests for information to the Board for corporate discussion and decision.
6. Refer administrative matters to the Director. The trustee, upon receiving a complaint from a parent, community member or School Community Council about school operations, will refer the parent, community member or School Community Council back to the school and will inform the Director of this action.
7. Request Board approval for inquiries which obligate the Board's human resources and financial resources.
8. Keep the Board and the Director informed in a timely manner of all matters coming to his/her attention that might affect the Division.
9. Provide the Director with counsel and advice, giving the benefit of the trustee's judgment, experience and familiarity with the community.
10. Attend meetings of the Board; 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.
11. 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.
12. When delegated responsibility, exercise such authority within the defined limits in a responsible and effective way.
13. Participate in Board/trustee development sessions so that the quality of leadership and service in the Division can be enhanced.
14. Share the materials and ideas gained from a trustee development activity with fellow trustees at the next available opportunity.
15. Stay current with respect to provincial, national, and international educational issues and trends.
16. Strive to develop a positive learning and working culture both within the Board and the Division.
17. Attend significant Division and school functions when possible.

18. Become familiar with, and adhere to, the Trustee Code of Conduct.
19. Report any violation of the Trustee Code of Conduct to the Board during a closed session.

POLICY 3 – Appendix Services and Materials Provided to Trustees

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

1. Reference

- ◆ Access to a copy of the Education Act, the Education Regulations, and related documents
- ◆ Board Policy Handbook and Administrative Procedures Manual
- ◆ Copy of current Division reports and resource binders (e.g. Annual Report, Strategic Plan)
- ◆ School year and meeting calendars
- ◆ Staff directories and current telephone listings of schools, principals, vice principals and school secretarial staff
- ◆ List of School Community Council officials
- ◆ Saskatchewan School Boards Association (SSBA), Saskatchewan Catholic School Boards Association (SCSBA), Alberta School Boards Association (ASBA), Alberta Catholic School Trustees Association (ACSTA) and Canadian Catholic School Trustees Association (CCSTA) membership services

2. Communications/Public Relations

- ◆ Government and Association press releases
- ◆ Notification of significant media events, reminders of monthly meetings and events
- ◆ Business card and lapel pins
- ◆ Key messages
- ◆ Individual and Board photographs
- ◆ SSBA Trustee's date book

3. Administrative/Secretarial Services

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

Lloydminster Catholic School Division Board of Education Policy Handbook		
Policy 4: Trusteeship Conduct and Ethics		
Appendices: A) Code of Ethics B) Code of Ethics for Catholic School Trustees C) Trustee Code of Conduct Sanctions	References: The School Division Administration Regulations, Sections 10, 11, 12, 13 Saskatchewan School Boards Association Governance Handbook, Ethical Conduct Code of Ethics for Catholic School Trustees, Saskatchewan Catholic School Boards Association Code of Canon Law	Approved: October 28, 2020

Background

Each trustee represents all Catholic school supporters in our community and is responsible to this electorate through the democratic process. The following policy clearly defines:

- A. Trustee Code of Conduct
- B. Catholic Trustee Code of Ethics
- C. Trustee Code of Conduct Sanctions

Specifically, trustees are elected as educational leaders that:

- ◆ Are accountable to the Magisterium of the Church. 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.
- ◆ The authority of the Board is equally derived from the province, 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.
- ◆ Fellow citizens have entrusted, through the electoral process, with the educational development of the children and youth of the community.
- ◆ Are the children's advocates holding as their first and greatest concern the best interest of each and every single child without distinction as to who they are or what their background may be.
- ◆ Realize 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.
- ◆ Must never 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 end, beyond these, trustees have a moral and civic obligation to the nation which can remain strong and free only so long as schools in Canada are kept free and strong.

A. Trustee Code of Conduct

Purpose: The following code of conduct is a set of rules outlining the social norms and rules and responsibilities of, or proper practices for, a trustee and Board of Education. In carrying out the role of trust, the Board expects members to adhere to the following Code of Conduct:

Trustees shall:

1. Represent fidelity to the interests of the Division. This accountability supersedes any conflicting loyalty such as to advocacy or 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 a 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.
 - 4.1 Trustees who have a concern regarding a fellow trustee will bring that concern in confidence to the Board Chair for consideration or resolution.
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 public education as the greatest instrument for the preservation and perpetuation of our representative democracy.
9. Represent the Board responsibly in all Board-related matters with proper decorum and respect for others.
10. Abide by the Saskatchewan School Boards Association Ethical Conduct and the Saskatchewan Catholic School Boards Association Code of Ethics (see Policy 4 – Appendices A and B).

11. Provide a Criminal Record check and shall report to the Board if they are charged with an indictable offense under the Criminal Code of Canada.
12. Respect confidentiality appropriate to issues of a sensitive nature, including statements made during closed sessions of the Board.
13. Avoid conflict of interest with respect to their trusteeship responsibility.
 - 13.1 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;
 - 13.2 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;
 - 13.3 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, she/he shall first resign;
 - 13.4 Trustees shall disclose their involvement with other organizations, with vendors, or any other associations which might produce a conflict; and
 - 13.5 Trustees who receive a pecuniary benefit or gift exceeding fifty dollars (\$50) in value from any person or group having an association with the Board shall disclose the matter at a closed meeting of the Board.
14. Shall not attempt to exercise individual authority over the organization except as explicitly set forth in policies of the Board:
 - 14.1 Trustees’ interaction with the Director or with staff shall recognize the lack of authority vested in individuals except when explicitly authorized by the Board;
 - 14.2 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, and individuals may state the reason for their vote; and
 - 14.3 Trustees shall not give undue weight to an individual’s judgment of the performance of the Director or of staff.
15. When a Trustee is absent from the Division for an extended period. Ensure that the office of the Director is made aware of their whereabouts, for emergency contact purposes.

16. Trustee shall be responsible for consequences for the failure of individual Trustees to adhere to the Trustee Code of Conduct are specified in section C. Trustee Code of Conduct Sanctions.

B. Catholic Trustee Code of Ethics

Purpose: The commitment of each Board member to high ethical standards is required to ensure that the school board can responsibly fulfill its obligations and discharge its duties. 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 Board Member shall, within the duties prescribed in Acts and Regulations and reflecting a ministry within the Church:

1. Acknowledge that Catholic Schools are an expression of the teaching mission of the Church.
2. 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.
3. Provide the best possible Catholic education according to the program approved by the Canadian Conference of Catholic Bishops and the provincial Minister of Education.
4. Affirm a strong sense of Christian Community.
5. Strictly support all Board policies.
6. Ensure the affairs of the Board are conducted with openness, justice and compassion.
7. Work to improve personal knowledge of current Catholic education research and practices.
8. Provide support, encouragement and prayer for the efforts of all persons engaged in the ministry of Catholic Education in Canada.
9. Be motivated by an earnest desire to serve the Division to the best of their ability to meet the educational needs of all students.
10. Recognize the expenditure of school funds is a public trust, and endeavor to see funds expended efficiently, in the best interests of the students.
11. Will not use their position for personal advantage or to the advantage of any other individual apart from the total interest of the Division, and I will resist outside pressure to so use the position.
12. Act with integrity and do everything possible to maintain the dignity of the office of a school board member.
13. Carry out their duties objectively, and consider all information and opinions presented to the board in making decisions, without bias.

14. Work with other Board members in a spirit of respect, openness, co-operation and proper decorum, in spite of differences of opinion that arise during debate.
15. Accept that authority rests with the Board and that there is no individual authority outside the Board and will abide by the majority decisions of the Board once they are made. Will honor the Board's decision to have the Director and/or Chairperson communicate with the media or "public at large" regarding Board decisions, positions, etc.
16. Will express any contrary opinion respectfully and honestly, and without making disparaging remarks, in or outside Board meetings, about other Board members or their opinions.
17. Will communicate, and conduct relationship with staff, the community, other school boards and the media in a manner that focuses on facts.
18. Will not divulge confidential information, obtained in capacity as a Board member, and will not discuss those matters outside the meetings of the Board or the Board's committees.
19. Will endeavor to participate in trustee development opportunities to enhance ability to fulfill obligations as a school board member.
20. Will not conduct him/herself in a manner, which is intended to be to the detriment of another school board.
21. Will support the value of public education, and will endeavor to participate, and encourage my Board to participate, in activities that support or promote public education in Saskatchewan.

C. Trustee Code Of Conduct Sanctions

1. The Trustee Code of Conduct requires the Board to 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 the 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 trustees to 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 by majority vote the Board agrees that a failure has occurred, the failure shall be recorded by the Board and the following procedure shall be invoked:

- 4.1 The Board Chair shall request the Director or designate (as head of the Division under the Local Authority Freedom of Information and Protection of Privacy Act), to appoint an independent investigator to review the 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 The independent investigator shall conduct an investigation and submit a report of findings and recommendations to the Board Chair and to the Director.
 - 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; and/or,
 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.
 7. Depending on the significance of the breach, the Board may choose to omit steps outlined in the afore-listed process or take alternate action if deemed more appropriate.

POLICY 4 – Appendix A Code of Ethics

Trustee Code of Ethics

Purpose

The commitment of each Board member to high ethical standards is required to ensure that the school board can responsibly fulfill its obligations and discharge its duties.

Accordingly

1. I will be motivated by an earnest desire to serve my Division to the best of my ability to meet the educational needs of all students.
2. I will recognize that the expenditure of school funds is a public trust, and I will endeavour to see that the funds are expended efficiently, in the best interests of the students.
3. I will not use my position for personal advantage or to the advantage of any other individual apart from the total interest of the Division, and I will resist outside pressure to so use my position.
4. I will act with integrity, and do everything possible to maintain the dignity of the office of a school board member.
5. I will carry out my duties objectively, and I will consider all information and opinions presented to the board in making my decisions, without bias.
6. I will work with other Board members in a spirit of respect, openness, co-operation and proper decorum, in spite of differences of opinion that arise during debate.
7. I will accept that authority rests with the Board and that I have no individual authority outside the Board, and I will abide by the majority decisions of the Board once they are made. I will honour the Board's decision to have the Director and/or Chairperson communicate with the media or "public at large" regarding Board decisions, positions, etc.
8. I will express any contrary opinion respectfully and honestly, and without making disparaging remarks, in or outside Board meetings, about other Board members or their opinions.
9. I will communicate, and conduct my relationship with staff, the community, other school boards and the media in a manner that focuses on facts.
10. I will not divulge confidential information, which I obtain in my capacity as a Board member, and I will not discuss those matters outside the meetings of the Board or the Board's committees.

11. I will endeavour to participate in trustee development opportunities to enhance my ability to fulfill my obligations as a school board member.
12. I will not conduct myself in a manner that is intended to be to the detriment of another school board.
13. I will support the value of public education, and will endeavour to participate, and encourage my Board to participate, in activities that support or promote public education in Saskatchewan.

POLICY 4 – Appendix B Code of Ethics for Catholic School Trustees

Code of Ethics for Catholic School Trustees

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 Board Member shall, within the duties prescribed in Acts and Regulations and reflecting a ministry within the Church:

1. Acknowledge that, Catholic Schools are an expression of the teaching mission of the Church.
2. 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.
3. Provide the best possible Catholic education according to the program approved by the Canadian Conference of Catholic bishops and the provincial Minister of Education.
4. Affirm a strong sense of Christian Community.
5. Recognize and defend the democratic and corporate authority of the Board.
6. Respect the confidentiality of the Board.
7. Strictly support all Board policies.
8. Ensure the affairs of the Board are conducted with openness, justice and compassion.
9. Work to improve personal knowledge of current Catholic education research and practices.
10. Provide support, encouragement and prayer for the efforts of all persons engaged in the ministry of Catholic Education in Canada.

POLICY 4 – Appendix C Trustee Code of Conduct Sanctions

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 the Trustee Code of Conduct, Policy 4. The failure by trustees to conduct themselves in compliance with this policy may result in the Board instituting sanctions.
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 by majority vote the Board agrees that a failure has occurred, the failure shall be recorded by the Board and the following procedure shall be invoked:
 - 4.1. The Board Chair shall request that the Director or designate (as head of the Division under the Local Authority 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. The independent investigator shall conduct an investigation and submit a report of findings and recommendations to the Board Chair and to the Director.
 - 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; and/or,
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.
7. Depending on the significance of the breach, the Board may choose to omit steps outlined in the afore-listed process or take alternate action if deemed more appropriate.

Lloydminster Catholic School Division Board of Education Policy Handbook		
Policy 5: Role of the Board Chair		
Appendices:	References: The School Division Administration Regulations, 2018 Sections 14-23, 25, 39	Approved: October 28, 2020

Background

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

The Board Chair shall be elected at the organizational meeting, shall hold office at the pleasure of a majority of the Board until the next organizational meeting, and shall be eligible for re-election. In the event of the office becoming vacant during the year, a new Board Chair shall be elected in a manner similar to that followed in the election of the Board Chair at the organizational meeting.

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

1. Preside over all Board meetings and ensure that such meetings are both conducted in accordance with The School Division Administration Regulations and the policies and procedures as established by the Board and where those are silent, Robert's Rules of Order.
2. Prior to each Board meeting, confer with the Director, and where applicable, the Vice-Chair on the items to be included on the agenda, the order of these items and become thoroughly familiar with them.
3. Perform the following duties during Board meetings:
 - 3.1 Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated.
 - 3.2 Ensure that all issues before the Board are well-stated and clearly expressed.
 - 3.3 Display firmness, courtesy, tact, impartiality, and willingness to give everyone an opportunity to speak on the subject under consideration in order that collective opinion can be developed and a corporate decision reached.
 - 3.4 Ensure that debate is relevant. The Chair, in keeping with his/her responsibility to ensure that debate must be relevant to the question, shall, when she/he is of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question.
 - 3.5 Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Chair may speak to points of order in preference to other members.
 - 3.6 Submit motions or other proposals to the final decision of the meeting by a formal show of hands.

- 3.7 Extend hospitality to other trustees, officials of the Board, the press, and members of the public.
- 3.8 Exclude from attendance individuals displaying improper conduct as determined by the Chair.
4. Keep informed of significant developments within the Division.
5. Keep the Board and the Director informed in a timely manner of all matters coming to his/her attention that might affect the operations of, and educational opportunities in the Division.
6. Be in regular contact with the Director to maintain a working knowledge of current issues and events.
7. Convey directly to the Director such concerns as are related to him/her by trustees, parents, students or employees which may affect the administration of the Division.
8. Provide counsel to the Director.
9. Bring to the Board all matters requiring a decision of the Board.
10. Act as the chief spokesperson for the Board except for those instances where the Board has delegated this role to another individual or group.
11. Act as an ex-officio member of all committees appointed by the Board.
12. Act as a signing officer for the Division.
13. Act as the Board representative at the City Planning Meeting.
14. Represent the Board, or arrange alternative representation, at official meetings or other public functions.
15. Address inappropriate behaviour on the part of a trustee.
16. Ensure that the Board engages in regular assessments of its effectiveness as a Board.

Lloydminster Catholic School Division Board of Education Policy Handbook		
Policy 6: Role of the Vice-Chair		
Appendices:	References: The School Division Administration Regulations, 2018 Sections 14-23, 25, 39	Approved: October 28, 2020

Background

The Vice-Chair shall be elected at the organizational meeting of the Board each year and shall take office immediately. The Vice-Chair shall hold office at the pleasure of the majority of the Board until the next organizational meeting and shall be eligible for reelection.

Specific Responsibilities

1. The Vice-Chair shall act on behalf of the Board Chair, in the latter's absence or at the Chair's request and shall have all the duties and responsibilities of the Board Chair.
2. The Vice-Chair shall assist the Board Chair in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Board.
3. The Vice-Chair may be assigned other duties and responsibilities by the Board Chair.
4. The Vice-Chair shall attend Committee of the Whole and Board meeting planning sessions with the Chair and the Director.
5. The Vice-Chair, when possible, will accompany the Chair to meetings with other elected officials including: MPs, MLAs, the Mayor and city council.
6. The Vice-Chair will represent the Board with the Chair as deemed necessary by the Chair person to fulfill the support role.
7. The Vice-Chair will chair a minimum of one Committee of the Whole meeting per elected year.
8. The Vice-Chair role may be expanded as deemed necessary to facilitate growth towards the role of Chair.

**Lloydminster Catholic School Division
Board of Education Policy Handbook**

Policy 7: Board Operations

<p>Appendices:</p>	<p>References:</p> <p><i>The Education Act, 1995 Sections 80, 80(1), 367 and its Regulations</i></p> <p>The School Division Administration Regulations, 2018 Sections 9, 11, 14-25, 38, 39, 41</p> <p><i>Local Authorities Freedom of Information and Protection of Privacy Act, 2018</i></p> <p><i>Local Government Elections Act, 2015 and its Regulations</i></p> <p><i>The Lloydminster Charter, 2012</i></p>	<p>Approved:</p> <p>December 14, 2022</p>
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Background

The Board believes that its ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organization design. In order to discharge its responsibilities to the electorate of the Division, the Board shall hold meetings as often as is necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting. No act, proceeding or policy of the Board shall be deemed valid unless adopted at a duly constituted meeting. The Board has adopted policies so that the business of the Board can be conducted in an orderly and efficient manner.

The Board believes that its fundamental obligation is to preserve and enhance the public trust in education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage the Catholic community to contribute to the educational process, Board meetings will be open to the public. Towards this end, the Board believes its affairs should be conducted in public to the greatest extent possible.

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

The Board further believes public interest can be enhanced by having members of the public make presentations at Board meetings. The process for delegations to the Board.

The Board also believes that public forums dealing with specific educational topics can enhance communications and effectiveness of the Board.

Cellular telephone calls will not be initiated or accepted at Board or Committee meetings unless the Board approves such use in exceptional circumstances.

1. Elections

- 1.1 Seven (7) trustees are elected at Large.
- 1.2 A candidate must confirm that they have the qualifications as outlined in *The Local Government Election Act, 2015* and its *Regulations* and *The Education Act, 1995* and its *Regulations* as well as
 - 1.2.1 provide proof of Catholic baptismal certificate or certificate showing completion of RCIA (Rite of Christian Initiation of Adults), and
 - 1.2.2 provide a clean criminal record check and vulnerable sector check, no more than a month old,

to the returning officer prior to submitting candidacy forms.
- 1.3 A candidate, if nominated, must remain qualified throughout the election and, if elected, throughout the term of office. The term of office is 4 years.
- 1.4 A candidate that is an employee of the school board must:
 - 1.4.1 Take an unpaid leave of absence if nominated, and
 - 1.4.2 If elected the employee is deemed to have resigned from their position as an employee of the school board
- 1.5 Trustees removed from office pursuant to section 12 (8) of The School Division Administration Regulations are not eligible to stand in an election for 4 years after the date of removal.

2. Organizational Meeting

- 2.1 The organizational meeting of the Board in each calendar year shall be held in the Division Office Board Room no later than November 30 and in an election year no later than 30 days after the date of election, in accordance with Section 14 (1) of The School Division Administration Regulations.
- 2.2 The Director or designate will give notice of the organizational meeting to each trustee as if it were a special meeting.
- 2.3 The Director or designate shall call the meeting to order, and in an election year, read the return from the Elections Clerk certifying the election of members.
- 2.4 In an election year, the Director or designate shall call for and receive the duly signed Declarations of Office and corresponding Endorsement Certificates by

Commissioners for Oaths from each trustee, in accordance with Section 9 of The School Division Administration Regulations.

- 2.5 The Director or designate shall proceed to conduct the election of the Board Chair. Nominations shall be made by the trustees for the office of the Chair and need not be seconded. A vote upon the nominees shall be taken by secret ballot. The nominee who receives the majority of votes of the member's present shall therefore be declared elected. Where, on the addition of the votes, two (2) or more candidates for the position of Board Chair have an equal number of votes, the returning officer shall follow the tie vote procedure specified in Section 111(1) of the Local Government Elections Act.
- 2.6 In the event that only one (1) member has indicated willingness to serve as Board Chair, that member shall be declared elected by acclamation.
- 2.7 The Board Chair shall assume office and shall immediately proceed with the election of the Vice-Chair.
- 2.8 The newly elected Board Chair shall then proceed with the agenda as presented by the Director or designate and adopted by the Board.
- 2.9 In addition, the organizational meeting shall include, but not be restricted to the following:
 - 2.9.1 Appoint the Division's Attendance Counsellor;
 - 2.9.2 Appoint Board representatives to the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate;
 - 2.9.3 Appoint the Division's signing authorities;
 - 2.9.4 Appoint an auditor;
 - 2.9.5 Establish a schedule (date, time and place) for regular meetings and any additional required meetings;
 - 2.9.6 Establish Board Indemnity and Expense rates;
 - 2.9.7 Approve establishment of a line of credit; and
 - 2.9.8 Other organizational items as required.

3. Regular Meetings

- 3.1 Regular Board meetings (minimum 6) shall be as established at the annual organizational meeting.
 - 3.1.1 All meetings will ordinarily be held at the Division Office Board Room.
 - 3.1.2 Notwithstanding the schedule noted above, the Board may, by resolution, alter the schedule in such manner as it deems appropriate.
- 3.2 All trustees shall notify the Board Chair or the Director if they are unable to attend a Board meeting.
- 3.3 All trustees who are absent from three (3) consecutive regular meetings shall:
 - 3.3.1 Obtain authorization by resolution of the Board to do so; or
 - 3.3.2 Provide to the Board Chair evidence of illness in the form of a medical certificate respecting the period of absence.

Failure to attend may result in disqualification.
- 3.4 If both the Chair or Vice-Chair through illness or other cause are unable to perform the duties of the office or are absent, the Board shall appoint from among its members an acting Chair, who on being so appointed has all the powers and shall perform all the duties of the Chair during the Chair's and Vice-Chair's inability to act or absence.
- 3.5 Regular meetings of the Board will not be held without the Director and/or designate(s) in attendance, unless the Director's contract or performance is being reviewed. The Director shall be advised, in writing, of meetings pertaining to contract or performance review a minimum of fourteen (14) days in advance.

4. Special Meetings

Occasionally, unanticipated or emergent issues require immediate Board attention and/or action.

- 4.1 Special meetings of the Board may be called by the Board Chair at any time, or upon receipt of a written request signed by any three (3) trustees who shall state explicitly the reason therefore. Subject to the paragraph below, if an additional meeting of the Board is to be held, the Director shall send a written notice of such a meeting as prescribed by The School Division Administration Regulations and shall set forth therein the business to be transacted or to be considered thereat, and no other business shall be considered unless all trustees are present and there is unanimous agreement that the agenda previously arranged shall be changed.

- 4.2 The Board may, by unanimous consent in accordance with Section 16(3) of The School Division Administration Regulations, waive notice of meeting and hold a meeting at any time and that consent shall be subscribed to in writing by each trustee and shall be recorded in the minutes of the meeting in the form required by that section.
- 4.3 Special meetings of the Board will not be held without the Director and/or designate(s) in attendance.

5. Remote Attendance at Meetings

- 5.1 The Board may hold a meeting using any Remote means of attendance. The means used must enable each trustee participating in the meeting and any members of the public attending the meeting to hear all the other trustees and follow any votes taken.
- 5.2 At least one (1) of the following persons must be present at the Division Office during the meeting:
 - 5.2.1 A member of the Board.
 - 5.2.2 The Director or designate.
- 5.3 Reasonable steps must be taken to notify the public of locations from which members of the public may participate.
- 5.4 A trustee may participate from a location to which the public does not have access.

6. Closed Sessions

The Board may, by resolution, schedule a closed meeting at a time or place agreeable to the Board or recess a meeting in progress for the purpose of meeting in closed session. Such resolutions shall be recorded in the minutes of the Board and shall specify those individuals eligible to attend in addition to the trustees and the Director. The reason for the closed session shall be stated prior to its approval and shall be limited to discussion pertaining to the following stated reasons:

- 6.1 Individual students;
- 6.2 Individual employees;
- 6.3 Individual trustees;
- 6.4 Collective bargaining issues;

- 6.5 Litigation issues;
- 6.6 Acquisition/disposal of property; and
- 6.7 Other topics that a majority of the trustees present feel should be held in private, in the public interest.

Such sessions shall be closed to the public and press. The Board shall only discuss the matter(s) that gave rise to the closed meeting. Trustees and other persons attending the session shall maintain confidentiality and not disclose the substance of deliberations at such sessions.

The Board shall, during the closed session, adopt only a resolution to rise and report to the open public Board meeting.

7. Agenda for Regular Meetings

The Board believes that a properly prepared agenda creates a meeting atmosphere formal enough for orderly procedure, but informal enough to encourage free discussion, problem identification, problem solving and the generation of ideas.

The Board Chair is responsible for establishing the agenda for Board Meetings in consultation with the Director, in accordance with legislation and Board policy.

Agendas shall include all the data and back-up information so that the Board is able to make sound and objective decisions consistent with established goals.

The order of business at a regular meeting shall be as follows:

- 7.1.1 Opening Prayer
- 7.1.2 Call to Order
- 7.1.3 Adoption of Agenda
- 7.1.4 Approval of Minutes of Previous Meeting(s)
- 7.1.5 Delegation and Special Presentations
- 7.1.6 Action Items
- 7.1.7 Information Items
 - ◆ Correspondence
 - ◆ Division Information

- 7.1.8 Round Table
- 7.1.9 Identification of Emergent Items for Next Agenda
- 7.1.10 Adjournment
- 7.1.11 Closing Prayer
- 7.2 Where appropriate, action items will be supported by a briefing note, with copies of letters, reports, contracts and other materials as are pertinent to the business which will come before the Board and will be of value to the Board in the performance of its duties. Each action item will include a clear recommendation.
- 7.3 Items may be placed on the agenda in one of the following ways:
 - 7.3.1 By notifying the Board Chair or Director one (1) week prior to a regular meeting.
 - 7.3.2 By notice of motion at a previous meeting of the Board.
 - 7.3.3 As a request from a committee of the Board.
 - 7.3.4 Issues that require Board action may arise after the agenda has been prepared. The Board Chair, at the beginning of the meeting, shall ask for additions to and/or deletions from the agenda prior to agenda approval. Changes to the agenda may be made by a majority of those present.
- 7.4 Materials for Board meetings will be distributed to each trustee and the Director and designates at least three (3) calendar days prior to the meeting. Agenda packages, minus any confidential materials, will be provided to members of the press and the general public attending the meeting. The Director or designate is responsible for distribution and posting.
- 7.5 The Board will follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Board.
- 8. Minutes for Regular or Special Meetings

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

- 8.1 The minutes shall record:
 - 8.1.1 Date, time and place of meeting;

- 8.1.2 Type of meeting;
 - 8.1.3 Name of presiding officer;
 - 8.1.4 Names of those trustees and administration in attendance, including times of arrival and any departure;
 - 8.1.5 Approval of preceding minutes;
 - 8.1.6 All resolutions, including the Board's disposition of the same, placed before the Board, are to be entered in full;
 - 8.1.7 Names of trustees making the motion;
 - 8.1.8 Points of order and appeals;
 - 8.1.9 Appointments;
 - 8.1.10 Summarized reports of task forces/committees;
 - 8.1.11 Recording of the vote on a motion (when requested pursuant to The School Division Administration Regulations; and
 - 8.1.12 Trustee declaration of conflict of interest pursuant to The School Division Administration Regulations.
- 8.2 The minutes shall:
- 8.2.1 Be prepared as directed by the Director;
 - 8.2.2 Be reviewed by the Director prior to submission to the Board;
 - 8.2.3 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
 - 8.2.4 Upon adoption by the Board, be deemed to be the official and sole record of the Board's business.
- 8.3 The Director or designate shall ensure, upon acceptance by the Board, that appropriate initials are appended to each page of the minutes, and that appropriate signatures of the Division are affixed to the concluding page of the minutes.
- 8.4 The Director or designate shall establish a codification system for resolutions determined by the Board which will:

- 8.4.1 Provide for ready identification as to the meeting at which it was considered;
- 8.4.2 Provide for cross-referencing with resolutions of similar nature adopted by the Board at previous meetings; and
- 8.4.3 Establish and maintain a file of all Board minutes.
- 8.5 As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Director to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.
- 8.6 The approved minutes of a regular or special meeting shall be posted to the website as soon as possible following approval. The Director or designate is responsible to distribute and post the approved minutes.
- 8.7 Each committee will appoint a recording secretary to take and distribute the record of the proceedings, which will be presented for approval at their next meeting.
- 8.8 All committees of the Board, unless otherwise directed, shall prepare and submit minutes or a report to the Board.

9. Motions

Motions do not require a seconder.

9.1 Notice of Motion

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

9.2 Discussion on Motions

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

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

9.3 Speaking to the Motion

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

A trustee may speak to a motion only twice, unless replying to a question, in which case the trustee may speak a third time. The mover of a motion may speak a third time and thereby close the debate on the question. The Board may, by majority vote, approve extended discussion of any subject.

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

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

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

Amendments to the motion may be proposed at any time during discussion. No more than two (2) amendments may be before the meeting at one (1) time. Discussion and voting on motions and amendments takes place in reverse order of their proposal.

Motions or amendments may be withdrawn only with the unanimous consent of the trustees present.

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

9.4 Reading of the Motion

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

9.5 Entitled Votes

All members, including the Board Chair, are entitled to vote on all motions, as defined Section 20 of The School Division Administration Regulations.

While all trustees are encouraged to vote on all motions, except in the case of conflict of interest, a member has the right to abstain from voting. An abstention shall not be considered a vote for or against.

9.6 Recorded Vote

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

minutes shall record the name of that trustee and whether that trustee voted for or against the matter, or abstained.

9.7 Required Votes

Each question shall be decided by a majority of the votes of those trustees present. A simple majority of a quorum of the Board will decide in favour of the question. In the case of an equality of votes, the question is defeated. The Board Chair announces the result of the vote.

A vote on a question shall be taken by open vote, expressed by show of hands, except the vote to elect the Board Chair or Vice-Chair, which is by secret ballot.

9.8 Debate

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

A 'point of order' may be called by any trustee at any time. The 'point of order' must be stated definitively and conclusively. The Board Chair decides, without debate, whether the 'point' is well taken.

Any trustee may appeal a ruling of the Chair. The trustee states the reasons for the appeal; the Board Chair states the reason for the ruling. There is no debate. The Board Chair then asks, "Shall the decision of the Chair be sustained?" A simple majority decides the issue.

A rejected motion is not to be re-introduced during the same meeting unless at least a majority of the trustees present approve a motion "That the question be re-considered". This motion is not debatable and calls for an immediate vote.

A motion to lay a question on the table shall not be subject to debate, but the question may be debated when it is lifted from the table.

10. Audio/Video Recording Devices

The Board expects that anyone wanting to use an audio and/or video recording device at a public Board meeting shall obtain prior approval of the Chair.

11. Indemnity and Expense Rates

Trustees while on the performance of their duties shall be entitled to such indemnity and expense reimbursement as per Section 23 of The School Division Administration Regulations.

11.1 Indemnity and Expense Reimbursements provide compensation for:

11.1.1 Attendance at Board and committee meetings.

11.1.2 Attendance at meetings of External Committees, other boards, etc., where appointed by the Board.

- 11.1.3 Other meetings as required (i.e., meetings with the Minister, politicians; Board Retreats, Division, School, School Council or Church meetings, social events, etc.).

11.2 The Board annually approves indemnity and expense rates.

12. Trustee Conflict of Interest

The Board is of the firm conviction that its ability to discharge its obligations is dependent upon the confidence the residents of the Division place in the Board and in its trustee members.

- 12.1 The trustee is expected to be conversant with Sections 11, 12, 13 and 27 of The School Division Administration Regulations and with Policy 4 – Trustee Code of Conduct.
- 12.2 The trustee is responsible for declaring him/herself to be in possible conflict of interest.
 - 12.2.1 The trustee shall make such declaration in open meeting prior to Board discussion of the subject matter which may place the trustee in conflict of interest.
- 12.3 It shall be the responsibility of the trustee in conflict to absent him/herself from the meeting in accordance with the requirements of The School Division Administration Regulations, and ensure that he/her declaration and absence is properly recorded within the minutes.
- 12.4 The recording secretary will record in the minutes:
 - 12.4.1 The trustee’s declaration;
 - 12.4.2 The trustee’s abstention from the debate and the vote; and
 - 12.4.3 That the trustee left the room in which the meeting was held.

13. Board Self-Evaluation

- 13.1 The annual facilitated Board self-evaluation process will complement the Director evaluation process described in the document entitled Director Evaluation Process, Criteria and Timelines.
- 13.2 The purpose of the Board self-evaluation is to answer the following questions:

- 13.2.1 How well have we fulfilled each of our defined roles in relation to our mission, goals and objectives as a Board this past year?
- 13.2.2 How do we perceive our interpersonal working relationships?
- 13.2.3 How well do we receive input and how well do we communicate?
- 13.2.4 How well have we adhered to our annual work plan?
- 13.2.5 How would we rate our Board-Director relations?
- 13.2.6 How well have we adhered to our governance policies?
- 13.2.7 What have we accomplished this past year? How do we know?
- 13.3 The principles upon which the Board self-evaluation is based are as follows:
 - 13.3.1 A learning organization or a professional learning community is focused on the improvement of practice.
 - 13.3.2 A pre-determined process for evaluation strengthens the governance functions and builds credibility for the Board.
 - 13.3.3 An evidence-based approach provides objectivity.
- 13.4 The components of the Board self-evaluation are:
 - 13.4.1 Review of Board Role Performance.
 - 13.4.2 Monitoring Interpersonal Working Relationships.
 - 13.4.3 Monitoring Board Representation/Communication.
 - 13.4.4 Review of Completed Annual Work Plan.
 - 13.4.5 Monitoring Board-Director Relations.
 - 13.4.6 Review of Board Motions.
 - 13.4.7 Creating a Positive Path Forward.

14. Board Memberships

The Board shall obtain membership in the Saskatchewan School Boards Association (SSBA), Saskatchewan Catholic School Boards Association (SCSBA), Alberta School Boards

Association (ASBA), Alberta Catholic School Trustees Association (ACSTA) and Canadian Catholic School Trustees Association (CCSTA) and approve the payment of membership fees and other levies coincident with such membership.

Lloydminster Catholic School Division Board of Education Policy Handbook		
Policy 8: Committees of the Board		
Appendices:	References: The Education Act, 1995 Sections 85, 87 The School Division Administration Regulations, 2018 Section 18, 41	Approved: October 28, 2020

Background

The Board may establish committees to assist with its work. Committees may be standing or Ad Hoc in nature.

At its annual organizational meeting, the Board shall establish such standing committees, and terms of reference for each, as it deems necessary. At any duly constituted meeting, the Board may establish standing or Ad Hoc committees, and terms of reference for each.

Subsequent to the establishment of committees, the Board Chair will nominate trustees to standing and Ad Hoc committees. Trustees nominated may accept the nomination. On the date of the next regular meeting following the organizational meeting, the Board Chair will call for further nominations. Appointment of members to committees will be by majority vote of the Board.

The committee members will select committee Chairs unless specified by Board motion.

Any or all Board members not named to a committee may attend meetings of that committee without the privilege of voting.

All committees of the Board, unless otherwise directed, shall prepare and submit minutes or a report to the Board. It is expected that reports will be included in the agenda package.

1. Standing Committees

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

1.1 The Committee of the Whole is established as a standing committee of the Board. The usual rules of procedure shall be observed in meetings of Committee of the Whole, with responsibility for work as detailed below. Nonetheless:

1.1.1 Meetings shall be characterized by relaxed atmosphere, which allows free and open dialogue.

1.1.2 Trustees shall enjoy much greater latitude in terms of breadth of issues and their comments as well as greater latitude in terms of direct response and number of times an individual may speak to an issue.

1.1.3 Purpose

- ◆ To explore issues in greater depth than can be accomplished by the Board in a regular business meeting.

1.1.4 Powers and Duties

- ◆ Receive information and seek clarification.
- ◆ Make recommendations to the Board for decisions.

1.1.5 Membership

- ◆ All trustees

1.1.6 Meetings

- ◆ As determined by the Board.
- ◆ Some portions of the meetings may be closed session.

2. Ad Hoc Committees

Ad Hoc committees are established to assist the Board on a specific project for a specific period of time. The terms of reference for each ad hoc committee will be established at the time of formation.

3. Resource Personnel

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

Lloydminster Catholic School Division Board of Education Policy Handbook		
Policy 9: Board Representatives		
Appendices:	References: The Education Act, 1995 Sections 85 The School Division Administration Regulations, 2018, Section 41	Approved: October 28, 2020

Background

The Board will give consideration to naming representatives to various external committees, agencies and organizations. Such representation is established at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the Division and other organizations.

The following guidelines shall apply to such representation:

- ◆ Where appropriate, the trustee shall reflect the current formal position of the Board;
- ◆ On other issues of significant importance, the trustee shall consult with the Board to determine the formal view of the Board;
- ◆ The trustee may give a personal opinion as long as the trustee makes it clear that the opinion does not represent the formal view of the Board;
- ◆ The Board expects that important issues shall be brought to its attention. Therefore, if an issue has policy implications it shall be verbally reported at meetings of the Board and may be supplemented by a written report, along with all other reports that may be written and included with the meeting agenda; and
- ◆ All expenses of this activity shall be covered in accordance with the Indemnity and Expense Rates section of Policy 7.

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

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

1. Alberta School Boards Association (ASBA) Zone 2/3

1.1 Purpose

- ◆ Attend ASBA Zone 23 meetings
- ◆ Represent the Board's positions and interests at the Zone level
- ◆ Communicate to the Board at the next regular meeting the work of ASBA Zone 2/3

- 1.2 Membership
 - ◆ One (1) trustee
2. Saskatchewan Catholic School Boards Association (SCSBA) Executive
 - 2.1 Purpose
 - ◆ Attend meetings of the SCSBA Board Executive
 - ◆ Represent the Board's positions and interests in matters under consideration by the SCSBA Executive
 - ◆ Keep the Board informed on matters which may affect Board operations
 - 2.2 Membership
 - ◆ One (1) trustee
 - 2.3 Meetings
 - ◆ As determined by the SCSBA Executive
3. Saskatchewan School Boards Association (Regional Representative)
 - 3.1 Purpose
 - ◆ Attend Regional meetings of the SSBA
 - ◆ Provide feedback to specific items identified by the SSBA Executive
 - ◆ Keep the Board informed on matters which may affect Board operations
 - 3.2 Membership
 - ◆ One (1) trustee to be appointed by the Board
 - 3.3 Meetings
 - ◆ As determined and scheduled by the SSBA
4. Saskatchewan School Boards Association (Members Council)
 - 4.1 Purpose
 - ◆ Attend meetings of the SSBA Members Council
 - 4.2 Membership
 - ◆ One (1) trustee
 - 4.3 Meetings
 - ◆ As determined and scheduled by the SSBA Executive
5. Alberta Catholic School Trustees Association (ACSTA)
 - 5.1 Purpose
 - ◆ Attend meetings of the ACSTA

- ◆ Represent the Board's positions and interests in matters under consideration by the ACSTA
- ◆ Keep the Board informed on matters which may affect Board operations

5.2 Membership

- ◆ One (1) trustee

6. LINC Committee

6.1 Purpose

- ◆ To conclude a LINC agreement as per provincial legislation

6.2 Powers and Duties

- ◆ Attend meetings of the LINC committee
- ◆ Represent the Board's positions and interests in matters under consideration by the committee
- ◆ Keep the Board informed on matters which may affect Board operations

6.3 Membership

- ◆ Three (3) trustees

6.4 Meetings

- ◆ As determined by the committee

7. City/School Board Planning Committee

7.1 Purpose

- ◆ To plan for and identify future school sites

7.2 Powers and Duties

- ◆ Represent Division interests in matters under consideration by the committee
- ◆ Bring recommendations to the Board

7.3 Membership

- ◆ Chair
- ◆ Vice-Chair

7.4 Meetings

- ◆ Two (2) per year

8. School Community Council - Board Liaison

8.1 Purpose

- ◆ To provide liaison services between each School Community Council and the Board of Education

8.2 Powers and Duties

- ◆ Represent Division interests in matters under consideration by School Community Councils
- ◆ Bring recommendations to the Board
- ◆ Work in consultation with the Community Development Coordinator to provide recommendations to the Director of Education.

8.3 Membership

- ◆ One trustee representative identified during the annual Board Organizational Meeting.

8.4 Meetings

- ◆ Attend at least (1) School Community Council per school per year or as deemed necessary and appropriate.

9. First Nations

9.1 Purpose

- ◆ To provide liaison services between First Nations Governors, Elders and the Board of Education.

9.2 Powers and Duties

- ◆ Represent Division Interests
- ◆ Bring recommendations to the Board

9.3 Membership

- ◆ One trustee representative identified during the annual Board Organizational Meeting.

9.4 Meetings

- ◆ Attend as deemed necessary and/or appropriate.

Lloydminster Catholic School Division Board of Education Policy Handbook		
Policy 10: Policy Making		
Appendices:	References: <i>The Education Act, 1995</i> Sections 85, 87 The School Division Administration Regulations, 2018 Sections 18, 38	Approved: October 28, 2020

Background

The Board is responsible for the development of policies in keeping with the requirements of government legislation and the values of the electorate. In order to meet its responsibility, the Board shall establish and maintain written policies which express its philosophical beliefs in support of public education and provide effective direction and guidelines for the action of the Board, the Director, staff, students, electors and other agencies. Board policies constitute the will of the Board in determining how the Division will be operated.

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 The School Division Administration Regulations and provincial legislation.

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

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

Planning

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

Development

The Board may develop the policy or can delegate the responsibility for development.

Implementation

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

Evaluation

The Board, in cooperation with the Director, shall evaluate each policy in a timely manner in order to determine whether or not it is meeting its intended purpose.

Specifically

1. Parent groups, teachers, administrators, student councils, trustees and others interested in the educational system, are invited to submit suggestions or recommendations in regard to new or existing policy at any time. Such suggestions or recommendations shall be submitted in writing to the Director and include a brief statement of purpose or rationale.
2. Normally, requests for new policy or amendments to existing policy originating from schools will be directed through the Principal to the Director.
3. Policy development or revision may also be initiated by the results of a public consultation, survey, needs assessment, or policy evaluation.
4. The Director shall be responsible to prepare a proposal.
 - 4.1 If the Board requests that a new policy be drafted or an existing policy be reviewed for possible amendment, the Director shall implement procedures to develop a draft proposal.
 - 4.2 Draft proposals may be developed in consultation with advisory committees, various employee groups, senior administrative staff, or outside agencies and consultants.
 - 4.3 The engagement of outside agencies or consultants to assist in policy development shall require prior approval of the Board if total anticipated costs will exceed approved budget allocations.
5. When appropriate, the Director shall seek legal advice on the intent and wording of the policy.
6. The Board may seek additional input into proposed changes in policy, or drafts, whenever it is deemed appropriate.
7. The final draft of the policy or amendments shall be presented to the Board for its consideration and approval.
8. Only those policies which are adopted and recorded in the minutes constitute the official policies of the Board.
9. In the absence of existing policy, the Board may make decisions, by resolution, on matters affecting the administration, management, and operation of the Division. Such decisions carry the weight of policy until such time as specific written policy is developed.
10. The Board may request the Director to change an administrative procedure to a draft Board policy. In so doing, the Board will provide rationale.

11. The Director must develop administrative procedures as specified in Policy 11 and may develop such other procedures as deemed necessary for the effective operation of the Division; these must be in accordance with Board policies.
12. The Board may also delete a policy and subsequently delegate the Director authority over this area. The Director may choose to then develop an administrative procedure relative to this matter.
13. The Director must inform the Board of any changes to administrative procedures.
14. The Director shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the Division's website, in a timely manner, for staff and public access.
15. The Board shall review each policy annually.

Lloydminster Catholic School Division Board of Education Policy Handbook		
Policy 11: Board Delegation of Authority		
Appendices:	References: <i>The Education Act, 1995</i> Sections 85, 87, 201 The School Division Administration Regulations, 2018 Sections 18(1), 38	Approved: October 28, 2020

Background

The Board authorizes the Director to do any act or thing or exercise any power that the Board may do, or is required to do, or may exercise, except those matters which, in accordance with provincial legislation, cannot be delegated. This delegation of authority to the Director specifically:

- ◆ Includes any authority or responsibility set out in The School Division Administration Regulations and Education Act and regulations as well as authority or responsibility set out in other legislation or regulations;
- ◆ Includes the ability to enact Administrative Procedures, regulations or practices required to carry out this authority; and also
- ◆ Includes the ability to sub-delegate this authority and responsibility as required.
- ◆ Includes the ability to suspend or terminate the employment of a teacher or member of staff.

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 obligations must be initially brought to the Board for discussion, and determination of decision-making authority.

Specifically

1. The Director is directed to develop an Administrative Procedure to fulfill Board obligations created by any federal, provincial or local legislation which are not covered through Board policy.
2. The Director is delegated authority to conduct support staff and paraprofessional negotiations with the exception of final ratification.
3. The Board authorizes the payment of accounts for expenditures incurred within the approved budget and in accordance with Board Policy and Generally Accepted Accounting Principles.

Lloydminster Catholic School Division Board of Education Policy Handbook		
Policy 12: Role of the Director		
Appendices:	References: <i>The Education Act, 1995</i> Sections 201 The School Division Administration Regulations Section 45, 51, 52, 53 <i>Local Authority Freedom of Information and Protection of Privacy Act, 2018</i>	Approved: October 28, 2020

Background

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

Specific 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.
 - 1.3 Promotes collaboration and communication between the schools, the parish and the diocese.
 - 1.4 Seeks to strengthen the Catholic schools' identity in the community and province.
2. Student Welfare
 - 2.1 Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviors.
 - 2.2 Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division.
 - 2.3 Ensures the facilities adequately accommodate Division students.
 - 2.4 Acts as, or designates, the attendance counsellor(s) for the Division.
3. Educational Leadership
 - 3.1 Provides leadership in all matters relating to education in the Division.

- 3.2 Ensures students in the Division have the opportunity to meet the standards of education set by the Minister.
 - 3.3 Implements education policies established by the Minister and the Board.
4. Reputation Management
 - 4.1 Manage legal and administrative issues arising to ensure continued positive school identity of the School Division.
 - 4.2 Publically celebrate success in academic, faith domains with student and staff.
 - 4.3 Ensure positive media relations and dissemination of positive information in electronic social and traditional media.
 - 4.4 Plan corporate identity recognition at the local and provincial level.
5. Fiscal Responsibility
 - 5.1 Ensures the fiscal management of the Division by the Chief Financial Officer is in accordance with the terms or conditions of any funding received by the Board under the Education Act or any other applicable Act or regulation.
 - 5.2 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
 - 5.3 Monitors and reviews expenditures to ensure continuous improvement in terms of value for money.
6. Personnel Management
 - 6.1 Has overall authority and responsibility for all personnel-related issues, except the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
 - 6.2 Annually reports to the Board of Education changes to out-of-scope contracts.
 - 6.3 Monitors and improves the performance of all staff.
 - 6.4 Staffs and supervises in a manner that preserves a distinctly Catholic environment in the Division.
7. Director/Board Relations
 - 7.1 Establishes and maintains positive, professional working relations with the Board.
 - 7.2 Respects and honours the Board's role and responsibilities and facilitates the implementation of that role as defined in Board policy.
 - 7.3 Provides the information which the Board requires to perform its role.
8. Board of Education's Strategic Plan
 - 8.1 Leads a Strategic Planning process including the development of Division goals, budget, facilities, and transportation plans and implements plans as approved.

- 8.2 Involves the Board appropriately (Board approval of process and timelines; opportunity for Board establishment of strategic priorities and early in the process; final Board approval).
 - 8.3 Reports regularly on results achieved.
9. Organizational Management
- 9.1 Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
 - 9.2 Reports to the Minister with respect to matters identified in and required by the Education Act or any other applicable Act or regulation.
 - 9.3 Acts as, or designates, the Head of the organization for the purposes of the Local Authority Freedom of Information and Privacy (LAFOIP) Act.
10. Leadership Practices
- 10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom the Director works most directly in carrying out the directives of the Board and the Minister.

POLICY 12 – Appendix A DIRECTOR EVALUATION PROCESS, CRITERIA AND TIMELINES

DIRECTOR EVALUATION PROCESS, CRITERIA AND TIMELINES

Background

The evaluation process, criteria and timelines:

1. Recognizes that the Director is the Chief Executive Officer. The Director is held accountable for work performed primarily by other senior administrators, e.g., fiscal management.
2. Provides for both growth and accountability, and the strengthening of the relationship between the Board and the Director. The written report will affirm specific accomplishments and will identify growth areas. Some growth goals will address areas of weakness while others will identify areas where greater emphasis is required due to changes in the environment.
3. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses. The Performance Assessment Guide identifies the source of the evidence in advance, while the quality indicators describe expectations in regard to that evidence.
4. Is aligned with and based upon the Director's roles and responsibilities. The Roles and Responsibilities document is aligned with this evaluation document.
5. Is linked to the Division's priorities. The Board of Education's Strategic Plan directly links the Director's performance.
6. Sets out standards of performance. The quality indicators in Appendix B Role Expectations set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.
7. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations take into consideration the previous evaluation and an assessment of the Director's success in addressing identified growth areas.
8. Uses multiple data sources. Objective data such as audit reports, Alberta Education and Saskatchewan Ministry of Education monitoring reports, and student achievement data are augmented with subjective data.

9. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committees and Board meetings, etc.
10. Ensures Board feedback is provided regularly. Such feedback will be timely, supported by specific examples, and will focus on areas over which the Director has authority.

Timelines for evaluations

Evaluations will be conducted by September 30th of each year. A report will be provided to the Director no later than October 15th of the same year.

Criteria for Evaluations

The criteria for the first evaluation will be those set out in Appendix B, the Role Expectations and Quality Indicators. In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide as listed or revised after the first evaluation, plus any growth goals provided by the Board in its written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues or external realities such as an increased emphasis on capital construction due to an increased number of approvals.

Appendix B is the Role Expectations and Quality Indicators, which is intended to clarify for the Director performance expectations that are held by the corporate Board. This guide is also intended to be used by the Board to evaluate the performance of the Director in regard to each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

“Leadership Practices will be addressed once in a 4 year Trustee elected term or more frequently if the Board provides the Director with notification following approval of any evaluation report or if mutually agreed by the Board and Director. Evidence regarding the Director’s leadership practices shall be collected by an external consultant conducting telephone interviews utilizing Appendix C. The Board and Director shall receive from the consultant a written report containing the responses provided during these interviews and a proposed leadership practices insert based on these responses at least one week in advance of the Director evaluation workshop.

POLICY 12 – Appendix B – ROLE EXPECTATIONS

**ROLE EXPECTATIONS
CEO Evaluation: “Quality Indicators”****1. Faith Leadership**

- ◆ Identifying trends and issues related faith development.
- ◆ Making recommendations regarding means to improve the effectiveness of the Division’s faith development program.
- ◆ Developing a liturgical calendar and ensuring a comprehensive set of related classroom activities are provided to students.
- ◆ Ensuring religious celebrations are organized by schools.
- ◆ Facilitating cooperative religious initiatives involving school, home and parish.
- ◆ Providing staff with a program of activities which reinforces and forms personal faith development and professional growth in effectively teaching religious education programs.

2. Student Welfare

- ◆ Developing measurements and monitoring progress relative to providing a safe and caring environment.
- ◆ Providing analysis of incident reports.
- ◆ Implementing the requirements of Occupational Health and Safety legislation, including required staff professional development.
- ◆ Complying with legislative requirements to appoint attendance counselor(s) for the Division.

3. Educational Leadership

- ◆ Conducting an analysis of student success and ensuring principals develop action plans to address concerns.
- ◆ Identifying trends and issues related to student achievement to inform the Board of Education’s Strategic Plan.
- ◆ Maintain high levels of achievement in a growing School Division.
- ◆ Ensuring the Division’s academic results are communicated.
- ◆ School Improvement Plans are aligned with School Division Strategic Plan and annually reviewed with Principals.

4. Reputation Management

- ◆ Positive identity of the school division and individual school's success is maintained in academics, athletics, and faith domains are celebrated.
- ◆ Contribute and actively participate in faith, academic and athletic events.
- ◆ Positive stories are continually disseminated.

5. Fiscal Accountability

- ◆ Accounting practices are being followed which are in accordance with the Education Act, using accounting principles generally accepted for Divisions as prescribed by Saskatchewan Education.
- ◆ Adequate internal financial controls exist and are consistently being followed.
- ◆ All collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made.
- ◆ Funds are expended as per approved budgets.
- ◆ The Board is informed immediately regarding potential litigation.
- ◆ The Board is informed annually about incurred liabilities.
- ◆ Monitors and reviews expenditures to ensure continuous improvement in terms of value for money.
- ◆ Review and implementation of Auditor's recommendations.

6. Personnel Management

- ◆ Developing and effectively implementing quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes.
- ◆ Modeling and expecting commitment to personal and professional growth.
- ◆ Fostering and expecting high standards of instruction and professional improvement.
- ◆ Provide training of administrators and the development of leadership capacity with the Division.
- ◆ Following Board personnel policies.
- ◆ Modeling and expecting high ethical standards of conduct.
- ◆ Employing, in administrative positions, practicing Catholics.
- ◆ Ensuring all new teachers complete the faith mentorship program.
- ◆ Providing opportunities for non-Catholic staff to complete the RCIA program.

- ◆ Ensure all principals receive an evidence-based evaluation on continuous growth.
- ◆ Ensure that qualification requirements from SPTRB are met in timely manner for all teachers on a probationary certificate.
- ◆ Implement annual to do list for principals to ensure task completion.

7. Director / Board Relations

- ◆ Implementing Board directions with integrity in a timely fashion.
- ◆ Providing support to the Board re: lobby efforts on behalf of the Division.
- ◆ Board agendas prepared in consultation with the Chair and distributed to trustees in sufficient time to allow for appropriate trustee preparation for the meeting.
- ◆ Keeping the Board informed about Division operations.
- ◆ Providing the Board with balanced, sufficient, concise information and clear recommendations in agendas.
- ◆ Interacting with the Board in an open, honest, pro-active and professional manner.
- ◆ Ensuring high quality management services are provided to the Board.
- ◆ Provides the Board with correspondence directed to the Board or trustees.

8. Strategic Planning & Reporting

- ◆ The Strategic Planning process involves appropriate stakeholder input.
- ◆ Facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.
- ◆ The Strategic Plan is developed to meet the needs of the Division and provide for continuous improvement.
- ◆ Strategies are implemented to achieve strategic priorities identified by the Board.
- ◆ Report on achievement of strategic priorities identified by the Board.
- ◆ The budget and Strategic Plan are developed according to a timeline that ensures the Board's ability to provide direction and revise priorities.

9. Organizational Management

- ◆ Ensuring Divisional compliance with provincial Ministries of Education and Board mandates (timelines and quality).

10. Leadership Practices

- ◆ Provides clear direction.
- ◆ Provides effective educational leadership.

- ◆ Provides effective faith leadership.
- ◆ Establishes and maintains positive, professional working relationships with staff.
- ◆ Demonstrates a high commitment to meeting student needs.
- ◆ Is trusted by principals and senior staff
- ◆ Empowers others.
- ◆ Effectively solves problems.

Lloydminster Catholic School Division Board of Education Policy Handbook		
Policy 13: Appeals and Hearing Regarding Student Matters		
Appendices:	References: <i>The Education Act, 1995</i> Sections 141, 142, 146, 148, 150, 151, 152, 153, 154, 155, 158, 175, 178.1, 187, 231 The School Division Administration Regulations, 2018 Sections 49 The Saskatchewan Human Rights Code, 2018 <i>The Alberta Human Rights Act, 2018</i>	Approved: June 22, 2020

Background

A. Student Suspension or Expulsion

The Board makes provisions under which disciplinary actions ensure expeditious investigation and treatment of problems.

Specifically

1. Where the Director or designate confirms or modifies a student suspension of four to ten (4 to 10) days duration, the Director shall forthwith report such suspensions to the Board in writing.
2. The Board may investigate the circumstances of the suspension submitted to it through its own involvement or that of a committee and, where it does investigate, the investigation shall conclude before the end of the period of suspension ordered.
3. Where the Principal recommends, and Director confirms, an extension of the suspension beyond ten (10) days, the Board authorizes the Director to refer the matter to an Ad hoc Discipline Committee composed of:
 - 3.1 Director or designate;
 - 3.2 Board Chair or designate;
 - 3.3 Board Chair, Vice-Chair or designate;
 - 3.4 Principal.

The Parent of the suspended students shall not be eligible to serve on the Discipline Committee.

The Director may refer the matter to the Board if circumstances and time appear to make this advisable.

4. The Discipline Committee shall:
 - 4.1 Investigate the suspension, on behalf of the Board;
 - 4.2 Be authorized to suspend a student for up to one (1) year;
 - 4.3 Give notice of every investigation to the student and his or her parent or guardian;
Provide an opportunity for the student and his or her parent or guardian to appear and make representations before the Committee.

Where the Committee makes a decision to expel a student, that decision:

- 4.4 Shall be made before the expiration of the suspension;
 - 4.5 Shall be deemed to be a decision of the Board and shall have the same force and effect as if it were made by the Board;
 - 4.6 Shall be reported immediately to the Board.
5. Further to Section 4, the Board, where it deems necessary, may by resolution expel a student from any or all of the schools in the Division for a period greater than one (1) year provided the decision is based on:
 - 5.1 An investigation conducted under the provisions of Section 4 and where a unanimous decision to this effect is forthcoming from the Committee; or
 - 5.2 An investigation into the circumstances of the expulsion conducted by the Board and approved by a majority vote.
 6. On the request of either the student or his or her parent(s)/ guardian(s) pursuant to Section 4, at the expiration of one (1) year, the Board will review and reconsider the expulsion of the student; the Board may:
 - 6.1 Rescind the expulsion of the student;
 - 6.2 Admit the student to a school on those terms and conditions that the Board considers appropriate.
 7. Throughout the above steps, the Director and designates shall be cognizant of the rights of the student and parent/guardian as provided for in legislation.

B. Special Education Review

The Board recognizes the right of a student with exceptional needs or the parents/guardians of that student to request a review of a decision related to designation, placement and program in accordance with provisions outlined in the Education Act and the Regulations applicable thereto.

Specifically

1. An independent student, or the parents/guardians of a student with a disability, shall have access to a review process in the event he/she disagrees with:

- 1.1 The designation of the student or the failure to designate the student as having a disability;
 - 1.2 The placement of the student;
 - 1.3 The program provided to the student.
2. The right to a review is limited to decisions with educational or developmental implications for the student. The right for review does not apply where the disagreement with respect to the placement of the student is based on:
 - 2.1 Parental preference as to the location of the delivery of the program;
 - 2.2 Parental convenience;
 - 2.3 Other factors unrelated to the impact of the location of the educational instruction on the student's education and development;
 - 2.4 Location within an educational institution;
 - 2.5 Any other reason that relates to or is similar in nature to those listed in clauses 2.1 to 2.4; or
 - 2.6 An allegation of discrimination pursuant to the Human Rights Code or the Canadian Charter of Rights and Freedoms.
 3. At any stage of the review the student or the parents/guardians of the student may choose to be accompanied by a friend, or other person of their choice.
 4. The Director or designate may make any interim decision he/she considers necessary pending the decision of the review. During the appeal and review period, the parents have the right to either have their child exempted from school or have him/her remain in the initial placement until the dispute is settled.
 5. The Division will attempt to make every effort to resolve a designation, placement and/or program decision in a manner amicable to the student, parents/guardians and the Division. The following steps outline the initial action that is required prior to requesting a formal review process:
 - 5.1 The student or parents/guardians shall discuss the decision in question with the teacher(s) and the in-school administration;
 - 5.2 If there is no resolution, the student or parents/guardians shall request that the Director review the designation, placement or program decision;
 - 5.3 If there is no resolution, prior to initiating a review, the Director will invite the Ministry official responsible for Children's Services to facilitate a resolution.
 - 5.4 If there is no resolution, the Director shall inform the student or parents/guardians of the procedures necessary for initiating a formal review process.
 6. The following steps outline the process required to initiate a formal review process:
 - 6.1 The request for a formal review shall be in writing directed to the Director, and shall set out the reasons for disagreement with a designation, placement or program decision.

- 6.2 Within ten (10) school days of receiving the request for a formal review of a decision, the Director shall respond in writing to the individual(s) outlining:
 - 6.2.1 The steps in the formal review process;
 - 6.2.2 The procedure used to establish the neutral third party;
 - 6.2.3 The expenses the Board will cover; and
 - 6.2.4 The anticipated timeline of the formal review process.
- 6.3 The Director shall notify the Division personnel involved in the decision of the request for review and shall provide them with information concerning the circumstances of the review, including a copy of the written request for review.
7. A review of the original decision will be conducted by a person not involved in that decision, i.e., a neutral third party. The neutral third party precludes the appointment of student/parent(s)/guardian or an employee/trustee of the Division to that position.
 - 7.1 Within ten (10) school days of receiving the request for a review, the Director will arrange a meeting date with the individual requesting the review to determine the neutral third party. Note: The neutral third party must be a person acceptable to both parties.
 - 7.2 To select a neutral third party, the following process will be used:
 - 7.1.1 The Director will nominate three persons to the student/parent(s)/guardian. The student/parent(s)/guardian will review the listing and determine if one of the persons from the Director's listing is a suitable choice as a third party representative;
 - 7.1.2 If none of the three (3) persons selected by the Director is acceptable to the student/parent(s)/guardian, the student/parent(s)/guardian will suggest three (3) different candidates to the Director. The Director will review the suggested list and determine if a selection can be made;
 - 7.1.3 In the event that no agreement on the selection of a neutral third party can be reached, the review process is deemed to be frustrated and the student/parent(s)/guardian will be heard by the Board.
8. Within thirty (30) school days of his/her appointment, the neutral third party will conduct the review and submit his/her report.
 - 8.1 Conducting the Review
 - 8.1.1 The neutral third party will receive submissions from the student, the student's parent(s)/guardian and Division officials. These submissions may be supplemented by representations from other individuals called to the process by either the parents or the Director or designates.
 - 8.1.2 All written information gathered will be shared with all parties.
 - 8.1.3 As part of the procedure, the neutral third party may call upon any person who has participated in the educational planning/decision-making process to clarify the issues around the original decision.

8.2 Submitting a Report

The neutral third party will submit report copies to the Board, the individual requesting the review, and the Director. The report will include an analysis of the situation under review and will make appropriate recommendations.

8.3 Submitting Counter Views

Either interested party upon receiving the neutral third party's report may submit a written response to that report to the Board prior to the next regular meeting of the Board.

8.4 Board Decision

8.4.1 The Board will receive the neutral third party's report and any counter view written by either of the interested parties at the next regular meeting of the Board;

8.4.2 After due consideration of all information presented, the Board will render its decision;

8.4.3 The decision, with reasons, will be forwarded in writing to the individual requesting the review with copies to the Director and designates;

8.4.4 The final decision rests with the Board.

9. Other Considerations

9.1 Costs

9.1.1 The Division will assume the costs of the neutral third party, for costs associated with persons appearing on behalf of the Division and for research and presentations on its behalf.

9.1.2 Parent(s)/guardian will pay for costs associated with persons appearing at their request and for research and presentations they gather or commission.

9.2 School Attendance

During the review period, following consultation with the parent(s)/guardian, the Director may exempt the child in question from school attendance or may have the child remain with the initial designation, placement or program until the dispute is settled.

9.3 Board Hearing

In the event the third party review process is frustrated the following procedure will follow:

9.3.1 Within thirty(30) school days of the process being frustrated, the Board will make provisions for both interested parties to present, in closed session, written and/or oral briefs to the Board at a regular meeting. The student/parent(s)/guardian may present their case first with clarifying questions being asked by trustees. Division personnel will present their case second with clarifying questions being asked by trustees. Although not intended to be a debate, the student/parent(s)/guardian may have the last

word prior to the Board deliberating in isolation from both interested parties. If the Board requires further clarification or elaboration from either interested party, such undertakings will take place with both interested parties in attendance.

- 9.3.2 After duly considering all information presented, the Board will communicate its decision and supporting reasons to both interested parties. This may occur orally, if possible, followed with a written response to both parties outlining the decision with reasons. The decision of the Board is final.

C. Appeal Hearings

An Ad hoc Appeal Committee of the Board, delegated to the Disciplinary Committee of the Board, will hear appeals on other administrative decisions that significantly affect the education of a student following the completion of each element defined in AP140. All requests to the Board failing to complete AP140 will be referred back to the Director of education who will facilitate the requirements defined in AP140. The Board will determine the terms of reference and membership of the Committee including the appointment of the committee Chair.

The principles of natural justice shall apply to the entire appeal process.

Specifically

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

- 7.1.1 An opportunity for the parties to make representation in support of their respective positions to the Appeal Committee. This information may include expert medical, psychological and educational data and may be presented by witnesses;
 - 7.1.2 The Committee with the means to receive information and to review the facts of the dispute;
 - 7.1.3 A process through which the Committee can reach a fair and impartial decision.
- 7.2 Notes of the proceedings will be recorded for the purpose of the Board's records.
 - 7.3 The Director and/or staff will explain the decision and give reasons for the decision.
 - 7.4 The appellant will present the appeal and the reasons for the appeal and will have an opportunity to respond to information provided by the Director and/or staff.
 - 7.5 The Director and/or staff will have an opportunity to respond to information presented by the appellant.
 - 7.6 Committee members will have the opportunity to ask questions or clarification from both parties.
 - 7.7 No cross-examination of the parties shall be allowed, unless the Chair deems it advisable under the circumstances.
 - 7.8 The Committee will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The recording secretary will remain in attendance. The Committee may have legal counsel in attendance.
 - 7.9 If the Committee requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.
 - 7.10 The Committee decision and the rationale for that decision will be communicated to the appellant by telephone and by registered letter within three (3) days of the hearing.

Lloydminster Catholic School Division Board of Education Policy Handbook		
Policy 14: Recruitment and Selection of Personnel		
Appendices:	References: <i>The Education Act, 1995 Sections 85, 87, 201</i> The School Division Administration Regulations, 2018 Sections 43, 44	Approved: October 28, 2020

Background

The Board believes that the recruitment and selection of Director of Education is paramount to interests and operations of the Board of Education.

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

The Board further believes in the clarity of the “Roles, Responsibility, and Accountability” governance framework model where the Board of Education is directly responsible for the actions of the Director; and, delegates full responsibility to the Director for all personnel hiring and management to part of the annual Directors’ performance review.

Specifically

1. The Board has the sole authority to recruit and select an individual for the position of Director of Education, while adhering to the requirements of Sections 43 and 44 of The School Division Administration Regulations.
2. The Board shall determine the hiring process, including but not limited to:
 - 2.1 Initiating the advertising process and make every reasonable effort to ensure that all current Division employees are aware of the vacancy.
 - 2.2 Inviting the Saskatchewan Catholic School Boards Association Executive Director as an external Catholic Education consultant.
 - 2.3 Hiring an external person or agency to assist in the promotion of the position and to identify potential candidates.
 - 2.4 The Table Officers shall be responsible for the creation of a short list of candidates for the position.
 - 2.5 All members of the Board are required to constitute the selection committee.

- 2.6 The selection committee will attempt to achieve consensus. In the event this is not possible, the successful candidate must be supported by a clear majority of the selection committee.
 - 2.7 The position shall have a detailed role and responsibilities description.
 - 2.8 The person shall have a written contract of employment.
3. In the event of an unexpected or short-term vacancy, the Board may appoint an “Acting Director” without going through a formal selection process.
 4. All offers of employment shall be conditional on the successful applicant providing a faith reference and criminal record check.

Lloydminster Catholic School Division Board of Education Policy Handbook		
Policy 15: School Community Councils		
Appendices:	References: <i>The Education Act, 1995</i> Sections 140.1, 140.2, 140.3, 140.4, 140.5 The Education Regulations, 2019 Sections 5-14	Approved: October 28, 2020

Background

Pursuant to the provisions of Section 140.1 of the Education Act, the Education Regulations, and subject to Board Policy, School Community Councils will be established at each school in the Division.

Definition

Community Member – is an elector who resides within the attendance area for that School Community Council’s school and does not include parents or guardians of students who attend that school.

Specifically

1. A School Community Council (SCC) will be established within the attendance area(s) of school(s) operated by the Board. There will cease to be a Local School Board Association for that school when a SCC is established.
2. Each SCC Executive is to consist of:
 - 2.1 No fewer than five (5) and no more than nine (9) members elected at the Annual General Meeting to represent parents/guardians of students and community members. Parents/guardians must form the majority of the elected Council. At least half of the elected members must be of Catholic faith.
 - 2.2 Appointed members consisting of:
 - 2.2.1 Principal (non-voting);
 - 2.2.2 Teaching staff member appointed by the staff (non-voting);
 - 2.2.3 St. Anthony’s Parish member appointed by the Priest (voting);
 - 2.2.4 One (1) or two (2) student representatives in schools with Grades ten to twelve appointed by the school’s Student Representative Council (SRC) (voting);
 - 2.2.5 Any other person deemed necessary by the SCC based on school demographics and the focus of the Council. Additional appointments require Board approval.

3. In the event of a vacancy in an elected member's position the Board may appoint an individual to that position, following a recommendation from the Council.
4. Members appointed as part of 2.2, are appointed annually.
5. The roles of SCCs are defined in the Education Act.
6. The Council is to prepare and submit to the Director a Constitution and Bylaws that will govern the operations of the Council. The Constitution and Bylaws must conform to all relevant sections of The Education Act, Education Regulations and Board policy.
7. Call for Nominations
 - 7.1 The Notice of Call for Nominations will be advertised in the school newsletter and in the local newspaper four (4) weeks prior to the date of the SCC's annual meeting.
 - 7.2 The Notice of Call for Nominations will specify who may let their name stand for the SCC, the deadline for close of nominations, and the place where nomination forms can be picked up and dropped off.
8. Nominations
 - 8.1 Individuals who qualify to run in the election can be nominated by another individual or can volunteer to stand for election, but must be in attendance at the annual meeting to be eligible for election.
 - 8.2 All nominees must identify whether they are standing for election as a parent or as a community member; also indicating whether they are of the Catholic faith. In the event that the nominations received do not meet with the requirements as outlined in Section 2.1 regarding elected members, a second call for nominations will occur. If a void in representation remains after the second call, the SCC will operate with the current membership and apply to the Board to make a third call for nominations.
9. Election
 - 9.1 The Returning Officer, an appointed employee of the Board, who is not a current member of the SCC, will facilitate the selection of an individual to chair the elections portion of the Annual Meeting.
 - 9.2 Parent and community members will be elected at the SCC's annual meeting.
 - 9.3 One half of the parent and community members of each SCC will be elected each year in order to ensure retention of some experienced council members at all times.
 - 9.4 During an election, the Returning Officer will:
 - 9.4.1 Announce who is eligible to vote. Parents of students who are enrolled in the school (including parents who do not reside within the attendance/bussing area of the school); and electors that reside within the school attendance/bussing area.
 - 9.4.2 Invite each candidate to speak to the group.

- 9.4.3 Distribute and collect ballots.
- 9.4.4 Count ballots with the Chair of the annual meeting in attendance.
- Since parents must make up the majority of the elected parent and community members, the Returning Officer must ensure that the majority of members are parents. For example, if there are five (5) positions, the first three (3) parents with the greatest number of votes will be elected, even though a community member may be in the top three (3) according to the vote. The remaining two (2) positions will be filled by individuals with the next highest vote count.
 - Since the majority of the elected parent and community members must be of the Catholic faith, the Returning Officer must ensure that the majority of the members are Catholic.
 - If there is a tie between nominees, the Returning Officer will break the tie by flipping a coin.
- 9.4.5 Announce the outcome of the election.
- 9.4.6 Determine if there is a contestation of the election.
- 9.5 Election results can be contested, by a nominated individual, voicing “specific concern(s)” to the Chair of the Annual Meeting within thirty (30) minutes of the election results being announced.
- 9.6 If there is a dispute about the outcome of the election, the ballots will be held in safekeeping by the Returning Officer, and the matter will be referred to the Director or designate by the Principal. The Director or designate will investigate the election process and make a ruling.
- 9.7 If no contestation has been made, the Chair of the Annual Meeting will ask for a motion to have the Returning Officer destroy the ballots.

10. Annual General Meeting

- 10.1 The Annual General Meeting will be held in September of each year.
- 10.2 The Annual General Meeting will be advertised in the school newsletter and in the local newspaper. The notice will set out the time, place and purpose of the meeting.
- 10.3 Schools will give notice to the public in June of the upcoming elections in September.
- 10.4 Sample Agenda for Annual General Meeting
- 10.4.1 Opening Prayer
- 10.4.2 Annual Report
- The Annual Report will outline the SCC's activities and a financial report as outlined in these procedures.
- 10.4.3 Elections
- 10.4.4 Other Business as established by the SCC

10.4.5 Discussion

10.4.6 Adjournment

10.5 At the Annual General Meeting, the SCC Executive will set a date to host an organizational meeting to select officers.

11. Responsibilities of the SCC Executive

- 11.1 The primary responsibility of the SCC Executive is supporting school personnel to provide quality educational programming. Serving in an advisory role the SCC will assist in the development of the School Strategic Plan and support the implementation of that plan through direct communication/ involvement of the parents.
- 11.2 The SCC will facilitate continuing communication and promote mutual understanding between the school and the community.
- 11.3 The SCC will be responsible for encouraging and facilitating parent and community engagement in school planning and improvement processes.
- 11.4 The SCC will provide advice to the school and the Board by reflecting the opinions, concerns and proposals of the electors and parents/guardians.
- 11.5 The SCC Executive will develop annual goals and objectives that are aligned with the school's goals and objectives.
- 11.6 The SCC Executive will receive and consider information and recommendations from the school staff and the general membership.
- 11.7 The SCC Executive will approve an annual SCC budget.
- 11.8 Changes to the constitution can be brought forward and discussed at any time during the year; however, they can be voted on and ratified only once a year, at the January meeting. Following ratification of the Constitution, at the January meeting, it will be submitted to the Board for approval.

12. Table Officers

- 12.1 The following table officers will be decided at a separate SCC Executive meeting. Table officers will be chosen from the elected Executive members.
- 12.2 The Chairperson's responsibilities shall include:
 - 12.2.1 Planning the SCC meeting agenda in consultation with SCC Executive;
 - 12.2.2 Attending and conducting regular and executive meetings;
 - 12.2.3 Being aware of the needs and concerns of the community; and
 - 12.2.4 Providing leadership in developing and supporting the school plan.
- 12.3 The Vice-Chairperson's responsibilities shall include:
 - 12.3.1 Assuming the duties of the chairperson in his/her absence;
 - 12.3.2 Attending regular and executive meetings to provide guidance and input; and

- 12.3.3 Lending support and leadership to the council and to the community.
- 12.4 The Secretary's responsibilities shall include:
 - 12.4.1 Keeping accurate minutes of all SCC meetings;
 - 12.4.2 Providing minutes to SCC Executive for approval one (1) week following the meeting. Approved minutes will be made available at the school office no later than one (1) week following approval of the minutes.
- 12.5 The Treasurer's responsibilities shall include:
 - 12.5.1 Collecting money after fundraising events;
 - 12.5.2 Rolling it;
 - 12.5.3 Keeping accurate accounting summary of the council's funds;
 - 12.5.4 Taking deposits to the Principal;
 - 12.5.5 Requesting financial statements or purchase orders from the school secretary for council meetings (at least three (3) days in advance);
 - 12.5.6 Leading the preparation of an annual budget (Form 16-1). The Treasurer shall submit records for audit by the Chief Financial Officer.
- 12.6 One (1) of the executive table officers will be appointed as the spokesperson of the SCC.

13. Meetings

- 13.1 Meetings will take place monthly or bimonthly. The meeting day will be chosen by the new SCC Executive.
- 13.2 SCCs will have a minimum of five (5) meetings per year.
- 13.3 Special meetings may be called by the chairperson to deal with issues deemed necessary by the SCC Executive.
- 13.4 Quorum for SCC decisions shall consist of the majority of the SCC Executive.
- 13.5 In determining the process employed to make a decision, the SCC Executive may:
 - 13.5.1 Call a special meeting of the executive and make decisions regarding issues that are urgent in nature and requiring immediate action.
 - 13.5.2 Delegate a committee of volunteers from the SCC. Committees may be established at each school as the need arises. All committees will report back to the SCC Executive at a future meeting, depending upon the scope of the assigned responsibilities. For all decisions delegated to committee, the following procedure must be employed. The SCC chairperson shall call a vote of SCC members of electors and majority decision is required to delegate committee authority (as defined in 13.5.2.1, 13.5.2.2 and 13.5.2.3) before any committee is struck. The SCC will establish committees using one (1) of the following models:

- 13.5.2.1 Democratic: Draft recommendations for consideration of the SCC with final approval of the SCC required before action is taken (majority vote).
- 13.5.2.2 Consultative: Draft recommendations/policy or plans for consultation with the SCC at large. The final decision would remain the responsibility of the committee and executive members (majority decision required to take action).
- 13.5.2.3 Collaborative: Draft recommendations/policy or plans in collaboration with the stakeholders most directly involved, incorporating their ideas or suggestions. This committee is authorized to make decisions by “consensus”.

14. Code of Conduct

The Division’s SCC will adopt a code of conduct that meets or exceeds the following:

- 14.1 The Division’s SCCs will not act as forum for the discussion of individual school personnel, students, parents, or other individual members of the SCC.
- 14.2 A member of the SCC Executive who is approached by a person with a concern relating to an individual is in a privileged position and must treat such discussion with discretion, protecting the confidentiality of the people involved.
- 14.3 Any member of a SCC Executive shall:
 - 14.3.1 Support Catholic education.
 - 14.3.2 Uphold the constitution and bylaws, policies and procedures of the SCC Executive;
 - 14.3.3 Perform his/her duties with honesty and integrity;
 - 14.3.4 Respect the rights of all individuals;
 - 14.3.5 Take direction from the members, ensuring that the representation processes are in place;
 - 14.3.6 Encourage and support parents and students with individual concerns to act on their own behalf and provide information on the process for taking forward concerns;
 - 14.3.7 Work to ensure that issues are resolved through due process;
 - 14.3.8 Strive to be informed and only pass on information that is reliable and correct;
 - 14.3.9 Respect all confidential information; and

15. Handling Complaints or Concerns

- 15.1 Complaints or Concern about an Individual Student or Staff Member
 - 15.1.1 Any matter concerning an individual student or staff member must be directed to the staff member or Principal.

- 15.1.2 It is not the responsibility of the SCC to deal with concerns or complaints about individuals other than to direct the concern to the appropriate individual.
- 15.2 Complaints or Concerns about SCC Initiatives or Activities
 - 15.2.1 Provided SCC are comfortable in their knowledge and feel at ease expressing themselves, concerns or questions about SCC initiatives or activities expressed informally to members of the SCC Executive may be addressed immediately by the member. If a member is unsure of the appropriate response, she/he should say so but indicate that she/he will check and get back to the individual.
 - 15.2.2 If such a commitment is made the member must follow through with the SCC Executive and ensure the individual who raised the concern/complaint receives a response. If the concern is not resolved in this manner, the individual should be encouraged to contact the SCC chairperson to have the issue included on the agenda of a future SCC meeting.
 - 15.2.3 The chairperson shall determine whether to include the item on the agenda, or to respond to the issue based upon previous discussion at a SCC meeting in alignment with the SCC constitution of the specific school.
 - 15.2.3.1 After responding to the complaint or concern the member should always ask if their response is satisfactory.
 - 15.2.3.2 If the individual is not satisfied with the response, the member should explain how the concern or complaint could be brought to the attention of the SCC in a more formal manner.
 - 15.2.4 Concerns or complaints can be brought to the attention of the SCC Executive by addressing the concern in writing to the Chairperson.
 - 15.2.4.1 The SCC Executive will provide a written response regarding how they have or will address the concern or complaint.
 - 15.2.4.2 The chairperson may provide the individual with an opportunity to meet with the SCC Executive.
 - 15.2.4.3 In the event of the individual not being satisfied with the response, the individual will be informed by the chairperson that she/he does have the recourse to submit their concern, in writing, to the Director.
 - 15.2.5 Complaints or concerns regarding school initiatives activities or policies must be directed to the Principal before the issue is brought forward for discussion at a SCC meeting. The Principal, in consultation with staff, will determine whether or not the current practice is open for consideration and recommendation of the SCC.

- 15.2.5.1 In the event consultation is deemed warranted, the issue shall be placed on the SCC agenda for discussion, recommendation and or suggested revisions (alternatives).
- 15.2.5.2 If school administration perceives the decision must remain the responsibility of professional personnel the complainant will be advised to communicate the concern in writing to the Director. The Director will take the necessary action to resolve the issue.

16. SCCs will develop a strategy to communicate with and consult the public. Examples include: school surveys, newsletters, school website, open houses, bulletin boards, phone contact, etc.

17. SCC Funds

- 17.1 A special fund will be set for each SCC in the Division's accounts. Copies of all financial reports of transactions to these accounts will be sent to the schools on a timely basis. The school will then ensure the SCC treasurer gets copies of reports.
- 17.2 The Board will contribute funds on an annual basis as determined in the Division's budget. The Division's contribution will be used to support student learning as per Strategic Plan document.
- 17.3 The SCC will create an annual budget by October 1 of each year. A comparative actual budget for the previous year shall be completed for the AGM. (Form 15-1)
- 17.4 All spending will be for the betterment of student learning and student well in order to support the initiatives of the SCC.
- 17.5 Purchasing is to be approved by SCC through their executive. Purchases will generally be made with purchase cards or school generated Purchase Orders authorized by the Principal and Director or designate. For purchases and reimbursement of under twenty-five dollars (\$25) the school's petty cash is to be used. Each school's petty cash will be increased to allow for the additional transactions.

18. All articles purchased by the SCCs are the property of the Division.

Lloydminster Catholic School Division Board of Education Policy Handbook		
Policy 16: Safe and Caring Schools		
Appendices:	References: <i>The Education Act, 1995</i> Sections 85, 87, 150, 151, 154, 155, 175, 190, 191, 192, 193, 194	Approved: October 28, 2020

Background

The Board believes that schools are purposeful places where students and staff must be able to work, learn and play without the threat of physical or psychological harm. They are characterized by sensitivity and respect for all individuals, an environment of non-violence, clear student behavioral expectations and disciplinary policies that are enforced consistently and fairly. The Board acknowledges its responsibility to ensure schools provide secure learning environments which are safe from any form of threat, violence or intimidation.

The intent of the Board is to provide a school environment free of violence, intimidation, and weapons by:

1. Setting standards which demonstrate to students that acts of violence or intimidation will not be tolerated and will result in appropriate and effective consequences;
2. Prohibiting students from possessing weapons or engaging in violent acts on school property, and at school events, through the use of appropriate and effective consequences;
3. Providing positive school discipline programs that encourage students to act responsibly;
4. Providing effective curriculum programs that teach appropriate behaviour and social skills.
5. Providing service and supports that respond to personal needs of sexual orientation and gender identity.

The Board considers any act of violence, intimidation or the possession or use of a weapon by anyone on school property and at school events to be a serious threat to both students and staff. It authorizes the Director or designate(s) to impose appropriate consequences upon any individual threatening the safety and welfare of students and/or staff.

Specifically

1. The possession by students of weapons*, potentially dangerous articles, alcohol or illegal drugs is prohibited on all school property during school activities and while travelling to and from school or during school sanctioned activities.
2. Serious breaches of conduct that threaten the safety and welfare of students and staff will be referred directly to the Director or designate(s).

3. Principals may invoke Section 175 of the Education Act to remove from school property any person who disturbs or interrupts the proceedings of the school or any official school function.
4. School administrators may involve the RCMP when criminal acts occur.
5. Within the resources of the Division, every effort shall be made to support the needs of victims of violence and/or intimidation.

*Weapons are defined as any instrument which can be used to injure, harm or intimidate another person.

Lloydminster Catholic School Division Board of Education Policy Handbook		
Policy 17: Delegations		
Appendices:	References: The Education Act, 1995 Sections 85, 87, 148, 150, 151, 154, 155, 367	Approved: October 28, 2020

Background

The Board has the responsibility to hear matters of concern regarding the education of students and may make provision for a delegation to make a presentation at a regular Board meeting in the interest of improving the education provided in Division schools on matters regarding non-instructional or operational matters. Parents, electors and organizations may make requests for audiences with the Board.

1. All delegations wishing to appear before the Board shall be required to give notice thereof, in writing, to the Board; and further, in giving such notice, the delegations shall state the nature of the subject matter they intend to bring before the Board and shall identify the spokesperson(s).
2. The Board Chair and Vice Chair will determine if the subject matter is pertinent to the business of the Board, rule on the request, and in consultation with the Director, determine the placement of the item on a Board agenda. The Director or designate shall notify the individual or organization.
3. In the case of presentations by an employee or employee group, a request to present will only be received after the subject matter(s) have been discussed with the Director of Education at the established discussion tables.
4. All delegations are required to submit their presentation in writing for inclusion in the Board agenda package ten days prior to the scheduled Board meeting. In an emergency, the Director of Education, with the approval of the Chair of the Board, shall have authority to waive the requirement of ten days' notice, provided there is time before the meeting to acquaint the Board members with the purpose of the delegation.
5. Matters deemed to be of a sensitive and/or confidential nature shall be heard at a closed session of the Board.
6. Fifteen (15) minutes is allowed for the presentation by the delegation. The Board Chair will introduce the individual(s) or group(s) and reserves the right to limit and control the discussion.

7. Delegations will be given a copy of this Policy prior to their presentation. Delegations may be asked to leave if they do not abide by the procedures as set out.
8. At the time of presentation, the delegation shall confine its discussion to the purpose stated in the notice. It is understood that the delegation shall have a spokesperson.
9. In discussing matters with a delegation, the Board Chair shall act as spokesperson for the Board. It must be remembered that delegations come to express problems, make suggestions and requests, and give information thereon. For this reason, individual trustees may seek only clarification of items presented by the delegation. At no time during the presentation shall any trustee voice her/his opinion thereon; nor shall he/she, by any statement, commit the Board to any specific course of action.
10. Except in an emergency, the Board shall refer any action relative to the delegation's presentation until the next regular Board meeting. Such tabling shall be used to give individual trustees sufficient time to consider the information supplied by the delegation. If the time between the delegation's presentation and the next Board meeting is deemed insufficient for the trustees to gain the necessary information to make an informed decision, the Board may respond by delaying the response to the delegation until another specified, appropriate time.
11. Upon completion of the presentation, the Board Chair shall inform the delegation when the decision will be made. When a decision is reached, it will be communicated in writing to the spokesperson.

Lloydminster Catholic School Division Board of Education Policy Handbook		
Policy 18: Acknowledging Territories of Indigenous Communities Within Division Events		
Appendices:	References:	Approved: September 28, 2022

Background

Catholic social teaching explains that every human being is created in the image and likeness of God and, therefore, has inherent dignity. No human being should experience one's personal dignity or freedom compromised. Since oppression and injustice make it impossible to live a life commensurate with dignity it is important for our educational communities to pay full respect to the historical circumstances, traditional and existing lands, and cultural values of our First Nations and Metis people. Therefore, this policy addresses processes through which our School Division will rightfully acknowledge First Nations and Metis territory within our Division.

Procedures

1. Distinctions need to be made regarding the case for welcoming and acknowledging First Nations, Metis and Inuit people. Unless a First Nations or Metis representative of the District is bringing greeting on behalf of the Board, all formal recognition will take the form of an acknowledgement of territory.
2. At the beginning of the meeting, we sing the National Anthem, followed by acknowledgement of territory and then prayer. Schools will be expected to make an acknowledgement of territory at any public awards or school celebration gathering where the student and parent community has been invited. (Specifics regarding acknowledgement at the school level will be address in AP155 Event Protocol)
3. The Board Chair or designate for the purpose of chairing a Board meeting, will acknowledge territory and will not ask a public member to acknowledge territory as the meeting is the Board's responsibility on behalf of the public that the Board represents. It is not necessary for the Board to reply upon a First Nations or Metis person to bring a territorial acknowledgment to public meetings.
4. In the event at the Board is travelling and conducting a meeting in another traditional territory other than its own, the Board will make its best effort to seek out the name of the territory specific to the meeting place and incorporate that territory into the acknowledgement.

5. The generally accepted acknowledgement for meetings will be as follows:

I (the speaker) would like to acknowledge we are meeting today on Treaty 6 land located within the ancestral and traditional territory of the Indigenous peoples of this area. This land has been and will continue to be home to the Cree and Metis people within the boundaries of Treaty 6. We also wish to acknowledge the traditional Knowledge Keepers and Elders who are still with us today and those who have gone before us.

6. In the spirit of supporting the outcomes of the Truth and Reconciliation Commission of Canada, the following addition to the previously stated acknowledgement will be stated at the opening Regular Board Meeting of the school year, Organizational meeting in November and at the last Regular Board Meeting in June:

We acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.