

RED DEER CATHOLIC REGIONAL
DIVISION NO. 39

BOARD POLICY HANDBOOK



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

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

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

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

DEFINITION OF TERMS

Words used in this policy manual that are not defined have the same meaning assigned to them in the *Education Act*.

“Board” or “the Board”	The Red Deer Catholic Separate School Division
“Chair”	Chair of the Red Deer Catholic Separate School Divisional Board
“Division”	The Red Deer Catholic Separate School Division
“Superintendent”	Superintendent of Schools
“Collective agreement”	The negotiated contract between the divisional board and the A.T.A. Local 80

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POLICY 1: DIVISION FOUNDATIONAL STATEMENTS

Mission

The Red Deer Catholic Separate School Division is committed to supporting inclusive communities that foster care and compassion of students, families and staff with a complete offering of learning opportunities delivered within the context of Catholic teachings and tradition, and within the means of the Division.

Our schools are gospel-centred communities of hope, fostering a Catholic Christian value system within a pluralistic society.

CONTINUING THE MISSION OF JESUS, PROPHET, PRIEST AND SERVANT KING

We make His life, mission and teaching our focal points of belief and conduct within our Catholic schools. Therefore, the education of the whole child -- intellectual, aesthetic, emotional, social, physical, and spiritual -- is our service commitment.

As stewards of Catholic Education nothing in this policy, or any other policy or administrative procedure, is to be interpreted so as to limit or be a waiver of the Red Deer Catholic Regional School Board's rights and powers pursuant the Constitution Act, 1867 and the Canadian Charter of Rights and Freedoms to maintain the denominational character of Catholic Schools. If any of the provisions in this policy conflict with the Red Deer Catholic Separate School Division's rights and powers pursuant to the Constitution Act, 1867 and the Canadian Charter of Rights and Freedoms to maintain the denominational character of Catholic schools, the Red Deer Catholic Separate School Division's rights and powers pursuant the Constitution Act, 1867 and the Canadian Charter of Rights and Freedoms to maintain the denominational character of Catholic schools will govern.

Abbreviated Mission Statement

Making Christ known to children.

Beliefs

1. Catholic schools, as stewards of Catholic education, have the responsibility to help all children to develop their unique, individual capabilities to learn and to live, and thereby to experience humanity and the world as created by God and redeemed by Jesus Christ.
2. Catholic schools and Catholic parishes are complementary to the family, which is the primary steward for the child's formation.

3. Education must be based on the Christian concept that each person is a unique and special child of God. The objectives and purpose of education as stated by Alberta Education must be set in this total Christian concept.
4. Students must participate in all Catholic education activities including Religious Studies classes, liturgies, celebrations, and sacramental preparations, at all grade levels.
5. The schools will strive for excellence in education for all students to develop their academic and interpersonal skills. In this way, students will be prepared to use their God-given talents to live and work effectively in society.
6. The schools will assist all students to choose and develop a hierarchy of values consistent with the teachings of the Catholic faith.
7. The schools, in cooperation with parents and parishes, will strive to develop the gift of Catholic faith by assisting all students to:
 - 7.1 Perceive faith as a personal, free and joyful response to the gift of God himself;
 - 7.2 Experience the person of Christ in their own lives through relationships with others and with the community of believers;
 - 7.3 Pray and celebrate their faith as a source of strength in daily life; and
 - 7.4 Become aware of their religious heritage and acquire a better understanding of the various rites of the Catholic Church.
8. The schools will help all students, families and staff to realize their responsibility to transform the world by practicing the Catholic faith and values in a pluralistic society.
9. The schools will foster the mental and physical well-being of all students through:
 - 9.1 Selection of appropriate programs which emphasize physical, leisure activities; and
 - 9.2 A respect for the worth and dignity of the individual.
10. The schools will foster and maintain a safe, secure, caring, respectful and inclusive learning environment for all students, families and staff that is free from physical, emotional and social abuses and models our Catholic faith and values. Schools will be comprehensive and holistic in their approach to inclusion and other potential student issues including bullying, justice, respectful relationships, language and human sexuality.

11. Staff of The Red Deer Catholic Separate School Division will support families in the faith development of students by serving as witnesses to their Catholic beliefs. Catholic social teachings will provide a foundation for the future contributions of our students to society and this connection will be formed by authentic Catholic schools shaped by those employed in the Division. Staff also share in the responsibility of helping students see the relevance of our faith in today's world and solving current problems within a Catholic world-view.

Principles of Practice

- We honour our children.
- We provide a safe and secure environment.
- We live and proudly proclaim our Catholic Christian faith.
- We provide quality education in a Catholic environment.
- We pray as an educational community.
- We practice servant-leadership.
- We focus on our mission through clarity of purpose.
- We value our staff.

Motto

Inspired by Christ. Aspiring to Excellence.

Logo



- **Logo Description**
 - The central feature is a cross which depicts Christ-centered education.
 - The four stylized books represent the Gospels, which define our faith and provide the foundation elements for ongoing personal development.

- The circle represents the head of a child, whose arms are open, embracing Christ and knowledge. In full stride, the child exudes youth and potential.
- Green and blue represent creation and beauty, which are eternal gifts from God.

Reviewed: February 2008
Revised: September 2016, April 2018

POLICY 2: BOARD ROLE DESCRIPTION

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

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

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

Specific Areas of Responsibility

1. Faith Leadership
 - 1.1 Make decisions which reflect Catholic values and beliefs.
 - 1.2 Be visible within the Catholic faith community.
 - 1.3 Be involved in and supportive of parish functions in each of the communities served by the division.
 - 1.4 Participate in, and make decisions regarding Alberta Catholic School Trustees' Association (ACSTA) issues.
 - 1.5 Be accountable to the Division's Catholic ratepayers by being an advocate for the preservation of Catholic Education constitutional rights in Alberta.
 - 1.6 Ensure regular communication with the Bishop regarding Catholic Education issues in the Division.
 - 1.7 Ensure faith leadership decisions align with recommendations or resources provided by the congregation for Catholic education.
 - 1.8 Participate in Faith Development opportunities and ensure that a strong Faith Development component is provided for all students and staff.
 - 1.9 Model a culture of faith, respect, and integrity, rooted in the Good News of Jesus Christ.
2. Accountability to Provincial Government
 - 2.1 Act in accordance with all statutory requirements to implement provincial and educational standards and policies.

- 2.2 Perform board functions required by governing legislation and existing board policy.
 - 2.3 Ensure all students, teachers and Division leaders are provided with resources that enable them to learn about First Nations, Métis and Inuit perspectives, experiences and contribution throughout history; treaties, and the history and legacy of residential schools.
3. Community Assurance
 - 3.1 Make data-driven decisions which reflect the Gospel values and represent the interests of the entire Catholic community served.
 - 3.2 Establish processes and provide opportunities for community input.
 - 3.3 Keep the public informed of all aspects of the operation of the Division and specifically of the achievement of educational and performance standards.
 - 3.4 Develop procedures for and hear appeals as required by statute and/or board policy.
 - 3.5 Model a culture of faith, respect and integrity, rooted in the Good News of Jesus Christ.
 - 3.6 Proactively work to build community support for this Catholic education system.
 - 3.7 Engage the community in a dialogue about Division programs, needs and desires.
 - 3.8 Establish plans for collaborative work between the Division and First Nations.
 - 3.9 Establish a forum for student engagement.
 - 3.10 Develop culturally appropriate protocols to guide the Division.
4. Three-Year Education Plan
 - 4.1 Provide overall direction for the division by establishing mission, vision, strategic priorities and key results.
 - 4.2 Annually approve Three-Year Education Plan process and timelines.
 - 4.3 Identify board priorities at the outset of the annual Three-Year Education Planning process.
 - 4.4 Annually approve the Three-Year Education Plan and the Annual Education Results Report for submission to Alberta Education by the due date.
 - 4.5 Approve the annual education report for distribution to the public.
 - 4.6 Annually approve budget (driven by the Three-Year Education Plan).
 - 4.7 Annually evaluate the effectiveness of the division in achieving established goals and desired results.
 - 4.8 Monitor progress toward the achievement of student outcomes and other desired results.
5. Policy
 - 5.1 Identify how the Board is to function.

- 5.2 Identify areas for which board policy is required.
 - 5.3 Monitor policy currency and relevancy.
 - 5.4 Delegate authority to the Superintendent and define commensurate responsibilities.
6. Superintendent/Board Relations
- 6.1 Select the Superintendent.
 - 6.2 Provide the Superintendent with clear corporate direction.
 - 6.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the *Education Act*.
 - 6.4 Annually evaluate the Superintendent in regard to the Superintendent job description and additional board direction.
 - 6.5 Review annually the Superintendent succession plan.
 - 6.6 Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions which are exercised within the delegated discretionary powers of the position.
 - 6.7 Interact with the Superintendent in an open, honest, respectful and professional manner.
 - 6.8 Annually review the compensation of the Superintendent.
7. Political/Advocacy
- 7.1 Utilize ASBA and ACSTA advocacy services.
 - 7.2 Develop a yearly plan for advocacy.
 - 7.3 Work with parents, community members, school council members and other elected bodies to advocate for continued improvements to the quality of Catholic educational opportunities provided to the students of the Division.
 - 7.4 Act as an advocate for public Catholic Education and the Division.
 - 7.5 Arrange meetings with elected officials to communicate and garner support for education.
8. Board Development
- 8.1 Annually evaluate board effectiveness.
 - 8.2 Develop a yearly plan for trustee development.
9. Fiscal Accountability
- 9.1 Approve budget assumptions to be used in the development of the draft budget.
 - 9.2 Approve the annual budget and allocation of resources to achieve desired results.

- 9.3 Approve annually the Three-Year Capital Plan for submission to Alberta Education.
 - 9.4 Establish reserve funds through the regular budget process for the purchase, replacement or upgrading of capital assets.
 - 9.5 Appoint the auditor.
 - 9.6 Receive the Audit Report and ensure the management letter recommendations are addressed.
 - 9.7 Monitor fiscal management of the Division through quarterly fiscal accountability reports, as outlined in Administrative Procedure 511.
 - 9.8 Set the parameters for labour negotiations after soliciting advice from the Superintendent and others.
 - 9.9 Direct the Superintendent to annually review all Senior Administration compensation and provide recommendations to the Board. The Board has final approval with regards to these recommendations.
 - 9.10 Approve annual school fees, transportation fees, and tuition for non-resident students.
 - 9.11 Approve substantive budget adjustments when necessary.
 - 9.12 Approve signing authorities for the Division.
 - 9.13 Approve transfer funds to/from reserves.
 - 9.14 Approve investment parameters, in alignment with the *Education Act* regulation.
10. Accountability for Student Learning and Wellness
 - 10.1 Provide overall direction for the Division by establishing vision, mission and values.
 - 10.2 Support the establishment of a welcoming, caring, respectful and safe learning environment.
 - 10.3 Annually approve the process and timelines for the refinement of the Three Year Education Plan.
 - 10.4. Enable processes to support quality teaching.
 - 10.5. Provide for school and program reviews as necessary to monitor the achievement of outcomes.
 - 10.6. Monitor the effectiveness of the Division in achieving established priorities, desired results and key performance indicators.
 - 10.7. Annually approve the “rolling” Three-Year Education Plan/Annual Education Results Report for submission to Alberta Education and for distribution to the public.
 - 10.8. Identify Board priorities at the outset of the annual Three-Year Education planning process.
 - 10.9. Explore the use of natural person powers to enhance opportunities for student learning.

Selected Responsibilities

1. Acquire and dispose of land and buildings; ensure titles and services to or enforceable long-term interests in land are in place prior to capital project construction.
2. Approve school attendance areas.
3. Name schools and other Division-owned facilities.
4. Approve the Division school-year calendar(s).
5. Provide for recognition of students, staff and community.
6. Approve joint-use agreements.
7. Support the formation of a Council of Schools Council (COSC) if desired.
8. Approve locally developed courses.

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

Reviewed: March 2011
Revised: August 2015, May 2019, October 2019

POLICY 3: TRUSTEE ROLE DESCRIPTION

The role of the trustee is to contribute to the work of the Board as it carries out its mandate to govern and achieve its vision, mission, beliefs, values and principles. The Board believes that its ability to fulfill its obligations is enhanced when leadership and guidance are forthcoming from within its membership. The oath of office taken by each trustee when she/he assumes office binds that person to work diligently and faithfully in the cause of public education.

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

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

The Board is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. A trustee who is given corporate authority to act on behalf of the Board may carry out duties individually but only as an agent of the Board. In such cases, the actions of the trustee are those of the Board, which is then responsible for them. A trustee acting individually has only the authority and status of any other citizen of the Division.

1. Board Orientation

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

The Board believes an orientation program is necessary for effective trusteeship. All trustees will attend all aspects of the orientation program.

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 Alberta School Boards Association (ASBA) and Alberta Catholic School Trustees Association (ACSTA) sponsored orientation seminars.
3. The Division will provide financial support for trustees to attend Alberta Education sponsored trustee workshops or information sessions.
4. The Board Chair and Superintendent are responsible for developing and implementing the Division's orientation program for newly elected trustees. The Superintendent shall provide each trustee with access to the Board Policy Handbook and the Administrative Procedures Manual at the organizational meeting following a general election or at the first regular meeting of the Board following a by-election.
5. Incumbent trustees are encouraged to help newly elected trustees become informed about the history, functions, policies, procedures and issues.

Specific Responsibilities of Individual Trustees

1. The trustee will model involvement in the faith community.
2. The trustee will refer queries, or issues and problems, not covered by Board policy, to the Board for corporate discussion and decision.
3. The trustee will 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.
4. The trustee will support the decisions of the Board and refrain from making any statements that may give the impression that such a statement reflects the corporate opinion of the Board when it does not.
5. The trustee will participate in training opportunities in order to ensure that the appropriate skills, knowledge and understandings are acquired.
6. The trustee will ensure that Catholic values and principles are reflected at all times in the Board's policies and practices.
7. The trustee will become familiar with Division policies, meeting agendas and reports in order to participate in Board business.
8. The Trustee will keep the Board Chair and/or the Superintendent informed in a timely manner of all matters coming to his/her attention that might affect the Division. Refer administration matters to the Superintendent.
9. The trustee will provide the Superintendent with counsel and advice, giving the benefit of the trustee's judgment, experience and familiarity with the community.

10. The Trustee will, in alignment with the Board engagement efforts, provide for the engagement of parents, students and the community in matters related to education.
 - 10.1 Respectfully bring forward and advocate for local issues and concerns prior to a Board decision;
 - 10.2 Interpret the needs of the community to the Board and the Board's action to those we serve; and
 - 10.3 Liaise with designated School Council(s).
11. The Trustee will share the materials and ideas gained from a trustee development activity with fellow trustees at the next available opportunity.
12. The Trustee will stay current with respect to provincial, national and international education issues and trends.
13. The Trustee will contribute to a positive and respectful learning and working culture both within the Board and the Division.
14. The Trustee will attend Division or school functions where possible.
15. The Trustee will adhere to the Trustee Code of Conduct.
16. The trustee will report any violation of the Trustee Code of Conduct to the Board Chair or when applicable, to the Vice-Chair.

Legal Reference: Section 33, 34, 51, 52 53, 64, 67, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96 Education Act, Section 6 Commissioner of Oaths Act

Reviewed: March 2011, January 2018
Revised: November 2019

APPENDIX 'A'

SERVICES, MATERIALS AND EQUIPMENT PROVIDED TO TRUSTEES

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

1. Reference:

- ◆ Copy of *The Education Act*
- ◆ Board Policy Handbook and Administrative Procedures Manual
- ◆ School year and Annual Work Plan
- ◆ Current telephone listings of schools, principals, vice-principals and school secretarial staff
- ◆ List of School Council Chairs

2. Communications/Public Relations:

- ◆ Copy of Staff newsletters (INFO)
- ◆ Notification of significant media events, reminders of special meetings
- ◆ Copy of school newsletters to trustee liaison
- ◆ Name tags, business cards, lapel pins
- ◆ Speaker's notes
- ◆ Individual and Board photographs

3. Administrative/Secretarial Services:

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

4. Equipment

- ◆ A computer, if needed, with appropriate software and access. The equipment shall be returned to the Board upon completion of the term in office.

5. Corporate Clothing

- ◆ One piece of corporate clothing

6. Briefcase

7. Professional Development Allowance of \$5,000* per year. (*This is the total trustee budget per year, not just professional development.)

POLICY 4: TRUSTEE CODE OF CONDUCT

The Board commits itself and its members to conduct which meets the highest ethical standards. It is expected that all personal interactions and relationships will be characterized by mutual respect, which acknowledges the dignity and affirms the worth of each person.

- Each trustee, representing all Catholic school supporters of the community and responsible to this electorate through the democratic process, recognizes:
 - That trustees are accountable to the Magisterium of the Church, and that, according to the Code of Canon Law, a Catholic school is an instrument of the Church and is one in which Catholic education is established, directed, recognized or converted to, by the local bishop, who is competent to issue prescriptions dealing with the general regulation of Catholic schools.
 - That legally, the authority of the Board is derived from the province, through the Constitution Act, which ultimately controls the organization and operation of the Division and which determines the degree of discretionary power left with the Board and the people of this community for the exercise of local autonomy.
 - That fellow citizens have entrusted them, through the electoral process, with the educational development of the children and youth of the community.
 - That trustees are the children's advocates and their first and greatest concern is the best interest of each and every one of these children without distinction as to who they are or what their background may be.
 - That trustees are educational leaders who realize that the future welfare of the community, of the province, and of Canada depends in the largest measure upon the quality of education provided in schools to fit the needs of every learner.

Specifically

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

1. Trustees shall carry out their responsibilities as detailed in Policy 3 – Role of the Trustee with reasonable diligence.
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. Devote time, thought and study to the duties of a trustee so that they may render effective and credible service.

4. Exercise the powers and duties of their office honestly and in good faith. Trustees shall exercise the degree of care, diligence and skill that a reasonably prudent person would exercise in comparable circumstances.
5. Trustees shall endeavour to work with fellow Board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during debate.
6. Trustees shall commit themselves to dignified, ethical, professional and lawful conduct.
7. Trustees shall reflect the Board's policies and resolutions when communicating with the public.
8. 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.
9. Trustees shall keep confidential any personal, privileged or confidential information obtained in their capacity as a trustee and not disclose the information except when authorized by law or by the Board to do so.
10. While elected from specific wards, trustees shall represent the best interests of the entire Division.
11. Trustees shall honor their fiduciary responsibility to the Board and be loyal to the interests of the Division as a whole in the context of Catholic Education. This loyalty supersedes loyalty to:
 - 11.1 Any advocacy or special interest groups; and
 - 11.2 The personal interest of any trustee.
12. Maintain the confidentiality of privileged information, including statements made during in-camera sessions of the Board.
13. Work together with fellow trustees to communicate to the electorate.
14. Remember at all times that individual trustees have no legal authority outside the meeting of the Board, and therefore relationships with school staff, the community, and all media of communication is to be conducted on the basis of this fact.
15. Refrain from using the trustee position to benefit either oneself or any other individual or agency apart from the total interest of the Division.
16. Recognize that a key responsibility of the Board is to establish the policies by which the system is to be administered, and that the administration of the educational program and conduct of school business shall be left to the Superintendent and Division staff.
17. Encourage active cooperation by stakeholders with respect to establishing policies.

18. Support provincial and national school board associations for the future of trusteeship in this province and the nation.
19. Provide effective trustee service to the Catholic community in a spirit of teamwork and devotion to education as the greatest instrument for the preservation and perpetuation of our representative democracy.
20. Represent the Board responsibly in all Board-related matters with proper decorum and respect for others.
21. Represent the perceived concerns or needs of the community to the Board or Superintendent as appropriate and accurately communicate the Board's decisions to those who we serve.
22. Abstain from participation in personnel selection when family relatives are involved.
23. Trustees shall disclose any conflict of interest between their personal life and the position of the Board, and abstain and absent themselves from discussion or voting on the matter in question.
24. Trustees shall not use their influence to advance personal, family or friends' interests or the interests of any organization with which the trustee is associated.
25. Consequences for the failure of individual trustees to adhere to the Trustee Code of Conduct are specified in Policy 4 Appendix – Trustee Code of Conduct Sanctions.

Legal Reference: Section 33, 34, 51, 52, 53, 64, 67, 85, 86, 87, 88, 89 Education Act

APPENDIX 'A'

1. Trustees shall conduct themselves in an ethical and prudent manner in compliance with the Trustee Code of Conduct, Policy 4. The failure by trustees to conduct themselves in compliance with this policy may result in the Board instituting sanctions.
2. A trustee who believes that a fellow trustee has violated the Code of Conduct may seek resolution of the matter through appropriate conciliatory measures prior to commencing an official complaint under the Code of Conduct.
3. A trustee who wishes to commence an official complaint under the Code of Conduct shall file a letter of complaint with the Board Chair within thirty (30) days of the alleged event occurring and indicate the nature of the complaint and the section or sections of the Code of Conduct that are alleged to have been violated by the trustee. The trustee who is alleged to have violated the Code of Conduct and all other trustees shall be forwarded a copy of the letter of complaint by the Board Chair, or where otherwise applicable in what follows, by the Vice-Chair, within five (5) days of receipt by the Board Chair of the letter of complaint. If the complaint is with respect to the conduct of the Board Chair, the letter of complaint shall be filed with the Vice-Chair.
4. When a trustee files a letter of complaint and a copy of that letter of complaint is forwarded to all trustees, the filing, notification, content, and nature of the complaint shall be deemed to be strictly confidential, the public disclosure of which shall be deemed to be a violation of the Code of Conduct. Public disclosure of the complaint and any resulting decision taken by the Board may be disclosed by the Board Chair only at the direction of the Board, following the disposition of the complaint by the Board at a Code of Conduct hearing.
5. To ensure that the complaint has merit to be considered and reviewed, at least one other trustee must provide to the Board Chair, within three (3) days of the notice in writing of the complaint being forwarded to all trustees, a letter indicating support for having the complaint heard at a Code of Conduct hearing. Any trustee who forwards such a letter of support shall not be disqualified from attending at and deliberating upon the complaint at a Code of Conduct hearing convened to hear the matter, solely for having issued such a letter.
6. Where no letter supporting a hearing is received by the Board Chair in the three (3) day period referred to in section 5 above, the complaint shall not be heard. The Board Chair shall notify all other trustees in writing that no further action of the Board shall occur.
7. Where a letter supporting a hearing is received by the Board Chair in the three (3) day period referred to in section 5 above, the Board Chair shall convene, as soon as is reasonable, a special meeting of the Board to allow the complaining trustee to present his or her views of the alleged violation of the Code of Conduct.

8. At the special meeting of the Board, the Board Chair shall indicate, at the commencement of the meeting, the nature of the business to be transacted and that the complaint shall be heard in an in-camera session of the special meeting.

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

- 8.1 The Code of Conduct complaint shall be conducted at an in-camera session, Code of Conduct hearing, of a special Board meeting convened for that purpose. All preliminary matters, including whether one or more trustees may have a conflict of interest in hearing the presentations regarding the complaint, shall be dealt with prior to the presentation of the complaint on behalf of the complaining trustee.
- 8.2 The sequence of the Code of Conduct hearing shall be:
 - 8.2.1 The complaining trustee shall provide a presentation which may be written or oral or both;
 - 8.2.2 The respondent trustee shall provide a presentation which may be written or oral or both;
 - 8.2.3 The complaining trustee shall then be given an opportunity to reply to the respondent trustee's presentation;
 - 8.2.4 The respondent trustee shall then be provided a further opportunity to respond to the complaining trustee's presentation and subsequent remarks;
 - 8.2.5 The remaining trustees of the Board shall be given the opportunity to ask questions of both parties;
 - 8.2.6 The complaining trustee shall be given the opportunity to make final comments; and
 - 8.2.7 The respondent trustee shall be given the opportunity to make final comments.
- 8.3 Following the presentation of the respective positions of the parties, the parties and all persons other than the remaining trustees who do not have a conflict of interest shall be required to leave the room, and the remaining trustees shall deliberate in private, without assistance from administration. The Board may, however, in its discretion, call upon legal advisors to assist them on points of law or the drafting of a possible resolution.
- 8.4 If the remaining trustees in deliberation require further information or clarification, the parties shall be reconvened and the requests made in the presence of both parties. If the information is not readily available, the presiding Chair may request a recess or, if necessary, an adjournment of the Code of Conduct hearing to a later date.

- 8.5 In the case of an adjournment, no discussion by trustees whatsoever of the matters heard at the Code of Conduct hearing may take place until the meeting is reconvened.
- 8.6 The remaining trustees in deliberation may draft a resolution indicating what action, if any, may be taken regarding the respondent trustee.
- 8.7 The presiding Chair shall reconvene the parties to the Code of Conduct hearing and request a motion to revert to the open meeting in order to pass the resolution.
- 8.8 All documentation that is related to the Code of Conduct hearing shall be returned to the Superintendent or designate immediately upon conclusion of the Code of Conduct hearing and shall be retained in accordance with legal requirements.
- 8.9 The presiding Chair shall declare the special Board meeting adjourned.
9. A violation of the Code of Conduct may result in the Board instituting, without limiting what follows, any or all of the following sanctions:
 - 9.1 Having the Board Chair write a letter of censure marked “personal and confidential” to the offending trustee, on the approval of a majority of those trustees present and allowed to vote at the special meeting of the Board;
 - 9.2 Having a motion of censure passed by a majority of those trustees present and allowed to vote at the special meeting of the Board;
 - 9.3 Having a motion to remove the offending trustee from one, some or all Board committees or other appointments of the Board passed by a majority of those trustees present and allowed to vote at the special meeting of the Board, for a time not to exceed the trustee’s term as trustee.
10. The Board may, in its discretion, make public its findings at the special meeting or at a regular meeting of the Board where the Board has not upheld the complaint alleging a violation of the Board’s Code of Conduct or where there has been a withdrawal of the complaint or under any other circumstances that the Board deems reasonable and appropriate to indicate publicly its disposition of the complaint.

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

POLICY 5: THE ROLE OF THE BOARD CHAIR

The trustees shall elect a Board Chair at the annual organizational meeting of the Board. The Board Chair is accountable to the Board and may be removed from office at any time by a simple majority of trustees at a regular or special meeting of the Board.

Specific Responsibilities

The Board Chair shall:

1. Model involvement in a faith community within the Division.
2. Ensure that the Board operates in accordance with its own policies and procedures.
3. Ensure that board meetings are run in an orderly and effective fashion and in accordance with provincial legislation and the policies and procedures adopted by the Board.
4. Keep the trustees and the Superintendent informed on all matters that might affect the educational opportunities in the Division.
5. Act as the chief spokesperson for the Board except for those instances where the Board has delegated this role to another individual or group.
6. Represent the Board, or arrange alternative representation, at official meetings inside and outside of the Division.
7. Work closely with the Superintendent regarding all governance related aspects of the Division's activities.
8. Consult with the Superintendent in the preparation of the agenda for regular meetings of the Board.
9. Call and preside over all regular and special meetings of the Board.
10. Ensure that the Board engages in regular assessments of its effectiveness as a board.
11. Approve of the distribution of any material to the public concerning the governance of the Division.
12. Act as a signing officer for the Division, where required.
13. In consultation with the members of the Board, appoint the chairs of all standing committees of the Board.
14. Be an ex-officio member of all standing committees.

15. Convey directly to the Superintendent such concerns as are related to him/her by trustees, parents, students or employees which may affect the administration of the Division.
16. Provide counsel to the Superintendent when requested to do so.
17. Bring to the Board all matters requiring a decision of the Board.
18. Address inappropriate behavior on the part of a trustee.
19. Approve Superintendent's expenses.

POLICY 6: THE ROLE OF THE VICE-CHAIR

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

Specific Responsibilities

The Vice-Chair shall:

1. Act on behalf of the Chair, in the latter's absence.
2. Assist the Chair in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership to the Board.

POLICY 7: COMMITTEES OF THE BOARD

Standing Committees are established to assist the Board with governance work of an ongoing or recurring nature. Standing committees are usually appointed annually at the Organizational Meeting. The appointed member shall serve on the committee for approximately one (1) year or as determined by the specific committee terms of reference, or unless s/he is unable to perform the duties assigned or until replaced by a subsequent appointment.

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

The Board sees committees as necessary for the proper governance of the Division.

Specifically

1. Committees are established by the Board at its annual organizational meeting and will be provided with clear terms of reference.
2. The Superintendent or designate is responsible for providing a written report to the Board and for conducting the committee in accordance with Board policies and procedures.

2.1 Board/ATA Liaison

2.1.1 Membership

- ♦ Chair, Vice-Chair
- ♦ Two (2) ATA representatives
- ♦ Superintendent or designate

2.1.2 Powers/Terms of Reference

- ♦ To meet at least two (2) times during the school year to discuss issues that may arise which may affect the work life of teachers and/or Board operations.
- ♦ To discuss policies with the ATA within boundaries set by the Board.

2.1.3 Reporting

- ♦ Verbal report shared with the Board as information only.

2.2 ATA Negotiations

2.2.1 Membership

- ♦ Three (3) Trustees including (Board Chair-ex-officio and TEBA representative).
- ♦ Secretary-Treasurer
- ♦ Superintendent designate(s)
- ♦ Superintendent (not at bargaining table; in caucus meetings)

2.2.2 Powers/Terms of Reference

- ♦ To make recommendations to the Board on relevant matters.
- ♦ To negotiate with ATA within boundaries set by the Board and in accordance with the Education Act, Labor Relations Act and PECBA.

2.2.3 Reporting

- ♦ Verbal report shared with the Board in camera as information only.

2.3 Student Matters Appeals/Hearings Committee

2.3.1 Membership

- ♦ Any two (2) trustees of the Board who are available.

2.3.2 Powers/Terms of Reference

- ♦ To conduct hearings and hear appeals, and make final decisions in accordance with Policy 14.

2.3.3 Minutes

- ♦ Kept and filed.

2.4 Audit Committee

2.4.1 Purpose

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

2.4.2 Powers and Duties

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

- ♦ With the consent of the Board, retain outside counsel, accountants or others to advise the Committee or assist the conduct of an investigation
- ♦ Seek any information it requires from employees – all of whom are directed to cooperate with the Committee's request or that of associated external parties
- ♦ Meet the Division officers, external auditors or outside counsel as necessary.

2.4.3 The Committee will carry out the following responsibilities:

2.4.3.1 Financial statements

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

- ◆ Review with management and the auditors the results of the audit, including any difficulties encountered.
- ◆ Review the annual financial statements, and consider whether they are complete, consistent with the approved budget for the school year in question and other information known to Committee members, and reflect appropriate accounting principles.
- ◆ Review with management and the auditors all matters required to be communicated to the entire Board.

2.4.4 Internal Control

2.4.4.1 Consider the effectiveness of the Division's internal controls over annual reporting, including information technology security and control.

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

2.4.5 Audit

2.4.5.1 Review the auditor's proposed audit scope and approach.

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

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

2.4.6 Compliance

2.4.6.1 Review the findings of any examination by regulatory agencies and any audit observations.

2.4.6.2 Obtain regular updates from management and Division legal counsel regarding compliance matters.

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

2.4.7 Membership

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

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

2.4.8 Meetings

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

2.4.8.2 All committee members are expected to attend each meeting, in person or via telephone or video conference.

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

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

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

2.5 Red Deer Catholic Schools Education Foundation

2.5.1 Membership

- ◆ Two (2) trustees as per Policy 22
- ◆ Superintendent
- ◆ Secretary-Treasurer
- ◆ Minimum of 8 to a maximum of 12 community members

2.5.2 Terms of Reference

- ◆ As per Policy 22

2.5.3 Minutes

- ◆ Recorded by the Secretary of the Foundation

2.5.4 Reporting

- ◆ The Secretary will post the minutes to Trustee News after each meeting.

2.6 CUPE Negotiations

2.6.1 Membership

- ◆ Two (2) trustees including Board Chair (ex-officio_
- ◆ Secretary-Treasurer
- ◆ Superintendent designate(s)
- ◆ Superintendent (not at bargaining table; in caucus meetings)
- ◆ Minimum of 8 to a maximum of 12 community members

2.6.2 Powers/Terms of Reference

- ◆ To make recommendations to the Board on relevant matters
- ◆ To negotiate with Support Staff CUPE within boundaries set by the Board and in accordance with the Alberta Labour Relations Act.

2.6.3 Reporting

- ◆ Verbal report shared with the Board in camera as information only.

2.7 Superintendent Negotiating Committee

2.7.1 Membership

- ◆ Board Chair
- ◆ Vice-Chair

2.7.2 Powers/Terms of Reference

- ◆ To negotiate the contract of the Superintendent, within boundaries set by the Board, the details of the negotiations will

be brought to the entire Board for further discussion prior to ratification.

2.7.3 Minutes

- ♦ Minutes to be kept and distributed to the rest of the Board.

2.7.4 Reporting

- ♦ To the Board in writing. Report submitted as information only. Motion needed to accept Superintendent Contract.

2.8 Teacher Employment Bargaining Authority (TEBA)

2.8.1 Membership

- ♦ One (1) Trustee elected by the Board as per TEBA Act

2.8.2 Terms of Reference

- ♦ To represent the Board on the TEBA committee

2.8.3 Reporting

- ♦ To the Board in writing as permitted by the TEBA Act

3. Special Committees

A special committee may be established as the Board sees fit and it is responsible to the Board.

3.1 A special committee, its membership and specific terms of reference must be established by board resolution and is responsible to the Board.

3.2 The Superintendent or designate is responsible for reporting to the Board on the progress of the committee at such times identified by the Board.

3.2 As soon as the committee completes its work and has reported to the Board, if necessary, it shall be disbanded.

Legal Reference: Sections 33, 39, 51, 52, 53, 64, 67, 222 Education Act, Collective Agreements, PECBA

Revised: January 2011, June 2011, September 2011, October 2013, August 2015, October 2016, September 2019

POLICY 8: HEARINGS ON TEACHER TRANSFERS

The Superintendent may transfer a teacher in accordance with section 212 of the Education Act. The teacher may make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer.

The Board shall conduct any hearings concerning the transfer of a teacher pursuant to Section 212 of the Education Act, in accordance with these procedures.

A teacher transfer hearing may be heard in an in-camera board meeting, or alternatively at least two trustees may convene a transfer hearing with prior Board approval.

Specifically

1. Transfers
 - 1.1 A teacher who has been given a notice of transfer by the Superintendent may make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer within seven (7) days of receipt of the transfer notice.
 - 1.2 The request for a hearing before the Board shall be submitted by the teacher to the Secretary-Treasurer with a copy being provided by the Superintendent.
 - 1.3 The Board may set a date and time for the hearing requested not earlier than fourteen (14) days after the teacher receives the notice of transfer, unless the teacher agrees in writing to an earlier date.
 - 1.4 The Secretary-Treasurer shall advise the teacher in writing of the date, time and location of the hearing.

2. Adjournments
 - 2.1 Requests for adjournments may be granted by the Board Chair, where determined to be reasonable in the Board Chair's sole discretion. An application for an adjournment shall be made in the following manner.
 - 2.1.1 Where the request for the adjournment is made in advance of the hearing, it shall be made in writing to the Secretary-Treasurer by the teacher or the Superintendent no less than seven (7) days before the originally scheduled date of the hearing.
 - 2.1.2 A request for an adjournment, although not submitted in accordance with clause 2.1 if supported with reasons that the Board Chair considers valid, including the reason the request was not submitted within the required time period, may be made in writing through the Secretary-Treasurer.
 - 2.2 The Board Chair may seek written submissions from each of the parties about whether to grant the adjournment.
 - 2.3 The Board Chair may take into consideration the timing of the request for the adjournment, the stated reasons for the request, the prior history of requests for the adjournment of the matter, and the submissions made by the parties.
 - 2.4 Where adjournments are granted in the course of a hearing, members of the Board are prohibited from disclosing the evidence presented or matters

raised at the hearing, either amongst themselves or with the parties and their representatives or witnesses until the hearing is reconvened.

3. Pre Hearing processes

- 3.1 Any written materials the teacher or the Superintendent wishes the Board to consider must be submitted to the Secretary-Treasurer, where possible, not less than four (4) days prior to the scheduled date of the meeting. The Secretary-Treasurer will provide copies of all such documentation to the parties prior to the meeting, where possible, and to the trustees at the hearing.
- 3.2 Notwithstanding the above, the Board Chair shall reserve the right to receive such further documentation as is deemed relevant at the Board hearing.
- 3.3 The teacher or the Superintendent may be accompanied by counsel or another representative, and may bring witnesses if, not less than four (4) days prior to the scheduled date of the meeting, the following is provided by the teacher or the Superintendent in writing:
 - 3.3.1 The names of counsel, other representatives, and any witnesses; and
 - 3.3.2 An explanation satisfactory to the Board Chair as to why the witnesses' evidence may not be adequately presented in writing.
- 3.4 The Board Chair shall advise, in writing, the party who has requested permission to bring witnesses to the hearing as to whether or not the request will be granted, as soon as reasonably practical after receiving the application.
- 3.5 Notwithstanding the foregoing, the Board Chair shall reserve the right to allow such witnesses to appear at the hearing as are deemed relevant or necessary to the determination.

4. Procedure at Hearings

- 4.1 The Secretary-Treasurer will keep notes of the proceedings. The Board, in its sole discretion, may record the hearing via electronic means. Where recording will take place, the parties shall be advised by the Board Chair at the commencement of the hearing.
- 4.2 The hearing shall be conducted at an in-camera session of the Board and chaired by the Board Chair, or in the Chair's absence, the Vice Chair or designate.
- 4.3 The Board Chair shall introduce all parties, and the parties and/or their representatives shall introduce all witnesses at the hearing.
- 4.4 The sequence of the hearing shall be as follows:
 - 4.4.1 Consideration of any preliminary objections.
 - 4.4.2 An opening statement to be made by each of the parties with the teacher speaking first and the Superintendent or designate to follow.
 - 4.4.3 Written and oral presentation by the teacher, including any evidence by witnesses where appropriate.
 - 4.4.4 Written and oral presentation by the Superintendent or designate, including any evidence by witnesses where appropriate;
 - 4.4.5 Teacher's opportunity for a response to the administration's

- presentation;
- 4.4.6 Superintendent's or designates opportunity for a response to the teacher's presentation;
 - 4.4.7 An opportunity for the Board to ask questions of both parties and any questions of clarification of both parties and any of the other witnesses;
 - 4.4.8 An opportunity for the teacher to make final comments;
 - 4.4.9 An opportunity for the Superintendent or designate to make final comments; and
 - 4.4.10 No cross-examination of witnesses shall be allowed unless the Board Chair deems it advisable.
- 4.5 The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have the Secretary-Treasurer or legal counsel in attendance.
 - 4.6 If the Board requires additional information or clarification in order to make its decision, both parties will be recalled to appear before the Board and the request for information will be made in the presence of both parties.
 - 4.6.1 If the information is not readily available, the Board Chair may request a recess, or if necessary an adjournment of the hearing to a later date.
 - 4.6.2 In the case of an adjournment, members of the Board are prohibited from discussing the evidence presented or matters raised at the hearing, either amongst themselves or with the parties and their representatives or witnesses until the hearing is reconvened.
 - 4.7 The Board shall draft a resolution indicating its position. This resolution is to indicate with employee's number so as to maintain confidentiality.
 - 4.8 When the Board is ready to make its decision on the matter, both parties, if still present, will be advised that the Board will be reconvening and will consider a motion to move into a regular or special Board meeting in order to consider the resolution. The Chairperson shall ask to have a Trustee present a motion involving the decision reached. The following motion will be read aloud by a Trustee: The appeal in the matter (insert numeric identifier) is hereby accepted or rejected. The Chairperson then says, "All those in favour please raise your hands. Those opposed please raise your hands." If the teacher transfer appeal hearing occurs outside of an in-camera board meeting, the representative Trustees will make their decision and this information will be shared with the teacher and superintendent or designate. This decision will also be communicated to the remaining Trustees at the next regularly scheduled board meeting.
 - 4.9 The Board decision will be communicated to the teacher and superintendent by telephone and confirmed in writing, following the hearing.

Legal Reference: Section 33, 52, 53, 212, 222 Education Act

Reviewed: February 2010, April 2012
Revised: January 2017, September 2017, September 2019

POLICY 9: POLICY – MAKING

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

The Board 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 Act* and provincial legislation.

Nothing in this policy, or any other policy or administrative procedure, is to be interpreted so as to limit or be a waiver of the Red Deer Catholic Regional School Board's rights and powers pursuant the Constitution Act, 1867 and the Canadian Charter of Rights and Freedoms to maintain the denominational character of Catholic Schools. If any of the provisions in this policy conflict with the Red Deer Catholic Regional School Board's rights and powers pursuant to the Constitution Act, 1867 and the Canadian Charter of Rights and Freedoms to maintain the denominational character of Catholic schools, the Red Deer Catholic Regional School Board's rights and powers pursuant the Constitution Act, 1867 and the Canadian Charter of Rights and Freedoms to maintain the denominational character of Catholic schools will govern.

The Board believes in the establishment and regular review of policy which reflects its values and perspectives.

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

1. **Planning**
The Board, in cooperation with the Superintendent, shall assess the need for a policy, as a result of its own monitoring activities or on the suggestion of others, and identify the critical attributes of each policy to be developed.
2. **Development**
The Board may develop the policy itself or delegate the responsibility for its development to Superintendent or other entity such as external consultant
3. **Implementation**
The Board is responsible for the implementation of policies governing its own processes. The Board and Superintendent share the responsibility for implementation of policies relating to the Board-Superintendent relationship. The Superintendent is responsible for the implementation of the other Board policies.

4. Evaluation

The Board, shall evaluate each policy in a timely manner in order to determine if it is meeting its intended purpose and to ensure currency.

Specifically

1. Any trustee may make suggestions regarding the possible development of a policy or the need for policy revisions on any matter by presenting a proposal for a policy or revisions, in writing to the Board Chair. The proposal shall contain a brief statement of purpose or rationale.
2. The Chair will inform the Board of the request for policy development or revision. The Board will determine the action to be taken.
3. Should the Board determine that a policy is necessary it will normally direct the Superintendent to prepare a draft policy for its consideration. The Board acknowledges that in certain circumstances, stakeholders affected by a proposal policy may be consulted as part of the policy development process.
4. Alternately, the Superintendent may be directed to draft amendments to an existing policy.
5. When appropriate, the Superintendent shall seek legal advice on the intent and the wording of the policy.
6. The Board or Superintendent may seek advice from the Archbishop where deemed appropriate.
7. Only those policies which are adopted and recorded in the minutes constitute the official policies of the Board.
8. In cases of emergency, the Board may, by a majority vote or a quorum of Trustees present at a Regular or Special Meeting of the Board, waive the requirement to bring a proposed new policy or amendment to policy and may consider a proposed new or amended policy at that meeting.
9. Unless an effective date in the future is specifically stated in the new amended policy, in order to allow for orderly implementation, all policies shall be effective upon adoption.
10. In the absence of existing policy, the Board may make decision, 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.
11. The Superintendent shall develop administrative procedures as specified in Policy 11 – Board Delegation of Authority and may develop such other procedures as deemed appropriate for the effective operation of the Division. Administrative Procedures and Board Policies must be discrete but complementary. Nothing in an Administrative Procedure may be contrary to or inconsistent with a Board Policy.

12. The Board may request the Superintendent to change an administrative procedure to a draft Board policy and will provide the rationale for same.
13. The Board may also delete a policy and subsequently delegate the Superintendent authority over this area. The Superintendent may choose to then develop an administrative procedure relative to this matter.
14. The Superintendent must inform the Board of any substantive changes to administrative procedures as an information item in a Board agenda.
15. The Superintendent shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the Division's website, in a timely manner, for staff and public access.

All Board policies and Administrative Procedures shall be posted on the Division website.

Legal Reference: Section 61, 61, 113 School Act

Revised: January 2009, April 2018
Reviewed: January 2012

POLICY 10: THE ROLE OF THE SUPERINTENDENT OF SCHOOLS

The Superintendent is the chief executive officer of the Board and the chief education officer of the Division. The Superintendent reports directly to the Board and is accountable to the Board for the conduct and operation of the Division. All Board authority delegated to staff is delegated by the Superintendent.

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

1. Faith Leadership

Models involvement in a Catholic faith community and ensures students and staff are provided opportunities for spiritual development within the division.

Encourage staff to participate in and support Catholic functions in the parish where they reside.

2. Educational Leadership

Provides Catholic leadership in all matters relating to education in the division.

Ensures students in the division have the opportunity to meet or exceed the standards of education set by the minister.

Implements education policies established by the minister and the board.

3. Fiscal Responsibility

Ensures the fiscal management of the division is in accordance with the terms or conditions of any funding received by the boards under the *School Act* or any other applicable act or regulation.

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

Prepares the budget for the consideration of, and adoption by, the board.

Ensures that all allowances for expenditures and procedures for claims are applied consistently between trustees and central administration office personnel.

4. Personnel Management

Gives preference in the hiring of staff to qualified practicing Catholics.

Has overall authority and responsibility for all personnel-related issues, save and except: the development of mandates for collective bargaining and those personnel matters precluded by board policy, legislation or collective agreements.

Provides for and ensures board representation is involved and participates in the interviews for the selection of positions as stipulated by Policy 12: Recruitment and Selection of Personnel.

Ensures that processes are established and opportunities are provided for staff input.

Monitors the performance of staff and provides opportunities for professional development to enhance staff performance.

Provides for purposeful recognition and affirmation of staff.

5. Superintendent / Board Relations

Establishes and maintains positive professional working relationships with the Board.

Honours and facilitates the implementation of the board's roles and responsibilities as defined in board policy including the provision of information the board requires in order to perform its role.

Brings a recommendation to the Board on all items that require a Board decision.

Advises the Board Chair, and/or Vice-Chair, as soon as possible of any potential legal action and/or litigation that may be brought before the Board.

6. Three-Year Planning and Reporting

Leads the strategic planning process including the development of division goals, budget, facilities and transportation plans and implements plans as approved.

Involves the board appropriately (board approval of process and timelines, opportunity for board input early in the process, final board approval).

Reports regularly on results achieved.

7. Organizational Management

Demonstrates effective organization skills resulting in division compliance with all legal, ministerial and board mandates and timelines.

Reports to the minister with respect to matters identified and required by the *School Act*.

8. Leadership Practices

Practices leadership in a manner that is viewed positively and has the support of those with whom he/she works most directly in carrying out the directives of the board and the minister.

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

9. Board Policies and Administrative Procedures

Assists the Board in the planning, development, implementation and evaluation of Board policies

Develops and keeps current appropriate administrative procedures for the effective management of the Division. Such administrative procedures must be fully consistent with Board policy directions.

Ensures changes to the *Policy Handbook* and *Administrative Procedures Manual* are posted on the website in a timely manner.

10. Student Welfare

Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviors.

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

Ensures the facilities adequately accommodate Division students.

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

11. Specific Responsibilities

Hear and deal with appeals which deal with matters identified in Sections 123 and 124 of the *School Act*, with the exception of the placement of a student in a special education program. This delegation is made in accordance with Section 61(1) of the *School Act*.

Act as the “designated Head” for all Freedom of Information and Protection of Privacy Act situations.

Be responsible for the establishment of, or changes to, catchment areas for Division schools

Other duties as assigned by the Board.

Legal Reference: Sections 113, 114 School Act

POLICY 11: BOARD DELEGATION OF AUTHORITY

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

The Board authorizes the Superintendent to do any act or thing or exercise any power that the Board may do, or is required to do, or may exercise, except those matters which, in accordance with Section 52(4) of the *Education Act*, cannot be delegated. The delegation of authority to the Superintendent specifically:

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

Notwithstanding the above, the Board reserves to itself the authority to make decisions on specific matters requiring Board approval. This reserved authority of the Board is set out in Board policies, as amended from time to time. Further, the Board requires that any significant changes to existing programs or operations and any new provincial, regional or local initiatives must be initially brought to the Board for discussion and determination of decision-making authority.

Specifically:

1. The Superintendent is authorized to suspend from performance of the teacher's duties or to terminate the services of a teacher. The suspension or termination of a teacher shall be conducted in accordance with the requirements of the *Education Act* and the decision shall not be appealable to the Board of Trustees.
2. The Superintendent is authorized to suspend from the performance of duties or to terminate the services of any non-certificated staff member. The suspension or termination shall be in accordance with all relevant legislation, and the decision shall not be appealable to the Board.
3. The Superintendent shall develop Administrative Procedures that are consistent with the *Education Act*, Regulations and Alberta Education Policies and procedures regarding the following areas:
 - 3.1 Locally Developed / Acquired and Authorized Junior and Senior High School Complementary Courses;
 - 3.2 French as a Second Language and French Immersion;
 - 3.3 Inclusive Education;
 - 3.4 Services for Students and Children;
 - 3.5 Home Education;
 - 3.6 Early Childhood Services;

- 3.7 Outreach Programs;
 - 3.8 Knowledge and Employability;
 - 3.9 Off-campus Education;
 - 3.10 English as a Second Language;
 - 3.11 Guidance and Counseling;
 - 3.12 School-based Decision Making;
 - 3.13 School Authority Accountability;
 - 3.14 Teacher Growth, Supervision and Evaluation;
 - 3.15 Annual Education Results Report;
 - 3.16 International Education;
 - 3.17 Early Childhood Services;
 - 3.18 Student Evaluation; and
 - 3.19 Surplus Land and Buildings
4. Without restricting in any way the general authority granted above, the Superintendent, the Chief Executive Officer and as the Chief Educational Officer, has been delegated the management of the Division. Included in this delegation are the following:
- 4.1 The Superintendent has been delegated the authority to close a school, or a number of schools, where an emergency situation has arisen and presents a danger to students and staff, or where classroom conditions become intolerable due to mechanical failure, or because of inclement weather.
 - 4.2 The Superintendent has been authorized to accept applications from foreign students and to issue letters of acceptance, subject to specific conditions.
 - 4.3 The Superintendent may authorize a request from a parent to place the child in a school other than the designated school if there is sufficient space.
 - 4.4 The Superintendent may communicate with Youth Justice personnel about students who have been dealt with under the Youth Criminal Justice Act.
 - 4.5 The Superintendent shall decide which type of contract to offer prospective staff.

- 4.6 The Superintendent is directed to develop administrative procedures as specified in the Delegation of Authority policy and may develop such other procedures as deemed necessary for the effective operation of the Division; these must be in accordance with Board policy. The Superintendent is further directed to develop an administrative procedure to fulfill Board obligations created by any federal legislation or provincial legislation other than the *Education Act*.

Legal Reference: Section 61, 105, School Act

Revised: May 2005, May 2016, April 2020
Reviewed: May 2009, February 2011

POLICY 12: RECRUITMENT AND SELECTION OF PERSONNEL

The Board delegates to the Superintendent the responsibility to employ personnel who are committed to the goals of Catholic Education. The philosophy and performance of division teaching staff must be consistent with the teaching of the Catholic Church and the Board's mission, beliefs, values and goals. The Board believes that selection of staff for division leadership positions is a shared role between itself and the Superintendent.

Specifically

1. The Superintendent is delegated full authority to recruit and select staff for all positions.
 - a. RDCRD staff must exhibit to students an example that proclaims Catholic philosophy through actions, both within and outside the school.
 - b. Catholic staff are expected to be in good standing with the Church and are expected to be active members of a parish community.
 - c. Catholic staff are expected to be knowledgeable about our faith and to be able to permeate the teachings of our faith throughout the curriculum.
2. The Superintendent and a committee consisting of a minimum of two trustees plus additional individuals deemed necessary by the Superintendent shall select members for the leadership pool. Only Catholic teachers will be considered as candidates for the leadership pool.
3. Individuals for the position of vice-principal shall be selected from the leadership pool or from other qualified Catholic candidates. The Superintendent and a committee consisting of the school principal and senior administration shall select individuals for vice-principal positions. In the event that a consensus cannot be reached, the final choice shall rest with the Superintendent.
4. The following process will be followed for the appointment of candidates to the position of principal:
 - a. The Superintendent shall form a committee consisting of a minimum of two trustees, plus any other individuals that the Superintendent deems necessary, to interview candidates for the position of principal.
 - b. The Superintendent and a minimum of two trustees shall make the final decision on the appointment of the position of principal following the completion of the interviews. In the event that a consensus cannot be reached, the final choice shall rest with the Superintendent.
 - c. All principals must be knowledgeable about the teachings of the Catholic Church, illustrate ways faith should permeate curriculum, and demonstrate their leadership as active members within their parish community.

5. The following process shall be followed for all senior leadership positions based in central office:
 - a. The Board retains the sole authority to either create or dissolve such positions which shall be done by a resolution of the Board.
 - b. A committee consisting of the Superintendent and at least four trustees shall be responsible for selecting and appointing individuals to these positions. In the event consensus cannot be reached, the final choice shall rest with the majority of the committee.
 - c. Following Board approval of the contract, the Superintendent will offer it to the successful candidate.
 - d. All senior leadership must be knowledgeable about the teachings of the Catholic Church, illustrate ways faith should permeate curriculum, and demonstrate their leadership as active members within their parish community.

Revised: March 2007, August 2015
Reviewed: January 2010, May 2012, March 2014

POLICY 13: SCHOOL CLOSURE

The Board believes that the students of the Division must have the opportunity to receive educational programs that are characterized by excellence, equity and efficiency. In achieving this objective it may be necessary to close a school or a portion of a school's educational program for operational and/or financial reasons.

The Board also believes that an orderly and fair process must be in place to provide the Board appropriate information prior to any decision being made.

Specifically

Specifically

1. The Board may:

- 1.1. Close a school permanently or for a specified period of time;
- 1.2. Close entirely three (3) or more consecutive grades in a school; or
- 1.3. Transfer students from one (1) school building to one or more other school buildings on a permanent or temporary basis.

Should the Board wish to proceed with a consideration of closure, the Board will have the matter raised as a notice of motion at a regular meeting of the Board, and details will be provided which will identify the specific school or portion of the school affected.

2. The Board recognizes that there are certain critical factors that must be met by a school in order to exist as a viable educational institution:

- 2.1 Program factors;
- 2.2 Enrolment factors; and
- 2.3 Revenue factors

3. The Board, upon receiving a referral from the Superintendent regarding the possible closure of a school, shall determine whether or not to proceed with further study.

4. The Board will undertake any school closure in compliance with section 62 of the Education Act.

4.1. The following criteria shall be utilized in considering the closure of a school:

- 4.1.1. Student enrolment and trends;

- 4.1.2. Location and suitability of alternative school accommodation for The students affected;
- 4.1.3. Program implications for students currently in the schools to which a transfer of students could be affected and the implications for those students who could be transferred;
- 4.1.4. Program implications for other schools to which students could be transferred;
- 4.1.5. Transportation needs of all students potentially affected and the implications on both a local and Division basis;
- 4.1.6. Factors related to the school building which include but are not limited to:
 - 4.1.6.1. The age and expected life of the building;
 - 4.1.6.2. Building modernization requirements; and
 - 4.1.6.3. Education program needs.
- 4.1.7. The educational and financial impact of closure and non-closure which will include, but is not limited to, on both a local and a Division basis:
 - 4.1.7.1. The effect upon operational costs; and
 - 4.1.7.2. Capital implications.
- 4.1.8. The capital needs of the school or the schools which may experience increased enrollments as a result of a transfer of students.
- 4.2. Where the Board is considering a closure, there shall be a notice of motion at a regular meeting of the Board, proposing that specific schools, a school or a portion of a school, be closed.
- 5. There will be effective communication to parent(s) of students attending the school being considered for closure.
 - 5.1 The Board shall communicate information and implications of the possible school closure, in writing, to the parent(s) of every child and student enrolled in the school who, in the opinion of the Board, will be significantly affected by the closure of the school. Such communication shall set out the following:
 - 5.1.1. How the closure would affect the attendance area defined for that school;

- 5.1.2. How the closure would affect the attendance at other schools;
- 5.1.3. The number of students who would need to be relocated as a result of the closure;
- 5.1.4 The need for, and extent of, busing;
- 5.1.5 Program implications for other schools and for the students when they are attending other schools;
- 5.1.6 The educational and financial impact of closing the school, including the effect on operational costs and capital implications;
- 5.1.7 The educational and financial impact if the school were to remain open;
- 5.1.8 The capital needs of the schools that may have increased enrolment as a result of the closure;
- 5.1.9 The possible uses of the school building or space in the school if:
 - 5.1.9.1 The entire school is being closed; or
 - 5.1.9.2 Three (3) or more consecutive grades in the school are being closed entirely;
- 5.1.10 The time and location of the public meeting referred to in clause 5.2.1.
- 5.2 Where the Board is considering the closure of a school, the Board:
 - 5.2.1 Shall organize and convene a public meeting for the purpose of discussing:
 - 5.2.1.1 The closure and implications of the school closure for the students, for the community and for the school system;
 - 5.2.1.2 Implication plans for the closure; and
 - 5.2.1.3 Alternatives to the closure.
 - 5.2.2 Shall provide an opportunity for the parents in which the school is located to provide a statement to the Board of the impact the closure may have on their community; and
 - 5.2.3 Shall advertise in a newspaper circulating within the area of areas of the school or schools affected by the proposed closure, on at least two (2) occasions as close to as is practicable to the date of the meeting.

- 5.3.3 Posted to Division website and school website affected by the closure.
- 5.4 At least two (2) trustees of the Board shall attend the public meeting referred to in clause 5.2.1.
- 5.5 The Board will ensure that the minutes of all public meetings held under this section are prepared.
- 5.6 Following the meeting referred to in clause 5.2.1, there shall be a minimum of three (3) weeks for parents to present to the Board further responses, including preferred alternatives, to the possible closure.
- 5.7 The Board shall give due consideration to any submissions on the proposed closure that it receives after the public meeting referred to in clause 5.2.1.
- 5.8 The final debate by the Board and the vote upon the resolution shall occur only after clauses 5.1 through 5.7 have been completed.
- 6. The Board may extend the school closure procedures beyond one school year.
- 7. If the decision of the Board is to close the school:
 - 7.1 The Board shall forthwith notify the Minister in writing of the decision.
 - 7.2 The Board shall identify alternative uses for the school or dispose of the property in accordance with section 192 of the Education Act.

Legal Reference: Section 11, 33, 53, 62, 192, 194, 222, 248, 249 Education Act
Disposition of Property Regulation.

POLICY 14: APPEALS AND HEARINGS REGARDING STUDENT MATTERS

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

1. Special education placement;
2. Language of instruction;
3. Home education programs;
4. Student expulsion;
5. Amount and payment of fees or costs;
6. Access to, or the accuracy or completeness of student records;
7. Amount of fees payable by a Board to another Board; or
8. Board responsibility for a specific student.

In accordance with Section 61 of the School Act, the Board delegates to the Appeal Committee the power to make decisions with respect to appeals on student matters other than the expulsion of students.

The Appeal Committee of the Board will hear appeals on administrative decisions, submitted in accordance with Section 123 of the School Act, that significantly affect the education of a student.

A. All Matters Other Than Expulsion of a Student

1. Prior to a decision being appealed to the Appeal Committee, it must be appealed to the Superintendent.
2. Parents of students, and students 16 years of age or over, have the right to appeal to the Appeal Committee a decision of the Superintendent. The Superintendent must advise parents and students of this right of appeal.
3. The appeal to the Appeal Committee must be made within five days from the date that the individual was informed of the Superintendent's decision. The appeal must be filed in writing and must contain the name of the party filing the appeal, the date, the matter at hand, and the reason for the appeal.
4. Parents, or students as above, when appealing a decision to the 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 Superintendent, or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation. However, in no event shall this meeting occur later than ten days from the date of receiving the appeal notification.
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. The information presented may include both written and verbal communications;
 - 7.1.2 The Appeal Committee with the means to receive information and to review the facts of the dispute;
 - 7.1.3 A process through which the Appeal 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 Superintendent and/or staff will explain the decision and give reasons for the decision.
 - 7.4 The appellant will present the appeal and the reasons for the appeal and will have an opportunity to respond to information provided by the Superintendent and/or staff.
 - 7.5 The Superintendent and/or staff will have an opportunity to respond to information presented by the appellant.
 - 7.6 Appeal 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 Appeal 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 Appeal Committee may have legal counsel in attendance.
 - 7.9 If the Appeal 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 Appeal Committee decision and the reasons for that decision will be communicated to the appellant by telephone and confirmed in writing following the hearing. Included in the communication to the appellant shall be information that the appellant has the right to seek a review by the Minister if the appellant is dissatisfied with the decision of the Appeal Committee, if the matter under appeal is a matter described in Section 124 of the School Act.

B. Appeal of Special Education Placement

The Board respects the right of parents to have an avenue of appeal from decisions made about the placement of students who require special education programs.

Divisional staff meet with the parents in the spring of the year and advise the parent of where their child will be placed in September of the coming school year. If the parent does not believe that the Special Education placement is best for their child, they can then appeal to the Special Education Placement Appeals Committee (described below).

Specifically:

1. The Board shall ensure that parents are made aware of the existence of the Special Education Placement Appeals Committee and of the procedures to be followed in order to bring a case before it.
2. The Special Education Placement Appeals Committee shall be guided by Alberta Education Policies 1.6.1 and 1.6.2 and the Standards for Special Education.
3. Appeals will be timely, fair, and open processes designed to protect the rights of students and parents.
4. The Special Education Placement Appeals Committee shall make recommendations to the Board regarding the following:
 - a. Why the student has special education needs;
 - b. An adequate program for that student;
 - c. If the student is not in an adequate program, a program to which the student should be directed; and
 - d. Recommended alternatives for decision by the Board.
5. The parents and the Board shall be advised in writing of the recommendations of the Special Education Placement Appeals Committee regarding placement, its reasons for the recommendations.
6. The Board is to advise the parents of their right to appeal the Board's decision to the Minister of Education in accordance with Sections 124 and 125 of the *School Act*.

C. Expulsion of a Student

In accordance with section 61 of the School Act, the Board delegates to an ad hoc Expulsion Committee the power to make decisions with respect to the expulsion of students.

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

If a student is not to be reinstated within five school days of the date of suspension, the Principal shall immediately report in writing all the circumstances of the suspension and

provide a recommendation to the Expulsion Committee of the Board through the Office of the Superintendent.

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

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

The Expulsion Committee may have legal counsel in attendance.

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

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

1. The Chair will outline the purpose of the hearing, which is to:
 - 1.1 Provide an opportunity to hear representations relative to the recommendation from the Principal;
 - 1.2 Provide an opportunity for the student and/or the student's parents to make representations;
 - 1.3 Reinstate or expel the student.
2. The Chair will outline the procedure to be followed, which will be as follows:
 - 2.1 The Principal will present the report documenting the details of the case and the recommendation to expel the student;
 - 2.2 The student and the student's parents will be given an opportunity to respond to the information presented and to add any additional relevant information;
 - 2.3 The members of the Expulsion Committee will have the opportunity to ask questions of clarification from both the Principal and the student and the student's parents;
 - 2.4 The Expulsion Committee will meet, without either the administration or the student and the student's parents present, to discuss the case and the recommendation. The recording secretary will remain in attendance. The Expulsion Committee may have legal counsel in attendance.
 - 2.5 Should the Expulsion Committee require additional information, both parties will be requested to return in order to provide the requested information;
 - 2.6 The Expulsion Committee will then make a decision to either reinstate or expel the student; and
 - 2.7 The Expulsion Committee decision shall be communicated in writing to the student and the student's parents within 5 days of the hearing, with copies being provided to the Principal and the Superintendent. (The Superintendent's office will attempt to inform the parent(s) and the student of the decision by telephone or personal communication as soon as possible after a decision has been reached.)

3. If the Expulsion Committee's decision is to expel the student, the following information must be included in the letter to the student and the student's parents:
 - 3.1 The length of the expulsion which must be greater than 10 school days;
 - 3.2 The educational program to be provided to the student and the name of the individual to be contacted in order to make the necessary arrangements; and
 - 3.3 The right of the student and the student's parents to request a review of the decision by the Minister of Education.

4. Expulsion is at the discretion of the Committee. The Expulsion Committee, in making its decision, shall take into account the circumstances under which the student committed the offence. The following offences may be considered by the Committee as justification for expulsion:
 - 4.1 Open opposition to the authority of the staff;
 - 4.2 Conduct deemed to be injurious to the general tone and well-being of the student population being served by the school and the staff employed by the Division;
 - 4.3 Willful disobedience over a prolonged period or in a single instance where the disobedience endangers the students, teacher, building or general climate of orderly behavior;
 - 4.4 Habitual neglect to do work that is assigned to the student and which is within his/her competence to complete;
 - 4.5 Profane or indecent language in the presence of other students or before staff;
 - 4.6 Threats of physical violence or acts of violence against a staff member or a serious unprovoked attack on other students;
 - 4.7 Any act of indecency in a school building, on the school grounds, or on a school bus;
 - 4.8 Failure to observe and to obey any reasonable rule, regulation or procedure established by a staff member for maintaining a climate of behavior conducive to learning;
 - 4.9 Willful or malicious damage to school or Division property or equipment;
 - 4.10 Prohibited use or possession of drugs, alcohol, tobacco, or weapons; or
 - 4.11 Use of explicit materials.

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

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

Reviewed: June 2009, March 2016
Revised: April 2012

POLICY 15: LEAVES OF ABSENCE

The Board believes that employees may, from time to time, require leaves of absence for personal or professional reasons. However, the needs and interests of students in the school, particularly with respect to continuity of instruction, must be considered paramount in all decisions regarding employees leaving their assignment for short or extended periods of time.

For all leaves of absence teaching staff should review the existing Collective Agreement and support staff should review the Support Staff Handbook. All staff should also review Administrative Procedure No. 410 for assistance and direction.

Beyond the scope of the existing Collective Agreement, Support Staff Handbook, and Administrative Procedure No. 410 the Board delegates the administration of the leaves to the Superintendent.

Deferred Salary Leave

The Division has adopted a Deferred Salary Leave Plan in accordance with the regulations of Canada Revenue Agency in order to provide teachers with the opportunity to take a leave of absence from their position for a period of up to one year.

Specifically:

1. A full-time teacher who has completed a minimum of five years of service with the Division may apply in writing to the Board for approval to participate in the Deferred Salary Leave Plan.
2. Deferred Salary Leave, for a period of up to one year, may only be taken once every five years.
3. The teacher may request that a portion of earned salary be deferred annually for a period of up to six years.
4. Contributions will be deducted from salary in accordance with the formula that forms part of the plan.
5. The teacher must take the leave of absence in accordance with Canada Revenue Agency guidelines.
6. The Superintendent shall make every effort to place the teacher, upon their return, in a position that is similar to that held prior to the leave.
7. Withdrawal from the plan or suspension from participation in the plan would be in accordance with Canada Revenue Agency guidelines.

Revised: February 2011, May 2011, September 2013

POLICY 16: ELECTION CAMPAIGNING AND DISTRIBUTION OF CAMPAIGN MATERIAL

This policy applies to candidates campaigning at any level of government including School Board Trustee. The Board must remain impartial in the election process. The Board must not appear to support one candidate over another. Further, a Board member must not appear as if they are using undue influence as a trustee to support their own candidacy. The following rules apply to all candidates running for office at any level of government.

Specifically

1. No candidate shall be permitted to post or distribute any campaign literature on, or in, any building or property owned by the Division.
2. The principal shall ensure that all staff members are made aware of the following:
 - 2.1 No candidate shall enter, or be invited into, any building owned by the Division, for the purpose of addressing Division staff or students on matters related to their political platform.
 - 2.2 Staff or students, with the permission of the school principal or Superintendent, may organize a forum in Division facilities, provided that all candidates for an upcoming election are given equal opportunity to participate. Any candidate participating in such forum may distribute campaign literature at the forum.
3. If an employee becomes aware of any situation where a candidate has been allowed to campaign in one of the Division facilities they must inform the Superintendent immediately.

POLICY 17: SCHOOL FACILITIES

To conform with our Catholic teaching, a Catholic School has a distinct and unique identity and philosophy. It is defined and characterized as being Christ-centered, an instrument of the Church, focused on the development of the whole human person, committed to the enculturation of life and faith, and permeated in every aspect by the Gospel of Jesus Christ. In short, a Catholic school is one in which God, God's truth and God's life permeates every aspect of school life.

In light of this teaching, and seeking to work co-operatively with our Provincial Government, the Member Boards of the ACSTA, and our Bishop, we identify the following Fundamental Principles which provide the foundation for building Catholic schools in Red Deer Catholic Regional Division No. 39 to allow full permeation of Christ's teachings.

1. Freestanding Catholic Schools are the first choice for Catholic Educational facilities. In these freestanding facilities, Red Deer Catholic Regional Division No. 39 will encourage community partnerships, provided they are in concert with the Division's goal to provide the full opportunity for the permeation of Catholic values and beliefs.
2. When Red Deer Catholic Regional Division No. 39 wishes to establish a Catholic school, where none has previously existed, interim facilities may be arranged. If students are to be housed in surplus space in a public school, the space must be renovated to allow for a separate Catholic entity including separate administrative suite, library, classrooms, entrance, and chapel, where space permits. There should also be a commitment from the Ministry of Infrastructure for the provision of a stand-alone Catholic school.
3. Red Deer Catholic Regional Division No. 39 will only consider joint use of facilities involving a public school district at the secondary school level in small rural communities where the population of secondary school students is below 300. In these instances, a third party partnership will be encouraged only if the third party involved is deemed agreeable and beneficial to both parties. This partnership should enhance the programming opportunities for the Catholic school students. The partnership could involve the third party managing its space and providing CTS programming to the partners.
4. The Board will not allow encroachment by a public school or encroach into a public school wing should either party require permanent space.

Reference: ACSTA Catholic School Facilities in Alberta – Fundamental Principles, Processes and Guidelines.

Reviewed: June 2012, June 2018

POLICY 18: EARLY RETIREMENT ALLOWANCE FOR TEACHERS

Purpose

1. The Board of the Red Deer Catholic Regional Division No. 39 (“Division”) has instituted a voluntary Early Retirement Allowance (“ERA”) for eligible teachers for reasons which include any one or more of the following:
 - a. To honor our Principles of Practice as it relates to staff;
 - b. To allow teachers to retire at an earlier age than might be the case;
 - c. For recognition of years of service with the Division;
 - d. To facilitate earlier planning; and
 - e. For possible financial considerations.

Continuance of ERA

2. Continuance of the ERA shall be at the sole discretion of the Division and may be discontinued at any time by the Division.

Eligibility

3. Any continuous contract teacher who is employed by the Division and who is covered by the collective agreement between the Division and the Alberta Teachers’ Association, may voluntarily apply for the ERA, provided the following criteria are met in the year in which the teacher is to commence retirement in accordance with the *Teachers’ Pension Plans Act*, R.S.A. 2000, T-1 (as amended) and the *Teachers’ and Private School Teachers’ Pension Plans Regulation*, Reg. 203/1995 (as amended) [“Pension Plan”]:
 - a. The teacher has a valid teaching certificate at the time an application for the ERA is made and when the teacher retires;
 - b. The teacher is vested and has reached the 85 factor for retirement with an unreduced pension according to the Pension Plan. The 85 factor is attained when the teacher is at least 55 years of age and has at least 30 years of pensionable service;
 - c. The teacher is vested and is entitled to a reduced pension according to the Pension Plan. Such is attained when the teacher is at least 55 years of age, his or her pension has vested and the teacher has not attained the 85 factor for an unreduced pension;
 - d. The teacher has, or will have, at least 10 consecutive years of service with the Division as of August 31 in the year the ERA is applied for;

- e. The teacher is not more than 57 years of age on the date of retirement;
 - f. The teacher is at the top step in the pay grid in the collective agreement which corresponds to the teacher's teaching experience; and
 - g. The teacher retires from employment with the Division by June 30 of the year in which the application for the ERA is made and the last teaching day of the teacher is on or about June 30 in the year of retirement.
- 4. All teachers actively at work and all teachers not actively at work may apply for the ERA. Teachers not actively at work include those who are on sick leave, or disability or deferred leave.
 - 5. Principals and Vice-Principals are considered teachers for the purposes of this Policy and may apply for the ERA.
 - 6. The teacher must retire and commence drawing Pension Plan benefits when the teacher retires.
 - 7. There is no obligation on any teacher to participate in the ERA. Participation in the ERA is voluntary.
 - 8. The Division, at its discretion, may permit a mid-year retirement before June 30 of a school year for an eligible teacher who is at least 55 years of age at the time of retirement and who meets the eligibility criteria for the ERA.

Procedure

- 9. By February 15 of the school year in which retirement is to occur, an eligible teacher must submit a written application for the ERA, in the prescribed form, to the Division's Superintendent or designated representative.
- 10. As part of the application for ERA, an eligible teacher must submit his or her written resignation to the Division's Superintendent or designated representative. The effective date of resignation will be the date of retirement. Such retirement and resignation is conditional upon the Division granting the teacher the ERA. If the Division does not accept the teacher's application for ERA, the teacher's resignation will be deemed rescinded.

11. In writing, the Division will inform each applicant teacher of the Division's decision on his or her application for the ERA by April 1 of the school year in which retirement is to begin. The Division's decision is final and there is no appeal.
12. The Division reserves the right to allow any teacher to participate in the ERA when not all eligibility criteria are met or when there are justifiable reasons for doing so.
13. The Division may limit the number of eligible teachers who can participate in the ERA in any year.

Payment

14. If a teacher's application for the ERA has been approved by the Division, the ERA payment to such teacher will be as follows:
 - a. For those teachers in full-time service who have achieved the 85 factor in the Pension Plan and have met the other criteria in this Policy, the ERA shall consist of annual payments chosen by the teacher, less deductions and withholdings as may be required by law, as follows:
 - i. \$30,000 paid by the Division in three installments of \$10,000 by January 15 in the year following the retirement date of the teacher and on January 15 of each subsequent year until the ERA is paid in full; or
 - ii. \$30,000 paid by the Division in five installments of \$6,000 by January 15 in the year following the retirement date of the teacher and on January 15 of each subsequent year until the ERA is paid in full.
 - b. For eligible teachers in full-time service who have not achieved the 85 factor in the Pension Plan but are eligible for a reduced pension and have met the other criteria in this Policy, the ERA shall consist of annual payments chosen by the teacher, less deductions and withholdings as may be required by law, as follows:
 - i. \$15,000 paid by the Division in three installments of \$5,000 by January 15 in the year following the retirement date of the teacher and on January 15 of each subsequent year until the ERA is paid in full; or
 - ii. \$15,000 paid by the Division in five installments of \$3,000 by January 15 in the year following the retirement date of the

teacher and on January 15 of each subsequent year until the ERA is paid in full.

15. For eligible teachers in part-time service who are approved for the ERA, the ERA payment will be pro-rated to the full-time equivalency based on the average percentage of service with the Division during the past ten consecutive years before retirement.
16. The *Income Tax* and Canada Revenue Agency's rules will apply to the ERA.

Benefits

17. The Division will facilitate the enrolment of teachers granted the ERA in the Alberta School Employee Benefit Plan ("ASEBP") retirement package group benefits from the date of retirement until the teacher's sixty-fifth birthday. Such teacher shall pay all costs of the ASEBP retirement package group benefits. At all times, the rules and procedures of ASEBP shall apply.

Reviewed: March 2012, April 2017
Revised: November 2009, January 2020, August 2020

POLICY 19: BOARD OPERATIONS

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

1. The Board shall conduct itself in accordance with the *School Act* and with the procedures outlined in this manual.
2. In the event of a conflict between the *School Act* and these procedures, the provisions of the *School Act* will apply.
3. These procedures will apply to:
 - 3.1 All regular and special meetings of the Board; and
 - 3.2 All activities and actions of the Board.

Consistent with its objective to encourage the general public to contribute to the educational process, Board meetings will be open to the public. Towards this end, the Board believes its affairs should be conducted in public to the greatest extent possible. Presentations on specific topics may be given at Board meetings.

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

The *School Act* requires that a quorum be a majority of the trustees specified by the Minister to be elected to the Board.

4. Electoral Representation

The *School Act* provides that a board of a division may provide for the nomination and election of trustees by wards or by electoral subdivision, as the case may be. Through the enactment of Amended By-law 1/2017, *A By-Law of the Board of Trustees of the Red Deer Catholic Regional Division No. 39 to Provide for the Nomination and the Election of Trustees*, the Board of Trustees shall consist of seven trustees. The description of lands included in the respective wards is outlined in Amended By-law 1/2017.

- 4.1 Ward 1 shall be known as the Red Deer Ward. Five trustees shall be elected from Ward 1, which includes Red Deer, Blackfalds, Penhold and surrounding areas.
- 4.2 Ward 2 shall be known as the Rocky Mountain House ward. This ward is divided into two electoral subdivisions
 - 4.2.1 One trustee shall be elected from electoral subdivision number one, the Highway 11 Electoral Subdivision, which boundaries are expanded to include the community of Sylvan Lake and those portions of the Red Deer County adjacent to it.

- 4.2.2 One trustee shall be elected from electoral subdivision number two, the Queen Elizabeth II Electoral Subdivision, which includes Red Deer County, the towns of Bowden, Innisfail, Olds, Didsbury, and Mountain View County.

5. Organizational Meeting

An organizational meeting of the Board shall be held annually, and no later than four weeks following election day when there has been a general election. The Superintendent or his/her designate will give notice of the organizational meeting to each trustee as if it were a special meeting.

Each trustee will take the oath of office immediately following the call to order of the organizational meeting after a general election. Special provisions will be made for a trustee taking office following a by-election.

The Superintendent shall act as Chair of the meeting for the purpose of the election of the Board Chair. Upon election, the Board Chair shall preside over the remainder of the organizational meeting. The Board Chair shall be elected for a period of one year.

The organizational meeting shall, in addition include, but not be restricted to, the following:

- 5.1 Elect a vice-chair;
- 5.2 Create such committees of the Board as are deemed appropriate, and appoint members;
- 5.3 Appoint Board representatives to the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate;
- 5.4 Review Board member conflict of interest stipulations and determine any disclosure of information requirements.

6. Regular Meetings

6.1 The Board shall hold its regular meetings on the last Tuesday of each month, beginning at 5:30 p.m., in the Board Room of the Montfort Centre, at 5210 – 61 Street, Red Deer. Additional meetings will be at the call of the Chair.

6.2 All trustees shall notify the Board Chair or the Superintendent if they are unable to attend a Board meeting.

6.3 All trustees who are absent from three consecutive regular meetings shall:

- 6.3.1 Obtain authorization by resolution of the Board to do so; or
- 6.3.2 Provide to the Superintendent evidence of illness in the form of a medical certificate respecting the period of absence.

Failure to attend may result in disqualification.

6.4 The Board Chair may change the date, time, and/or location of a regular meeting with proper notification, or with the agreement of the trustees, when the scheduled date, time, and/or location prove inconvenient.

- 6.5 The Board Chair, a majority of trustees, or the Minister may call a special meeting of the Board in accordance with the *School Act*.
- 6.6 In the absence of both the Board Chair and Vice-chair, the trustees present may elect one of their members to preside at the meeting.
- 6.7 The requirement for all trustees present at the meeting to vote either for or against every question is governed under the *School Act*. If a trustee is disqualified from voting on a question, the Secretary-Treasurer shall record that fact.

7. Special Meetings

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

Special meetings of the Board may be held from time to time as provided for under section 67 of the *School Act*. These are public meetings.

The nature of the business to be transacted must be clearly specified in the notice of the meeting. Unless all trustees are present at the special meeting, no other business may be transacted. Items can be added to the agenda only by the unanimous consent of the entire Board.

8. In-Camera Sessions

The Board may, by resolution, schedule an in-camera meeting at a time or place agreeable to the Board or recess a meeting in progress for the purpose of meeting in-camera. Such resolutions shall be recorded in the minutes of the Board. The In-Camera session would generally be limited to discussion pertaining to the following stated reasons:

- 8.1 Individual students;
- 8.2 Individual employees;
- 8.3 Collective bargaining issues;
- 8.4 Litigation issues;
- 8.5 Acquisition/disposal of property; and
- 8.6 Other topics that a majority of the trustees present feel should be held in private, in the public interest.

Such sessions shall be closed to the public and press. The Board shall only discuss the matter which gave rise to the closed meeting. Board members and other persons attending the session shall maintain confidentiality and not disclose the substance of discussions at such sessions.

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

9. Agenda for Regular Meetings

The Chair shall set the agenda for Board meetings after reviewing the recommended items from the Superintendent.

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

9.1.1 Call to Order

- ◆ Opening Prayer
- ◆ Approval of Agenda

9.1.2 Approval of Minutes

- ◆ Minutes of Regular Board Meetings
- ◆ Minutes of Special Board Meetings

9.1.3 Delegations

9.1.4 Action Items

9.1.5 Information Items

- ◆ ASBA
- ◆ ACSTA
- ◆ Catholic Education Foundation

9.1.6 Closing Prayer

9.1.7 Adjournment

9.2 The agenda will be supported by 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.

9.3 Items to be placed on the agenda must be submitted to the Superintendent prior to 4:30 p.m. 12 days before the regular meeting. Should a trustee wish to have an item added to the agenda after the deadline, the trustee must ensure the item is of an emergent nature and must ask for its inclusion at the beginning of the regular meeting, at which time the Chair will call for a vote on the issue.

If a trustee, or any other person, is to report to the Board, a written report shall be provided to the Superintendent for inclusion with the agenda. If typing is required, then the report must be submitted 12 days prior to the Board meeting.

9.4 A detailed agenda will be prepared by the Superintendent and distributed to all trustees, together with all relevant background and correspondence, in time to arrive six days prior to the regular Board meeting.

9.5 The agenda shall normally contain comments from the Superintendent, and, where an action is called for, a recommendation.

The agenda will be made available to Division staff, the Chairs of School Councils, the President of the A.T.A. Sub-local, the pastors of affiliated parishes, and to the news media at the same time as it is distributed to the trustees.

9.6 The order of items to be considered shall follow the listing on the agenda, unless the Board Chair, or a majority of trustees in attendance, rule that the order be changed.

10. Minutes for Regular or Special Meetings

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

- 10.1 The minutes shall record:
 - 10.1.1 Date, time and place of meeting;
 - 10.1.2 Type of meeting;
 - 10.1.3 Name of presiding officer;
 - 10.1.4 Names of those trustees and administration in attendance;
 - 10.1.5 Approval of preceding minutes;
 - 10.1.6 A brief summary of the circumstances which gave rise to the matter being debated by the Board;
 - 10.1.7 All resolutions, including the Board's disposition of the same, placed before the Board, should be entered in full;
 - 10.1.8 Names of persons making the motion;
 - 10.1.9 Points of order and appeals;
 - 10.1.10 Recording of the vote on a motion (when requested pursuant to the School Act); and
 - 10.1.11 Trustee declaration pursuant to the School Act.
- 10.2 The minutes shall:
 - 10.2.1 Be prepared as directed by the Superintendent;
 - 10.2.2 Be reviewed by the Superintendent prior to submission to the Board; The Superintendent shall forward copies of the draft minutes of the Board meeting to each trustee as soon as possible to allow for adequate review prior to adoption of the minutes at the next regular meeting.
 - 10.2.3 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
 - 10.2.4 Upon adoption by the Board, be deemed to be the official and sole record of the Board's business.
- 10.3 The Superintendent, upon adoption of the minutes by the Board at the regular meeting, shall ensure that the Corporate Secretary and the Board Chair sign the minutes.
- 10.4 The Superintendent shall establish a codification system for resolutions determined by the Board which will:
 - 10.4.1 Provide for ready identification as to the meeting at which it was considered; and
 - 10.4.2 Establish and maintain a file of all Board minutes.
- 10.5 Following the adoption of the minutes of all meetings of the Board, the Corporate Secretary shall have them sent to all school principals, the Chairs

of School Councils, the President of the A.T.A. Local, and the pastors of affiliated parishes.

11. Motions

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

11.1 Notice of Motion

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

A trustee may present a notice of motion for consideration at the next regular meeting of the Board or may specify another meeting date. A trustee may also provide the Superintendent with a written notice of motion and ask that it be placed on the agenda of the next regular meeting and read at the meeting. The trustee will need not be present during the reading of the motion, however if the trustee is not present, a seconder is required at the meeting at which the notice is given, otherwise the item will be dropped.

11.2 Discussion on Motions

All persons in attendance shall address their comments to the Chair, who shall also determine the order of speakers on any business before the Board.

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

A motion is not required for an information item for which a written report is attached to the agenda.

11.3 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.

The Chair will normally speak just prior to the last speaker who will be the mover of the motion.

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

As a general guide, a trustee should not speak longer than five 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.

The Chair shall not permit a speaker to be interrupted except when further clarification is required and such a request is permitted only with the permission of the Chair.

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

11.4 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.

11.5 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. 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.

11.6 Required Votes

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

11.7 Debate

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

12. Delegations to Board Meetings

For the purpose of this section the word "delegations" shall mean one or more persons.

12.1 Individuals or delegations wishing to make representation to the Board shall:

12.1.1 Give notice of at least 12 days prior to the date of the board meeting they wish to attend, stating the purpose of the representation;

12.1.2 Provide a written statement, with supporting material, for distribution to the trustees along with the agenda;

12.1.3 Be given a specific time on the agenda;

12.1.4 Be provided with five to ten minutes for making a presentation, followed by a maximum of 10-15 minute question period; and

12.1.5 Not be permitted to address the board if proper notice has not been given, unless the trustees in attendance give unanimous consent.

12.2 In discussing matters with the delegation, the Board Chair shall act as spokesperson for the Board. It must be remembered that delegations come to express problems and give information thereon. For this reason, individual trustees may only seek clarification of items presented by the delegation. At no time during the presentation shall any trustee commit the Board to any specific course of action.

- 12.3 Upon completion of the presentation, the Board Chair shall inform the delegation when a decision, if required, will be made. Such decision will be communicated in writing to the spokesperson.

13. Recording Devices

The Board expects that anyone wanting to use a recording device at a public Board meeting shall obtain prior approval of the Chair.

14. Trustee Compensation

The Board believes that trusteeship, first and foremost, is a public service.

The Board recognizes, however, that the discharge of this public service often results in the trustee incurring financial expenses and incurs considerable time demands.

The rates of remuneration for trustees shall be adjusted annually in September.

14.1 Trustees' Honoraria

- 14.1.1 Each trustee shall be paid an annual honorarium on a monthly basis, beginning the first day of the month following the election, and ending with the month in which the trustee ceases to be a member of the Board.
- 14.1.2 The Board Chair and Vice-Chair shall be paid an annual honorarium on a monthly basis, beginning with the month in which the Chair and Vice-Chair have been elected, and ending with the month in which the term of office ends.
- 14.1.3 The honoraria and per diem shall be calculated as follows:

In September of each year the honoraria and per diem will be adjusted to reflect the change in the Alberta Consumer Price Index (CPI) for the period from July 1 to June 30 of the previous year. In the event that Alberta CPI was negative there will be no reduction in honoraria or per diem.

In addition to the above, every second June the Secretary-Treasurer will do a survey of all Urban and Rural Catholic School Divisions in the Province of Alberta and adjust the honoraria of Red Deer Catholic Trustees to the average of the Catholic Divisions included in the survey. Those divisions that remunerate Trustees on a daily rate only will not be included in the survey for average honoraria. This adjustment will be made yearly in September.

The honoraria base rate as of January 1, 2019 is:

- ♦ Chair - \$19,834 per annum;
 - ♦ Vice-Chair - \$16,748; and
 - ♦ Trustee - \$15,475 per annum.
- 14.2 The support staff benefit package will be available to eligible trustees and the Division will bear the cost of premiums.

- 14.3 The provisions of the *Workers' Compensation Act* apply to all trustees as they act on behalf of the Division and the Division will bear the total cost of the premiums.
- 14.4 Trustees' Expenses at Educational Activities Such as Meetings, Conventions, and Seminars
- 14.4.1 The Division shall bear the cost of meals and hotel accommodations for trustees in attendance at educational activities, as well as the cost of registration and materials necessary for participation.
- 14.4.2 Trustees shall be paid in accordance with Division practice for the use of their private vehicle on out-of-town Board business.
- 14.4.3 Meals included with a hotel room or in a registration fee cannot be considered out-of-pocket expense, and, therefore, are not included in the expense claim forms.
- 14.4.4 When the spouses of trustees are in attendance at conventions or seminars at which activities are provided for them, the cost of meals and accommodation for both the trustee and the spouse shall be borne by the Division.
- 14.4.5 Claim forms, provided by the Division, for out-of-pocket expenses shall be completed and submitted to the Secretary-Treasurer, within the designated time. Receipts shall be presented in support of the claim, where required.
- 14.4.6 The Secretary-Treasurer shall review all expense claims and post to the Division website.
- 14.4.7 Per diem allowance of \$236.00 per full day and \$118.00 per morning, afternoon, or evening session, to a maximum of \$236.00 per day, will be provided for the following:

Event	Trustee Budget	Board Rep Budget
Conventions (ASBA, ACSTA, CCSTA, CSBA)	X	
Board Retreats	X	
Trustee Professional Development (Seminars, Institutes, Workshops)	X	
Zone 4 A.S.B.A. Meetings		X
A.C.S.T.A. Board of Directors' Meetings		X
Salary Negotiations Meetings		X
Official Meetings with M.L.A.'s, provincial and municipal government personnel		X
Other representations as appointed by the Chair (e.g. Student Discipline Committee)		X

For attendance at events within the province, the per diem will be calculated from the time the trustee leaves their home until the time they return.

Trustees will claim one-half day per diem for travel time on either side of their event, unless their travel time is more than six hours. If travel time is more than six hours, then a full day per diem will be claimed.

14.4.8 The following types of activities do not qualify for per diem allowances:

- ◆ Regular or Special Board Meetings;
- ◆ Social Functions;
- ◆ Official School-related Activities, including school year opening day celebrations, school openings, faith PD, school visits, separate school district formation meetings; school council meetings; Sunday masses; and
- ◆ Non-board-sponsored activities.

14.4.9 Budgets for trustees' expenses will be reviewed annually during budget deliberations. The Superintendent will ensure that trustee expenses are monitored and that trustees are advised of their status in a timely manner. Should a trustee wish to exceed their Trustee expense budget, prior approval is required from the Board.

15. Trustee Conflict of Interest

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

Upon election to office, the trustee must complete a disclosure of personal information statement and accept a position of public trust. A copy of these statements will be provided to all trustees, senior administration, managers, and principals. The trustee is expected to act in a manner which will enhance the trust accorded the trustee, and through the trustee, the trust accorded to the Board.

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

15.1 The trustee is expected to be conversant with sections 80-91 of the School Act.

15.2 The trustee is solely responsible for declaring him/herself to be in possible conflict of interest.

15.2.1 The trustee shall make such declaration in open meeting prior to Board or committee discussion of the subject matter which may place the trustee in conflict of interest.

15.2.2 Following the declaration of conflict of interest by a trustee, all debate and action shall cease until the trustee has left the room.

15.3 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 Act and ensure that his/her declaration and absence is properly recorded within the minutes.

15.4 The recording secretary will record in the minutes:

15.4.1 The trustee's declaration;

- 15.4.2 The trustee's abstention from the debate and the vote; and
- 15.4.3 That the trustee left the room in which the meeting was held.

16. Board Self-Evaluation

- 16.1 The annual Board self-evaluation process will complement the Superintendent evaluation process described in the document entitled *Superintendent Evaluation Process, Criteria and Timelines*.
- 16.2 The purpose of the Board self-evaluation is to answer the following questions:
 - 16.2.1 How well have we fulfilled each of our defined roles in relation to our mission, goals and objectives as a Board this past year?
 - 16.2.2 How do we perceive our interpersonal working relationships?
 - 16.2.3 How well do we receive input and how well do we communicate?
 - 16.2.4 How well have we adhered to our annual work plan?
 - 16.2.5 How would we rate our Board-Superintendent relations?
 - 16.2.6 How well have we adhered to our governance policies?
 - 16.2.7 What have we accomplished this past year? How do we know?
- 16.3 The principles upon which the Board self-evaluation is based are as follows:
 - 16.3.1 A learning organization or a professional learning community is focused on the improvement of practice.
 - 16.3.2 A pre-determined process for evaluation strengthens the governance functions and builds credibility for the Board.
 - 16.3.3 An evidence-based approach provides objectivity.
- 16.4 The components of the Board self-evaluation are:
 - 16.4.1 Review of Board Role Performance
 - 16.4.2 Monitoring Interpersonal Working Relationships
 - 16.4.3 Monitoring Board Representation/Communication
 - 16.4.4 Review of Annual Work Plan Completion
 - 16.4.5 Monitoring Board-Superintendent Relations
 - 16.4.6 Review of Board Motions
 - 16.4.7 Review of Board Governance Policies
 - 16.4.8 Creating a Positive Path Forward

Reference: Section 60, 64, 65, 66, 67, 68, 70, 71, 72, 73, 74, 75, 76, 80, 81, 82, 83, 145, School Act
Local Authorities Elections Act

Revised: February 2011, June 2011, September 2012, October 2012, January 2013, September 2013,
February 2017, November 2018, June 2019

POLICY 20: BOARD REPRESENTATIVES

The Board may appoint representatives in response to invitations for membership on committees originated by outside agencies. Such Board representatives shall act on behalf of the Board on issues authorized by the Board, and shall bring recommendations to the Board. Unless directed otherwise, representatives shall prepare a written report posted to trustee news after each meeting. Executive positions will be voted on every 2 years.

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

The following committees will have Board representation as identified at the Organizational Meeting:

1. Alberta School Boards Association (ASBA) Zone 4

1.1 Purpose

- ◆ Represent the Board at meetings of ASBA Zone 4

1.2 Powers and Duties

- ◆ Attend ASBA Zone 4 meetings
- ◆ Represent the Board's positions and interests at the Zone level
- ◆ Communicate to the Board the work of ASBA Zone 4

1.3 Membership

- ◆ One trustee; with one alternate trustee (two-year term excluding executive position). In the event that a trustee is elected Chair or Vice-chair, then an additional trustee will be appointed.

1.4 Meetings

- ◆ As called by ASBA Zone 4

2. ACSTA

2.1 Purpose

- ◆ Represent the Board as Director at ACSTA Board of Directors meetings for the advocacy of Catholic Education

2.2 Powers and Duties

- ◆ Attend Board of Directors meetings
- ◆ Represent the Board's positions and interests at the Director's meetings
- ◆ Communicate to the Board the work of ACSTA

2.3 Membership

- ◆ One trustee; one alternate (two-year term excluding executive position)

2.4 Meetings

- ◆ As called by ACSTA

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

Revised: January 2011, February 2014

Reviewed: April, 2019

POLICY 21: SiPP NON-REGISTERED PENSION PLAN

Philosophy

The Board of Education believes that the portion of the annual salary of the executive officers of the Board that exceeds the capped yearly maximum pensionable earnings of the registered pension plans should be eligible for pension benefits and will subject the Board to the costs of providing the Non-Registered Supplementary Integrated Pension Plan (SiPP).

Guidelines

1. The Board will set aside “ear marked” assets to recognize the costs of future SiPP Non-Registered Plan benefits. An expense and liability will be recorded each year based on actuarial calculations in accordance with CICA requirements.
2. The liability of the Board for the pension benefit to participating executive members of the SiPP Non-Registered Plan will be limited to the calculated present value of the pension benefit at retirement/termination; or the accumulated amount in the notional account maintained in respect of the individual that reflects the value of the earmarked assets.
3. The pension benefits are only payable to the retiree or surviving spouse.
4. In the event a participating executive member dies prior to retirement, the surviving spouse/estate will receive a lump sum payout equal to the balance of the notional account for the participating member.
5. The normal period for payment of actuarial benefits under the SiPP Non-Registered plan is fifteen (15) years.
6. The normal start date for payment of actuarial benefits under the SiPP Non-Registered plan is the date the employee is eligible to commence receiving Alberta Teachers’ Retirement Fund or Local Authorities Pension Plan monthly pension benefits.
7. The participant may select one of the following payout options:
 - a. Payout of the notional account balance, as determined by the Board, in equal annual installments over a fifteen (15) year period (i.e. an annual lump sum payment).
 - b. At the sole discretion of the Board, a lump sum payout of the notional account balance determined at the time of retirement/termination payable over a period less than fifteen (15) years.
 - c. At the sole discretion of the Board, in the case of termination of an employee, a lump sum payout of the notional account balance can be paid out prior to the employee drawing Alberta Teachers’ Retirement Fund or Local Authorities Pension Plan benefits.
8. Payments under this plan are subject to the regulated withholding tax.

POLICY 22: RED DEER CATHOLIC REGIONAL SCHOOLS EDUCATION FOUNDATION

Schools in Alberta continue to meet the needs of students within the constraints of allotted resources. Red Deer Catholic Regional Schools ensures its position as a leading school system by continuing to offer a high quality Catholic education. This is maintained by allocating its resources to the highest priorities and eliminating other low priority services. The Division possesses the ability to reallocate existing resources for the support of changing needs.

Over 85% of the Division's resources are allocated to fixed expenditures. Due to this, there is a need to explore additional ways and means for supporting innovations and initiatives that help maintain Red Deer Catholic Regional Schools as a leading edge school division. One such alternative is to establish a school division Education Foundation and to use this Foundation to actively pursue grants, endowments and sponsorships.

Red Deer Catholic Regional Division No. 39 supports the establishment and operation of an Education Foundation to be known as the Red Deer Catholic Regional Schools Education Foundation. The work of the Education Foundation shall enhance our mission, which embraces the teachings of Jesus Christ, our model and leader, as a guide.

Specifically:

The purposes of the Education Foundation are to:

1. Promote and celebrate Catholic education in the community.
2. Promote the advancement of education for the students of the Red Deer Catholic Regional Division No. 39;
3. Provide for educational opportunities for students;
4. Identify new potential sources of additional revenue;
5. Secure additional financial resources to be placed in an educational trust, which can then be allocated to special projects and programs that have a specific focus and limited time span; and
6. Promote research supporting innovation in Catholic education.

The goals of the Education Foundation are to:

1. Encourage, solicit, seek and accept contributions of services and of money and property, real and personal, tangible and intangible, restricted, designated or unrestricted, from local community individuals, groups, agencies, and corporations, for the benefit of past and current students in Red Deer Catholic Regional Schools;
2. Seek grants, endowments, and other contributions from individuals, corporations, governments, and other agencies;
3. Promote the use and support of the Educational Foundation as a desirable element of the Red Deer Catholic Regional Schools culture;
4. Encourage and promote educational and associated activities for the betterment of learning Catholic Christian leadership skills.

The operational procedures and structures will be as follows:

1. The Education Foundation will work in partnership with the Red Deer & District Community Foundation. The Education Foundation will rely upon the Community Foundation for leadership and expertise.
2. The Red Deer & District Community Foundation will manage the Education Foundation's endowment fund. The Community Foundation will report at the Education Foundation Annual General Meeting.
3. Red Deer Catholic Regional Schools retains ownership of assets and can add or withdraw from the fund in accordance with the Red Deer and District Community Foundation Managed Fund Policy.
4. The Education Foundation will meet regularly to conduct business and shall hold an Annual General Meeting on or before the 31st of October of each year.
5. The Red Deer Catholic Regional Schools Education Foundation Committee will consist of a minimum of 13 members to a maximum of 17 members. The committee will include:
 - two trustees;
 - the Superintendent;
 - the Secretary-Treasurer of Red Deer Catholic Regional Division No. 39;
 - minimum of 8 to a maximum of 12 community members; and
 - Communications Director, as an ex-officio member.

The terms of community members will be for three years, with a maximum appointment of two terms.

The Education Foundation will elect a President by majority at the first meeting of the year. A Vice-President will also be elected. The President and Vice-President shall have a one year term.

Membership is open to any person being of the age of 18 years. The Education Foundation will recruit members from rural communities. Any member may withdraw from the committee upon written notice to the Secretary of the Board.

Each member of the Education Foundation has one vote and all votes must be given in person. Questions arising shall be settled by a majority of votes.

Selection of committee members shall be through application to the Superintendent. Two trustees, the Division's Secretary/Treasurer and the Superintendent shall approve membership to the Education Foundation.

6. Individuals and staff will submit funding requests for proposed project to the Education Foundation. Proposals having direct links to the Division's Education Plan will receive first consideration. Project proposals should include an evaluation component. ***(Refer to the Forms Manual for the Funding Application Form.)***
7. The Foundation will enhance the existing school-based fund-raising by concentrating upon major sources of support and will not compete directly with existing school-based initiatives.

POLICY 23: DISPOSITION OF REAL PROPERTY

The Board is responsible to assess the needs of the School Division as it relates to land and buildings. When land and buildings become surplus to the needs of the division the Board shall arrange for the effective disposal of said land and buildings.

Guidelines

1. The best interest of the students of the Division and the community should be assessed prior to making a decision to declare land and buildings surplus.
2. The disposition of surplus land and buildings requires the approval of the Board of Trustees of the Division.
3. The following criteria will be used to determine whether interest in a school reserve, municipal and school reserve or municipal reserve is surplus to the board's need;
 - a. Enrolment trends within the area intended to be served by the school reserve, municipal and school reserve or municipal reserve,
 - b. Student accommodation and transportation issues,
 - c. Whether a school on the school reserve, municipal and school reserve or municipal reserve is included in the board's capital plan,
 - d. Consultation with other boards with respect to their needs for the school reserve, municipal and school reserve or municipal reserve, or
 - e. Any other criteria the board considers necessary.
4. If the board is of the opinion that a school reserve, municipal and school reserve or municipal reserve in which the board has an interest is surplus to the board's needs, the board must provide the Minister with a declaration to that effect.
5. Where interest in a school reserve, municipal and school reserve or municipal reserve is determined to be surplus, the board will transfer its interest in the land to the municipality where the reserve land is located, for consideration mutually agreed upon between the board and the municipality, as prescribed in the section 672 of the *Municipal Government Act*.
6. Notwithstanding section 200(2) of the School Act, the board may, without approval of the Minister;
 - a. Lease any real property that is neither a school building nor a portion of a school building,
 - b. Lease a school building or portion of it for less than 12 months, and
 - c. Lease a school building or portion of it for 12 months or more if the lease contains a termination provision allowing the board to terminate the lease on 12 months' notice.
7. If the board intends to sell real property that has a value of more than \$50,000, the board must conduct the sale in accordance with Section 9 of the *Disposition of Property Regulation, School Act*.

8. If the board sells real property, the board must repay all outstanding debt relating to that real property and any proceeds remaining must be distributed as prescribed in Section 10 of the *Disposition of Property Regulation, School Act*.

POLICY 24: ATTENDANCE AT FUNDRAISING EVENTS

The Division interacts with numerous public and private agencies which directly or indirectly support the educational goals of The Red Deer Catholic Separate School Division. On occasion, these public or private agencies hold fundraising events intended to publicize their cause and raise funds to support current or future programs. The Red Deer Catholic Separate School Division's Board members, senior administrators, school administrators, or staff may, from time to time, receive invitations to attend such events.

Specifically:

1. When a member of the Board or senior administrator receives an invitation to a fundraising event that member may attend as a representative of The Red Deer Catholic Separate School Division by motion of the Board. Expenses relating to admission and travel will be reimbursed by the Board.
2. When a member of the Board or senior administration receives an invitation to a fundraising event that person may attend the fundraiser as a private citizen at their own expense.
3. On occasion, the fundraising invitation may request the sponsorship of a table. Typically such a table would seat 8 – 10 individuals and symbolizes a significant contribution to the event. Sponsorship of a table for fundraising purposes requires a Board motion.
4. Individuals who are authorized to attend fundraising events on behalf of the Division or one of its schools are prohibited from making purchases, bidding on auction items, or committing funds to the cause on behalf of the Division.
5. The Elections Finances and Contributions Disclosure Act expressly prohibits public funds being used to support fundraisers for political parties, individual politicians, or political causes. Individuals who receive invitations to such events must attend as private citizens and bear all related costs.
6. Under no circumstances shall Division funds be used to offer gifts, hospitality, or the purchase of event tickets or donations to a political party, registered political candidate or to a riding constituency association. Such gifts or donations are illegal under the provisions of the Election Finances and Contributions Disclosure Act.
7. The Red Deer Catholic Separate School Division has the discretion and may choose to support strategic or associated community or educational partners

May 2012

Reviewed: May 2018, October 2019

POLICY 25: IMMUNIZATION POLICY

Red Deer Catholic Regional Schools is committed to serve the children and parents of the Division in the best interests of the students' physical, mental, spiritual, emotional and moral health, following the teachings and traditions of the Catholic Church. Schools will help all students to realize their responsibility to transform the world by practicing their Catholic faith. The Board and schools are complementary to the family, which is the primary agent for the child's formation.

1. The Division confirms that parents or guardians are the primary educators and decision-makers for health care matters for their children, and the decision to receive an immunization is a parental responsibility. The Division does not endorse any of the vaccines administered by Alberta Health Services and defers to Alberta Health Services to determine the public health benefits.
2. The Division recognizes that neither it nor its employees possess the expertise nor health care knowledge to determine the clinical need for or to be directly involved in the delivery of an immunization program. All immunization programs are the programs of Alberta Health Services and are established, organized, staffed and administered by Alberta Health Services.
3. The Division recognizes that all immunizations must be wholly voluntary, parent/guardian consent must be granted, and appropriate educational information must be provided with respect to each immunization to parents/guardians before consent is requested.
4. The Division may authorize the use of its facilities by Alberta Health Services for the purpose of delivering an immunization program.
5. The Division maintains the option to review the delivery of vaccines that may be incongruent with the teachings of the Catholic Church.

POLICY 26: GIFT & SPONSORSHIP ACCEPTANCE

Background

This policy is established to govern the acceptance of all gifts and sponsorship made to Red Deer Catholic Schools (RDCRS) and Red Deer Catholic Regional Regional Schools' Education Foundation (RDCRSEF). Through this policy, guidelines are provided to establish which gifts and sponsorships should be accepted or declined, and under which circumstances. The Superintendent of Schools or designate are authorized to accept gifts on behalf of RDCRS and RDCRSEF.

Purpose

The purpose of the Gift & Sponsorship Acceptance Policy is to ensure:

- a. Gifts or sponsorships are only accepted if the School Division can be assured that the donor has not been involved in any practices that would be opposed to the views of Catholic Church doctrine.
- b. Informed decisions are made on the acceptance of gifts or sponsorships.
- c. Gifts and sponsorships are managed in accordance with federal and provincial laws and regulations.
- d. Efficient administrative, legal and accounting practices are followed.
- e. Receipt of all gifts and sponsorship are accurately reported
- f. Accurate reporting of all gifts and sponsorship.
- g. Consistent ethical and respectful relations with all donors and sponsors.

General Guidelines

RDCRS welcomes gifts and sponsorships that support the School Division in the pursuit of "Making Christ Known to Children". The following are indicators that a gift or sponsorship is acceptable:

- a. The School Board has a need for the gift or sponsorship or, when there is no immediate or foreseeable need, the gift is resalable.
- b. Where there is no immediate need, in the instance of marketable securities or gifts they can be readily liquidated or sold.
- c. The gift or sponsorship and its accompanying terms are legal and meet all federal and provincial legislation.
- d. The purpose of the gift or sponsorship is compatible with the work and priorities of the School Board.
- e. There does not appear to be any liability concern associated with the gift or sponsorship.

RDCRS may choose to decline a gift or sponsorship. If the following conditions knowingly exist there would be justification for such an action, although other situations may also occur:

- a. The receipt of the gift or sponsorship could compromise our Catholic Christian values or the type of gift or sponsorship has been prohibited by the Archbishop.
- b. The gift or sponsorship constitutes a non-gift per Canada Revenue Agency Interpretation Bulletin IT-110R3.
- c. The gift or sponsorship, or terms are illegal.
- d. The School division is unable to honour the terms of the gift or sponsorship.

- e. An appropriate fair market value cannot be determined, or will result in unwarranted cost to the School Division.
- f. There are physical or environmental hazards to the school division in accepting the gift or sponsorship.
- g. The gift or sponsorship involves false promises on the part of either party.
- h. The gift or sponsorship could jeopardize the School Division's charitable status.
- i. The gift or sponsorship could improperly benefit any individual.

As an underlying principle, the School Board is committed to preventing the use of its operations for money-laundering or other criminal purposes.

The School Board may choose to recognize a donor in a place in a school or office through various means that is not construed as advertising. This may include, but is not limited to, honour rolls, plaques or memorials.

Receipt Qualifications

As a registered charity, donations to RDCRS are eligible for a charitable tax receipt that may be claimed as a non-refundable tax credit on a personal or a corporate tax return. A benefit may not be provided to the donor or to anyone designated by the donor except where the benefit is of nominal value. CRA defines nominal value as a fair market value of less than the lesser of \$50 or 10% of the amount of the gift. It is permissible and encouraged for donors to receive recognition for their gift through newsletters, newspapers or other media outlets.

Should the School Division provide something of value in return for a gift (including admission to a fund raising event) the donor's receipt must be reduced by the fair market value of the benefit received.

The following transactions do not constitute philanthropy and are not eligible for charitable tax receipts:

- a. A gift of service;
- b. The purchase of a material item from the School Division;
- c. Sponsorship of one student in a program that involves many students.

Means of Giving

The School Board encourages and solicits contributions of cash, securities, and personal or real property as outright gifts or through planned gift vehicles. Planned gifts include bequests, securities, life insurance policies, real estate, RRSP, RRIF, pension or annuity proceeds, charitable trusts or others.

Types of Giving

The School Division may receive one of three types of gifts as follows:

- a. Cash
- b. Near Cash (e.g. Marketable securities)
- c. Gifts-in-kind

The School Division must be able to assess the fair market value of the gift received on the day it was transferred to the division and will provide a charitable receipt based on that fair market value as at the close of business day of the legal transfer of ownership to RDCRS. The School Division cannot accept gifts where they are accepting a particular liability without a guarantee of the recovery of that liability.

It is intended that the RDCRS and RDCRSEF will liquidate assets and in the case of marketable securities received as a gift, will liquidate in an orderly fashion in order to minimize any impact on market value.

November, 2015