



Medicine Hat Catholic Board of Education School Board Trustee

Term of Office: 4 Years

Number of Trustees: 4 Positions (Application submitted to Minister of Education to increase to 5 positions)

As the elected body for the Medicine Hat Catholic Board of Education, the Board of Trustees is responsible for the development of policies and goals to set direction and guide the provision of education services to students resident in the jurisdiction. The *School Act* defines what boards must and may do. The Board of Trustees for the Medicine Hat Catholic Board of Education has defined its responsibilities in its policies. Policy 1 (attached) describes the Board's Foundation Statements. Policy 2 (attached) describes the Role of the Board. Policy 3 (attached) describes the Role of the Trustee. Policy 4 (attached) describes the Trustee Code of Ethics.

Board Meetings: The second Tuesday of the month in the Board Room in the Catholic Education Centre. The Board meeting as a Committee of the Whole from 3:15 pm to 6:00 pm and then the Public Meeting runs from 6:00 pm to 9:00 pm however the length may be adjusted as necessary to complete the agenda.

Other special meetings are called as necessary and other committee work is performed as necessary.

Meetings schedules and times are set by the trustees at the Organizational Meeting

Committees: Policy 8 outlines the committees of the Board. The standing committees are as follows:

1. Committee of the Whole
2. ATA Negotiation Committee
3. CUPE Negotiation Committee
4. Teacher Board Advisory Committee
5. Support Staff Board Advisory Committee
6. CUPE Staff Board Advisory Committee
7. Student/Board Advisory Committee
8. School Parish Relations Committee

Representatives: Policy 9 outlines the Board Representatives to certain organizations. The current bodies with Board Representation include the following:

1. Alberta School Board Association Zone
2. Alberta Catholic School Trustee Association
3. Medicine Hat Catholic Schools' Education Foundation
4. Parent Association
5. Spiritual Leadership Scholarship Selection Committee

**Additional
Information:**

For general information regarding the Medicine Hat Catholic Board of Education please see our website at www.mhcbe.ab.ca or contact:

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Secretary Treasurer
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Policy 1

DIVISION FOUNDATIONAL STATEMENTS

Our Mission

In partnership with family, Church, and community, we provide Catholic Education of the highest quality to students.

Our Vision

A Gospel-centered community committed to:

- Learning excellence
- Christian service
- Living as Christ

Our Motto

Showing the Face of Christ to all.

Our Values

Catholic schools share a foundational belief that all children are loved by God, are individually unique and that the school has a mission to help each student to fulfill their God-given potential in all aspects of their persons: physically, academically, socially, morally and spiritually.

Medicine Hat Catholic Board of Education is committed to supporting inclusive communities that foster care and compassion of the 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.

We believe that Catholic education is a ministry that is at the heart of the Church. In our ministry, we value and celebrate:

- Teaching and living our Catholic faith.
- Our Catholic traditions.
- Our ability to offer a full range of educational programs for all students.
- That every child is a unique creation who possesses an intrinsic dignity which must always be respected.
- Parents as primary educators. Parents have the first responsibility for the education of their children.

Our Principles of Practice

In our ministry we are called, always and everywhere, to:

- Model Christ
- Prayer
- Service
- Strive for Excellence
- Build Community
- Provide a welcoming, caring, respectful and safe learning environment for staff and students.

Our Commitment

The Catholic Church teaches that:

- a) Respect for the human person entails respect for the rights that flow from their dignity as a person.
n. 1930 Catechism of the Catholic Church
- b) Respect for the human person proceeds by way of respect for the principle that "everyone should look upon his neighbor (without any exception) as 'another self,' above all bearing in mind his life and the means necessary for living it with dignity."
n. 1931 Catechism of the Catholic Church
- c) The duty of making oneself a neighbor to others and actively serving them becomes even more urgent when it involves the disadvantaged, in whatever area this may be. "As you did it to one of the least of these my brethren, you did it to me." (Mt. 25:40)
n. 1932 Catechism of the Catholic Church
- d) With respect to the fundamental rights of the person, every type of discrimination, whether social or cultural, whether based on sex, race, colour, social condition, language or religion is to be overcome and eradicated as contrary to God's intent.
n. 1935 Catechism of the Catholic Church

Given these teachings and that which is embedded in the:

- a) Alberta Human Rights Act;
- b) School Act (Education Act);
- c) Alberta Bill of Rights;
- d) Canadian Charter of Rights and Freedoms;
- e) The Alberta Act (1905);

and guided by the teachings of the Catholic Church, the Medicine Hat Catholic Board of Education is committed to ensuring that all students and their families of our community will be provided with:

- a welcoming, caring, respectful, safe, Catholic learning environment that respects diversity and nurtures a sense of belonging;
- an inclusive community that teaches care and compassion regardless of age, race, colour, place of origin, ancestry, family status, religious beliefs, physical disability, mental disability, gender, gender identity, gender expression, sexual orientation and require that every person be treated with dignity and respect;
- spiritual, physical, academic, emotional and social development, which allows students to achieve their individual potential;
- an educational environment which fosters respectful and responsible behaviors free from discrimination, prejudice, harassment and bullying;
- meaningful and relevant learning experiences that include appropriate instructional supports and meaningful differentiation to inform programming.

Translating Ideas into Actions

We are called to model Christ

We are called to model Christ

Christ's Life and Teaching Serve as our Foundation

- We provide an education based on the teachings of Christ:
 - ◆ What would Jesus do? How did He act when faced with challenge or adversity?
 - ◆ We look for the lesson in every situation.
 - ◆ Empty yourself of your "self".
 - ◆ We make time for prayer.
- We provide a Christian environment.
 - ◆ We nurture each student in a positive, caring, and safe learning environment.
 - ◆ We work out of love not fear.
 - ◆ We are constant in our love and actions.
 - ◆ We ensure the equality of opportunity for each child and a respect for individual differences.

We are called to be Prayerful

We are called to be Prayerful

Prayer Brings us into a Better Relationship with God and Others

- It is a way of life in our Catholic faith.
 - ◆ Our Catholic faith permeates all that we do.
 - ◆ We celebrate the traditions of Church.

We are called to Service

We are called to Service

Service is an Extension of Modeling Christ

- We need to celebrate our ability to serve.
 - ◆ We find joy in service. It is in giving that we receive.
- We are faith leaders, modeling Christian values.
 - ◆ We practice Christian Leadership.
 - ◆ Actions speak louder than words.
- We encourage our students to practice Christian service.
 - ◆ We need to increase the level of awareness of the service we do already.
 - ◆ We can perform different kinds of service.

We are called to Strive for Excellence

We are called to Strive for Excellence

Excellence is the Essence of Who We Are

- It fits with our vision and mission.
- It is about reaching individual potential—being the best we can be.
 - ◆ Our schools promote spiritual, physical, academic, emotional and social development, which allows everyone to achieve their God-given potential.
- Facilitating opportunities for growth and promoting best teaching practices.
- Opportunity to live what we believe.

We are called to Build Community

We are called to Build Community

We Build on our Individual and Collective Strengths

- Building community is an extension of our Mission and our faith.
- Building community sets the stage for everything else we do.
- Our students are supported by parents, parish and community
- Our schools work together for the benefit of the community.
- Our schools welcome everyone.
- We need relationships and networks to face the challenges we have.
- Working together we can do more.
- Community shows us we need each other and that we can seek out support.
- We can build on the strengths of others.

**We are called
to provide a
Safe &
Caring
Environment**

We are called to Provide

A Welcoming, Caring, Respectful And Safe Learning Environment

The Board is committed to ensuring that each student and staff member has access to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

DIVISION LOGO



Logo Description- Each item in the design is doubly symbolic in order to represent both: (a) Religious and (b) Educational Functions of the Board:

Candle and Flame:

- (a) The Presence of God
- (b) Passing on the Knowledge, Enlightenment

The Book:

- (a) The Bible, the Gospels and the Word of God
- (b) the tools the students access for Knowledge and Learning

The Cross:

- (a) Christ Centered Education
- (b) The Calling of Catholic Education in our Division

Reference:

Alberta Human Rights Act
 School Act (Education Act)
 Alberta Bill of Rights
 Canadian Charter of Rights and Freedoms.
 Council of Catholic Superintendents (2015) Life Framework.
 Council of Catholic Superintendents (2016) A Resource for a Pastoral Approach to Supporting and Guiding Student in Inclusive Communities – Gender Identity and Expression
 CCSSA Commitment to Inclusive Communities
 Catechism of the Catholic Church

Legal Reference: Section 8, 13, 39, 45, 45.1, 47, 60, 61, 78, 113 School Act

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| First Reading | December 13, 2011 |
| Second Reading | March 13, 2012 |
| Third Reading | March 13, 2012 |

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| First Reading | March 08, 2016 |
| Second Reading | March 08, 2016 |
| Third Reading | March 21, 2016 |

Policy 2

ROLE OF THE BOARD

As the elected corporate body in Medicine Hat Catholic Separate Regional Division No. 20, the Board is responsible for the development of policies and goals to set direction and guide the provision of education services to student's resident within the Division.

Alberta legislation defines what Boards must and may do. In addition, legislation allows Boards to delegate almost all of these duties. The Board has defined its governance role as outlined below. Further, the Board must fulfill its key role of ensuring education in the Division is rooted in "Showing the Face of Christ to All".

Specific Areas of Responsibility

1. Accountability to Provincial Government

- 1.1 Act in accordance with all statutory requirements to implement provincial and education standards and policies.
- 1.2 Perform Board functions required by governing legislation.
- 1.3 Subsequent to the date of a general election and before December 31 of the same year, may pass a resolution to opt in or out of the Alberta School Foundation Fund (ASFF) and advise the Minister and local municipalities forthwith.

2. Accountability to the Division's Communities

- 2.1 Make evidence based decisions which reflect the Gospel values and represent the interests of all students served.
- 2.2 Establish processes and provide opportunities for community input.
- 2.3 Develop procedures for and hear appeals as required by statutes and/or Board policy.
- 2.4 Proactively work to build community support for this Catholic education system.
- 2.5 Report at least annually the success and challenges of the Division's priorities, goals and desired outcomes
- 2.6 Annually approve a communications strategy.
- 2.7 Be visible in our school communities.

3. Faith Leadership

- 3.1 Make decisions which reflect Catholic values and beliefs.
- 3.2 Be visible within the Catholic faith community.
- 3.3 Participate in Division Faith Development Opportunities.

- 3.4 Ensure that a strong Faith Development component is provided for all students and staff.
- 3.5 Participate in ACSTA.

4. Three-Year Education and Strategic Planning

- 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 AERR for submission to Alberta Education by the respective due dates.
- 4.5 Approve the Annual Education Results Report (AERR) 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 student outcomes and other established goals and desired results.
- 4.8 Annually identify long-term strategic priorities.

5. Policy Development

- 5.1 Identify areas that require Board policy and identify the preferred future to result from policy implementation.
- 5.2 Evaluate policy impact to determine if the preferred future has been achieved.
- 5.3 Delegate authority to the Superintendent and define commensurate responsibilities.

6. Board / Superintendent Relations

- 6.1 Select the Superintendent of Schools who is the Chief Executive Officer (CEO) and Chief Education Officer of the Board.
- 6.2 Provide the Superintendent with clear corporate direction.
- 6.3 Delegate, through written Board policy, administrative authority to the Superintendent and identify responsibility subject to provisions and restrictions in the School Act.
- 6.4 Evaluate annually the Superintendent in regard to the Superintendent's job description and additional Board direction.
- 6.5 Review annually the Superintendent's compensation package.
- 6.6 Respect the authority of the Superintendent to carry out executive action and support the Superintendent 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.

7. Political Advocacy

- 7.1 Utilize ASBA and ACSTA advocacy services.
- 7.2 Develop a yearly plan for advocacy. Consider the focus of such advocacy, key messages and advocacy mechanisms.
- 7.3 Enlist the support of local MLA's and provide a leadership role in support of our students and Catholic education initiatives.
- 7.4 Include meetings with municipal governments and neighboring educational/public service governing authorities as appropriate to achieve political ends.
- 7.5 Work with parents, community members, school council members and other elected bodies to advocate for continued improvements to the quality of Catholic education opportunities provided to the students of the Division.
- 7.6 Advocate for the maintenance and development of Catholic education in the Division and the Province.

8. Board Development

- 8.1 Review annually the Board's effectiveness.
- 8.2 Develop a yearly plan for Board development including increased knowledge of the Board's role, processes and issues to further the implementation of the Three-Year Plan.

9. Fiscal

- 9.1 Approve budget assumptions at the outset of the budget process.
- 9.2 Determine the basis for annual resource allocations.
- 9.3 Approve annually the Division's budget for submission to Alberta Education by the due date.
- 9.4 Ensure resources are allocated to achieve the goals, priorities and desired outcomes in the Division's Three-Year Education Plan.
- 9.5 Approve annually the Three-Year Capital Plan and Facilities Master Plan for submission by the due date.
- 9.6 Receive Audit Report and Management Letter and ensure quality indicators in CEO Evaluation are met.
- 9.7 Receive fiscal accountability reports to ensure the fiscal management of the Division.
- 9.8 Set the mandate and ratify Memoranda of Agreement with bargaining units.
- 9.9 Appoint an Auditor and an architectural firm for the Division.
- 9.10 Appoint annually signing authorities for the Division.
- 9.11 Approve tenders over \$200,000.
- 9.12 Annually approve instructional/general fees for all students.

- 9.13 Approve joint use agreements and those partnership agreements that require a financial obligation of the Board.

Selected Responsibilities

1. Setting the initial parameters and approving the annual school-year calendar;
2. Naming of educational facilities;
3. Approving the acquisition and/or disposition of land and buildings;
4. Approving school attendance boundaries;
5. Approving transportation contracts;
6. Approving locally-developed, acquired and authorized junior and senior high school complementary courses;
7. Approving alternative programs;
8. Liaising with Parish Councils within the Division;
9. Hearing of an appeal of a discrimination or harassment complaint.
10. Approve the Board Annual Work Plan.
11. Approve Transportation Fees. (*from Policy 11*)

Reference: Section 22, 39, 56, 60, 61, 62, 63, School Act

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| First Reading: | MARCH 11, 2008 |
| Second Reading: | MARCH 11, 2008 |
| Third Reading: | APRIL 08, 2008 |

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|----------------|-------------------|
| First Reading | December 13, 2011 |
| Second Reading | March 13, 2012 |
| Third Reading | March 13, 2012 |

ROLE OF THE TRUSTEE

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

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

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

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

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

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

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

1. The Division will offer an orientation program for all newly elected trustees that provide 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 and Alberta Catholic School Trustees Association sponsored orientation seminars.
 3. The Board Chair and Superintendent are responsible for developing and implementing the Division's orientation program for newly elected trustees. The Superintendent shall provide each trustee with access to the Board Policy Handbook and the Administrative Procedures Manual at the organizational meeting following a general election or at the first regular meeting of the Board following a by-election.
 4. Incumbent trustees are encouraged to help newly elected trustees become informed about the history, functions, policies, procedures and issues.

Specific Responsibilities of Individual Trustees

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

9. 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. A trustee acting individually has only the authority and status of any other citizen of the Division.
10. When delegated responsibility, exercise such authority within the defined limits in a responsible and effective way.
11. Participate, subject to Board approval, in Board/trustee development sessions so that the quality of leadership and service in the Division can be enhanced.
12. Stay current with respect to provincial, national and international educational issues and trends.
13. Share the materials and ideas gained with fellow trustees at the Board meeting immediately following a trustee development activity.
14. Strive to develop a positive and respectful learning and working culture both within the Board and the Division.
15. Attend Division or school community functions when possible.
16. Become familiar with, and adhere to, the Trustee Code of Ethics.
17. Report any violation of the Trustee Code of Ethics to the Board during an in-camera session.

Legal Reference: Section 60, 61, 68, 76, School Act
Section 6, Commissioner of Oaths Act

Policy 4

TRUSTEE CODE OF ETHICS

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.
- That, legally, the authority of the Board is derived from the province which ultimately controls the organization and operation of the Division and which determines the degree of discretionary power left with the Board and the people of this community for the exercise of local autonomy.
- 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 Church, the community, the province, and Canada depends in the largest measure upon the quality of education provided in schools to fit the needs of every learner.
- That trustees must never neglect their personal obligation to the community and their legal obligation to the province, nor surrender these responsibilities to any other person, group, or organization but that, beyond these, trustees have a moral and civic obligation to the nation which can remain strong and free only so long as schools in Canada are kept free and strong.

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

1. Devote time, thought and study to the duties of a trustee so that they may render effective and creditable service.
2. 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.
3. Work with their fellow trustees in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debate of points of issue.
4. 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.

5. Be loyal to the interests of the Division as a whole in the context of Catholic Education. This loyalty supersedes loyalty to:
 - 5.1 Any advocacy or special interest groups; and
 - 5.2 The personal interest of any trustee.
6. Maintain the confidentiality of privileged information, including statements made during in-camera sessions of the Board.
7. Work together with fellow trustees to communicate to the electorate.
8. Provide leadership to the Catholic community through setting goals and policies for educational programs and by regularly evaluating these in the light of the wishes and expectations of the community.
9. 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.
10. Refrain from using the trustee position to benefit either oneself or any other individual or agency apart from the total interest of the Division.
11. 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.
12. Encourage active cooperation by stakeholders with respect to establishing policies.
13. Support the provincial and national school board associations for the future of trusteeship in this province and the nation.
14. 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.
15. Represent the Board responsibly in all Board-related matters with proper decorum and respect for others.
16. 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 we serve.
17. Declare any conflict of interest between personal life and the position on the Board and abstain from voting when appropriate.

Legal Reference: Section 60, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, School Act

Policy 8

COMMITTEES OF THE BOARD

The Board may establish committees to assist in the governance of the division. The function of a committee is to assist in facilitating the decision-making of the Board.

The Board shall:

1. At its annual organizational meeting, establish such standing Internal Committees as it deems necessary. All such committee meetings shall be closed to the public and press. Such standing committees shall remain in place until the subsequent organizational meeting unless dissolved by Board motion.
2. At any duly constituted meeting, establish such standing or ad hoc committees as it deems necessary.
3. The Board will determine the terms of reference of each committee, including purpose, powers and duties, membership and meeting requirements.
4. Committees have no legal power unless they are empowered by the Board to act on its behalf.
5. Board Chair will make Trustee Appointments to the Internal Committees at the Annual Organizational Meeting.
6. Guidelines for the operation of committees are as follows:
 - 6.1. The Board Chair shall be an ex-officio member of every Board committee and may actively participate.
 - 6.2. Committees shall select a Chair at their annual Organizational Meeting.
 - 6.3. When appropriate, appoint or elect a recording secretary who will keep records of all meetings.
 - 6.4. The Trustee representative is responsible for providing a report to the Board including information and/or recommendations for the consideration and direction of the Board.
 - 6.5. If a member cannot attend a meeting, that member is responsible for having an alternate member in the same standing attend on his/her behalf.

Standing Committees

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

1. Board Committee of the Whole

1.1. Purpose

- 1.1.1. This Committee exists for the purpose of gathering information to assist in the governance of the Division by examining issues requiring resolution at regular or special Board meetings. The Committee of the Whole acts as, but is not limited to:

- 1.1.1. Advocacy Committee.
- 1.1.2. Audit Committee.
- 1.1.3. Communications and Public Relations Committee.
- 1.1.4. Facilities Committee.
- 1.1.5. Finance Committee.

- 1.1.1. Policy Committee.
- 1.2. Powers and Duties
 - 1.2.1. This Committee meets as necessary to plan the work of the Board and discuss issues that may affect resolutions at regular or special Board meetings.
 - 1.2.2. The Committee of the Whole is strictly advisory and does not have a mandate to pass a motion or a resolution.
- 1.3. Membership
 - 1.3.1. All Trustees and the Superintendent or designate(s) are members of this Committee. Other persons may be present at the wish of the Board.
 - 1.3.2. The Board Chair elected at the annual Organizational Meeting will act as Chair for the Committee of the Whole.
- 1.4. Meetings
 - 1.4.1. The Board in consultation with the Superintendent may schedule a Committee of the Whole meeting at a time and place agreeable to the membership.
 - 1.4.2. Committee of the Whole meetings shall be closed to the public and press.
- 2. The Negotiations Committee – Alberta Teachers' Association is established as a standing committee of the Board, with responsibility for work as detailed as follows:
 - 2.1. Purpose
 - 2.1.1. To negotiate a collective agreement with the ATA representatives.
 - 2.2. Powers and Duties
 - 2.2.1. Establish Board proposals within the mandates set by the Board.
 - 2.2.2. Discuss, consult and negotiate with ATA representatives.
 - 2.2.3. Recommend action to the Board on negotiations issues.
 - 2.3. Membership
 - 2.3.1. One or more Trustees as determined by the Board.
 - 2.3.2. Superintendent and/or designate(s).
 - 2.4. Meetings
 - 2.4.1. As required to negotiate agreements.
- 3. The Negotiations Committee – Canadian Union of Public Employees is established as a standing committee of the Board, with responsibility for work as detailed as follows:
 - 3.1. Purpose
 - 3.1.1. To negotiate a collective agreement with the CUPE representatives.
 - 3.2. Powers and Duties
 - 3.2.1. Establish Board proposals within the mandates set by the Board.
 - 3.2.2. Discuss, consult and negotiate with CUPE representatives.
 - 3.2.3. Recommend action to the Board on negotiations issues.
 - 3.3. Membership
 - 3.3.1. One or more Trustees as determined by the Board.
 - 3.3.2. Superintendent and/or designate(s).
 - 3.4. Meetings
 - 3.4.1. As required to negotiate agreements.
- 4. The Teacher Board Advisory Committee is established as a standing committee of the Board, with responsibility for work as detailed as follows:
 - 4.1. Purpose
 - 4.1.1. The Committee exists as the primary vehicle for communicating the views of teachers on matters of school affairs with the Board.
 - 4.2. Powers and Duties
 - 4.2.1. Discuss items brought forward by either teachers or the Board, excluding those matters addressed through negotiations.
 - 4.2.2. Communicate to the Board the views of teachers on matters discussed.
 - 4.3. Membership as per the Frame of Reference and Collective Agreement
 - 4.3.1. One Trustee.
 - 4.3.2. Superintendent and/or designate(s).
 - 4.3.3. President of the Local ATA 39, One High School Representative, One Middle School Representative, Two Elementary Representatives chosen by the local.

- 4.4. Meetings
 - 4.4.1. Called throughout the year as established by the Committee.
5. The Support Staff Board Advisory Committee is established as a standing committee of the Board, with responsibility for work as detailed as follows:
 - 5.1. Purpose
 - 5.1.1. The Committee exists as the primary vehicle for communicating the views of support staff on matters of school affairs with the Board.
 - 5.2. Powers and Duties
 - 5.2.1. Discuss items brought forward by either support staff or the Board.
 - 5.2.2. Communicate to the Board the views of support staff on matters discussed.
 - 5.3. Membership as per the Frame of Reference
 - 5.3.1. One Trustee.
 - 5.3.2. Superintendent and/or designate(s).
 - 5.3.3. Committee Representatives.
 - 5.4. Meetings
 - 5.4.1. Called throughout the year as established by the Committee.
6. The Canadian Union of Public Employee (CUPE) Staff Board Advisory Committee is established as a standing committee of the Board, with responsibility for work as detailed as follows:
 - 6.1. Purpose
 - 6.1.1. The Committee exists as the primary vehicle for communicating the views of CUPE staff on matters of school affairs with the Board.
 - 6.2. Powers and Duties
 - 6.2.1. Discuss items brought forward by either CUPE staff or the Board.
 - 6.2.2. Communicate to the Board the views of CUPE staff on matters discussed.
 - 6.3. Membership as per the Frame of Reference
 - 6.3.1. One Trustee.
 - 6.3.2. Superintendent and/or designate(s).
 - 6.3.3. Committee Representative.
 - 6.4. Meetings
 - 6.4.1. Called throughout the year as established by the Committee.
7. Student / Board Advisory Committee
 - 7.1. Purpose
 - 7.1.1. The Board of Trustees believes regular communication with stakeholder members is important and necessary for an effective school system. While recognizing the Board's authority to establish policy under the *School Act, Section 60(1)*, the Board values input from students on school and division operational issues. The Student / Board Advisory Committee will identify issues and propose possibilities for school and system improvement. This Advisory Committee is not meant to replace student voice through other avenues such as "Tell Them from Me" and "Speak Out" but are meant to build upon those mediums of communication.
 - 7.2. Membership
 - 7.2.1. The Student / Board Advisory Committee will consist of a maximum of two Trustees, ± 10 student representatives from across the Division and the Superintendent and/or designate. Additional resource people may be in attendance depending upon the agenda topics.
 - 7.2.2. Committee members will be selected by the Superintendent or designate, with a focus on obtaining representatives from a wide range of skills and interests and from the various schools in the Division.
 - 7.2.3. The student representatives shall be from grade 8 - 11 and are invited to serve a two-year term.
 - 7.2.4. In the first year, the Superintendent or designate may appoint students for 1 - 3 year term in order to ensure a balance of sustainability and new membership.
 - 7.3. Guidelines
 - 7.3.1. Any member of the Student / Board Advisory Committee may initiate agenda items for discussion on any matter relevant to students. The Superintendent or designate is charged with finalizing the agenda.

- 7.3.2. The Committee may make recommendations to the Board but does not hold any governance authority.
- 7.3.3. The Committee structure and mandate will be reviewed annually. Students will be invited to apply through their school Principal who shall forward the names to the Superintendent or designate. A simple application form/procedure shall be forwarded to the students. Parent consent and support for travel will be required as one of the criteria for the selection process.
- 7.4. Meetings
 - 7.4.1. The Student / Board Advisory Committee will meet as required, however it is expected that two meetings per year will be held. Discussion items will be sent to the Superintendent or designate who will be responsible for distributing the agenda to committee members.
 - 7.4.2. The Superintendent or designate will chair the meetings.
- 8. The School Parish Relations Committee is established as a standing committee of the Board, with responsibility for work as detailed as follows:
 - 8.1. Purpose
 - 8.1.1. To enhance the identity of Catholic Education.
 - 8.1.2. To enhance the relationship between the Medicine Hat Catholic Board of Education, Holy Family Parish and St. Patrick's Parish.
 - 8.2. Membership
 - 8.2.1. One or more Trustees.
 - 8.2.2. Superintendent.
 - 8.2.3. Religious Education Coordinator.
 - 8.2.4. Members at large from parish and schools.
 - 8.3. Meetings
 - 8.3.1. Regular meetings will be held no less than three times per year.
 - 8.3.2. Meeting dates to be determined by the chair.
 - 8.3.3. Agenda to be developed by the Chair in conjunction with the Superintendent and Religious Education Coordinator.
 - 8.3.4. Minutes will be taken at each meeting and distributed to all committee members.
- 9. Ad Hoc Committees - Ad Hoc committees may be established at any meeting of the Board for the purpose of studying, investigating or acting on specific matters; they cease to exist as soon as they have completed the specified task. Terms of reference are outlined at the time of establishment.
- 10. Resource Personnel - The Superintendent may appoint resource personnel to work with committees and shall determine the roles, responsibilities and reporting requirements of the resource personnel.

Legal Reference: Section 60, 61, 62, 63, 68, School Act

First Reading: MARCH 11, 2008
 Second Reading: MARCH 11, 2008
 Third Reading: JUNE 10, 2008

First Reading: DECEMBER 13, 2011
 Second Reading: MARCH 13, 2012
 Third Reading: MARCH 13, 2012

First Reading: APRIL 07, 2009
 Second Reading: MAY 12, 2009
 Third Reading: MAY 12, 2009

First Reading: DECEMBER 11, 2012
 Second Reading: MARCH 12, 2013
 Third Reading: MAY 14, 2013

First Reading: FEBRUARY 14, 2017
 Second Reading: FEBRUARY 14, 2017
 Third Reading: MARCH 14, 2017

Policy 9

BOARD REPRESENTATIVES

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

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

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

1. ASBA Zone 6

1.1 Purpose

- ♦ Represent the Board at meetings of ASBA Zone 6

1.2 Powers and Duties

- ♦ Attend ASBA Zone 6 meetings
- ♦ Represent the Board's positions and interests at the Zone level
- ♦ Communicate to the Board the work of ASBA Zone 6

1.3 Membership

- ♦ One trustee

1.4 Meetings

- ♦ As called by ASBA Zone 6

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 ACSTA 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

2.4 Meetings

- ♦ As called by ACSTA

3. Medicine Hat Catholic Schools' Education Foundation

3.1 Purpose

- ♦ Represent the Board at meetings of the Foundation

3.2 Powers and Duties

- ♦ Attend meetings of the Foundation as required
- ♦ Provide input to the Foundation from the Board's perspective
- ♦ Communicate to the Board the work of the Foundation

3.3 Membership

- ♦ One trustee

3.4 Meetings

- ♦ As called by the Foundation

4. Parent Association

4.1 Purpose

- ♦ Represent the Board at meetings of the Association

4.2 Powers and Duties

- ♦ Attend Parent Association meetings
- ♦ Provide input to the Association from the Board's perspective
- ♦ Communicate to the Board the work of the Parent Association

4.3 Membership

- ♦ One trustee

4.4 Meetings

- ♦ At the call of the Parent Association

5. Spiritual Leadership Scholarship Selection Committee

5.1 Purpose

- ♦ Represent the Board at meetings of the Committee

5.2 Powers and Duties

- ♦ Select scholarship recipients on an annual basis

5.3 Membership

- ♦ One trustee

5.4 Meetings

- ♦ As called by the Committee

Legal Reference: Sections 60, 61, 68 School Act