



PUBLIC BOARD MEETING

Medicine Hat Catholic Board of Education

1251 – 1 Ave SW | Medicine Hat, AB | T1A 8B4 | Phone: (403) 527-2292 | Fax: (403) 529-0917
www.mhcbe.ab.ca | @MHCatholic |    

AGENDA

Tuesday, June 9, 2020 – 4:30 P.M.

We are called always and everywhere to: model Christ, pray and serve, build a faith community.

2019 – 2020 Theme: How can we help each student and each other have an encounter with Jesus each day?

“Come near to God and he will come near to you.” James 4:8

The Public Board Meeting will be recorded via Google Meet and will be available to the public after the meeting has been adjourned.

1. **Call to Order:** Dick Mastel
2. **Opening Prayer:** Robert Risling
3. **Approval of Minutes**
3.1 Regular Board Meeting Minutes from May 12, 2020
RECOMMENDATION: Incl. 3-5
“THAT the Board of Trustees approve the minutes of the Regular Board Meeting held on May 12, 2020 as circulated”.
4. **Approval of Minutes**
4.1 Regular Board Meeting Minutes from May 27, 2020
RECOMMENDATION: Incl. 6
“THAT the Board of Trustees approve the minutes of the Regular Board Meeting held on May 27, 2020 as circulated”.
5. **Approval of the Action Agenda**
RECOMMENDATION:
“THAT the Action Agenda dated June 9, 2020 be approved as circulated”.
6. **Board Communications**
7. **Catholic Education**
Note: As part of the monthly Board Meeting format, a standing agenda item titled: CATHOLIC EDUCATION will highlight and feature agenda items specifically related to Catholic Education This is a great opportunity for the School District to bring prominence to items relating to Catholic Education at the start of the Board Meetings. This section will include the Religious Education Coordinator Report.
7.1 Religious Education Update and Faith Development Update (Richard) Incl. 7-8
8. **Parish Community Relations Committee Report – Robert Risling**
9. **June Board Work Plan Items**
9.1 Plans for Recognizing Retiring Employees Incl. 9-10

10. Information Items

Report from the Superintendent

10.1 Strategic Priorities Update (Zarichny)	Incl. 11-16
10.2 Diploma Exam Update (Zarichny)	Incl. 17
10.3 Personnel Update (Hellman)	Incl. 18
10.4 2019 – 20 Third Quarter Financial Report (MacPherson)	Incl. 19
10.5 Capital Maintenance Renewal Grant (MacPherson)	Incl. 20-25
10.6 School Board Wards (MacPherson)	Incl. 26-31
10.7 Joint Use Agreement and Playgrounds – Facility Impacts from COVID-19 (MacPherson)	Incl. 32-33
10.8 Division Communications (Hallas)	Incl. 34-35

11. Action and Discussion Items

11.1 Policy and Administrative Procedures Review (Zarichny)	Incl. 36-112
11.2 Locally Developed Courses (Hellman)	Incl. 113-114
11.3 2020 – 2021 Calendar Amendment (Hellman)	Incl. 115-116
11.4 2020 – 21 Fee Approval (MacPherson)	Incl. 117-118

12. Committee Reports

12.1 Medicine Hat Catholic Schools' Education Foundation (Dick Mastel)	
12.2 Representative to ACSTA (Dick Mastel)	Incl. 119-
12.3 Representative to Teacher Board Advisory Committee (Kathy Glasgo)	159
12.4 Representative to ASBA Zone 6 (Peter Grad)	
12.5 Representative to Support Staff Board Advisory Committee (Robert Risling)	Incl. 160-
12.6 Representative to Parent Association (Kathy Glasgo)	161
12.7 Salary Negotiations	
12.7.1 ATA (Peter Grad)	
12.7.2 CUPE (Dick Mastel)	
12.8 CUPE Staff Board Advisory Committee (David Leahy)	
12.9 Student Board Advisory Committee (Dick Mastel)	
12.10 Sister of Charity of St. Louis Arts & Athletic Performance Centre (Adhoc) Committee (David Leahy)	Incl. 162-
	196

13. Closing Prayer

Carrying out Your Ministry: *Lord, thank you for being with us during this meeting and for having guided our thoughts, words and actions. Stay with us now as we leave this meeting and return to our respective lives. Help us to keep you, as you are now, in our thoughts, words, and actions. We ask this in Jesus' name, Amen.*

14. Adjournment (Dick Mastel)

Notice of Public Board Meetings

- All regular scheduled Public Board Meetings are held on the 2nd Tuesday at 4:30 PM of each month at the Catholic Education Centre located at 1251 1st Avenue SW (unless otherwise advertised) excluding July and August.
- General Public are welcome to attend – Information can be found at www.mhcbe.ab.ca or by calling 403-527-2292.

**MINUTES OF THE REGULAR BOARD MEETING OF THE MEDICINE HAT
CATHOLIC BOARD OF EDUCATION held by Google Hangouts and recorded on
May 12, 2020 at 4:30 p.m.**

TRUSTEES AND OFFICERS PRESENT

Dick Mastel	Trustee, Board Chair
Robert Risling	Trustee, Vice-Chair
Kathy Glasgo	Trustee
Peter Grad	Trustee
David Leahy	Trustee
Dwayne Zarichny	Superintendent of Schools
Chuck Hellman	Associate Superintendent Human Resources
Greg MacPherson	Secretary Treasurer
Hugh Lehr	Associate Superintendent Learning Services
Sandra Richard	Religious Education Coordinator
Terri Ball	Coordinator of Early Childhood Services
Derrian Hallas	Communications Officer
Stephanie Akehurst	Administrative Assistant – Business Services (Recording Secretary)

OPENING PRAYER

Note: Consecration of the Divison/Schools to Mary with guests Father Iqbal and Father Tomy.

Note: The meeting was chaired by Mr. Dick Mastel, Board Chair.

APPROVAL OF THE MINUTES OF REGULAR BOARD MEETING – April 14, 2020

3608 Motion. Robert Risling: “THAT the Minutes of the Regular Meeting held April 14, 2020 be approved as circulated”.

Carried unanimously.

APPROVAL OF THE ACTION AGENDA

3609 Motion. David Leahy: “THAT the Action Agenda dated May 12, 2020 be approved as amended.”

Carried unanimously.

Addition: Update on McCoy Graduation, added to Divison Communcations Report.

BOARD COMMUNICATIONS

Note:

- Reappointment of the Superintendent

CATHOLIC EDUCATION

RELIGIOUS EDUCATION REPORT – presented by Sandra Richard

Note:

- Discussed the new partnership with the Medicine Hat Foodbank. Weekly Brown Bag Lunch packages to all children in your family over the age of six will include healthy and easy options for your child’s lunches.
- Discussion in regards to Catholic Educaton Week which was April 27 to May 1 and what took place within the district.

PARISH COMMUNITY RELATIONS COMMITTEE REPORT – presented by Robert Risling

Note: Nothing to report.

MAY BOARD WORK PLAN ITEMS

Note:

- Locally Developed Courses – No approval required.
- ASBA Zone 6 Edwin Parr Award Banquet – Cancelled.
- 2020-21 Draft Budget – Discussed during the Committee of the Whole.

REPORT FROM SUPERINTENDENT

Note:

- Policy and Administrative Procedures Review
- Personnel Update
- CCT Update
- Vulnerable Student Check
- Severe File Review
- Division Communications

ACTION AND DISCUSSION ITEMS

Note:

- Strategic Priorities Update

3610 Motion. Kathy Glasgo: “THAT the Board of Trustees for the Medicine Hat Catholic Board of Education approve the 2020-2021 Strategic Priorities.”

Carried unanimously.

COMMITTEE REPORTS

Medicine Hat Catholic Schools’ Education Foundation – Dick Mastel

Note: Meeting scheduled for May 19, 2020.

Representative to ACSTA – Dick Mastel

Note: Meeting scheduled for May 21, 2020.

Representative Teacher Board Advisory Committee – Kathy Glasgo

Note: Nothing to report.

Representative to ASBA Zone 6 – Peter Grad

Note: See attached report.

Representative to Support Staff Board Advisory Committee – Robert Risling

Note: Nothing to report.

Representative to Parent Association – Kathy Glasgo

Note: Nothing to report.

Representative to Salary Negotiations – ATA – Peter Grad

Note: Nothing to report.

Representative to Salary Negotiations – CUPE – Dick Mastel

Note: Nothing to report.

Representative to CUPE Staff Board Advisory – David Leahy

Note: Meeting was scheduled for May 7, 2020 – cancelled. Next meeting is scheduled for Fall 2020.

Representative to Student Board Advisory Committee – Dick Mastel

Note: Nothing to report.

Represented to Sister of Charity of St. Louis Arts and Athletics Performance Centre (Adhoc) Committee – David Leahy

Note: Nothing to report.

CLOSING PRAYER

Note: The meeting closed with prayer led by Robert Risling.

ADJOURNMENT

Note: The regular meeting was adjourned by the Board Chair.

Note: The meeting adjourned at 6:00 PM.

Dick Mastel, Board Chair

Greg MacPherson, Secretary Treasurer

**MINUTES OF THE REGULAR BOARD MEETING OF THE MEDICINE HAT
CATHOLIC BOARD OF EDUCATION held by Google Hangouts and recorded and
streamed live on May 27, 2020 at 3:15 p.m.**

TRUSTEES AND OFFICERS PRESENT

Dick Mastel	Trustee, Board Chair
Robert Risling	Trustee, Vice-Chair
Kathy Glasgo	Trustee
Peter Grad	Trustee
David Leahy	Trustee
Dwayne Zarichny	Superintendent of Schools
Chuck Hellman	Associate Superintendent Human Resources
Greg MacPherson	Secretary Treasurer
Hugh Lehr	Associate Superintendent Learning Services
Sandra Richard	Religious Education Coordinator
Terri Ball	Coordinator of Early Childhood Services
Derrian Hallas	Communications Officer
Stephanie Akehurst	Administrative Assistant – Business Services (Recording Secretary)

OPENING PRAYER

Note: The meeting was opened with prayer led by Robert Risling.

Note: The meeting was chaired by Mr. Dick Mastel, Board Chair.

APPROVAL OF THE ACTION AGENDA

3611 Motion. Kathy Glasgo: "THAT the Action Agenda dated May 27, 2020 be approved as circulated."

Carried unanimously.

ACTION AND DISCUSSION ITEMS

Note:

- 2020–21 Budget

3612 Motion. Kathy Glasgo: "Be it resolved that the Board of Trustees for the Medicine Hat Catholic Board of Education Approve the 2020-21 Budget with a deficit of \$396,434 as presented."

Carried unanimously.

CLOSING PRAYER

Note: The meeting closed with prayer led by David Leahy.

ADJOURNMENT

Note: The regular meeting was adjourned by the Board Chair.

Note: The meeting adjourned at 4:51PM.

Dick Mastel, Board Chair

Greg MacPherson, Secretary Treasurer



Information Report

REPORT TO THE BOARD OF TRUSTEES

Date: June 9, 2020
To: The Board of Trustees
From: Dwayne Zarichny
Originator: Sandra Richard
Rationale: Policy/Procedures: Policy 2 Role of the Board - AP 201 Religious Education
Subject: Religious Education Update and Faith Development Update

BACKGROUND:

The culture of our Catholic schools is intended to provide an environment of beliefs, values and actions that invite people in the community to follow the teachings of Jesus Christ. Knowing and understanding the teachings and tradition of the Catholic Church is a necessary and integral part of faith development. The core program includes a specific course in religious studies at each grade level. Knowledge of Catholic beliefs and values are integrated into all subjects in the curriculum.

STATUS & RELATIONSHIP TO SLQS:

Our Grade 7 Resource for our Growing in Faith/Growing in Christ will be ready for print on August 4 and Digital Resources will be available August 19. There will be a brand new digital design which will be very appealing and engaging to our junior high students. The units will include: Preparing for God's Kingdom, Bringing Christ into the World, Sacramental Grace for a Life of Service, God's Plan for Salvation, and Acting in Virtue and Solidarity. We will be hosting an in-service for teachers in September either online or in person. We continue to work with the Bishops, CCSSA and our new Curriculum and Resource Coordinator on the Kindergarten resource. As well, we are working with Pearson and our Bishops to bring in Fully Alive as a resource for our Wellness Curriculum Catholic Resource for grades 1 & 2 for this year.

Our Faith Formation Day has been moved to August 28 in the afternoon. We have made arrangements with Bishop McGrattan to have a livestream mass in the afternoon. Each school staff will meet in the their gyms (with proper social distancing) at 12:45 for mass to begin at 1:00.

Afterwards, faith leaders in each school will be holding a small retreat to build community and build on our theme of Renewal.

Competency: Leading Learning

Indicators: ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students;

GOVERNANCE IMPLICATIONS: For information



Information

REPORT TO THE BOARD OF TRUSTEES

Date: June 9, 2020 **AGENDA ITEM:**

To: The Board of Trustees

From: Superintendent of Schools

Originator: Superintendent of Schools

Rationale: Board Work plan

Subject: Plans for recognizing retiring employees

BACKGROUND:

- There are 11 retirees this year (9 teachers and 2 learning assistants).
- The retirement banquet that was scheduled for June 8th has been postponed to Monday, September 28th (at the Medicine Hat Lodge).
- Chair Mastel came in on Thursday, June 4th to record individual messages for each retiree.
- Chelsey will be sending out a personalized email to each retiree on Friday, June 5th with information about the banquet postponement and the video from the board chair attached.
- Chelsey has also arranged for each retiree to choose their gift from IdeaSource (the company we work with for gifts).
- Each retiree will receive an email from IdeaSource on Friday as well with instructions on how to pick out their gifts. Gifts will be delivered to their homes in mid-July (as per COVID restrictions).
- I will be handwriting a card for each retiree which Chelsey will mail.
- We will post a write up on our website and facebook page honoring the retirees.
- In September, if restrictions are lifted and we can go ahead with the banquet, everyone will receive a formal invitation. If the banquet is not able to go forth in September we will need to make an alternate plan.

STATUS & RELATIONSHIP TO SLQS:

This report aligns with the SLQS in the following way:

Competency: Supporting Effective Governance

Indicators: Promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.

RESULTS OR ANTICIPATED OUTCOMES:

This report supports the work of the Superintendent in the area of personnel management. (Reference: Item 3, Policy 12).

GOVERNANCE IMPLICATIONS:

This report is responsive to the Board's work in ensuring it meets its responsibility to provide overall direction for the Division by establishing mission, vision, strategic priorities and key results. (Reference: Item 4.1, Policy 2)



REPORT TO THE BOARD OF TRUSTEES

Date: June 9, 2020 **AGENDA ITEM:**

To: The Board of Trustees

From: Superintendent of Schools

Originator: Superintendent of Schools

Rationale: Policy/Procedures: Leads the strategic planning process

Subject: Strategic Priorities Update

BACKGROUND:

The Superintendent is responsible for leading strategic planning in the jurisdiction. This report will be a standing report which will be updated on a monthly basis. This report will provide the Board with an overview of the implementation of the Strategic Priorities developed by the Board.

Additionally, the strategic priorities for next year need to be reviewed and approved. Given the context of education during this pandemic, it is my recommendation to continue for another year with the same strategic priorities, with one minor change. **Please note that the wording 21st Century Learners has been changed to Future Ready Learners.**

STATUS & RELATIONSHIP TO SLQS:

This report aligns with the SLQS in the following way:

Competency: Visionary Leadership

Indicators: Ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation, and incorporates the school community's perspectives.

Competency: Supporting Effective Governance

Indicators: Ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities.

Supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms.

RESULTS OR ANTICIPATED OUTCOMES:

This report supports the work of the Superintendent in providing leadership in the area of strategic planning. (Reference: Item 6, Policy 12).

GOVERNANCE IMPLICATIONS:

This report is responsive to the Board's work in ensuring it meets its responsibility to provide overall direction for the Division by establishing mission, vision, strategic priorities and key results. (Reference: Item 4.1, Policy 2)

Strategic Priorities Update 2019-2020

1. Celebrating our Catholic identity through the Marks of a Catholic School
 - Faith development day at the beginning of the school year with Steve Agrisano
 - Chaplain - lunch and learn, creation of chapel space at the high school
 - Morning Prayers
 - Mass at CEC
 - Adequate budget for Religious Education
 - School Masses and transportation funding provided to transport students to mass
 - Prayer before and after Board meetings
 - Sharing faith based posts with our stakeholders on school websites and social media
 - Sharing information about the Saints to our teachers and administrators
 - All grade 4 students have received a bible purchased from parishioners / Teaching of Lectio Divina to students/staff
 - Social Action projects are tied into the Catholic Social Teachings
 - Administrators sitting on each church's Parish Pastoral Council
 - School Sponsored masses on Sundays throughout the year
 - Faith Formation sessions for new teachers
 - Faith Formation PD for administrators on the book study by David Wells - The Grateful Disciple
 - Faith Formation Donation Drive and Mass on March 20. This will also include staff planning for our Service in Action day in August
 - Working with the parishes to bring in the Sisters of the Seed of the Word into all schools to share with grade 9's about vocations and to meet all students in the division
 - GrACE - Tell Your God Story Retreat on April 4
 - Lenten masses at both parishes - cross attendance for exposure to both churches
 - Daily Advent/Lent messages to all division staff and trustees

- During the Pandemic isolation the following has occurred:
 - Teachers continue to provide Faith growth in activities, prayers, and permeated assignments
 - Catholic Education Week will have the focus on each of the marks of an Excellent Catholic School - activities such as online praying of Rosary, Flipgrid prayer intentions, painting of rocks with faith messages to distribute in the community, create your own rosary at home in chalk art/rocks/etc., video compilation shared about “Why I love my Catholic school”
 - Consecration of our Division and schools to Mary at our Google Meet Board meeting with parish priests and admin in attendance
 - Receiving rosaries from the parishes to hand out to staff and students to pray during the month of May and beyond
 - Shared Diocesan mass with Bishop McGrattan on the Wednesday of Catholic Education Week with all divisions in the Diocese
 - Lenten Stations of the Cross using the stations from each of the parishes to maintain a connection to the schools
2. Providing a continuum of support for the mental health and well-being of parents, students, and staff in a welcoming, caring, respectful and safe learning environment
- Survey of staff in the division
 - CCT program
 - Wednesday’s morning break
 - Health & Wellness Committee
 - EFAP program and marketing of it. Distribution of relevant and timely information from ASEBP and EFAP.
 - Whistleblower program availability
 - Harassment policy
 - Taking part in and supporting days such as Bell Let’s Talk Day, Random Acts of Kindness Day and Pink Shirt Day
 - Policy developed for Timeout and Physical Intervention
 - Practice guidelines for Documenting and reporting critical incidents.
 - Developed procedure around debriefing critical incidents.
 - SIVA Training
 - Daily Advent/Lent messages to all division staff and trustees
 - Continued daily reflections during the time of isolation

3. Developing teachers with the necessary skills to teach 21st century learners
 - Professional development on SIVA held this year and scheduled for the new year
 - TAPI payments released for teachers
 - Lead
 - Creation of a Leadership Enhancement Program to offer Professional Development to teachers wanting to take on leadership roles (based on LQS)
 - PD offered to new teachers through a one on one model with SAPDC
4. The effective use of technology to support learning
 - Migrated to Google platform
 - Technology committee
 - Funding to support smartboard replacement pilot project
 - Upgraded hardware at Monsignor McCoy High School to support dual credit programs
5. To foster meaningful parental involvement and stakeholder engagement
 - Each school has an active school council in place
 - MHCBE Calendars distributed to households
 - Staff Budget Survey/ Health & Wellness Survey
 - School open houses and school plan presentations
 - Division Instagram, Facebook, Twitter & YouTube Accounts
 - i. 31 Active Facebook Pages
 - ii. 30 Active Twitter Accounts
 - iii. 29 Active Instagram Accounts
 - iv. 2 Active YouTube Channels
 - Community Sports & Events page on division website
 - Feedback received from district leaders, teachers and parents on the 2020-2021 school calendar

STRATEGIC PRIORITIES

2020-2021

1

Celebrating our Catholic identity through the Marks of a Catholic School

2

Providing a continuum of support for the mental health and well-being of parents, students, and staff in a welcoming, caring, respectful and safe learning environment

3

Developing teachers with the necessary skills to teach future ready learners

4

The effective use of technology to support learning

5

To foster meaningful parental involvement and stakeholder engagement



These Priorities will form the basis of the upcoming Annual Education Report & School Education Plans.



Information

REPORT TO THE BOARD OF TRUSTEES

Date: June 9, 2020

AGENDA ITEM:

To: The Board of Trustees

From: Superintendent of Schools

Originator: Superintendent of Schools

Rationale: Board is up-to-date on AB Education direction

Subject: Diploma Exam Update

BACKGROUND:

The Superintendent is responsible for ensuring that the Board has the most up-to-date information from Alberta Education in order to support effective governance practices. Alberta Education recently announced that diploma examinations for students taking summer courses will occur as initially planned for the summer of 2020. The ministry has yet to make a decision for diploma writing in the fall of the 2020-2021 school year.

STATUS & RELATIONSHIP TO SLQS:

This report aligns with the SLQS in the following way:

Competency: Supporting Effective Governance

Indicators: Supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms.

RESULTS OR ANTICIPATED OUTCOMES:

This report supports the work of the Superintendent in providing leadership in the area of educational leadership and educational organizational management. (Reference: Section 2, items 2.2 and 2.3, Section 7, item 7.1)

GOVERNANCE IMPLICATIONS:

This report is responsive to the Board's work in ensuring it meets its responsibility to provide overall direction for the Division by establishing mission, vision, strategic priorities and key results. (Reference: Item 4.1, Policy 2)



Information Report

Public Meeting

REPORT TO THE BOARD OF TRUSTEES

Date: June 9, 2020 **AGENDA ITEM:** Staffing Update

To: The Board of Trustees

From: Superintendent of Schools

Originator: Chuck Hellman

Rationale: Policy/Procedures: Policy 12 – Role of the Superintendent – Personnel Management

Subject: Personnel Update

BACKGROUND: To date MHCBE has hired 2 principals, 2 vice principals, 9 teachers new to the division and 6 teachers who were on temporary contracts last year. The Division has transferred 6 teachers to new schools to meet staffing needs.

The Division has had 7 full time teachers retire, 1 part time teacher retire and 3 teachers complete the second year of their Gradual Retirement Plan. (GRP) This represents 9.2 FTE.

RELATIONSHIP TO SLQS:

Competency: (6) School Authority Operations and Resources

Indicators (b) Ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan

RESULTS OR ANTICIPATED OUTCOMES: Information

GOVERNANCE IMPLICATIONS: Policy 1 – Mission – In partnership with family, Church, and community, we provide Catholic Education of the highest quality to students.

Policy 12 – Role of the Superintendent – The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division. The Superintendent reports directly to the corporate Board and is accountable to the Board for the conduct and operation of the Division.

Personnel Management – overall authority and responsibility for all personnel-related issues



Information Report

Public Meeting

REPORT TO THE BOARD OF TRUSTEES

Date: June 9, 2020 **AGENDA ITEM:**
To: The Board of Trustees
From: Dwayne Zarichny, Superintendent of Schools
Originator: Greg MacPherson, Secretary Treasurer
Rationale: Governance
Policy/Procedures: Policy 2 section 9.7
Subject: 2019-20 Third Quarter Financial Report

BACKGROUND:

The Board of Trustees, in the board work plan and as part of policy 2, receives quarterly a financial update on the fiscal management of the Division. The Third Quarter Report will cover the period of September 1, 2019 to May 31, 2020.

STATUS & RELATIONSHIP TO SLQS:

Competency: 7 – Supporting Effective Governance

Indicators: 7.e Ensuring that the fiscal and resource management in accordance with all statutory, regulatory and school authority requirements.

RESULTS OR ANTICIPATED OUTCOMES:

The board of trustees will be aware of the fiscal position of the Division

GOVERNANCE IMPLICATIONS:

The Board of Trustees under their responsibilities in Policy 2 section 9.7 *“Receive fiscal accountability reports to ensure fiscal management of the Division”*

RECOMMENDED DECISION:

None at this time

ATTACHMENTS:

1. 2019-20 Third Quarter Financial Report (to be distributed at or prior to the meeting)



Information Report

Public Meeting

REPORT TO THE BOARD OF TRUSTEES

Date: June 9, 2020 **AGENDA ITEM:**

To: The Board of Trustees

From: Dwayne Zarichny, Superintendent of Schools

Originator: Greg MacPherson, Secretary Treasurer

Rationale: Governance

Policy/Procedures: Policy 2 section 9.5

Subject: Capital Maintenance Renewal Grant

BACKGROUND:

The Government of Alberta on April 9, 2020 announced the creation of the Capital Maintenance and Renewal ('CMR') grant. The grant is intended to allow government and school jurisdictions to act quickly across the province to keep Albertans employed during the pandemic.

We were advised on April 15th on the process we could use to apply for the funds and by April 17, 2020 submitted our proposal. We used the energy savings project Johnson Controls was managing for our submission. A copy of our submission is attached.

We were notified on May 20, 2020 that the Minister has approved our project up to \$2.5 million. At this time the total cost of the project is estimated at \$2.6 million with the unfunded difference to be funded from existing IMR funds.

STATUS & RELATIONSHIP TO SLQS:

Competency: 6 – School Authority Operations and Resources

Indicators: 6.a Providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements.

RESULTS OR ANTICIPATED OUTCOMES:

The initial concept of the project was to use the utility savings over 20 years to pay the required financing for this project. With this grant we can realize the utility savings (Estimated to be minimally \$50,000 per year) immediately within the operational budget.

We are continuing to work with Johnson Controls to finalize the detailed scope of the project and complete the contract. Onsite work is expected to commence August 1, 2020 with substantial completion October 31, 2020.

GOVERNANCE IMPLICATIONS:

The Board of Trustees under their responsibilities in Policy 2 section 9.5 *“Approve annually the Three-year Capital Plan and Facilities Master Plan for submission by the due date”*. While this project is not in the three-year plan or Facilities Master Plan, it is linked into ongoing facilities management and future capital plans.

RECOMMENDED DECISION:

None at this time

ATTACHMENTS:

1. 2020-21 CMR Submission
2. Email from Minister of Education dated May 20, 2020 approving the CMR Grant

Capital Maintenance and Renewal Stimulus Proposal

for 2020/2021

Jurisdiction: The Medicine Hat Roman Catholic Separate School Division (4501)

	Project Description*	Impacted School Facilities	Location	Category**	Estimated Cost (\$, to nearest \$100,000)	Estimated Timeline (Month, Year)		Preferred Method of Delivery	If other, please specify:
						Anticipated Start MM-YYYY	Anticipated Completion MM-YYYY		
1	LED Lighting Upgrade (Project Description included in report)	See affected Schools Tab	Medicine Hat, AB	S5 Electrical	\$ 800,000	08-2020	01-2021	Directly by Jurisdiction	
2	Access Control & Emergency Strobe Lights (Project Description included in report)	See affected Schools Tab	Medicine Hat, AB	S5 Electrical	\$ 200,000	08-2020	02-2021	Directly by Jurisdiction	
3	BAS Upgrade & Retro-Commissioning (Project Description included in report)	See affected Schools Tab	Medicine Hat, AB	S5 Electrical	\$ 400,000	08-2020	04-2021	Directly by Jurisdiction	
4	Boiler Replacement (Project Description included in report)	See affected Schools Tab	Medicine Hat, AB	S4 Mechanical	\$ 800,000	08-2020	06-2021	Directly by Jurisdiction	
5	RTU Replacement (Project Description included in report)	See affected Schools Tab	Medicine Hat, AB	S4 Mechanical	\$ 300,000	08-2020	05-2021	Directly by Jurisdiction	
6	Victaulics' Replacement (Project Description included in report) (Project Description included in report)	See affected Schools Tab	Medicine Hat, AB	S4 Mechanical	\$ 100,000	08-2020	06-2021	Directly by Jurisdiction	
7	Condensing Unit Replacement (Project Description included in report)	See affected Schools Tab	Medicine Hat, AB	S4 Mechanical	\$ 300,000	08-2020	04-2021	Directly by Jurisdiction	
8									
9									

* Project descriptions should be high level and indicate the general scope of work (i.e., roof replacement, boiler replacement, etc.).
 ** Categories are determined based on Alberta Infrastructure Unifomat categories, as identified in VFA.
 *** Preferred method of delivery is not guaranteed for approval.

Superintendent or Designate

Please e-mail the original Excel document to edc.cpdata@gov.ab.ca

		Priority									
		1	2	3	4	5	6	7	8	9	10
Affected Schools	École St. John Paul II School	École St. John Paul II School	St. Francis Xavier School	St. Patrick's School	St. Patrick's School	St. Francis Xavier School	Monsignor McCoy High School				
	Monsignor McCoy High School	Monsignor McCoy High School	Monsignor McCoy High School	St. Mary's School	St. Francis Xavier School						
	Mother Teresa School	Mother Teresa School	Notre Dame Academy	St. Francis Xavier School	St. Louis School						
	Notre Dame Academy	Notre Dame Academy	St. Louis School	St. Louis School							
	St. Francis Xavier School	St. Francis Xavier School		St. Michael's School							
	St. Louis School	St. Louis School									
	St. Mary's School	St. Mary's School									
	St. Michael's School	St. Michael's School									
	St. Patrick's School										

AR110939

May 21, 2020

Mr. Dwayne Zarichny
Superintendent
The Medicine Hat Roman Catholic Separate School Division
1251 - 1 Avenue S.W.
Medicine Hat AB T1A 8B4

Dear Mr. Zarichny:

Further to the Minister of Education's email of May 20, 2020, I am pleased to provide additional details associated with this approval.

The Medicine Hat Roman Catholic Separate School Division has been approved up to \$2,500,000 in accelerated Capital Maintenance and Renewal funding, which will address ongoing capital maintenance needs and support the efforts to keep Albertans working during these challenging times.

Please note that your Capital Maintenance and Renewal funding allocation was informed by your April 17, 2020 submission to Alberta Education and can only be directed to those priorities. The list of eligible projects is attached to this letter. Any projects omitted from the attached list have been determined to be ineligible for this funding.

Funding for the capital projects submitted will be provided in two payments. Your division will initially receive 70 per cent of the total funding for your project(s). Upon completion of the project, a CMR Funding Final Cost Report will be required before the final payment of up to the remaining 30 per cent is released.

You will be required to provide monthly progress reports using the attached Capital Maintenance and Renewal Monthly Report template, which includes reporting on project progress, total expenditures to date and the number of employment opportunities that have been created by this additional funding. Each monthly report is due by the end of the first week of the following month. Your first report will be due by June 5, 2020. Please submit your progress report to Capital Planning (edc.cpdata@gov.ab.ca). All projects and expenditures must also be entered into the VFA asset management system. Failure to submit your progress report may impact future funding approvals.

.../2

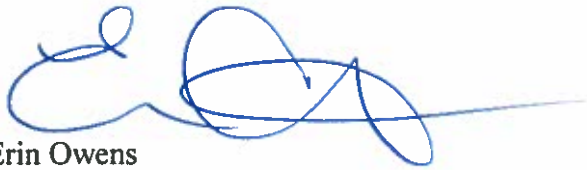
Mr. Dwayne Zarichny
Page Two

The projects identified herein are intended to be completed by the end of October 2020. Please ensure accurate reporting is completed to advise of any projects that may exceed this timeframe. Any projects that have not yet commenced by this time may have their funding rescinded.

It is the expectation of the ministry that all projects submitted are capital projects and will be accounted for as such.

If you have any questions, please contact Erin Owens, Capital Planning South, at Erin.Owens@gov.ab.ca or 780-643-1455. Dial 310-0000 first for toll-free access.

Sincerely,



Erin Owens
Acting Executive Director
Capital Planning

Attachments:

1. Eligible Capital Maintenance and Renewal Projects
2. Example Statement of CMR Funding Final Cost Report
3. Capital Maintenance and Renewal Monthly Report Template

cc: Mr. Greg MacPherson, Secretary Treasurer



Information Report

Public Meeting

REPORT TO THE BOARD OF TRUSTEES

Date: June 9, 2020 **AGENDA ITEM:**

To: The Board of Trustees

From: Dwayne Zarichny, Superintendent of Schools

Originator: Greg MacPherson, Secretary Treasurer

Rationale: Governance

Policy/Procedures: Policy 2 section 1.2

Subject: School Board Wards

BACKGROUND:

With 2021 being an election year for Alberta school boards, it is important to review the bylaw which determines the board's ward structure. This bylaw must be passed before December 31, 2020, in accordance with the *Education Act*. The requirement to pass a bylaw exists in cases where boundaries are either confirmed or amended.

The school board bylaw would provide for the nomination and election of trustees by wards or electoral subdivisions, and it determines the boundaries of the wards or provides for the election of trustees by the general vote of the electors. A bylaw must be passed before December 31, 2020 in the year before an election year, and it does not apply to or affect the composition of the school board until the date of the general election.

The current MHCBE structure is to have one ward with five-trustees elected at large. Bylaw 2017/01 (attached) is provided for reference. There have not been any annexations or separate school district establishments or other changes which would necessitate a change to the existing bylaw. This bylaw is embedded in Policy 2 – Board Operations. With the changes from the *School Act* to the *Education Act* consideration could be given to modernizing the wording in the By-law

Under the *Education Act*, the Minister no longer approves the bylaw; however, school boards must provide a copy of the bylaw to the Minister before December 31, 2020. This change reduces red tape and will lead to greater efficiencies.

In addition, each school board must also establish, implement and make publicly available a policy with the considerations and process the school board used to determine its ward structure.

STATUS & RELATIONSHIP TO SLQS:

Competency: 7 – Supporting Effective Governance

Indicators: 7.a supporting the board in the fulfillment of its governance functions in the fiduciary, strategic and generative realms.

RESULTS OR ANTICIPATED OUTCOMES:

That the electoral ward by-law reflects the board’s vision that the current ward structure is adequate and that it is modernized to existing language.

Attached is a proposed draft for consideration of direction to go with the ward structure. If the concept of the proposed draft is acceptable, the bylaw will be brought forward for first reading in September 2020 with second and third reading to occur.

GOVERNANCE IMPLICATIONS:

The Board of Trustees under their responsibilities in Policy 2 section 1.2 *“Perform Board functions required by governing legislation”*.

RECOMMENDED DECISION:

None at this time

ATTACHMENTS:

1. Electoral Ward Bylaw 2017/01
2. Draft Electoral Ward Bylaw 2020/01

MEDICINE HAT CATHOLIC BOARD OF EDUCATION
Electoral Wards By-law
No. 2017/01, effective February 14, 2017

WHEREAS Bow Island Roman Catholic Separate School District No. 82 (Ward 2) was withdrawn from Medicine Hat Catholic Separate Regional Division No. 20 and added to Holy Spirit Roman Catholic Separate Regional Division No. 4 as per Ministerial Order 012/2014;

AND WHEREAS the Board of Trustees of Medicine Hat Catholic Board of Education is desirous of replacing Electoral Ward Bylaw 2010/01 to reflect the revised boundaries for the regional division, confirm the establishment of one ward for the regional division, and increase the number of trustees in that ward;

AND WHEREAS the *School Act*, RSA 2000, c.S-3, specifically section 262(5), authorizes the board of a division, with the approval of the Minister, to amend or replace a bylaw providing for the nomination and election of trustees by wards or electoral subdivisions.

AND WHEREAS the *School Act*, RSA 2000, c.S-3, specifically section 247, allows the Minister to vary the number of trustees to be elected for each ward;

AND WHEREAS the Board of Trustees for the Medicine Hat Catholic Board of Education has undergone a public consultation process regarding increasing the number of trustees and retaining the same electoral boundaries for the remaining ward;

NOW THEREFORE, in accordance with Section 262 of the *School Act* and subject to the approval of the Minister, Electoral Ward Bylaw 2010/01 is hereby repealed and replaced with this Electoral Ward Bylaw 2017/01.

AND Medicine Hat Catholic Board of Education shall be comprised of the wards as follows with such wards to be in effect for the October 2017 trustee elections:

1. Electoral Ward 1 (The Medicine Hat Roman Catholic Separate School District No. 21 Ward) shall be comprised of the following lands:

Township 11, Range 4, West of the 4th Meridian
Sections 29 to 32 inclusive.

Township 11, Range 5, West of the 4th Meridian
Sections 25 to 36 inclusive.

Township 11, Range 6, West of the 4th Meridian
Sections 25 and 26; Sections 31 to 36 inclusive; East half of Section 27; Northwest quarter of Section 30.

Township 12, Range 4, West of the 4th Meridian
Sections 5 to 8 inclusive; Sections 17 to 21 inclusive; Sections 28 to 33 inclusive.

Township 12, Range 5, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 12, Range 6, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 13, Range 4, West of the 4th Meridian
Sections 5 to 8 inclusive; Sections 17 to 20 inclusive; Sections 30 and 31.

Township 13, Range 5, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 13, Range 6, West of the 4th Meridian
Sections 1 to 30 inclusive; Sections 33 to 36 inclusive.

Township 14, Range 5, West of the 4th Meridian
Sections 3 to 9 inclusive; Sections 15 to 18 inclusive; Those portions of Sections 2, 10, 13 and 14 lying North and West of the South Saskatchewan River.

Township 14, Range 6, West of the 4th Meridian
Sections 1 to 4 inclusive; Sections 9 to 16 inclusive.

2. The number of Trustees to be nominated and elected from each ward shall be as follows:

Electoral Ward 1: Five (5) Trustees nominated and elected at large.

This bylaw was given approval by The Board of Trustees of Medicine Hat Catholic Board of Education at a regular meeting of the Board for first and second reading on January 10, 2017, and third reading, on February 14, 2017.

Board Chair

Secretary Treasurer

MEDICINE HAT CATHOLIC BOARD OF EDUCATION
Electoral Wards By-law
No. 2020/01, effective December 1, 2020

WHEREAS The *Education Act* became in force September 1, 2019;

AND WHEREAS the Board of Trustees of Medicine Hat Catholic Board of Education is desirous of replacing Electoral Ward Bylaw 2017/01 to reflect the current language and naming for the school division and to reaffirm the establishment of one ward for the school division and the number of trustees in that ward;

AND WHEREAS the *Education Act*, RSA 2012, c.E-0.3, specifically section 76, authorizes the board of a school division, to provide for the nomination and election of trustees by wards and determine the boundaries of the wards or to provide for the election of trustees by the general vote of the electors;

AND WHEREAS the *Education Act*, RSA 2012, c.E-0.3, specifically section 78,, allows the Minister to vary the number of trustees to be elected for each school division;

NOW THEREFORE, in accordance with Section 76 of the *Education Act*, Electoral Ward Bylaw 2017/01 is hereby repealed and replaced with this Electoral Ward Bylaw 2020/01.

AND Medicine Hat Catholic Board of Education shall be comprised of the wards as follows with such wards to be in effect for the October 2021 trustee elections:

1. Electoral Ward 1 (The Medicine Hat Roman Catholic Separate School Division Ward) shall be comprised of the following lands:

Township 11, Range 4, West of the 4th Meridian
Sections 29 to 32 inclusive.

Township 11, Range 5, West of the 4th Meridian
Sections 25 to 36 inclusive.

Township 11, Range 6, West of the 4th Meridian
Sections 25 and 26; Sections 31 to 36 inclusive; East half of Section 27; Northwest quarter of Section 30.

Township 12, Range 4, West of the 4th Meridian
Sections 5 to 8 inclusive; Sections 17 to 21 inclusive; Sections 28 to 33 inclusive.

Township 12, Range 5, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 12, Range 6, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 13, Range 4, West of the 4th Meridian

Sections 5 to 8 inclusive; Sections 17 to 20 inclusive; Sections 30 and 31.

Township 13, Range 5, West of the 4th Meridian
Sections 1 to 36 inclusive.

Township 13, Range 6, West of the 4th Meridian
Sections 1 to 30 inclusive; Sections 33 to 36 inclusive.

Township 14, Range 5, West of the 4th Meridian
Sections 3 to 9 inclusive; Sections 15 to 18 inclusive; Those portions of Sections 2, 10, 13 and 14 lying North and West of the South Saskatchewan River.

Township 14, Range 6, West of the 4th Meridian
Sections 1 to 4 inclusive; Sections 9 to 16 inclusive.

2. The number of Trustees to be nominated and elected from each ward shall be as follows:

Electoral Ward 1: Five (5) Trustees nominated and elected at large.

This bylaw was given approval by The Board of Trustees of Medicine Hat Catholic Board of Education at a regular meeting of the Board for first and second reading on XXXXXXXX, and second reading on XXXXXXXX and third reading, on XXXXXXXX.

Board Chair

Secretary Treasurer



Information Report

Public Meeting

REPORT TO THE BOARD OF TRUSTEES

Date: June 9, 2020 **AGENDA ITEM:**

To: The Board of Trustees

From: Dwayne Zarichny, Superintendent of Schools

Originator: Greg MacPherson, Secretary Treasurer

Rationale: Governance

Policy/Procedures: Policy 2 section 9.13

Subject: Joint Use Agreement and playgrounds other Facility impacts from CoVid-19

BACKGROUND:

MHCBE communicated with the City of Medicine Hat under the Joint Use Agreement, in conjunction with Medicine Hat Public Board of Education, indicating that we are cancelling the use of schools by community user groups under the Joint Use Agreement for 2020-21. This is a continuation of the current suspension. The notice is to assist the external user groups in their planning. The purpose of the cancellation is to limit access to schools after hours by the public which will limit the spread of germs in schools where custodial staff may be stretched. Further, there is a possibility we may need to use the gyms for classroom space depending on what limitations there are on social distancing.

Should the situation change, and we feel it is safe to do so, we will reopen the gyms under the Joint Use Agreement.

In a coordinated approach, the City of Medicine Hat, Medicine Hat Public and Medicine Hat Catholic have reopened the playgrounds in accordance with the directions for phase 1 reopening. The City of Medicine Hat has installed signage at the playgrounds with reminders on the need for social distancing and hand sanitization.

The custodians have completed the majority of the summer cleaning in the schools. As we are uncertain with the specific direction we will need to take for reopening schools in September such as limits of desks in classrooms, tape marking on the floor, sanitization before reopening, it would be prudent to have all custodians back to work in August. We have worked with CUPE to modify the collective

agreement, for this year only, in order to have custodians take their vacations during June and July with all returning to work in August. We are appreciative of the cooperation and relationship between MHCBE and CUPE.

STATUS & RELATIONSHIP TO SLQS:

Competency: 6 – School Authority Operations and Resources

Indicators: 6.a Providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements.

RESULTS OR ANTICIPATED OUTCOMES:

The board of trustees will be aware of the direction the Division has taken.

GOVERNANCE IMPLICATIONS:

The Board of Trustees under their responsibilities in Policy 2 section 9.13 *“Approve joint use agreements and those partnership agreements that require a financial obligation of the board.”*

RECOMMENDED DECISION:

None at this time

ATTACHMENTS:

None

Division Communications

Derrian Hallas - Communications Officer



#WeAreMHCBE

Catholic Education Week



Even though we aren't together in a traditional school setting, Medicine Hat Catholic Schools will always celebrate the gift of Catholic education!

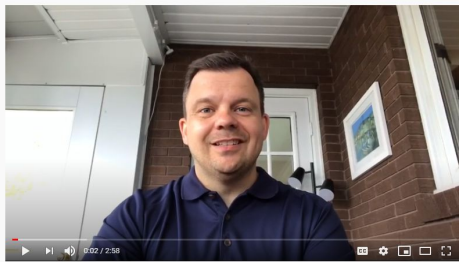
MHCBE participated in Alberta Catholic Education Week May 18-22. Including #BlueForCatholicEd Day on World Catholic Education Day (May 21). Each day of the week had a daily theme, prayer intentions and activities for staff, students and families to take part in at home. *What a beautiful week it was!*

[Photos from Catholic Education Week](#)

[Letter from the Catholic Bishops of Alberta and NWT](#)

[GrACE Special Edition Newsletter for Catholic Education Week](#)

Catholic Education Testimonials Video



What makes Catholic education special?

"As we reflect on Catholic Education Week, we want to share a very special thank our staff, students and families that participated in virtual faith activities. We were overjoyed to see Catholic education being celebrated across the city in so many unique and beautiful ways. We even had some parents, students, and grandparents share how they feel about Catholic Education - take a look!

Our schools are special because of each and every one of YOU. God bless our Medicine Hat Catholic family."

Video link: <https://youtu.be/xQ4KK9C4-8U>

Retirees - Congratulations!

The Board of Trustees had planned to honor our retirees at the annual Retiree Banquet in June of 2020. Although we cannot all gather to celebrate our long service employees at this time, we want wish our retirees the best in the coming years and thank them for their years of service!

The Retiree Banquet has been rescheduled for the fall of 2020.

School Art 2020

Virtual School Art 2020 is now open! We are blown away by this innovative project by the Esplanade Arts & Heritage Centre. Thank you to the staff and students that submitted work this year! [Click here to view the virtual School Art Gallery.](#)


Catholic Education Myth Busters!



CATHOLIC SCHOOL MYTHS & FACTS

Catholic Education promotes the spiritual, academic, physical and social development of students. Teaching the foundations of Catholic beliefs, we develop a strong spirit for service, social justice and citizenship by calling our students to transform the world.

ABOUT CATHOLIC EDUCATION



Alberta is one of **3** provinces in Canada with publicly funded Catholic education.

180,000 students currently attend Catholic Schools in Alberta.

Catholic schools promote service as an essential component of our identity.

Catholic education in Alberta has been around for **159** years!

DIVISION PROFILE: 2769 Students currently attend Medicine Hat Catholic Schools.

6 ELEMENTARY SCHOOLS	143 TEACHERS
2 MIDDLE SCHOOLS	207 SUPPORT STAFF
1 HIGH SCHOOL	Catholic French Immersion from Early Learning to Grade 12!

Catholic schools are inclusive, welcoming communities where all students are cherished as gifts from God. Love, kindness and faith are the foundations of Catholic education!

MYTH: IT COSTS MORE MONEY TO ATTEND A CATHOLIC SCHOOL

REALITY:



Catholic schools are publicly funded in the province of Alberta. there is no additional tuition to attend a Catholic school!

MYTH: MY FAMILY HAS TO BE CATHOLIC FOR MY CHILD TO ATTEND A CATHOLIC SCHOOL

REALITY:



Medicine Hat Catholic Schools warmly welcome all children. You do not need to be Catholic to attend a Catholic school!

MYTH: MY CHILD MUST BE BAPTIZED TO ATTEND A CATHOLIC SCHOOL

REALITY:



You do **NOT** need to be baptized to attend a Catholic school in Medicine Hat.

MYTH: MY CHILDREN DON'T KNOW ABOUT GOD - I AM CONCERNED THAT THEY WILL FEEL OUT OF PLACE

REALITY:

Our Catholic schools provide a family like environment for all. Students are encouraged to ask questions and participate in religious activities in order to learn and grow their faith.



MYTH: CATHOLIC SCHOOLS AREN'T INCLUSIVE

REALITY:



Love, kindness and inclusion are central in the teachings of our Catholic faith. Diversity is welcome and encouraged in our schools!



Discussion/Action

REPORT TO THE BOARD OF TRUSTEES

Date: June 9, 2020 **AGENDA ITEM:**

To: The Board of Trustees

From: Superintendent of Schools

Originator: Superintendent of Schools

Rationale: Policy/Procedures: Provides leadership in the development of Board policies and administrative procedures.

Subject: Policy and Administrative Procedures Review

BACKGROUND:

The Superintendent is responsible for ensuring the development and updating of Administrative Procedures and providing recommendations for Board policy.

STATUS & RELATIONSHIP TO SLQS:

After a final review of the revised Board policies, the following are attached for a first reading by the Board. Subsequently, the policies will be shared with stakeholders in order for them to be able to provide feedback. At the September Board meeting, if no significant issues have been identified, the policies will be ready for second and third readings and adoption.

This report aligns with the SLQS in the following way:

Competency: School Authority Operations and Resources

Indicators: Delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness.

RESULTS OR ANTICIPATED OUTCOMES:

This report completes the work of the Superintendent in providing leadership in the development of Board policies and administrative procedures. (Reference: Item 4, Policy 12)

GOVERNANCE IMPLICATIONS:

This report is responsive to the Board's work in ensuring it meets its responsibility to establish and maintain written policy and supports the Superintendent in keeping administrative procedures current. (Reference: Policy 10)

Policy 1

DIVISION FOUNDATIONAL STATEMENTS

Our Mission

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

Our Vision

A Gospel-centered community committed to:

- Learning excellence
- Christian service
- Living Christ

Our Motto

Showing the Face of Christ to all.

Our Values

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.
- The uniqueness of each child (That each child is special).

Our Principles of Practice

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

- Model Christ
- Prayer
- Service
- Strive for Excellence
- Build Community

Translating Ideas into Actions

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

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 our buildings in actions and symbols.
 - We celebrate the traditions of Church.

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

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 students to achieve their individual potential.
- Facilitating opportunities for growth and promoting best teaching practices.
- Opportunity to live what we believe.

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 Division.
 - Our schools welcome all.
- 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.

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

Legal Reference: Preamble, Section 3, 7, 11, 18, 25, 27, 33, 35.1, 51, 52, 53, 67, 222 Education Act
Fiscal Planning and Transparency Act
Guide to Education ECS to Grade 12
Policy and Requirements for School Board Planning and Reporting
School Authority Planning and Reporting Reference Guide

Ministerial Order 004/98

First Reading	December 13, 2011
Second Reading	March 13, 2012 (proposed)
Third Reading	March 13, 2012 (proposed)

First reading	June 9, 2020
Second reading	September 8, 2020
Third Reading	September 8, 2020

Policy 2

ROLE OF THE BOARD

As the corporate entity established by provincial legislation and given authority by the *Education Act* and attendant Regulations and the corporate body elected in accordance with the *Local Authorities Election Act*, the Board of Trustees shall provide overall direction and leadership to the Division. The Medicine Hat Catholic Board of Education is accountable for the provision of appropriate educational programs and services to meet the needs of all students enrolled in a school operated by the board to enable their success, in keeping with the requirements of government legislation and the values of the electorate.

The Board has the responsibility to be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes. Alberta legislation defines what Boards must and may do. In addition, legislation allows Boards to delegate almost all 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 In the event that the Alberta School Foundation Fund Regulation is re-passed (or reinstated), 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 transparent, evidence-based decisions which reflect the Gospel values and represent the interests of the entire Division.
 - 2.2 Provide opportunity for the engagement of parents, students, staff, and the community in the board's plans and the achievement of goals, targets and management of public resources.
 - 2.3 Ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
 - 2.4 Develop procedures for and hear appeals as required by statutes and/or Board policy.

- 2.5 Proactively work to build community support for the Catholic education system.
- 2.6 Report at least annually the success and challenges of the Division's priorities, goals and desired outcomes.
- 2.7 Annually approve a communications strategy.
- 2.8 Be visible in the 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, values, strategic priorities and key results.
- 4.2 Annually approve Three Year Education Plan for submission to Alberta Education by due date and in compliance with Alberta Education requirements.
- 4.3 Identify Board priorities at the outset of the Annual Three-Year Education Planning process.
- 4.4 Make available to the public the complete Annual Education Results Report (AERR) and summary document and post on the Division website.
- 4.5 Annually approve budget reflective of strategic priorities and informed by the Three-Year Education Plan.
- 4.6 Monitor and evaluate progress toward the achievement of the goals, outcomes, and measures in relation to targets identified in the Three-Year Education Plan.

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 policy is producing the desired results.
- 5.3 Delegate authority to the Superintendent and define commensurate responsibilities.
- 5.4 Establish, implement and maintain a policy respecting the board's obligation to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behavior.

- 5.5 Establish a policy respecting the resolution of disputes or concerns at the school level between parents and school staff that supports a cooperative and collaborative learning environment for students.

6. Board / Superintendent Relations

- 6.1 Appoint a Superintendent of Schools for a period of not more than five years, and provide the Minister with notice, in writing, of the appointment of the superintendent
- 6.2 Provide the Superintendent with clear corporate direction.
- 6.3 Delegate the management/administration of the Division to the Superintendent who is the Chief Executive Officer and Chief Education Officer of the Board. Such delegation is subject to provisions and restrictions in provincial legislation and regulations.
- 6.4 Evaluate annually the Superintendent in accordance with a pre-established performance appraisal mechanism.
- 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 an annual plan for advocacy aligned with the Three-Year Education Plan and Capital Plan that will include key messages and strategies.
- 7.3 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.
- 7.4 Be accountable to the Division's Catholic ratepayers by being an advocate for the preservation of publicly funded Catholic education constitutional rights in Alberta.

8. Board Development

- 8.1 Review annually the Board's effectiveness.
- 8.2 Develop a plan for Board / Trustee development including increased knowledge of role, processes and issues to further the effective implementation of the Three-Year Education Plan.
- 8.3 Provide for effective Board orientation following municipal elections and ongoing professional development for Trustees.

8.4 Develop, implement, and make available to the public, a trustee code of conduct.

9. Fiscal

- 9.1 Approve budget assumptions and Board priorities at the outset of the budget process.
- 9.2 Approve annually the Division's budget for submission to Alberta Education by the due date.
- 9.3 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 to Alberta Education by the due date.
- 9.6 Receive the annual audit report to ensure quality indicators are met, and that management letter recommendations are addressed.
- 9.7 Receive accountability reports to ensure effective stewardship of the boards resources and monitor fiscal management of the Division.
- 9.8 Review and approve compensation and benefits for exempt staff, and the parameters for negotiations for those covered by collective agreements, after soliciting advice from the Chief Superintendent (or other sources as needed) and at the Boards discretion ratify Memoranda of Agreements 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 \$100,000.
- 9.12 Make available all school fees charged to a parent in accordance with regulations.
- 9.13 Approve joint use agreements and those partnership agreements that require a financial obligation of the Board.
- 9.14 Review and approve Board compensation and expenses.
- 9.15 Approve of the disposal of fixed assets with an acquisition cost of \$15,000 or more.
- 9.16 Approve transfer of funds to/from reserves.
- 9.17 Approve substantive budget adjustments when necessary.
- 9.18 Maintain transparency in all fiduciary aspects.

Selected Responsibilities

- 1. Determine and make publicly available for each school year the days, dates and number of days of school operation.
- 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. Hear appeals of harassment complaints when the Superintendent is not able to participate.
10. Hear allegations of illegal or unethical conduct when the Superintendent is not able to participate.
11. Approve the Board Annual Work Plan.
12. Approve Transportation Fees. (*from Policy 11*)
13. Approve in principle international field trips.

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
 Alberta Schools Foundation Fund Regulation

First Reading: March 11, 2008
 Second Reading: March 11, 2008
 Third Reading: April 8, 2008

First Reading: December 13, 2011
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 Second reading: September 8, 2020
 Third Reading: September 8, 2020

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. 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.

1. Specific Responsibilities of Individual Trustees

- 1.1. Become familiar with Division policies and procedures, meeting agendas, and reports in order to participate in Board business.
- 1.2. Attend Board meetings, and committee meetings as assigned, prepared to participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for education within the Division.
- 1.3. Recognize his/her fiduciary responsibility to the Division and act in the best interests of the Division understanding that Division needs are paramount.
 - 1.3.1. Vote on every Board motion, unless there is a conflict of interest.
 - 1.3.2. Support a majority vote of the Board as if the vote had been unanimous.

- 1.4. 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.
- 1.5. When delegated responsibility, exercise such authority within the defined limits in a responsible and effective way.
- 1.6. Participate, subject to Board approval, in Board/trustee development sessions so that the quality of leadership and service in the Division can be enhanced.
- 1.7. Share the materials and ideas gained with fellow trustees at the Board meeting immediately following a trustee development activity.
- 1.8. Strive to develop a positive and respectful learning and working culture both within the Board and the Division.
- 1.9. Refer queries, issues and problems not covered by Board policy, to the Board for corporate discussion and decision.
- 1.10. 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.
- 1.11. Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect the Division.
- 1.12. Assist the Superintendent with counsel and advice, providing the benefit of the trustee's judgment, experience and familiarity with the community.
- 1.13. Model the values and requirements of a practicing Catholic and participate in parish and church activities.
- 1.14. Ensure that Catholic values and principles are reflected in the Board's policies and practices.
- 1.15. Stay current with respect to provincial, national and international educational issues and trends.
- 1.16. In alignment with Board advocacy and assurance efforts, provide for the engagement of parents, students, and the community, including municipalities and local businesses, in matters related to education.
 - 1.16.1. Recognize the key role of parents as partners in education with the Division to bring about student success and character as responsible citizens.
 - 1.16.2. Respectfully bring forward and advocate for local issues and concerns prior to a Board decision.
 - 1.16.3. Interpret the needs of the community to the Board and the Board's actions to those we serve.

- 1.16.4. Liaise with designated School Council(s).
- 1.17. Attend Division or school community functions when possible.
- 1.18. Become familiar with, and adhere to, the Trustee Code of Ethics.
- 1.19. Report any violation of the Trustee Code of Ethics to the Board Chair or, where applicable, to the Vice-Chair.
- 1.20. Contribute to a positive learning and working culture both within the Board and the Division.

2. Board Orientation

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

- 2.1. The Division will offer an orientation program for all newly elected trustees that provide information on:
 - 2.1.1. Role of the trustee and the Board;
 - 2.1.2. Organizational structures and procedures of the Division;
 - 2.1.3. Board policy, agendas and minutes;
 - 2.1.4. Existing Division initiatives, annual reports, budgets, financial statements and long-range plans;
 - 2.1.5. Division programs and services;
 - 2.1.6. Board's function as an appeal body; and
 - 2.1.7. Statutory and regulatory requirements, including responsibilities with regard to conflict of interest.
- 2.2. The Division will provide financial support for trustees to attend Alberta School Boards Association and Alberta Catholic School Trustees Association sponsored orientation seminars.
- 2.3. 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.
- 2.4. Incumbent trustees are encouraged to help newly elected trustees become informed about the history, functions, policies, procedures and issues.

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
Trust and Reconciliation Commission Calls to Action

First reading	June 9, 2020
Second reading	September 8, 2020
Third Reading	September 8, 2020

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 to serve the children of the Division to the best of their ability, taking actions which put the interests of students first,
- That trustees are educational leaders who realize that the future welfare of the Church, the community, the province, and Canada is dependent on the largest measure upon the quality of education provided in schools to fit the needs of every learner.
- That trustees must ~~never~~ not neglect their personal obligation to the community and their legal obligation to the province, nor surrender these responsibilities to any other person, group, or organization 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. Carry out their responsibilities as detailed in Policy 3 – Role of the Trustee, with reasonable diligence;
2. Devote time, thought and study to the duties of a trustee so that they may render effective and credible service.
3. Exercise the powers and duties of their office honestly and in good faith. Trustees shall exercise the degree of care, diligence and skill that a reasonably prudent person would exercise in comparable circumstances.
4. Work with their fellow trustees in a spirit of harmony and cooperation despite differences of opinion that arise during vigorous debate or points of issue.

5. Consider information received from all sources and base personal decisions upon all available facts in every case; unswayed by partisan bias of any kind, and thereafter, abide by and uphold the final majority decision of the Board.
6. Be loyal to the interests of the Division as a whole in the context of Catholic Education. This loyalty supersedes loyalty to:
 - Any advocacy or special interest groups; and
 - The personal interest of any trustee.
7. Maintain the confidentiality of privileged information, including statements made during in-camera sessions of the Board.
8. Work together with fellow trustees to communicate to the electorate.
9. 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.
10. 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.
11. Refrain from using the trustee position to benefit either oneself or any other individual or agency apart from the total interest of the Division.
12. Recognize that the Superintendent has full administrative authority for properly carrying out his or her professional responsibilities within the limits of Board policy, such that all administrative matters, complaints and criticisms will be referred to the Superintendent.
13. Only the Board Corporate as opposed to individual Trustees shall exercise authority over the Superintendent. In particular; only the Board Corporate shall make judgments regarding the Superintendents performance.
14. Encourage active cooperation by stakeholders with respect to establishing policies.
15. Support the provincial and national school board associations for the future of trusteeship in this province and the nation.
16. 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.
17. Represent the Board responsibly in all Board-related matters with proper decorum and respect for others.
18. 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.

19. Declare any conflict of interest between personal life and the position on the Board and abstain from voting when appropriate.
20. Avoid using their official position to obtain benefit for themselves or family members, or for any business with which trustees or relatives are associated, in accordance with provisions of the Education Act;
21. Recognize that the Board Chair or designate is the only person authorized to speak to the media on behalf of the Board. Trustees shall not presume to speak for the Board when interacting with the public, media or other entities. Trustees shall represent the Board's corporate position when interacting with the public or other entities;
22. Do their utmost to attend regular Board meetings, meetings of the Board committees to which they have been appointed, and meetings for which they have been appointed to serve as Board representative.
23. Trustees shall act in a manner consistent with provincial legislation including the Education Act, regulations, and policies of the Board.

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

First reading	June 9, 2020
Second reading	September 8, 2020
Third Reading	September 8, 2020

Policy 5

ROLE OF THE BOARD CHAIR

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

The Board, at the Organizational Meeting and thereafter at any time as determined by the Board, shall elect one of its members to serve as Board Chair, to hold office at the pleasure of the Board. The Board entrusts to its Chair primary responsibility for providing leadership and guidance.

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

1. Act as the official spokesperson for the Board, except for those instances where the Board has delegated this role to another individual or group and for the Division when there are potential political implications.
2. Preside over all Board meetings and ensure that such meetings are conducted in accordance with the Education Act and the policies and procedures as established by the Board.

2.1 No Trustee may serve as Board Chair at any meeting which his or her presence at the meeting is via electronic means, notwithstanding that the Trustee's presence through electronic means still renders the Trustee present at the meeting as per the Education Act.

3. The Board Chair is responsible for preparing an agenda for Board meetings in consultation with the Superintendent.
4. Perform the following duties during Board meetings:
 - 4.1 Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated.
 - 4.2 Conduct all meetings of the Board according to the following rules of order firstly, ensuring compliance with the Education Act; secondly, compliance with the Board's own policies and lastly where the Education Act or the Board's own policies do not address the matter, "Robert's Rules of Order" shall govern the conduct of meetings, where applicable.
 - 4.3 Ensure that all issues before the Board are well-stated and clearly expressed;
 - 4.4 Display firmness, courtesy, tact, impartiality, and willingness to give everyone an opportunity to speak on the subject under consideration;

- 4.5 Ensure that debate is relevant. The Chair, in keeping with his/her responsibility to ensure that debate must be relevant to the question, shall, when s/he is of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question;
- 4.6 Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Chair may speak to points of order in preference to other members, and shall decide questions of order, subject to an appeal to the Board by any two members duly moved;
- 4.7 Submit motions or other proposals to the final decision of the meeting by a formal show of hands;
- 4.8 Ensure that each trustee present votes on all issues before the Board;
- 4.9 Extend hospitality to trustees, officials of the Board, the press, and members of the public.
5. Keep informed of significant developments within the Division.
6. Be responsible to ensure that the Board is fully aware of the contents of the Superintendent's contract and for ensuring that the Board meets all the requirements of the contract.
7. Review and approve the Superintendent's vacation and sick leave entitlements and expenditure claims on a monthly basis.
8. Review and approve Trustee expenditure claims.
9. Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect the Division.
10. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events.
11. 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.
12. Provide counsel to the Superintendent, when requested to do so.
13. Bring to the Board all matters requiring a corporate decision of the Board.
14. Act as the chief spokesperson for the Board except for those instances where the Board has delegated this role to another individual or group.
15. Act as a signing officer for the Division.
16. Represent the Board, or arrange alternative representation, at official meetings or other public functions.

17. Present, or arrange for another Trustee to present, Spiritual Leadership scholarships.
18. Ensure that the Board engages in regular assessments of its effectiveness as a Board.
19. Make Trustee appointments to internal committees and name representatives to external committees or organizations.
20. Address inappropriate behavior on the part of a trustee.
21. Act as ex-officio non-voting member of all Board committees

Legal Reference: Section 6 Local Authorities Election Act
Section 51, 52, 53, 54, Education Act
Board Procedures Regulation
Local Authorities Election Act

First Reading: March 11, 2008
Second Reading: March 11, 2008
Third Reading: April 8, 2008

First Reading December 11, 2012
Second Reading January 08, 2013
Third Reading March 12, 2013

First reading June 9, 2020
Second reading September 8, 2020
Third Reading September 8, 2020

ROLE OF THE VICE-CHAIR

The Vice-Chair shall be elected by the Board at its Organizational Meeting, and thereafter at any time determined by the Board, to hold office during the pleasure of the Board.

Specific Responsibilities:

1. The Vice-Chair shall act on behalf of the Board Chair, in the latter's absence and shall have all the duties and responsibilities of the Board Chair.
2. The Vice-Chair shall assist the Board Chair in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Board.
3. The Vice-Chair may be assigned other duties and responsibilities held by the Board Chair.
4. The Vice-Chair shall be an alternate signing authority for the Division.
5. The Vice-Chair shall review and approve expenditure claims submitted by the Board Chair.
6. The Vice-Chair shall review and approve expenditure claims submitted by the Trustees when the Board Chair is unable to do so.
7. The Vice-Chair shall review and approve the Superintendent's vacation and sick leave entitlements and expenditure claims when the Board Chair is unable to do so.

Legal Reference: Section 51, 52, 53, 54 Education Act

First reading	June 9, 2020
Second reading	September 8, 2020
Third Reading	September 8, 2020

BOARD OPERATIONS

The Board believes that its ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organization design. In order to discharge its responsibilities to the electorate of the Division, the Board shall hold meetings as often as is necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting. The Board has adopted policies so that the business of the Board can be conducted in an orderly and efficient manner.

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

The Board believes there are times when public interest is best served by private discussion of specific issues in "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 Board welcomes opportunities to become familiar with the views of parents or electors through presentations at Board meetings.

1. Wards

Within the stipulations of Ministerial Orders 086/94 and 170/94 establishing the Medicine Hat Catholic Separate Regional Division No. 20, and subsequent Ministerial Orders 009/2007 and 039/2009, the Board has approved bylaw 2010/01 provide for the nomination and election of trustees within the Division by wards, and electoral subdivisions where appropriate.

- 1.1 Electoral Ward 1 shall comprise all those lands within the former Medicine Hat Roman Catholic Separate School District No. 21 and as amended from time to time:
 - 1.1.1 Five (5) trustees shall be elected at large from within the Ward.
- 1.2 The provisions of the Local Authorities Election Act respecting the election of trustees shall apply to every election in each ward and electoral subdivision in the same manner as if it were a subdivision in a school division.
- 1.3 If a vacancy occurs in the membership of the Board during the three years following an election, a by-election may be held, unless this vacancy occurs in the last six months before the next election.

2. 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 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 Secretary Treasurer 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:

- 2.1 Elect a Vice-Chair;
- 2.2 Create such standing or ad hoc committees of the Board as are deemed appropriate, and appoint members;
- 2.3 Appoint Board representatives to the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate;
- 2.4 Establish a schedule (date, time and place) for regular meetings, and any additional required meetings;
- 2.5 Review Board member conflict of interest stipulations and determine any disclosure of information requirements; and
- 2.6 Other organizational items as required.

Trustees will volunteer for committee and representative assignments.

3. Regular Meetings

3.1 Regular Board meetings will be held once every month as a general rule. There will be no meeting in July or August. The schedule of meetings will be set at the Board's annual organizational meeting or the first regularly scheduled meeting.

3.1.1 Notwithstanding the schedule noted above, the Board may, by resolution, alter the schedule in such manner as it deems appropriate.

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

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

3.3.1 Obtain authorization by resolution of the Board to do so; or

3.3.2 Provide to the Chair evidence of illness in the form of a medical certificate respecting the period of absence.

Failure to attend may result in disqualification.

- 3.4 If both the Chair or Vice-Chair through illness or other cause are unable to perform the duties of the office or are absent, the Board shall appoint from among its members an acting Chair, who on being so appointed has all the powers and shall perform all the duties of the Chair during the Chair's and Vice-Chair's inability to act or absence.
- 3.5 Regular meetings of the Board will not normally be held without the Superintendent and/or designate(s) in attendance.

4. Special Meetings

- 4.1 Occasionally, unanticipated or emergent issues require immediate Board attention and/or action.
- 4.2 Special meetings of the Board will only be called when the Chair, the majority of Trustees or the Minister, is of the opinion that an issue must be dealt with before the next regular Board meeting.
- 4.3 A written notice of the special meeting including date, time, place and nature of business shall be issued to all trustees by registered mail (at least seven days prior to the date of the meeting) or in person (at least two days prior to the date of the meeting) unless every trustee agrees to waive in writing the requirements for notice.
- 4.4 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.
- 4.5 Special meetings of the Board will not normally be held without the Superintendent and/or designate(s) in attendance.

5. In-Camera (Private) Sessions

The Education Act uses the term "private" for non-public meetings. Robert's Rules of Order uses the term "executive session" for the same distinction. The term "in-camera" is commonly used and is synonymous with the other two terms.

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 and shall specify those individuals eligible to attend in addition to trustees and the Superintendent. The reason for the In-Camera session shall be stated prior to its approval and shall be limited to discussion pertaining to the following stated reasons:

- 5.1 Individual students and ECS children;
- 5.2 Individual employees and personnel matters;
- 5.3 Collective bargaining issues;
- 5.4 Litigation issues and solicitor's legal advice;
- 5.5 Advice from Officials as provided in the Freedom of Information and Protection of Privacy Act;
- 5.6 Acquisition/disposal of property; and

5.7 Other topics that a majority of the trustees present feel should be held in private, in the public interest

Such sessions shall be closed to the public and press. The Board shall only discuss the matter 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. No corporate notes shall be recorded of In-Private meetings

6. Agenda for Regular Meetings

The Board Chair in consultation with the Superintendent is responsible for preparing an agenda for Board meetings.

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

6.1.1 Opening

- Call to Order
- Opening Prayer
- Treaty Acknowledgement
- Approval of Minutes
- Consideration of the Action Agenda
 - Modifications, Additions, Deletions
 - Approval
- Consideration of Non-Action Agenda
 - Approval

6.1.2 Corporate Communications

6.1.3 Presentations/Delegations

6.1.4 Action Items

6.1.5 Committee Reports

6.1.6 Non Action Items

6.1.7 Adjournment

- 6.2 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.
- 6.3 Items may be placed on the agenda in one of the following ways:
 - 6.3.1 By notifying the Superintendent or Board Chair at least eight (8) working days prior to and not including the Board meeting day.
 - 6.3.2 By notice of motion at the previous meeting of the Board.
 - 6.3.3 As a request from a committee of the Board.
 - 6.3.4 Issues that require Board action may arise after the agenda has been prepared. The Board Chair, at the beginning of the meeting, shall ask for additions to and/or deletions from the agenda prior to agenda approval. Changes to the agenda may be made by a majority of those present.
- 6.4 The agenda package, containing the agenda and supporting information, will be delivered to each trustee at least four (4) calendar days prior to the date of the meeting. Subsequently, emergent information may be sent electronically.
- 6.5 The list of agenda items shall be posted on the Division website and be available in the Division Office. Any elector may inspect the agenda and request a paper copy.
- 6.6 The Board will follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Board.
- 6.7 During the course of the Board meeting, the majority of trustees present may amend the agenda and place items before the Board for discussion. The Board may take action on such items.

7. Minutes for Regular or Special Meetings

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

7.1 The minutes shall record:

- 7.1.1 Date, time and place of meeting;
- 7.1.2 Type of meeting;
- 7.1.3 Name of presiding officer;
- 7.1.4 Names of those trustees and administration in attendance;
- 7.1.5 Approval of preceding minutes;
- 7.1.6 A brief summary of the circumstances which gave rise to the matter being debated by the Board;
- 7.1.7 All resolutions, including the Board's disposition of the same, placed before the Board, must be entered in full;
- 7.1.8 Names of persons making the motion;
- 7.1.9 Points of order and appeals;

- 7.1.10 Appointments;
 - 7.1.11 Summarized reports of committees;
 - 7.1.12 Recording of the vote on a motion (when requested pursuant to the Education Act); and
 - 7.1.13 Trustee declaration pursuant to the Education Act.
- 7.2 The minutes shall:
- 7.2.1 Be prepared as directed by the Superintendent;
 - 7.2.2 Be reviewed by the Superintendent prior to submission to the Board;
 - 7.2.3 Be delivered to all trustees prior to the next regular meeting of the Board;
 - 7.2.4 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board;
 - 7.2.5 Upon adoption by the Board, be deemed to be the official and sole record of the Board's business; and
 - 7.2.6 Be distributed to stakeholders.
- 7.3 The Superintendent shall ensure, upon acceptance by the Board that appropriate initials are appended to each page of the minutes, and that appropriate signatures and the corporate seal of the Division are affixed to the concluding page of the minutes.
- 7.4 The Superintendent shall establish a codification system for resolutions determined by the Board which will:
- 7.4.1 Provide for identification as to the meeting at which it was considered;
 - 7.4.2 Establish and maintain a file of all Board minutes.
- 7.5 Upon adoption by the Board, the minutes shall be open to public scrutiny through posting on the Division website or availability at the Board Office.

8. Motions

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

8.1 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.

8.2 Discussion on Motions

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

A Board motion or a recommendation from administration 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.

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

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

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

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

8.4 Reading of the Motion

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

8.5 Recorded Vote

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.

8.6 Required Votes

The Board Chair, and all trustees present, unless excused by resolution of the Board or by the provisions of the Education 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.

8.7 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.

9. Delegations to Board Meetings

The Board will receive representation and delegations from parents, staff or other interested persons provided that the item has been placed on the agenda or has received the approval of the Board. Such presentations will normally be held at a regular public meeting. Matters deemed to be of a sensitive and/or confidential nature shall be heard at an in-camera session of the Board. Personnel issues will not be discussed in an open forum.

If the Board is of the view that an emergency situation exists, the following procedures may be modified by means of a Board motion. Individuals or groups wishing to make a presentation to the Board shall be advised that a maximum of fifteen minutes will be provided

- 9.1 Individuals or groups wishing to make a formal presentation to the Board must provide a written request along with supporting documentation to the Superintendent or the Board Chair not later than eight (8) calendar days prior to the meeting at which the presentation is to be made.
- 9.2 The written request must identify the spokesperson and provide the terms of reference for the presentation.
- 9.3 The Superintendent will inform the designated spokesperson of the time and place of the meeting and provide a copy of the Board's procedures regarding presentations.
- 9.4 The Board will not debate or make a decision on a matter presented to it at the meeting, unless it is deemed critical by the majority of the Board.
 - 9.4.1 Questions of clarification directed through the Board Chair may be asked of the spokesperson or of the Superintendent. The Superintendent may refer the question to the appropriate senior administrator.
 - 9.4.2 For matters requiring further Board deliberation, the Superintendent may be required to prepare a recommendation for the consideration of the Board at the next regular meeting.
 - 9.4.3 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.
 - 9.4.4 The Board Chair shall be responsible for informing the spokesperson of the decision of the Board regarding items raised in the presentation.

10. 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. This shall be communicated by the Board Chair at the beginning of the Regular Meeting.

11. Trustee Compensation

The Board recognizes that the duties of a trustee require time and commitment. In order to compensate trustees for time spent on Board business and time away from regular work and family, the Board provides each trustee with an honorarium. Rather than the Board compensating trustees for meeting attendance, in-town travel expenses and sundry out of pocket expenses, the Board provides each trustee with an honorarium. Recognizing that the Board Chair must devote more time to preparing agendas and acting as spokesperson for the Board, the Board Chair receives a larger honorarium than the other four trustees. Reimbursement of out of town travel expenses and conference attendance for trustees is the same as for Division personnel as outlined below.

The Board believes that an honorarium is a fair method of compensation for trustees.

11.1 Honorarium

- 11.1.1 Effective January 1, 2019, the Total Trustees' Honoraria shall be an amount equal to the average teacher's salary marked up by 18.75%. The average teacher salary is calculated by dividing the total salary paid to all certificated teachers covered by the collective agreement, of the Medicine Hat Catholic Board of Education by the total number of full time equivalent certificated teacher
- 11.1.2 The Board Chair shall receive 24.18% of the Total Trustees' Honoraria.
- 11.1.3 The remaining 75.82% of the Total Trustees' Honoraria shall be divided equally among the remaining four trustees.
- 11.1.4 The Superintendent or designate shall calculate the average teacher salary on September 30 of each year and from that calculation, determine the amount of each trustee's honorarium for the ensuing school year.
- 11.1.5 At the first regular Board meeting following October 31 of each year, the Superintendent or designate shall advise the Board of the honorarium payable to each trustee for that school year.

11.2 Allowances and Expenses

- 11.2.1 Trustees shall be reimbursed expenses (unless reimbursed by another agency) incurred in carrying out business of the Board, public relations, or attending a convention or conference and requiring absence from his or her place of residence. Reimbursement will be made upon submission of an expense form.
- 11.2.2 The rates and eligibility are identified in Administrative Procedure 512-Expense Reimbursement.

- 11.2.3 Trustees will be paid a per diem allowance of \$100.00 for each day or part day the trustee is absent from his/her place of residence.

12. 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 interest statement and accept a position of public trust. 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.

12.1 The trustee is expected to be conversant with relevant sections of the Education Act

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

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

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

12.3 It shall be the responsibility of the trustee in conflict to absent him/herself from the meeting in accordance with the requirements of the School Act and ensure that his/her declaration and absence is properly recorded within the minutes.

12.4 The recording secretary will record in the minutes:

12.4.1 The trustee's declaration;

12.4.2 The trustee's abstention from the debate and the vote; and

12.4.3 That the trustee left the room in which the meeting was held.

13. Board Memberships

The Board believes it is important to trustees to remain current with provincial issues concerning education. The Board believes that in order to stay well informed membership in provincial associations is essential.

The Board supports membership in the Alberta School Boards Association (ASBA) and the Alberta Catholic School Trustees' Association (ACSTA).

13.1 The Board will endeavor to send at least one representative to the General Meetings of the ASBA and the ACSTA.

13.2 The Board approves the attendance, at the Board's expense, of trustees at ASBA and ACSTA conferences, conventions, seminars and workshops at the Zone or provincial levels.

13.3 The annual budget will provide for membership dues to the ASBA and the ACSTA.

14. Board Self-Evaluation

The Board believes that evaluation is essential to the continual improvement and success of a school division.

The Board shall plan for and carry through an evaluation of its functioning as a Board.

- 14.1 The annual Board self-evaluation process will complement the Superintendent evaluation process described in the document entitled *Superintendent Evaluation Process, Criteria and Timelines*.
- 14.2 The purpose of the Board self-evaluation is to answer the following questions:
 - 14.2.1 How well have we fulfilled each of our defined roles in relation to our mission, goals and objectives as a Board this past year?
 - 14.2.2 How do we perceive our interpersonal working relationships?
 - 14.2.3 How well do we receive input and how well do we communicate?
 - 14.2.4 How well have we adhered to our annual work plan?
 - 14.2.5 How would we rate our Board-Superintendent relations?
 - 14.2.6 How well have we adhered to our governance policies?
 - 14.2.7 What have we accomplished this past year? How do we know?
- 14.3 The principles upon which the Board self-evaluation is based are as follows:
 - 14.3.1 A learning organization or a professional learning community is focused on the improvement of practice.
 - 14.3.2 A pre-determined process for evaluation strengthens the governance functions and builds credibility for the Board.
 - 14.3.3 An evidence-based approach provides objectivity.
- 14.4 The components of the Board self-evaluation are:
 - 14.4.1 Review of Board Role Performance
 - 14.4.2 Monitoring Interpersonal Working Relationships
 - 14.4.3 Monitoring Board Representation/Communication
 - 14.4.4 Review of Annual Work Plan Completion
 - 14.4.5 Monitoring Board-Superintendent Relations
 - 14.4.6 Review of Board Motions
 - 14.4.7 Review of Board Governance Policies
 - 14.4.8 Creating a Positive Path Forward

Reference: Education Act Sections 51, 52, 53, 54, 64, 65, , 73, 75, 76, 78,85, 86, 87, 88
Local Authorities Elections Act

First Reading:	MARCH 11, 2008
Second Reading:	MARCH 11, 2008
Third Reading:	APRIL 08, 2008
First Reading:	December 08, 2009
Second Reading:	December 08, 2009
Third Reading:	January 12, 2010
First Reading	December 13, 2011
Second Reading	March 13, 2012
Third Reading	March 13, 2012
First Reading	September 10, 2013
Second Reading	October 15, 2013
Third Reading	October 15, 2013
First reading	June 9, 2020
Second reading	September 8, 2020
Third Reading	September 8, 2020

Policy 8

COMMITTEES OF THE BOARD

As much as possible, the Board's business of governance will be conducted by the full Board. The Board may delegate specific powers and duties to committees of the Board that are established by the Board, subject to the restrictions on delegation in the Education Act.

The primary purpose of all committees of the Board shall be to act in an advisory capacity to the Board. Unless specific powers have been delegated by the Board the power of all committees shall be limited to making recommendations to the Board and shall not include that of acting on behalf of the Board unless specifically authorized for individual issues. The Chair of the committee shall place all recommendations before the Board at a regular business meeting of the Board in the form of a proper motion.

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

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

1.1.6 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 Representatives

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 *Education Act* 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 terms 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.

7.3.4 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.

7.4.2 Discussion items will be sent to the Superintendent or designate who will be responsible for distributing the agenda to committee members.

7.4.3 The Superintendent or designate will chair the meetings

8. Audit Committee

8.1 Purpose

8.1.1 The Committee exists to assist the Board in fulfilling its fiduciary responsibilities relating to the Division's accounting policies, reporting practices and internal controls, as well as to its risk management policies and practices.

8.2 Powers and Duties

8.2.1 Recommend external auditors and terms of engagement to the Board.

8.2.2 Review the annual audited financial statements and recommend acceptance to the Board.

8.2.3 Review the External Auditor's assessment of managements risk mitigation strategies and the appropriateness of internal controls.

8.2.4 Review the "Auditor's Management Letter" with the Auditor and assess Management's action plan to address concerns.

8.2.5 As appropriate make policy recommendations to the Board.

8.2.6 Attend to other matters as the board may determine in the establishment of the audit committee.

8.3 Membership

The audit committee shall comprise of at least 5 individuals and shall include at least one:

8.3.1 member of the business community who is not a trustee;

8.3.2 member of the adult learning community who is not a trustee;

8.3.3 a trustee

8.4 Meetings

8.4.1 The committee shall meet at least once a year

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 when the purpose has been achieved. Terms of reference are outlined at the time of establishment.

9. 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: Sections 37, 51, 52, 53, 54, 64, 142, 222 Education Act

First Reading: March 11, 2008
Second Reading: March 11, 2008
Third Reading: June 10, 2008

First Reading: April 07, 2009 Motion # 2266
Second Reading: MAY 12, 2009 Motion # 2273
Third Reading: MAY 12, 2009 Motion # 2274

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

First Reading December 11, 2012
Second Reading March 12, 2013
Third Reading May 14, 2013

First reading June 9, 2020
Second reading September 8, 2020
Third Reading September 8, 2020

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 the representative and shall determine the roles, responsibilities and reporting requirements of resource personnel when resources personnel are requested by the Board.

The following committees/organizations will have a Board representative as identified at the annual organization meeting and thereafter at any time as determined by the Board::

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

6. Teachers' Employer Bargaining Association (TEBA) Representative

6.1 Purpose

- As per the Public Education Collective Bargaining Regulation

6.2 Powers and Duties

- As per the Public Education Collective Bargaining Regulation

6.3 Representation

- One trustee appointed

6.4 Meetings

- Meetings as determined by government

Legal Reference: Section 52 Education Act
Public Education Collective Bargaining Regulation
Public Education Collective Bargaining Act

First reading	June 9, 2020
Second reading	September 8, 2020
Third Reading	September 8, 2020

POLICY MAKING

The Board is responsible for providing the Division's students with a complete offering of learning opportunities delivered within the context of Catholic teachings and traditions. In order to meet its responsibility, the Board shall establish and maintain written policies and requires the Superintendent to keep current written administrative procedures that express its philosophical beliefs in support of Catholic education and provide effective guidelines for action.

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

Board policies are statements which set forth the purpose and prescribe in general terms the organization and program of a school system. They create a framework within which the Superintendent and his staff can discharge their assigned duties with positive direction. A policy provides a standard, in terms of goals and objectives, against which to measure the performance of the school system. In stating the community's basic goals and direction for the school system, policies are to foster stability and continuity.

Policies must be consistent with each other and give long-range direction to decision-making. They are to be of such nature as to ensure to a considerable extent that there will be clarity and consistency in Board decisions and in operational procedures.

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

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

1. Planning

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

2. Development

The Board may develop the policy itself or delegate the authority for its development to the Superintendent or a Board committee.

3. Implementation

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

4. Evaluation

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

Specifically

1. Any trustee, employee, taxpayer, parent, student or School Council of the Division 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 Superintendent or 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/ revision. Policy development or revision may also be initiated by the results of a public consultation, survey, needs assessment, or policy evaluation. The Board Committee of the Whole is designated to review current policies, carefully consider policy alternatives, and initiate new policies prior to presenting policy and policy changes to the Board.
3. When developing policy, input is welcomed from those affected by the policy. Input may also be requested from government, community leaders, other Boards or agencies, and contractors. Placing the focus of decision-making and policy making on the Board does not imply the exclusion of meaningful opinion and input from staff members, parents and members of the community.
4. Policy adoption or revision requires first, second, and third readings at regular meetings of the Board and is to be publicized as widely as possible during the following procedure:

First Reading

The policy and rationale are presented, with a recommendation from administration, and the Policy Development and Revision Committee. The policy is then referred to all stakeholder groups for input.

Second Reading

A draft of the policy is presented to the Board, along with the Policy Development and Revision Committee's response to suggestions made between first and second Board readings of the policy. During the second reading direction is given regarding final wording of the policy.

Third Reading

The final draft of the policy is presented for approval.

6. Policy, when formally adopted by the Board, shall be recorded in the minutes of the Board meeting. Only those policies so adopted and recorded shall be regarded as official Board policy.
7. New or revised policies will become effective on the date of Board approval unless otherwise indicated in the Board motion.

8. Any policy of the Board may be rescinded at any regular Board meeting following a Notice of Motion being given at least two regular Board meetings previous to the meeting where the motion to rescind will be voted upon. The Motion to rescind shall be decided by a two-thirds majority (four out of five trustees) vote of the Board.
9. In the absence of existing policy, the Board may make decisions, by resolution, on matters affecting the Division.
10. The Board may direct the Superintendent to rewrite an administrative procedure as a draft Board policy and will provide the rationale for same.
11. The Superintendent must develop administrative procedures as specified in Board Policy 11 – Board Delegation of Authority – and may develop such other procedures as deemed necessary for the effective operation of the Division; these must be in accordance with Board policies.
12. The Board may also delete a policy and subsequently delegate to the Superintendent authority over this area. The Superintendent may choose to then develop an administrative procedure relative to this matter.
13. The Superintendent must inform the Board as an information item on the Non-Action Agenda of any changes to administrative procedures.
14. All Board policies shall be posted on the Division’s website and distributed electronically to all Division staff.
15. The Board shall review each policy annually.
16. The Superintendent is responsible for alerting the Board when proposed motions may conflict with existing policies.

Reference: Section 51, 52, 53, 54, 222 Education Act

First Reading:	March 11, 2008
Second Reading:	March 11, 2008
Third Reading:	April 08, 2008

First reading	June 9, 2020
Second reading	September 8, 2020
Third Reading	September 8, 2020

BOARD DELEGATION OF AUTHORITY

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

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

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

Notwithstanding the above, the Board reserves to itself the authority to make decisions on specific matters requiring Board approval. This reserved authority of the Board is set out in Board policies, as amended from time to time.

Further, the Board requires that any new provincial, regional or local initiatives must be initially brought to the Board for discussion and determination of decision-making authority.

Specifically

1. The Superintendent is directed to develop an administrative procedure to fulfill Board obligations created by any federal legislation or provincial legislation other than the Education Act.
2. The Superintendent is delegated the authority to develop Administrative Procedures that are consistent with provincial policies and procedures for the following program areas:
 - 2.1 A welcoming, caring, respectful and safe learning environment (for students and staff)
 - 2.2 Inclusive Education
 - 2.3 First Nations, Métis, Inuit Education
 - 2.4 Guidance and Counseling
 - 2.5 Services for Students and Children
 - 2.6 School-Based Decision Making
 - 2.7 Student Evaluation

- 2.8 Teacher Growth, Supervision and Evaluation
 - 2.9 Home Education
 - 2.10 Early Childhood Services
 - 2.11 Outreach Programs
 - 2.12 Knowledge and Employability Courses
 - 2.13 Locally Developed / Acquired and Authorized Junior and Senior High School Complementary Courses.
 - 2.14 Off – Campus Education
 - 2.15 English as a Second Language
 - 2.16 French as a Second Language and French Language Immersion
 - 2.17 Second Languages
 - 2.18 International Education
3. The Superintendent is authorized to suspend an employee from the performance of the employee’s duties without prior notice if the Superintendent of Schools is of the opinion that the welfare of the students is threatened by the presence of the employee. The suspension shall be conducted in accordance with the requirements of the Education Act;
 4. The Superintendent is authorized to terminate the contract of employment of a teacher and to terminate the administrative designation held by a teacher. The termination shall be in accordance with the requirements of the Education Act.
 5. In the case of a termination of a contract of employment for a teacher, provide the affected teacher with the written notice of any termination made pursuant to such delegated power, all within the requirements of the Education Act
 6. The Superintendent of Schools is authorized to terminate the contracts of non-certificated staff in accordance with the Employment Standards Code which is outlined in the Employment Standards Guide and any other pertinent agreements that may exist.
 7. The Board authorizes a line of credit not to exceed the accounts receivable from the preceding year at any one time to meet current expenditures in the fiscal year.
 8. In accordance with directives emanating from federal and provincial authorities in relationships to a Pandemic and the consequent circumstances that may prevail, the superintendent may temporarily suspend current administrative procedures and operating guidelines. Such action shall be reported to the board as soon as possible; along with a recommendation should a change in procedure be warranted.

Legal Reference: Education Act sections 11, 33, 51, 52, 53, 54, 202, 203, 204, 206, 209, 210, 213, 214, 215, 217, 218, 219, 222
 Employment Standards Code
 Employment Standards Guide

First Reading: February 10, 2009
Second Reading: March 10, 2009
Third Reading: March 10, 2009

First Reading: February 09, 2010
Second Reading: February 09, 2010
Third Reading: March 09, 2010

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

First reading June 9, 2020
Second reading September 8, 2020
Third Reading September 8, 2020

ROLE OF THE SUPERINTENDENT

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

In order to meet the requirement of the Education Act, the mandate of trust given them by the Catholic electorate in the Division and the duty to deliver a Catholic educational program in conformity with the Bishop's direction, the Board shall hire a Catholic Superintendent to serve as the Board's Chief Executive Officer.

Specific areas of responsibility for the Superintendent are designated within faith leadership and managerial responsibilities. Effective, September 1, 2019, the Superintendent's professional practice is regulated by the Superintendent Leadership Quality Standard (SLQS). The Superintendent is expected to meet this standard through practice within the Division. The Superintendent of Schools as referred to in the Education Act, is accountable for the demonstration of all of the competencies identified within the SLQS. In any given context, reasoned professional judgment must be used to determine whether the SLQS is being met. Indicators are deemed to be the methods taken to ensure that competencies are addressed.

The Superintendent is designated as the FOIP head under the Freedom of Information and Protection of Privacy Act.

Specific Areas of Responsibility

1. Faith Leadership

The Superintendent shall:

- 1.1 Model involvement in a Catholic faith community and ensure students and staff are provided opportunities for spiritual development within the Division.
- 1.2 Promote collaboration and communication between the schools, the parishes, and the diocese.

2. Management

The Superintendent shall:

- 2.1 Act as, or designate, an attendance officer for the Division.
- 2.2 Ensure the acceptable condition of the Division's physical assets, including the neatness and cleanliness of buildings, and grounds, and the safety,

security and state of maintenance and repair of buildings, grounds, furnishings, and equipment.

- 2.3 Ensure that the Board is updated on the progress of new builds and modernizations in a timely manner.
- 2.4 Have overall authority and responsibility for all personnel-related matters, save and except: the development of mandates for collective bargaining, personnel matters precluded by Board policy, legislation, or collective agreements.
- 2.5 Develop administrative procedures that are consistent with Board policy and provincial policies, regulations, and procedures.
- 2.6 Keep the Board informed on all school jurisdiction matters, especially controversial and / or highly sensitive issues, in a timely and appropriate manner.
- 2.7 Establish criteria from the Board regarding the yearly operational calendar and recommend an operational calendar to the Board.

3. **SLQS**

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

Definitions as they apply to the attainment of the SLQS are as follows:

- "board", in this document, means the governing body of a separate school authority;
- "competency" means an interrelated set of knowledge, skills, and attitudes developed overtime and drawn upon and applied to a particular leadership context in order to support quality leadership, teaching and optimum learning as required by the Superintendent Leadership Quality Standard;
- "indicators" means actions that are likely to lead to the achievement of the competency and which, together with the competency, are measurable and observable;
- "local community" means community members residing in or near the school authority who have an interest in education and school authority operations, including neighbouring Métis settlements, First Nations and other members of the public;
- "principal" means, for the purposes of this standard, principal as defined in the Education Act, assistant principal, associate principal, or vice principal;
- "reconciliation" means the process and goal of creating societal change through a fundamental shift in thinking and attitudes, increasing inter-cultural understanding to build a better society through learning about

First Nations, Métis and Inuit perspectives and experiences, including residential schools and treaties;

- “school authority” means separate school board. Medicine Hat Roman Catholic Separate School Division
- “school community” means the staff of the school authority, along with students, parents/guardians and school council members;
- “school council” means a school council established under the Education Act;
- “school jurisdiction leader” means a central office staff member in a school authority, other than the superintendent, required by their leadership position to hold an Alberta teaching certificate;
- “staff” means all certificated and non-certificated persons whose role in the school authority is to provide educational and support services to students;
- “student” means, for the purposes of this standard, an individual enrolled in a school or required by law to attend, and includes a child younger than 6 years of age who is enrolled in an early childhood services program;
- “superintendent” means a superintendent appointed by a board pursuant to the Education Act as referred to in the Teaching Profession Act; and,
- “teacher” means an individual who holds a certificate of qualification as a teacher issued under the Education Act.

3.1 Competencies

In fulfillment of the SLQS, the Superintendent shall demonstrate competent practice in the following areas as defined:

3.1.1 Building Effective Relationships

A superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and the local community.

3.1.2 Modeling Commitment to Professional Learning

A superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching, and learning.

3.1.3 Visionary Leadership

A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.

3.1.4 Leading Learning

A superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement.

3.1.5 Ensuring First Nations, Métis and Inuit Education for All Students

A superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, *Métis* and Inuit for the benefit of all students.

3.1.6 School Authority Operations and Resources

A superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority's goals and priorities.

3.1.7 Supporting Effective Governance

A superintendent of schools as referred to in the Education Act, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the Education Act and other provincial legislation.

3.2 Indicators

Indicators of achievement associated with each competency shall be as follows:

3.2.1 Building Effective Relationships

- a) collaborating with community and provincial agencies to address the needs of students and their families;
- b) employing team-building strategies and using solution-focused processes to resolve challenges;
- c) building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members;
- d) modeling ethical leadership practices, based on integrity and objectivity;
- e) establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and
- f) facilitating the meaningful participation of members of the school community and local community in decision-making.

3.2.2 Modeling Commitment to Professional Learning

- a) communicating a philosophy of education that is student-centered and based on sound principles of effective teaching and leadership;
- b) collaborating with teachers, principals, school jurisdiction leaders and other superintendents to build professional capacities and expertise;
- c) actively seeking out feedback and information from a variety of sources to enhance leadership practice;
- d) seeking and critically-reviewing educational research and applying it to decisions and practices, as appropriate;
- e) providing leadership to support school authority research initiatives, where appropriate; and
- f) engaging teachers, principals, school jurisdiction leaders, school community and local community members to establish a shared understanding of current trends and priorities in the education system.

3.2.3 Visionary Leadership

- a) ensuring that the vision is informed by research on effective learning, teaching and leadership;
- b) promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration;
- c) promoting in the school community a common understanding of and support for the school authority's goals, priorities, and strategic initiatives; and
- d) ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation, and incorporates the school community's perspectives.

3.2.4 Leading Learning

- a) fostering in the school community equality and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms;
- b) providing learning opportunities, based on research-informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles;
- c) ensuring that all instruction in the school authority addresses learning outcomes outlined in programs of study;
- d) promoting collegial relations, collaboration, critical thinking and innovation in the school community;
- e) ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students;
- f) building principals' and school jurisdiction leaders' capacities and holding them accountable for providing instructional leadership through effective

support, supervision and evaluation practices; and g) ensuring school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.

3.2.5 Ensuring First Nations, Métis and Inuit Education for All Students

- a) supporting staff in accessing the professional learning and capacity-building needed to meet the learning needs of First Nations, Métis, Inuit and all other students;
- b) engaging and collaborating with neighbouring First Nations and Métis leaders, organizations and communities to optimize learning success and development of First Nations, Métis, Inuit and all other students;
- c) understanding historical, social, economic, and political implications of:
 - treaties and agreements with First Nations;
 - legislation and agreements negotiated with Métis; and
 - residential schools and their legacy;
- d) aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and
- e) pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

3.2.6 School Authority Operations and Resources

- a) providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;
- b) ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan;
- c) delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness;
- d) providing for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;
- e) establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts;
- f) respecting cultural diversity and appreciating differing perspectives expressed in the school community;
- g) recognizing student and staff accomplishments; and
- h) implementing programs and procedures for the effective management of human resources in support of mentorship, capacity-building and succession planning.

3.2.7 Supporting Effective Governance

- a) establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;

- b) ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- c) ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education;
- d) ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;
- e) ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements;
- f) supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms;
- g) implementing board policies and supporting the regular review and evaluation of their impact;
- h) ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;
- i) facilitating collaboration among the board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Métis and Inuit student achievement and development;
- j) building the capacity of the board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends;
- k) supporting the board in its engagement with the school community to develop a vision of a preferred future for student success;
- l) facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities;
- m) promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.

Legal Reference: Education Act sections 14, 33, 222, 224, Superintendent Leadership Quality Standard, 2018
 Policy adapted from Greater St. Albert Catholic School Division

First reading	June 9, 2020
Second reading	September 8, 2020
Third Reading	September 8, 2020

APPEALS AND HEARINGS REGARDING STUDENT MATTERS

Under section 43 of the Education Act and regulations made under the Act, the only matters on which the Minister of Education will consider appeals are:

1. Provision of Specialized Supports and Services (section 43);
2. Language of instruction (section 14);
3. Home education programs (opportunity to write provincial assessments, assignment and involvement of designated personnel at schools, evaluations of progress, provision of advice and recommendations to parents, maintenance of student records and termination of programs);
4. Student expulsion;
5. Amount and payment of fees or costs (consultation with parents, types of charges, waiving of fees);
6. Access to, or the accuracy or completeness of student records;
7. Amount of fees payable by a Board to another Board;
8. Board responsibility for a student;
9. Early Childhood Education (age of entry, safety, health protocols evaluation of children, assurance of associated procedures);
10. School Transportation (transportation for specialized supports and services, fees, eligibility for ridership);
11. Student records (accuracy, completeness, retention, disposal, access and disclosure).

The Board will hear appeals on administrative decisions on all matters other than expulsion of students, which are submitted in accordance with section 41 and 42 of the Education Act and 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 Board, 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 Board a decision of the Superintendent. The Superintendent must advise parents and students of this right of appeal.
3. The appeal to the Board 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 Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students. The name of the resource person(s) must be provided to the Board five (5) days in advance of the hearing.
 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. Notification must be given at least four (4) calendar days in advance of the hearing unless unanimous agreement is reached to waive the notification period.
 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 Board 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 Board. This information may include expert medical, psychological and educational data and may be presented by witnesses. The information presented may include both written and verbal communications;
 - 7.1.2 The Board with the means to receive information and to review the facts of the dispute;
 - 7.1.3 A process through which the Board 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 Board 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 Board 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 Board may have legal counsel in attendance.

7.9 If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.

7.10 The Board 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 Board, if the matter under appeal is a matter described in Section 36 and 37 of the Education Act.

B. Expulsion of a Student

The Board will hear representations with respect to a recommendation for a student expulsion in accordance with Sections 36 and 37 of the Education 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 Board through the Office of the Superintendent.

The Board 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 Board 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 Reinstatement or expulsion of 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 Board will have the opportunity to ask questions of clarification from both the principal and the student and the student's parents;
 - 2.4 The Board 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 may remain in attendance. Legal counsel may also remain in attendance.
 - 2.5 Should the Board require additional information, both parties will be requested to return in order to provide the requested information;
 - 2.6 The Board will then make a decision to either reinstate or expel the student; and
 - 2.7 The Board's 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 Board'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 Board. The Board, 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 Board as justification for expulsion:
 - 4.1 The student has displayed an attitude of willful, blatant and repeated refusal to comply with section 37 of the Education Act;
 - 4.2 Open opposition to the authority of the staff;
 - 4.3 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;
 - 4.4 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;

- 4.5 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 of drugs, alcohol, or tobacco; or
 - 4.11 Use of explicit materials.
5. The term of an expulsion must be for eleven (11) school days or more, up to the end of that school year. The Division reserves the right to direct and re-enroll a student, who has been expelled, to an alternate school setting within the Division, in the following school year, based upon program reasons, or the safety and security of other students.

It is expected that all students will comply with conduct described in the Education Act, Board policy and school policy.

Legal Reference: Sections 14, 36, 37, 41, 42, 43, 45 Education Act

First reading	June 9, 2020
Second reading	September 8, 2020
Third Reading	September 8, 2020

HEARINGS ON TEACHER MATTERS

The Superintendent may transfer a teacher in accordance with Section 119 of the Education Act. The teacher may make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer.

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

The Board or the Superintendent may suspend a teacher from the performance of the teacher's duties in accordance with section 213 of the Education Act. The teacher may appeal such suspension to a Board of Reference. The Board of Trustees may make an investigation of the circumstances and may reinstate the teacher pursuant to Section 213 of the Education Act, or it may terminate the contract of employment in accordance with section 215 of the Education Act.

Specifically

1. Transfers

- 1.1 A teacher who has been given a notice of transfer by the Superintendent must make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer within seven days of receipt of the transfer notice.
- 1.2 The teacher shall submit a request for a hearing before the Board to the Secretary-Treasurer with a copy being provided to the Superintendent.
- 1.3 The Board may set a date and time for the hearing requested not earlier than 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. Notification of the hearing shall be given at least four (4) calendar days in advance of the hearing unless unanimous agreement is reached to waive the notification period.

2. Termination of Contract or Designation

- 2.1 When the Superintendent has decided to make a recommendation to the Board to terminate a teacher's contract, or terminate a designation, the Superintendent shall forward that recommendation;
 - 2.1.1 To the teacher, not less than 14 days before the scheduled date of the meeting at which the recommendation shall be considered; and
 - 2.1.2 To the trustees, through the recording secretary, in accordance with the practice for regular Board meetings.

- 2.1.3 All supporting documentation and the names of any witnesses to be called shall be forwarded by the Superintendent to the teacher not less than 14 days before the date of the hearing.
- 2.2 One adjournment of the meeting of no more than 14 days shall be granted by the Board Chair, provided that:
 - 2.2.1 A request is submitted in writing to the recording secretary by the teacher no less than seven days before the originally scheduled date of the meeting; or
 - 2.2.2 The request, although not submitted in accordance with clause 2.2.1 is supported with reasons that the Board Chair considers valid, including the reason the request was not submitted within the required period.
 - 2.2.3 The Board Chair may seek submissions from the Superintendent, as a party to the appeal, about whether to grant an adjournment. Where reasonable, the Board Chair may grant further adjournments.

3. Suspension

- 3.1 Should the Board determine that it is necessary to suspend the services of a teacher for reasons noted in Section 213 of the Education Act, the Board shall provide the teacher with written notice of the suspension specifying the reasons for the action.
- 3.2 A teacher wishing to appeal the suspension to the Board must submit a request in writing to the Secretary-Treasurer with a copy being provided to the Superintendent, within one week of receipt of the notice of suspension.
- 3.3 The Board shall meet to hear the appeal within three weeks of having received the written request from the teacher.
- 3.4 The Secretary-Treasurer shall advise the teacher in writing of the date, time and location of the Board meeting at which the appeal will be heard. Notification of the hearing shall be given at least four (4) calendar days in advance of the hearing unless unanimous agreement is reached to waive the notification period.

4. Provision of Information

- 4.1 Any written materials the teacher or the Superintendent wishes trustees to consider must be submitted to the recording secretary not less than four days prior to the scheduled date of the meeting. The recording secretary will provide copies to the trustees, the Superintendent, and the teacher.
- 4.2 The teacher or the Superintendent may be accompanied by counsel or other representative, and may bring witnesses if, not less than five days prior to the scheduled date of the meeting, the following is provided by the teacher or the Superintendent in writing:
 - 4.2.1 The names of counsel, other representatives, and any witnesses; and
 - 4.2.2 An explanation satisfactory to the Board Chair as to why the witnesses' evidence may not be adequately presented in writing.

Procedure at Hearings

- 5.1 Notes of the proceedings will be recorded for the purposes of the Board's records.
- 5.2 The Superintendent and the teacher shall be given an opportunity to make introductory and closing statements.
- 5.3 If the Superintendent considers it necessary to have witnesses appear on behalf of the recommendation, they shall be called to appear prior to the teacher making any representations.
- 5.4 Trustees shall ask questions of a witness only after the party calling the witness has completed its presentation.
- 5.5 The presentation of the teacher's case shall commence after the Superintendent has presented his/her evidence.
- 5.6 After the teacher's closing statement, the Superintendent shall have an opportunity to respond to information presented by the teacher.
- 5.7 Board members will have the opportunity to ask questions or clarification from both parties.
- 5.8 No cross-examination of witnesses shall be allowed, unless the Board Chair deems it advisable.
- 5.9 The Board 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 Board may have legal counsel in attendance.
- 5.10 If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.
- 5.11 The Board decision will be communicated to the teacher by telephone and confirmed in writing following the hearing.

Legal Reference: Education Act Sections 119, 213, 215, 217, 230, 231, 232, 233, 234, 235, 236, 237, 238

First reading	June 9, 2020
Second reading	September 8, 2020
Third Reading	September 8, 2020

SCHOOL BUILDING CLOSURE

In accordance with the Education Act, the Board may deem it necessary to close existing schools or to realign attendance areas to ensure the efficient and effective operation of the division. When considering the possible closure of a school or school program, the Board will consult and communicate with the parents and the broader community, in

Specifically:

1. In the event of a possible school closure or transfer of students from one school building to another school building, temporarily or permanently, the Board will communicate the proposed changes to the parents of every student enrolled in the school(s) that may be affected and any other person, municipality or community organization, who, in the opinion of the Board, may be significantly affected by the action considered, prior to any decision being made.
2. The process for the closure of schools is outlined in Section 62(1) of the Education Act as of September 1, 2019 or as updated through subsequent legislative or regulatory changes. The Superintendent shall review current legislation to ensure that the process to be followed by the Board is in compliance with provincial requirements.
3. The Board upon receiving a referral from the Superintendent of Schools regarding the possible closure of a school or the transfer of students from one school building to another school building, temporarily or permanently, shall determine whether or not to proceed with further study;
4. Should the Board wish to proceed with a consideration of closure, the Board will have the matter raised by way of a motion at a regular meeting of the Board, and writing notify the parents 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.
5. Should the Board pass a resolution to permanently close a school, the Board shall notify the Minister in writing forthwith and include the name of the school(s) and the effective date of closure. Subsequent to the final debate and vote on the motion, and if the vote is in favour of school closure, the Board shall request approval from the Minister forthwith in order to proceed with the closure.

Legal Reference: Section 62 Education Act
Alberta Regulation (Closure of Schools Regulation) 238/1997

First Reading: March 13, 2012
Second Reading: April 17, 2012
Third Reading: May 08, 2012

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Third Reading: September 8, 2020

RECRUITMENT AND SELECTION OF PERSONNEL

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

The Board further believes strong central leadership and administration at the Division level is essential to the effective and efficient operation of the school system. The recruitment of staff based upon their capacity to model and witness to the Board's mission, vision, values, and goals is essential to the success of the Division's educational mandate.

Specifically

1. The Board, in the case of the Superintendent, or the Superintendent or designate, in all other instances, will assume the sole responsibility for initiating the advertising process and will make every reasonable effort to ensure that all current Division employees are made aware of staff vacancies.
2. The Board has the sole authority to recruit and select an individual for the position of Superintendent.
3. The Board delegates the authority to the Superintendent to recruit and short-list for the position of Secretary-Treasurer while relying upon the full participation and consensus of the Board in determining the suitable candidate.
4. The following process will be followed for all Coordinators, Directors and Consultants:
 - 4.1 The Superintendent shall be responsible for the creation of a short list of candidates for these positions.
 - 4.2 The Board, where available, the Superintendent and designate(s) shall constitute the interview team.
 - 4.3 The decision will normally be made by consensus of the interview team. The Superintendent will have the final choice.
 - 4.4 These positions shall have a role description and each person occupying one of the positions shall have a written contract of employment. The Board, where available, retains authority to determine contracts and contract renewals after receiving a recommendation from the Superintendent.
5. The Superintendent is delegated full authority to recruit and select staff for all central office positions not including the senior administration level detailed above.
6. The following process will be followed for the new appointments (not including transfers) to the positions of principal and vice-principal:

- 6.1 The Superintendent shall form an interview team which will include at least one trustee, and may include others as deemed necessary.
 - 6.2 The School Council will be invited to submit a profile of the ideal candidate for the school.
 - 6.3 The decision will normally be made by consensus of the interview team. The Superintendent will have the final choice.
 - 6.4 The Superintendent is delegated the authority to make all decisions regarding the term and/or continuing appointments of school-based administrators utilizing Board approved contract templates.
7. The Board agrees to reimburse out-of-town candidates who attend interviews for the following administrative positions: principal, Director of Religious Education, Associate Superintendent of Student Services, Secretary-Treasurer, Deputy Superintendent, and Superintendent. Reimbursement will include normal travel expenses (either the cost of an economy air fare, or Government of Alberta rate per kilometer), plus any necessary food and lodging costs.
 8. The Superintendent is delegated full authority to recruit and select staff for all other school-based positions.
 9. In the event of an unexpected or short-term vacancy, the Superintendent may appoint an “acting principal” or “acting vice-principal” without going through a formal selection process.
 10. The Superintendent or designate may initiate a procedure of transfers of principals and vice-principals between schools without going through an advertising and competition process.
 11. All offers of employment shall be conditional on the successful applicant providing a criminal record check and a child welfare information services (CWIS) check that is acceptable to the Superintendent. Additionally, the Superintendent may require documentation certifying that the candidate is medically fit for the position.

Legal Reference: Section 50, 52, 222, 223, 224, 68, 225 Education Act
Freedom of Information and Protection of Privacy Act

First Reading: March 11, 2008
Second Reading: March 11, 2008
Third Reading: April 08, 2008

First reading June 9, 2020
Second reading September 8, 2020
Third Reading September 8, 2020

SCHOOL COUNCILS

Alberta Education recognizes the right of parents to be involved in their children's education and for parents, community members and school staff to be involved in key decisions about the education of students. It is not the intent of this policy to restate the Education Act, Department of Education Regulations or policy, but to provide guidelines for School Councils in addition to those documents.

The Board believes that a School Council is a means to facilitate collaboration among all education partners in the local school. The Board supports the establishment of a School Council at each school in the Division in accordance with the requirements of the School Act and provincial regulations. School Councils are advisory in nature and will have a role in advising and consulting with the principal on any matter relating to the school.

Specifically,

1. The mission statement of the Division identifies a distinctive vision and purpose of schooling that is built upon the values of the Catholic faith. The Board views that School Councils are important partners in ensuring these values are fostered in the daily routines and extra-curricular programs. School Councils assist by encouraging families to take active interest in the programs offered by their school.
2. All parents of students in school shall be eligible for membership in the School Council.
3. School Councils are advocates for the Catholic school community and are encouraged to maintain a liaison with the Board. The Board recognizes the Medicine Hat Catholic Schools Parent Association as an additional means to provide information to School Councils and to receive advice from School Councils.
4. The Board shall provide any School Council the right to address the Board on any issue at the request of the School Council Chair. The School Council may make a presentation at any regularly scheduled meeting of the Board, provided adequate notice is given (at least five (5) working days prior to and not including the date of the meeting).
5. Pursuant to their role, School Councils do not deliberate specific or individual personnel or student issues.
6. Each School Council shall submit to the Board by October 15 of each year, for the preceding school year, copies of:
 - 6.1 Financial statements of any money handled by the School Council;

- 6.2 A report outlining the activities of the School Council; and
- 6.3 Minutes of each meeting.
7. The Board encourages School Councils to contribute, through the principal, to newsletters and the annual report by submitting articles outlining:
- Significant accomplishments at the school;
 - Major events or projects at the school; and
 - Results of studies undertaken.
8. The Board encourages School Councils to develop school policies which address school issues and which may further elaborate on any Board policy. To make policies meaningful, before any school policy is implemented, the School Council shall:
- Ensure that the school community has been given the opportunity to have input into the policy prior to implementation (e.g. first, second and third reading similar to Board policy development);
 - Ensure that the policy has been voted upon and passed by a majority of School Council members and that the minutes have recorded the motion and the vote;
 - That when passed, the school community is adequately informed through school newsletters, School Council newsletters, or other accepted means of communication at the school level (e.g. web page) of the policy and implications for students and parents.
 - Any policies developed by School Councils will be sent to the Board for information.
9. The Board may request the Minister to dissolve a School Council if the Minister is of the opinion that the School Council is not carrying out its responsibilities. The Board may request the Minister to dissolve a School Council if one of the following negative conditions prevail:
- Fraudulent, criminal or unethical behavior;
 - Internal dissension affecting morale;
 - Adversarial relationships with staff;
 - Refusal to follow the policies of the Board or to carry out its responsibilities in accordance with the School Act and Alberta Education Regulations;
 - Disruption of the educational climate; or
 - Unresolved disputes between the School Council and the principal.
10. The Board requires the principal to take all reasonable steps to establish an advisory committee for the school if the School Council is dissolved, suspended or if establishment is unsuccessful, in accordance with Alberta Education Regulations.

- 10.1 Membership of the advisory committee shall include:
 - 10.1.1 The Superintendent
 - 10.1.2 A parent
 - 10.1.3 A teacher in the school
 - 10.2 The principal, in consultation with the advisory committee, shall establish:
 - 10.2.1 Meeting dates and locations;
 - 10.2.2 Meeting procedures; and
 - 10.2.3 Officers
 - 10.3 The advisory committee shall assume duties and functions delegated by the Board to School Councils for the remainder of the school year.
11. The Board will provide meeting space in the Board Office for the Medicine Hat Catholic Schools Parent Association whenever requested to do so.
12. Conflict Resolution and Appeal Procedures
- 12.1 Most disputes can be resolved through open and frank discussion and a clear understanding of roles and responsibilities. The first step in any dispute is for the participants to identify the specific areas of concern and then to attempt to resolve them.
 - 12.2 The communication and conflict resolution channel shall be:
School Council > Principal > Superintendent > Board.
 - 12.3 When the need to hear an appeal arises, the Board shall establish a hearing date, time, and place which allows the parties to the appeal sufficient notice to prepare for the appeal.
 - 12.4 The appeal shall be heard by the Board. The Superintendent and/or designate(s) may be present to assist the Board, except in cases when it is their decision that is being appealed. In that circumstance, they shall attend to make representation to support their position.
 - 12.5 The School Council Chair and the principal will be given an opportunity to review their positions regarding the dispute and the issues surrounding the dispute. The party making application for appeal shall proceed first and be given a full and ample opportunity to raise concerns before the Board. The other party shall then be given ample opportunity to explain the party's position to the Board. The other party shall then be given ample opportunity to explain the party's position to the Board regarding the disputed matter.
 - 12.6 In the event that the Superintendent has been asked by the parties to the appeal to give a decision with respect to the disputed matter, the Superintendent shall be entitled to make representations regarding his findings and his recommendation as to resolution of the dispute to the Board.
 - 12.7 Each party to the dispute shall be given ample opportunity to respond both to the concerns raised by themselves with respect to the dispute, and the

Superintendent's proposed resolution of the dispute. Board members and the Superintendent or designate(s) may question the parties to clarify the facts.

- 12.8 The Board will discuss the matter in the absence of the parties and the Superintendent or designate(s).
- 12.9 The Board will make a decision in respect of the appeal and advise the parties in writing regarding the decision and the reasons for that decision. The Board decision shall be considered final.
- 13. As an alternate to conflict resolution and appeal procedures 12 above, third party mediation is also acceptable. The mediator shall be chosen by mutual agreement of the parties to the dispute. Costs for mediation shall be borne by the school.
- 14. At the beginning of each school year, during a regular meeting, each school council will review its by-laws and constitution.
- 15. The principal of each school will ensure that the school council by-laws and constitution are available via a link on the school website.

Legal Reference: Education Act Section 55
School Councils Regulation 94/2019
School Councils Policy 1.8.3
School Councils Resources Manual
School Councils Handbook

First Reading: May 12, 2009 Motion # 2276
Second Reading: June 09, 2009 Motion # 2282
Third Reading: June 09, 2009 Motion # 2283

First reading June 9, 2020
Second reading September 8, 2020
Third Reading September 8, 2020

PUBLIC COMMUNICATIONS

The Board believes in the consultative process of decision-making and consults broadly with all stakeholder groups within the community whenever possible. All regular Board meetings are open to the public, except for meetings where circumstances justify a meeting in private, as provided in the Education Act. The Board supports the public's right to information regarding the education of students and the spending of educational dollars as part of our accountability to our ratepayers and parents. The Board distributes its Annual Education Results Report to all interested groups and the media. The Board also publicizes the Division's student achievement test and diploma exam results.

The Board has an obligation to keep the electorate accurately informed about Division activities. One mechanism for achieving this objective is the use of print, radio and television media.

The Board strives to foster quality relationships with the media and to establish a climate of communication that is open, ethical, credible and professional. It is the desire of the Board that Board meetings receive accurate and ample coverage by the news media. Trustees welcome the attendance of news media at Board meetings in order that items of business and the decisions of the meeting are reported to the public.

Specifically,

1. No person shall be excluded from a regular Board meeting except for disruptive behavior, or except under those circumstances that justify a meeting in private.
2. Delegations to the Board are welcome.
3. The Board will widely distribute within the Catholic Community our Three Year Education Plan and our Annual Education Results Report.
4. Information releases, which accurately communicate the Board's business to the public, may only be issued by persons authorized by the Board as per Policy 5 – Role of the Board Chair.
5. The Superintendent shall approve all information released to the media from central office.
6. All school-based media releases must be cleared through the Superintendent prior to release.
7. In all cases of media communications, the provisions of the FOIP Act and Board policy must be respected.

8. All media releases or other forms of communication regarding any Division operation, including school issued communications, must be accurate, complete and timely.
9. The Board Chair or Superintendent will plan and implement all major media announcements and news conferences.
10. Representatives of the media may be permitted into the schools for legitimate reporting and promotional purposes. This is at the discretion of the Superintendent or designate. Particular care must be exercised in protecting the rights of students when media are present. Appropriate Division and school release forms in accordance with FOIP are to be completed.
11. In the event of emergency or crisis interactions, the Superintendent or designate shall determine what information shall be given to the media, and by whom.
12. In the event of a critical incident at a school site, all media communications are to be directed to the Superintendent until such time as a site-based media spokesperson contact is established. In such cases, direct on-site communication by students and staff with the media is to be coordinated through the media spokesperson and are otherwise discouraged.
13. The news media shall be provided copies of the agenda for regular Board meetings no later than two working days in advance of the day of the meeting.
14. Suitable accommodation for the news media shall be provided at all regular Board meetings.
15. It shall be the responsibility of the Superintendent or designate to notify the news media, as soon as possible, of any change in the regular time or place of a Board meeting, and to provide the media with notice of any important additions to the agenda that are not on the printed copy available to the media.

Legal Reference: Education Act Section 33, 53, 60, 64, 66, 248, 249
Freedom of Information and Protection of Privacy Act
Policy 5 – Role of the Board Chair

First reading	June 9, 2020
Second reading	September 8, 2020
Third Reading	September 8, 2020

SURPLUS LANDS AND BUILDINGS

The Board believes that when land and buildings become surplus to needs, the Board should arrange for the effective disposal of these items.

The authority of the Board is derived from the *Education Act* and the *Disposition of Property Regulation*, which permit the Board to:

1. Determine whether the Board has use for a school building which has been closed pursuant to the *Closure of Schools Regulation* and Board Policy 15: School/Program Closure; and
2. For the purposes of section 672 of the *Municipal Government Act*, declare that the Board is of the opinion that an interest in a school reserve, municipal and school reserve or municipal reserve is surplus to the Board's needs.

General

1. The Board should dispose of land and buildings in the best interest of the students of the Division and the community, pursuant to existing government legislation and regulation.
2. Disposing of surplus land and buildings requires the approval of the Board of Trustees.
3. In assessing the criteria, the Board is not required to hold public consultation.
4. The Board is required to review whether a closed school or reserve land is surplus to its needs at least every three years.

Determination Whether the Board has Use for a Closed School Building

1. If a school building has been closed pursuant to the *Closure of Schools Regulation*, the Superintendent of Schools will provide a recommendation to the Board concerning whether there is no use for the school building, and, if so, whether the school building is temporarily surplus to the Board's needs or permanently surplus to the Board's needs.
2. In determining whether a school is temporarily or permanently surplus to the Board, the Board shall consider all of the following criteria:
 - 2.1 Demographic factors, including but not limited to:
 - 2.1.1 Population and demographic data for the surrounding area;

- 2.1.2 The former enrolment of the school, and enrolment trends in the foreseeable future including the state of residential development or redevelopment;
- 2.1.3 The location and proximity of other schools, and their potential enrolment in the foreseeable future.
- 2.2 Other potential public educational uses for the building in the foreseeable future (this is intended to refer to use by public (not private) school authorities);
- 2.3 the likely cost to staff and operate an educational program at the school in the foreseeable future, including student accommodation and transportation issues;
- 2.4 The facility condition and the cost to maintain the facility in, or restore the facility to, a usable condition, and other costs of ownership; and
- 2.5 Such other criteria as the Board may consider relevant.
- 3. If the Board determines that there is no present use for the school building, but that there may be a need for the school building in the foreseeable future, the Superintendent may investigate the lease the school building in accordance with the *Disposition of Property Regulation*.
 - 3.1 As per Section 193 of the Education Act, the Board may, without approval of the minister:
 - 3.1.1 Lease any real property that is neither a school building or a portion of a school building;
 - 3.1.2 Lease a school building or a portion of it for less than 12 months; and,
 - 3.1.3 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.
- 4. If the Board cannot identify a use for a school building in the foreseeable future, the Board may attempt to sell the school building in accordance with Section 192, Disposition of Property Regulation, of the Education Act

Determination Whether Reserve Lands are Surplus

- 1. The Board may determine that, in its opinion, an interest in a school reserve, municipal and school reserve or municipal reserve is surplus to the Board's needs, and shall consider the following criteria:
 - 1.1 Enrolment trends within the area intended to be served by the school reserve, municipal and school reserve or municipal reserve,

- 1.2 Residential development progression,
 - 1.3 Student accommodation and transportation issues,
 - 1.4 Whether a school on the school reserve, municipal and school reserve or municipal reserve is included in the Board's capital plans (three-year and ten-year),
 - 1.5 Whether other school boards have a need for the school reserve, municipal and school reserve or municipal reserve, and
 - 1.6 Such other criteria as the Board may consider relevant.
2. In the event of the Superintendent recommending a determination that an interest in reserve lands is surplus to the Board's needs, or upon the Board considering whether an interest in reserve lands is surplus to the Board's needs, the Superintendent shall consult with other school boards operating in the area whether those school boards have a need for the reserve lands.
 3. If upon considering the factors above, the Board is of the opinion that the school reserve, municipal and school reserve or municipal reserve is surplus to the Board's needs; the Board shall provide the Minister of Education with a declaration to that effect.

Legal Reference: Education Act sections 192, 193
Disposition of Property Regulation
Municipal Government Act
Public Lands Act
Closure of School Regulation

First Reading	May 2011
Second Reading	May 2011
Third Reading	June 2011

First reading	June 9, 2020
Second reading	September 8, 2020
Third Reading	September 8, 2020



Public Meeting

Public Meeting

REPORT TO THE BOARD OF TRUSTEES

Date: June 9, 2020 **AGENDA ITEM:** Locally Developed Courses

To: The Board of Trustees

From: Superintendent of Schools

Originator: Chuck Hellman

Rationale: Policy/Procedures: Policy 2 – Role of the Board – Selected Responsibilities – 6.
Approving locally-developed, acquired and authorized junior and senior high school complementary courses

Subject: Locally Developed Courses

BACKGROUND: The Medicine Hat Catholic Board of Education acquires and authorizes our High School to offer locally developed courses to students. A Board motion is required.

Monsignor McCoy High School is requesting that “Competencies in Math 15-3” be approved for use.

This course is owned by Red Deer Public Schools. It provides an excellent bridge between grade 9 math and Math 10 C. Data shows a number of students struggle to make the jump between Math 9 and the rigors of Math 10 C. The High School feels that this 3 credit course would give those students a greater chance of succeeding in the academic math courses as they move forward at Monsignor High School.

RELATIONSHIP TO SLQS:

Competency: (4) Leading Learning

Indicators (e) Ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students.

RESULTS OR ANTICIPATED OUTCOMES: Motion required – Suggested wording

That the Medicine Hat Catholic Board of Education authorizes Monsignor McCoy High School to offer the Locally Developed Course titled: “Competencies in Math 15-3”, a 3 credit course beginning Aug. 31, 2020 as acquired from Red Deer Public Schools.

GOVERNANCE IMPLICATIONS: Policy 2 – Role of the Board – Selected Responsibilities – 6.
Approving locally-developed, acquired and authorized junior and senior high school complementary courses



Public Meeting

2020-2021 Calendar Amendment

REPORT TO THE BOARD OF TRUSTEES

Date: June 9, 2020 **AGENDA ITEM:** Calendar Amendment

To: The Board of Trustees

From: Superintendent of Schools

Originator: Chuck Hellman

Rationale: **Policy/Procedures: Policy 2 – Role of the Board** – Selected Responsibilities – Setting the initial parameters and approving the annual school-year calendar

Subject: Calendar Amendment (attached)

BACKGROUND: The Board passed a motion during the special meeting on March 12, 2020 to approve the amended 2020 – 2021 calendar as presented. The original calendar indicated that Faith Day would be held on Thursday, Aug. 27th. The Bishop was scheduled to come to Medicine Hat to celebrate mass with staff.

Since that date, due to the COVID – 19 pandemic, the Bishop’s plans have changed. He has indicated he would be available to hold a virtual mass for all staff on Friday, Aug. 28, starting at 1:00 PM. Therefore, the 2020-2021 calendar will need an amendment indicating the Faith day will take place on Friday, Aug. 28th. Nothing else has changed on the calendar.

RELATIONSHIP TO SLQS:

Competency: (6) School Authority Operations and Resources

Indicators (c) Delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness.

RESULTS OR ANTICIPATED OUTCOMES: Motion needed – Suggested wording:

That the Board of Trustees for the Medicine Hat Catholic Board of Education approve the amended School Year Calendar for the 2020-2021 School Year.

GOVERNANCE IMPLICATIONS: Policy 2 – Role of the Board / Policy 12 – Role of the Superintendent

MEDICINE HAT CATHOLIC BOARD OF EDUCATION
SCHOOL YEAR CALENDAR - MEDICINE HAT

2020-2021

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Decision Report

Public Meeting

REPORT TO THE BOARD OF TRUSTEES

Date: June 9, 2020 **AGENDA ITEM:**

To: The Board of Trustees

From: Dwayne Zarichny, Superintendent of Schools

Originator: Greg MacPherson, Secretary Treasurer

Rationale: Governance

Policy/Procedures: Policy 2 section 9.12

Subject: 2020-21 Fee Approval – International Education, Before and After School Fees and Early Learning Fees

BACKGROUND:

The Board of Trustees is required to approve school fees as defined by the Minister of Education as well as the International Student Fees, Before and After School Fees and Early Learning Fees. The school fees as defined by the Minister of Education were previously approved. The Board will now need to approve the remaining fees

STATUS & RELATIONSHIP TO SLQS:

Competency: 6 – School Authority Operations and Resources

Indicators: 6.a Providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements.

RESULTS OR ANTICIPATED OUTCOMES:

The Division will charge the fees as approved.

GOVERNANCE IMPLICATIONS:

The Board of Trustees under their responsibilities in Policy 2 section 9.12 *“Approve school fees as defined by the Minister of Education including International Student Fees, Before and After School Fees and Early Learning Fees”*.

RECOMMENDED DECISION:

Be it resolved that the Board of Trustees for the Medicine Hat Catholic Board of Education approve the International Student Fees, Before and After School Fees and Early Learning Fees for 2020-21 as presented.

ATTACHMENTS:

1. Schedule of 2020-21 International Student Fees, Before and After School Fees and Early Learning Fees (to be distributed at or prior to the meeting)

Report on May 21 ASCTA zoom meeting.

There are just a couple of things that I would like to draw your attention to coming from the last meeting.

As I reported to you earlier in an email, Good Spirit School Division (Theodore) have filed an application to have the case heard by the Supreme Court. The result of that application will likely take 6 -8 months for a decision. The ACSTA and other provincial catholic bodies did not seek intervenor representation for a couple of reasons. First, it is estimated for us the cost would have been about \$45,000 -\$50,000. The second reason was strategic legal manoeuvring. By not seeking to be intervenors, it was felt that the focus would be on Saskatchewan only and not on all of the other jurisdictions to which a potential decision could impact. The legal thinking is that by focusing only on Saskatchewan there may be less likelihood of the Supreme Court to want to hear the case. I am told that the Supreme Court receives about 300 applications a year and of those only grant leave for about 25. It is our hope not that they will choose not to hear it.

There was a report from the finance committee of which I am a part. It is a very simple budget. Each line has been reviewed. We have proposed a balanced budget, of course, with a net reduction of about 3%. The final recommendations will be made to the Board of Directors in September. One of the recommendations is to hold at least one meeting by Zoom. The estimate for the cost of face to face meetings is between 15,000 - 20,000 dollars depending on speakers. This alone represents about 2-2.5% of our annual budget. Our new lease was signed last year. We feel that it was an excellent contract viewed through the pre Covid lens. It is a five year lease. We like the location because of its' close proximity to the Legislature.

There was also a motion passed that the Governance committee to continue its' work on a new model for our organization. Reoccurring comments at our annual board evaluations are that the board is too large and that hinders the efficient operation the board. With that in mind, the governance committee has put forth a proposal which we will discuss in the COW.

Stacy McNeil from Christ the Redeemer division as been selected as the new curriculum development coordinator. This is a half time position and will begin in September.

Dick Mastel



**GROWING FORWARD TOGETHER
CONSULTATION ON A PROPOSAL FOR NEW
ORGANIZATIONAL STRUCTURE**

- WORKING DOCUMENT -

**MAY BE USED BY MEMBER BOARDS TO COLLECT INPUT
AND FEEDBACK PRIOR TO COMPLETING THE ONLINE
SURVEY**

Background

Envisioning a new Structure to support the work of ACSTA proactively, effectively, and efficiently; these are the things that our membership has asked of us as an Association.

All school boards are being asked to look at their operations and find ways to be more efficient while continuing to provide excellence in education. As an association we must do the same and to do this we must consider the structure of our Association.

In that regard the Committee has outlined a consultative process which includes a Powerpoint presentation and this survey to be completed by your Board. The survey is requesting feedback on the proposal for ACSTA to change its structure to a smaller elected Board of Directors with a Representative Advisory Board. We appreciate you taking the time to complete this survey. We would appreciate your response prior to June 26, 2020.

We are looking for one response per Board. Should you have questions or wish clarification please contact the Governance Committee Chair kim.pasula@rdcrs.ca or 403-350-1808 or the ACSTA office admin@acsta.ab.ca or 780-484-6209.

ACSTA Representative Advisory Board Meetings

It is proposed that the Representative Advisory Board would meet TWO times per year

Survey Question:

1. The proposal would be to hold one meeting in-person in conjunction with the AGM and one meeting virtually. What if any other considerations should there be on the format of meetings?

ACSTA Representative Advisory Board

Scope of Work

The Representative Advisory Board would provide each board with a voice and input into key areas of the Association foundational work and direction.

Survey Question:

1. Are there any other considerations for the Scope of Work of the Representative Advisory Board?

ACSTA Representative Advisory Board

Costs

Current practice is that ACSTA does not pay a per diem for Directors. Costs associated with travel are paid by ACSTA.

Survey Question:

1. Current practice is that travel expenses for Directors are paid by ACSTA. In the proposed model should expenses for Representatives be paid by ACSTA or by the Representative's individual board?

Proposed ACSTA Board of Directors Size

With the addition of the Representative Advisory Board a smaller Board of Directors for ACSTA is being proposed.

Survey Question:

1. The proposed size of the Board of Directors is 7-9 to be composed of the President, Vice-President, Past President and 5-7 Directors elected from the membership.

Is there a preference for 5 or 7 Directors or are there other considerations for the size of the Board of Directors?

Proposed ACSTA Board of Directors Directors

The membership would be elected/appointed by the membership.

Survey Questions:

1. Do you support all Directors being elected from the membership at large?

2. Do you support using groups, zones or other parameters that would be used to create groups from which Directors would be elected?

3. Are there other considerations for parameters for Directors?

Proposed ACSTA Board of Directors

Terms

Proposal that there would be a defined term for Directors with offsetting election years so that not all Directors are being elected each year.

Survey Question:

1. Proposal is that a term would be defined as two years.

Are there other considerations for the Term of a Director?

Proposed ACSTA Board of Directors

Costs

Expenses and Per Diem would be paid by ACSTA.

Survey Question:

1. Proposal is that the Board of Directors would meet 6-8 times per calendar year with costs paid by ACSTA.

Are there other considerations for meetings and costs?

Proposed ACSTA Board of Directors

Scope of Work

Survey Question:

1. Are there any questions for considerations on the scope of work for the proposed Board of Directors?

Summary

Please provide any other comments from your board that were not addressed by previous questions:

Growing forward Together

Our work remains the same but how we can best accomplish this work has evolved and continues to change. Envisioning a new Structure to support the work of ACSTA proactively, effectively, and efficiently; these are the things that our membership has asked of us as an association. All school boards are being asked to look at the operations and find ways to be more efficient while continuing to provide excellence in education. As an association we must do the same and to do this we must consider the structure of our association. We are in challenging times but through challenge comes innovation and opportunity. This is a time to look to the future.

Change is happening at a staggering speed. Our Minister of Education has put forth the challenge of how education can become more efficient WITHOUT sacrificing teachers and students. This requires high level change in structure and delivery. How can ACSTA demonstrate leadership with this challenge?

Strategic planning requires bold visioning and the ability to make decisions that are in the best interest of Catholic education. With this said, how can the ACSTA contribute the conversation of change by being SOLUTIONS ORIENTED?

With EVERYTHING on the table how can ACSTA better serve the mission of Catholic education in Alberta?

Board Direction

As part of the ongoing work of the Board of Directors we engaged in a facilitated conversation on visioning for the work and future of ACSTA. Following these conversations at the February 7, 2020 Board of Directors meeting a motion was made directing the Governance Committee to bring recommendations to the board on size and structure for the Association.

It is the request of the Governance Committee that the Board of Directors approve a consultation with the ACSTA membership on two structures:

- Maintaining the Existing Structure
or
- The recommendation of the Governance Committee that we move to a smaller elected Board of Directors with a Representative Advisory Board.

This document provides background to this recommendation and overview of what this structure would look like.

Timeline

February 7, 2020 Direction given to Governance Committee to bring recommendations to the board of Directors on Size and Structure

May 21, 2020	Recommendations presented to the Board of Directors for approval to consult with the ACSTA membership
June 2020	<p>Consultation with member boards</p> <p>Supporting documents for the consultation process will be sent to member boards not later than May 29, 2020. These documents will include:</p> <ul style="list-style-type: none"> • the Growing Forward Together Organizational Structure Review document • A power point presentation to guide the discussion • A survey monkey to gather input on decision points for the proposed Structure <p>Boards will be asked to complete the survey by June 26, 2020.</p>
July/August 2020	Governance Committee review of input from member boards
September 9, 2020	<p>Governance Committee to bring recommendations to Board of Directors on changes to size and structure.</p> <p>A decision on next steps will be made by the Board of Directors at September 9 Board of Directors meeting.</p>
November 2020	<p>Board of Directors will bring a recommendation to the membership on size and structure.</p> <p>As size and structure is part of the by-laws decisions on this matter are made by the membership.</p>

Background

ACSTA currently operates with a board of 24 representing each of their members, a president, vice president and past president (currently vacant) plus an executive director and three observers (Bishop, and two CCSSA) for a total of 31. The ACSTA board is unusual for a non-profit in that members are not appointed to the board by the ACSTA and there are no term limits, both common for non-profit, charitable boards. Recognizing that the work of the board involves three governments, eight bishops and multiple stakeholders again adds to the complexity of the board structure.

“A board should be large enough to get the board’s work done yet small enough to work effectively as a team to communicate, deliberate and function as a cohesive group.”

Research on boards provided no conclusive findings on what an ‘ideal’ size for a board is. Each board must take into account various factors including decision-making, responsiveness, talent/skills, time commitment, financial considerations, function of the board and its purpose, expectations of directors, staff, and succession planning of directors.

For multiple years, the ACSTA Board of Directors has identified the size of the board to be an issue and a barrier. Excerpts from Board evaluations:

2018: Board size (mentioned many times) and committee structure impedes communication and commitment. New people every year poses challenges. Better understanding of our position in the provincial landscape

2017: Governance and administrative structure makes it difficult to do much of anything – there are too many Directors on the Board and too many Catholic boards. Major concern about the ACSTA governance model and the need to overhaul the organizational structure. Changes would include a reduction in the number of Directors on the Board, an opportunity to expedite decision-making, and better selections of the Board of Directors.

2016: Succession planning for a voluntary board to which individual boards appoint members can be challenging. Currently, individual boards have the autonomy to appoint members from their board to the ACSTA’s board in a manner which meets their needs. Discussion at a general meeting of delegates is encouraged. Concern was expressed ... regarding the seeming reluctance of some directors to voluntarily offer their opinions during discussions.

2015: Be good financial stewards... Increase its level of competency there are at least two areas which need to be attended to – communication to the broader public and continuing to address its stated priority of “collective advocacy”.

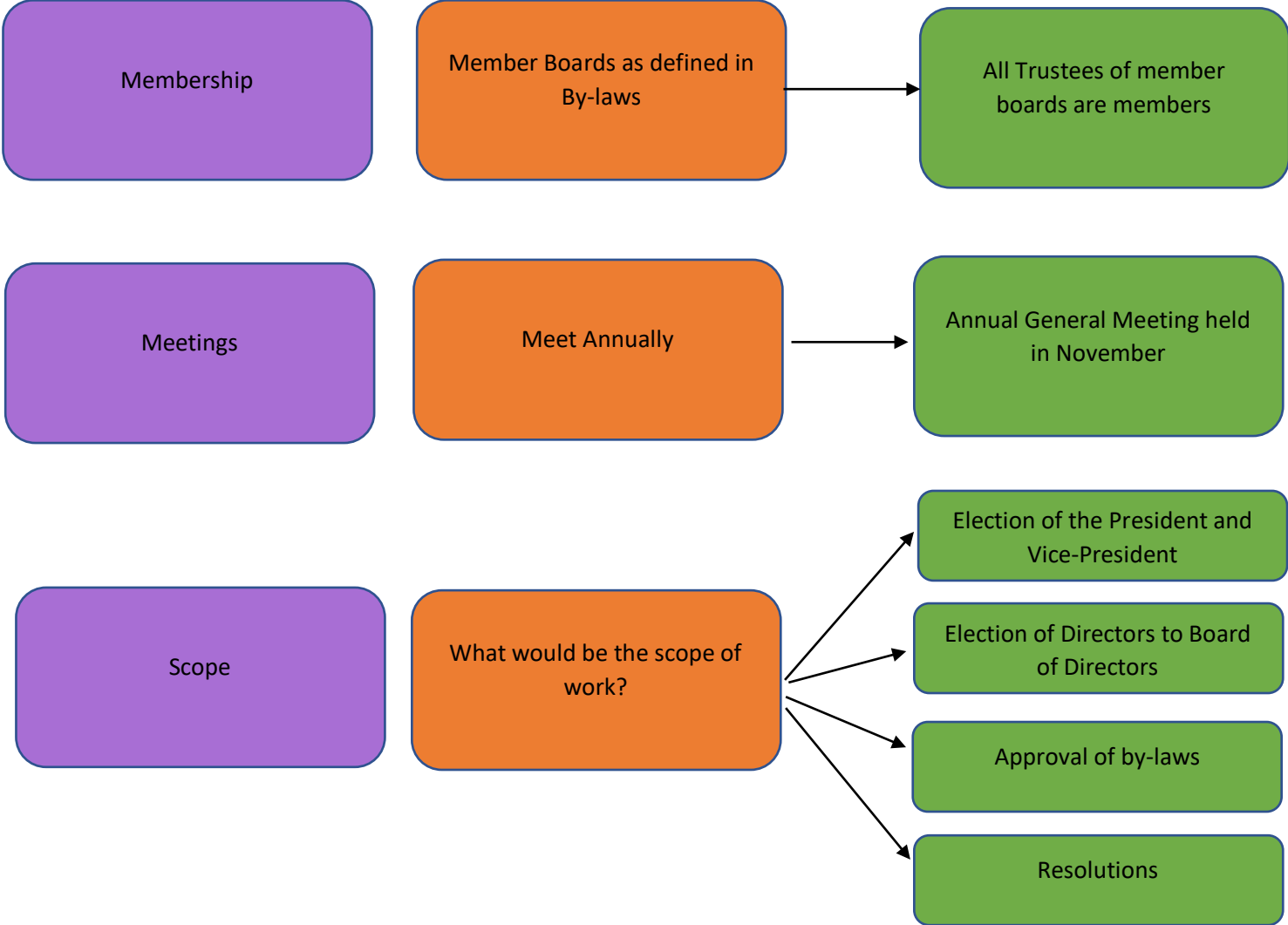
- School Boards must make tough decisions for every dollar. ACSTA has an essential role in supporting and preserving publicly funded Catholic education in Alberta, Yukon, and Northwest Territories. We must do our part in being fiscally responsible to our membership and being good financial stewards of our resources.

An Association that is nimble and proactive in our work is what the membership has asked of ACSTA. The way in which government interacts and the speed of these interactions and decision making has also changed. As we look to the future and how we can continue to best serve our membership it is imperative that we look at the structure of our association.

Working together in collaboration are Bishops, CCSSA, ACSTA, we are moving forward with conversations about how we best support Catholic Education. Part of this work will be developing a Catholic Education Strategic Plan that represents a shared vision and the role of each of the stakeholder groups in achieving this vision.

This pandemic has shown us that there are different and better ways of doing things. Things have changed and we need to look at how this impacts ACSTA now and in the future.

ACSTA Members



ACSTA Representative Advisory Board

Size

One Representative per member board

Appointed by member board

Meetings

Meet scheduled 2 times per year

Format

Virtual

In person

Scope

What would be the scope of work?

Review and Input into the Strategic Plan

Information sharing to and from member boards

Sharing of BOD proposed budget to member boards

Input on major issues

Costs

Per Diem and Expenses

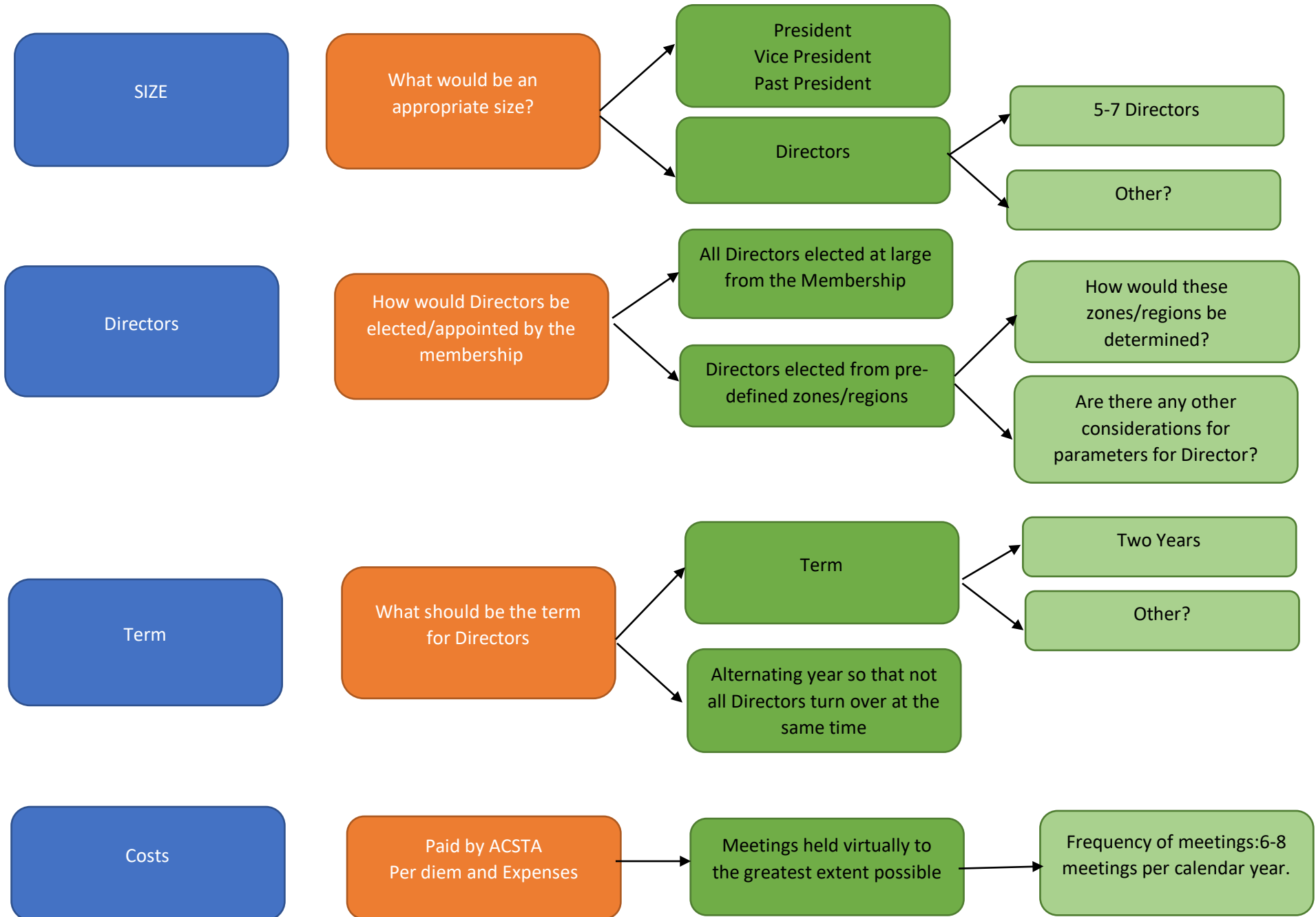
ACSTA does not pay per diem

Expenses

Paid by individual Boards

Paid by ACSTA
Page 135 of 196

Proposed ACSTA Board of Directors Structure



Scope

What would be the scope of work?

Financial management

Budget recommendation to the membership

Strategic Plan
Develop, review, and approve

Execution of the Strategic Plan

Internal Governance and Policy making

In the proposed model meetings for both the Representative Advisory Board and the ACSTA Board of Directors would take place virtually to the greatest extent possible while still supporting the effectiveness and efficiency of the work.

A smaller Board of Directors of elected Directors addresses multiple issues:

- Allows for more frequent meetings of the Board of Directors
- Builds capacity of board members
- Supports focused, nimble, and proactive decision making
- Fiscally responsible

A smaller board reduces the need for committees as it becomes the work of the Board of Directors.

Taskforces could be formed as needed to address emergent issues. These taskforces could draw from the Representative Advisory Board, member boards, Board of Directors, and external resource.

In the proposed model each member board would continue to have representation as part of the Representative Advisory Board. A proposed structure would have this larger Advisory Board meet twice per calendar year to review and provide input into the strategic plan, and direction on major decisions for Catholic education provincially.

Scope of work of the Membership

- Election of the BOD
- Election of President and VP
- Approval of by-laws
- Resolutions

Scope of work of the Representative Advisory board

- Review and input into strategic plan
- Information sharing to and from member boards
- Sharing of proposed budget with member boards prior to AGM
- Input on major issues

Scope of work of the Board Directors

- Budget – bring recommendation to the membership
- Develop, review, and approve the strategic plan
- Executing the strategic plan
- Internal governance and policy making

Alberta Catholic School Trustees' Association
GROWING FORWARD TOGETHER

**CONSULTATION ON A PROPOSAL FOR NEW
ORGANIZATIONAL STRUCTURE**

Background

Envisioning a new Structure to support the work of ACSTA proactively, effectively, and efficiently; these are the things that our membership has asked of us as an Association.

All school boards are being asked to look at their operations and find ways to be more efficient while continuing to provide excellence in education. As an association we must do the same and to do this we must consider the structure of our Association.

Timeline

May 21, 2020

ACSTA Board of Directors made a motion giving approval to consult with the membership on a proposal for change to the organizational structure for ACSTA.

May 22, 2020

Email was sent to Board Chairs and Directors with notification that the ACSTA Board of Directors would be seeking input from the membership on the Structure of the Association. Requesting that boards schedule time in June 2020 to provide their input.

May 29, 2020

Consultation documents sent to Board Chairs and Directors:

- Growing Forward Together
- Guiding Discussion PowerPoint
- Survey for recording and submitting member board input

Timeline

June 26, 2020

Deadline for member boards to submit their input.

July/August 2020

Governance Committee will meet and review the input from the member boards.

September 8, 2020

Governance Committee will bring a recommendation to the Board of Directors.

November 2020 (AGM)

Follow-up to membership consultation and possible recommendation from the BOD.

Process

To support your board in providing your input into this important consultation:

1. Please read the *Growing Forward Together* document to gain an understanding of the proposal.
2. Use the PowerPoint presentation as a guide to discuss and provide input into the survey questions.
3. Record your board responses using the survey provided.

<https://www.surveymonkey.com/r/PPRQLZV>

For further information/questions regarding the process, please contact the Governance Committee Chair kim.pasula@rdcrs.ca or 403-350-1808.

Proposed Structure

Seeking input from the ACSTA Member Boards into a modified organizational structure:

- That supports the important work of the Association
- That is nimble, effective and efficient
- That is Fiscally responsible – good stewards of our resources

ACSTA Members

ACSTA Representative Advisory Board

ACSTA Board of Directors

ACSTA Membership

The proposed structure recognizes that the Association is an association of individual Trustees who are members through their member board as defined by ACSTA By-laws.

Decisions on budget and overall direction for the Association as defined in the by-laws belong to the membership.

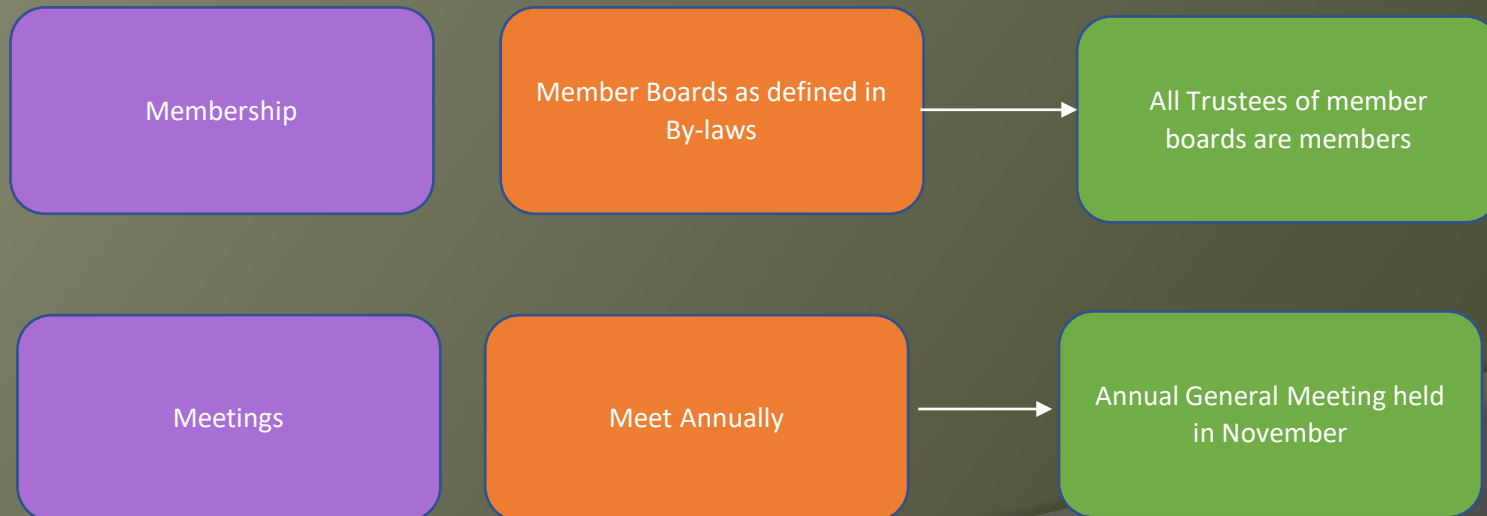
Direction on positions of the Association in their role as Advocates for Catholic education belong to the membership through Resolutions.

ACSTA Members

MEMBERSHIP AND MEETINGS

Membership of ACSTA would remain the same as defined in the Association by-laws.

As is the current practice there would be an Annual General Meeting of the membership

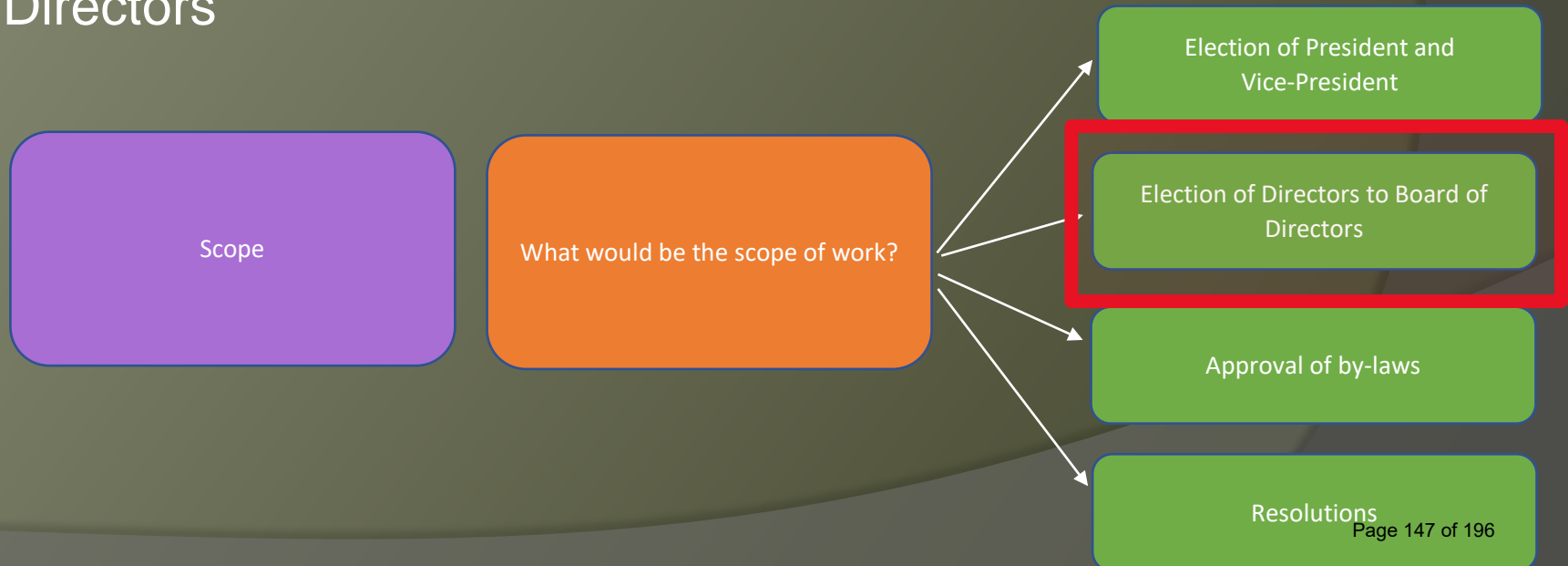


ACSTA Members

SCOPE OF WORK

Membership of ACSTA would remain the same as defined in the Association by-laws.

In addition to the current scope of work that resides with the membership would be the Election of Directors to Board of Directors



ACSTA Representative Advisory Board

SIZE

Each Member Board (as defined in by-laws) would have a representative on the Representative Advisory Board.

The representative would be appointed by their board

Size

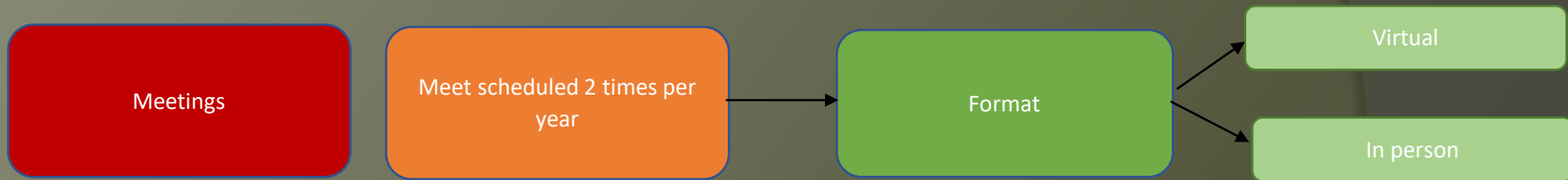
One Representative per
member board

Appointed by member board

ACSTA Representative Advisory Board

MEETINGS

It is proposed that the Representative Advisory Board would meet TWO times per year



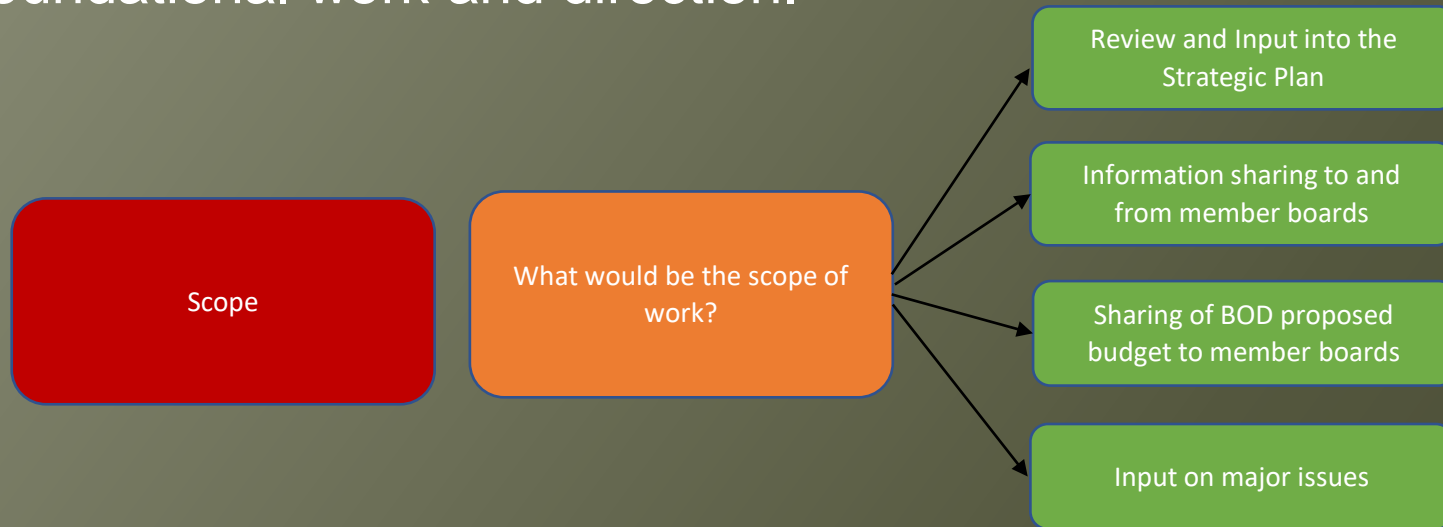
Survey Question:

The proposal would be to hold one meeting in-person in conjunction with the AGM and one meeting virtually. What if any other considerations should there be on the format of meetings?

ACSTA Representative Advisory Board

SCOPE OF WORK

The Representative Advisory Board would provide each board with a voice and input into key areas of the Association foundational work and direction.



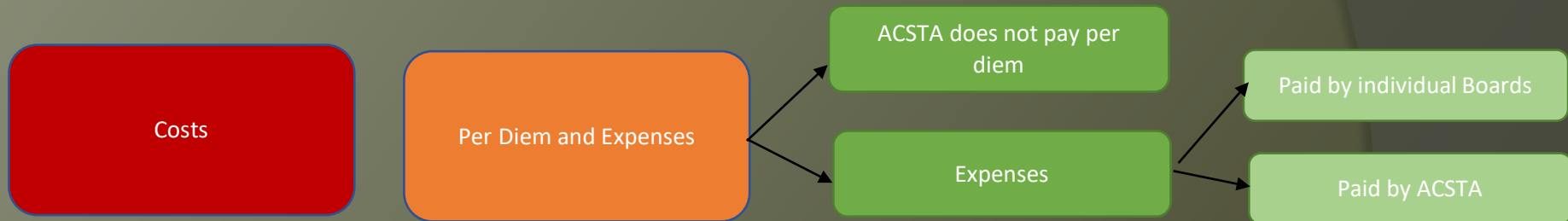
Survey Question:

Are there any other considerations for the Scope of Work of the Representative Advisory Board?

ACSTA Representative Advisory Board

COSTS

Current practice is that ACSTA does not pay a per diem for Directors. Costs associated with travel are paid by ACSTA.



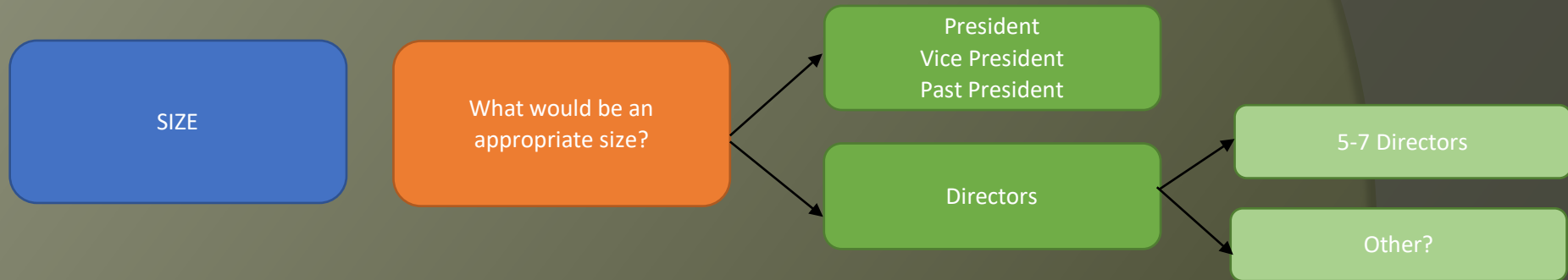
Survey Question:

Current practice is that travel expenses for Directors are paid by ACSTA. In the proposed model should expenses for Representatives be paid by ACSTA or by the Representative's individual board?

Proposed ACSTA Board of Directors

SIZE

With the addition of the Representative Advisory Board a smaller Board of Directors for ACSTA is being proposed.



Survey Question:

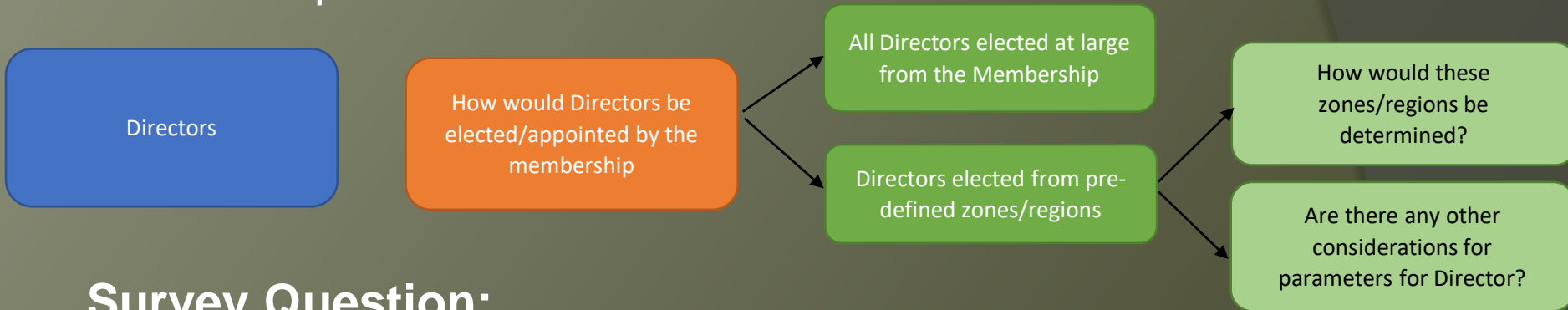
The proposed size of the Board of Directors is 7-9 to be composed of the President, Vice-President, Past President and 5-7 Directors elected from the membership.

Is there a preference for 5 or 7 Directors or are there other considerations for the size of the Board of Directors?

Proposed ACSTA Board of Directors

DIRECTORS

The membership would be elected/appointed by the membership.



Survey Question:

Do you support all Directors being elected from the membership at large?

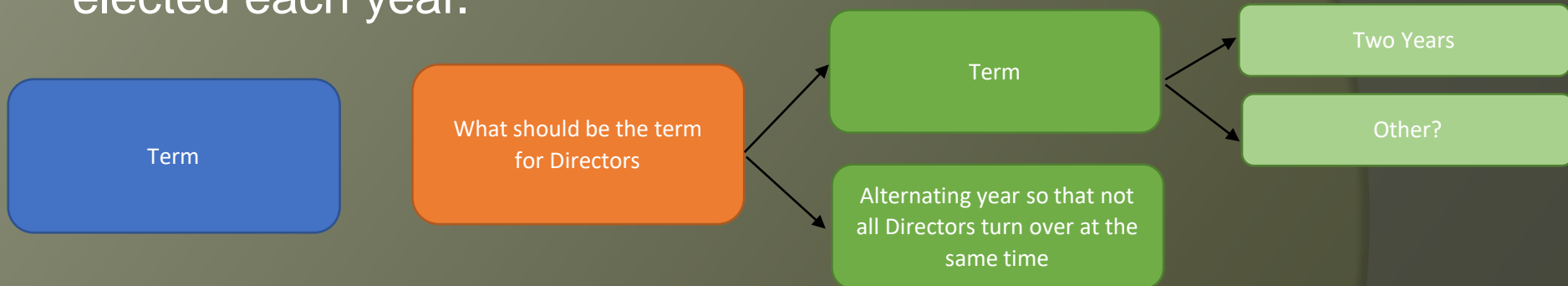
Do you support using groups, zones or other parameters that would be used to create groups from which directors would be elected?

Are there other considerations for parameters for Directors?

Proposed ACSTA Board of Directors

TERMS

Proposal that there would be a defined term for Directors with offsetting election years so that not all Directors are being elected each year.



Survey Question:

Proposal is that a term would be defined as two years.

Are there other considerations for the Term of a Director?

Cost Considerations

While cost reduction is not the primary driver for proposed change it is a factor for consideration.

The proposed smaller board would have 5-7 Directors as opposed to 24.

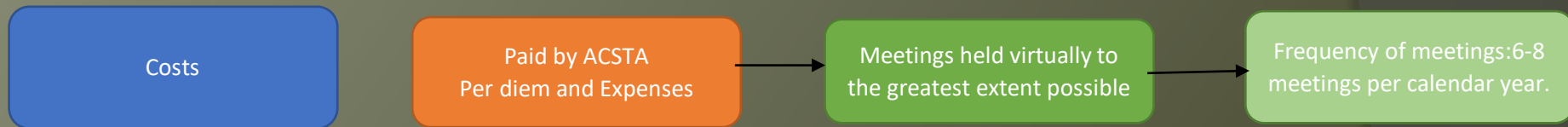
With a smaller board virtual meetings are more viable; proposal is 6-8 meetings with the majority of those meetings being virtual.

The proposed board size and meeting structure would result in a cost reduction of 2%-3% of the operating budget.

Proposed ACSTA Board of Directors

COSTS

Expenses and Per Diem would be paid by ACSTA.



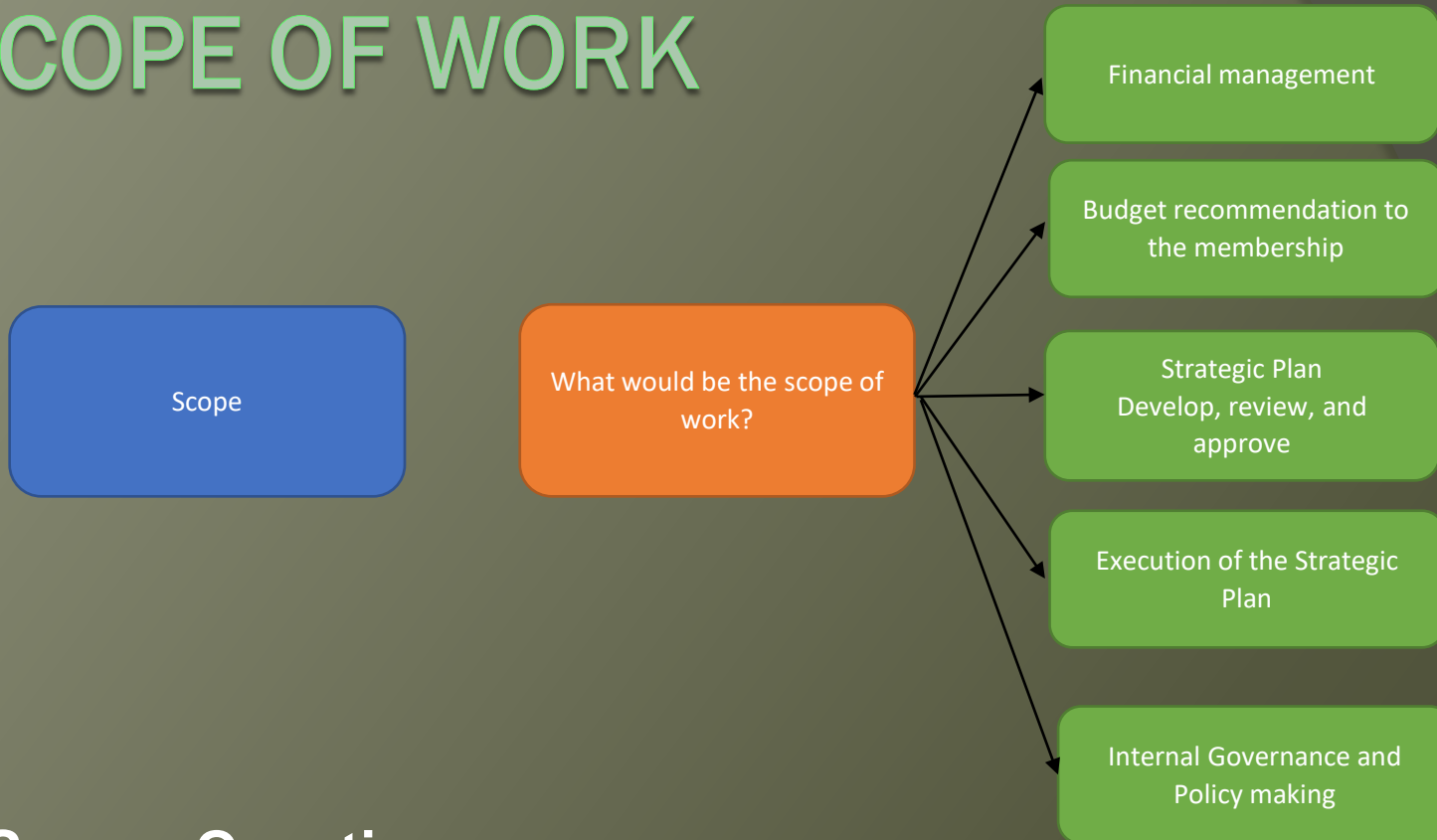
Survey Question:

Proposal is that the Board of Directors would meet 6-8 times per calendar year with costs paid by ACSTA.

Are there other considerations for meetings and costs?

Proposed ACSTA Board of Directors

SCOPE OF WORK



Survey Question:

Are there any questions for considerations on the scope of work for the proposed Board of Directors?

Summary

Please provide any other comments from your board that were not addressed by previous questions:

Summary

Please submit your Board response to the survey by June 26, 2020.

The Board of Directors values the voice of each of the member boards. And appreciates your input into this important conversation.

The feedback from all boards will be reviewed by the Governance Committee and a recommendation on next steps will be brought by the Board of Directors to the AGM in November 2020 for discussion and direction from the membership.

THANK YOU

ASBA ZONE 6 – GENERAL MEETING

AGENDA

May 20, 2020
ZOOM General Meeting

10:00 Call to order & welcome *Lori Hodges*

Lori began the meeting by keeping a moment of silence for Don Boras' passing. Don was a trustee at Palliser. He began his service this term.

Additions to & Approval of Agenda

Zone 6 Edwin Parr winner - *Lori Hodges*

Google hangouts was a bit problematic, but they managed to solve the problems to interview the candidates. The field was excellent once again this year. The overall winner was Nathan Comstock.

10:10 PD Presentation on Zoom Mtgs & the SGM *James & Chelsea McNaughton (30 min)*

James Tapankov gave in instructional session about Zoom:and

*Key focus is to talk about security regarding ZOOM meetings. Managing video during meetings. Everyone has been in a lot of meetings but, depending what connections we have, they are not always quick. Video takes up the most band width. We turned off the video for the moment to demonstrate that band width can be helped during the meeting. Every meeting sends 30 pictures per second and if there are 10 participants, that's 300 per second. Front end security has a waiting room so the administrator of the meeting can stop anyone joining if they are not recognized. At the end of the meeting, information from the meeting is kept from leaving the country. Information is encrypted so it is not shared. There was more information. *Jason will send it to Zone 6 and they will pass along to all jurisdictions. He presented a very good lesson on using Zoom.**

*Chelsea McNaughton reported how the ASBA SGM will proceed via Zoom:
Delegates are required to register through an ASBA website link.*

- Only one zoom registration is required per location, should several be in the same room. We are encouraged to get together to keep band width manageable.*
- Phone ins will not have access to "raise hand" feature, so will not be able to participate in debate. Use the raise hand and it will be kept track of in order.*
- There will be a point of Order button to jump to the head of the queue. A confirmation email will include link to register in the zoom meeting.*
- Regular speaking limits will be upheld. 3 to introduce and 2 to debate..*
- There will be a voting pause for discussion and the voting grid will be on screen as we have done on the floor.*
- There is a copy of this coming to send to everyone. ASBA process guide was sent out May 7*
- The Zoom conference will be on June 1st.*

10:45 ASBA President's update Lorrie Jess
We kept a moment of silence for Don Boras' passing. Their hearts are with us.

Also, Fort McMurray and the flooding situation is in our thoughts.

ASBA continues to monitor Covid-19 situation.

Advocacy committee

Emergent resolution coming forward from Aspenview regarding encouraging the GOA to fund Covid issues and PPE.

Discussion about TEBA that we submit to Minister Teows that instead of adhering to the new legislation, 2 Board of Director members be chosen from B and 1 from C and none at large. *This is being sent to all.*

11:15 ASBA Audited Financial Statement Presentation *Dexter Durfey (15 min)*
Dec 1 of 2018 to Feb of 2019. CSBA didn't happen so this expenditure was saved. Net income/loss... WE purchased 10 000 in GIC. There is a \$6000 surplus because the \$30 000 was paid. Dexter's comment was that we are in good financial shape. The attached letter indicates a clean audit report. Dexter suggested that next fall we need to look at how things work out for this year and make sure we don't 'hoard' too much money. This was a weird year given the Covid-19 situation.

11:30 Reports, Discussion, Questions – *reports provided with agenda*

o Chair – Lori Hodges

o Zone Director – Brad Toone

o PD/SAPDC Patricia Beazer

o Labor Relations- Greg Long

TEBA 61 no longer involved in ratification. It seems this body will no longer be involved very much. We are much closer to Provincial bargaining only. As it stands now a simple majority could involve no trustees, so ASBA will advocate for at least a 2/3 majority with at least one rep from each of ABCD.

3 from A, 1 from B, 1 from C, 2 from D.

o South Zone Comprehensive Sch Health – Lacey Poytress

▪ Have not met recently...hospitals are busy and things have been delayed.

Ron Taylor-

Thanks on behalf of the minister for input in the re-entry program. BC has posted its re-entry plan. It may be worth a look.

Zone 6 Executive meeting (which followed the general meeting via zoom)

Dexter Durfey, repeated that because of the Covid-19 we have had less travel and expenses so we will have a substantial surplus and should adjust so we don't continue adding to the reserve. He also mentioned that, since we have 3 people with signing authorities, we should make every effort to see that one never signs a cheque for oneself. Lori will be sending Edwin Parr bells so us and we will be responsible for presenting it at our district.

Normally we have an Executive meeting in June. We'll leave that open and meet if it is warranted but have arranged for an Exec meeting in August.

There was a brief discussion indicating that many boards had received an email to indicate the Capital Maintenance Renewal funds had arrived. (funding to help keep people at work). It was this same date that an e-mail was sent to MHCBE trustees informing us that our funds had arrived.



Information Report

REPORT TO THE BOARD OF TRUSTEES

Date: June 3, 2020

Agenda Item: Committee Reports

To: The Board of Trustees

From: David Leahy

Originator: David Leahy

Rationale: Policy/Procedures:

Subject: Performing and Athletic Performance Center

BACKGROUND:

Earlier in the school year the Board of Trustees agreed to the establishment of an Ad Hoc committee to examine the feasibility of constructing an Art and Sports Performance Center at Monsignor McCoy High School.

1. Purpose of the Committee:

- By May 15, 2020, the committee will present to MHCBE Trustees a proposal for the construction of an Arts and Athletics Performance Center at Monsignor McCoy High School
 - Including architect drawings and costing details
 - Plans for fundraising and grant opportunities
 -

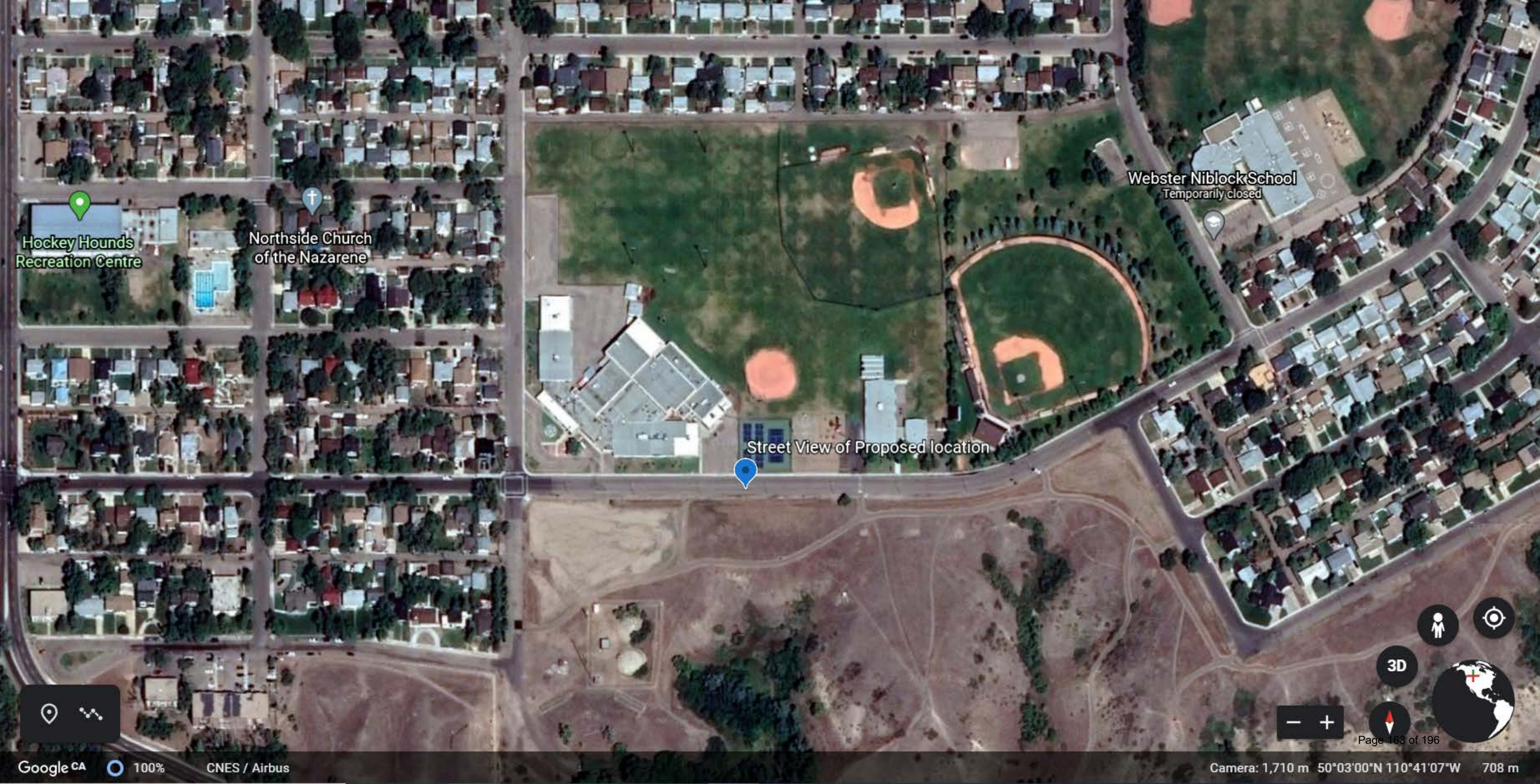
Due to the Covid 19 pandemic work of this committee was paused.

Recommendation

That the Board of Trustees extend the reporting timeline for the Arts and Sports Performance Center Ad Hoc Committee until November 15, 2020

Committee Update

1. Identified preferred location of the Arts and Sports Performance Center at Monsignor McCoy
2. Received permission from the Sisters of Charity of St. Louis to name the facility after their order.
3. Carried out a needs assessment for the theatre aspect of the project (report attached)
4. Researched building options (sample quotes and details of options are attached)
5. Developed list of local contacts to serve on committee if the project receives the go ahead
6. Needs assessment for sports performance facility circulated to stakeholders.
7. Identified needs for an upgraded football club house for Senior High and Junior High Colts.

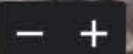
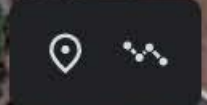


Hockey Hounds
Recreation Centre

Northside Church
of the Nazarene

Webster Niblock School
Temporarily closed

Street View of Proposed location





SITE LOCATION

Street: _____
 City: MEDICINE HAT
 Province: AB, CANADA
 Postal Code: T1A 5R6

PROJECT NAME / NUMBER

Quote #: DAVID LEAHY
 Date: 3/17/20
 Page: 1 Of 2

CONTACT INFORMATION

Name: DAVID LEAHY
 Phone: 403-952-8002
 Email: DAVID.LEAHY@MHCBE.AB.CA

Fax: _____
 Mobile: _____

BUILDING CODES

Building Code: NBC 15
 Use Category: High Occ

Wind: 90; Collateral Load: 3
 Roof Snow: 23.55; Dead Load: 3.2
 Live Load: 21;
 Seismic Sa (0.2): 0.08; Sa (0.5): 0.06
 Value Sa (1.0): 0.05; Sa (2.0): 0.026

BUILDING SPECS

Width: 125
 Length: 225
 Eave Height: 40
 Roof Pitch: 2.0:12
 Peak Offset: 62.5

BUILDING DETAILS

Endwall Framing

	Post & Beam	Rigid Frame	Exp. Endwall
REW	Y		
LEW	Y		

Roof Panel

Gauge: 24
 TYPE: S324

Wall Panel

Gauge: 26
 TYPE: CG

Endwall Column Spacing

REW _____
 LEW _____

Sidewall Bay Spacing

9 at 25

Interior Columns

NONE

Bracing

REW	Cable Diagonal Bracing
LEW	Cable Diagonal Bracing
FSW	Cable Diagonal Bracing
BSW	Cable Diagonal Bracing

Purlin Depth: 8

Base Condition

Angle: Y
 Channel: _____
 None: _____

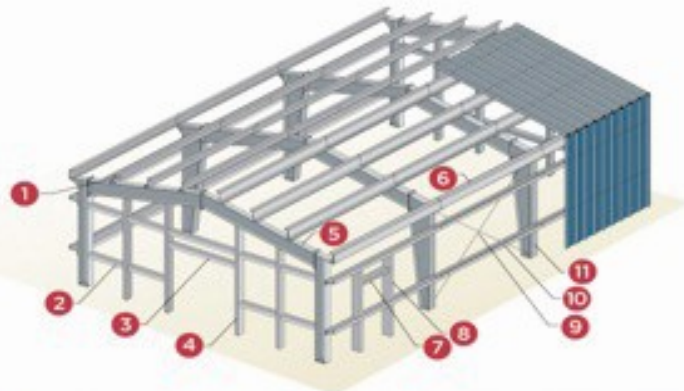
Girt Condition

REW	Flush
LEW	Flush
FSW	Bypass
BSW	Bypass

Roof Extensions

	Dim.	Gauge
REW		
LEW		
FSW		
BSW		

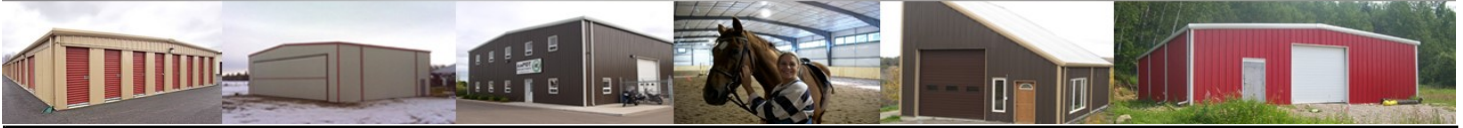
- 1 Purlin
- 2 Endwall Girt
- 3 Door Header
- 4 Door Jamb
- 5 Endwall Rafter
- 6 Eave Strut
- 7 Window Header
- 8 Window Jamb
- 9 Wind Bracing
- 10 Sidewall Girt
- 11 Sidewall Column



37 SANDIFORD DRIVE, STE 413, STOUFFVILLE, ON L4A 7X5

1-844-937-8335

www.olympiasteelbuildings.ca



BUILDING DETAILS

Framed Openings:

LEW: _____
 REW: _____
 FSW: _____
 BSW: _____
 FSW Gutters: 225
 Insulation Package: Excluded

Liner Panel:

Roof: _____
 LEW: _____
 REW: _____
 FSW: _____
 BSW: _____

BSW Gutters: 225

PROJECT NAME / NUMBER

Quote #: DAVID LEAHY
 Date: 3/17/20

Page: 2 Of 2

AVAILABLE COLOURS

BRITE RED TSR 0.34	LIGHTSTONE TSR 0.60	HAWAIIAN BLUE TSR 0.33	PEARL GRAY TSR 0.37
RUSTIC RED TSR 0.27	COLONY GREEN TSR 0.35	GALLERY BLUE TSR 0.25	SLATE GRAY TSR 0.25
SAHARA TAN TSR 0.51	FERN GREEN TSR 0.30	POLAR WHITE TSR 0.64	BURNISHED SLATE TSR 0.32

Actual colour may vary slightly from colour samples shown. If color choice is critical, request a colour sample. Because of changing trends in colour popularity, the colours shown are subject to change without notice.

STANDARD COLOUR SELECTION

Roof Panel: Galvalume/Plain
 Roof Trim: NEED COLOR
 Wall Panel: NEED COLOR
 Jamb Trim: NEED COLOR
 Corner Trim: NEED COLOR
 Eave Trim: NEED COLOR
 Base Trim: NEED COLOR
 Gutters & Downspouts: NEED COLOR

BUILDING COST

Building:	\$ 580,670.00	CAD
Freight:	INCLUDED	
Taxes:	EXTRA	
25% ENG Deposit	\$ 145,150.00	CAD
25% MFG Deposit	\$ 145,150.00	CAD
Balance:	\$ 290,370.00	CAD

NOTES

INCLUDED

- SHIPPING TO MEDICINE HAT, AB INCLUDED
- 24 GA SSR ROOF/ 26 GA WALL SHEETING EXTERIOR
- 26 GA GUTTERS AND DOWNSPOUTS
- PRIMER COATED RIDGID FRAMES
- GALVANIZED GIRTS AND PURLINS
- STAINLESS STEEL SCREWS
- NEOPREAN WASHERS
- STAMPED ENGINEERED STRUCTURAL DRAWINGS
- QUOTE IS VALID FOR 14 DAYS

I appreciate the opportunity to work with you on your project. If you have any further questions, please feel free to contact me.

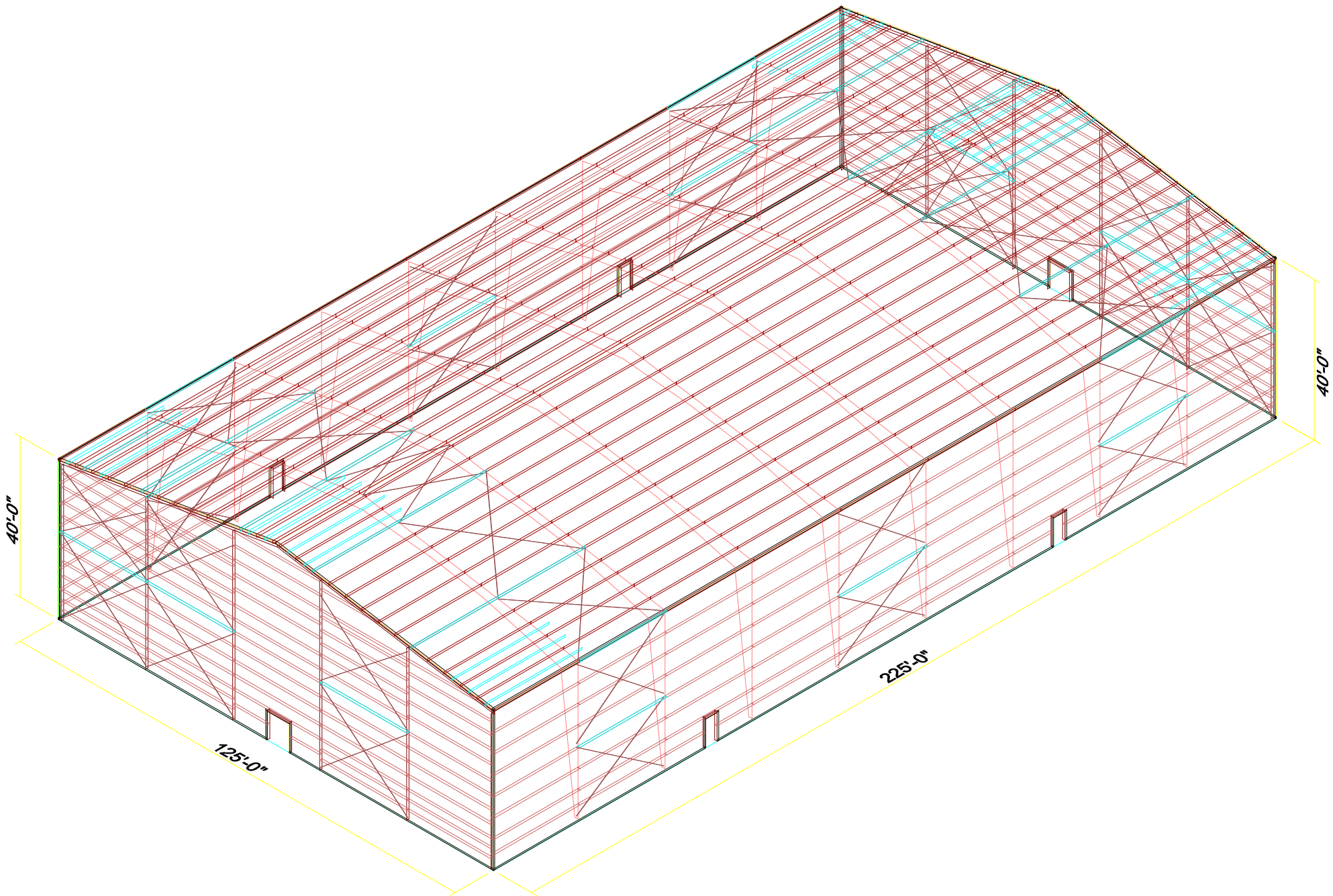
Sincerely, Marc Reynolds

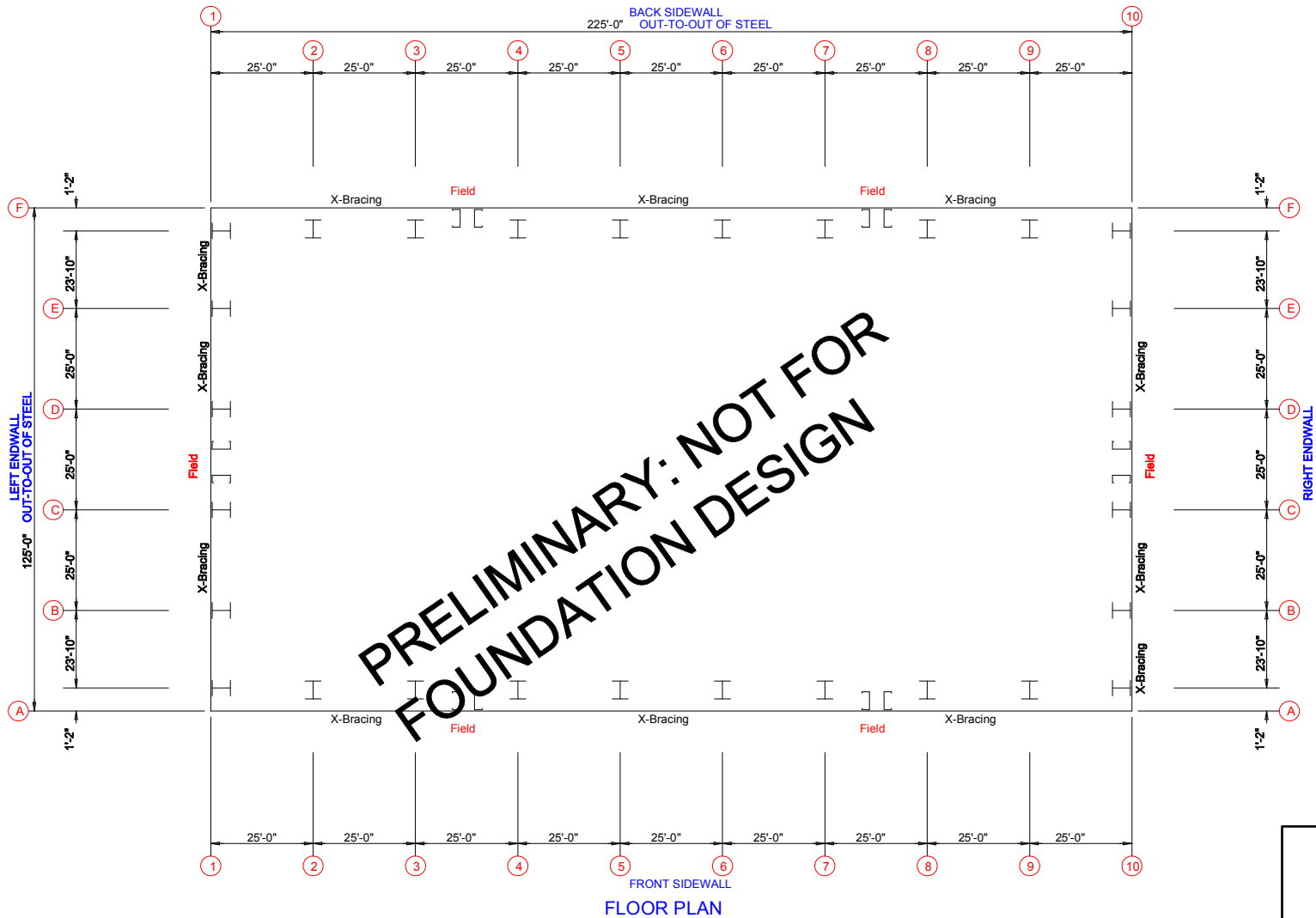
MREYNOLDS@OLYMPIASTEELBUILDINGS.CA



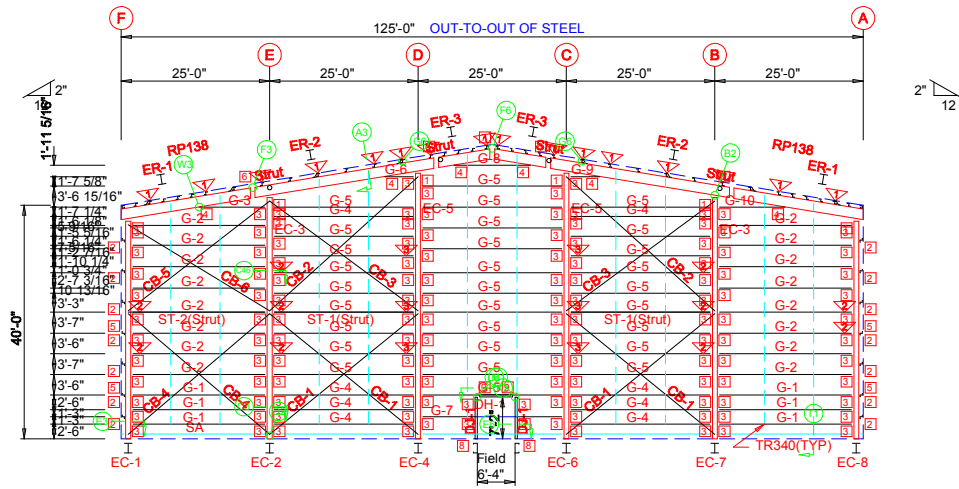
A vertical sign with five distinct sections. The top section features the Massey Ferguson logo (three red triangles) and the text "MASSEY FERGUSON". The second section has the "Challenger" logo in a stylized script. The third section displays "GLEANER" in bold, black, sans-serif capital letters. The fourth section shows "RoGator" and "TerraGator" in bold, black, sans-serif capital letters. The bottom section features the AGCO logo (a red triangle) and the text "AGCO Your Agriculture Company".



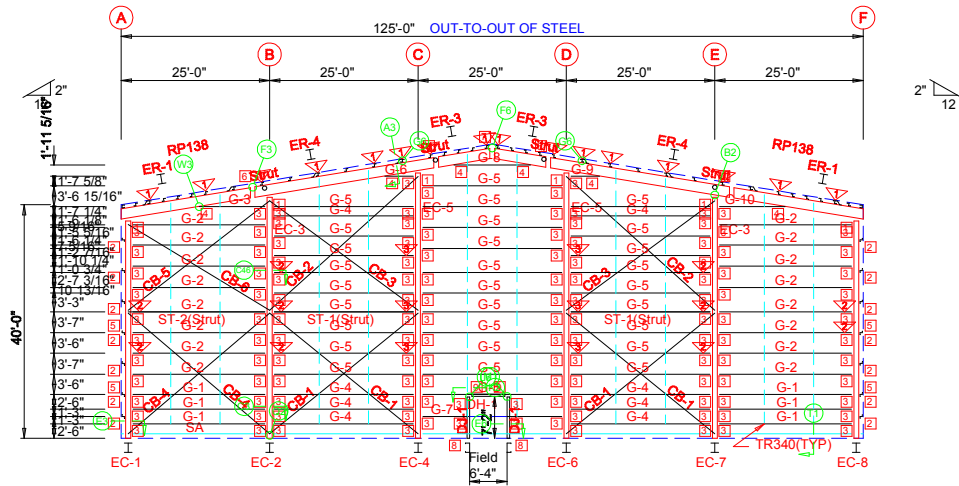




OLYMPIA STEEL BUILDINGS CANADA		Customer: DAVID LEAHY	
City: STOUFFVILLE		State: CN	
Location:		MEDICINE HAT ,AB T1A 5R8	
Designer: X	Date: 3/17/20	Revision No:	Date: Init.
Drafter: X	Date: 3/17/20	Office: X	Job No.:
Detailer: X	Date: 3/17/20	Office: X	DAVID_LEAHY
Checker: X	Date: 3/17/20	Office: X	
FLOOR PLAN			Sht. of 10



ENDWALL FRAMING: FRAME LINE 1



ENDWALL FRAMING: FRAME LINE 10

BOLT TABLE				
FRAME LINE 1 & 10				
LOCATION	QUAN	TYPE	DIA	LENGTH
ER-1/ER-2	4	A325T	1/2"	2"
ER-2/ER-3	4	A325T	1/2"	2"
ER-3/ER-3	4	A325T	1/2"	2"
ER-1/ER-4	4	A325T	1/2"	2"
ER-3/ER-4	4	A325T	1/2"	2"
Columns/Raf	2	A325T	1/2"	2"
Strut	4	A325T	3/4"	2 1/2"
EC-2/EC-3	6	A325	3/4"	2 1/2"
EC-4/EC-5	6	A325	3/4"	2 1/2"
EC-6/EC-5	6	A325	3/4"	2 1/2"
EC-7/EC-3	6	A325	3/4"	2 1/2"

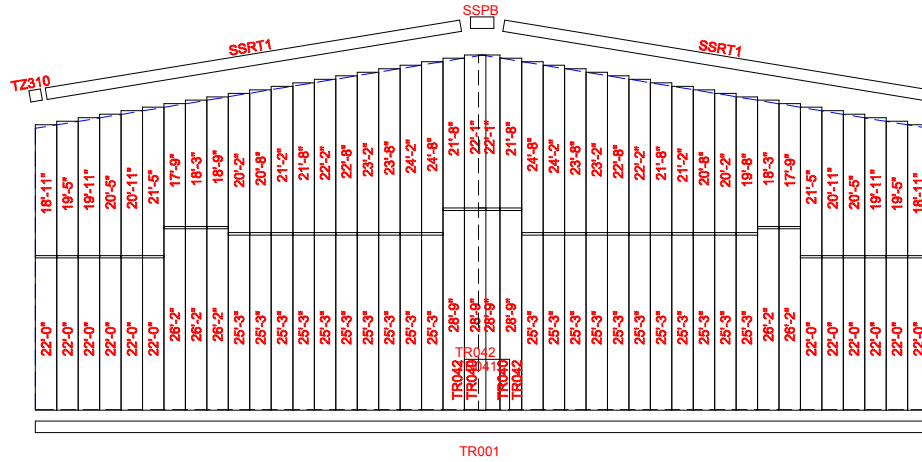
FLANGE BRACE TABLE		
FRAME LINE 1 & 10		
VID	MARK	LENGTH
1	FB39	3'-3"
2	FB22.5	1'-10 1/2"
3	FB22.3	1'-10 1/4"

CONNECTION PLATES	
FRAME LINE 1 & 10	
ID	MARK/PART
1	g1
2	CL027
3	CL020
4	CL030
5	CL050
6	h1
7	h2
8	CL002
9	CL025

GENERAL NOTES:
 MINOR FIELD WORK OF STRUCTURAL, SECONDARY AND PANEL/TRIM ITEMS MAY BE NECESSARY TO ENSURE PROPER FIT. SUCH WORK IS CONSIDERED A NORMAL PART OF METAL BUILDING ERECTION. WE WILL NOT HONOR BACKCHARGES FOR MINOR FIELD WORK.

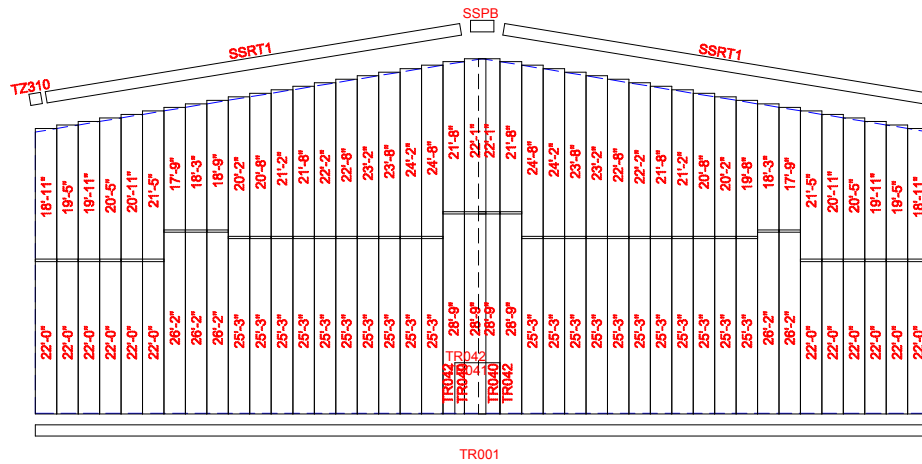
CABLE NOTES:
 FIELD SLOT GIRTS FOR CABLE TO PASS-THRU.

OLYMPIA STEEL BUILDINGS CANADA		Customer: DAVID LEAHY	
City: STOUFFVILLE	State: CN	Location:	
Designer: X	Date: 3/17/20	MEDICINE HAT ,AB T1A 5R8	
Drafter: X	Date: 3/17/20	Revision No:	Date:
Detailer: X	Date: 3/17/20	Office: X	Job No.:
Checker: X	Date: 3/17/20	Office: X	DAVID_LEAHY
ENDWALL FRAMING			Sht. of 10



ENDWALL SHEETING & TRIM: FRAME LINE 1

PANELS: 26 Ga. CGR - NEED COLOR



ENDWALL SHEETING & TRIM: FRAME LINE 10

PANELS: 26 Ga. CGR - NEED COLOR

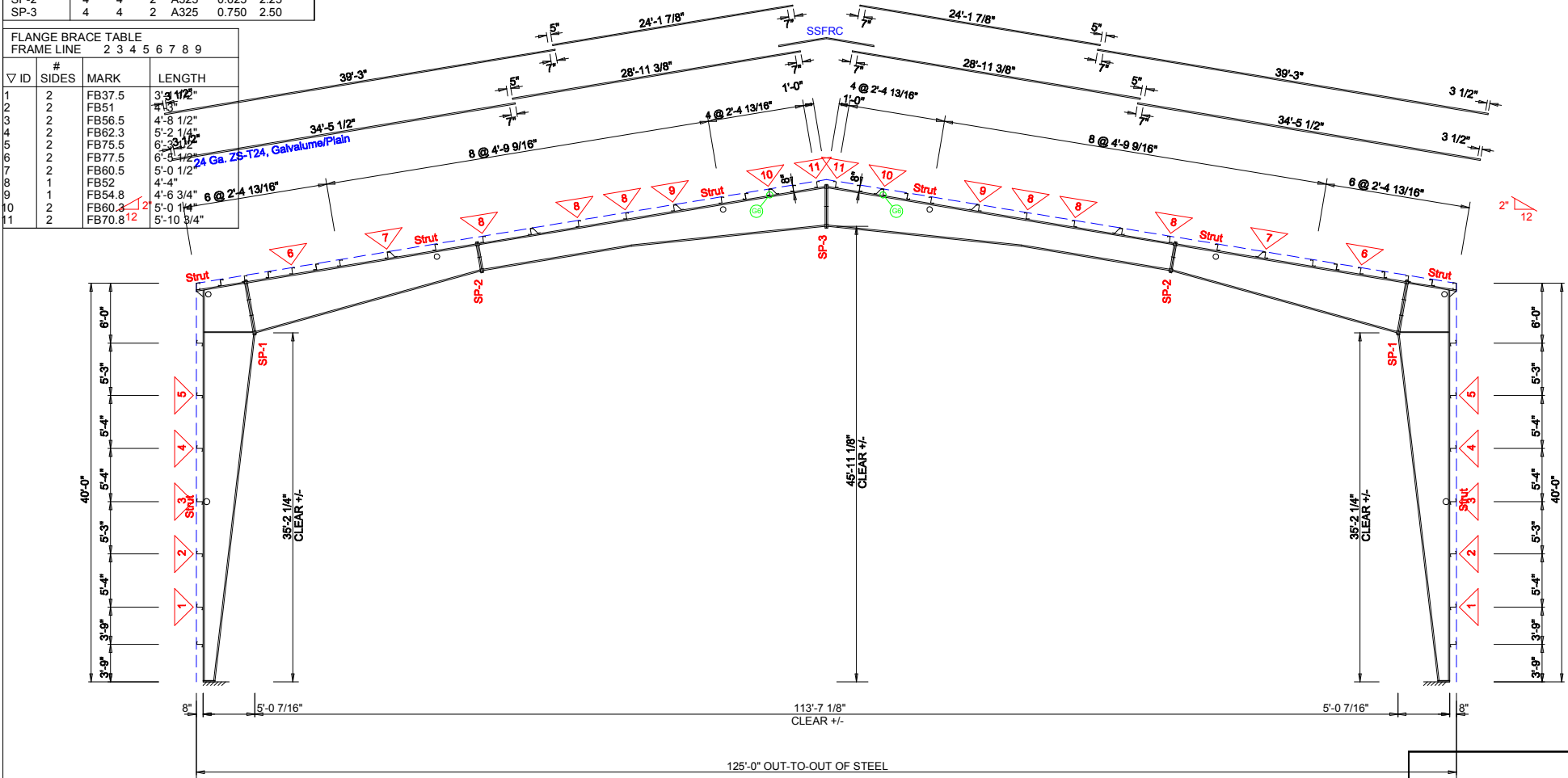
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Drafter: X	Date: 3/17/20	Revision No:	Date:
Detailer: X	Date: 3/17/20	Office: X	Job No.:
Checker: X	Date: 3/17/20	Office: X	DAVID_LEAHY
ENDWALL FRAMING			Sht. of 10

SPLICE BOLT TABLE						
Mark	Qty	Top	Bot	Int	Type	Length
SP-1	4	4	4	4	A325	1.250 3.75
SP-2	4	4	2	2	A325	0.625 2.25
SP-3	4	4	2	2	A325	0.750 2.50

FLANGE BRACE TABLE			
FRAME LINE 2 3 4 5 6 7 8 9			
▽ ID	#	MARK	LENGTH
1	2	FB37.5	3'-0 1/2"
2	2	FB51	4'-0"
3	2	FB56.5	4'-8 1/2"
4	2	FB62.3	5'-2 1/4"
5	2	FB75.5	6'-3 1/2"
6	2	FB77.5	6'-3 1/2"
7	2	FB60.5	5'-0 1/2"
8	1	FB52	4'-4"
9	1	FB54.8	4'-6 3/4"
10	2	FB60.3	5'-0 1/4"
11	2	FB70.8	5'-10 3/4"



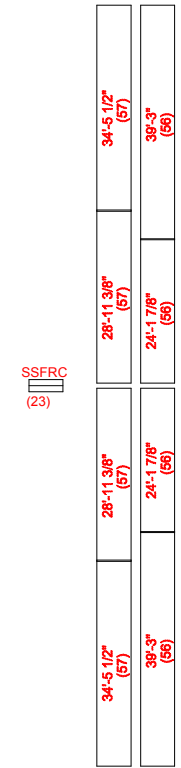
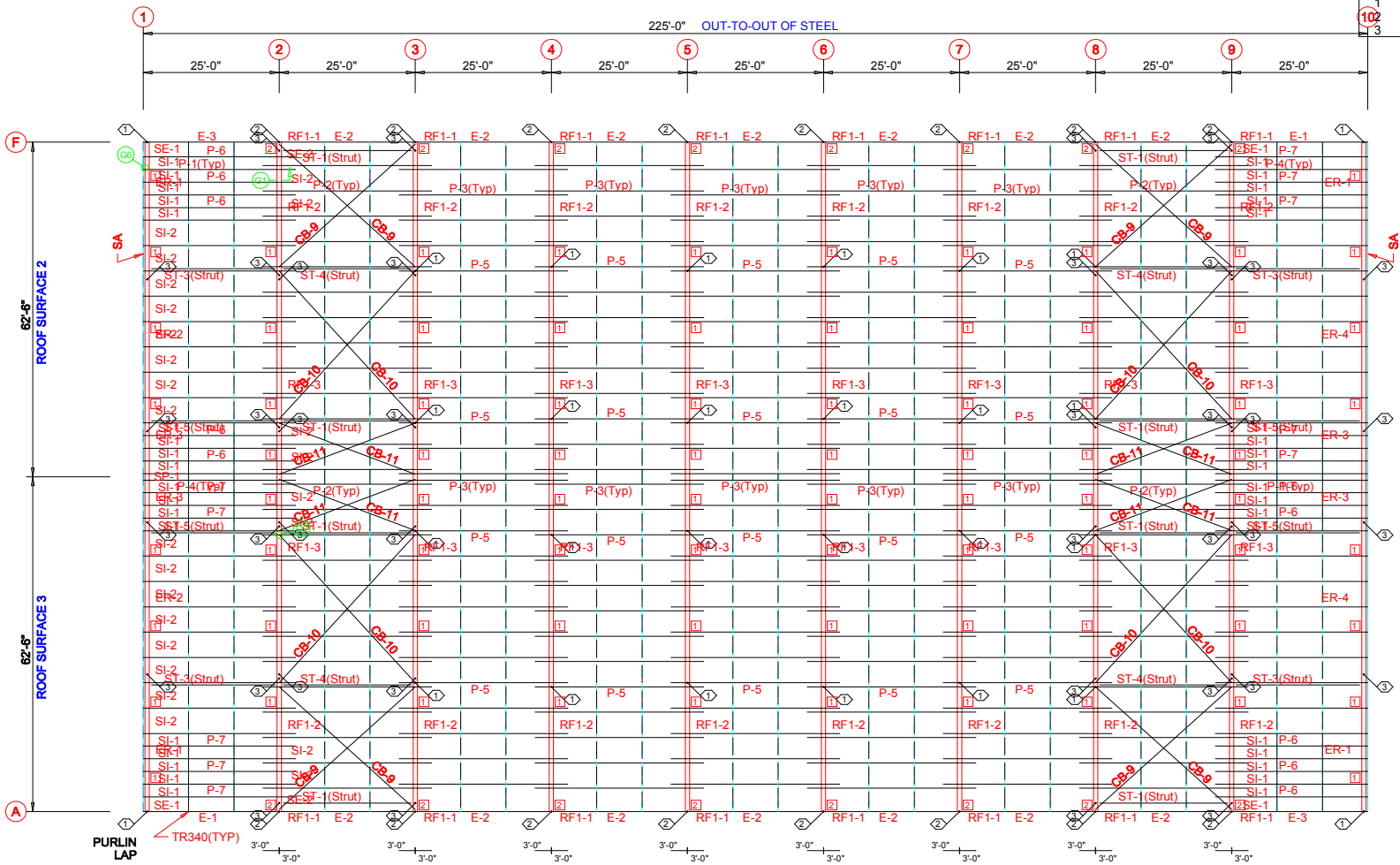
RIGID FRAME ELEVATION: FRAME LINE 2 3 4 5 6 7 8 9

GENERAL NOTES:
 MINOR FIELD WORK OF STRUCTURAL, SECONDARY AND PANEL/TRIM ITEMS MAY BE NECESSARY TO ENSURE PROPER FIT. SUCH WORK IS CONSIDERED A NORMAL PART OF METAL BUILDING ERECTION. WE WILL NOT HONOR BACKCHARGES FOR MINOR FIELD WORK.

OLYMPIA STEEL BUILDINGS CANADA		Customer: DAVID LEAHY	
City: STOUFFVILLE	State: CN	Location:	
Designer: X	Date: 3/17/20	MEDICINE HAT ,AB T1A 5R6	
Drafter: X	Date: 3/17/20	Revision No:	Date:
Detailer: X	Date: 3/17/20	Office: X	Job No.:
Checker: X	Date: 3/17/20	Office: X	DAVID_LEAHY
RIGID FRAME ELEVATION			Sht. of 10

SPECIAL BOLTS					
ROOF PLAN					
Ø ID	QUAN	TYPE	DIA	LENGTH	WASH
102	2	A325T	1/2"	2"	0
	3	A325T	1/2"	2"	0
	2	A325T	3/4"	2 1/2"	1

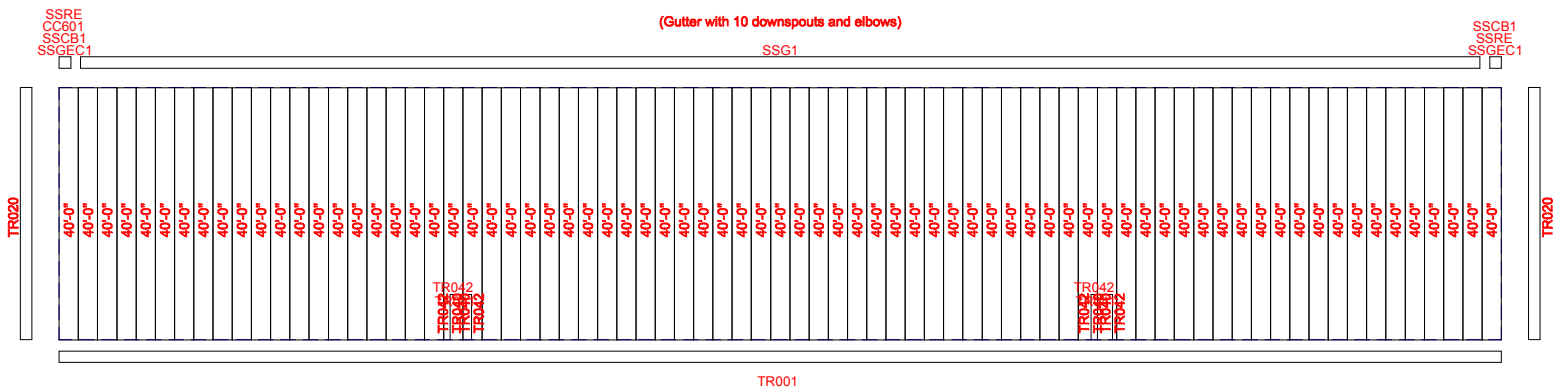
CONNECTION PLATES	
ROOF PLAN	
ID	MARK/PART
1	CL156
2	CL154



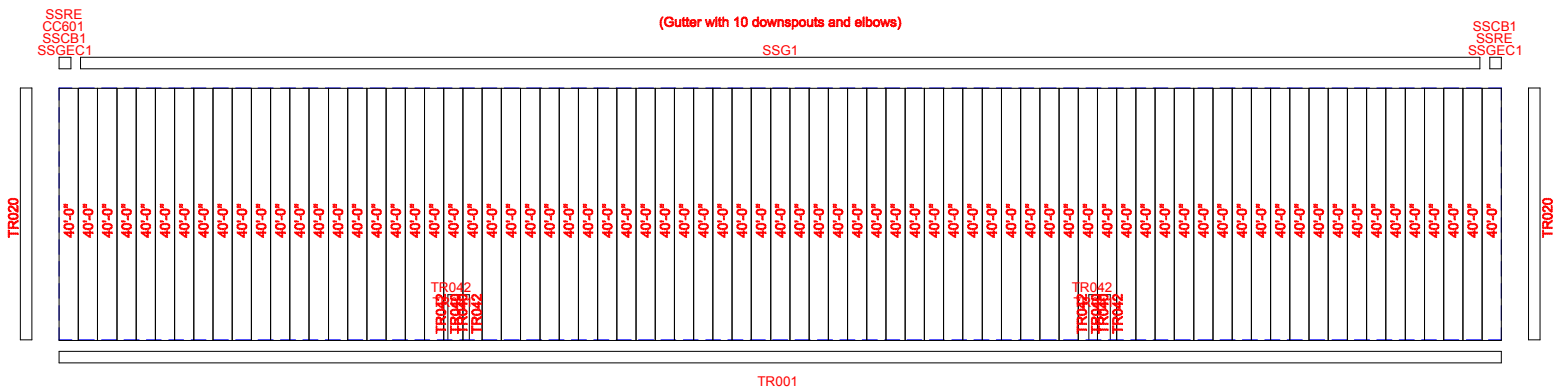
ROOF SHEETING
 PANELS: 24 Ga. ZS-T24
 Galvalume/Plain

GENERAL NOTES:
 MINOR FIELD WORK OF STRUCTURAL, SECONDARY AND PANEL/TRIM ITEMS MAY BE NECESSARY TO ENSURE PROPER FIT. SUCH WORK IS CONSIDERED A NORMAL PART OF METAL BUILDING ERECTION. WE WILL NOT HONOR BACKCHARGES FOR MINOR FIELD WORK.

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Drafter: X	Date: 3/17/20	Revision No:	Date:
Detailer: X	Date: 3/17/20	Office: X	Job No.:
Checker: X	Date: 3/17/20	Office: X	DAVID_LEAHY
ROOF FRAMING			Sht. of 10



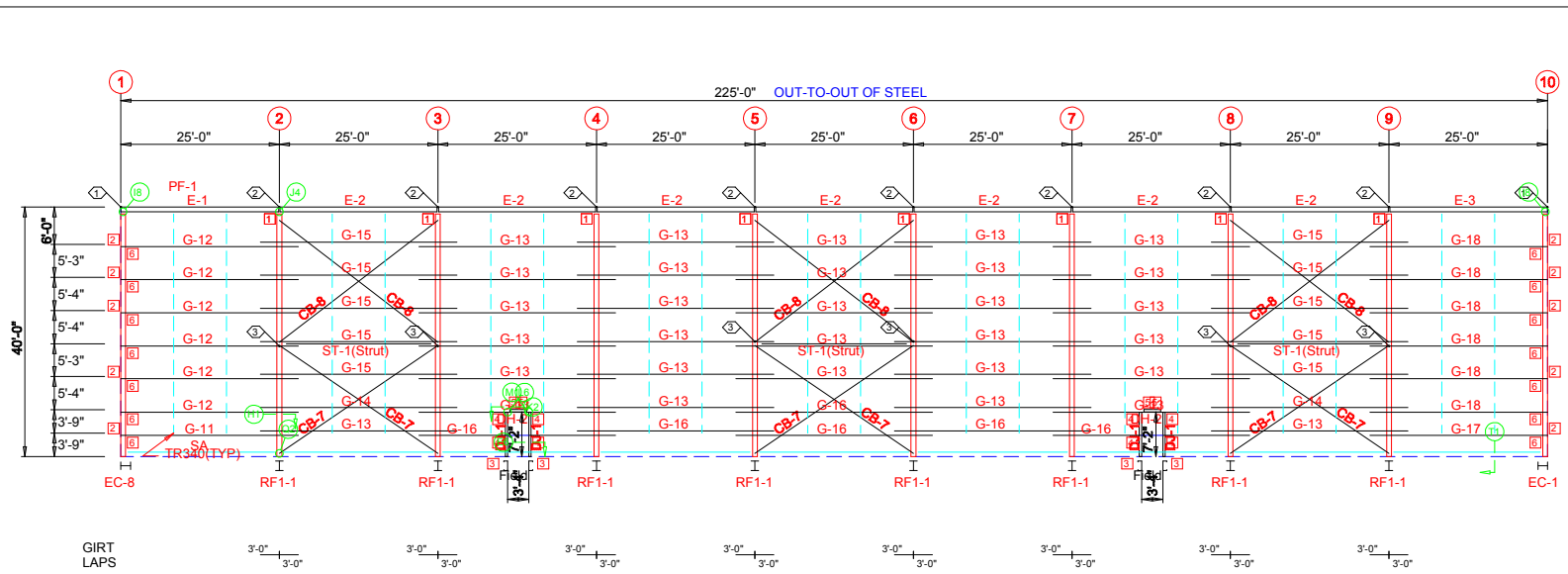
SIDEWALL SHEETING & TRIM: FRAME LINE A
 PANELS: 26 Ga. CGR - NEED COLOR



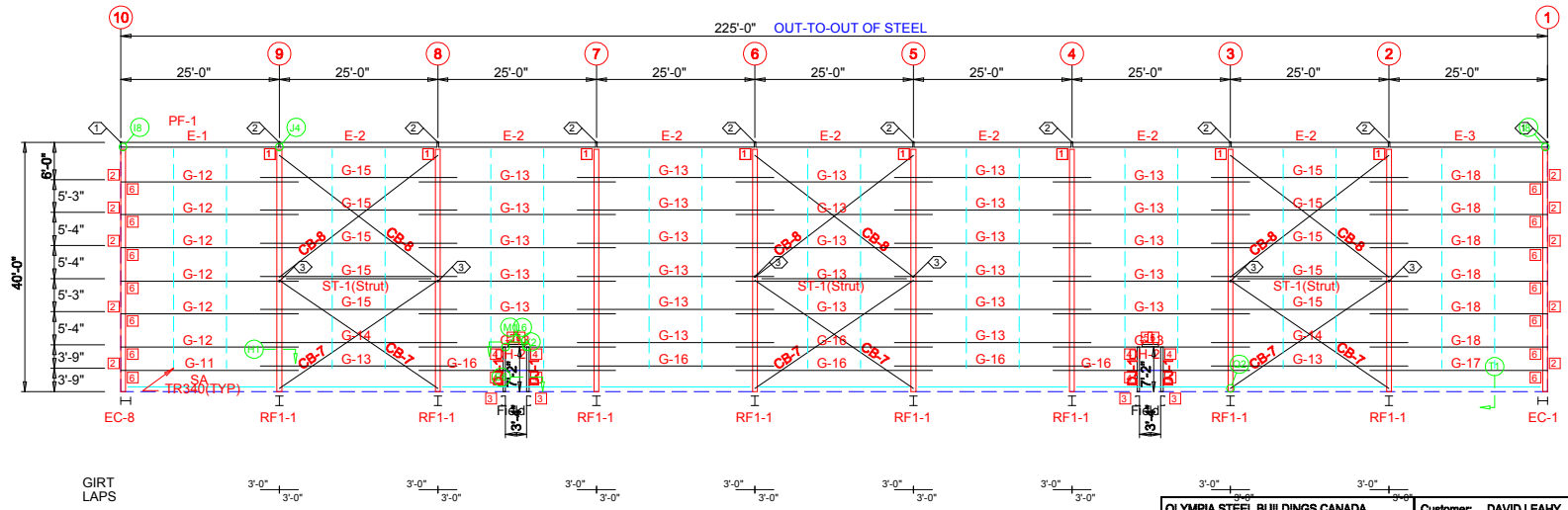
SIDEWALL SHEETING & TRIM: FRAME LINE F
 PANELS: 26 Ga. CGR - NEED COLOR

GENERAL NOTES:
 MINOR FIELD WORK OF STRUCTURAL, SECONDARY AND PANEL/TRIM ITEMS MAY BE NECESSARY TO ENSURE PROPER FIT. SUCH WORK IS CONSIDERED A NORMAL PART OF METAL BUILDING ERECTION. WE WILL NOT HONOR BACKCHARGES FOR MINOR FIELD WORK.

OLYMPIA STEEL BUILDINGS CANADA		Customer: DAVID LEAHY	
City: STOUFFVILLE	State: CN	Location:	
Designer: X	Date: 3/17/20	MEDICINE HAT ,AB T1A 5R8	
Drafter: X	Date: 3/17/20	Revision No:	Date:
Detailer: X	Date: 3/17/20	Office: X	Job No.:
Checker: X	Date: 3/17/20	Office: X	DAVID_LEAHY
SIDEWALL FRAMING			Sht. of 10



SIDEWALL FRAMING: FRAME LINE A



SIDEWALL FRAMING: FRAME LINE F

BOLT TABLE				
FRAME LINE A & F				
LOCATION	QUAN	TYPE	DIA	LENGTH
Strut	4	A325T	3/4"	2 1/2"

SPECIAL BOLTS					
ID	QUAN	TYPE	DIA	LENGTH	WASH
1	2	A325T	1/2"	2"	0
2	3	A325T	1/2"	2"	0
3	2	A325T	3/4"	2 1/2"	1

CONNECTION PLATES	
ID	MARK/PART
1	CL154
2	CL050
3	CL002
4	CL020
5	CL025
6	CL027

GENERAL NOTES:
 MINOR FIELD WORK OF STRUCTURAL, SECONDARY AND PANEL/TRIM ITEMS MAY BE NECESSARY TO ENSURE PROPER FIT. SUCH WORK IS CONSIDERED A NORMAL PART OF METAL BUILDING ERECTION. WE WILL NOT HONOR BACKCHARGES FOR MINOR FIELD WORK.

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Checker: X	Date: 3/17/20	Office: X	DAVID_LEAHY
SIDEWALL FRAMING			Sht. of 10





MUST BE WORN

-  Head Protection
-  Foot Protection
-  Safety Glasses

RAVYFIELD Rental
1-800-RENT-CAT





Air-Supported Structures

WE'VE GOT YOU COVERED



March 23, 2020

Dear David,

Thank you for the opportunity to provide you with a preliminary estimate for an air supported structure. Below you will find a complete air structure package as well as an estimated size for your required concrete grade beam/footing. The grade beam will ultimately be quoted on and installed by a local contractor based on Engineer stamped construction drawings provided by The Farley Group as part of this package. Typically, this contractor can assist with your electrical and natural gas distribution and hook up requirements as these are not part of this quote. Please review the information provided and let me know if you have any questions and I will be glad to assist.

AIR STRUCTURE PACKAGE

To supply, deliver and supervise the erection of one 250' x 125' x 40' air-supported structure with rectangular ends, including:

1. 28oz vinyl coated polyester OPAQUE outer fabric with 20-year pro rated warranty
2. 15oz vinyl coated polyester liner fabric
3. 24 - 460 watt hanging LED light fixtures with lighting wire from fixture to closest ground location, light cord plug sets, hang light mounting patches, hang light protective net enclosures
4. 1 - emergency exit (double door, 1 emergency light pack per exit) This door has been specifically designed to allow for man-lift access to the structure.
5. 3 - emergency exits (single door, 1 emergency light pack per exit)
6. 1 - combo unit (3-leaf revolving door & pedestrian air lock for barrier free access)
7. 1 - 1.75 million BTU heat and inflation unit with an integral standby including natural gas engine for power failure back up.
8. Wind & snow sensor controls
9. Supply and supervise the install of membrane insulation
10. Load calculations and detail drawings of the air structure stamped by a qualified structural engineer
11. Freight to jobsite
12. On-site supervision of installation of air structure
13. Temporary labour required for air structure install
14. Rental equipment required for air structure install
15. Start-up of mechanical equipment

16. 760 lineal feet of retention profile for concrete grade beam

PACKAGE PRICE:**CDN \$ 584,612**
This quote is good for 60 days All Taxes are Extra

Optional items for the package above

- a) 10x10 Vehicle Air Lock w/ Man Doors..... ADD CDN \$ 46,772
- b) 1 – 30 ton A/C Recirc ADD CDN \$ 62,017

Grade Beam Estimated Size for Package (Beam Installed By Others)

Based on an air structure size of 250' x 125' x 40' in Medicine Hat, AB we are pleased to provide you with an estimated grade beam size of 18" wide x 76" deep. Example drawings of this grade beam construction are available upon request.

Please note that this estimate is based on typical conditions. On-site soil and weather conditions, as well as final engineering calculations may change this number.

Items Which Are Your Responsibility

- Architect's fees, payment of local taxes, and cost of obtaining permits, all mechanical, electrical architectural drawings and stamps as may be required.
- Review of local building codes and by-laws for permit application. Any additional components that may be necessary to meet the building code requirements before, after or at the time of a review by local building code officials, are considered as extras and are not included in this price.
- Concrete grade beam and equipment pads. Any site inspections by engineers to ensure conformity to drawings.
- Electrical service and natural gas to equipment locations. All tradesmen relating to all electrical and natural gas hook up.
- All required electrical including line voltage, control and computer wiring, to be completed by electrician.

The Company

The Farley Group began manufacturing air-supported structures in 1999, however, our founder, Ralph Farley, brought the concept of air-supported structures to North America from Sweden in 1970. Ralph and his associates have contributed to the sale and manufacture of over 800 air-structures worldwide. The Farley Group has manufactured or installed air-structures for the USA, Canada, China, Russia, Mexico, Panama, India, Estonia and Nigeria.

We maintain the most extensive service team in the industry with upwards of 350 years of experience in manufacturing and installations based in our Guelph, Ontario manufacturing facility. We also retain service representatives in Michigan, New York, Virginia, and Alberta. Our service department is available to our customers as well as our competitors' customers 24 hours a day through our emergency response telephone. **We take pride**

in never having lost one of our customers to a competitor because of service. In fact, our superior service has been very instrumental in our company's growth over the last 20 years.

At The Farley Group we strive to be the leader in innovative covered space, we are always looking at new ideas to make our product more user friendly and cost effective for our customers. We will not manufacture and install your air structure and forget about you. We believe that once you have chosen The Farley Group to achieve your vision that we are partners in sustaining your vision for years to come. We are convinced that as a potential air-structure operator you will be completely satisfied with our quality product, user-friendly controls and experienced staff.

Yours very truly,

FARLEY MANUFACTURING INC.

A handwritten signature in black ink, appearing to read 'Jason Aljoe', with a stylized flourish extending from the end.

Jason Aljoe

Vice President Operations/Sales



An Overview of Project Requirements



An air-supported structure is a lower cost alternative to a traditional building, and for facilities that require large, open, clear span interior space, an air structure is the ideal solution. However, building an air-supported structure is still a construction project, and therefore entails similar project elements and considerations that are associated with constructing a traditional building. The following outlines the potential requirements when developing an air structure facility, enabling you to better assess and research the costs associated with these various requirements.

Concrete Grade Beam

The main difference with the site infrastructure required for an air-supported structure is the installation of a concrete grade beam rather than a traditional foundation. While the foundation of a traditional building supports the weight of the structure on top of it, the grade beam for an air structure does the opposite, anchoring the fabric membrane to the ground by resisting the uplift load that's created by pressurizing the interior space of the dome. The Farley Group will design a concrete grade beam specific to your project's requirements, and have it reviewed and stamped by a qualified structural engineer. Your construction manager will then oversee the construction of the grade beam, along with the other site work required.

Other Site Work

While overall project costs are indeed significantly less than a traditional building, investment in site infrastructure is required for an air structure just as it would be for any other type of building. The extent of infrastructure required will depend on the overall complexity of the project, but would typically include excavation and site preparation, parking lot requirements, storm water management and sewer requirements, and the supply and distribution of electrical and natural gas utilities. And just like any construction project, you'll want to have an experienced construction manager or general contractor to coordinate and oversee these aspects of your facility's development.

Professional Services

From concept to completion, to get your facility built and operational you'll require the services of local professionals to help you navigate through all aspects of your project, such as planning, design, engineering, environmental, legal, and financial. The Farley Group works closely with your team of professionals and consultants to provide them with the relevant information pertaining to the air structure and its components, helping to ensure all phases of your project go smoothly.

Permitting and Taxes

Zoning by-laws, building permitting, and property taxes will apply to your air structure and the other infrastructure that goes along with it. Your municipality may also impose development charges based on the square footage of the development. Consult with your local building department to determine what the implications might be.

Clubhouse Building

The plans for your facility may include a reception area, washrooms, change rooms, and food and beverage services. Typically these amenities are located in a clubhouse building, which can be connected to the air-supported structure by a connecting passageway to create a seamless transition between the clubhouse and the dome. The Farley Group will work closely with your clubhouse contractor to ensure the transition between the two buildings is as efficient and cost effective as possible.

Air Structure Package

Although the air structure package is a crucial element of your facility, it is just one piece of the overall puzzle that makes up your development project. The air-supported structure package consists of the air structure building envelope itself, along with all of the components that contribute to its functionality. This would typically include the heat & inflation equipment, revolving door, pedestrian airlock (for barrier free access), emergency exit doors, vehicle airlock (for maintenance and lift equipment access), and the interior lighting system. The Farley Group will tailor an air structure package to best suit your facility's specific requirements.

Installation Of Air Structure Package

Once the grade beam has been constructed, and the rest of the site work has been substantially completed, it's then time to deliver the air structure and components to the site and begin the installation process. The furnace and inflation equipment for the dome are put in place and your local tradesmen connect the utilities. The dome membrane is shipped in sections, which are strategically placed, unfolded, and connected together. The membrane is then secured to the grade beam around the entire perimeter, the inflation fans are activated to pressurize the interior, and the air structure takes its shape. The installation process also includes placement and connection of entrance and exit components, and completing all interior finishes, including installing the membrane's insulation and the interior lighting system. The Farley Group maintains the most extensive and experienced team of service and installation professionals in the industry, who will play a critical role in the installation of your air structure package. Also, our experienced in-house HVAC specialist will be on site during the installation process to ensure that your inflation and other HVAC equipment get up and running and configured properly.

Interior Surface

The interior playing surface of your facility is prepared for and installed through the collaborative efforts of your general contractor and your provider/installer of the surface. Consult with local providers of sports surfaces to discuss the process and costs associated with installing the interior surface of your facility. To avoid heavy lift equipment being driven on it, the interior surface is typically installed after the dome is up and all of the interior components have been installed.

Utility Costs

To help conserve energy, insulation material is installed between the outer structural material and the inner liner material of the dome, bringing the overall insulation value of the membrane to an R10 equivalent, and reducing heat fuel costs by 40 to 50 percent when compared to an air structure without insulation. Along with heat fuel costs, electrical costs for inflation equipment and interior lighting also need to be considered. The Farley Group can provide you with a detailed energy analysis based on your project's specific parameters and climatic data to help you estimate the utility costs associated with operating your air structure.

Where Do You Start?

LET THE FARLEY GROUP HELP. Call us today at 1-888-445-3223. The Farley Group can help you navigate the whole process, from your initial vision for your facility to the day you open the doors. Contact your air structure sales professional.

Air-Supported Structures

WE'VE GOT YOU COVERED

The Farley Group Difference

Your Success Is Our Success

As a manufacturer, supplier, installer, and service provider of air-supported structures, we work with you from conception to implementation and beyond.

Our company philosophy is built around the belief that a customer never leaves The Farley Group - from project planning and installation to ongoing service and maintenance, we become a trusted member of your team.

Our expert staff of sales consultants, designers, and highly skilled production and service professionals are well experienced in all facets of air structure technology, ready to help you through every phase of your dome project.



Located just west of Toronto, our manufacturing facility is a 58,000 square foot air-supported structure that features a state-of-the-art electronic radio frequency welding platform.

Our in-house design professionals work closely with our manufacturing team to ensure the optimum degree of dimensional accuracy is achieved in every structure we produce. Together with our network of trusted suppliers, we aim to provide you with an end product that meets the highest quality standards and your scheduling requirements.

We confidently stand behind our products and craftsmanship, so you can rest easy knowing that our five year fabrication warranty has you covered. Every component included in your air structure package is covered by manufacturers' warranties which we monitor for full compliance and customer satisfaction.

We've Got You Covered

- An air structure is the most economical building choice where large clear-span space is required
- Shorter construction schedules than conventional buildings
- Cover outdoor recreational facilities to allow for year-round use
- Warehousing, storage, or manufacturing space
- Easily removed to allow for outdoor activity in the summer and reinstalled for winter coverage
- Our expert staff is there to help you from conception to implementation and beyond
- As the most reputable air structure company in the world we become a trusted member of your team
- 24 hour emergency service hotline
- Hundreds of domes installed in our proud history
- The most experienced professionals in the industry
- Five year fabrication warranty
- Fabric warranties of up to 20 years
- In house design, manufacturing, sales, and service
- Every structure is tailored to fit your specific requirements
- Innovative energy saving technology
- Custom manufactured mechanical equipment to suit every project's unique specifications

"Our dome was completed in August of 2010 and The Farley Group continues to provide after sale service that is tremendous. I feel very confident in highly recommending The Farley Group in customer service, pricing and quality of work."

- Jamie MacDonald, Councillor Township of North Glengarry, Alexandria, ON

"The tennis environment is flawless and their follow-up with regard to any and all issues was as good as it gets."

- Jeffrey Klipstein, The Club of Riverdale, Riverdale, NY

"I have been in the indoor tennis business since 1973, and have owned and operated several permanent and dome structure facilities in the Westchester area. I am happy to recommend The Farley Group to other club owners."

- Kit Byron, Rye Racquet Club, Rye, NY

"The Farley Group has provided us with excellent and ongoing follow up and service. Our business and our reputation have skyrocketed and we are proud to be known as a BIG supporter of The Farley Group, their people and their product."

- Charles Sims, Links & Tees Golf Facility, Addison, IL

"Farley's service and integrity has come through once again... we appreciate your quality staff and attention to detail."

- Robert Ortali, Soccerworld Polson Pier, Toronto, ON

"Ever attentive to our needs, The Farley Group guided us throughout the design process to achieve practical, economic, and long-term sustainable solutions to our facility requirements. We unequivocally endorse The Farley Group, who, in our opinion, establishes new benchmarks for excellence in air structure technology."

- Jim Thompson, Bo Jackson's Elite Sports, Lockport, IL

"A+ for The Farley Group's performance, from their initial assistance and advice prior to awarding the contract, through the construction phase, and ongoing service right up to the present day."

- Bill Sidsworth, Whitby Iroquois Soccer Club, Whitby, ON

"I would highly recommend The Farley Group to anyone in the tennis industry."

- Robbie Wagner, Robbie Wagner's Tournament Training Center, Glen Cove, NY

"We went straight to The Farley Group. They had supplied us with our original (and still in great shape) dome in 2002 and have been a go to partner since. And with our new dome our experience was just as good! We highly recommend Farley!"

- Tony Moscone, Total Sports Complex, Wixom, MI

"The Farley Group was a pleasure to work with throughout the entire process. They were very helpful and flexible with design changes, responded quickly and effectively to questions, and provided easy access to their experts in every aspect of the project. The customer service they provide is second to none."

- Troy D. VanAken, Thiel College, Greenville, PA

What's An Air-Supported Structure

and Why Do I Need One?

THE
FARLEY
GROUP



How does it work?

An air-supported structure, also known as a dome or a bubble, is a truly unique building system. The entire structure is supported by maintaining a slightly higher air pressure within the fabric membrane than the atmospheric pressure outside. This is achieved by an inflation fan constantly introducing fresh air to the interior of the structure.

Because the fabric membrane of an air structure is supported by pressurizing the interior air space, a significant uplift load needs to be offset, which is accomplished by anchoring the membrane to an in-ground concrete grade beam around the perimeter. Soil friction and the weight of the concrete resists the uplift pressure that's created by inflating the dome.

In order to maintain this internal air pressure, specially designed airlocks are installed to allow for easy access into the dome, including revolving doors, pedestrian airlocks for barrier free access, and vehicle airlocks for maintenance and lift equipment.

What is it made of?

The fabric membrane is manufactured using architectural grade vinyl coated polyester fabric, and the pattern is specific to every project to create the shape of the structure. A liner fabric is added to the interior of the membrane to improve thermal and acoustic qualities. Insulation material is placed between the outer structural fabric and the inner liner fabric to maximize energy efficiency.

Why a dome?

An air-supported structure is a lower cost alternative to a traditional building. For facilities that require large, open, clear span interior space, a dome is the perfect solution. Another unique feature of air-supported structures is that they can be taken down and put back up seasonally. Many of the projects that The Farley Group has installed are seasonal domes covering sports facilities for the winter months and are taken down to allow for outdoor activity in the summer months. Don't let that stop you from considering a dome for your permanent, year round facility. An air-supported structure is the most versatile and cost effective building system available when it comes to covering large, clear span space.



Air Structure Components



Fabrics

The external membrane is the most important component in ensuring quality performance and an extensive functional life of an air structure. The Farley Group therefore works with world renowned suppliers of architectural fabrics to provide you with the most stain resistant, cost effective, and long lasting materials available.

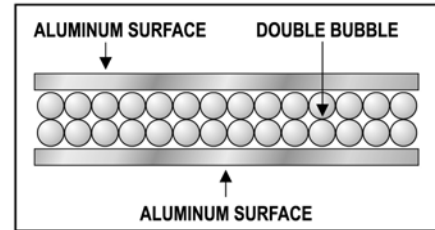


In order to maintain appearance and withstand environmental deterioration of the membrane, we offer a variety of top coatings. Our standard fabrics utilize a PVDF (polyvinylidene fluoride) topcoat to maintain the aesthetic value and structural integrity of your dome. We also offer an upgraded fabric that incorporates a DuPont Tedlar film, helping to maintain the original colour and cleanliness of the material and increasing the life expectancy of the structure.

Insulation Material

The Farley Insulation System is installed between the outer structural fabric and the inner liner fabric to maximize the energy efficiency of your dome.

This reflective insulation consists of a double layer of polyethylene bubbles, sandwiched between two aluminum surfaces, and meets all building code requirements for fire safety.



Adding this “bubble pack” insulation to the membrane of your air structure brings the average insulation value up to an R10 equivalent, generating a savings of up to 50% on your dome’s heat fuel costs.

Mechanical Equipment

The mechanical equipment is the life force of an air-supported structure, and because these components are so vitally important we offer only the most dependable mechanical equipment, custom designed to suit your dome’s specific requirements.

The main heat & inflation unit maintains the shape of the dome by constantly monitoring the internal pressure and adjusting the amount of fresh air introduced into the structure, and also incorporates a heat exchanger that keeps your facility at the optimum operating temperature. As the industry leader in furnace & inflation equipment for air structures, The Farley Group proudly designs and manufactures the most reliable units available, that include only the highest quality components.



A standby inflation fan is always ready to assist the main unit during low pressure situations, or to take over completely in the event of a power failure with help from either a gas-driven engine or a generator.

When heating isn't called for, an energy saving supplementary inflation fan can also be incorporated into your dome's mechanical setup, operating on a lower horsepower motor than that of the main heat & inflation unit.

Entrance and Exit Components

Because the air pressure inside a dome is slightly higher than the exterior atmosphere, that pressurized air is always trying to escape. All of our entrance and exit components are specifically designed to properly function in the unique interior conditions an air structure.



A revolving door is typically used as the primary entrance and exit, and a double door pedestrian airlock is used for barrier free access. Constructed exclusively for The Farley Group, these components are designed to be long-lasting and easily maintained.

On larger domes, where access for vehicles and maintenance equipment is required, various sizes of vehicle airlocks with overhead doors can be installed.

Constructed using galvanized steel frames and good-quality hardware, and balanced to compensate for the internal pressure of the dome, the emergency exit doors supplied with your dome package are built to last.

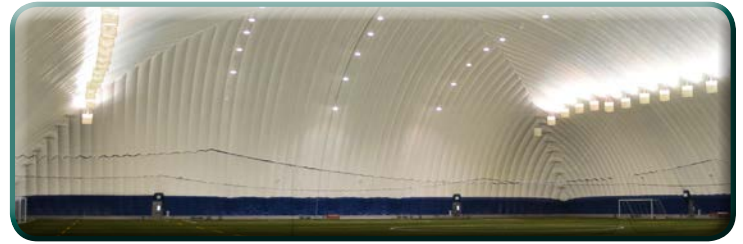


Every entrance and exit component that goes into your air structure package has been carefully specified and manufactured to keep your facility operating worry free.

Interior Lighting

The Farley Group recognizes the importance of quality lighting for the interior of your facility. We will provide you with an interior lighting system that's best suited for your dome's application, including a carefully designed layout that will

achieve the light levels required for your facility's activities while optimizing the distribution of light from every fixture.



Retention Components

When you're ready to start developing your site, The Farley Group will provide you with a grade beam design that's specific to your dome, which will include construction drawings that have been reviewed and stamped by a qualified structural engineer.

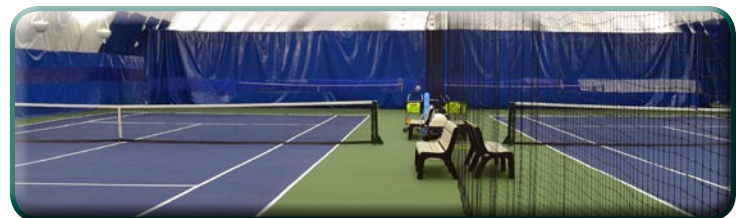
An integral component to the grade beam construction is the aluminum profile that The Farley Group will supply to your concrete contractor who will then cast it into the top of the grade beam, creating a channel to attach the fabric membrane to the concrete.



On larger domes, we will supply retention cables that are installed over top of the fabric membrane and anchored into the concrete grade beam. These heavy-duty, PVC coated wire rope cables relieve some of the stress on the fabric and increase the overall stability of the dome. The anchor plates required to secure these cables to the concrete grade beam are supplied by The Farley Group and installed by your concrete contractor.

Walkways and Dividers

We offer a variety of solutions to divide up the interior of your dome so you can make the best use of your facility's space. Let us tailor your dividers and walkways using netting, fabric, or a combination of both to suit the operational requirements of your dome. Specialty mounting hardware and support cables are installed to properly secure your walkways and dividers to the fabric membrane. All materials used are non-combustible and meet all fire code requirements.





The Farley Group has long recognized the importance of energy efficiency within air structures, not only for the financial benefits realized by our clients, but also to minimize the environmental impact of operating an air-supported structure. To achieve these efficiencies, we are perpetually committed to the pursuit of innovative developments wherever possible, providing you with a dome package that helps to save your facility's operating dollars while preserving our beautiful planet and its precious natural resources.

Farley Insulation System

The average insulation value of the air space between the outer structural material and the inner liner material of an air-supported structure is approximately an R2 equivalent. Adding our "bubble pack" insulation material to your dome's membrane brings the average insulation value to an R10 equivalent, generating a savings of up to 50% on heat fuel costs. On top of that, insulating your dome reduces the size of furnace required, significantly offsetting the capital cost of the insulation material.



Installing this insulation is the most efficient and cost-effective solution for increasing the R-value of an air structure. Other insulation materials and methods of increasing R-value simply don't measure up to the energy efficiency achieved with the tried-and-true Farley Insulation System.

Mechanical Equipment and Controls

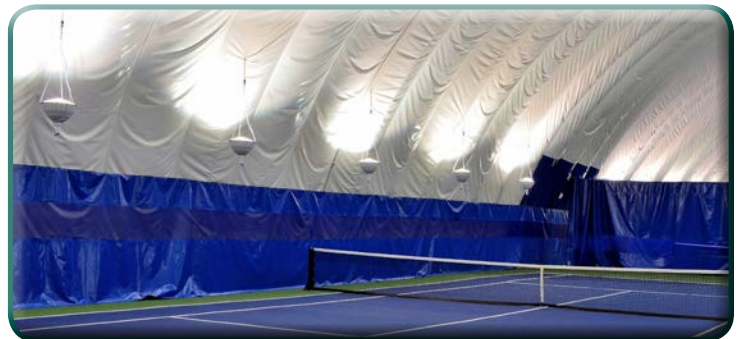
Since the cost of powering the inflation system represents a significant portion of your air structure's energy expenses, it's important to have the most efficient configuration possible. The Farley Group customizes the right mix of mechanical equipment



and user friendly control systems for every project that we implement. You'll rest easy knowing that your heating and inflation units are tailor made to ensure your air structure is safely and efficiently operating 24 hours a day.

Interior Lighting Systems

One of the most important aspects of any indoor sports facility is the quality of the lighting over the playing surface. The unique shape of an air-supported structure, combined with the superior ability of the liner material to reflect light, creates the perfect environment for the most efficient distribution of artificial lighting. As a result, when compared with other building types, an air supported structure will require fewer light fixtures per square foot of interior space to achieve the same light levels. The Farley Group works closely with our network of reputable lighting manufacturers to ensure that your dome includes a system that is designed to provide the most energy efficient and evenly distributed lighting without jeopardizing light level requirements.



The Farley Group Projects

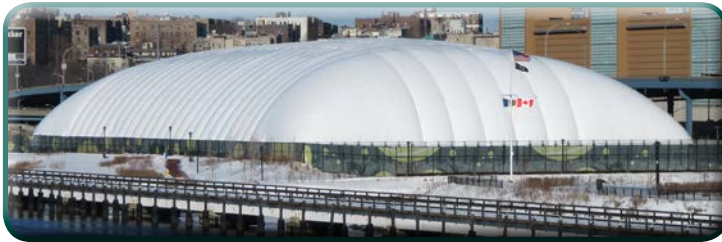


The Farley Group has a proud history that includes hundreds of air structure installations over the years.

Here are some examples of projects we've completed.

Stadium Tennis Center at Mill Pond Park - Bronx, NY

Tennis Dome • 361' x 208' x 63'



Highland Park Sports Dome - Highland Park, IL

Multi-Sport Dome • 260' x 200' x 60'



USTA National Tennis Center - Flushing, NY

Tennis Dome • 222' x 118' x 36'



Bo Jackson's Elite Sports Dome - Lockport, IL

Multi-Sport Dome • 400' x 220' x 66'



Kingston 1000 Islands Sportsplex - Kingston, ON



Multi-Sport Dome • 400' x 240' x 66'



Toronto FC Training Ground - Toronto, ON



Soccer Dome • 364' x 242' x 75'



Cougar Dome - Truro, NS



Multi-Sport Dome • 349' x 138' x 42'



Bradford Sports Dome - Bradford, ON



Soccer Dome • 300' x 200' x 60'



Downsview Park - Toronto, ON



Soccer Dome • 361' x 250' x 75'



Kingsbury Club and Spa - Kingston, MA



Pool Dome • 170' x 120' x 40'



The Country Day School - King City, ON



Multi-Sport Dome • 220' x 164' x 50'



Rosedale Tennis Club - Hamilton, ON



Tennis Dome • 202' x 118' x 36'



Thiel College - Greenville, PA



Multi-Sport Dome • 388' x 223' x 67'



Michigan Athletic Club - East Lansing, MI



Pool Dome • 153' x 110' x 41'



College of Staten Island - Staten Island, NY



Tennis Dome • 300' x 118' x 36'



Manhattan Plaza Racquet Club - New York, NY



Tennis Dome • 230' x 120' x 38'



Guelph Community Sports Dome - Guelph, ON



Soccer Dome • 240' x 140' x 40'



Ontario Soccer Association - Vaughan, ON



Soccer Dome • 236' x 125' x 40'



Soccer World Polson Pier - Toronto, ON



Soccer Dome • 400' x 118' x 36'



Whitby Iroquois Soccer - Whitby, ON



Soccer Dome • 250' x 200' x 60'



North Shore Girls Soccer - North Vancouver, BC



Soccer Dome • 250' x 120' x 38'



Everything You Need Under One Roof



AIR-SUPPORTED STRUCTURES

At The Farley Group, we work with you from the ground up to design, engineer, manufacture, install, and service your air-supported structure.

It's all part of the Farley Group difference - Your Success Is Our Success.

thefarleygroup.com

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Tel: 519.821.5422 • TF: 1.888.445.3223 • Fax: 519.821.5424 • info@thefarleygroup.com