



Board Policy Handbook

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

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

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

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

It is to be noted that the electronic versions of both the Board Policy Handbook and the Administrative Procedures Manual, as well as any other handbooks/manuals referenced, are always the most current documents available.

Table of Contents

[Policy 1 – District Foundational Statements](#)

[Policy 2 – Role of the Board](#)

[Policy 3 – The Role of the Trustee](#)

[Policy 4 – Trustee Code of Conduct](#)

[Policy 5 – The Role of the Chair](#)

[Policy 6 – The Role of the Vice-Chair](#)

[Policy 7 – Board Operations Bylaw](#)

[Policy 8 – Board Committees](#)

[Policy 9 – Board Representatives](#)

[Policy 10 – Policy Making](#)

[Policy 11 – Board Delegation of Authority](#)

[Policy 12 – Role of the Superintendent](#)

[Policy 13 – Appeals and Hearings Regarding Student Matters](#)

[Policy 14 – Student Discipline](#)

[Policy 15 – Student Attendance](#)

[Policy 16 – Remote Participation in Board Meetings](#)

[Policy 17 - Social Media](#)

[Policy 18 - Safe, Caring, Respectful, Inclusive Working and Learning Environments](#)

Policy 1

DISTRICT FOUNDATIONAL STATEMENTS

Mandate

Yellowknife Catholic Schools will provide high quality Catholic education that will meet the needs of all children, with enriching learning opportunities to develop the skills and characteristics needed to be capable people, in accordance with the legislated requirements set by the Government of the Northwest Territories.

Mission Statement

Yellowknife Catholic Schools is responsible for providing a welcoming, inclusive, safe and healthy learning and working environment, inspired by the gospel values of Jesus Christ.

Vision Statement

As a learning community we are committed to developing capable people through inspiring thinking, cultivating well-being, and building relationships.

Values

We live our faith by demonstrating values of love, hope, charity, respect, dignity, and reconciliation.

Beliefs

1. Partnerships with parish, home, and community, create a collaborative vibrant learning community, inspired by the Catholic faith, to empower students and staff to engage, explore, and thrive as confident life-long learners and capable people.
2. Developing capable people together, who have *“integrity in relationships that honour self, others, the land, and the spiritual world”* and contribute positively to communities.
3. Acknowledging that each person has a self-identity, that when honoured and respected, enhances a safe, welcoming, and inclusive learning environment.



The logo is the official visual representation of the District. The crucifix exemplifies the existence and influence of Christ in our District. The figure of the book is there to represent all the great books of learning, including the Bible. The sun represents the people who live in Yellowknife and the Land of the Midnight Sun. In essence, the logo tries to show that the home – represented by the sun; the school – represented by the books; and the Church – represented by the Crucifix; must come together in Catholic education. It also shows that people (the home, the school, the Church) are more important than the objects.

Reference: Section 5, 7, 11, 75, 78, 117, 118, 119 Education Act

Reviewed and Updated: April 19, 2023

Policy 2

ROLE OF THE BOARD

As the body elected by the voters and the ratepayers that support Yellowknife Catholic Schools, the Board of Trustees of Yellowknife Catholic Schools, is responsible for the development of the educational goals and policies, in keeping with the requirements of government legislation and the values of the Catholic faith.

Areas of Responsibility

1. Accountability to the Territorial Government

The Board shall

- 1.1 Act in accordance with all statutory requirements of the Government of the Northwest Territories to implement educational standards and policies.
- 1.2 Perform Board functions required by governing legislation and existing Board policy.

2. Accountability to the Catholic Faith

The Board shall

- 2.1 Make decisions that reflect Catholic values and beliefs.
- 2.2 Ensure that a strong Faith Development component is provided for all students and staff.
- 2.3 Be visible and active within the Catholic faith community.
- 2.4 Be involved in and supportive of parish functions.
- 2.5 Live in accordance with the District mission statement as approved by the Board.
- 2.6 Meet with Bishop and Parish Priest annually to strengthen the Catholic component of our district.
- 2.7 Sponsor a Mass and provide all ministries twice a year.

3. Accountability to the Community

The Board shall

- 3.1 Make decisions that take into consideration the interests of the entire District.
- 3.2 Establish processes and provide opportunities for community input.
- 3.3 Report District results on an annual basis.
- 3.4 Develop appeal procedures for and hear appeals as required by statute and/or Board policy.

- 3.5 Model a culture of respect and integrity.
- 3.6 Proactively work to build community support for Catholic education.
- 3.7 Annually approve a communications strategy.

4. Strategic Plan

The Board shall

- 4.1 Provide overall direction for the District by establishing mission, vision, strategic priorities and key results.
- 4.2 Identify corporate Board priorities at the outset of the strategic planning process.
- 4.3 Approve the Strategic Plan process and timelines.
- 4.4 Approve the revised Strategic Plan annually
- 4.5 Approve the annual budget.
- 4.6 Monitor progress toward the achievement of student outcomes and other desired results.
- 4.7 Evaluate annually the effectiveness of the District in achieving annual established goals and desired results.
- 4.8 Approve the Annual Report and provide for its distribution to the public.

5. Policy

The Board shall

- 5.1 Approve and identify areas for which Board policy is required and identify desired outcomes.
- 5.2 Determine policies which outline how the Board is to function.
- 5.3 Delegate authority to the Superintendent and define responsibilities.

6. Board/Superintendent Relations

The Board shall

- 6.1 Select the Superintendent.
- 6.2 Provide the Superintendent with clear corporate direction including directions stemming from the approved Strategic Plan.
- 6.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in Territorial legislation and regulations.
- 6.4 Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions, which are exercised within the delegated discretionary powers of the position.

- 6.5 Annually evaluate the Superintendent in regard to the Superintendent's job description and additional Board direction in accordance with the approved process. The evaluation process will include an ongoing rotation of a year of a full external evaluation, followed by a second year which would involve an internal review of goals set based on the full evaluation. * Remove the appendix as that is no longer the evaluation process followed.
- 6.7 Review compensation as per contract.
- 6.8 Interact with the Superintendent in an open, honest, respectful and professional manner.

7. Political Advocacy

The Board shall

- 7.1 Develop a yearly plan for advocacy that will include key messages and strategies.
- 7.2 Meet with government agencies and neighbouring educational governing authorities to advance the District's and mutual interests.
- 7.3 Meet with Indigenous partners to develop and strengthen our relationships.

8. Board Development

The Board shall

- 8.1 Develop an annual work plan with timelines.
- 8.2 Evaluate annually the Board's performance, including role as a Catholic Board, in accordance with the approved processes as outlined in 6.5.
- 8.3 Develop a yearly plan to improve or enhance individual trustee and Board effectiveness, which may include: Roles, Processes and Issues.
- 8.4 Participate in annual retreat for the purpose of board development.

9. Fiscal Accountability

The Board shall

- 9.1 Determine the basis for annual resource allocations.
- 9.2 Approve budget assumptions and establish priorities at the outset of the budget process.
- 9.3 Approve the annual budget and ensure resources are aligned with the Strategic Plan.
- 9.4 Ensure audit report is received annually and quality indicators are met.
- 9.5 Approve the audited financial statements of the District.
- 9.6 Monitor the fiscal management of the District with timely monitoring reports that would alert the Board to unusual circumstances.
- 9.7 Develop and maintain clear and enforceable internal controls for the protection of District assets and resources.

- 9.8 Develop and maintain a capital plan in order to provide the best possible facilities for the delivery of its educational programs.
- 9.9 Solicit advice from the Superintendent in setting the mandates for collective bargaining negotiation.
- 9.10 Ratify memoranda of agreement with bargaining units.

Selected Responsibilities

The Board shall:

1. Approve the acquisition and disposal of land and buildings.
2. Approve international travel for students. The superintendent will bring forth recommendations based on the following criteria:
 - a. Location of trip
 - a. Are there any safety concerns to be considered?
 - b. Date of trip
 - a. How many school days will be missed?
 - b. Is the trip being planned during crucial academic times? (i.e. exam preparation time)
 - c. What impact may this trip have on academic program delivery?
 - c. Student participation
 - a. How many students is this open to?
 - b. Is it for a special interest group or is it open to all students?
 - d. Educational value
 - a. Is it directly related to coursework? (i.e.: Marine Biology)
 - b. Do students have to do any pre or post-trip learning activities?
 - e. Costs/implications to community
 - a. How are the costs being covered for the trip?
 - b. What other trips are being planned for the year?
3. Name schools and other District-owned facilities.
4. Approve the District school-year calendar.

Reference: Section 5, 7, 11, 19, 40, 70, 75, 78, 81, 82, 97, 98, 117, 118, 119, 130, 131, 148 Education Act

Reviewed and Updated: September 2022

Policy 3

THE ROLE OF THE TRUSTEE

The role of the trustee is to contribute to the Board as it carries out its mandate to achieve its mission and goals.

The Board of Trustees of the Yellowknife Public Denominational District Education Authority is a corporation under Section 82 of the Education Act. The decisions of the Board, in a properly constituted meeting, are those of the corporation. A trustee acting individually has only the authority and status of any other citizen of the District. 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.

Yellowknife Catholic Schools exists to offer Catholic families a distinct faith-based education. The trustees are empowered by the community to fulfill both the educational requirements set forth by the government and the vision of the faith community for its Catholic schools.

Specific Responsibilities of Individual Trustees

1. At the beginning of each term of office, take the Oath of Office and receive the Commissioning of the Bishop or Parish Priest.
2. Participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for the education of the students.
3. Participate in committee work on an equitable basis.
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.
5. Participate in professional development opportunities in order to ensure that the appropriate skills, knowledge and understandings are acquired.
6. Attend all meetings of the Board, and other expected functions, unless unable to do so because of illness or other unavoidable causes and will always report to the Board Chair, if unable to attend.
7. Become familiar with District policies and procedures, meeting agendas and reports in order to fully participate in Board business.

8. Bring Governance related issues to the Board so that they may be discussed and proper direction given to the Superintendent.
9. Refer administrative matters to the Superintendent. The trustee, upon receiving a complaint from a parent, community member or Parents Advisory Council about school operations, will refer the parent, community member or Parents Advisory Council back to the school and will inform the Superintendent of this action.
10. Refrain from visiting schools for the purpose of gathering information on matters before the Board unless directed to do so by the Board.
11. Direct staff, who bring issues to their attention, to their respective supervisors and the established channels of communication in the District.
12. Provide an example to the Catholic community by active participation in the communal life of the parish and through a personal lifestyle that reflects the teachings of Christ.
13. Become familiar with, and adhere to, the Trustee Code of Conduct (see Policy 4).
14. Stay current with respect to territorial, national and international educational issues and trends.

Onboarding New Trustees

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

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

1. The District will offer an information session for all new trustees that provides information on:
 - 1.1 Role of the trustee and the Board;
 - 1.2 Board policy, agendas and minutes;
 - 1.3 Organizational structures and procedures of the District;
 - 1.4 Existing District initiatives, annual reports, budgets, financial statements and long-range plans;
 - 1.5 District programs and services;
 - 1.6 Board's function as an appeal body; and

- 1.7 Statutory and regulatory requirements, including responsibilities with regard to conflict of interest.
2. The District will provide financial support for trustees to attend School Board Association sponsored seminars.
3. The Superintendent shall provide each trustee with access to the Board Policy Handbook and the Administrative Procedures Manual at the organizational meeting following a general election or at the first regular meeting of the Board following a by-election.
4. Incumbent trustees are encouraged to help new trustees become informed about the history, functions, policies, procedures and issues.

Reference: Section 40, 41, 78, 81, 82, 89, 91, 92, 94, 96, 97, 117, 118, 119, 121, 122, 123, 124, 125 Education Act

Reviewed and Updated: October 2022

Policy 4

TRUSTEE CODE OF CONDUCT

The *Education Act*, Section 96 (3), requires that the Board establish a code of conduct for its members. In keeping with this directive a code of conduct has been adopted that outlines expectations for responsibilities of the office, responsibilities to the community, relations with staff and conflict of interest. The code of conduct recognizes the need for established high moral standards, informed and inspired by the gospel values of Jesus Christ as guide for Trustees, and recognizes that Trustees are the children's advocates and their first and greatest concern is the best interest of each and every one of these children without distinction as to who they are or what their background may be.

Responsibility of the Office

Trustees, in order to discharge the duties of their office with integrity will:

1. Recognize and defend the corporate authority of the Board.
2. Respect the confidentiality appropriate to all issues and statements made during closed sessions of the Board.
3. Adhere to and support all Board policies.
4. Recognize that the primary function of the Board is to establish overarching strategic direction and policies for the school district by which the schools are to be administered and that the administration of the educational program and conduct of school business shall be left to the employed Superintendent and the staff.
5. Work diligently to ensure that the District is fiscally secure and operating in the best interests of those we serve.
6. Devote time, thought and study to the duties of a Trustee so that they may render effective and creditable service.
7. Participate in debate and discussions utilizing accurate, substantiated and well-researched positions.
8. Work with fellow Trustees in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debate on points of issue.

Responsibility to the Community

Recognizing that fellow citizens have entrusted Trustees, through the electoral process, with the educational development of the children and youth of the community, Trustees of the Board of

Yellowknife Catholic Schools, representing all supporters of the Yellowknife Catholic Schools' community, and responsible to this electorate through the democratic process will:

1. Uphold their fiduciary responsibility to Yellowknife Catholic Schools, which can be defined as the duty to act in its best interests, by acting honestly and in good faith.
2. Provide an example to the community of Yellowknife Catholic Schools by participating and/or respecting the communal life of the parish and through a personal lifestyle that reflects the teachings of Jesus Christ.
3. Provide an example to the community of Yellowknife Catholic Schools by active participation in the communal life of the schools attending important school events when able to.
4. Recognize and understand that Trustees are community leaders, responsible for leading the education system informed and inspired by Catholic values, and ensuring high quality education is provided in schools to meet the needs of every learner.
5. Work together as a Board of Trustees to share information and promote our district to ensure transparency in regards to board policies and governance.
6. Provide leadership to the community through setting goals and developing policies for the educational program and by regularly evaluating these in the light of the needs and expectations of the community.

Conflict of Interest

For the purpose of the *Education Act* and this Code of Conduct, a Trustee has a pecuniary interest in a matter if;

1. The matter could have financial consequences for the Trustee, directly or indirectly;
2. The matter could have financial consequences for the Trustee's spouse, child, mother of father (by birth or adoption) residing in the same home as the Trustee;
3. The Trustee:
 - a. Is a shareholder, director or senior officer of a corporation that does not offer its shares to the public and has a pecuniary interest in the matter or;
 - b. Has a controlling interest in or is a director or senior officer of a corporation that offers its shares to the public, and that has a pecuniary interest in that matter
 - c. The Trustee is a partner of a person, is part of a firm, or is in the employment of a person or firm that has a pecuniary interest in the matter, unless the interest:
 - d. Is held in common, generally, with other residents of the City of Yellowknife, or
 - e. Is so remote or insignificant that it could not reasonably be regarded as likely to influence the member.

With this in mind, and recognizing that public confidence in the Board requires that Trustees conduct themselves with unquestioned integrity, credibility and honesty, Trustees will:

1. Recognize their obligations to follow and respect the conflict of interest provisions of the *Education Act*.
2. Declare publicly when a Trustee has a pecuniary interest.
3. Withdraw from involvement in any decision-making where a pecuniary interest exists including refraining from any comments and discussions in any venue.
4. Remove themselves from Board proceedings when the matter they have a pecuniary interest is discussed.
5. Disclose pecuniary interest whenever the matter arises or if the Trustee is not at that meeting, at the next meeting the Trustee attends even if the matter has already been decided.
6. Avoid soliciting business or contracting with Yellowknife Catholic Schools as a supplier of materials, equipment or services.

Bias

Trustees may also be affected by interests other than the pecuniary interests described above under Conflict of Interest. Bias occurs when a Trustee is so affected by personal relationships or other external interests that the Trustee is or is reasonably seen to be incapable of persuasion.

Trustees will:

1. Manage and avoid bias to ensure objective consideration of issues.
2. Commit to consider information received from all sources and base their personal decision upon all available facts in every case, unswayed by partisan bias of any kind, and abide by the final majority decision of the Board.
3. Declare a conflict (for bias reasons) and not participate in the decision where the Trustee's personal connection to the matter would create an apprehension of bias in an informed member of the public, undermining the public's confidence in the impartiality of decisions of the Board.

Relations with Staff

Trustees are expected to maintain effective relationships with Yellowknife Catholic Schools' administration and staff by:

1. Understanding their role in the strategic direction of Yellowknife Catholic Schools and not involving themselves in the discharging of duties and workplace responsibilities within the authority of administration and staff.

2. Manage the succession planning and transition of the superintendent position and strive to ensure the effective and timely hiring of a professional administrator and leader when the position of superintendent is vacant.

Reference: Sections 40, 41, 78, 81, 82, 89, 91, 92, 94, 96, 97, 117, 118, 119, 121, 122, 123, 124, 125 *Education Act*

Reviewed and Updated: June 2023

Policy 5

THE ROLE OF THE CHAIR

The Board of Trustees shall annually, at the November meeting, or at any time determined by the Board, select one (1) of its members to serve as Chair for a period of one (1) year.

The primary responsibility of the Chair is to provide leadership to ensure the effective operation as a Board in order to achieve the goals established for the District in a competent manner.

Specific Responsibilities

1. Be responsible to enact the duties prescribed for the position under the Education Act.
2. Ensure that the Board operates in accordance with its own policies and procedures.
3. Approve the draft agenda prepared by the Superintendent.
4. Perform the following duties during Board meetings:
 - 4.1 Conduct meetings in accordance with the rules and procedures established by the Board and where those are silent, Bourinot's Rules of Order.
 - 4.2 Ensure that each trustee has a full and fair opportunity to be heard and understood by the other members of the Board in order that collective opinion can be developed and a corporate decision reached.
 - 4.3 Direct the discussion by trustees to the topic being considered by the Board.
 - 4.4 Ensure that debate is relevant. The Chair, in keeping with his/her responsibility to ensure that debate must be relevant to the question, shall, when s/he is of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question.
 - 4.5 Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Chair may speak to points of order in preference to other members.
 - 4.6 Submit motions or other proposals to the final decision of the meeting by a formal show of hands.
 - 4.7 Extend such hospitality to trustees, officials of the Board, the press, delegations and members of the public as is appropriate.
 - 4.8 Prepare and distribute a welcoming letter for PACs in advance of the annual October Board meeting.
5. Keep informed of significant developments within the District.

6. Collaborate with the Superintendent to develop an annual professional development plan to support learning for Trustees.
7. Work closely with the Superintendent and add a political perspective to issues and concerns in regular communication. The Chair enunciates Board policy and intent and the Superintendent defines process and procedures.
8. Initiate contact with other elected officials, including MLA's, in order to advocate on behalf of the Board.
9. Act as the official spokesperson for the Board and confine any remarks to existing Board policy or corporate positions. The Chair may delegate this responsibility if and when necessary.
10. Act as a signing officer for the District.
11. Approve the Superintendent's expense claim and purchase card statements for payment.
12. Act as an ex officio member of all committees of the Board.
13. The Chair may delegate specific responsibility to the Vice-Chair or any other trustee if necessary.
14. Address inappropriate behavior on the part of a trustee.

Reference: Section 90, 94, 96, 117, 118, 119 Education Act, Conduct of Business Regulations

Reviewed and Updated: October 2022

Policy 6

THE ROLE OF THE VICE-CHAIR

The Vice-Chair shall be elected by the Board of Trustees at the November meeting, and thereafter at any time determined by the Board, for a one (1) year term.

Specific Responsibilities

1. Act on behalf of the Chair, as required and have all the powers, duties and responsibilities of the Chair.
2. Assist the Chair in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership to the Board.
3. Prior to each Board meeting, confer with the Chair and Superintendent on items to be included on the agenda, the order of these items and become thoroughly familiar with them.
4. Ensure that the Board engages in annual assessments of its Superintendent, and of the Board's effectiveness.
5. May be assigned other duties and responsibilities by the Chair.

Reference: Section 90, 94, 96, 117, 118, 119 Education Act, Conduct of Business Regulations

Reviewed and Updated: March 2022

Policy 7

BOARD OPERATIONS BYLAW

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 District, 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 preserve, if not enhance, the public trust in education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage the general public to contribute to the educational process, Board meetings will be open to the public. Towards this end, the Board believes its affairs must be conducted in public to the greatest extent possible. No person shall be excluded from a public session except for improper conduct.

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 and/or negotiations.

The Board further believes having members of the public make presentations at Board meetings can enhance public interest.

The Board also believes that public forums dealing with specific educational topics and held on a regular basis in the District can enhance communications and the effectiveness of the Board.

1. Elections

Trustees are currently elected at large from within the electoral district as defined by the Local Authorities Elections Act

2. Organizational Meeting

- 2.1 An organizational meeting of the Board shall be held annually, immediately prior to the regularly scheduled meeting in November. The first official meeting of the Board following a general election shall be an organizational meeting.
- 2.2 The Superintendent or designate will give notice of the organizational meeting to each trustee as if it were a special meeting. The Superintendent or designate shall call the meeting to order and act as Chair of the meeting for the purpose of the election of the Board Chair.

- 2.3 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.
- 2.4 Upon election, the Chair will preside over the remainder of the organizational meeting. The Board Chair shall normally be elected for a period of one (1) year.
- 2.5 The organizational meeting shall, in addition:
 - 2.5.1 Elect a Vice-Chair;
 - 2.5.2 Establish a schedule (date, time and place) for regular meetings and any additional required meetings for the ensuing year;
 - 2.5.3 Create such standing or ad hoc committees of the Board as are deemed appropriate, and appoint members;
 - 2.5.4 Appoint Board representatives to the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate;
 - 2.5.5 Review trustee conflict of interest stipulations and complete disclosure of information requirements; and
 - 2.5.6 Address other organizational items as required.
 - 2.5.6.1 In the organizational meeting following a general election, items 2.5.3 and 2.5.4 may be deferred until the subsequent monthly meeting.
 - 2.5.6.2 All items under 2.5 shall be revisited annually and all elected or appointed positions are valid for a period of one(1) year.

3. Regular Meetings

The Board shall hold one meeting per month from September to June, or as otherwise necessary to deal adequately with Board matters. Regular Board meeting dates and times shall be as established at the June regular meeting or at such other time as the Board shall determine, for the upcoming school year.

- 3.1 All meetings will ordinarily be held in the District Office.
- 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 Board Chair evidence of illness in the form of a medical certificate respecting the period of absence.

Failure to attend may result in disqualification as a trustee.

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

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 or the majority of trustees are of the opinion that an issue must be dealt with before the next regular Board meeting.
- 4.3 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.
- 4.4 Special meetings of the Board shall be open to the public recognizing that specific agenda matters may be held in-camera.
- 4.5 Special meetings of the Board will not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's contract is being discussed.

5. Closed (In-Camera) Sessions

The Education Act uses the term "closed" for non-public meetings. The term "in-camera" is most commonly used.

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, including the general topic to be discussed, and shall specify those individuals eligible to attend in addition to trustees and the Superintendent. Such resolutions must be supported by a two-thirds majority of the trustees in attendance.

The Board may convene in-camera only to discuss matters of a sensitive nature, including:

- 5.1 Individual students;
- 5.2 Individual employees;
- 5.3 Matters relating to negotiations;
- 5.4 Acquisition/disposal of real property;
- 5.5 Litigation brought by or against the Board;
- 5.6 Matters that the Board considers as confidential.

Such sessions shall be closed to the public and press. The Board shall only discuss the matter(s) that gave rise to the in-camera meeting. Board members and other persons attending the session shall maintain confidentiality and shall not disclose the topic or substance of the discussion 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.

- 5.7 Once out of camera, the Board will report briefly on the topics discussed respecting the confidentiality principles of in-camera.

6. Agenda for Regular Meetings

The Superintendent, by the second Wednesday of each month or at such other time as the Board determines, is responsible for preparing an agenda for Board meetings in consultation with the Board Chair and the Vice Chair.

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

- 6.1.1 Motion to Go In Camera
- 6.1.2 Motion to Come Out of Camera
- 6.1.3 Call to Order
- 6.1.4 Opening Prayer
- 6.1.5 Approval of the Agenda
- 6.1.6 Conflict of Interest
- 6.1.7 Approval of Minutes
- 6.1.8 Report of In Camera
- 6.1.9 Delegations
- 6.1.10 Superintendent's Report
- 6.1.11 Committee Reports
- 6.1.12 Old Business
- 6.1.13 New Business
- 6.1.14 Agenda Items For Next Board Meeting
- 6.1.15 Information Items
- 6.1.16 Closing Prayer
- 6.1.17 Adjournment

Items scheduled for a specific time shall be clearly identified on the agenda.

- 6.2 The agenda will be supported by copies of letters, reports, contracts and other materials as are pertinent to the business that will come before the Board and will be of value to the Board in the performance of its duties. Each action item will include a clear recommendation.
- 6.3 Items may be placed on the agenda in one (1) of the following ways:
 - 6.3.1 By notifying the Board Chair, Vice Chair or Superintendent prior to the establishment of the agenda.
 - 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 Emergent 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 available to each trustee on the Friday prior to the Board meeting. Subsequently, emergent information may be provided at the meeting; and further, the Superintendent shall advise the Chair regarding the emergent nature of such information.
- 6.5 The Board will follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Board.
- 6.6 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.
- 6.7 The list of agenda items shall be posted on the District website and be available in the District Office. Any elector may inspect the agenda and request a copy.
- 6.8 The Agenda, with public documents linked, will be made available to members of the public via the Yellowknife Catholic Schools Website.

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 senior administration in attendance, those trustees excused from attendance, and those trustees absent;
 - 7.1.5 Approval of agenda;

- 7.1.6 Approval of preceding minutes;
- 7.1.7 All resolutions, including the Board's disposition of the same, placed before the Board, are to be entered in full;
- 7.1.8 Names of persons making the motions;
- 7.1.9 A brief summary of the circumstances which gave rise to the matter being debated by the Board;
- 7.1.10 Points of order and appeals;
- 7.1.11 Appointments;
- 7.1.12 Receipt of reports of committees;
- 7.1.13 Declaration of all votes on a motion;
- 7.1.14 Individual trustee declaration of vote; and
- 7.1.15 The times of departures and re-entries of trustees during a meeting.
- 7.1.16 Copies of presentations from delegations
- 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 considered an unofficial record of proceedings until such time as adopted by a resolution of the Board;
 - 7.2.4 Upon adoption by the Board, be deemed to be the official and sole record of the Board's business; and
 - 7.2.5 Be maintained in a safe location.
- 7.3 The Superintendent or designate 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 or designate will establish a codification system identifying resolutions determined by the Board, and maintain a file of all Board minutes.
- 7.5 As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.
- 7.6 The approved minutes of a regular or special meeting shall be posted to the website as soon as possible following approval. The Superintendent or designate is responsible to post the approved minutes.

- 7.7 All committees of the Board, unless otherwise directed, shall prepare and submit records of their meetings to the Board.

8. Motions

All motions require a seconder, except for motions to approve the agenda, minutes of previous meetings and adjournment.

8.1 Notice of Motion

A trustee may present a 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 also provide the Chair, Vice-Chair or Superintendent with a written notice of motion and ask that it be placed on the agenda of the next regular meeting and be read at the meeting. The trustee need not be present during the reading of the motion.

If the Chair wishes to make a motion he/she is to vacate his/her seat as Chair and ask the Vice-Chair to preside.

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 generally be placed before the Board prior to any discussion taking place on an issue. When a motion originates from the floor, the mover of the motion shall provide a written copy of the motion to the Board Chair. 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. Any trustee, including the Board Chair, may submit motions.

8.3 Speaking to the Motion

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

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

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

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

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

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.

Only the Board Chair may call the question. The Board Chair may choose to call the question once he/she feels that sufficient debate has taken place.

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

All Board votes on items, except for those taken by secret ballot, will be recorded as follows:

8.5.1 Minutes will indicate if vote is unanimous

8.5.2 If the vote is not unanimous, then the dissenting voters will be identified and recorded in the minutes

8.5.3 When a member is attending via electronic means, all votes will be made vocally so all can hear, or visually, by raising a hand.

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 except as may otherwise be required. 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 a show of hands, except the vote to elect the Board Chair or Vice-Chair, which is by secret ballot.

8.6 Debate

In all debate, any matter of procedure in dispute shall be settled, if possible, by reference to Bourinot's Rules of Order version 4. 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 meet with delegations at regular Board meetings in accordance with the following procedures.

9.1 A representative of the group shall contact the Board Chair or the Superintendent at least ten (10) days prior to the meeting requesting an opportunity to make a presentation to the

Board. The request shall contain the purpose for which the presentation is being requested. Exceptions to the notice period may be made with the unanimous consent of the trustees present.

- 9.2 The presentation by a delegation shall be an item on the Board agenda.
- 9.3 Prior to the presentation, the Board Chair shall clarify the procedures to be followed and the procedures by which the Board's decision shall be rendered and communicated.
- 9.4 Topics upon which the delegation wishes to speak must be within the jurisdiction of the Board and not deal with personal complaints about school personnel. Other channels provide for Board consideration and disposition of issues involving individuals and the delegation will be made aware of these.
- 9.5 Delegations appearing before the Board shall be permitted to speak for a maximum of ten (10) minutes; following which up to ten (10) minutes may be allowed for trustee questions for clarification.
- 9.6 Delegations must provide a written copy of the petition, brief or digest of information to the Board in a minimum of seven days prior to the meeting. A written copy of the presentation must be presented at the Board meeting to be included in the minutes.
- 9.7 Any business relating to the presentation by a delegation shall be dealt with at the next meeting of the Board unless the trustees present at the meeting unanimously determine otherwise.
- 9.8 If, in the opinion of the Board, there appears to be an emergency situation, the Board shall have the authority to modify these requirements.

10. Electronic Devices

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

Electronic devices should only be used for the purposes of the meeting.

11. Trustee Compensation and Expenses

To compensate trustees for their time, contribution and expenses, the Board approves the establishment of a trustee remuneration program.

11.1 The honoraria for trustees shall be:

- 11.1.1 \$12,428.03 for the Board Chair
- 11.1.2 \$10,563.83 for the Vice Chair
- 11.1.3 \$9,182.22 for the Trustee

These numbers are adjusted annually in accordance with the consumer price index on November 1st.

- 11.2 The Board Chair, under the direction of the Board, may approve Pro-rata deductions for absences.
- 11.3 Questions by trustees relating to expense claims are to be directed to the Board Chair.
- 11.4 Heating Fuel Plan (as per the agreement with selected vendor).
- 11.5 Life Insurance (\$250,000 - \$500,000).
- 11.6 Travel expenses consistent with District travel procedures.
- 11.7 Access to the Employee Family Assistance Program.
- 11.8 Per Diem honoraria (as per teacher substitute rate), as approved by the Board, for special meetings of the board and committees, attendance at scheduled meetings of negotiating committee bargaining sessions, attendance at meetings as appointed board representatives on external organizations and attendance at approved meetings.
- 11.9 Reasonable cost of childcare whilst attending Trustee meetings or functions.
- 11.10 The cost of providing special transport for disabled trustees.
- 11.11 Professional Development to a maximum of \$1800 per term will be allocated to each Trustee to attend conferences and conventions as approved by the Board. This amount will be terminated by the end of the fourth-year of office if not utilized.
- 11.12 Trustees will be presented with a farewell gift equivalent to \$50 for each year of service that can be taken in the form of a gift certificate to a local business of their choice or cash.

12. Trustee Matters

12.1 Conflict of Interest

- 12.1.1 Each trustee is expected to be conversant with the Conflict of Interest Act and the Education Act.
- 12.1.2 The trustee is solely responsible for declaring themselves to be in a possible conflict of interest:
- 12.1.3 The trustee shall make such declaration in the open meeting prior to the Board or a committee of the Board discussing the subject matter which may place the member in a conflict of interest.
- 12.1.4 Upon making such declaration, the trustee shall request the recording secretary to record the declaration in the minutes and the secretary shall do so.

12.2 Disqualification of a Trustee

The conditions under which a trustee may be disqualified from remaining on the Board are defined in the Education Act, Section 92.

12.3 Resignation of a Trustee

A trustee may resign by submitting a written resignation to the Board Chair. The trustee ceases to hold office at the meeting at which the resignation is received.

12.4 Filling a Trustee Vacancy

In the event that a trustee resigns prior to the completion of their term, the Board Chair, under the direction of the Board, may choose to fill the vacancy. The decision to fill and the method to do so must be approved by the majority of the remaining trustees through a motion.

13. Board Self-Evaluation

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

13.4.8 Creating a Positive Path Forward

14. Annual Meeting of Voters and Ratepayers

The Board shall, as soon as practical after the beginning of the new school year, call an Annual General Meeting. At the September Annual General Meeting, the Administration shall present the annual Report of the District for the previous year.

Reference: Section 82, 89, 90, 91, 92, 93, 94, 95, 96, 99, 117, 121, 122, 123, 124, 125 Education Act, Conflict of Interest Act, Local Authorities Elections Act, Income Tax Act (Canada)

Reviewed and updated: June 2023

Policy 8

BOARD COMMITTEES

Committees are established by the Board to assist in the governance of the District. The role and responsibilities of the committees are as follows:

1. To recommend action to the Board.
2. To streamline Board meetings by dealing with items referred to them that are within the scope of responsibility for that specific committee. Committees will detail specific concerns and summarize the findings to the Board for consideration.
3. To keep the information confidential until it has been addressed by the Board in a public forum.

Committee membership shall be selected each year at the organizational meeting. Trustees have an obligation to attend duly called committee meetings. When unavailable to attend, trustees must advise the committee's Chair who may attempt to get another trustee to attend the meeting.

The Chair of each committee shall be responsible to ensure that committee members are made aware of the issues and provided with the necessary information.

All committees exist at the pleasure of the Board.

A. STANDING COMMITTEES

Standing committees are those that are established by the Board as being necessary to assist in the proper governance of the District. Committees have no decision-making powers nor can they direct any action by themselves. A committee can only bring a recommendation before the Board, which has the power to adopt, amend or reject the recommendation.

Specifically

The following are the standing committees of the Board.

1. Committee of the Whole
 - 1.1 Purpose

- To allow the Board to explore matters to a much greater depth than can be accomplished in a scheduled regular meeting of the Board.
- To review, evaluate and make recommendations on policy drafts

1.2 Membership

- All trustees.
- Superintendent and/or designate with administrative support as determined by the Superintendent.

2. Finance and Facilities Committee

2.1 Purpose

- To review the proposed operating budget and year-end financial audit of the district, for each school year, and to monitor the revenues and expenditures of the District.
- To review and make recommendations on facilities, their maintenance and/or improvements, disposition and construction.

2.2 Membership

- Three (3) trustees.
- Superintendent and/or designate with administrative support as determined by the Superintendent.

2.3 Chairperson to be appointed at the first committee meeting after the organizational meeting.

3. Policy Committee

3.1 Purpose

- To review, revise and develop all Board policies for Board consideration, in consultation with the administration, and make recommendations on issues that are related to legislative matters.

3.2 Membership

- Three (3) trustees.
- Superintendent and/or designate with administrative support as determined by the Superintendent.

3.3 Chairperson to be appointed at the first committee meeting after the organizational meeting.

B. AD HOC COMMITTEES

An ad hoc committee may be established by the Board for a specific task. As soon as an ad hoc committee has completed its work it shall be disbanded.

Specifically

The following is an Ad Hoc Committee when required:

1. Negotiating Committee

1.1 Purpose

- To negotiate the collective agreements with teachers and support staff;– To promote effective and harmonious labour and employee relations within the District.

1.2 Membership

- Three (3) trustees.
- Superintendent and/or designate with administrative support as determined by the Superintendent.

C. COMMITTEE CHAIR RESPONSIBILITY

1. The Committee Chair will be selected by the members of the committee annually at the first meeting and shall perform the following duties:

1.1 Conduct the meeting.

1.2 Ensure that each member of the committee has had a full and fair opportunity to be heard and understood by the other members of the committee.

1.3 Ensure that the members of the committee are provided with all of the necessary information.

1.4 Bring any committee recommendations back to the Board.

1.5 Interact with the other committee chairs in order to share information that has implications for the work of other committees.

Reference: Section 78, 117, 118, 119 Education Act

Reviewed and Updated: February 2022

Policy 9

BOARD REPRESENTATIVES

The Board may appoint trustees to represent the Board on various external agencies. Such representation is established at the discretion of the Board.

Considerations

Consideration will be given to the following when the Board is asked to appoint a member to an external board or agency, or seeks to have a member appointed to an external board or agency:

- The objectives of the external board or agency are in keeping with the objectives and priorities of the Board
- Representation on the external board or agency will raise the profile of the Board, the District or Catholic education
- Representation on the external board or agency will result in a direct or indirect benefit to the Board, the District or Catholic education
- Cost
- Time commitment

Expectations

The following are the expectations of the appointee to an external board or agency:

- The trustee represents the Board on the external board or agency, and takes direction from the Board
- The trustee will regularly attend meetings of the external board or agency.
- The trustee will report back to the Board on the activities of the external agency on a regular and ongoing basis
- The trustee will advise the Board immediately if the external board or agency will be discussing an issue that is of direct interest to, or will affect, the Board. The trustee will seek input from the Board before voting on any such issue.

Evaluation

The Board will conduct an annual review of the merits of membership on the external board or agency.

Assignments

The following external boards and agencies will have a board appointee as identified at the annual organizational meeting of the Board in November of each year:

1. Alberta Catholic School Trustees' Association (ACSTA) Board of Directors

1.1 Purpose

- To represent the Board on the ACSTA Board of Directors to discuss Catholic Education issues

1.2 Powers and Duties

- Attend ACSTA Board of Directors meetings.
- Represent the Board's position and interests at ACSTA Board of Directors meetings
- Communicate to the Board the work of the ACSTA Board of Directors

1.3 Membership

- One trustee

1.4 Meetings

- ACSTA sponsored meetings are typically held in Edmonton five times a year

2. Alberta School Board Association (ASBA) General Meetings

2.1 Purpose

- To represent the Board to discuss resolutions brought forward to the meetings

2.2 Powers and Duties

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

2.3 Membership

- All trustees

2.4 Meetings

- At least once per year

3. St. Patrick's Co-Cathedral Parish Pastoral Council

3.1 Purpose

- To represent the Board to and act as a liaison between Yellowknife Catholic Schools Board of Trustees and the parish community.

3.2 Powers and Duties

- Attend meetings
- Represent the Board's positions and interests at the meetings
- Communicate the work of the Parish and suggest opportunities to be involved in the parish community

3.3 Membership

- One appointed trustee

3.4 Meetings

- Monthly or as scheduled by the Parish Pastoral Council

Reference: Section 78, 117, 118, 119 Education Act

Reviewed and Updated: January 2022

Policy 10

POLICY MAKING

The Board is responsible for the development of the educational policies and goals in keeping with the requirements of government legislation, human rights*, and Catholic values. In order to meet its responsibility, the Board shall establish and maintain written policies that:

- Advocate for, and serve the best interests of children first;
- Advocate for the best interests of staff and families;
- Support inherent dignity and human rights as outlined in the NWT Human Rights Act;
- Express its philosophical beliefs in support of Catholic education;
- Support Truth & Reconciliation in education; and
- Provide effective guidelines for the actions of the Board and the Superintendent.

The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide high quality education to all students, with Catholic values and compliance with the Education Act and the legislation of the Territorial Government.

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

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

1. Planning
 - 1.1 The Board in cooperation with the Superintendent shall assess the need for a policy and identify the critical attributes of such a policy.
2. Development
 - 2.1 The Board may conduct its own research to inform the development of new or existing policies.
 - 2.2 The Board may consult with specialists, consultants, knowledge holders, legal, or other jurisdictions to support the development of new or existing policies.
 - 2.3 The Board may develop the policy itself or could delegate the responsibility for development to the Superintendent or a committee.
3. Implementation
 - 3.1 The Board is responsible for the implementation of policies governing its own processes.

3.2 The Board and Superintendent share the responsibility for the implementation of policies relating to the Board-Superintendent relationship.

4. Evaluation

The Board, in cooperation with the Superintendent, shall review each policy as required in order to determine whether or not it is meeting its intended purpose.

Specifically

1. Any person or party may present a proposal for the development of a policy in writing to the Board, or the Superintendent. The proposal shall contain a brief statement of purpose or proposed change.
2. The Superintendent will present the proposal to the Policy Committee for initial consideration. The Policy Committee shall determine the need for policy development and provide direction as to the nature of the desired policy.
3. Any Trustee may present a proposal for the development of a policy, or bring forward suggestions for policy revisions in writing, to the Policy Committee. The proposal shall contain a brief statement of purpose or rationale.
4. The Chair of the Policy Committee will inform the Board of the request for policy development and/or revision, and provide direction on the desired policy.
5. The Board will give each policy proposal three readings in public session as follows:
 - 5.1 First Reading
The policy proposal is presented in writing and discussed by the Board. The Board may determine the manner and timeline for receiving input from interested parties.
 - 5.2 Second Reading
The policy proposal is discussed further by the Board taking into consideration any input received and any amendments arising from such input. The amendments are read aloud to the Board
 - 5.3 Third Reading
Final approval of the policy. The full policy is read aloud to the Board.
6. Every policy of the Board shall have three (3) distinct separate readings and opportunities for trustees to debate before the policy is finally passed.
 - 6.1 Normally, first reading involves the introduction of a new policy or an amendment to a current policy.

- 6.2 Before second reading, when relevant, the Policy Committee, Superintendent or subject matter experts shall report to the Board on the general impact, cost, and ease of implementation of the proposed policy.
 - 6.3 When appropriate, or as directed, the Superintendent shall seek legal advice, on the intent and wording of the policy.
 - 6.4 It is at the stage of third reading where policies are approved.
 - 6.5 No more than two (2) readings of any policy proposal may be given at any one (1) meeting of the Board unless all the trustees are present and unanimously agree to give the policy a third reading.
- 7. Only those policies which are adopted and recorded in the minutes constitute the official policies of the Board.
 - 8. In the absence of existing policy, the Board may make decisions, by resolution, on matters affecting the administration, management and operation of the District. Such decisions carry the weight of policy until such time as specific written policy is developed.
 - 9. The Board may request the Superintendent to change an administrative procedure to a draft Board policy and will provide the rationale for the same.
 - 10. The Superintendent shall develop administrative procedures as specified in Policy 11 – Board Delegation of Authority and may develop such other procedures as deemed necessary for the effective operation of the District. These must be in accordance with Board policies.
 - 11. The Board may also delete a policy and subsequently delegate the Superintendent authority over this area. The Superintendent may choose to then develop an administrative procedure relative to this matter.
 - 12. The Superintendent must inform the Board of any new administrative procedures, or any changes to administrative procedures related to new policies.
 - 13. The Superintendent is responsible for communicating District policies within the District; for monitoring District policies on an ongoing basis; for reporting the outcomes of policy decisions to the Board; and for making recommendations to the Board for revision.
 - 14. The Policy Committee will develop a yearly policy review plan to review and/or develop new policies.

Policy 11

BOARD DELEGATION OF AUTHORITY

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

The Board authorizes the Superintendent to do any act or thing or to exercise any power that the Board may do, or is required to do, or may exercise, except those matters which, in accordance with territorial legislation, 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;
- Includes the ability to enact Administrative Procedures required to carry out this authority; and
- Includes the ability to sub-delegate this authority 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 territorial, regional or local obligations 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 territorial or local legislation which are not covered through Board policy.

Reference: Section 78, 117, 118, 119 Education Act

Reviewed and updated: March 2022

ROLE OF THE SUPERINTENDENT

The Superintendent is the Chief Executive Officer and the Chief Education Officer and is accountable to the Board of Trustees for the conduct and operation of Yellowknife Catholic Schools. All Board authority delegated to the staff of the District is delegated to the Superintendent who reports to and is accountable to the corporate Board for the following:

Within these specific areas of responsibility, the Superintendent shall:

1. Catholic Education Leadership
 - 1.1 Model Yellowknife Catholic Schools mission, values and beliefs.
 - 1.2 Provide an example to the Catholic community by active participation in the communal life of the parish and through a personal lifestyle that reflects the teachings of Christ.
 - 1.3 Ensure students and staff are provided opportunities for spiritual development within the District.
 - 1.4 Develop and maintain positive and effective relations with the diocese and the parish.
 - 1.5 Ensure celebration of District Catholicity.
 - 1.6 Ensure a focus on social justice awareness.
 - 1.7 Encourage staff to participate in and support Catholic functions within the parish.
 - 1.8 Work with administrators to form an active faith community of students, staff and supporting organizations.
2. Student Wellbeing and Learning
 - 2.1 Ensure that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.
 - 2.2 Ensure the safety and well-being of students while participating in school programs or while being transported to or from school programs on transportation provided by the District.
 - 2.3 Ensure the facilities adequately accommodate District students.
 - 2.4 Provide leadership in all matters relating to education in the District.
 - 2.5 Ensure students in the District have the opportunity to meet the standards of education set by the Minister.

- 2.6 Ensure students in the District participate in Territorially mandated standardized testing.
- 2.7 Ensure academic excellence, in a faith-based context.
- 2.8 Implement education policies established by the Minister of Education, Culture and Employment (Minister) and the Board.
- 2.9 Monitor and assess school-based programs.
- 2.10 Sustain and support a culture of student success through the deployment of YCS practices that encourage cultural awareness and a safe and nurturing learning environment.
- 2.11 Ensure Indigenous and non-Indigenous students work together to understand the history and culture of the NWT.
- 2.12 Support an inclusive learning environment that addresses the learning needs of all students.

3. Fiscal Responsibility

- 3.1 Ensure the fiscal management of the District is in accordance with the terms or conditions of any funding received by the Board under the Education Act or any other applicable Act or regulation.
- 3.2 Ensure the District operates in a fiscally responsible manner, including adherence to Canadian Public Sector Accounting Standards and accounting policies determined by the Department of Education, Culture and Employment.
- 3.3 Ensure the Board has current and relevant financial information.
- 3.4 Encourage investigation of grant opportunities.
- 3.5 Manage, authorize expenditures and complete reporting requirements of assigned operational budgets, categorical grants, and special projects.
- 3.6 Prepare the District's annual budget with the support of the Assistant Superintendent of Business
- 3.7 Review all accounts payable batches and authorize payment.
- 3.8 Approve bi-monthly accounts payables and payroll if the Assistant Superintendent of Business is not available.
- 3.9 Prepare the Operating and Annual report and submit to the Department of Education, Culture and Employment.
- 3.10 Operate in a fiscally prudent and responsible manner.
- 3.11 Attend all meetings of the YCS Pension Committee.

- 3.12 Review and approve the annual audited financial statements and meet with the auditors as needed.

4. Human Resources Management

- 4.1 Have overall authority and responsibility for all personnel-related issues except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
- 4.2 Be responsible for recruiting, interviewing and hiring of all new staff in accordance with the YCS priority hiring guidelines
- 4.3 Meet with new staff as part of the staff orientation process.
- 4.4 Supervise staff in a manner that preserves a distinctly Catholic environment in the District
- 4.5 Monitor and support the performance of all staff, and ensure appropriate evaluation processes are in place.
- 4.6 Ensure staff are evaluated as per collective bargaining agreements and employment contracts.
- 4.7 Ensure professional development and training sessions are available for staff.
- 4.8 Participate in the collective bargaining process as a key member of the management team.
- 4.9 Directly supervise the work of the Executive Assistant and senior administrative staff.
- 4.10 Review, code and authorize substitute lieu and leave forms.
- 4.11 Approve leave requests as per collective bargaining agreements.
- 4.12 Ensure job descriptions for all positions are maintained.
- 4.13 Provide leadership to school principals to ensure that hiring policies are followed.
- 4.14 Participate in the evaluation of Union of Northern Workers (UNW) positions on the Hay Plan.
- 4.15 Ensure planning, monitoring, and appraisal of employee work results by supporting principals and supervisors.
- 4.16 Ensure legal compliance by monitoring and implementing applicable human resource federal and territorial requirements; conducting investigations; maintaining records; representing the organization at hearings.
- 4.17 Maintain historical human resource records.
- 4.18 Consult with representatives of the Northwest Territories Teachers Association (NWTTA) and Union of Northern Workers (UNW) on a regular basis to review issues related to the collective agreement.

- 4.19 Work with team on Return to Work program and long-term disability.
 - 4.20 Review and approve employee benefit program.
 - 4.21 Ensure a Workplace Safety and Compensation Commission (WSCC) approved health and safety program is in place.
5. Policy/Administrative Procedures
- 5.1 Work with the Board in the establishment of Board policies.
 - 5.2 Provide leadership in the planning, development, implementation and evaluation of administrative procedures.
6. Superintendent / Board Relations
- 6.1 Engage in and maintain positive, professional working relations with the Board.
 - 6.2 Respect, honour and facilitate the Board's role and responsibilities.
 - 6.3 Provide the information and counsel that the Board requires to perform its role.
 - 6.4 Keep the Board informed on sensitive issues in a timely manner.
 - 6.5 Prepare the monthly board report for the board meetings.
 - 6.6 Prepare agenda for the Board of Trustees committee meetings.
 - 6.7 Prepare the agenda for the Regular monthly Board meeting in collaboration with the Chair and Vice Chair.
 - 6.8 Attend all meetings of the Board of Trustees and committees of the Board of Trustees.
 - 6.9 Provide the draft Annual Report to the Board for approval prior to release to the public.
 - 6.10 Represent the Board, when so directed, at meetings in which YCS has an official interest.
7. Strategic Planning and Reporting
- 7.1 Collaborate with the Board on the strategic plan.
 - 7.2 Collaborate with the Board to ensure the required budget, capital and communication plans are completed.
 - 7.3 Implement plans as approved.
 - 7.4 Report regularly on results achieved.
 - 7.5 Promote a common vision and establish effective communication to build support, unity and trust among the Board, administrators, staff and community stakeholders.
 - 7.6 Ensure that all funding reports are properly submitted.

8. Organizational Management

- 8.1 Demonstrate effective organization skills resulting in District compliance with all legal, Ministerial and Board mandates and timelines.
- 8.2 Report to the Minister with respect to matters identified in and required by the Education Act.
- 8.3 Effectively handle emergencies and deal with crisis situations in a team-oriented, collaborative and cohesive fashion.

9. Communications And Community Relations

- 9.1 Ensure transparent, effective internal and external communications are developed and maintained.
- 9.2 Participate actively and foster involvement of staff in community affairs in order to enhance and support the District's mission.
- 9.3 Actively foster and maintain positive, respectful, and collaborative relationships with Indigenous Governments and Indigenous organizations, and community organizations to strengthen partnerships that support the educational, cultural, and spiritual development of all students and staff.
- 9.4 Represent the school district to the government, staff, students and the general public.
- 9.5 Act as spokesperson for the District to the media.
- 9.6 Ensure the District responds to parent and community concerns.

10. Superintendent and Board Chair Communication

- 10.1 The Superintendent shall maintain open, timely, and ongoing communication with the Board Chair to ensure effective governance and decision-making.
- 10.2 The Superintendent will keep the Board Chair informed on emerging issues, potential risks, and opportunities that may impact the District.
- 10.3 The Superintendent and Board Chair will connect regularly, either in person or virtually, to review upcoming Board agendas, strategic priorities, and any urgent matters.
- 10.4 The Superintendent shall provide the Board Chair with sufficient background information and context to enable the Chair to fulfill their role as spokesperson and leader of the Board.
- 10.5 The Superintendent and Board Chair will work collaboratively to ensure consistent and accurate messaging to trustees, staff, and the community.
- 10.6 Communication will be characterized by transparency, respect, confidentiality where required, and a shared commitment to advancing the Strategic Plan and the District Foundational Statements of Yellowknife Catholic Schools.

11. Leadership Practices

- 11.1 Practice positive leadership.
- 11.2 Develop and maintain positive and effective relations with territorial, regional and municipal government departments and agencies.
- 11.3 Provide leadership in the development of a collaborative decision-making model that assures input from appropriate individuals and groups and provides feedback to all those affected by the decisions.
- 11.4 The Superintendent shall establish and maintain a regular and intentional presence within all schools in the district, not limited to formal administrative meetings.

Reviewed and updated: May 2024

APPEALS REGARDING STUDENT MATTERS

A. ALL STUDENT MATTERS EXCEPTING EXPULSION

Yellowknife Catholic Schools shall attempt to resolve disagreements that may arise between a student's parent/guardian or the student, together or separately, and with the education staff relating to decisions addressed under this Policy. If the disagreement is not resolved, the student's parent/guardian or the student, together or separately, may appeal the decision to an independent Appeals Committee.

Specifically

1. A student/parent/guardian, together or separately, may lodge a written disagreement with a decision of the school where student/parent/guardian disagree with:
 - The decision of an education staff member that significantly affects the education, health, or safety of a student;
 - The decision of the Principal as to whether an individual education plan is appropriate for the student;
 - The decision of the Principal with respect to a request to correct information in the student record within 14 days of receiving a written request to do so by the student/parent/guardian under section 31(2) of the *Education Act*;
 - The decision to suspend the student; or
 - The length of a suspension imposed on the student.
2. Where the student/parent/guardian, together or separately, wish to lodge a disagreement with a decision listed in paragraphs 1.1 to 1.5 of section A of this Policy, the student/parent/guardian shall deliver the written disagreement with the decision to the Principal within a reasonable time from the date that the student/parent/guardian became aware of the decision.
3. The Principal shall attempt to resolve the disagreement with the decision.
4. If the Principal is unable to resolve the disagreement with the decision within five (5) school days from the time of receipt of written notice of disagreement, the Principal shall notify the student/parent/guardian in writing that they may refer the disagreement to the Superintendent.
5. A student/parent/guardian, together or separately, may lodge a written disagreement with the Superintendent where:
 - The Principal is unable to resolve the disagreement as set out under paragraph 4 of section A of this Policy; or

- A student/parent/guardian disagrees with a decision of Yellowknife Catholic Schools and/or the Superintendent that significantly affects the education, health, or safety of the student.
6. Where a student/parent/guardian wish to lodge a disagreement under paragraph 5 of section A of this Policy, they must do so within a reasonable time from the date that the student/parent/guardian received notification from the Principal under paragraph 4 of section A of this Policy or became aware of the applicable decision under paragraph 5.2 of section A of this Policy.
 7. The Superintendent, on behalf of Yellowknife Catholic Schools, shall attempt to resolve the disagreement lodged under paragraph 5 section A of this Policy.
 8. If the Superintendent, on behalf of Yellowknife Catholic Schools, is unable to resolve the disagreement with the decision within five (5) school days from the time of receipt of written notice of disagreement, the Superintendent shall notify the student/parent/guardian in writing that they may appeal the decision to an Appeal Committee.
 9. A student/parent/guardian who wish to appeal the decision of the Superintendent must commence an appeal by serving a notice of appeal to the Superintendent by mail, fax or in person, within thirty (30) calendar days of receiving notice of the decision of the Superintendent under paragraph 8 section A of this Policy. The notice of appeal must set out the grounds for the appeal and contain the appellant's mailing address.
 10. For greater certainty, decisions relating to the general administration of the education program or the broad allocation of funding for education cannot be appealed.
 11. Where the Superintendent receives a notice of appeal set out under paragraph 9 section A of this Policy, the District Education Authority shall contact the appellant and together they shall, within seven days of receipt of the notice, select a person to act as chairperson of the appeal committee in accordance with section 6 of the *Education Appeals Regulations*.
 12. Student/parent/guardian appeals shall be conducted in accordance with the *Education Act* and the *Education Appeals Regulations*.
 13. The decision of the Appeals Committee shall be final.

A. STUDENT EXPULSION

The *Education Act* provides the student/parent/guardian with the opportunity to make a representation at a hearing to deal with the expulsion of the student from a school.

Specifically

1. The District may expel a student from its schools for a school term, the remainder of a school term or the school year, in accordance with the provisions of the *Education Act*.
2. Upon notifying the student and/or their parent/guardian that the Principal and the Superintendent recommend the student's expulsion, the Superintendent shall notify the student and/or their parent/guardian, in writing, that the student/parent/guardian have the right to:
 - Make representations at a hearing in front of a committee of members of the District Education Authority;
 - Where the expulsion is confirmed in a hearing under paragraph 2.1 of section B of this Policy, appeal the expulsion to the Appeals Committee to the Superintendent; and
 - Where the expulsion is upheld by the Appeals Committee, make a request for review of the decision to the Minister within thirty (30) calendar days of receiving the decision of the Appeals Committee.
3. An Expulsion Hearing under paragraph 2.1 of section B of this Policy.
4. The District may decide to readmit a student who has been expelled, and may, at its discretion, impose conditions on a student's readmission.
5. A student/parent/guardian who wish to file an appeal under paragraph 2.2 of section B of the Policy commence an appeal by serving a notice of appeal to the Superintendent by mail, fax or in person, within thirty (30) calendar days of receiving the decision of the expulsion hearing that the expulsion is confirmed. The notice of appeal must set out the grounds for the appeal and the appellant's mailing address.
6. Where the Superintendent receives a notice of appeal set out under paragraph 2.2 of section B of this Policy, the District Education Authority shall establish an Appeals Committee in accordance with the *Education Appeals Regulations*.
7. Student/parent/guardian hearings and appeals shall be conducted in accordance with the *Education Act* and the *Education Appeals Regulations*.
8. Where the decision of the Appeals Committee results in the expulsion of the student, the chairperson of the Committee shall forward all material considered in the appeal to the Minister.
9. Where the student's expulsion is upheld by the Appeals Committee, the student/parent/guardian, may make a written request for the Minister to review the decision of the Appeals Committee. Such a request must be made within thirty (30) calendar days of receiving the decision of the Appeals Committee.

10. The Board shall ensure that the student/parent/guardian are provided with the appropriate copies of the relevant sections of the Education Act and the Education Appeals Regulations.

11. The decision of the Minister is final.

Reference: Section 22, 27, 33, 34, 35, 36, 38, 39, 40, 41, 43 Education Act and the Education Appeals Regulations

Appendix: Administration Procedure: APPEALS REGARDING STUDENT MATTERS

Reviewed and updated: June 2024

Policy 14

STUDENT DISCIPLINE

The Board is required to develop an environment that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, teachers and staff have the right to be safe and feel safe in their school community. With this comes the responsibility to be law-abiding citizens and to be accountable for actions.

A positive school climate exists when all members of the school community feel safe, included and accepted and actively promote positive behaviors and interactions. A whole-school approach, which involves all members of the school community, is important in supporting a positive school climate. This approach develops respectful and caring relationships between staff, between students and between staff and students. The Board recognizes that progressive discipline makes use of a continuum of prevention programs, interventions, supports and consequences that build skills for healthy relationships and promote positive behaviors.

While school-based discipline is normally associated with actions by a student that take place in a school, within a school setting or while engaged in a school-related activity, behavior by a student outside of school, the school setting or school-related activities may also be cause for school disciplinary action, if such behavior is adjudged, by the school principal in consultation with his/her Superintendent, to have a negative impact on the school climate,

The Superintendent shall ensure that:

1. All staff members are required to become familiar with the appropriate sections of the Education Act dealing with student conduct and responsibilities.
2. All staff members are required to become familiar with the appropriate sections of the Education Act dealing with disciplining of students.
3. Each school is required to develop and implement its own discipline procedures that are consistent with the Education Act, Board Policy, and the District's mission statement, beliefs and values. The principal shall ensure that all students and parents are made aware of the school's discipline procedures.
4. The school discipline procedures shall be submitted annually to the Superintendent.
5. A parent and/or student who wishes to have a decision made at the school level reviewed shall have the right to request the Superintendent resolve the matter in accordance with Policy 13 – Appeals Regarding Student Matters.

6. The Board delegates to the Superintendent the authority to review and approve all student suspensions in excess of five days to a maximum of 20 days.

Reference: Section 22, 27, 33, 34, 35, 36, 38, 39, 40, 41, 43 Education Act

Reviewed and updated: May 2022

Policy 15

STUDENT ATTENDANCE

In order for students to be successful in their studies and educational program, regular and punctual attendance is required. The Education Act requires every student between the ages of six (6) and sixteen (16) as of December 31 in the academic year, to attend a school program regularly and punctually. The Academic Year and School Attendance Regulations require the Board, through policy, to encourage and promote regular and punctual attendance of students at school.

Specifically

1. The Superintendent shall ensure that each school has attendance procedures that have been developed by the Principal in conjunction with the staff and parents/guardians and meets territorial requirements and Board policy.
2. Each school's procedures shall include:
 - A requirement for recording the daily attendance of each student.
 - A requirement that the parents be notified when a student has been absent.
 - A provision for encouraging students to be prompt and punctual.

Reference: Section 22, 27, 29 Education Act, Academic Year and School Attendance Regulations

Reviewed and updated: February 2022

REMOTE PARTICIPATION IN BOARD MEETINGS

Common practice will be that Board members attend meetings physically. Occasionally, circumstances may prevent a Board member from being physically present at a Board meeting. Board members who cannot appear in person at a board meeting (whether regular, committee or special meeting) may attend through the use of electronic communication as approved by the Board Chair. This must be done in a way that the absent member can hear all other members and vice versa. Attendance in this manner counts as if the Board member were physically present in the meeting.

The following guidelines must be adhered to:

1. The official meeting of the Board will require a quorum of board members be physically present.
2. A board member may participate via remote means except for hearings such as expulsions or parent appeals.
3. A request to participate in a meeting via remote means must be put forth to the Board Chair one week prior to the meeting. Remote attendance will be limited to extenuating circumstances and will be kept to the rare occasion. The one-week notice will be waived for special meetings.
4. The minutes of the meeting will reflect that a member participated remotely and the remote location.
5. The remote board member attending must ensure they are the sole occupant in the room from which they are participating.
6. The remote board member will be a voting participant. All votes involving a remote member will require a roll-call vote, except for approval of agenda and minutes.
7. If the Board Chair attends a meeting remotely, the Board Vice-Chair will conduct the meeting.

Policy 17

SOCIAL MEDIA

For the purposes of these guidelines, *social media* refers to online technology that allows communication and sharing of information or resources over the Internet. These guidelines are intended to help Trustees use social media safely, responsibly and successfully.

The Board recognizes that the use of social media is optional and that Board members may use social media to support Yellowknife Catholic Schools (YCS).

Social Media interactions are expected to align with the Yellowknife Catholic Schools Board Policy Handbook. When interacting on the Internet, users are expected to behave as they would in any other environment where they represent their school/employer as per the Trustees' Code of Conduct.

Authorization

1. Board authorization is not required for Trustees to open a personal social media account.
2. Trustees are not required to open a separate Trustee account.
3. Board Policies apply to social media use relating to the Board of Trustees.
4. Trustees are encouraged to maintain clear distinctions between personal and professional social media use.

Terms of Use

1. If a concern is raised about a Trustee account, the Board Chair may address any activity that may negatively impact the Board, staff and students.
2. If a social media post from a Trustee account generates media attention and/or legal questions, Trustee will follow Policy 3 – Role of the Trustee.
3. Trustee accounts should be public and not require requests.
4. Posting of confidential student information is prohibited.
5. All users must respect copyright and fair use guidelines.
6. Be mindful of all equity and inclusivity-related Board policies and the Northwest Territories Human Rights Code when posting content.

Personal Responsibility

1. Whether in person or on social media, Board Trustees will abide by YCS Board Policies, specifically:
 - Policy 2: Role of the Board
 - Policy 3: Role of the Trustee
 - Policy 4: Trustee Code of Conduct
2. Trustees are responsible for the accounts they maintain.
3. Trustees should act on the assumption that all postings are in the public domain.
4. All users are personally responsible for the content/information they publish online.
5. Posted information must identify that the information is representative of your views and opinions and not necessarily the views and opinions of the District.
6. Trustees should ensure that posted content is consistent with the work performed for the District.

Use of Photos and Imagery

1. Trustees shall ensure the appropriate consent is received before posting images of students.
2. As a courtesy, verbal consent should be obtained from any adult (teacher, parent, volunteer, other board staff member) whose photo, video footage and/or work is posted on social media.
3. Editing of district logos, slogans, and other branding is prohibited.

Maintenance and monitoring responsibilities

1. At the discretion of the Board Chair, Trustee social media accounts may be run by one or more Trustees.
2. It is important that members who create Trustee social media accounts monitor these accounts.
3. It is expected that Trustees respond to questions in accordance with YCS Board Policies.
4. Trustees are responsible for moderating all content published on all social media technologies.

Considerations

1. Always respect the privacy and confidentiality of student information and adhere to existing policies.

2. Trustees should be aware of the effect their actions may have on their images, as well as the image of YCS. The information that employees post or publish may be public information for a long time.
3. YCS staff and students may follow your account.
4. Reposts, likes and favourites are perceived as endorsements. These interactions should be carefully considered.

Reviewed and updated: May 2022

SAFE, CARING, RESPECTFUL, INCLUSIVE WORKING AND LEARNING ENVIRONMENTS

The Board of Trustees of Yellowknife Catholic Schools (YCS) is committed to providing high-quality Catholic education that meets the needs of all students in accordance with the legislated requirements set by the Government of the Northwest Territories. Grounded in the Gospel values of Jesus Christ, YCS is dedicated to fostering a diverse, equitable, inclusive, welcoming, safe, and healthy learning and working environment that upholds the dignity of every human person and reflects the principles of justice, love, compassion, reconciliation, community and belonging.

The Board acknowledges its responsibility to ensure safe, caring, respectful, inclusive learning and working environments for all students and staff. It recognizes the importance of students' and staffs' emotional, social, intellectual, and physical wellness to their success in school and at work, and expects all members of our school community to adhere to the Division's Code of Conduct and all related policies.

Diversity enriches our school communities and enhances educational experiences. This policy affirms the Board's commitment to ensuring that all students, staff, and community members feel welcomed and valued, and that all YCS students are supported to become capable people—confident, compassionate, and responsible contributors to society.

Purpose

1. This policy establishes the framework through which YCS will:
 - Ensure inclusive and equitable learning and working environments for all members of the school community.
 - Ensure all families are welcomed and supported as valued members of the school community.
 - Eliminate and/or mitigate barriers to participation and achievement.
 - Promote belonging, inclusivity, safety, and respect.
 - Reflect Catholic teachings that honour the dignity and worth of each person as individuals with unique gifts to share.
 - Adhere to Section 34 of the Education Act, ensuring policies, guidelines, strategies, and programming to eliminate bullying and promote healthy relationships; including the treatment of individuals based on their gender identity, sexual orientation, or gender expression; and
 - Establish and implement a comprehensive Safe and Caring School Plans, including but not limited to plans for the prevention and intervention of bullying and harassment, implementation of social emotional learning, self-regulation, trauma informed practice, emotional intelligence skills, and emergency response plan for the YCS district.

Definitions

1. Diversity: The presence of differences within our community, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, socioeconomic status, physical or mental ability, neurotype, religion, and cultural background.
2. Equity: Fair treatment, access, opportunity, and advancement for all people, grounded in the belief that every individual is capable of growth and success when supported equitably.
3. Inclusion: The active and intentional engagement with diversity to create a culture where all individuals feel respected, accepted, and valued.
4. Safe, Caring, Respectful, Inclusive Environments: A faith-based atmosphere that promotes inclusion, respect, belonging, safety, well-being, and care for all beings and land, allowing each person to focus on learning, working, growth, and spiritual development.
5. Universal Design for Learning (UDL) is an educational framework that optimizes teaching and learning for all students by minimizing barriers and maximizing flexibility. It moves away from a one size fits all approach.

Guiding Principles

1. Catholic Values and Teachings: All actions and decisions shall reflect Catholic values that emphasize the dignity of every human person and reflect the principles of justice, love, compassion, reconciliation, community and belonging.
2. Commitment to Social Justice: YCS will advocate for social justice, and work to address inequities within schools and the wider community.
3. Respect for All: YCS values the unique gifts, perspectives, and identities of each individual, nurturing the development of capable people who contribute positively to society.
4. Cultural Humility and Culturally Responsive environments: YCS will promote understanding, appreciation and acceptance of diverse cultures and worldviews within its workspaces and learning community.
5. Safety and Belonging: Physical, emotional, social, and spiritual well-being are essential to learning and to a strong sense of belonging within our faith community.
6. Commitment to Universal Design for Learning: YCS will work to integrate Universal Design for Learning principles and practices into work and learning environments.

Objectives

1. Inclusive Practice: Ensure that all YCS policies, practices, and learning environments reflect the diversity of students, staff, and the broader community.
2. Professional Development: Provide ongoing training for trustees and staff to enhance cultural competence, inclusive practices, evidence-based healthy relationships training and communication skills.
3. Equitable Policies: Regularly review and revise board and administrative policies to identify and remove systemic barriers to equity, inclusion, and safety.
4. Student and Staff Support: Implement programs that promote academic, social, and emotional well-being, fostering resilience and nurturing capable people.
5. Community Engagement: Partner with parents, caregivers, parish, and community organizations to support diversity, equity, inclusion, and well-being initiatives.
6. Accountability: Establish Safe and Caring School committees and mechanisms for monitoring, evaluating, and reporting on progress toward diversity, equity, and inclusion goals.

Rights and Responsibilities

1. Every student and staff member has the right to learn and work in facilities that promote equality, dignity, and respect, free from discrimination, harassment, bullying and violence, regardless of race, religious beliefs, colour, gender identity, gender expression, physical or mental abilities or disabilities, sexual orientation, neurotype, marital status, age, ancestry, place of origin, family status, or socioeconomic status.
2. All members of the school community—trustees, staff, students, parents, volunteers, contractors, substitute teachers and visitors—share responsibility for upholding this policy and demonstrating respectful behaviour in all school-related contexts, including face-to-face, phone, or online communication.
3. Allegations of bullying, harassment, or discriminatory behaviour shall be investigated in a timely, fair, and respectful manner consistent with YCS procedures.
4. This policy covers behaviour at any district or school-related functions, and school-related communications whether face-to-face, by phone, fax, email, Internet, or any other means. Behaviour which is threatening, harassing, intimidating, assaulting, or bullying in any way toward any student or staff person within the district, including aggressive behaviours such as "cyber" hate messaging and websites created in a student's home or other settings, is prohibited.

Student Voice, Supports and Leadership

1. The Board supports the establishment of student organizations and activities that promote equality and non-discrimination, including but not limited to clubs or alliances such as: faith

alive; diversity and anti-racism; anti-bullying and wellness; neurodiverse and students with disabilities, and LGBTQ2S+.

2. The board believes these initiatives support belonging, wellbeing, student leadership, and the expression of faith-informed respect for diversity and inclusion.
3. All students, including members of all cultural backgrounds, religions, races, physical and mental abilities, neurotypes, and the LGBTQ2S+ community, feel comfortable to seek out a staff person to discuss their particular needs, interests and concerns.
4. Students will be provided with and taught the skills to foster self-confidence, emotional intelligence skills, social emotional skills, self-regulation, anti-racism, inclusion, healthy conflict management and conflict resolution in non-violent ways.
5. Students will be taught safe intervention practices and proactive reporting skills.
6. When requested by a student, district and school staff ensure the consistent use of the student's preferred name(s) (if it is different from their legal name). When required to use or report a student's legal name, staff ensure that confidentiality is maintained and that information about the student's sexual orientation, gender identity, or gender expression is not disclosed without their consent.

Practical Guidelines

1. In alignment with the NWT Educational Framework, the NWT Safe Schools Regulations, and the NWT Human Rights Act, YCS shall:
 - Provide supports that respond to individual student needs.
 - Respect each individual's right to self-identification and self-determination
 - Maintain records that respect privacy and confidentiality.
 - Ensure dress codes respect gender identity, gender expression, religion, and cultural background.
 - Strive for full, safe, and equitable participation in curricular and extracurricular activities, being mindful and respectful with consideration of traditional cultural practices and traditional Indigenous cultural practices.
 - Provide safe access to washroom and change-room facilities.
 - Offer professional learning that builds capacity to understand and support diversity, grounded in Catholic faith and human dignity.
 - Use whole-school approaches to promote healthy relationships and prevent bullying.
 - Welcome and support all families as valued members of the school community.
 - Ensure all staff work in environments free from discrimination, harassment, and violence.

Protection of Information

Any personal information collected under this policy is protected in accordance with the Access to Information and Protection of Privacy Act of the Northwest Territories.

Reference: Canadian Charter of Rights and Freedoms, NWT Human Rights Act, [Education Act \(NWT\)](#), [The NWT Safe Schools Regulations](#), The NWT Territorial School Code of Conduct, Access to Information and Protection of Privacy Act (NWT), [Government of the Northwest Territories LGBTQ2S+ Equity, Safety, and Inclusion in the Northwest Territories Schools](#), and YCS Policy 10: Board Governance and Responsibilities.

Policy Created: August 2026

Reviewed and updated:

Policy 2 – Appendix B

Yellowknife Public Denominational District Education Authority

Appendix B: Performance Assessment Guide

<u>Role Expectation:</u> <u>Accountability to the Catholic Faith</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
The Board shall: 2.1 Make decisions that reflect Catholic values and beliefs in accordance with Canon Law 2.2 Ensure that a strong Faith Development component is provided for all students and staff 2.3 Be visible and active within the Catholic faith community 2.4 Be involved in and supportive of parish functions 2.5 Live in accordance with the District mission statement as approved by the Board	● Policy review ● Superintendent's evaluation ● Participation in local and provincial faith development initiatives ● Participation in parish activities ● Catholic education issue identification and resolution efforts ● Relevant correspondence ● Board self-evaluation questionnaire results ○ Board role	● All actions and policies of the Board have been guided by the teachings of the Catholic church ● Catholic education leadership by the Superintendent is monitored and evaluated by the Board ● The Board is actively engaged in local and provincial faith development opportunities ● The Board is and its trustees are actively engaged in diocese and parish activities ● Catholic education issues are addressed proactively through coordinated action by the Board and its stakeholders ● The Board models its mission statement

Yellowknife Public Denominational District Education Authority

Appendix B: Performance Assessment Guide

<u>Role Expectation:</u> <u>Accountability to the Community</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
The Board shall: 3.1 Make decisions that take into consideration the interests of the entire District 3.2 Establish processes and provide opportunities for community input 3.3 Report District results on an annual basis 3.4 Develop appeal procedures for and hear appeals as required by statute and/or Board policy 3.5 Model a culture of respect and integrity 3.6 Proactively work to build community support for Catholic education 3.7 Annually approve a communications strategy	● Board minutes ● Briefing notes and reports ● Public meetings/focus groups/surveys ● Satisfaction survey data ● Annual Report ● Audited Financial Statements ● District publications ● Appeal processes in place ● Media reports ● Superintendent's evaluation ● Relevant correspondence ● Board self-evaluation questionnaire results ○ Board role ○ Community engagement	● Decisions are based on relevant data and are representative of the will of the community and quality education ● Mechanisms for community input are readily available ● Processes are established to communicate Board decisions to its constituents ● Information is disseminated to appropriate public ● Appeal hearing processes are transparent and cognizant of due process ● The Board and individual trustees interact with the community in a transparent and respectful manner ● The Board promotes positive public engagement with the District ● The Board and individual trustees are visible in the community ● A communications strategy is approved annually

Yellowknife Public Denominational District Education Authority

Appendix B: Performance Assessment Guide

<u>Role Expectation:</u> <u>Strategic Plan</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
The Board shall: 4.1 Provide overall direction for the District by establishing mission, vision, strategic priorities and key results 4.2 Identify corporate Board priorities at the outset of the annual strategic planning process 4.3 Approve annually the Strategic Plan process and timelines 4.4 Approve the revised Strategic Plan annually, establishing goals and desired results 4.5 Approve the annual budget 4.6 Monitor progress toward the achievement of student outcomes and other desired results 4.7 Evaluate annually the effectiveness of the District in achieving annual established goals and desired results	● Foundational statements ● Annual goals and priorities ● Strategic Plan ● Budget ● Capital Plan ● Facilities Master Plan ● Annual Report ● Semi-annual Strategic Plan Reports ● Superintendent's evaluation ● Relevant correspondence ● Board self-evaluation questionnaire results ○ Board role	● Foundational statements for the District are established which allow it to move forward to a future that continues to enhance student learning and to achieve the District's educational goals. ● Planning processes allow for development with appropriate stakeholder input ● Annual educational goals and priorities which move the District forward are established ● Within available resources, the approved budget reflects the Board's goals and priorities ● The allocation of resources reflects an effort to ensure student achievement ● District performance and achievement is monitored, evaluated and reported

4.8 Approve the Annual Report and provide for its distribution to the public		
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Yellowknife Public Denominational District Education Authority

Appendix B: Performance Assessment Guide

<u>Role Expectation:</u> <u>Policy</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
The Board shall: 5.1 Approve and identify areas for which Board policy is required and identify desired outcomes 5.2 Monitor policy impact to determine if policy has created the desired change 5.3 Determine policies which outline how the Board is to function 5.4 Delegate authority to the Superintendent and define responsibilities	● Policy development and review ● New policies ● Revised policies ● Board motions summary ● Superintendent's evaluation ● Board self-evaluation questionnaire results ○ Board role	● Established policies facilitate smooth, effective provision of quality educational services for the District ● Policy impact is regularly evaluated to determine if policy is producing the desired results ● Board governance policies clearly specify required Board functions and implementation standards ● The Superintendent's roles and responsibilities are clearly outlined in Board policy

Yellowknife Public Denominational District Education Authority

Appendix B: Performance Assessment Guide

<u>Role Expectation:</u> <u>Board/Superintendent</u> <u>Relations</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
The Board shall: 6.1 Select the Superintendent. 6.2 Provide the Superintendent with clear corporate direction including directions stemming from the approved Strategic Plan 6.3 Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in Territorial legislation and regulations 6.4 Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions, which are exercised within the delegated discretionary powers of the position 6.5 Annually evaluate the Superintendent in regard to the Superintendent's job description and additional Board direction in accordance with the approved process 6.6 Review compensation as per contract	● Hiring process ● Policy review ● Board motions summary ● Superintendent's evaluation ● Board self-evaluation questionnaire results ○ Board role ○ Board/Superintendent relations	● The Board has absolute and final authority in Superintendent selection ● Clear corporate direction is provided to the Superintendent ● The Superintendent has been delegated responsibility for all executive functions together with commensurate authority ● The Chief Executive Officer role of the Superintendent is respected ● The Superintendent is supported in actions exercised within the delegated discretionary powers of the position ● The Superintendent is evaluated annually, fairly and thoroughly in relation to specific roles and responsibilities and Board direction ● The Superintendent's compensation package is reviewed annually with due consideration for fairness, equity and economic conditions

6.7 Interact with the Superintendent in an open, honest, respectful and professional manner		• The Board interacts with its Superintendent in an honest and respectful manner
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Yellowknife Public Denominational District Education Authority

Appendix B: Performance Assessment Guide

<u>Role Expectation:</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
<u>Political Advocacy</u>		
The Board shall: 7.1 Develop a yearly plan for advocacy, which will include key messages and strategies. 7.2 Meet with government agencies and neighboring educational governing authorities to advance the District's and mutual interests.	• Board Work Plan • Meetings with MLAs, Ministers, municipal partners • Relevant correspondence • Media releases • Active participation in territorial/provincial and national organizations • Board self-evaluation questionnaire results - o Board role	• Strategies for political advocacy are developed • The Board participates in advocacy processes at the local, provincial and national levels • The Board conveys key messages regularly to MLAs, municipal partners, Catholic agencies and the media • The Board conveys key messages to MPs when appropriate

Yellowknife Public Denominational District Education Authority

Appendix B: Performance Assessment Guide

<u>Role Expectation:</u> <u>Board Development</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
The Board shall: 8.1 Develop an annual work plan with timelines 8.2 Evaluate annually the Board's performance including role as a Catholic Board (as per Appendix B) 8.3 Develop a yearly plan to improve or enhance individual trustee and Board effectiveness, which may include: Roles, Processes and Issues 8.4 Ensure those new to the Board are provided appropriate orientation opportunities 8.5 Use the available ASBA and ACSTA resources	● Board Work Plan ● Board strategic planning sessions ● Board workshops ● Conference/Activity Reports ● Board self-evaluation questionnaire results ○ Board role ○ Interpersonal Working Relationships	● An annual work plan is established ● An annual Board self-evaluation, which defines a positive path forward and identifies areas for future emphasis, is completed ● A yearly plan for Board/trustee development is developed ● Individual trustees participate in conferences and other activities to further Board and trustee effectiveness ● Planning sessions and workshops are scheduled to enhance Board effectiveness ● Orientation opportunities are provided ● Available ASBA and ACSTA resources are utilized ● Interactions amongst trustees demonstrate respect, understanding and integrity

Yellowknife Public Denominational District Education Authority

Appendix B: Performance Assessment Guide

<u>Role Expectation:</u> <u>Fiscal Accountability</u>	<u>Evaluation Evidence</u>	<u>Quality Indicators</u>
The Board shall: 9.1 Determine the basis for annual resource allocations 9.2 Approve budget assumptions and establish priorities at the outset of the budget process 9.3 Approve the annual budget and ensure resources are aligned with the Strategic Plan 9.4 Ensure audit report is received annually and quality indicators are met 9.5 Approve the audited financial statements of the District. 9.6 Monitor the fiscal management of the District with timely monitoring reports that would alert the Board to unusual circumstances 9.7 Develop and maintain clear and enforceable internal controls for the protection of District assets and resources	● Monthly Financial Reports ● Internal Auditor's Reports ● External Audit Report ● Audited Financial Statements ● Annual Report ● Collective Agreements ● Board Work Plan ● Relevant correspondence ● Superintendent's evaluation ● Board self-evaluation questionnaire results - o Board role	● The basis for resource allocations within the District is established by the Board ● Budget assumptions are understood by the Board ● Needs are determined and prioritized ● Within available resources, the approved budget reflects the Board's goals and priorities ● Capital and facility plans allow for suitable student and program accommodation ● Quality indicators for financial operations are established by the Board and confirmed by internal and/or external audits ● An external auditor is appointed ● Resources are used efficiently and effectively ● Variance analyses and year-end projections are received on a monthly basis ● Successful completion and execution of collective agreements have occurred

9.8 Develop and maintain a capital plan in order to provide the best possible facilities for the delivery of its educational programs 9.9 Solicit advice from the Superintendent in setting the mandates for collective bargaining negotiation 9.10 Ratify memoranda of agreement with bargaining units 9.11 Annually review and approve all employee contracts		
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Reviewed and Updated: September 2022

SERVICES AND MATERIALS PROVIDED TO TRUSTEES

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

1. Reference

- Copy of the Education Act, the Regulations and related documents
- Board Policy Handbook and Administrative Procedures Manual
- Board Benefits material
- Have access to a copy of the following documents electronically or hard copy if requested.
 - Strategic Plan
 - Budget
 - Capital Plan
 - Annual Report
 - Audited Financial Statements
 - Collective Agreements
- School year and meeting calendars
- List of Parent Advisory Council Chairs
- School Boards Association membership services
- Catholic School Board Trustees Association membership services

2. Communications/Public Relations

- Name tags, lapel pins and district paraphernalia
- Individual and Board photographs
- Notification of significant media events
- Key messages as required

3. Administrative/Secretarial Services Through the Superintendent

- Office mail box
- Conference registration, travel and accommodation arrangements
- E-mail address service support

Reference: Section 78, 117, 118, 119, 121, 122, 123 Education Act

Reviewed and Updated: September 2022

Policy 4 – Appendix

TRUSTEE CODE OF CONDUCT SANCTIONS

1. Trustees shall conduct themselves in an ethical and prudent manner in compliance with the Trustee Code of Conduct, Policy 4. The failure by Trustees to conduct themselves in compliance with this policy may result in the Board instituting sanctions.
2. A Trustee who believes that a fellow Trustee has violated the Code of Conduct may seek resolution of the matter through appropriate conciliatory measures prior to commencing an official complaint.
3. In particular, the Trustee Code of Conduct requires that Trustees shall respect the confidentiality appropriate to issues of a sensitive nature. Failure to comply with this requirement constitutes a failure of security.
4. An individual Trustee may bring a suspected breach of security to the attention of the Board Chair. If unresolved, the suspected breach of security will go to an in-camera meeting of the Board. If by majority vote at a public meeting, the Board agrees that a failure has occurred, the failure shall be recorded by the Board and the following procedure shall be invoked:
 - a. The Board Chair shall request that the Superintendent or designate (as Head of the District under the Access to Information and Protection of Privacy Act), appoint an independent investigator to review this matter. This request may occur only after such issue has been discussed at an in-camera meeting of the Board. A motion shall be presented at the next public meeting of the Board. The independent investigator shall conduct an investigation and submit a report of findings and recommendations to the Board Chair and to the Superintendent.
 - b. The Board Chair shall present at a closed meeting of the Board, the report of the independent investigator. At this time, the Trustee in question shall have an opportunity to present any additional, relevant information.
 - c. If it is determined by a majority vote of the Board that a willful violation of security has occurred, for a first occurrence, a motion to write a letter of censure marked “Personal and Confidential” is required to be discussed at an in-camera meeting of the Board. A motion shall be presented at the next public meeting of the Board.
 - d. For subsequent occurrences, a motion of censure against the Trustee in question may be brought directly to a public meeting of the Board. This motion shall be approved by a majority vote of Trustees present at such a meeting.
5. A violation of all sections of the Code of Conduct other than matters of confidentiality shall result in:

- a. The Board Chair writing a letter of censure marked “Personal and Confidential” to the Trustee in question. This occurs only after having such action at an in-camera meeting of the Board. A motion shall be presented at the next public meeting of the Board
 - b. For a subsequent occurrence, at a public meeting of the Board, a motion of censure shall be presented against the Trustee in question; and/or
 - c. For third and subsequent occurrences, at a public meeting of the Board, a motion to remove the Trustee in question from one (1), or more, of all Board appointments may be presented.
6. If a Trustee is disqualified under Section 92 or 124 of the *Education Act* from remaining as a Trustee of the Board and does not resign as provided for under Section 91 and required under Section 92 or 124, the Board may by resolution declare the Trustee to be disqualified from remaining a Trustee.
 7. There may be violations deemed to be so extreme that the Board may omit steps in the process defined above.

Reviewed and Updated: June 2023

SUPERINTENDENT EVALUATION - Process, Criteria and Timelines

Background

The purpose of evaluation will be the increased effectiveness of the management of Yellowknife Catholic Schools.

The evaluation process, criteria and timelines:

1. Recognizes that the Superintendent is the Chief Executive Officer. The Superintendent is held accountable for work performed primarily by other senior administrators, e.g., fiscal management.
2. Provides for both accountability and growth, and the strengthening of the relationship between the Board and the Superintendent. The evaluation will affirm specific accomplishments and will identify growth areas. Some growth goals will address areas of weakness while others will identify areas where greater emphasis is required due to changes in the organization.
3. The Superintendent is an active participant in the evaluation, and has the ability to address concerns and affect change.
4. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses. Evidence sources should be clearly identified, while the quality indicators describe expectations in regard to that evidence.
5. Is aligned with and based upon the Superintendent's roles and responsibilities.
6. Is linked to the District's priorities. The Strategic Plan directly links the Superintendent's performance to the continuous improvement framework and reporting process, which includes the District's goals.
7. Sets out standards of performance. The first review period and subsequent evaluation set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.
8. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations take into consideration previous evaluations and an assessment of the Superintendent's success in addressing identified growth areas.

9. Uses multiple data sources. Objective data such as audit reports and student achievement data are augmented with subjective data. Interviews with staff may be conducted as part of the evaluation.
10. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committees and Board meetings, etc.
11. Ensures Board feedback is provided regularly. Such feedback will be timely, supported by specific examples, and will focus on areas over which the Superintendent has authority.

Timelines for Evaluations

Evaluations will be conducted each year.

Criteria for Evaluations for New Incumbents

The criteria for the first evaluation will be established once the incumbent is selected, before the end of the first applicable evaluation period. In subsequent evaluations, the criteria will be those defined by the roles of the position, plus any growth goals provided by the incumbent or the Board in its written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues or external realities such as an increased emphasis on capital construction due to an increased number of approvals.

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