



“CALLED TO SERVE”

**The Role
of the
Local School Council**

**Catholic Independent Schools
Diocese of Victoria**

CALLED TO SERVE
Table of Contents

Letter - Bishop Gagnon1

Introduction.....2

Mission Statement3

Vision Statement4

Chapter 15

The Organization of Catholic Schools in the Diocese of Victoria

- * Board of Directors
- * Society
- * Local School Councils
- * Catholic Independent Schools Committee of British Columbia (C.I.S.C.B.C.)
- * Federation of Independent School Association (F.I.S.A.)

Chapter 2

Governance Jurisdiction Framework7

Chapter 311

The Local School Council

- * Background
- * Areas of responsibility
- * Decision making
- * Differs from public schools
- * Responsibility of members
- * Committees

Chapter 4.....13

Planning

- * Annual plans
- * Action plans
- * Strategic Planning
- * One approach
- * Plan format
- * Using the Strategic Plan
- * Annual update long-range plan

Chapter 5	14
Policy Formulation and Enactment	
* Policies	
* Regulations	
* Guidelines	
Chapter 6	16
Role of Local School Councils in Finance	
* How schools are funded	
* Annual school budget	
* Preparing the annual budget	
* Chart of accounts and budget preparation	
* Budget reporting	
* Calendar of budget and cash flow	
* Capital projects	
* Fundraising	
Chapter 7	25
Public Relations and Marketing	
* Public relations	
* Marketing	
* Marketing at the Central Office level	
* A marketing audit	
Chapter 8	29
Evaluation	
* Council and its own evaluation	
* Council's relationship with the principal	
Chapter 9	30
Membership	
* Eligibility	
* Qualifications	
* Recruitment of members	
* Orientation of new members	
* Specific issues	
* Responsibility of members	
* Committees	
* Most difficult things to learn	

Chapter 1036

Council Meetings

- * Length of meeting
- * Preparation
- * Meeting
- * Follow-up

Chapter 1139

School Council Study Programs

- * New council member orientation workshop
- * Local seminars/workshops
- * Publications

APPENDICES

Appendix A Constitution46

Appendix B Local School Council By-Laws58

Appendix C Local School Council Committees Terms of Reference.....66

Figure 1 CISDV Lines of Communication.....70

To Those Called to Serve Island Catholic Schools in the Diocese of Victoria

“What is the Kingdom of God like? And to what should I compare it? It is like a mustard seed that someone took and sowed in the garden; it grew and became a tree and the birds came and made nests in its branches.”

“To what should I compare the Kingdom of God? It is like yeast that a woman took and mixed in with three measures of flour until it was all leavened.” (Luke 13:18-21)

These two parables of Jesus speak to us about the Kingdom of God. At first unnoticed and tiny, the mustard seed and the yeast will have a great effect. Can the Catholic school be compared to this? Pope John Paul II has said that the Catholic school is an essential instrument for spreading and deepening the faith and for expanding the Kingdom. Indeed, this is how we must see the role of the Catholic school in the world. Catholic schools are not unique in the desire to bring educational excellence to the young. But the Catholic school is unique in that it is attached to Jesus Christ and dedicated to the mission of the Gospel. The presence of our schools may be rather small in society as a whole but the effect of the gospel message coming from us will have a huge effect if lived in love. This fact makes our school worth being dedicated to.

St. Paul speaks of different roles in the Body of Christ, some are called to be teachers, others administrators, other apostles and so forth. For those entrusted with teaching, they share in the teaching ministry of Jesus regardless of the subject area. Those working in administration and governance, share in the ministry of leadership along with the Good Shepherd. It is vital that in both roles, there is a sense of stewardship of God's gifts. God has blessed British Columbia with the tremendous gift of Catholic education since the coming of the Sisters of St. Ann to our shores. Administrators and teachers are in fact stewards of this great spiritual enterprise planted on Vancouver Island. I charge you to be dedicated to this proud heritage!

There are many challenges today for those seeking to follow the authentic Gospel of Jesus Christ. The need for men and women of courage, faith and love for the Church is great. I thank you for your generosity in accepting to serve Catholic Education.

Bishop Richard Gagnon

INTRODUCTION

CATHOLIC INDEPENDENT SCHOOLS OF VICTORIA DIOCESE

In the early 1950s, the Bishops of British Columbia, in anticipation of public funding for Catholic schools, established a society in each diocese to own and operate their schools. They were well positioned when thirty years later public funding finally arrived.

On Vancouver Island, the Catholic Independent Schools, Diocese of Victoria, is the society that was established for that purpose. It owns 5 elementary schools and 1 high school and operates these facilities through a formal delegation with local school councils.

The members of the Society shall be:

- (1) All directors of the Society shall automatically be members of the Society;
- (2) The pastor responsible for each Parish School in the Diocese of Victoria who has accepted such membership;
- (3) One (1) member appointed by each local school council who has accepted such membership.

The management of the Society rests with the Board of Directors who are comprised on the Bishop of Victoria, Vicar-General, Chancellor, and 2 members appointed by the Bishop and up to 4 members elected by the Society.

" The church has a mandate to proclaim the Good News, to "make disciples of all the nations"(Matt. 28:19) and to renew all things in Christ. The Catholic school is "the lifeline for the Church" and "an essential instrument for spreading and deepening the faith, for the expansion of Christianity and the Kingdom of God. In partnership with the family and the parish, the Catholic school shares in the saving mission of the Church by teaching Christian truth. Its students are educated to "promote effectively the welfare of the earthly city" and to contribute to the growth of God's reign here on earth."

***Philosophy of Education for Catholic Schools
in the Province of British Columbia, 1995***

**CATHOLIC INDEPENDENT SCHOOLS
DIOCESE OF VICTORIA
MISSION STATEMENT**

The Catholic Independent Schools of the Diocese of Victoria are committed to Catholic education founded on gospel-centered values and the teachings and tradition of the Catholic Church.

We will continue to be models of love and hope as we build a new future for our Diocesan community and the wider global community.

ROOTS:

We continue the vision of the founders of Catholic schools on Vancouver Island based on commitment and dedication and rooted in the belief that school and parish are partners with parents who are the prime educators of their children.

CHARACTERISTICS:

We acknowledge that the primary purpose of Catholic education is to create an environment where young people can grow in the love and hope which is reflected in Christ's teaching.

NATURE OF SERVICE:

We are committed to the development of the unique gifts of each child in cooperation with parents and the local faith community by providing education which caters to the needs of the whole child - spiritual, physical, intellectual, emotional, social and cultural.

COMMUNITY SERVED:

We are committed to serve all members of the Catholic education community on Vancouver Island - students, teachers, support staff, council members, parents, clergy and local parishioners.

FUTURE DIRECTIONS:

We will meet future challenges in the spirit of Christ and continue to promote a Catholic education community that is a beacon of hope for all.

Message from the Board of Directors

We, the Board of Directors, of the Island Catholic Schools have been entrusted with the care and strengthening of Catholic schooling on Vancouver Island. We have been “Called to Lead”, and we accept this commitment with the passion to dream and see the dream fulfilled. We will work as partners, supporting and encouraging the Superintendent to fulfill a vision that hungers for excellence and strives for its attainment. Our Vision which captures the rich history of Catholic education on Vancouver Island is the bridge to the future, a future that will take us beyond image and into reality. Our vision which each of you will be called to share, to believe, includes:

Catholic Identity

- Love, hope and faith permeate the life of the community. Faithful to gospel values and our tradition, we collaborate and celebrate with parents and parishes. Using our hearts, minds and hands we work towards creating a more just and equitable world for all.

High Quality Learning Opportunities

- Diverse and innovative programs and services are offered in a learning community committed to excellence. Embracing all, this God-centered life-giving environment develops the whole person, spiritually, physically, intellectually, culturally, emotionally, and socially.

Excellence In Learner Outcomes

- Learners are persons of integrity who continually develop behaviours, attitudes, skills and knowledge true to gospel values. In the Spirit of gratitude, with compassion and commitment, learners embrace their potential and transform the world.

Christ Centered and Student Focused Staff

- With the support of leaders within Island Catholic Schools, staff are energetic participants in a learning community that is Christ-centered and student focused. Modeling faith, and inspired by the call to serve, staff demonstrate personal commitment to the vocation of Catholic education.

Responsive and Responsible Leadership

- Servant leaders inspired and motivated by the Person of Christ, model compassion, empowerment and integrity. These leaders, accessible and accountable, are supportive and responsive in meeting current and future challenges.

Chapter 1

ORGANIZATION OF CATHOLIC SCHOOLS IN THE DIOCESE OF VICTORIA

The Catholic schools in British Columbia are organized under each of the five dioceses. Each group of schools in a diocese is registered as a society under the title "Catholic Independent Schools _____ Diocese". The member schools in each diocese are under the direction of the Board of Directors of their respective society and are managed by the Superintendent of Schools and school principals. These officials are aided and advised by local school councils or education committees comprised of parents and other diocesan or local representatives.

In the Victoria Diocese the Society is organized as follows:

1. BOARD OF DIRECTORS

The Bishop, the Vicar General, the Chancellor and two members appointed by the Bishop and up to four elected members at the Annual General Meeting of the Society.

2. SOCIETY

- Board of Directors
- Pastor of the Parish Schools
- One member appointed by each local school council who has accepted such membership

3. LOCAL SCHOOL COUNCILS

Members from the parish and parent body are elected for a three year term. Each council elects its own chairperson from among its members.

The organization of Island Catholic Schools are presented in **Figure 1**.

4. CATHOLIC INDEPENDENT SCHOOLS COMMITTEE OF BRITISH COLUMBIA (C.I.S.C.B.C.)

This body makes representation on behalf of the Catholic Schools of British Columbia to the government through the Federation of Independent Schools Association (F.I.S.A.) and also to the Federation relating to its own operation of policy setting. This committee is comprised of representatives from each of the diocesan school societies. Currently each diocese is represented by one person appointed by the respective Board of Directors and the Superintendent of each diocese.

5. **FEDERATION OF INDEPENDENT SCHOOL ASSOCIATION (F.I.S.A.)**

Founded in 1967 the Federation is comprised of, and represents, the five major groups of independent schools in British Columbia. These are:

Association of Christian Schools International (ACSIBC)

Associate Member Group (AMG)

Catholic Independent Schools Inter-Society Committee (CIS)

Independent Schools Association of BC (ISABC)

Society of Christian Schools in BC (SCSBC).

The 76,000 students enrolled in independent schools in 2012-2013 represent 12% of all elementary and secondary school enrolment in BC.

FISA BC's mission is to enable parents to exercise the right to choose the kind of education that shall be given to their children and to promote the rightful place and responsibility of independent schools within a democratic and pluralistic society. Since its formation the Federation has won numerous concessions from the government on behalf of independent schools. During that time government funding for independent schools rose from 0 to 30% of public school operating grants in 1977, to 35% in 1988 and to 50% in 1990. In addition F.I.S.A. provides representation on several Ministry committees.

Chapter 2

GOVERNANCE JURISDICTION

The following grid outlines the roles and responsibilities of the:

- Board of Directors
- Superintendent
- Controller
- Local School Council
- School Administrator



Governance Jurisdiction Framework

Catholicity Roles and Responsibilities	B of D	Supt.	Finance Admin.	LSC	School Admin.
Mission and Vision	Resp/Imp	Imp		Imp	Imp
Catholicity of Schools	Resp	Mon/imp		Mon.	Imp
Planning Roles and Responsibilities					
Strategic Planning: Diocesan	Resp	Coord/Imp	Coord/Imp		
Strategic Planning: Local				Resp	Coord/Imp
Local Planning: Strategic 5 year Plan					
Local Planning: Annual Plan					
Revenue Enhancement	Resp	Recom	Recom	Imp	
Public Relations and Marketing					
Media Communications		Resp		Resp	Resp
Public Relations/Marketing	Recom	Coord/Imp/ Mon		Resp	Imp
Policy					
Policy Development: Diocesan	Resp	Recom	Recom	Imp	Imp
Policy Development: Local		Reg		Resp	Impl
Finance Roles and Responsibilities					
Office of Superintendent	Resp				
Borrowing/real property	Resp	Recom	Recom/Resp	Request	
Capital Projects: Over \$100,000	Recom	Recom	Recom/Resp	Request	
Capital Projects: Under \$100,000	Recom	Recom	Recom/Resp	Request	
Capital Projects: Under \$10,000				Approve	Recom

Finance: Policies	Resp	Recom/Imp	Approve		
Finance Roles and Responsibilities	B of D	Supt.	Finance Admin.	LSC	School Admin.
Finance: Budget Preparation		Monito	Resp	Resp	Resp
Finance: Budget Approval	Ratify/Approve	Recom	Recom	Request	Imp
Non Budgeted items	Approve	Recom	Advise	Request	
Fundraising/Local				Approve	Recom/Mon
Fundraising/Diocesan	Approve/Mon		Recom	Recom	Recom
Finance: Accounting/Payroll		Resp	Resp		
Finance: Local Budget Monitoring		Resp	Resp	Resp	
Human Resources Roles and Responsibilities					
Human Resources: Policies	Resp	Recom/Imp	Recom	Recom	Imp
Human Resources: Compensation	Resp	Recom	Regulate Advise Recom	Recom	
Human Resources: Needs Assessment	Resp	Recom	Recom	Resp	Recom
Human resources: Screening		Resp/Teachers/ Admin			Resp/SS
Human Resources: Selection		Imp. Regulate		Resp	Recom
Labour Relations: Management		Recom/Imp		Resp	Imp
Collective Agreements	Resp	Advise	Advise		Imp
Programs and Operations					
Curriculum: Religious	Resp	Recom/Imp			Imp
Curriculum: Min Of Education		Resp			Imp
Facilities Management		Coord	Advise	Resp	Imp
Transportation		Reg/Monitor			Imp

KEY:

* Accountable/Responsible
* Approve/Ratify
* Coordinate
* Recommend Approval
* Request Approval
* Implement

Resp.
Approve/Ratify
Coord
Recom
Request
Imp

* Monitor
* Regulate
* Advise

Mon
Reg
Adv

Chapter 3

THE LOCAL SCHOOL COUNCIL

THE CATHOLIC SCHOOL COUNCIL

A local Catholic school council in the Diocese of Victoria is a body whose members are elected to participate in decision-making in designated areas of responsibility. A local school council may be either a parochial council or a regional council depending upon the community it serves. This same community generally assumes some financial responsibility for the school, particularly in support of capital expenditures.

AREAS OF COUNCIL RESPONSIBILITY

Those areas in which all Catholic school councils should be involved are:

Planning - establishing a mission statement, a strategic plan and annual plans for the school.

Policy Formulation/Enactment - giving general direction for administrative action on local issues (cf C.I.S. Policy Manual).

Finances - developing plans and means to finance ongoing educational programs including input in setting tuition, developing and monitoring the annual budget, and funding for capital projects.

Selection/appointment of school staff - participating in the selection and appointment of new staff of the school in accordance with the policies of the Board of Directors.

Public relations and marketing - includes understanding the school's mission, a commitment to the school's vision, the involvement of people, the formulation of a plan, and the acquisition of funds to bring the plan to fruition.

Human Resources – involved in the hiring of teaching and support staff.

Evaluation - determining whether goals and plans of the council are being met and determining the council's own effectiveness.

Each area will be dealt with in more detail in subsequent chapters.

DECISION MAKING

Consensus building is the appropriate mode of decision making for a Catholic school council. Consensus means that all council members participate in shaping conclusions, and then agree to support the best decision, under the existing circumstances, for the greatest number of people. In cases where a vote needs to be recorded for legal purposes, **Roberts Rules of Order** (Newly Revised) should be followed. For the purpose of recording a decision in the minutes the motion should be moved and seconded and recorded as approved (i.e. M/S Approved). Abstentions may be noted.

CATHOLIC SCHOOL COUNCILS DIFFER FROM PUBLIC SCHOOL BOARDS

A public school board is constituted as regulatory, one which enacts or uses existing rules and regulations to govern the operation of the institution. This type of board is considered administrative and differs significantly from the consultative or limited-jurisdiction school council appropriate for Catholic schools in British Columbia.

RESPONSIBILITY OF MEMBERS

In accepting membership on a Catholic school council, individuals accept the responsibility to prepare for meetings, participate regularly in committee and council activities, and to participate actively in the work of council. Members also understand that as individuals they have no authority.

It is only when the council is meeting in formal session that it is authorized to act in accordance with the constitution and bylaws established by C.I.S.D.V.

Role of Officers

The role of officers of a local school council are clearly stated in the Local School Council By-Laws (Appendix B). Since the role of the chair of the council is significant to the council's success, the council should spend adequate time in discerning who should fill this role. **The person must be a Catholic and an active member of a Catholic parish community.** This is of particular importance in the development and promotion of the mission of the school.

COMMITTEES

There is a distinction between a standing committee and an *ad hoc* committee. A standing committee provides a continuing function for ongoing operation of the council. Some examples of standing committees are human resources, finance, and maintenance. An ad hoc committee is established to meet a specific objective at a given time and is dissolved once it has achieved its purpose. Examples of ad hoc committees are a selection committee for a new principal, or a committee to plan a specific function, e.g. wine and cheese for parents and parishioners.

A council should have the following standing committees:

- Finance/Revenue Enhancement**
- Human Resources**
- Policy**
- Nominations**
- Public Relations**
- Grounds and Buildings (Maintenance)**

Other standing and *ad hoc* committees may be formed as required. Terms of reference for each committee should be clearly stated and made available to each committee member.

(See Appendix C for sample)

Chapter 4

PLANNING

"The rationale for council planning is best expressed in the adage, 'If you don't know where you're going, any plan will do' (Drucker). Long range or strategic planning is an absolute necessity for Catholic schools, especially in terms of development and effective budgeting". (Sheehan, 1990)

The local school council, in co-operation with other members of the school community, is responsible for long and short range planning. Furthermore, it is responsible for the development of action plans to implement its goals and objectives and for the evaluation of the effectiveness of these plans.

Three Year Plan

The three year plan refers to those goals or objectives that a council hopes to accomplish within a three year period. The plan is reviewed and updated annually. After reviewing the results of the Satisfaction Survey, the council reviews its goals for the coming year and develops specific plans to achieve these goals. The 5 Pillars of the Plan include: *Catholic Identity, High Quality Learning Opportunities, Excellence in Learning Outcomes, Nurture and Develop All Staff, (Staff Formation), Responsive and Responsible Leadership.*

Planning enables a council to:

- * provide a focus for its activities
- * move towards attainment of long term goals
- * establish priorities for resource allocation for current year
- * provide the basis for the council's activities for the current year
- * evaluate itself on its performance at the end of the year

The school council through the principal is required to submit a Three Year Plan to the I.C.S. Office by October 1st of each school year.

The Plan:

- * reflects the vision and areas of foundation established by Island Catholic Schools
- * reflects results of School Satisfaction Surveys and system established goals
- * includes goals, priorities, intended outcome, resources required, person(s) responsible and indicators of process
- * includes demographics, enrolment by grade, Catholic/non-Catholic breakdown, total and by parish
- * school emergency plan
- * Bully Prevention initiatives

Chapter 5

POLICY FORMULATION AND ENACTMENT

POLICIES

One of the functions of the local school council is the development of school policy and to become fully knowledgeable of C.I.S. policy. Policies at the local school level deal with issues that are not covered by C.I.S. policy and are specific to the school. Policies are guidelines written by the council to attain certain results in an orderly fashion. These local policies can be included in a School Policy manual or are often included in the School Parent/Teacher or Student Handbooks. **Each school on an annual basis shall have developed a Parent, Student and Teacher Handbook.** A copy of these handbooks must be forwarded to the Superintendent by **September 30th** of each school year. Policy must be consistent with the mission of the school and the Diocese of Victoria.

Policy should be specific enough to guide while offering the administrator broad latitude in implementation. Policy can be initiated from a variety of sources: our faith tradition, Church teaching, provincial or federal government directives, diocesan level policies, the principal, members of the school community, the clergy, legal mandates, diocesan regulations, or the council itself. It may also emerge from a perceived need in the school community. Council members are responsible for research, thought, and prayerful deliberation prior to voting on policy.

When the reason for the policy ceases to exist, the policy should be revised or rescinded by a vote of the council.

The council maintains a Manual of Policies in order to insure efficiency and establish a historic record of council decisions.

REGULATIONS

Regulations, which are rules and procedures established in order to carry out policy, are the responsibility of the educational administrator. In contrast to policies they are specific, concrete and tightly written. These may often be in the form of procedures which can be included in a school/staff handbook.

GUIDELINES FOR POLICY MAKING AND IMPLEMENTATION

1. The council may assign a committee to research issues inherent in proposed policy; the committee submits the proposal to the full council for analysis and approval.
2. **The following outline identifies the steps involved in the policy making process:**
 - a. identification of need (by any member(s) of the school community)
 - b. collection of data (by committee or administrator)

- c. preparation of draft policy with rationale (committee and administrator)
 - d. submission of draft policy to full council
 - e. first reading (committee explains policy to council)
 - f. consultation as required (e.g. Superintendent, parents, teachers, parish, etc.)
 - g. second reading (council discusses and votes on policy)
 - h. approval by the Board of Directors
 - i. promulgation (council and/or principal notifies community of policy)
 - j. evaluation (council and principal periodically review progress of the policy)
3. **The council may assign a person or persons to write policy.** This person is usually the school administrator. The policy writer states the intent of the policy in simple, non-ambiguous language.
 4. **Not all perceived needs will require policy.** Policy should be written in order to:
 - a. underscore a goal deemed significant
 - b. modify or shape a broader policy, i.e. C.I.S. policy, to
 - i. The local situation - make certain that an issue is known to the local
 - ii. School community - emphasize that which is unique to the local school
 5. **Development and evaluation of school policies are the local school council's responsibility.** However, it is not the council's responsibility to question each action of the principal nor is it proper for the council to set forth in detail how the principal should administer the school or implement policy.
 6. **A well organized policy manual (Parent Handbook) will assist councils in writing new policies that do not contradict existing policies.** Ideally, this manual is in the form of a loose-leaf binder or Handbook for additions and revisions. Each policy is typed on a page by itself, coded, and inserted into its own proper section. Where applicable reference should be made to C.I.S. policy or regulations.
 7. **Where regulations are required these should be inserted immediately behind the appropriate policy.** It is helpful to print policies and regulations on different coloured paper.

Chapter 6

ROLE OF LOCAL SCHOOL COUNCIL IN FINANCES

HOW SCHOOLS ARE FUNDED

In British Columbia Catholic schools receive partial funding from the provincial government. However, in some provinces, e.g. Alberta, Saskatchewan and Ontario, Catholic schools receive full funding. This right to funding in these provinces is guaranteed under the Canadian Constitution.

British Columbia does not have this constitutional right as Catholic schools were not funded when the province entered Confederation. In British Columbia all Catholic schools are classified as Category 1 schools under the Independent School Act and as such receive **50% of the operating costs** of the public school district in which the schools are situated. They are not entitled to any government funding for capital expenditure.

In addition to this grant, Catholic schools may receive additional grants which vary from year to year (e.g. special education, computers, French).

The other major source of revenue is tuition fees. In addition numerous parents and parishioners volunteer many hours of service to raise funds and serve on local councils and committees.

The remainder of this chapter is adapted from **Elementary School Finance Manual** published by the National Catholic Education Association. The material has been approved by the Controller for Catholic Independent Schools but is subject to review by the Board of Directors from time to time. Modifications have been made to reflect our local conditions and centralized accounting.

ACCOUNTING POLICIES AND PROCEDURES

The daily financial operations which take place in the school are those events and actions which result from either the receipt or expenditure of funds. The daily financial operations in the school must be clear, concise and to a large degree, repetitive in nature. Money management in the Catholic school situation should be handled in a fashion similar to that of a business, for – like it or not – the school's financial operation is a small business. As such, good financial practice lends stability to the school operation as a whole.

The way schools receive and expend funds are determined, in advance, through policies established by the governing organizations; e.g., the Board of Directors and the Diocese of Victoria. Having sound financial management policies established helps reduce confusion when questions arise during daily operations.

FINANCIAL STATEMENTS

C.I.S.D.V. has a centralized accounting system (CAS). The CAS handles all the bookkeeping and payroll functions of the schools. Each individual school is required to send their financial information to the CAS in the format provided to schools.

Financial statements, prepared on an accrual basis, are provided to the school administration and council each month by the Controller. Each month the council formally accepts the prior month's variance report.

Daily financial operations will determine how well the school is able to keep within its budget and long-range forecast. As school resources are limited, they must be handled with sound financial management. Both the income and expense side must be considered. If the here and now is prudently handled, then the school can turn to long-range planning with more confidence.

The school council is accountable for the financial position of the school. The daily financial operation is a crucial key to good financial management. Efficient and accurate daily financial operations are important for the preparation of realistic and sound financial statements. Without accurate financial statements, budgeting and long-range planning becomes haphazard at best. The preparation of financial statements, thus, will be dependent upon the accuracy of the daily financial operation.

THE ANNUAL BUDGET

Budgeting is the key to financial control. It is the simulation of operating results, given certain assumptions and conditions. Proper budgeting requires care, thought and adequate information. It involves a number of areas indirectly related to finances including philosophy, mission statement, organizational structure, communications and reporting. The budget process positions the school council and administration to tailor spending priorities which support the above values. Once established, the budget represents council's principle tool for monitoring the variance report. A balanced preliminary budget is due by April 30th of each school year and a balanced final budget by September 15th.

PREPARATION

The budgeting process should begin with a clear understanding, on the part of both the school council members and the administration, of all the underlying values supporting the school. Priorities, usually established in a five-year planning process, should be articulated by the school council to the school's administration in advance of the annual budgeting process. Based on those priorities, and taking into consideration the most limiting factors required to run the school, (e.g. the ability to generate revenue, space constraints or the availability of teachers) the school administrator, with participation from the school council treasurer and the Controller of Catholic Schools, should establish the revenue and expenditure budgets.

EXPENDITURE BUDGET

Expenditure budgets should be prepared using the best assumptions about current economic conditions and known factors which will influence spending. The budget should be considered not only in terms of total dollars to be spent, but also in terms of the cost-per-pupil.

REVENUE BUDGET

When preparing revenue budgets careful attention must be paid to the financing mix as well as the relationships among parish support, tuition fees and assessments, fundraising and government grants.

Fundraising revenue must be reasonable and attainable. Schools should be able to provide a list of fundraising activities that will be undertaken by the LSC or parent group.

PRELIMINARY BUDGET

Once the preliminary budget is drafted and balanced, the school council treasurer presents the budget to school council. The preliminary budget must be reviewed and approved, through a motion, by the school council on or before April 30th. It cannot be stressed too strongly at the outset that the annual operating budget should be reflective of, and based on, the school's philosophy, mission statement, three-year plan and current demographics economic conditions.

FINANCIAL HISTORY

The historic financial information which is necessary for budget preparation will be provided by the Controller. It must be emphasized that this historic information should be used as a guide for determining the current year's budget and not the absolute basis for it. A standard budget format is provided by C.I.S. for the school's use each year.

PREPARING THE ANNUAL BUDGET

Annual operating budgets should be prepared by the school's administration in consultation with the finance administrator. The budget development process must be completed by April 30th for a budget to become effective July 1st. A final budget which reflects the September 30th student count must be submitted to the Board of Directors by October 1st. Shown below are some general guidelines which must be observed during the budget preparation process.

* **Budget figures should be realistic and not "padded."** A contingency account must be established to meet unanticipated expenses. The Board of Directors have instructed all councils to build a contingency account. The minimum contingency contribution is determined by the Board of Directors each year.

* **The budget should reflect the priorities of the council and administration.** New programs or expanded programs should not be forced into a pre-established budget.

* **The budget format must follow the standard budget form** supplied by the Controller.

* **Projected revenue items should have a supporting plan** to ensure that the revenue can, in fact, be realised. The grant revenue must be based on the projected grant for the next year.

* **All expenditure items should be carefully budgeted.** Budgeted figures should be based on actual expectations using the most recent expenditure data. Avoid basing line item budgets on the prior year's budgets. Budgeted expenses should have supporting documentation to justify the planned expenditure.

* **A realistic allowance must be made for inflation.** especially on fixed costs. (e.g. utilities)

CALENDER OF BUDGET & FINANCIAL ACTIVITIES

The following points outline a budget and financial calendar for use in Catholic Schools. It is important that these steps be followed sequentially in order to provide for an effective budget and consistent and timely review of the monthly financial statements. It is important that the school council monitor the actual financial results as compared to the approved variance report. The council should discuss variances and satisfy themselves that the variance report accurately reflects the financial position of the school at a given date.

July **Principal (with monthly monitoring by local school council)-** Begin implementation of current year budget.

September **Principal** - Finalize current year's budget, in consultation with the Controller and treasurer. Based on actual enrolment figures, adjust revenue for increase/decrease in students and review grants figures used in the preliminary budget to insure that the per student cost is accurate. The finalized budget must be submitted to school council for approval by motion. Once approved, a copy must be forwarded to the Controller and the Superintendent by September 30th subsequent to the September LSC meeting.

Principal/Controller – The principal and the Controller review the prior year's annual financial statements. Any discrepancies between actual and budget are reviewed to determine if any adjustments should be made to the current budget.

Principal and Local School Council – Good practice is that the principal, treasurer and Controller review the prior month's financial statements by the end of each month. Once reviewed the treasurer presents the variance report to the school council for review of the monthly and year-to-date actual performance against budget. The treasurer should be prepared to address any questions the council may have. This process of formal acceptance by the council must take place at each monthly meeting.

**October/
November** **Principal/Treasurer/Controller** – The principal, school council treasurer and the Controller review the finalized year end financial statements. The treasurer presents the statements to the school council for acceptance.

The Local School Council approves the annual financial statements once they have been finalized by the auditor.

January **Local School Council Finance Committee** - Begin actual preparation of the next fiscal year's annual budget based on revised long-range plan.

Responsibility for various sections of the budget are assigned.

Assumptions are developed by administration in the areas of enrolment and staffing for presentation to the committee in February.

Principal - Finalise enrolment and staffing assumptions, including salary schedules and employee benefits, and substitute teacher costs.

Back-up forms should be used detailing faculty members by name, grade taught, salary base as of next September 1st, and additional information. The **Controller** will provide this information.

Distribute budget request information to faculty members for use in preparing textbook, supply, and departmental requests.

Review, with the Controller, the **current year's budget** in the light of finalized government grant amounts making necessary changes to recognize decreases or increases in funding.

Applications for capital projects in excess of \$10,000 must be submitted to the Superintendent/Financial Administrator for approval prior to commencement.

February **Local School Council Finance Committee** – Develop a line-by-line expenditure budget using faculty and departmental requests, as well as assumptions built into the long-range plan. The approved budget format must be closely followed and back-up working papers supporting each expenditure should be available.

List all salary costs, including fixed charges and employee benefits. This will be the largest single expenditure in the operating budget. It should be refined and finalized at this point.

Building repairs and improvements should be detailed for the operating budget. The finance committee should review the priorities established for repairs and maintenance. (see procedures under **Capital Expenditures**).

The school council shall assign one member to sit on an ad hoc committee of the Board of Directors that will meet annually before December 31st to determine tuition fees for the next year.

March **Local School Council Finance Committee** - Develop line-by-line revenue assumptions including tuition, fundraising, parish subsidy, school auxiliaries (parent groups), and development revenue.

It is essential that each revenue account has a back-up form prepared showing how the revenue will be achieved. The back-up forms should show all formulas, calculations and projections used in deriving the revenue total. Assumptions for tuition and/or fee increases should be clearly stated since they will need to be presented to the full school council for approval along with the completed budget.

With the revenue assumptions completed, the school council's finance committee will review the total budget. It is essential at this point to balance the budget, with revenue equaling or exceeding expenditures. Deficit budgeting is not acceptable.

April **Local School Council Finance Committee** - Present preliminary budget to the school council for approval. Back up information on specific revenue should also be provided to the council, particularly in the areas of tuition and fund-raising.

May A copy of the approved preliminary budget will be forwarded to the Superintendent for presentation to the Board of Directors of the Catholic Independent Schools.

June **Principal** – Ensure that prior to leaving for summer vacation all expenditures and year end information has been forwarded to **the Controller**.

BUDGET AND CASH FLOW

Cash management may be defined as the ability to track and control changes in the school's cash position resulting from the receipt and use of cash required to operate the school. Since effective cash management is essential in the Catholic school, the annual operating budget should be used as the source for this information. Not only should the cash flow statement prove useful to the school's principal on a regular basis, but the control that it represents should prove extremely useful in the school's development efforts. Potential funding sources will require solid financial control and adequate reporting to stakeholders.

BUDGET AND MONTH END REPORTING

The following is a **detail of specific tasks** to be handled by treasurers, principals and the Controller in the preparation of budgets and monthly financial statements (monthly and year to date financial and budget information, the resulting variances and explanations, and the cash flow statement).

Council Finance Chairperson (Treasurer)

- * Participate in the budget development process with the principal and the Controller.
- * Present and recommend approval of the final budget to school council.
- * Review monthly variance reports with principal and Controller.
- * Present monthly variance reports at monthly council meeting for acceptance by motion.

Principal

- * Participate in the budget development process with the treasurer and the Controller.
- * Provide input to the Controller with regard to the preparation of the budget cash flow summary and participate in its preparation.
- * Make spending adjustments as necessary.
- * Review and analyze the monthly financial statements prepared by the Controller, providing explanations for variances between year to date, actual and budgeted revenues and expenditures.
- * Review variance report with treasurer and financial administrator prior to council meeting.
- * Meet monthly with the Controller concerning financial policies, procedures and C.I.S. financial results.

Controller

- * Maintain accurate financial records and provide accurate and timely monthly and yearly financial statements and statistical information to principals and treasurers.
- * Provide the necessary historical information and assistance required by the principal in order to prepare the annual budget and cash flow statements.
- * Monitor school operations and cash flow and provide financial advice as appropriate.
- * Participate with treasurers and principals in the implementation of the financial goals of the schools.
- * Participate in the monthly administrators' meeting to discuss current C.I.S. financial results and concerns.

CAPITAL PROJECTS

All capital expenditures in excess of \$10,000, whether funded by parent groups or other, require approval of the Superintendent and/Financial Administrator. Projects in excess of \$100,000 must be submitted to the Board of Directors for initial approval prior to transmission to the Diocesan

Financial and Administration Board.

Submissions must include, a needs assessment, details of the project, projected costs, a financial plan and timelines.

Requests for approval over \$10,000.00 and under \$100,000.00 must be made no later than 90 days prior to the planned commencement of the project. For major projects of over \$100,000.00 at least 6 months should be allowed for completion of the approval process.

FINANCIAL REPORT

It is important that the budget and financial activities of the school is reported to the school's stakeholders in a timely manner. One of the best vehicles for such reporting is the financial report. The year end external financial statements and finalized budget should be made available no later than the end of November of each year by the school council. The timing should be prior to the Annual General Meeting of the Society which is held toward the end of November.

The annual financial report represents the budget which was finalized in September, along with a copy of the external financial statement for the previous year with the actual revenue and expenses shown. The budget for the current year should be presented and shown to the Local School Council in comparison to the prior year's budget and actual results. In developing its own list of stakeholders, a school would want to make financial reports available to at least the following:

ANNUAL PUBLIC MEETING

The Annual Public Meeting (A.P.M.) is held in May or June of each year. At the A.P.M. the new council members are elected and the annual report is presented. Effective annual reports usually contain more than financial information. They should also include committee reports, the school's goals and objectives which were established for the preceding year, a detail of activities which took place in an effort to meet those objectives and a parent group report. Goals and objectives for the upcoming year should also be outlined in the annual report.

The report should detail what new resources will be required to meet those goals and objectives. The financial information can be inserted from the financial report published in November.

FUNDRAISING

- The principal will bring forward to the LSC by September 30th, a list of fundraising activities to be undertaken during the school year.
- All major fundraising must be approved by the LSC, including the Parent Auxiliary Group fundraisers. (Classroom projects initiated by teachers must have approval of the principal).
- Fundraising on a larger scale such as a city-wide raffle must be forwarded to the Superintendent for approval by September 30th of each year. This is to eliminate

- conflicting fundraisers between schools or with any I.C.S. major fundraiser.
The LSC will, if required, make available one council member to sit on an *ad hoc* fundraising committee.

Chapter 7

PUBLIC RELATIONS AND MARKETING

PUBLIC RELATIONS

Public relations is both an art and a science. As an art, it enables people to understand the school, and to stimulate their support of its mission. As a science it involves selecting the appropriate media, materials and events to connect effectively with audiences with which the school wishes to establish goodwill. One can characterize public relations as the sum of all that is done for a school that does or does not affect how it is perceived and supported by various groups or publics in a community or the general public.

Handling Crisis Moments

The local school council has a responsibility to ensure that appropriate plans and procedures are in place to handle the public relations aspects of the various crisis moments which develop in school communities.

How such events are reported can result in positive or negative publicity for the school. Some examples of crisis moments for which the council should refer to policies and procedures that are in place include:

- * Emergencies involving suspected cases of child abuse, serious injury or student death
- * Announcements of program cutbacks, school closings, mergings
- * Response to parent concerns about curriculum, discipline

Careful planning, reflection, formulation of positions, and determining who will speak with confidence and clarity are the keys to handling such crisis situations.

N.B. Councils should consult the C.I.S. Policy Manual for procedures for dealing with emergency situations.

Everyday Public Relation Opportunities - How Do You Use Them?

Every school community has a personality which reveals itself by how it handles everyday occurrences with the publics. Recognizing that administration is the responsibility of the principal, a public relations committee could reflect with the principal on the following questions in light of present practices and the impact they have on parents, students, parishioners, neighbours, and inquirers.

How Are We Doing?

- * How are telephones answered?
- * How are visitors welcomed to the building? Do signs point the way to the school office?
- * How are halls decorated? Do they communicate something about the Catholic education happening there? What is the message delivered?
- * How do office staff members respond to visitors? When are parents welcome in the building? How are they involved in the school's life?
- * How are students recognized for achievements?
- * What kinds of orientation programs exist for new students; for new staff?
- * How do we relate to the poor and/or the handicapped?
- * How many opportunities are available for neighbours, parishioners, and other members of the community to participate in the school's life?
- * How are concerns of parents handled by teachers and administrators?
- * How are concerns of neighbours about students' behaviour handled?
- * In what ways does the school secretary see him/herself as an important part of the school's public relations effort?
- * In what ways are students, parents, and faculty members encouraged to be goodwill ambassadors for the school?
- * How can we rate parent-teacher conferences in terms of creating goodwill?
- * How are schedule changes communicated to parents and faculty?
- * How do we gather the advice of experts in our community to improve instruction and other school activities?
- * What kind of image do our school handbooks and publications convey?
- * How do we provide for feedback in our building, from parents, from graduates?

MARKETING

Marketing is not a familiar term in education circles and is often confused with Public Relations. The following extract from Building Better Boards offers some insights for consideration into this area.

Marketing is an important function in the overall development of the school. By some, marketing is

equated with sales, and so student recruiting and public relations are assumed to be marketing. In reality, these are strategies of the marketing program.

Marketing begins with the notion that people have needs which they must meet. The school is meeting a need people have to educate their children. If, however, the school is to succeed, it must analyze whose needs it serves, what service these people are looking for, and how the school can meet particular needs.

Thus marketing starts from an exchange relationship, where something of value is traded between at least two parties. Marketing, then, is the managing of these exchange relationships. The program begins outside the school with external needs. Only if the school is in tune with external needs will its marketing program succeed.

Beginning a Marketing Effort at the Local School Level

The following are the first four steps to begin a marketing program:

1. ESTABLISH A MARKETING COMMITTEE

Whether this committee is a formal or ad hoc council committee, it is important that it has high-level support and involvement; that it has council representation; that it be chaired by someone in the school who has some marketing knowledge; and, that someone be responsible for carrying out the decisions of the committee as approved by the council. At least, the chair of the marketing committee should be a council member. This person will also be asked to sit on an I.C.S. Marketing Ad Hoc Committee.

2. DEVELOP A GOOD DATA BASE

Conduct a marketing audit of the school. Remember to be as objective, systematic and comprehensive as possible, but also remember to be realistic. Everything cannot be identified in a single audit. In fact, some schools will simply not have answers to many of the questions asked. Don't worry about it now, but do remember that these unanswered questions are areas in which the school needs to do additional work.

3. IDENTIFY OPPORTUNITIES AND PROBLEMS

As a result of the marketing audit, the marketing committee will be able to identify a number of opportunities and problems facing the school, develop a prioritized list of these opportunities and problems related to marketing and identify those that need to be addressed immediately.

4. DEVELOP PRIORITIZED MARKETING OBJECTIVES

Develop a list of prioritized marketing objectives that address the opportunities and problems identified. Make these specific and measurable. For example, if declining enrolment is a problem, a

marketing objective might be to identify specific cause(s) of the decline within 90 days through a survey of student families. These objectives should focus the efforts of the marketing committee, and should be in accord with the overall planning efforts of the council. How many objectives can be dealt with in a given year will depend on the magnitude of the objectives, the time and funding available.

Marketing at the Central Office Level

1. I.C.S. MARKETING COMMITTEE

The I.C.S. Marketing Committee is comprised of the Superintendent, the I.C.S. Religious Ed Coordinator, and a local school council representative. A marketing plan is completed for each school year.

The plan should include:

- Month by month initiatives planned by each school with a special focus on Catholic Schools Week
- A list of advertising dates for selected newspapers
- A plan to strengthen school/parish relationships including speaking engagements by students and/or adults.

Chapter 8

EVALUATION

The area of evaluation in which Catholic local school councils in the Diocese of Victoria are involved are:

- the council's relationship with the school principal and vice-principal.

Evaluation is one of the most difficult and challenging tasks. It is also one of the most important. If it is not done with care, concern, compassion, and a sense of honesty, evaluation can be destructive of the trust that has to exist among the people who work in any school.

EVALUATION What is Evaluated

The Superintendent is responsible for evaluating the principal and vice-principal's including the working relationship with the council. This evaluation is completed once every three years. Input is gathered from teachers, support staff, local school council members and the Superintendent.

Areas included in the evaluation are:

- LEADING IN THE SPIRIT OF THE CATHOLIC SCHOOLS
- EDUCATIONAL LEADERSHIP
- MANAGEMENT
- SCHOOL CLIMATE
- INTERPERSONAL RELATIONS
- PERSONAL AND PROFESSIONAL GROWTH

The evaluation of the principal's other professional responsibilities is the responsibility of the Superintendent in accordance with C.I.S. policy.

Chapter 9

MEMBERSHIP

Local school councils in Catholic education need and deserve the most competent and dedicated members. Nominating committees work with eligibility and membership qualifications in preparing a slate of potential members.

ELIGIBILITY REQUIREMENTS

The C.I.S.D.V. Mission and Mandate details eligibility requirements for membership on local school council.

The following qualities should be among those considered in determining membership eligibility in addition to those established in diocesan mandate:

- * genuine interest in Catholic education/schools
- * ability to work effectively with others in achieving consensus in decisions for the good of the entire school community
- * ability and willingness to make necessary and substantial time commitments for thought and study as well as for meetings and related council activities
- * willingness to maintain high levels of integrity and confidentiality
- * willingness to attend periodic in-service programs
- * willingness to support school/diocesan philosophy and mission
- * a sense of future vision for the school
- * a credible witness of the Catholic faith to the school and beyond (in the case of those who are not Roman Catholic, the presumption is that the person is positively in favour of the tenets of the Catholic faith)

MEMBERSHIP QUALIFICATIONS

The following is an example of membership qualifications used when selecting candidates for local school councils. Nominees for appointment to membership of the school council shall be selected in light of the following qualifications:

Personal:

- * A willingness to give the time to serve conscientiously
- * A willingness to attend council functions regularly
- * The highest level of honesty, integrity and prudence
- * Ability to act without bias toward faculty
- * An inquiring mind - open to both sides of an issue

- * The courage to face unpleasant tasks and decisions
- * Ability to be very objective and free of personal, financial or operational interest in the school
- * Willingness to disclose any existing or potential conflicts of interest

Professional:

- * A commitment to the importance of service to the school community
- * Some experience with general management problems
- * A position of respect in the community
- * The ability to influence public opinion favourably in areas of importance to the school
- * A willingness to balance a prudent concern for fiscal stability with a spirit of creative risk-taking
- * A willingness to learn while preparing for and serving as a council member
- * A demonstrated competence and ability in his/her chosen field

Council:

- * A commitment to understand and support the mission of the school
- * A commitment to support the teachings of the church on education and the directives of the Bishop, and the Board of Directors
- * An acknowledgement of the powers retained by the members of the Board of Directors
- * A willingness to exercise the delegated authority and control for conducting the business and affairs of the school
- * A willingness to serve within the philosophy, directives and corporate structures of the diocese
- * An appreciation for maintenance of confidentiality in matters pertaining to the council and the school
- * A willingness to support council decisions even if he/she does not fully agree

The council member will not be considered a representative of any special interest group, such as the faculty, parents groups or donors. Employees of the C.I.S.V.D. are not eligible for council membership at their school of employment (with the exception of the principal whose council appointment is "ex officio").

RECRUITMENT OF MEMBERS

Each council has a nominating committee, which includes the pastor, charged with the responsibility of identifying potential members and presenting a slate of nominees for election or appointment. Vital, dynamic and productive council members can be recruited by:

- * clearly articulate the purpose, direction and mission of the council
- * maintaining key individuals on the council - quality attracts quality
- * organizing well the member recruitment campaign
- * providing professional orientation and in-service program
- * putting new recruits to work at once in areas of expertise
- * never being satisfied with anything other than efficient council and committee meetings
- * maintaining an enthusiastic, credible, and responsible position before the school, parish and civic communities

Information from Candidate

Using the approved eligibility criteria, the nominating committee actively solicits potential members. Either by means of personal interviews or written forms, the nominating committee gathers the following information about candidates:

- * **Biographical sketch**
 - name
 - family
 - parish membership
 - diocesan/parish/civic involvement
 - occupation
- * **Statement of candidacy**
 - vision for the school
 - talents, expertise available to the council
 - willingness to give time, talent, energy to membership

ORIENTATION OF NEW MEMBERS

One of the best ways to provide orientation for potential members is to have them serve on council committees. However, once a person assumes council membership, responsibilities and relationships change and therefore it is essential that new members participate in some formal in-service program. Each September the Superintendent offers an orientation seminar for all new school council members. However, each school council should organize an orientation activity at the local level prior to the September meeting. Some topics which should be addressed are: roles and relationships of council, principal, pastor and Superintendent; specific council responsibilities; meeting skills; expectations of members; differences between policy and administrative regulations and guidelines; diocesan policies; as well as the long-range and short-range goals of the council.

SPECIFIC ISSUES REGARDING MEMBERSHIP

Representative of the Community

Catholic school council members should recognize that their primary responsibility is providing quality Catholic education to the greatest number of children and youth and therefore they do not represent specific constituencies within the community. With that understanding, members are representative of the community in the sense that they come from the community and are accountable to the school community for actions taken. If, for example, the school enrolls a significant number of students who are not Roman Catholic, and/or who are members of ethnic minorities, then the council may want to ensure some members are from those groups.

Terms

The goal in establishing terms for council members is to maintain continuity and prevent lifetime membership. Ordinarily, members serve a three-year term and are eligible for a further consecutive three-year term.

Size

The best size for a council depends on local circumstances. It should be large enough to fulfil its responsibilities but small enough to insure adequate dialogue and good group interaction. In the Victoria diocese councils usually have six or nine members. Multiples of three provide for continuity with only two or three positions open each year.

Other Participants

The pastor and principal are "ex officio" members who do not vote but are key resources and participate actively in discussion and consensus building. It is often useful to have other people present for council meetings to ensure both good communications and commitment. The practice of having these people serve as consultants to the council may be preferable to the *ex-officio* but non-voting status. The consultants would attend and participate in regular council meetings, but would not be present for in-camera sessions of the council. For example, the parents' association and the council may be better served if the former appointed a consultant to the council.

This could also apply to staff participation in the council meetings and is an appropriate way of handling outside participation in the council. However, a consultant would not be allowed to vote on any motions.

Confidentiality

Council members should respect the confidential information they receive during in-camera sessions. If principals are going to feel comfortable sharing significant facts regarding personnel, for example, then they must be confident that council members will not discuss these matters outside of the closed session with anyone, including other council members and spouses. Inability to keep confidences violates stated eligibility requirements and is sufficient reason to request a resignation.

Conflict of Interest

Occasionally a member of the school council may be in a conflict of interest on a certain issue, e.g. a decision to award a contract to a firm which employs one of the members.

In such cases the member should declare his/her conflict of interest and withdraw from any discussion or voting on that issue.

RESPONSIBILITY OF MEMBERS

In accepting membership on a Catholic school council, individuals accept the responsibility to prepare for meetings, participate regularly in committee and council activities, and to participate actively in the work of the council.

Members also understand that as individuals they have no authority to represent or act on behalf of the council. It is only when the council is meeting in formal session that it is authorized to act in accord with its constitution and bylaws.

Role of Officers

The role of the officers of the council are clearly defined in the terms of the Local School Council By-Laws. (**Appendix B**). Since the role of the chair of the council is so significant to the council's success, the council should spend adequate time in discerning who should fill this role.

COMMITTEES

The committee structure of a council is intended to contribute to the council's efficient operation. Committees also provide needed information to the whole council, and organize information for action. While it is true that the council as a whole is authorized to take action on most decisions, some committees may be empowered to make decisions on particular issues.

Committee members need not be council members. However, the chair of each committee should be a council member. Frequently, committee membership is a good way to recruit prospective council members. Committee members should be knowledgeable about, or interested in, the area of committee activity. They should know the committee's responsibilities, the responsibilities of the staff to the committee, and the history of the committee's work. It is also essential that the committee members know the school's policies, practices and procedures.

Terms of reference should be developed for each committee and be clearly communicated to members. (See **Appendix C for samples**)

MOST DIFFICULT THINGS FOR COUNCIL MEMBERS TO LEARN

Experienced council members from Catholic school councils were asked to identify the most difficult lesson or fact they had to learn about service on a school council.

Here's what they said most often, as reported in Becoming a Better Board Member.

- * determining what your function is on the council and how to accomplish it effectively;
- * that no matter what you think you know about council service when you first come on council, you still have a lot to learn;
- * learning to acknowledge publicly that you have no power and authority as an individual council member; that only the council as a whole can function;
- * recognizing the difference between formulating/enacting policy (the council's job) and administering the school (the principal's job);
- * that you must represent all the parents/students. Your decision must be made in the interest of the total school and not made solely for special groups or interests;
- * learning how to respond to the complaints and concerns of parents, school administrators, and other staff;
- * that change comes slowly;
- * that you can't solve everyone's problems by yourself;
- * that you must think deeply and sometimes accept a reality that is contrary to your own beliefs;
- * that effectiveness as a member of a council means being able to hold the minority viewpoint when voting on given issues; then openly supporting the majority vote or consensus position in your community;
- * discovering how the school is funded.

Chapter 10

COUNCIL MEETINGS

"Meetings are critical to the success of any Catholic school council. Scheduled meetings are at the heart of the effectiveness of the school.

Effective and efficient council meetings can energize, focus, and provide significant opportunities, in the life of the school. Council leadership is critical here. The council chairperson and principal must be committed to planning and carrying out enriching routines, while providing for creative input from council members."

The following outline provides a practical approach to ensuring that meetings are effective, productive and make maximum use of minimum time. Everyone involved has a contribution to make to the success of a meeting whether it is a full council meeting, a committee meeting or an ad hoc action group. Every meeting should be approached in three equal stages:

- preparation
- actual meeting
- follow-up

LENGTH OF MEETING

As most meetings are held in the evening and the participants have other responsibilities at home and work the length of a meeting is an important factor. Lengthy meetings can have disastrous results as the participants begin to tire mentally and physically. This is particularly the case where endless discussion on often insignificant issues deadens the enthusiasm of even the most zealous member.

Each school council should establish firm opening and closing times. Any change to the opening time or extension beyond the closing time requires the consent of the membership of the meeting.

The Council Meeting - Everybody Has a Role

I. PREPARATION

Chairperson and Principal should meet at least one week prior to the meeting to:

- * review minutes of previous meeting
- * review action taken
- * review correspondence
- * prepare a draft agenda

Principal

- * completes the agenda with appropriate attachments:
 - principal's report
 - committee reports
 - general information
- * distribute to members by Friday prior to the meeting

Committee Chairpersons

- * submit any reports to the principal at least seven days before the council meeting
- * reports and recommendations should be short, clear, and concise
 - Format - Recommendation
 - Rationale
 - Budget Implications (if any)

Members on receiving the agenda and attachments:

- * review previous minutes
- * review agenda and supporting materials
- * make notations where necessary
- * clarify points prior to meeting if possible
 - e.g. phone principal or committee chairperson

II. MEETING

Principal

- * ensure meeting place is ready
- * additional materials distributed beforehand
- * coffee available in meeting room

Chairperson

- * start promptly
- * keep discussion on topic
- * summarize discussion and aim for consensus
- * if no consensus, request motion, final opportunity for input, then vote
- * clarify who is responsible for implementing the decision

Secretary - one person must be designated to record the minutes of the meeting. This person:

- * may be appointed from council or hired from outside the council

- * records:
 - members present
 - decisions taken and who is responsible to implement
 - committee reports become an addendum to the minutes
- * type minutes and together with responsibility chart distribute to all members as soon as possible

Committee Chairpersons

- * highlight report if necessary
- * answer questions
- * make recommendations for action (these may be dealt with under new business) written and distributed with report if possible

Members

- * listen attentively
- * clarify points
- * vote (if necessary)
- * be open to views of others (e.g. quality circle approach)
- * support final decision

III. FOLLOW UP

Chairperson

- * follow up informally on important actions (e.g. contact committee chairperson)
- * attend committee meetings if key issues are under discussion

Principal

- * ensure council decisions affecting the school community are communicated and implemented
- * act as a liaison with council chairperson and committee chairpersons on ongoing
- * attend committee meetings if appropriate

Committee Chairpersons

- * plan meeting within two weeks of council meetings
- * utilize resource people from the school, parish, and community
- * plan meetings, record minutes and formulate recommendations supported by rationale
- * write up report and recommendation(s)
- * submit to school office for typing and circulation at least seven (7) days before the council meeting

Chapter 11

SCHOOL COUNCIL STUDY PROGRAMS

The ministry of Catholic school council members, like many other ministries within the Church, is voluntary. Council members have careers, families and other involvements which take much of their time and the role of a school council member can be demanding and sometimes confusing at first. In order to assist council members to become more effective in their roles various programs are available.

NEW COUNCIL MEMBER ORIENTATION WORKSHOP

This is held early in the fall for newly elected members. It reviews the general governance structure of the Catholic Independent Schools, examines procedures for finance, policy making, etc., and presents guidelines for successful council meetings. The workshop is presented by the Superintendent and other resource personnel.

LOCAL SEMINARS WORKSHOPS

Workshops/presentations for specific topics can be arranged for individual school councils. e.g. School Council Meeting, Planning, Council Evaluation, etc. These can be arranged through the Superintendent of Schools.

PUBLICATIONS

Various publications on different aspects of Catholic education are available through the school principal. Among the more important ones are:

The Catholic School - was produced by the Sacred Congregation for Catholic education in Rome in 1977. The document is a ringing endorsement of the pastoral value of Catholic schools. They are seen as places where faith is part of the school's culture and where "all members of the school community share this Christian vision". The schools are called upon to integrate "all the different aspects of human knowledge through the subjects taught in the light of the Gospel" and to help young people "grow toward maturity in faith". Teachers are particularly challenged to "reveal the Christian message not only by word but also by every gesture of their behaviour".

Lay Catholics in Schools: Witnesses to the Faith - was issued by the Vatican Congregation for Catholic Education in 1982. This document provides a theological rationale for the role of the lay person as educator. "The lay Catholic educator is a person who exercises a specific mission within the church by living in faith in a secular vocation in the communitarian structure of the school." The statement calls the educator, by his/her example, instructional methods, and personal contacts with students, to show respect for the individual dignity of each student, to provide principles by which students can think and act both critically and creatively within their culture, to communicate information truthfully, and to encourage students toward social awareness and responsible decision making. The document stresses the importance of ongoing professional and religious education for educators. It asks "all believers [to] actively collaborate in the work of helping educators to reach the social status and economic level that they must have if they are to accomplish their task". This includes "an adequate salary guaranteed by a well-defined contract". Finally, the document states that the lay educator "should participate authentically in the responsibility for the school".

The Religious Dimension of Education in a Catholic School - - was issued by the Vatican Congregation for Catholic Education in 1988. Offered as guidelines for reflection and renewal, this document is addressed primarily to local ordinaries and the superiors of Religious Congregations dedicated to the education of young people and invites them to examine whether or not the words of the Second Vatican Council have become a reality. The distinguishing characteristics of a Catholic school are described as follows:

The Catholic school pursues cultural goals and the natural development of youth to the same degree as any other school. What makes the Catholic school distinctive is its attempt to generate a community climate in the school that is permeated by the Gospel spirit of freedom and love. It tries to guide the adolescents in such a way that personality development goes hand in hand with the development of the "new creature" that each one has become through baptism. It tries to relate all human culture to the good news of salvation so that the light of faith will illumine everything that the student will gradually come to learn about the world, about life, and about the human person. In this statement, the Congregation states that the Council declared that what makes the Catholic school distinctive is its religious dimension, and that this is to be found in:

- the educational climate,
- the personal development of each student,
- the relationship established between culture and the Gospel, and
- the illumination of all knowledge with the light of faith.

Each chapter addresses one of these distinctive characteristics and presents challenges and specific recommendations for evaluation.

Of particular interest to council members is the concluding section stating "that a Catholic school needs to have a set of educational goals which are 'distinctive' in the sense that the school has a specific objective in mind, and all of the goals are related to this objective. Concretely, the educational goals provide a frame of reference which:

- * defines the school's identity: in particular, the Gospel values which are its inspiration must be explicitly mentioned;
- * gives a precise description of the pedagogical, educational and cultural aims of the school;
- * presents the course content, along with the values that are to be transmitted through these courses;
- * determines which policy decisions are to be reserved for professional staff (diocesan staff, principals and teachers), which policies are to be developed with the help of parents and students, and which activities are to be left to the free initiatives of teachers, parents, or students;
- * indicates the ways in which student progress is to be tested and evaluated.

A Policy Statement by the Catholic Bishops of British Columbia

I THE CATHOLIC SCHOOL SHARES IN THE MISSION OF THE CHURCH

The church has a mandate to proclaim the Good News, to “make disciples of all the nations” (Matt. 28:19) and to renew all things in Christ. The Catholic school is “the lifeline for the Church” and “an essential instrument for spreading and deepening the faith, for the expansion of Christianity and the Kingdom of God. In partnership with the family and the parish, the Catholic school shares in the saving mission of the Church by teaching Christian truth. Its students are educated to “promote effectively the welfare of the earthly city” and to contribute to the growth of God’s reign here on earth.

The graduates of the Catholic school are called to become part of “the saving leaven of the human family”.

It is through faith and baptism that a person becomes a member of the family of God. As such, every baptized member of the Church is “entitled to a Christian education,” as stated by Vatican II. “Baptized persons gradually should acquire knowledge of the mystery of salvation and so grow more conscious of the gift of faith they have received” and learn to conduct their lives “in righteousness and in the sanctity of truth”.

II CHARACTERISTICS OF CATHOLIC SCHOOLS

Two key factors make the Catholic school different from other schools.

Filled with the Spirit of Christ

In a Catholic school, “God, His Truth and His Life are integrated into each and every aspect of the life of the school”. The entire scholastic curriculum is permeated with the Spirit of Christ Jesus. In practice this means “to teach doctrine . . . within the experience of the Christian community, and to prepare individuals for effective Christian witness and service to others”; in short, “to foster the student’s growth in personal holiness”.

Teachers and other staff work towards this goal also by their personal witness: “The more the teacher bears witness to Christ, the more likely young people will accept the challenge of building the new earth” which Jesus inaugurated.

St. Paul in his letter to the Ephesians uses a metaphor in describing the Christian: “You are part of a building that has the apostles and prophets for its foundations, and Christ Jesus himself for its main cornerstone. As every structure is aligned on him, all grow into one holy temple in the Lord; and you too, in him, are being built into a house where God lives, in the Spirit”. (Ephesians 2:20-22). This ideal applies also to the Catholic school and all who teach and learn therein.

Forms the Whole person

Motivated by a Christ-centred vision of humanity and human history, the school promotes the formation of the whole person. Such formation embraces not only intellectual but also physical, emotional, moral and spiritual dimensions of human growth. Intellect, emotions, creative ability and cultural heritage also have a place in the life of the school. Human knowledge and skills are recognized as precious in themselves, but find their deepest meaning in God’s plan for creation.

This broad education prepares students for the challenges of life as adults in our multi-racial, multi-cultural province. Graduates of Catholic schools enter this fast changing society well informed and well rooted in their Christian faith, ready to talk and work with their fellow Christians and people of other beliefs. Committed to ecumenism and interfaith concerns, they can respond to our common call to seek and promote truth and wisdom in service to the human family.

III ELEMENTS OF CHRISTIAN FORMATION

Several elements make up the Christian formation in the Catholic school – a formation in which the entire Church community is called to share.

Faith Lived in Community

Christian faith is not lived in isolation but is born and develops in communities under the guidance of the Holy Spirit. The student lives first of all in the domestic community of the home, then the parish community, school community, and the wider communities of district, province, nation and world.

Parents have the first responsibility for the education and Christian formation of their children. The school exists to complement this responsibility, not to replace it. Parents have a “duty to send their children to Catholic schools wherever this is possible, to give Catholic schools all the support in their power, and to cooperate with them in their work for the good of their children”. At the same time, parents have a right to the Church’s help with their responsibilities as teachers of their children.

Pastors too are expected to promote and contribute to Catholic education for the young, who are the hope of the Church, especially those who are poor, those deprived of the benefits of family life, and those weak in faith. The parish community supports and strengthens fathers and mothers in their duties as educators. By participating in parish activities, the growing child experiences what it means to belong to a larger faith community.

The school itself is called to be a faith community and precisely as such teaches Christian habits of mind, heart and work. It hands on Catholic values to the young both by word and by example. Thus, the whole Church has a family interest in Catholic schools, since all the baptized are responsible for seeing that the specific mission and distinctive characteristics of Catholic schools are maintained and improved. Laity, clergy and religious are responsible, each according to their proper roles for the Catholic school in all of its facets and for the decisions made in its regard.

Religious Instruction

Religious instruction is another constitutive element in the Catholic schools' process of education. The aim of religious instruction "is not simply one of intellectual assent to religious truths but also of a total commitment of one's whole being to the Person of Christ". This commitment to Christ is intrinsically linked to the liturgical and sacramental life of the Church, which the school encourages as its students discover and express their Christian identity and mission.

Christ-centred Education

The entire school program is meant to be Christ-centred. The Catholic school "strives to relate all human culture eventually to the news of salvation, so that the life of faith will illumine the knowledge which students gradually gain of the world, of life, and of humankind," as the Declaration on Christian Education states.

Staff: Living Witness

Jesus taught that each "...tree is known by its own fruit". (Luke 6:44). A Catholic school worthy of the name practices what it teaches. It is essential that teachers be witnesses of God's love. "In imitation of Christ, the only Teacher, they reveal the Christian message not only by word but also by every gesture of their behaviour. This is what makes the difference between a school whose education is permeated by the Christian spirit and one in which religion is only regarded as an academic subject like any other". Teachers have a personal vocation in the Church; they are not simply exercising a profession.

What is learned in a Catholic school is "not for the purpose of gaining power but as an aid to a fuller understanding of, and communion with man, events and things". It is to be seen "as a call to serve and to be responsible for others." Thus teachers will challenge the students by their own witness to imitate Christ and in turn to witness to the rest of society. "The more completely an educator can give concrete witness to the model of the ideal person that is being presented to the students, the more this ideal will be believed and imitated.

Catholic education seeks to form Christian adults who will discern "the presence or the purpose of God" in the signs of our times, as declared in the Pastoral Constitution on the Church in the Modern World. A mature adult faith "throws a new light on all things...thus guiding the mind towards solutions that are fully human" - as, for example, in the continuing struggles on many fronts for social justice, a peaceful social order and the integrity of creation.

IV CALL TO RE-EVANGELIZATION

We, the Catholic bishops of British Columbia, recognize Catholic education as central to the Church's mission in our time. While we realize that no school fully measures up to the ideals we have outlined – just as the Church never fully realizes her ideal – nonetheless, it is of great value to set forth clear principles which can guide our efforts. We therefore urge that this philosophy shape and direct the Catholic schools of our province, confident in the wholehearted response of all concerned – teachers, school trustees or council members, parents, pastors and others.

We believe that such Catholic education is an appropriate response to the compelling call of Pope John Paul II: "The whole Church, pastors and lay faithful alike, standing on the threshold of the Third Millennium, ought to feel more strongly the Church's responsibility to obey the command of Christ, 'Go into all the world and preach the Gospel to the whole creation' (Mk. 16:15), and take up anew the missionary endeavour. A great venture, both challenging and wonderful, is entrusted to the Church - that of a re-evangelization, which is so much needed by the present world".

Written by The Catholic Bishops of British Columbia in 2005

Most Rev. Raymond Roussin, S.M. - Archbishop of Vancouver

Most Rev. David Munroe, C.S.B. - Bishop of Kamloops

Most Rev. Gerald Wiesner, O.M.I. - Bishop of Prince George

Most Rev. Richard Gagnon - Bishop of Victoria

Most Rev. Eugene Cooney - Bishop of Nelson

APPENDIX A

Constitution

SOCIETY ACT

THE CATHOLIC INDEPENDENT SCHOOLS OF THE DIOCESE OF VICTORIA

CONSTITUTION

ARTICLE 1: NAME

1.1 The name of the Society is:

THE CATHOLIC INDEPENDENT SCHOOLS OF THE DIOCESE OF VICTORIA

ARTICLE 2: PURPOSES

The purposes of the Society are:

- 2.1 To promote, manage, own, erect, maintain, carry on and conduct schools at all levels from the primary to the University level, including academies, colleges and seminaries.
- 2.2 To provide, direct, advise on, and carry out a curriculum of religious, moral and secular education and instruction; such said secular education and instruction shall be at least equivalent to that of its counterpart furnished in a public school. The religious and moral education shall be according to the teachings, customs and usages of the Catholic Church, and shall be under the direction of the Bishop of the Diocese, or his accredited representative appointed to act in his absence.
- 2.3 To hold as Trustees or otherwise own, buy, sell, convey, mortgage, lease and otherwise deal in lands and properties calculated to help and effect the purposes of the Society.
- 2.4 To hold bonds, securities and monies and to lend or borrow monies with or without security, to raise monies for the benefit of the Society and in order to carry out the purposes of the Society.

ARTICLE 3: JURISDICTION

- 3.1 The operations of the Society are to be (chiefly) carried on in the ecclesiastical district known as the Diocese of Victoria, having its registered office in the City of Victoria, in the Province of British Columbia. This clause is alterable.

ARTICLE 4: DISSOLUTION

- 4.1 Upon wind-up or dissolution of the Society, the assets remaining after payment or satisfaction of all costs, charges, and expenses, properly incurred in the wind-up, shall be transferred to the Bishop of Victoria, Corporation Sole, if then in existence, and if it is registered as a charitable organization under the Income Tax Act (Canada). If the Bishop of Victoria Corporation Sole is not in existence, or is not then registered as a charitable organization, the remaining assets shall be distributed to one or more organizations registered as charitable organizations under the Income Tax Act (Canada) which have documented purposes comparable to or consistent with those of the Society, as determined by the Directors. This clause is unalterable.

ARTICLE 5: PROFIT AND GAIN

- 5.1 The Society shall be carried on without purpose of gain for its members. At no time may any of the income or assets of the Society be used by or otherwise be made available for the personal benefit of members. All profits of, or other accretions to, the Society shall be used exclusively for promoting the Society's stated purposes. This clause is unalterable.

ARTICLE 6: REMUNERATION

- 6.1 The directors shall serve without remuneration and shall not receive, directly or indirectly, any profits from their position as directors, but may be paid or reimbursed for expenses reasonably incurred by them in the performance of their duties. This clause is unalterable.

BY-LAWS

Part 1 Interpretation

- 1.1 In these by-laws, unless the context otherwise requires:
- a) "directors" means the directors of the Society for the time being;
 - b) "***Society Act***" means the *Society Act* of the Province of British Columbia from time to time in force and all amendments to it;
 - c) "Registered address" of a member means his or her address as rendered in the register of members;
 - d) "Board of Directors" means the directors collectively.
- 1.2 Words importing the singular include the plural and vice versa; and words importing a female person include a male person and a corporation.
- 1.3 The definitions in the ***Society Act*** on the date these by-laws become effective apply to these by-laws.

Part 2 Membership

- 2.1 The members of the Society are the applicants for incorporation of the Society and those persons who have subsequently become members in accordance with these by-laws and, in either case, have not ceased to be members.
- 2.2 The members of the Society shall be:
- (1) All directors of the Society shall automatically be members of the Society;
 - (2) The pastor responsible for each Parish School in the Diocese of Victoria who has accepted such membership;
 - (3) One (1) member appointed by each local school council who has accepted such membership.
- 2.3 The Bishop shall have the right to terminate the membership of any person as a member of the Society.
- 2.4 Every member shall uphold the constitution and comply with these by-laws.
- 2.5 There shall be no annual membership dues.
- 2.6 A person shall cease to be a member of the Society on the earliest happening of the following events:
- (1) upon the member delivering his/her resignation in writing to the Secretary of the Society, or by mailing or delivery it to the registered office of the Society, or;
 - (2) the member dying;
 - (3) the member ceasing to hold the office or position of Bishop, Vicar General, Chancellor, or Pastor of a Parish School;
 - (4) the member's membership being terminated by the Bishop.
- 2.7 No paid employee of the Society shall be eligible for membership in the Society.
- 2.8 All members are in good standing until membership ceases in accordance with these by-laws.

Part 3 Meeting of Members

- 3.1 General meetings of the Society shall be held at such time and place, in accordance with the *Society Act*, as the directors decide.
- 3.2 Every general meeting, other than an annual general meeting, is an extraordinary general meeting.
- 3.3 The directors may, whenever they think fit, convene an extraordinary general meeting.

- 3.4 Notice of a general meeting shall specify the place, day and hour of meeting and, in case of special business, the nature of that business.
- 3.5 The accidental omission to give notice of a meeting to or the non-receipt of a notice by any of the members entitled to receive notice does not invalidate proceedings at that meeting.
- 3.6 The first annual general meeting of the Society shall be held not more than 15 months after the date of incorporation and after that an annual general meeting shall be held at least once in every calendar year and not more than 15 months after the holding of the last preceding annual general meeting.

Part 4 Proceedings at General Meeting

- 4.1 Special business is:
- (a) all business at an extraordinary general meeting except the adoption of rules of order; and
 - (b) all business that is transacted at an annual general meeting except:
 - (i) the adoption of rules of order;
 - (ii) the consideration of the financial statements;
 - (iii) the report of the directors;
 - (iv) the report of the auditor, if any;
 - (v) the appointment of an auditor, if required;
 - (vi) the election of directors; and
 - (vii) such other business as under these by-laws ought to be transacted at an annual general meeting, or business which is brought under consideration by the report of the directors issued with the notice convening the meeting.
- 4.2
- (1) No business, other than the election of a chairperson and the adjournment or termination of the meeting, shall be conducted at a general meeting at a time when a quorum is not present.
 - (2) If at any time during a general meeting there ceases to be a quorum present, business then in progress shall be suspended until there is a quorum present or until the meeting is adjourned or terminated.
 - (3) A quorum shall consist of not less than nine (9) members of the Society present at a general meeting.
- 4.3 If within 30 minutes from the time appointed for a general meeting a quorum is not present, the meeting, if convened on the requisition of members, shall be terminated; but in any other case, it shall stand adjourned to the same day in the next week, at the same time and place, and if at the adjourned meeting a quorum is not present within 30 minutes from the time appointed for the meeting, the members present constitute a quorum.

- 4.4 The president of the Society or in the absence of the president, the vice-president or in the absence of both of them, one of the directors present chosen by the members, shall preside as chairperson of a general meeting.
- 4.5 (1) A general meeting may be adjourned from time to time and from place to place, but no business shall be transacted at an adjourned meeting other than the business left unfinished at the meeting from which the adjournment took place.
(2) Where a meeting is adjourned for 10 days or more, notice of the adjourned meeting shall be given as in the case of the original meeting.
(3) Except as provided in this bylaw, it is not necessary to give notice of adjournment or of the business to be transacted at an adjourned general meeting.
- 4.6 (1) The chairperson of a meeting may move or propose a resolution.
(2) In case of an equality of votes, the chairperson shall not have a casting or second vote in addition to the vote to which the chairperson may be entitled as a member and the proposed resolution shall not pass.
- 4.7 (1) A member present at a meeting of members is entitled to one vote.
(2) Voting by the membership is by show of hands unless by prior resolution of the membership a particular resolution is to be otherwise.
(3) A member may by instrument in writing appoint any other member to act in his or her place at a meeting of the members. The member holding such an instrument shall have a separate vote on behalf of the member who is absent, but the member who is absent shall not be counted in the quorum for the meeting.
- 4.8 Unless otherwise provided for in these by-laws or in any procedures established by the directors or adopted by the members, Robert's Rules of Order shall govern all matters or procedures at a meeting of the members.

Part 5 Directors and Officers

- 5.1 (1) The directors may exercise all such powers and do all such acts and things as the Society may exercise and do, and which are not by these by-laws or by statute or otherwise lawfully directed or required to be exercised or done by the Society in general meeting but subject nevertheless to the provisions of:
(a) all laws affecting the Society;
(b) these by-laws; and
(c) rules not being inconsistent with these by-laws, which are made from time to time by the Society in general meeting.
- (2) No rule made by the Society in general meeting invalidates a prior act of the directors that would have been valid if that rule had not been made.

- 5.2 The Board of Directors shall be comprised of the following:
- President
 - Vicar General
 - Chancellor
 - Two appointed positions
 - Four nominated positions
- 5.3 The incumbent Bishop of the Bishop of Victoria, Corporation Sole, shall be the President of the Society, and shall remain as President as long as he continues as the incumbent Bishop. In the case of the absence, disability, illness or death of the incumbent Bishop, the person who shall be acting Bishop, according to the rites and usages of the Catholic Church, shall act as President of the Society.
- 5.4 The Vicar General, and the Chancellor of the Bishop of Victoria, shall be members of the Board of Directors. In the case of absence, disability, illness or death of the Vicar General or Chancellor, the person or persons who are appointed by the Bishop to act as Vicar General or Chancellor shall be members of the Board. Failing such appointment to the office of Vicar General or Chancellor, the Bishop shall have the power to appoint members to the Board to fill the vacancy or vacancies created by the lack of appointment of a Vicar General or a Chancellor, and such directors shall remain in office at the pleasure of the incumbent Bishop.
- 5.5 The Bishop, at his discretion, may appoint two (2) individuals to the Board.
- 5.6 Four directors nominated by The Joint Diocesan - Schools Search Committee and elected by the Members at the Annual General Meeting for terms not exceeding 3 years, with no member being able to serve more than six (6) consecutive years and providing that the Bishop may appoint members to fill the office of director in the event of any vacancy until the next Annual General Meeting.
- 5.7 The President of the Society shall have the right to veto any decision of the Board of Directors, or the members, and to terminate the membership of any individual as a member of the Society.
- 5.8
- (1) The number of directors shall be not less than seven (7) nor more than nine (9).
 - (2) A director who ceases to be a member shall automatically cease to be a director.
 - (3) An election may be by acclamation, otherwise it shall be by ballot.
 - (4) The Bishop may from time to time and at any time appoint a director to fill a vacancy in the directors.
 - (5) A director so appointed holds office only until the conclusion of the next following annual general meeting of the Society, but is eligible for re-election at the meeting.
 - (6) If a director resigns or otherwise ceases to hold office, the Bishop shall at his discretion appoint a member to take the place of the former director.
- 5.9 The Bishop may remove a director before the expiration of the director's term of office, and may appoint a successor to complete the term of office.

- 5.10 No act or proceeding of the directors is invalid only by reason of there being fewer than the prescribed number of directors in office.
- 5.11 Pursuant to Article 6 of the Constitution, no director shall be remunerated for being or acting as a director, but a director may be reimbursed for all expenses necessarily and reasonably incurred by the director while engaged in the affairs of the Society.

Part 6 Proceedings of Directors

- 6.1 (1) The directors may meet together at such places as they think fit for the dispatch of business, adjourn and otherwise regulate their meetings and proceedings as they see fit.
- (2) A quorum is a majority of directors then in office present at a meeting of the directors.
- (3) A director may participate in a meeting of the directors or a committee of the directors by means of conference telephones by which all directors participating in the meeting can hear each other. A director participating in a meeting in accordance with this bylaw shall be deemed to be present at the meeting and shall be counted in the quorum for the meeting and be entitled to speak and vote at the meeting.
- (4) Any director may by instrument in writing appoint any other director to act in his or her place at a meeting of directors or a committee of the directors. The director holding such an instrument shall have a separate vote on behalf of the absent director, but the absent director shall not be counted in the quorum for the meeting.
- (5) The president shall have the right to either chair or nominate a director to act as chair of all meetings of the directors.
- (6) The president may at any time and the secretary shall, at the request of any two directors, convene a meeting of the directors.
- (7) Directors must receive at least 24 hours' notice of any meeting of the directors. Notice may be given by telephone or by any method by which notice may be given to members.
- (8) The Superintendent of Schools and the Finance Officer of the Diocese are to receive notice of meetings in the same manner as a director, shall have the right to attend meetings, but shall have no right to vote.
- 6.2 (1) The directors may delegate any, but not all, of their powers to committees consisting of one or more directors as they think fit.
- (2) A committee so formed in the exercise of the powers so delegated shall conform to any rules that may from time to time be imposed on it by the directors, and shall report every act or thing done in exercise of those powers to the earliest meeting of the directors to be held next after it has been done.
- (3) A committee shall elect a chairperson of its meeting, but if no chairperson is elected, or if at any meeting the chairperson is not present within thirty minutes after the time appointed for holding the meeting, the directors present who are members of the committee shall choose one of their number to be chairperson of the meeting.
- (4) The members of a committee may meet and adjourn as they think fit.
- 6.3 For the first meeting of directors held immediately following the annual or other general meeting of members, or for a meeting of the directors at which a director is appointed to fill a vacancy in

the directors, it is not necessary to give notice of the meeting to the newly appointed director or directors for the meeting to be constituted, if a quorum of the directors is present.

- 6.4 (1) Questions arising at any meeting of the directors and committee of the directors shall be decided by a majority of votes.
- (2) In case of an equality of votes, the chairperson shall not have a casting or second vote in addition to the vote to which the chairperson may be entitled as a director and the proposed resolution shall not pass.
- 6.5 The chairperson of a meeting may move, propose or second any resolution.
- 6.6 A resolution in writing signed by all the directors and placed with the minutes of the directors is as valid and effective as if regularly passed at a meeting of directors.
- 6.7 The directors shall have the annual budget, cash flow budget as well as any other decision that will have a major impact on the finances and cash flow of the Diocese approved by the Finance Committee of the Diocese.
- 6.8 The directors shall have the right to appoint non-members and non-directors to fill the offices of Secretary and Treasurer.

Part 7 Duties of Officers

- 7.1 The president shall:
- (a) preside at all meetings of the Society and of the directors; and
 - (b) supervise the other officers in the execution of their duties.
- 7.2 The vice-president shall assume the duties of the president in the absence of the president.
- 7.3 The secretary shall:
- (a) conduct or cause to be conducted the correspondence of the Society;
 - (b) issue or cause to be issued notices of meetings of the Society and directors;
 - (c) keep or cause to be kept minutes of all meetings of the Society and directors;
 - (d) ensure safe custody of all records and documents of the Society except those required to be kept by the treasurer;
 - (e) ensure safe custody of the common seal of the Society (if any); and
 - (f) maintain cause to be maintained the register of members.
- 7.4 The treasurer shall:
- (a) keep or cause to be kept financial records, including books of account, as are necessary to comply with the Society Act; and
 - (b) render or cause to be rendered financial statements to the directors, members and others when required.
- 7.5 The directors may combine the offices of secretary and treasurer into an office to be known as secretary-treasurer, and the secretary-treasurer shall perform all of the duties of the secretary and of the treasurer, as set out in by-laws 7.3 and 7.4.

- 7.6 In the absence of the secretary from a meeting, the directors shall appoint another person to act as secretary at the meeting.

Part 8 Protection and Indemnification of Directors and Officers

- 8.1 Subject to the provisions of the Society Act, each director and officer of the Society shall be indemnified by the Society against expenses reasonably incurred by the director or officer in connection with any action, suit or proceeding to which the director or officer may be made a party by reason of being a director or officer of the Society, except in relation to matters as to which the director or officer shall be finally adjudged in such action, suit or proceeding to have been, in the performance of her duty as a director or officer, grossly negligent, criminally negligent, or intentionally engaged in tortious conduct with the intent to defraud, deceive, misrepresent or improperly take advantage of an opportunity available to the Society.
- 8.2 Subject to the provisions of the Society Act, the directors are authorized to give indemnities from time to time to any director or other person who has undertaken or is about to undertake any liability on behalf of the Society or any body corporate controlled by the Society, and to secure such director or other person against loss by mortgage and charge on the whole or any part of the real and personal property of the Society by way of security, and any action from time to time taken by the directors under this bylaw shall not require approval or confirmation by the members.
- 8.3 The directors in their discretion may submit any contract, act or transaction for approval, ratification or confirmation at any annual or other meeting of the members called for the purpose of considering the same and any contract, act or transaction that may be approved, ratified or confirmed by a resolution passed by a majority of votes cast at such meeting (unless any different or additional requirement is imposed by the Society Act or these by-laws) shall be as valid and binding upon the Society and upon all the members as though it had been approved, ratified and confirmed by every member of the Society.
- 8.4 Subject to the provisions of the Society Act, no director or officer for the time being of the Society shall be liable for the acts, neglects or defaults of any other director, officer or employee of the Society or for joining in any receipt or act for conformity or for any loss, damage, expense or happening to the Society through the insufficiency or deficiency of title to any property acquired by order of the directors for or on behalf of the Society, or for the insufficiency or deficiency of any security in and upon which any of the moneys of or belonging to the Society shall be placed out or invested, or for any loss or damage arising from the bankruptcy, insolvency or tortious act of any person, firm or corporation with whom or which any funds or property of the Society shall be lodged or deposited, or for any loss, damage or misfortune whatsoever which may happen in the execution of the duties of the director or officer's respective office or trust or in relation to that office or trust, unless all or any of the same shall happen by or through the wilful act, default or neglect of such director or officer.
- 8.5 The Society shall, to the full extent permitted by the Society Act, indemnify and hold harmless every person serving as a director or officer of the Society, every person who has ever or who shall ever serve as a director or officer, and the heirs and legal representatives of all of those

persons.

- 8.6 Expenses incurred by any director or officer or former director or officer of the Society with respect to any claim, action, suit or proceeding may be advanced by the Society prior to the final disposition of the claim, action, suit or proceeding in the discretion of the directors and upon receipt of an undertaking satisfactory in form and amount to the directors by or on behalf of the recipient to repay such amount unless it is ultimately determined the recipient is entitled to indemnification under this Part.
- 8.7 The Society shall apply to the Supreme Court of British Columbia for any approval of that court which may be required to make the indemnities under this Part effective. Each director and officer of the Society on being elected or appointed shall be deemed to have contracted with the Society upon the terms of the indemnities set out in this Part.
- 8.8 The failure of a director or officer of the Society to comply with the provisions of the Society Act or of the constitution of the Society or these by-laws shall not invalidate any indemnity to which such director or officer is entitled under this Part.
- 8.9 The Society may purchase and maintain insurance for the benefit of any and all directors, officers, employees or agents against personal liability incurred by such person as a director, officer, employee or agent.
- 8.10 The provisions of this Part shall be in addition to and in amplification of (and not by way of limitation of or substitution for) any rights, immunities or protection conferred upon any director or officer by any statute, law, matter or other thing of any kind or nature.

Part 9 Seal

- 9.1 The directors may provide a common seal for the Society and may destroy a seal and substitute a new seal in its place.
- 9.2 The common seal shall be affixed only when authorized by a resolution of the directors and then only in the presence of the persons prescribed in the resolution or, if no persons are prescribed, in the presence of two officers of the Society.

Part 10 Borrowing

- 10.1 In order to carry out the purposes of the Society, the directors may, on behalf of and in the name of the Society, raise or secure the payment or repayment of money in the manner they decide and, in particular but without limiting the foregoing, by the issue of debentures.
- 10.2 The members may by special resolution restrict the borrowing powers of the directors, but a restriction imposed expires at the next annual general meeting.

Part 11 Auditor

- 11.1 This part applies only where the Society is required or has resolved to have an auditor.
- 11.2 The first auditor shall be appointed by the directors who shall also fill all vacancies occurring in the office of auditor.
- 11.3 At each annual general meeting, the Society may appoint an auditor to hold office until the auditor is re-appointed or his or her successor is appointed at the next annual general meeting.
- 11.4 An auditor may be removed by ordinary resolution.
- 11.5 An auditor shall be informed forthwith in writing of appointment or removal.
- 11.6 No director and no employee of the Society shall be auditor.
- 11.7 The auditor may attend general meetings.

Part 12 Notices to Members

- 12.1 A notice may be given to a member, either personally or by mail to the member's registered address or (at the request of the member) by fax or by email to the fax number or email address provided by the member.
- 12.2 A notice sent by mail shall be deemed to have been given on the second day following that on which the notice is posted, and in proving that notice has been given it is sufficient to prove that the notice was properly addressed and put in a Canadian post office receptacle. A notice sent by fax or email shall be deemed to have been given on the day after the notice was sent, and in proving that notice was given it is sufficient to prove that the notice was sent to the correct fax number or email address.
- 12.3 (a) Notice of a general meeting shall be given to:
 - (i) every member shown on the register of members on the day notice is given; and
 - (ii) the auditor if Part 11 applies.
- (b) The Superintendent of Schools and the Finance Officer of the Diocese.

Part 13 By-Laws

- 13.1 On being admitted to membership, a member is entitled to and the Society shall give the member, without charge, a copy of the constitution and by-laws of the Society.
- 13.2 These by-laws shall not be altered or added to except by special resolution.

APPENDIX B
Local School Council By-Laws

LOCAL SCHOOL COUNCIL BY LAWS

Each local school council is constituted by authority of the Catholic Independent Schools Diocese of Victoria and the terms of governance set out in the Mission and Mandate for Catholic Independent Schools of the Diocese of Victoria (1995).

Article 1: DEFINITIONS

In these terms of reference the following definitions apply:

- 1.1 The use of "shall" and "may"
 - "shall" indicates "required action"
 - "may" indicates "discretionary action"
- 1.2 Parish(es)
 - "School parish" indicates the parish in which the school is located and which the school has been associated with since its inception.
 - "Supporting parishes" refers to regional schools supported by a number of parishes.
- 1.3 C.I.S.D.V. refers to the Catholic Independent Schools of the Diocese of Victoria, a society incorporated under the Society Act (Independent School Act 1989).
- 1.4 Immediate Family refers to spouse, father, mother, and children of candidate.
- 1.5 Local Catholic community refers to parishes served by the school.

Article 2: OBJECTIVES OF THE COUNCIL

- 2.1 To foster the full moral and educational development of our children within the framework of a Catholic environment and philosophy, and to encourage the development of true Christian values.
- 2.2 To further the knowledge and appreciation within the local Catholic community of the goals and objectives of Catholic education established by the Board of Directors
- 2.3 To reflect the unique character of the local Catholic community and advise the Superintendent of local issues and concerns.
- 2.4 To develop local policies relating to the functioning of the school in accordance with policies and procedures of the Board of Directors and to evaluate the effectiveness of these policies.
- 2.5 To develop plans in consultation with members of the school community to meet current and future needs of the school.
- 2.6 To be responsible for the financial operations of the school in accordance with the financial policies and procedures of the Board of Directors.

- 2.7 To actively seek financial support for the school.
- 2.8 To be responsible for issues relating to school property, grounds and transportation.
- 2.9 To foster good relations between all members of the local school community, between the school and parish(es), as well as between the school and the diocesan authorities, through an effective system of communication.
- 2.10 To foster participation of the local Catholic community in the school.
- 2.11 To represent the school in all dealings with the C.I.S.D.V. and other supportive and related organizations, in particular the local Catholic community which the school serves.

Article 3: POWERS AND DUTIES OF THE COUNCIL

The powers and duties of the council are subject to the provisions of the Mission and Mandate(1994) and the policies and regulations issued from time to time by the Catholic Independent Schools Board of Directors on behalf of C.I.S.D.V. The council shall:

- 3.1 Ensure the school curricula reflects the Catholic philosophy of education outlined by the Diocese, "The Statement of Philosophy of Catholic Education" (B.C. Bishops 1994) and the Mission Statement of C.I.S.D.V. (1992).
- 3.2 Prepare each year an operating budget, a copy of which shall be submitted to the Board of Directors prior to April 30th of the previous fiscal year. This information shall be made available and interpreted to the Parish Council upon request. Each fiscal year shall begin on July 1st and end on June 30th of the following year.
- 3.3 Comply with C.I.S.D.V. policies and procedures in matters pertaining to school property and capital costs.
- 3.4 Designate a council member to attend parish council meetings (except St. Andrew's Regional High School).
- 3.5 Participate in the selection of:
 - a) teachers
 - b) support staff
 - c) other employees
- 3.6 Promote the academic and religious development of teachers.
- 3.7 Establish student admission and dismissal policies.
- 3.8 Deal with individual student disciplinary problems referred by the Principal.

- 3.9 Receive and consider appeals and complaints from parents, provided that these are submitted in writing.
- 3.10 Foster good relations between students, parents, employees, council members, the parish community, and the community at large.
- 3.11 Formulate policies and regulations for the purpose of carrying out the affairs of the council.
- 3.12 Monitor and evaluate on a continuing basis the relevancy of all policies and regulations previously established.
- 3.13 To consider formal grievance appeals on matters affecting staff and students in accordance with approved policies and procedures of the Board of Directors.
- 3.14 To direct issues and concerns from parents and the parish community through the proper channels.
- 3.15 To encourage the activities of the parent advisory committee.
- 3.16 To promote communication with staff through the staff advisory committee.
- 3.17 To evaluate the performance of the council on an annual basis.
- 3.18 To support the role of the principal without getting involved in the day to day operation of the school.

Article 4: COMPOSITION OF THE COUNCIL

- 4.1 The Pastor shall be an ex-officio member of the council without voting privilege and shall have discretionary authority in matters of faith, morals and Church law, subject to an appeal to the Bishop.
- 4.2 The principal of the school shall be an ex-officio member of the council without voting privileges.
- 4.3 A minimum of six and maximum of nine other members shall be elected in the manner prescribed by the by-laws of the council. Elected members and any person appointed under 4.6 shall have voting privileges.
- 4.4 Two thirds of the elected members must be Catholic and a participating members of a Catholic parish community.
- 4.5 The Chairperson must be Catholic and a participating member of a Catholic parish community.
- 4.6 In the event of a vacancy in an elected position on the council, the remaining council members may appoint an eligible person to fill the position for the remaining term of the aforementioned

vacancy;

- 4.7 In schools having a substantial enrolment of native students, the native population shall be invited to seat at least one member on the council. Such member(s) shall have voting privileges.

Article 5: OFFICERS OF THE COUNCIL

- 5.1 The officers of the council shall be the chairperson, vice-chairperson, secretary and treasurer. They shall be selected by the voting members from their membership at the June meeting of the council each year.
- 5.2 The chairperson shall preside at all the meetings, appoint the heads of all committees from the council membership and shall perform such other duties as shall be required by the council from time to time.
- 5.3 The vice-chairperson shall preside at meetings in the absence of the chairperson and shall assist the chairperson as required.
- 5.4 The secretary shall perform such duties as prescribed by the council and shall ensure that minutes of council meetings are recorded and distributed.
- 5.5 The treasurer shall perform such duties as prescribed by the council and shall ensure the financial records of the school are maintained in accordance with the policies of the C.I.S.D.V..
- 5.6 Members of the council shall be expected to head sub-committee(s) to include as a minimum: Finance, Human Resources, Nominating, Grounds and Maintenance.
- 5.7 Individual council members shall not involve themselves in the daily operation of the school and the assigned functions of the principal and teachers.

Article 6: MEETINGS OF THE COUNCIL

- 6.1 Meetings of the council shall be held monthly during the school term, the time and day to be set by the council, and at such other times that may be required by the chairperson or at the request of two or more members of the council.
- 6.2 A majority of the voting members of the council shall constitute a quorum.
- 6.3 Any council member who fails to attend three meetings in any one school year shall forfeit his position on the council. The member must have received appropriate notification of the meetings and not been formally excused from the meetings by the chairperson. The resulting vacancy shall be filled according to the procedure defined in "Composition of Council".
- 6.4 Interested parties may attend council meetings.
- 6.5 The council may hold meetings or portions of meetings "in camera" to discuss matters of a sensitive nature. Decisions approved at "in-camera" sessions are recorded as separate minutes

and marked CONFIDENTIAL. Copies of these minutes are collected and filed in the school confidential file.

- 6.6 Individual persons or delegations wishing to be heard by the council must make their request in writing, at least two days prior to the meeting.
- 6.7 In cases where emergency action must be taken within the school system and where the council has provided no guidelines for administrative action, the chairperson of the council shall have power to act, but such decisions shall be subject to review by the council at its next meeting. It shall be the duty of the chairperson to inform the council promptly of such action.
- 6.8 Any proceedings not included herein will be according to the current edition of "Roberts Rules of Order" (Newly revised).
- 6.9 The principal shall be required to attend all regular meetings of the council except any meeting, or portion of a meeting, that deals with matters relating to the principal's terms of employment.

Article 7: IMMUNITY OF COUNCIL MEMBERS

- 7.1 Every council member shall be deemed to have assumed office on the express understanding and agreement and condition that members of the council, and their heirs, executors and administrators and estate respectively, shall from time to time and at all times be indemnified and saved harmless out of the funds of the C.I.S.D.V. and its heirs, all costs, charges and expenses whatsoever which such member sustains or incurs in or about any action, suit or proceedings which is brought commenced or prosecuted against that member for respect of any act, deed, matter or thing whatsoever made, done or permitted by that member or any other member or members in or about the execution of the duties of his or her office, and also from and against all other costs, charges and expenses sustained or incurred in or about or in relation to the affairs thereof except such costs, charges or expenses as are occasioned by the member's own wilful neglect or default.

Article 8: ANNUAL PUBLIC MEETING

- 8.1 The Annual Public Meeting of the school shall be held in May for the exclusive purpose of receiving reports and electing new members. Written reports shall be presented by the council chairperson and committee chairpersons. Elections of new council members shall be held at this meeting in accordance with these by-laws. No additional business will be conducted.

Article 9: ELECTION OF COUNCIL MEMBERS

- 9.1 Members shall be elected for a three year term; one third of the council to be elected each year.
- 9.2 Candidates for election shall meet the following requirements:
 - * must be Catholic and a participating member of the supporting parish(es)
 - or * a parent or legal guardian with a child enrolled in the school

- or * of legal voting age in the province of B.C.
- or * not be an employee, nor a member of the immediate family of an employee of the school
- and * not be a student at the school

9.3 Two thirds of the elected members must be Catholic and participating members of a parish community.

9.4 An elected member to the council may serve no more than six consecutive years. A person who has served on the council shall be eligible for election to it after the expiration of one year following the completion of his/her last year of service on the council.

9.5 An eligible voter is a person who has attained the legal voting age in the province of B.C. and is either:

- or * a member of the Catholic parish(es),
- * a parent or legal guardian of a child attending the school,
- or * a member of the staff of the school

9.6 Five weeks prior to the Annual Public Meeting the council shall:

- a) Set and publicise in the parish(es) and the school, the date, time and location of the Annual Public Meeting (Appendix `A');
- b) Make known that any persons eligible to vote may nominate candidates to the council by following the procedure set forth here under:
 - i. Nominations must be submitted in writing on the prescribed nomination form and signed by the nominee (Appendix `B');
 - ii. The nominations must be co-signed by two other eligible voters;
 - iii. The completed nomination form must be in the hands of the Nominating Committee three weeks prior to the annual meeting. The Nominating Committee shall verify the eligibility of the nominees.

9.7 The Nominating Committee is appointed by the council and shall be composed of:

- * a chairperson (who shall be an elected council member),
- * the parish priest (or priest's representative),
- * two other appointees

9.8 Two weeks prior to the date of the Annual Public Meeting, the slate of nominees shall be published through the school and parish(es). This announcement shall include a short biographical sketch for each nominee indicating general background and relevant experience.

9.9 At the Annual Public Meeting the candidates for election to the council may give a brief speech

or have a statement read on their behalf.

- 9.10 Voting shall take place at the Annual Public Meeting. Advanced polls are permissible at the discretion of the Local School Council on an annual basis. Proxy votes are not permissible.
- 9.11 Voting shall be by secret ballot with the names of candidates listed in alphabetical order. Voters shall be entitled to only one ballot (Appendix `C').
- 9.12 Scrutineers, selected by the Nominating Committee, shall ensure correct voting procedures are followed.
- 9.13 The candidate(s) with the largest number of votes shall be declared elected to the council subject to the provisions of 9.3.
- 9.14 In the event of a tie vote, new ballots shall be issued for the tied candidates and the candidate with the largest number of votes on this ballot shall be declared elected. A further tie shall be determined by a coin toss between the tied candidates.
- 9.15 Newly elected members shall assume office at the regular monthly meeting of the council in June.

Article 10: AMENDMENTS TO BYLAWS

- 10.1 These bylaws can only be amended or rescinded by the Catholic Independent Schools Diocese of Victoria, Board of Directors. Local school councils wishing to make amendments should pass a motion to this effect and present it to the CISDV Board of Directors through their appointed representative.

Approved: Motion #96 09
CIS Commission May 1996
Revised: March 2002

APPENDIX C
Local School Council Committees
Terms of Reference

**LOCAL SCHOOL COUNCIL
FINANCE**

Terms of Reference

Purpose:

To monitor the financial operation of the school by:

- reviewing with the principal the school budget
- presenting the proposed budget to the council for approval, by April 30th the preliminary budget, by September 15th the final budget
- reviewing the year end financial statements with the Controller, superintendent and the principal
- presenting the monthly variance report to the council for acceptance
- to address any other matters relating to the finance function of the council

Membership:

- Treasurer of the school council
- School Principal
- CIS Controller

**LOCAL SCHOOL COUNCIL
PUBLIC RELATIONS**

Terms of Reference

Purpose:

- To establish a Marketing/Public Relations plan for the school
- To sit on a CISDV Marketing Committee
- To develop and maintain regular contact with local, federal, provincial and municipal representatives
- To promote the school in those parishes indirectly associated with the school
- To develop responses to emergent public relations situations
- To develop and publish materials to support the above activities

Membership:

- Council member to char committee and serve on CISDV Public Relations Committee
- School administrator
- Other members as required (e.g. teacher)

**LOCAL SCHOOL COUNCIL
BUILDING AND GROUNDS (MAINTENANCE)**

Terms of Reference

Purpose:

- to develop a plan for ongoing maintenance of building, grounds and equipment
- prepare an annual budget submission to the council based on this plan
- to respond to and make recommendations concerning emergency situations which may occur
- make recommendations to the Personnel Committee regarding issues relating to janitorial and maintenance staff
- make recommendations to Policy Committee on items for consideration

Membership:

- Council member (to chair the committee)
- School administrator
- Other persons as required (e.g. a person with a specific skill to advise on major projects such as replacement of heating systems)

CATHOLIC INDEPENDENT SCHOOLS, DIOCESE OF VICTORIA
LINES OF COMMUNICATION

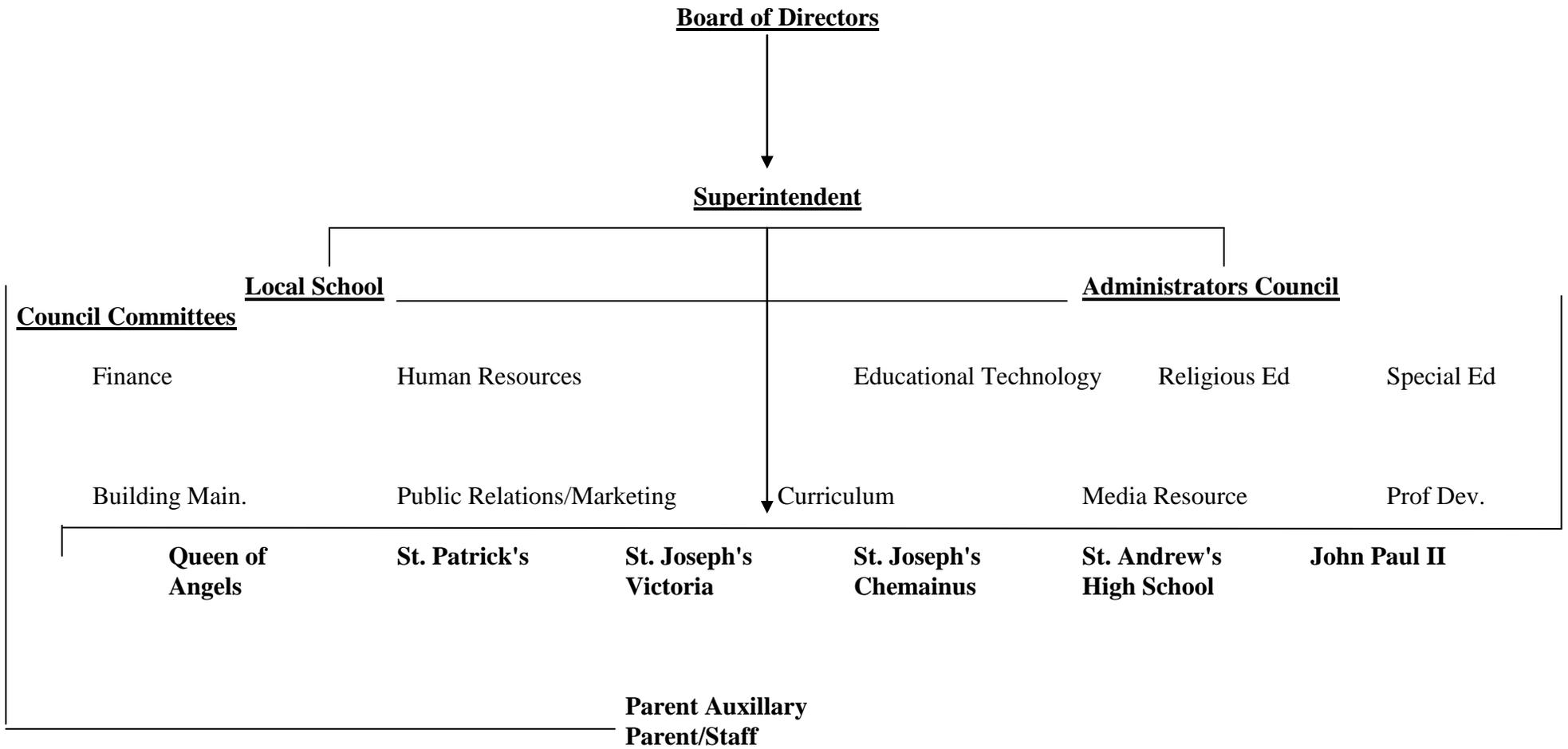


Figure 1

