



# AGENDA

Edmonton School District No. 7  
One Kingsway  
Edmonton, Alberta

McCauley Chambers  
Tuesday, December 2, 2014  
2:00 p.m.

Board Meeting #6

- A. O Canada 
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Comments from the Public and Staff Group Representatives  
*(NOTE: Pre-registration with the Board Office [780-429-8021] is required by 4:30 p.m., Monday, December 1, 2014 to speak under this item.)*
- G. Reports:
  - 1. Policy Review Committee: Annual Policy Development and Review Plan 2014-2015  
(Recommendation)
  - 2. Review of 2013-2014 Results and 2014-2015 Plans and Revised Budgets  
(Information)
  - 3. Board Chair Discretionary Expenses Allowance Report 2013-2014  
(Information)
  - 4. Report of the Blue Ribbon Panel on Inclusive Education in Alberta Schools  
(Information – Response to Request for Information #051)
- H. Other Committee, Board Representative and Trustee Reports
- I. Trustee and Board Requests for Information
- J. Notices of Motion
- K. Meeting Dates
- L. Adjournment

**BOARD OF TRUSTEES**

Sarah Hoffman  
Board Chair

Michael Janz  
Board Vice-Chair

Sherry Adams  
Orville Chubb  
Michelle Draper  
Ken Gibson  
Nathan Ip  
Cheryl Johner  
Ray Martin

**DATE:** December 2, 2014

**TO:** Board of Trustees

**FROM:** Trustee Orville Chubb, Policy Review Committee  
Trustee Michelle Draper, Policy Review Committee  
Trustee Nathan Ip, Chair Policy Review Committee

**SUBJECT:** Annual Policy Development and Review Plan 2014-2015

**RESOURCE STAFF:** Sandra Stoddard, Anne Sherwood

**REFERENCE:** [January 8, 2013 Board Meeting #10 Item 3](#)  
[Board Policy CH.BP – Framework for Policy Development and Review](#)

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#### **ISSUE**

The Policy Review Committee is charged with developing and presenting to the Board of Trustees (Board) an annual policy development and review plan.

#### **RECOMMENDATION**

**That the Annual Policy Development and Review Plan 2014-2015 (Attachment I) be approved.**

#### **BACKGROUND**

On January 31, 2012, the Board approved a motion to undertake a comprehensive review of all board policy. On June 12, 2012, the Board approved revised Board Policy CH.BP – Framework for Policy Development and Review to guide both the full review of all of the Board's policies and to guide the ongoing maintenance and renewal of board policy.

The Board approved a plan for the overall review of board policy on January 8, 2013 to provide a consistent approach to aligning policy to the Board's mandated responsibilities under Section 33 of the new *Education Act* in anticipation of its proclamation September 2015. Many of the mandated responsibilities for school boards are the same in the new *Education Act* as in the current *School Act*; however the values of inclusion, respect for diversity, stakeholder engagement and desire for efficient use of public resources through intergovernmental and community agency partnerships are more evident.

Attachment II provides an update to the overall plan for the comprehensive review of board policy reflecting work completed over the past two years. New policies are indicated by bold type and rescinded policies by strike through. There has been a net reduction in the number of policies from 88 in 2012-2013 to 64 at present.

The policy review process established involves considerable cross-department collaborative work to identify and examine existing board policies that are deemed responsive to each board responsibility in Section 33 of the *Education Act*. An individual board policy may appear under

more than one responsibility. For each responsibility, the identified responsive policies are examined for common themes, gaps and redundancies to develop the scope for new or revised policy.

**RELATED FACTS**

- The order and timelines for addressing board responsibilities and themes in the overall plan reflect the need to wait for development of corresponding Ministerial regulations under the new *Education Act* for some topics.
- The Board approved new District Priorities for 2014-2018 and Values in April of this year.
- The Board has identified three areas of focus for the Board's own work plan: infrastructure, early childhood, and career pathways.
- The Board should be aware that the best case timelines have been presented. As the work proceeds in considering each broad policy theme, adjustments may need to be made to related policies, placement of policies within the codification structure and timelines accordingly.

**OPTIONS CONSIDERED**

1. Approve as printed the recommended Annual Policy Development and Review Plan 2014-2015.
2. Refer the Annual Policy Development and Review Plan 2014-2015 back to the Policy Review Committee with directions for revision.
3. Amend and approve the Annual Policy Development and Review Plan 2014-2015.

**CONSIDERATIONS & ANALYSIS**

In developing the recommended Annual Policy Development and Review plan for 2014-2015 (Attachment I), the Policy Review Committee considered:

- how the Committee could best support the Board's work relative to its three areas of focus for 2014-2015 (infrastructure, early childhood, and career pathways); and
- given the order and timelines for addressing board responsibilities in the overall plan for policy review, consolidating the examination of related responsibilities and corresponding policies by theme into a reasonable scope of work for the year.

A description of the considerations for the 2014-2015 Policy Review Committees' work plan is attached in Appendix I. Three main policy themes were identified for policy development addressing nine Board responsibilities:

1. Continuum of Collaborative Relationships with Community – (informal/formal partnerships collaboration, stakeholder engagement, social capital, shared services/clients, charity, etc.) – the parameters for who we engage/collaborate with, for what purpose, why and how. The Policy Review Committee believes that the Committee can best support the three Board areas of focus identified for 2014-2015 (infrastructure, early childhood and career pathways) through the development of a policy that governs the creation and maintenance of collaborative relationships that support the achievement of the District Priorities.
2. Safety and Security -- (parameters and expectations for due diligence, standards, etc.) – continuation of health and wellness theme.
3. Human Resources Framework – (the parameters for staff relations and stewardship of human resources).

**Policy Reviews Referred To Other Committees**

The Policy Review Committee is recommending that the Board and Superintendent of Schools Evaluation Committee review Board Policy FGB.BP - Evaluation of Superintendent of Schools relative to the Board’s responsibilities under *Education Act* S33(1)(j) “recruit the superintendent and entrust the day-to-day management of the school division to the staff through the superintendent.” The Board and Superintendent of Schools Evaluation Committee is in the best position to review and make recommendations to the Board with regard to the Board’s policy governing the evaluation of the Superintendent of Schools.

Similarly, the Policy Review Committee is recommending that the District Priorities and Governance Committee review and make recommendations to the Board for a governance policy to address the Board’s responsibilities under *Education Act* S33(1)(k) to “develop and implement a code of conduct that applies to trustees of the board, including definitions of breaches and sanctions, in accordance with principles set out by the Minister by order.” The Policy Review Committee believes that it would be prudent for the Board to proactively address a code of conduct, identification of sanctions, and the development of the norms, processes and supportive culture that will enable the Board to collectively be accountable for internal discipline.

To ensure alignment with the Board Policy CH.BP – Framework for Policy Development and Review, the Manager Policy Development can provide assistance to the respective administrators assigned to support both the Board and Superintendent of Schools Evaluation Committee and the District Priorities and Governance Committee.

**NEXT STEPS**

Once the Board has approved the annual plan for 2014-2015, work shall proceed and the Policy Review Committee shall keep the Board apprised of progress and changes in timelines should they occur.

In accordance with Board Policy CH.BP – Framework for Policy Development and Review and as outlined in the policy development and review process flow in Appendix II, when the Policy Review Committee brings forward a proposed draft policy for first consideration by the Board, the Board will have an opportunity to review, provide input and or make amendments prior to the draft policy being circulated for stakeholder feedback and further refinement.

**ATTACHMENTS & APPENDICES**

- ATTACHMENT I Annual Policy Development and Review Plan for 2014-2015
- ATTACHMENT II Plan for Comprehensive Review of Board Policy
- APPENDIX I Considerations for the 2014-2015 Policy Review Plan
- APPENDIX II Policy Development and Review Process Flow

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Policy Theme	Board Responsibilities (as per <i>Education Act</i> )	Existing Board Policies	Review Year	STATUS
<p><b>Continuum of Relationships with community:</b></p> <ul style="list-style-type: none"> <li>• <b>informal/formal (legal) partnerships</b></li> <li>• <b>Collaboration</b></li> <li>• <b>Shared services/clients</b></li> <li>• <b>Stakeholder engagement</b></li> <li>• <b>Social capital</b></li> <li>• <b>Charity</b></li> </ul> <p>... (to address District Priorities/Board focus areas)</p>	<p><b>33(1)</b> A board, as a partner in education, has the responsibility to:</p> <p>(c) provide, <u>where appropriate</u>, for the <u>engagement</u> of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board’s plans and the achievement of goals and targets within those plans,</p> <p>(f) <u>collaborate</u> with municipalities, other boards and community-based service agencies in order to <u>effectively address the needs of all students</u> and <u>manage the use of public resources</u>,</p> <p>(g) <u>collaborate</u> with <u>post-secondary institutions</u> and the community to enable <u>smooth transitions</u> for students <u>from secondary to post-secondary</u> education;</p>	<p>AA.BP – Stakeholder Engagement            AGA.BP – Recognition of Students, Staff, Parents, and the Community  <b>CH.BP – Framework for Policy Development and Review</b>            CNA.BP Information Security  <b>CO.BP – Fiscal Oversight and Accountability</b>  <b>EA.BP – Infrastructure Planning Principles</b>            FAA.BP – Human Resources Framework            FBB.BP – Community Funded Personnel            FBC.BP Liaison Committees            FBCE.BP – Volunteers- Registration and Record Checks            FJ.BP – Staff Leaves of Absence  <b>GA.BP – Student Programs of Study</b>  <b>GAA.BP – Delivery of Student Programs of Study</b>            GGAB.BP – Multicultural Education            GGAJ.BP – Early Years            GIBD.BP Integrated School Library Learning Commons  <b>GK.BP – Student Assessment, Achievement and Growth</b>            HA.BP – Inclusive Education            HAA.BP – Aboriginal Education            IA.BP – Parent and Community Involvement            IAA.BP – Educational Partnerships and Sponsorships            IAB.BP – Comment, Delegations and Presentations at Board Meeting....            IBC.BP – Communications Framework            IBD.BP – Protocol for Trustee Recognition at School or Public Events            IJ.BP – Assisting Community Organizations            IJA.BP – Electioneering and Politically motivated Communications            Trustees’ Handbook – Elections  <del>HCE.BP – Continuing Education (GAA.BP)</del>  <del>IH.BP – Public Gifts – CO.BP</del></p>	<p><b>2014-2015</b></p>	<p>Policy Review Committee</p>

Existing policies in **bold** have been reviewed/developed and formatted since 2012-2013 in accordance with CH.BP – Framework for Policy Development and Review. Policies with a ~~strike through~~ have been rescinded.

Policy Theme	Board Responsibilities (as per <i>Education Act</i> )	Existing Board Policies	Review Year	STATUS
<b>Safety and Security</b>	<p><b>33(1)</b> A board, as a partner in education, has the responsibility to:</p> <p>(d) ensure that <b>each student</b> enrolled in a school operated by the board and <b>each staff member</b> employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,</p>	<p>DBC.BP – EmergencyPlans  DCA.BP – Security and Vandalism  EM.BP –Alcoholic Beverages &amp; Smoking on District Premises...  EO.BP – Environment  FBB.BP – CommunityFunded Personnel  FBCB.BP – District Staff Code of Conduct;  FBCD.BP – Mandatory Records Checks for Employees  FBCE.BP – Volunteers- Registration and Record Checks  <b>GA.BP – Students Programs of Study</b>  GHHABP – Tutoring  HED.BP – Student Attendance  <b>HGD.BP – Student Suspension and Expulsion</b>  HH.BP – Supervision of Elementary and Junior High Students during Lunch  IJ.BP – Assisting CommunityOrganizations  IJA.BP – Electioneering and Politicallymotivated Communications</p>	<b>2014-2015</b>	Policy Review Committee

Existing policies in **bold** have been reviewed/developed and formatted since 2012-2013 in accordance with CH.BP – Framework for Policy Development and Review. Policies with a ~~strike through~~ have been rescinded.

Policy Theme	Board Responsibilities (as per <i>Education Act</i> )	Existing Board Policies	Review Year	STATUS
<p><b>Human Resources Framework:</b></p> <ul style="list-style-type: none"> <li>• <b>effective deployment of staff</b></li> <li>• <b>Respectful (safe and caring) learning environment (Staff)</b></li> </ul>	<p><b>33(1)</b> A board, as a partner in education, has the responsibility to:</p> <p>(a) <u>deliver</u> appropriate education <u>programming to meet the needs of all students</u> enrolled in a school operated by the board and to enable their success,</p> <p>(d) ensure that each student enrolled in a school operated by the board and <b>each staff member</b> employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,</p> <p>(h) establish and maintain <u>governance and organizational structures</u> that <u>promote student (and staff) well-being and success</u>, and monitor and evaluate their effectiveness,</p> <p>(i) ensure effective stewardship of the board’s resources,</p> <p>(l) comply with all applicable Acts and regulations,</p>	<p><b>AEBB.BP – Wellness of Students and Staff</b>  ACB.BP – National Anthem and Flag  <b>AD.BP – District Vision, Mission, Values and Priorities</b>  AGA.BP – Recognition of Students, Staff, Parents, and the Community  <b>CH.BP – Framework for Policy Development and Review</b>  CHA.BP – Delegation of Authority  FAA.BP - Human Resources Framework  FB.BP – Authority for Human Resources Decisions  FBB.BP – Community Funded Personnel  FBCA.BP – Respectful Working Environments  FBCB.BP – District Staff Code of Conduct  FBCD.BP – Mandatory Records Checks for Employees  FBD.BP – Vacations and Holidays  FC.BP – Recruitment, Employment, Qualifications and Deployment of Staff  FCA.BP – Qualifications for Teacher Continuing Contracts  FDB.BP – Terms and Conditions of Employment for Exempt Staff  FFA.BP – Reduction of Staff  FGB.BP – Evaluation of Superintendent of Schools  FGC.BP – Staff Performance  FIA.BP – Pensions  FJ.BP – Staff Leaves of Absence  FJD.BP – Administrative Recognition  FM.BP – Acknowledgement of Deaths and Bereavements  <b>GA.BP – Students Programs of Study</b>  HF.BP – Safe, Caring, and Respectful Learning Environments  Trustees’ Handbook – Trustee Committees</p>	<p><b>2014-2015</b></p>	<p>Policy Review Committee</p>
<p><b>Superintendent Role and Responsibilities and Evaluation</b></p>	<p><b>33(1)</b> A board, as a partner in education, has the responsibility to:</p> <p>(j) recruit the superintendent and entrust the day-to-day management of the school division to the staff through the superintendent,</p>	<p><b>CH.BP – Framework for Policy Development and Review</b>  CHA.BP – Board Delegation of Authority  FGB.BP – Evaluation of Superintendent</p>	<p><b>2014-2015</b></p>	<p>Board and Superintendents Evaluation Committee</p>

Existing policies in **bold** have been reviewed/developed and formatted since 2012-2013 in accordance with CH.BP – Framework for Policy Development and Review. Policies with a ~~strike through~~ have been rescinded.

Policy Theme	Board Responsibilities (as per <i>Education Act</i> )	Existing Board Policies	Review Year	STATUS
<b>Board and Trustee Code of Conduct and Sanctions*</b> (see also 33(4)). (may be impacted by Ministerial Order)	<b>33(1)</b> A board, as a partner in education, has the responsibility to:  (k) develop and implement a code of conduct that applies to trustees of the board, including definitions of breaches and sanctions, in accordance with principles set out by the Minister by order,	Trustees' Handbook – Board Governance	<b>2014-2015</b>	*District Priorities and Governance Committee

Existing policies in **bold** have been reviewed/developed and formatted since 2012-2013 in accordance with CH.BP – Framework for Policy Development and Review. Policies with a ~~strike through~~ have been rescinded.

**Plan for Comprehensive Review of Board Policy**  
**Board Responsibilities in the *Education Act* vis-à-vis Board Policy**

This document is an outline of the proposed sequencing for the comprehensive review of Board Policy.

**BACKGROUND**

The Board's power to delegate authority (Section 52) and legislated board responsibilities (Section 33) in the new, yet to be proclaimed, *Education Act* are key considerations in the review of existing board policy.

Like the *School Act*, the *Education Act* delegates administrative and legislative powers and obligations to school boards. Part 4 Division 1 addresses Board Powers similar to section 60 of the *School Act* and is the primary reference for administrative and legislative powers and obligations. Other powers and obligations have been delegated in a variety of sections of the *Education Act*.

Section 52 (61) **Delegation of power**, similar to Section 61 of the *School Act*, enables the Board to delegate by board resolution its authority.

**52(1)** Subject to subsections (4) and (5), a board may authorize

... any of its employees, a committee, a school council .....to do any act or thing or exercise any power that the board may do or exercise or is required to do or exercise.

(4) A board shall not delegate

- (a) the power to make a bylaw under this Act,
- (b) the power to close a school or school building under section 62,
- (c) the power to requisition from a municipality that the board may have from time to time, or
- (d) the power to hold a hearing under section 212.

(5) A board shall not delegate, except to a superintendent employed by the board,

- (a) the power to suspend the services of a teacher, or
- (b) the power to terminate the services of a teacher.

In other words a board cannot delegate:

- The power to make a bylaw,
- The power to close a school or school building
- The power to requisition from a municipality, and
- The power to hold a teacher transfer hearing

## General powers of boards

Section: 53; 60

*"53(1) A board shall*

*(a) **establish, maintain and implement policies necessary for fulfilling its responsibilities under section 33.***

*(b) ensure that all policies are available and accessible to students, parents, board employees and others affected by the policies,*

*(c) in co-operation with school councils, provide for parental and community engagement in schools, and*

*(d) maintain, repair, furnish and keep in good order all its real and personal property.*

*(2) A board may*

*(a) subject to section 18 and any regulations under this Act, develop, acquire or offer courses or programs,*

*(b) subject to section 18 and any regulations under this Act, develop or acquire instructional materials for use in courses or programs or in schools,  
and*

*(c) **make policies, subject to any regulations under this Act, respecting the establishment, administration, management and operation  
of***

*(i) schools operated by the board, or*

*(ii) school buses and other vehicles used for the purposes of the board."*

What follows is a chart, listing Board responsibilities as laid out in Section 33, a preliminary identification of responsive existing board policies, suggested topics for corresponding broad overarching policies and the expected review year. Policies may appear under more than one responsibility/theme.

Note: Policies that have been rescinded are noted by ~~strikeout~~; new policies are indicated in bold.

## COMPREHENSIVE POLICY DEVELOPMENT AND REVIEW PLAN 2012-2017

Board Responsibilities (as per <i>Education Act</i> )	Existing Board Policies	Policy Themes	Review Year	STATUS
<p><b>33(1)</b> A board, as a partner in education, has the responsibility to:</p> <p>(a) <u>deliver</u> appropriate education <u>programming</u> to <u>meet the needs of all students</u> enrolled in a school operated by the board and to enable their success,</p>	<p><del>HA.BP – Student Programs</del> <b>GA.BP – Student Programs of Study</b>  <b>GAA.BP – Delivery of Student Programs of Study</b>            HABP – Inclusive Education  <del>HCA.BP – Basic Instructional Program (GGA.BP)</del>            GGAB.BP – Multicultural Education  <del>HCAF.BP – Second Language Education, GCAF.BP</del>            GGAJ.BP – Early Years,            HAA.BP – Aboriginal Education            HG.BP – Student Behaviour and Conduct  <b>HGD.BP – Student Suspension and Expulsion</b>            EO.BP – Environment  <del>HGDD.BP – Performance and Exhibit Opportunities in the Fine Arts (GGDD.BP)</del>  <del>HGDJ.BP – Participation in interschool Athletic Activities (GGDJ.BP)</del>  <del>HGE.BP – Continuing Education (GCE.BP) GJ.BP – Comprehensive Guidance and Counseling Programs and Services</del>  <del>HI.BP – Teaching and Learning Resources (GI.BP)</del>  <del>HICA.BP – Field Trips (GICA.BP)</del>  <del>HKB.BP – Homework (GK.BP)</del>  <del>GI.AA.BP – Health Instruction Materials</del></p>	<p>Appropriate programming to meet needs of all students.</p>	<p>2012-2013</p>	<p>Revised (new) <b>GA.BP - Student Programs of Study</b></p> <p>New (revised former HABP) <b>GAA.BP Delivery of Student Programs of Study</b></p>
	<p>GD.BP – Instructional Time            GCABP – Approval of the School Year Calendar            GGA.BP – Organization for Instruction            FBD.BP – Vacations and Holidays</p>	<p>Organization for Instruction</p>	<p>2013-2014 2014-2016</p>	<p>Pilot Project on School Calendar</p>
	<p><b>EA.BP – Infrastructure Planning Principles</b>  <del>FED.BP – Capital Planning (EED.BP)</del>            DK.BP - Technology</p>	<p>Delivery of Programming: Infrastructure</p>	<p>2013-2014</p>	<p>New <b>EA.BP – Infrastructure Planning Principles</b></p>
	<p>FC.BP – Recruitment, Employment, Qualifications and Deployment of Staff</p>	<p>Staffing</p>	<p><b>2014-2015</b></p>	<p>Policy Review Committee</p>
	<p>HC.BP – Student Accommodation            HEC.BP – Student Admission to the District            DEA.BP - Transportation</p>	<p>Accommodation, Transportation (see 33(1)(i))</p>	<p>2015-2016</p>	

Existing policies in **bold** have been reviewed/developed and formatted since 2012-2013 in accordance with CH.BP – Framework for Policy Development and Review. Policies with a ~~strike through~~ have been rescinded.

Board Responsibilities (as per <b>Education Act</b> )	Existing Board Policies	Policy Themes	Review Year	STATUS
<p><b>33(1)</b> A board, as a partner in education, has the responsibility to:</p> <p>(b) <u>be accountable and provide assurances</u> to students, parents, the community and the Minister for student achievement of learning outcomes,</p>	<p><b>GK.BP – Student Assessment, Achievement and Growth</b>  <b>CO.BP – Fiscal Oversight and Accountability</b>            GD.BP – Instructional Time            IBC.BP-Communications Framework            CN.BP – Managing District Information            GCA.BP – Approval of the School Year Calendar            HAA.BP – Aboriginal Education            GGAB.BP – Multicultural Education</p>	<p>Assessment of achievement of learning outcomes and reporting thereof</p>	<p>2012-2013</p>	<p>Revised and Expanded  <b>GK.BP – Student Assessment, Achievement and Growth</b></p>
<p><b>33(1)</b> A board, as a partner in education, has the responsibility to:</p> <p>(c) provide, <u>where appropriate</u>, for the <u>engagement</u> of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board’s plans and the achievement of goals and targets within those plans,</p>	<p>AA.BP – Stakeholder Engagement            IBC.BP – Communications Framework            IBD.BP – Protocol for Trustee Recognition at School or Public Events            IAB.BP – Comment, Delegations and Presentations at Board Meeting....            IA.BP – Parent and Community Involvement            IAA.BP – Educational Partnerships and Sponsorships            IJ.BP – Assisting Community Organizations  <b>CH.BP – Framework for Policy Development and Review</b>            HA.BP – Inclusive Education            FAA.BP – Human Resources Framework            FBC.BP Liaison Committees            GGAB.BP – Multicultural Education  <b>EA.BP – Infrastructure Planning Principles</b>  <del>FB.BP – School Reopening (EB.BP)</del>  <del>FL.BP – School Closure (EL.BP)</del>            HAA.BP – Aboriginal Education            AGA.BP – Recognition of Students, Staff, Parents, and the Community  <b>CO.BP – Fiscal Oversight and Accountability</b></p>	<p>(see also 33(1)(f) Continuum of Relationships with community:</p> <ul style="list-style-type: none"> <li>• Stakeholder engagement</li> <li>• Social capital</li> <li>• Volunteers</li> <li>• Sponsorship</li> <li>• Collaboration</li> <li>• Shared service/client</li> <li>• Legal partnerships</li> <li>• Informal partnerships</li> </ul>	<p>2013-2015</p> <p><b>2014-2015</b></p>	<p>Theme Identification</p> <p>Policy Review Committee</p>

Existing policies in **bold** have been reviewed/developed and formatted since 2012-2013 in accordance with CH.BP – Framework for Policy Development and Review. Policies with a ~~strike through~~ have been rescinded.

Board Responsibilities (as per <b>Education Act</b> )	Existing Board Policies	Policy Themes	Review Year	STATUS
<p><b>33(1)</b> A board, as a partner in education, has the responsibility to:</p> <p>(d) ensure that <b>each student</b> enrolled in a school operated by the board and <b>each staff member</b> employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,</p> <p>Existing policies in <b>bold</b> have been reviewed, developed and formatted since 2012-2013 in accordance with CH.BP – Framework for Policy Development and Review. Policies with a strike through have been rescinded.</p>	<p><del>FBE.BP – Health and Wellness of Staff and Students</del>  <b>AEBB.BP – Wellness of Students and Staff</b>  <del>FBEA.BP – Occupational Health and Safety</del>  <b>GA.BP – Student Programs of Study</b>  <del>GGDJ.BP – Participation in Interscholastic Athletic Activities</del>  <del>GIAA.BP – Health Instruction Materials</del>  EO.BP – Environment  FBCB.BP – District Staff Code of Conduct;  FBCD.BP – Mandatory Records Checks for Employees  FBCE.BP – Volunteers- Registration and Record Checks  FBB.BP – Community Funded Personnel  GHH.A.BP – Tutoring  IJ.BP – Assisting Community Organizations  IJA.BP – Electioneering and Politically motivated Communications  <del>GICA.BP – Field Trips</del>  <b>GA.BP – Students Programs of Study</b>  EM.BP – Alcoholic Beverages &amp; Smoking on District Premises...  DBC.BP – Emergency Plans  DCA.BP – Security and Vandalism  HED.BP – Student Attendance  HH.BP – Supervision of Elementary and Junior High Students during Lunch  <b>HGD.BP – Student Suspension and Expulsion</b>  GGAJ.BP – Early Years  HF.BP – Safe, Caring and Respectful Learning Environments  HFA.BP – Sexual Orientation and Gender Identity  HG.BP – Student Behaviour and Conduct  HA.BP – Inclusive Education  HED.BP – Student Attendance  HIAA.BP – Aboriginal Education  FBCA.BP – Respectful Working Environments  FAA.BP - Human Resources Framework  ACB.BP – National Anthem and Flag  FBD.BP – Vacations and Holidays  FJ.BP – Staff Leaves of Absence  FJD.BP – Administrative Recognition  FDB.BP – Terms and Conditions of Employment Exempt Staff  FFA.BP – Reduction of Staff  FGC.BP – Staff Performance  FIA.BP – Pensions  FM.BP – Acknowledgement of Deaths and Bereavements  <b>AGA.BP – Recognition of Students, Staff, Parents, and the Community</b></p>	<p>Health and Wellness</p> <p>Safety and Security</p> <p>Respectful (safe and caring) learning environment (Students)</p> <p>Respectful (safe and caring) learning environment (Staff)</p>	<p>2012-2013</p> <p>2013-2014</p> <p><del>2013-2014</del>  <b>2014-2015</b></p> <p>2015-2016</p> <p><b>2014-2015</b></p>	<p>Theme Identification</p> <p>New <b>AEBB.BP – Wellness of Students and Staff</b>  June 17, 2014</p> <p>Policy Review Committee</p> <p>Policy Review Committee</p>
			5	
			Page 13	
			of 31 of Electronic Package	

Board Responsibilities (as per <b>Education Act</b> )	Existing Board Policies	Policy Themes	Review Year	STATUS
<p><b>33(1)</b> A board, as a partner in education, has the responsibility to:</p> <p>(e) provide a continuum of specialized <u>supports and services</u> to students that is <u>consistent with the principles of inclusive education</u>,</p>	<p>HABP – Inclusive Education  <b>GA.BP – Student Programs of Study</b>  <b>GAA.BP – Delivery of Student Programs of Study</b>  HAA.BP – Aboriginal Education  GGAB.BP – Multicultural Education  GGAJ.BP – Early Years  IA.BP – Parent and Community Involvement  <del>HI.BP – Teaching and Learning Resources (GI.BP)</del>  GHHABP – Tutoring  GIBD.BP – Integrated School Library Learning Commons  FJ.BP – Staff Leaves of Absence  DEA.BP – Student Transportation  EA.BP – Infrastructure Planning Principles  <del>HGDJ.BP – Participation in Interscholastic Athletic Activities (GCDJ.BP)</del>  IAA.BP – Educational Partnerships and Sponsorships  DK.BP – District Technology  GE.BP – Organization for Instruction  <del>HGE.BP – Continuing Education (GGE.BP)</del></p>	<p>Continuity of instruction/ access to supports</p> <p>Transition to/ between authorities &amp; service providers</p>	<p>2013-2015</p> <p>2015-2016</p>	<p>Theme Identification</p>

Existing policies in **bold** have been reviewed/developed and formatted since 2012-2013 in accordance with CH.BP – Framework for Policy Development and Review. Policies with a ~~strike through~~ have been rescinded.

Board Responsibilities (as per <b>Education Act</b> )	Existing Board Policies	Policy Themes	Review Year	STATUS
<p><b>33(1)</b> A board, as a partner in education, has the responsibility to:</p> <p>(f) <u>collaborate</u> with municipalities, other boards and community-based service agencies in order to <u>effectively address the needs of all students</u> and <u>manage the use of public resources</u>,</p>	<p>HABP – Inclusive Education  FJ.BP – Staff Leaves of Absence  HAA.BP – Aboriginal Education  GGAB.BP – Multicultural Education  GGAJ.BP – Early Years  IA.BP – Parent and Community Involvement  IAA.BP – Educational Partnerships and Sponsorships  IJ.BP – Assisting Community Organizations  <b>EA.BP – Infrastructure Planning Principles</b>  FBB.BP – Community Funded Personnel  GIBD.BP Integrated School Library Learning Commons  IA.BP – Electioneering and Politically motivated Communications  <b>CO.BP – Fiscal Oversight and Accountability</b>  IBD.BP – Protocol for Trustee Recognition...  FBCE.BP – Volunteers- Registration and Record Checks  <del>H.BP – Public Gifts</del>  CNA.BP Information Security  Trustees' Handbook – Elections</p>	<p>See also 33(1)(c)(e)</p> <p>Continuum of Relationships with community:</p> <ul style="list-style-type: none"> <li>• Stakeholder engagement</li> <li>• Social capital</li> <li>• Volunteers</li> <li>• Sponsorship</li> <li>• Collaboration</li> <li>• Shared service/client</li> <li>• Legal partnerships</li> <li>• Informal partnerships</li> </ul> <p>(to address District Priorities/Board focus areas)</p>	<p>2013-2015</p> <p><b>2014-15</b></p>	<p>Theme Identification</p> <p>Policy Review Committee</p>

Existing policies in **bold** have been reviewed/developed and formatted since 2012-2013 in accordance with CH.BP – Framework for Policy Development and Review. Policies with a ~~strike through~~ have been rescinded.



Board Responsibilities (as per <b>Education Act</b> )	Existing Board Policies	Policy Themes	Review Year	STATUS
<p><b>33(1)</b> A board, as a partner in education, has the responsibility to:</p> <p>(i) ensure effective stewardship of the board’s resources,</p>	<p><b>EA.BP – Infrastructure Planning Principles</b>  <del>FED.BP – Capital Projects (EAD.BP)</del>  <del>FL.BP – School Closure (FL.BP)</del>  <del>JG.BP – Community use of District Buildings (IG.BP)</del>  <del>FE.E.BP – Site Acquisition and Disposal (EEE.BP)</del>  <del>FEECA.BP – Identification of a Building as a Historic Resource (EECA.BP)</del>  <del>FF.BP – Naming of Schools (EE.BP)</del>  EO.BP – Environment  DCA.BP – Security and Vandalism</p> <p><del>IAC.BP – Funding and Endorsement Requests from External Agencies</del>  <b>CO.BP – Fiscal Oversight and Oversight</b>  <del>CT.BP – Appointment of Principal Banker</del>  <del>CVE.BP – Auditor</del>  <del>CW.BP – Purchasing</del>  <del>HH.BP – Public Gifts</del>  <del>HNB.BP – School Assessed Fees</del>  Trustees’ Handbook – Expense Reporting  DEA.BP – Student Transportation  DK.BP – District Technology</p> <p>FAA.BP – Human Resources Framework  FC.BP – Recruitment, Employment, Qualifications and Deployment of Staff  FBCB.BP – District Staff code of Conduct  FB.BP - Authority for Human Resource Decisions  FBB.BP – Community Funded Personnel  FBCE.BP – Volunteers- Registration and Record Checks  FGC.BP – Staff Performance  FJ.BP – Staff Leaves of Absence  FJD.BP – Administrative Recognition</p> <p>CN.BP – Managing District Information</p>	<p>Capital (buildings and real property)</p> <p>Financial (Public Expense Reporting)  SES: supplies, equipment, services</p> <p>Human Resources (see S33(1)(d) also)</p> <p>Information and data (collected or created)</p>	<p>2012-2013</p> <p>2012-2013</p> <p>2013-2014</p> <p><b>2014-2015</b></p> <p>2012-2013</p>	<p>Theme Identification</p> <p>New <b>EA.BP Infrastructure Planning Principles</b></p> <p>New <b>CO.BP – Fiscal Oversight and Accountability</b></p> <p>Policy Review Committee</p> <p>New <b>CNA.BP – Information Security</b></p>

Existing policies in **bold** have been reviewed/developed and formatted since 2012-2013 in accordance with CH.BP – Framework for Policy Development and Review. Policies with a ~~strike through~~ have been rescinded.

<b>Board Responsibilities</b> (as per <b>Education Act</b> )	<b>Existing Board Policies</b>	<b>Policy Themes</b>	<b>Review Year</b>	<b>STATUS</b>
<p><b>33(1)</b> A board, as a partner in education, has the responsibility to:</p> <p>(j) recruit the superintendent and entrust the day-to-day management of the school division to the staff through the superintendent,</p>	<p>FGB.BP – Evaluation of Superintendent  CHA.BP – Board Delegation of Authority  <b>CH.BP – Framework for Policy Development and Review</b>  FB.BP – Authority for Human Resources Decisions  FCA.BP – Qualifications for Teacher Continuing Contracts</p>	<p>Superintendent Role and Responsibilities and Evaluation</p> <p>Delegation of Authority</p>	<p>2012-2013</p> <p><b>2014-2015</b></p> <p>2014-2016</p>	<p>Superintendent Hired</p> <p>*Board and Superintendents Evaluation Committee</p>
<p><b>33(1)</b> A board, as a partner in education, has the responsibility to:</p> <p>(k) develop and implement a code of conduct that applies to trustees of the board, including definitions of breaches and sanctions, in accordance with principles set out by the Minister by order,</p>	<p>Trustees' Handbook – Board Governance</p>	<p>Board and Trustee Code of Conduct and Sanctions* (see also 33(4)). (may be impacted by Ministerial Order)</p>	<p>2012-2013</p> <p><b>2014-2015</b></p>	<p>Trustees' Handbook</p> <p>*District Priorities and Governance Committee</p>
<p><b>33(1)</b> A board, as a partner in education, has the responsibility to:</p> <p>(l) comply with all applicable Acts and regulations,</p>	<p><b>CH.BP – Framework for Policy Development and Review</b>  CHA.BP – Board Delegation of Authority</p> <p>EM.BP – Alcoholic Beverages and Tobacco Use on District Premises and at District Sponsored Functions</p> <p>FCA.BP – Qualifications for Teacher Continuing Contracts  FIA.BP – Pensions</p> <p>(All policy and administrative regulations)</p>	<p>Delegation of Authority</p> <p>Applicable to all policy and administrative regulation</p> <p>– some HR policies may be redundant</p>	<p>2014-2016</p> <p><b>2014-2015</b></p>	<p>Policy Review Committee</p>

Existing policies in **bold** have been reviewed/developed and formatted since 2012-2013 in accordance with CH.BP – Framework for Policy Development and Review. Policies with a ~~strike through~~ have been rescinded.

<b>Board Responsibilities</b> (as per <b>Education Act</b> )	<b>Existing Board Policies</b>	<b>Policy Themes</b>	<b>Review Year</b>	<b>STATUS</b>
<b>33(1)</b> A board, as a partner in education, has the responsibility to:  (m) establish appropriate dispute resolution processes, and	AB.BP – Appeals	Dispute resolution processes	<del>2014-2015</del> 2014-2016	
<b>33(1)</b> A board, as a partner in education, has the responsibility to:  (n) carry out any other matters that the Minister prescribes.	CHA.BP – Board Delegation of Authority	Delegation of Authority	2014-2016	

Existing policies in **bold** have been reviewed/developed and formatted since 2012-2013 in accordance with CH.BP – Framework for Policy Development and Review. Policies with a ~~strike through~~ have been rescinded.

<b>Board Responsibilities</b> (as per <i>Education Act</i> )	<b>Existing Board Policies</b>	<b>Policy Themes</b>	<b>Review Year</b>	<b>STATUS</b>
<p><b>33(2)</b> A board shall establish, implement and maintain a policy respecting the board's obligation under subsection (1)(d) to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour.</p> <p><b>(3)</b> A code of conduct established under subsection (2) must:</p> <p>(a) be made publicly available,</p> <p>(b) be reviewed every year,</p> <p>(c) be provided to all staff of the board, students of the board and parents of students of the board,</p> <p>(d) contain the following elements:</p> <p>(i) a statement of purpose that provides a rationale for the code of conduct, with a focus on welcoming, caring, respectful and safe learning environments;</p> <p>(ii) one or more statements that address the prohibited grounds of discrimination set out in the Alberta Human Rights Act;</p>	<p>HF.BP – Safe Caring and Respectful Learning Environments  HFA.BP Sexual Orientation and Gender Identity  HG.BP – Student Behaviour and Conduct  <b>HGD.BP – Student Suspension and Expulsions</b>  HED.BP – Student Attendance  DDC.BP – Security and Vandalism</p>	<p>Requirements for a Student Code of Conduct (see also 33(4))</p> <p>(impacted by Ministerial regulations)</p>	<p>2014-2016</p>	

Existing policies in **bold** have been reviewed/developed and formatted since 2012-2013 in accordance with CH.BP – Framework for Policy Development and Review. Policies with a ~~strike through~~ have been rescinded.

<b>Board Responsibilities</b> (as per <b>Education Act</b> )	<b>Existing Board Policies</b>	<b>Policy Themes</b>	<b>Review Year</b>	<b>STATUS</b>
<p>(iii) one or more statements about what is acceptable behaviour and what is unacceptable behaviour, whether or not it occurs within the school building, during the school day or by electronic means;</p> <p>(iv) one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and individual circumstances, and which must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour, and</p> <p>(e) be in accordance with any further requirements established by the Minister by order.</p>				
<p><b>33(4)</b> An order of the Minister under subsection (1)(k) or (3)(e) must be made publicly available.</p>			<p><b>2014-2016</b></p>	

Existing policies in **bold** have been reviewed/developed and formatted since 2012-2013 in accordance with CH.BP – Framework for Policy Development and Review. Policies with a ~~strike through~~ have been rescinded.

## CONSIDERATIONS FOR THE 2014-2015 POLICY REVIEW PLAN

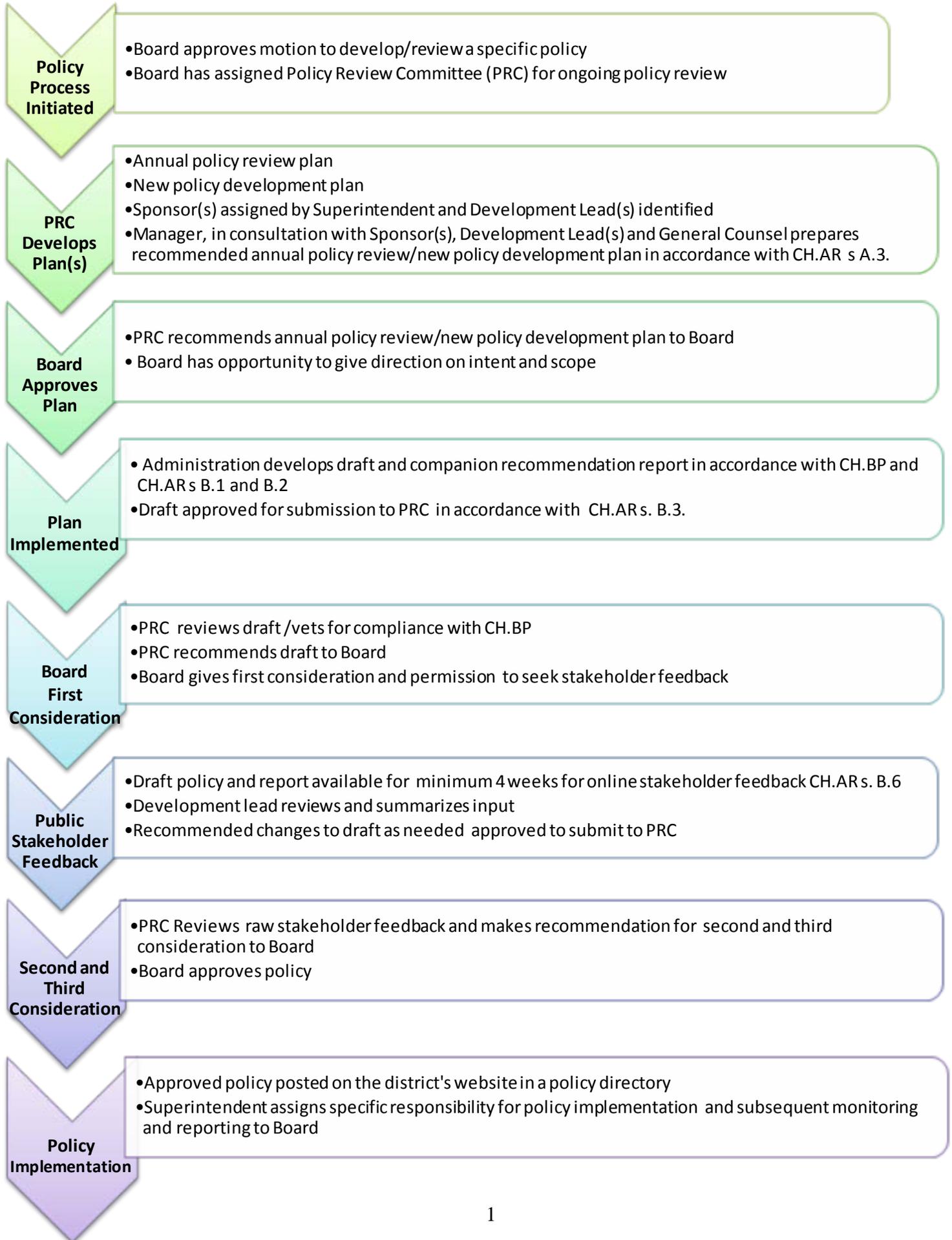
### Board Areas of Focus 2014-2015 (and to End of Term)

- Infrastructure – assigned to Infrastructure Committee
  - existing (consolidated) policy newly developed 2 years ago and supports work of growth and accommodation
  - dependent on partnerships and relationships with funders, and those served in community
  - a policy governing development of partnerships supportive of district priorities and goals is needed to support this work
  
- Early Childhood – Board Professional Development tied to Board Work Plan
  - existing policy newly developed in 2010 with a focus on developing partnerships to impact early learning outside of the Board’s mandate
  - a policy governing development of partnerships supportive of district priorities and goals is needed to support this work
  - early childhood pilot will help identify gaps in supports and in our governance structures/policy and administrative regulations for early learning
  
- Career Pathways – Board Professional Development tied to Board Work Plan
  - As the Board’s work plan for career pathways is clarified - identify and examine existing policy that supports career pathways and determine if there are gaps.
  - As career pathways extends beyond high school completion, a policy governing development of partnerships supportive of district priorities and goals is needed to support this work.

### Full Review and Policy Consolidation

1. Partnerships– continuum of relationships with external parties and parameters for who we engage with, why, how...
  - 33(1)(c) - provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board’s plans and the achievement of goals and targets within those plans, **Engagement of Stakeholders and Partners**
  - 33(1)(f) - collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources, **Partner collaboration to maximize use of public resources to address needs to student; 33(1)(i) effective use of resources.**
  - 33(1)(g) - collaborate with post-secondary institutions and the community to enable smooth transitions for students from secondary to post-secondary education; **Partner collaboration to transition to post-secondary. Career Pathways.**

2. Safety and Security - continuation of health and wellness themes
  - 33(1)(d) - ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, **Due diligence for safety and security of people and assets** (commitment to and parameters for due diligence such as standards, legislation..., emergency preparedness, prevention, supervision ...).
  
3. Human Resources – framework and expectations for management of human resources
  - 33(1)(a) - deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success. **Staffing for Program Delivery.**
  - 33(1)(d) - ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, **Respectful Working Environment.**
  - 33(1)(h) - establish and maintain governance and organizational structures that promote student (and staff) well-being and success, and monitor and evaluate their effectiveness, **Human Resources Framework,**
  - 33(1)(i) - ensure effective stewardship of the board’s resources, **Stewardship of Human Resources,** effective use.
  - 33(1)(l) - comply with all applicable Acts and regulations, -- *Alberta Employment Standards, School/Education Act, Pension Acts, Occupational Health and Safety.*



**DATE:** December 2, 2014  
**TO:** Board of Trustees  
**FROM:** Darrel Robertson, Superintendent of Schools  
**SUBJECT:** Review of 2013-2014 Results and 2014-2015 Plans and Revised Budgets  
**ORIGINATOR:** Cheryl Hagen, Treasurer & Managing Director, Financial Services  
**RESOURCE**  
**STAFF:** Todd Burnstad

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**ISSUE**

The Board of Trustees is required to meet government policy and requirements for school board planning and results reporting no later than November 30, 2014.

**BACKGROUND**

The results review, plans and revised budget documentation for all schools and central decision units are posted annually on the district website. As well, school results review, plans and revised budget documents are available to the public at each respective school. Central documents are available to the public at each respective decision unit. Trustees will be provided with the opportunity to comment on the results review meetings they attended.

**CURRENT SITUATION**

During the period November 19 to 26, 2014, members of the Board of Trustees reviewed the 2013-2014 results and the 2014-2015 plans and revised budgets.

**KEY POINTS**

- The Superintendent of Schools' results review was presented at the November 25, 2014 board meeting.
- Seventy schools out of 203 were reviewed through Trustee subcommittees based on a four year cycle to review all schools.
- The four Assistant Superintendents responsible for schools met with first and second year principals from 37 schools.
- All Central Services decision units are reviewed annually by Trustees.
- As part of the ongoing work of Assistant Superintendents with schools, the remaining results and plans of schools will be reviewed as part of one-on-one or catchment meetings.

**ATTACHMENTS & APPENDICES**

N/A

CDH:ja

**DATE:** December 2, 2014

**TO:** Board of Trustees

**FROM:** Sarah Hoffman, Board Chair 2013-2014

**SUBJECT:** Board Chair Discretionary Expenses Allowance Report 2013-2014

**ORIGINATOR:** Dr. Sandra Stoddard, Executive Director Governance and Strategic Support Services

**REFERENCE:** [Trustees' Handbook](#) – Section 10.5 Board Chair Discretionary Allowance  
[February 4, 2014 – Board Report](#) – Revised Board Chair Discretionary Allowance Report 2013-2014

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#### **ISSUE**

In accordance with the Board's procedures, the Board Chair is granted an annual discretionary expense allowance for expenses incurred related to the role of Board Chair. The Board Chair is required to provide a written annual report outlining the nature and purpose of expenses incurred under the Board Chair Discretionary Expense Allowance.

#### **BACKGROUND**

On September 14, 2010 the Board approved granting the Board Chair an annual discretionary expense allowance to cover expenses incurred related to the role of Board Chair. These funds were allocated to support additional business that may arise from the duties associated with the board chair position. As per the Trustees' Handbook, all expenses from the Board Chair's discretionary allowance are required to be signed off by the Vice-Chair prior to reimbursement.

#### **CURRENT SITUATION**

A report of the expenses incurred under the Board Chair's discretionary allowance for the period November 5, 2013 (Organizational Board Meeting) to September 2, 2014 (Organizational Board Meeting) is attached (Attachment I).

#### **KEY POINTS**

- There were a total of 8 transactions incurred for the period of November 5, 2013 to September 2, 2014 amounting to \$1,624.30.
- Effective October 22, 2013 the Board Chair discretionary allowance is \$2,153.80. Any unused portion of the fund will not be carried into 2014-2015.

#### **ATTACHMENTS & APPENDICES**

ATTACHMENT I Board Chair Discretionary Expense Allowance: Expense Report 2013-2014

SS:mmf

**BOARD CHAIR DISCRETIONARY EXPENSE ALLOWANCE**

Expense Summary from November 5, 2013 - September 2, 2014

<b>Opening Balance</b>	<b>\$</b>	<b>2,153.80</b>
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	<b>Date of Expense</b>	<b>Vendor/Location</b>	<b>Purpose</b>	<b>Amount</b>	<b>Balance</b>
1.	November 20, 2013	Society for Safe & Caring Schools & Communities	Waffle Breakfast to promote safe and caring schools	\$ 100.00	\$ 2,053.80
2.	February 18, 2014	Palliser Hotel, Calgary	Inspiring Education Symposium	\$ 306.33	\$ 1,747.47
3.	March 2014	United Way	Labour Appreciation Night	\$ 70.00	\$ 1,677.47
4.	April 4, 2014	National School Boards Association (NSBA)	NSBA Pre-Conference Fee	\$ 214.19	\$ 1,463.28
5.	April 7, 2014	United Airlines	Additional flight cost to change flight to accommodate meeting with Education Minister Johnson	\$ 381.00	\$ 1,082.28
6.	May 23, 2014	ASBA Zone 2/3	Edwin Parr Banquet	\$ 52.50	\$ 1,029.78
7.	May 26, 2014	Palliser Hotel, Calgary	Excellence in Teaching Awards	\$ 197.28	\$ 832.50
8.	May 26, 2014	Sarah Hoffman	Travel Expense to drive to Calgary for Teaching in Excellence Awards	\$ 303.00	\$ 529.50

<b>Closing Balance:</b>	<b>\$</b>	<b>529.50</b>
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**DATE:** December 2, 2014

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Report of the Blue Ribbon Panel on Inclusive Education in Alberta Schools  
(Response to Request for Information # 051)

**ORIGINATOR:** Mary Michailides, Assistant Superintendent, Supports for Schools

**RESOURCE  
STAFF:** Heather Raymond, Managing Director, Inclusive Learning

**REFERENCE:** September 16, 2014 Board Meeting (Trustee Hoffman)  
[Report of the Blue Ribbon Panel on Inclusive Education in Alberta Schools](#)  
June 14, 2011 Board Meeting (Special Needs Task Force Recommendations)  
[HA.BP - Inclusive Education](#)  
[HA.AR - Students in Need of Specialized Supports and Services](#)  
[Educational Strengths-Based Approach](#)  
[Pyramid of Intervention](#)  
[Challenging Behaviour Website](#)  
[New Teacher Induction Website](#)  
[Everyone's In Tip Sheets](#)

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#### ISSUE

The following information was requested:

- What recommendations in the report have already been implemented by the District?
- What recommendations in the report do we believe would support us in offering a successful inclusive educational environment for all students?
- What would be the potential resource implications of the recommendations?

#### BACKGROUND

On September 10, 2014, the Alberta Teachers' Association (ATA) released the Report of the Blue Ribbon Panel on Inclusive Education in Alberta Schools. The panel has 38 recommendations arranged around seven themes for the Government of Alberta, Alberta Education, ATA, post-secondary institutes, and school jurisdictions. Within the 38 recommendations, 10 refer to the work of school jurisdictions. The 10 recommendations for school jurisdictions include 5, 6, 7, 26, 28, 29, 30, 35, 36 and 38 which fall under the themes of Shared Vision; Resources; Teacher Professional Growth; Time; and Community Engagement.

#### CURRENT SITUATION

##### **What recommendations in the report have already been implemented by the District?**

The District's work in creating an inclusive learning environment has been guided by the Trustee Special Needs Task Force: Recommendation Report approved June 14, 2011. Using the Trustee Task Force as the District's internal guiding document, Inclusive Learning (IL) consultants believe they have been able to fulfill the recommendations in the Blue Ribbon Panel on Inclusive Education in Alberta Schools for school jurisdictions.

Under the themes, the following actions directly align with the school jurisdictions recommendations:

### **Shared Vision**

- HA.BP – Inclusive Education and HA.AR – Students in Need of Specialized Supports and Services were developed.
- In June 2012, the Inclusive Education Parent and Community Advisory Committee was formed for the purpose of ensuring continued involvement of parent and community members in the District’s implementation of an inclusive education system.
- As part of the communication plan for HA.AR – Students in Need of Specialized Supports and Services. The following is in place:
  - Two district guiding documents:
    - The Pyramid of Intervention: A Framework for Supporting All Students. The tools in the document form the basis for collaborative conversations between school staff and IL consultants. The Learner Profile, a tool in the document, gives teachers a voice in the development of educational goals for students.
    - An Educational Strengths-Based Approach: This document forms the basis for collaborative conversations between school and IL staff in creating and enhancing a strengths-based culture throughout the District.
  - To date, 10 Everyone’s In tip sheets related to topics to support the implementation of HA.AR – Students in Need of Specialized Supports and Services were developed and distributed to schools. Additional tip sheets are under development and will be distributed throughout the year. These include:
    - Supporting a Strength-Based Approach;
    - Creating Learner Centered Individual Program Plans (IPPs);
    - The Pyramid of Intervention – A Planning Tool;
    - The Pyramid of Intervention – Helping Parents Participate;
    - People First Language;
    - Social Inclusion;
    - Creating Welcoming and Inclusive Schools;
    - Supporting Your Child’s Individual Program Plan (IPP);
    - Supporting Social Inclusion; and
    - Indicators of Inclusive Schools: Alberta Education Guide.
- Nine videos, as part of the IL Everyone’s In Series, are available for staff to learn from other district colleagues on best practices for inclusion.
- Insights into the IL series posted on Staff Room support the District’s ongoing work to build an inclusive system. The series offers school staff an excellent opportunity to learn from one another and describes how they are helping students of all needs and abilities experience success.

### **Resources**

- Professional learning (PL) for educational assistants (EA) is provided through schools, catchment groups, and centrally. The PL sessions offered supports the building of staff capacity to support all learners. Supply EA’s new to the District are provided with two full days of training which includes NonViolent Crisis Intervention.
- The Edmonton Regional Collaborative Service Delivery (ERCSD) partners, which include Edmonton school authorities and Alberta Health Services (AHS) are collaborating to

support services offered to school staff and families to improve students' ability to take part in their educational program. The goal of ERCSD, in partnership with EPS through IL, is to coordinate an enhanced delivery of services and supports to complement what is already available to students, families, and school staff within their schools.

- IL and Curriculum and Resource Support staff support school staff in understanding and applying the principles of Universal Design for Learning as a means of enhancing the learning of all students and to increase teacher confidence in meeting the learning needs of our diverse student population.

### **Teacher Professional Growth**

- PL for teachers is provided through schools, catchment areas and centrally.
- In addition to teachers being able to apply for professional improvement leaves/tuition effective September 2014, the District has also established a Staff Development Fund. The function of the fund is to assist individuals or groups of teachers in pursuing professional learning activities focused on teaching quality and improvement of student outcomes.
- In order to build staff capacity, schools are able to access IL multidisciplinary teams. The teams have regular scheduled school visits for school-led conversations about the programming needs of students. This is resulting in greater coordination of service to schools, development of collaborative protocols between schools and the IL teams, and support for students in transition.
- To build capacity through a culture of collaborative and distributed leadership, the [Challenging Behaviour Website](#) has been developed to support school staff.
- The New Teacher Induction Program (NTIP) ([New Teacher Website](#)), a joint initiative between Edmonton Public Schools and Edmonton Public Teachers Local 37, is provided to welcome, mentor and support teachers in transition to the teaching profession and to the District.

### **Time**

- The District is undertaking a two-year calendar pilot project aimed at enhancing teachers' skills to support student success. The calendar will include more PL opportunities for teachers through five common PL days throughout the year.
- Schools provide teachers with release time to meet in collaborative teams to develop strategies focused on supporting student learning.
- A pilot has been established within the North East Catchment to use the IPP templates released by Alberta Education 2014. The templates focus on instructional planning and academic learning.

### **Community Engagement**

- Parent Councils provide parents with opportunities to discuss issues related to student programming which include creating an inclusive environment for all students.
- Some of the Everyone's In tip sheets have been developed to support parents in the engagement of creating an inclusive learning environment for all.

**What recommendations in the report do we believe would support us in offering a successful inclusive educational environment for all students?**

All 38 recommendations in the report have merit. Advocacy efforts by the Board of Trustees to request Alberta Education to support the recommendations would further the District's work in developing successful inclusive educational environments for all students.

To further the District's effort to create an inclusive learning environment for all students, continual focus on PL for staff is necessary. In addition to the work occurring in catchment areas and in collaboration with the Edmonton Regional Learning Consortium (ERLC), the development of a targeted PL plan with specific competencies required for educational assistants, teachers and principals would further our capacity building efforts.

**What would be the potential resource implications of the recommendations?**

The catchment structure within leadership groups, IL and Curriculum and Resource Support provides the basis for the necessary resources needed to develop a targeted professional development plan to continue to build district staff capacity in developing inclusive learning environments for all students.

**ATTACHMENTS & APPENDICES**

N/A

HR/dll