DATE: December 15, 2015

TO: Board of Trustees

FROM: Trustee Michelle Draper, Caucus Committee Chair

SUBJECT: Report #2 of the Caucus Committee (From the Meeting Held December 1, 2015)

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

REFERENCE: Trustees' Handbook – Caucus Committee - Section 5.4
                 Trustees' Handbook – Section 6 – Board Committees
                 School Act Section 61

ISSUE
The Board approved the following recommendation at the March 3, 2015 Board meeting: *That a resolution be approved directing that Section 5.4 of the Trustees' Handbook be revised to give the Caucus Committee final decision-making power on certain types of matters, and yet constrain that power so it is used only when absolutely necessary.*

The following recommendation was approved at December 1, 2015 Caucus Committee meeting:

Board of Trustees' 2015-2016 Strategic Work Plan

That the Board of Trustees' 2015-2016 Strategic Work Plan be approved as detailed in Attachment I.

BACKGROUND
The Board recognizes that an important component of effective governance includes the development of areas of focus for the Board, supported by a Work Plan which helps to:
•   focus the work of the Board; and
•   clearly articulate the Board's expectations of its own contributions to the achievement of the District Priorities.

As per its Terms of Reference (Trustees' Handbook – Section 6.1.2 – Page 57), the District Priorities and Governance Committee makes recommendations to the Board on a range of governance-related matters to assist the Board in carrying out its duties and commitments. The Committee is also responsible for reviewing and monitoring Board Work Plan progress, and for seeking input from other Board Committees in performance of the responsibilities of this committee.

On October 13-14, 2015, the District Priorities and Governance Committee chaired and facilitated a Board of Trustees off-site meeting in which performance results related to the goals and outcomes in the District Strategic Plan were reviewed to identify key initiatives that would inform development of the Board's 2015-2016 Strategic Work Plan.

Subsequent to the off-site meeting, each of the Committees met to review, once again, the summary document to finalize their Committee Work Plan for inclusion in the Board of Trustees' 2015-2016 Strategic Work Plan (Attachment I).

The District Priorities and Governance Committee brought forward the recommended 2015-2016 Work Plan (Attachment I) to the December 1, 2015 Caucus Committee where it was approved. The Committee believes the 2015-2015 Work Plan will ensure that the Board's work and efforts are aligned with the Board's mandate and the District Priorities, thereby ensuring the Board and the District's success. The Committee also believes the recommended Work Plan will support the Board in conducting their work in an effective and efficient manner.

ATTACHMENTS & APPENDICES
 ATTACHMENT I   -   Board of Trustees' Strategic Work Plan
 ATTACHMENT II   -   Detailed Policy Review Committee Work Plan

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2015-2016 Board of Trustees' Strategic Work Plan

The following chart displays the existing Board Standing Committee structures for 2015-2016 and the activities that define the Board of Trustees' Strategic Work Plan.

Committee	Key Activities
Board and Superintendent Evaluation Committee	The Board and Superintendent of Schools Evaluations Committee is responsible for assisting the Board of Trustees in conducting an annual Board self-evaluation for continued Board development and improved Board performance with respect to the Board's role and responsibilities and an annual evaluation of the Superintendent of Schools in accordance with Board Policy FGB.BP – Evaluation of Superintendent of Schools. **2015-2016 Board Self-Evaluation** The Committee will: • Review the Board's Self-Evaluation Instrument to determine if any changes are required. (October–December 2015) • Initiate the process for the Board Self-Evaluation. Each individual Trustee will be requested to complete the Board Self-Evaluation Instrument. (June 2016) • With support from the Executive Director, Governance, Strategic Services and Support for Schools, compile and summarize the individual evaluations for reporting purposes. (July 2016) • Provide the final Board Self-Evaluation survey results to Trustees at a meeting for discussion and determination of how the results will inform the 2016-2017 Strategic Work Plan. (August 2016) • Prepare a summary statement of the Board Self-Evaluation results to be read at a public Board meeting. (September 2016) **2015-2016 Superintendent of Schools' Evaluation** The Committee will: • Review the Superintendent's Evaluation Instrument – any proposed changes to the instrument or process will require Board approval. (October –December 2015) • Initiate an RFP and hire an external firm to conduct the Superintendent Evaluation. The cost of the external contract will come out of the Board Initiative Fund. (December-January 2016) • Initiate the process for the Superintendent's Evaluation. (February 2016) • With support from the successful external firm, compile and summarize the individual evaluations and 360-degree feedback. The Superintendent will be provided an opportunity to review the evaluation and discuss implications with the Committee. (April 2016) • Submit the final Superintendent's Evaluation results and a report to Caucus Committee, which includes a response to the evaluation from the Superintendent. (June 2016) • Prepare a summary statement of the evaluation results to be read at a public Board meeting. (September 2016) • Review the process used for initiating a timely review and/or renewal process for the Superintendent of Schools contract of employment in accordance with the

	School Act and provisions of the Superintendent's contract. (December 2015) • Review and recommend a process for the evaluation of General Counsel. (December 2015-January 2016) • Work with the Policy Review Committee on Board-governance-related policy in the Trustee's Handbook through: o providing content recommendations to the Policy Review Committee on existing Board Policy FGB.BP - Evaluation of Superintendent of Schools. (TBD)

Committee	Key Activities

District Priorities and Governance Committee	The District Priorities and Governance Committee is responsible for assisting the Board in identifying and developing the priorities that will guide District operations and the budget planning cycle for the Board's four-year term of office. The Committee makes recommendations to the Board on a range of governance related matters to assist the Board in carrying out its duties and commitments in relation to the District Priorities.
	
	The Committee will:
	• Review and update the School Board Governance and Operations section of Board Policies to reflect the heightened component of *Assurance and Generative Governance* in the proposed *Education Act*.
	   o work with the Policy Review Committee on Board governance related policy in the Trustees' Handbook and develop a 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*". All Trustees will have an opportunity to be engaged in developing the content. The policy will be housed in the Trustees' Handbook.
	• Develop an engagement plan that includes:
	   o ways in which the Board can engage parents and get feedback/input into the education of their children, broaden their knowledge of the role of Trustee and to inform Board decision making connected to the Board cycle (development of priorities, distribution of funds, strategic planning, capital planning, etc.)
	   o ways in which the Board can work with industry and post-secondary institutions to gather feedback on how well we are doing with respect to preparing students for success beyond high school.
	• Following the approval of the Annual Education Results Report (AERR), develop recommendations for evidence-based items for consideration when making Distribution of Funds decisions. These recommendations could come to Caucus Committee and highlight areas in which funds could be targeted to areas of greatest need and areas of greatest return. This information will be used to align administrative recommendations that come to Board for approval of the Distribution of Funds.
	• Continue to find mechanisms in which the Board can align Board agendas and Board communication/work to the Strategic Plan
	• Review and monitor Board Work Plan progress
	• Provide input into the questions asked in the District Feedback Survey
	• Develop Board off-site meeting agendas and Chair the meetings

Committee	Key Activities
Infrastructure	The Infrastructure Committee will support Trustees in fulfilling their role of governance as it pertains to District's accommodation of students and managing of our space and facility assets. The purpose of the Committee is to: • Assist Trustees in furthering their understanding of the issues, impacts and potential next steps related to the District's infrastructure over the course of their term. • Recommend governance direction in matters related to the implementation of the *Managing Space for our Students Infrastructure Strategy*. • Advise and provide feedback to administration on strategic infrastructure initiatives, such as the *Managing Space for our Students* report. • Increase awareness amongst education stakeholders of the current pressures, realities and issues related to the District's infrastructure. • Engage the broader community's interest and involvement in the infrastructure development process. The Committee will: • Work with the Administration on the development of key communication packages for Trustees to use while engaging with parents. These key messages will support increased parent awareness and support consistency of messaging around the District's current pressures and realties related to infrastructure specifically tied to the Infrastructure Strategy (high school accommodation, program reviews and growth accommodation). • Both the Infrastructure and District Priorities and Governance Committees will work with the Administration to develop consultation/engagement strategies for parents and community. These processes will be designed to generate feedback around infrastructure-related issues that will help to inform infrastructure-related decisions the Board has to make. The strategies developed, will be incorporated into the Board's broader engagement plan. • Develop key advocacy messages for the Board to use in their strategy to gain support at multiple levels of government investment: City of Edmonton, Province of Alberta and federally as appropriate. These messages will support, align with and reflect the key desired outcomes and requests of both the Infrastructure Strategy and the District's Three-Year Capital Plan. • Advocate to the City of Edmonton and the Province of Alberta for the District to be a stakeholder at the table in key discussions involving infrastructure as it pertains to schools and the capital-planning process. • Work with the Administration around *community centre* approaches to a school facility where schooling and community services are co-located within the same structure. Included in these opportunities may be models that reflect alternative funding approaches for school infrastructure; bring forward to Caucus Committee a report outlining what these are and the feasibility of these approaches. • Continue to use both internal District data and external community data to forecast future student growth patterns as they pertain to the use of District space and program accommodations.

Committee	Key Activities

Policy Review Committee	The Policy Review Committee is responsible for assisting the Board in reviewing Board policy by ensuring that Board policies submitted for Board approval are developed and reviewed in accordance with the Board Policy CH.BP – Framework for Policy Development and Review.
	
	Four policy themes have been identified for policy development and consolidation where appropriate – a more detailed report on the Policy Review Committee Work Plan is included in Attachment II.
	
	1. Inclusive education and the provision of a continuum of specialized supports and services: parameters and expectations for the provision of educational programs and supports so that all children and students – regardless of race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, socio-economic status, or any other factor(s) – have access to meaningful and relevant learning experiences and a quality education.
	2. Respectful (welcoming, caring and safe) learning and working environment: parameters and expectations for the creation and maintenance of respectful learning and working environments, including requirements for appropriate dispute resolution processes, and a student code of conduct that addresses bullying behavior.
	3. Governance of District information which includes parameters and expectations for information management, information technology and information security.
	4. Organization for and delivery of instruction and programming which includes parameters and expectations for:
	  • the establishment of the school year calendar for Board approval,
	  • student admission to the District and accommodation in a school, and
	  • provision of transportation services.
	
	In addition to the four board policy themes, the Policy Review Committee will take the lead and provide a recommendation to the District Priorities and Governance Committee for Board-governance-related policy on behalf of the Board:
	• reviewing existing Board Policy FGB.BP - Evaluation of Superintendent of Schools and will consult with the Board and Superintendent's Evaluation Committee on content.
	• developing a 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*". All Trustees will have an opportunity to be engaged in developing the content. The policy will be housed in the Trustees' Handbook.
	
	By request of the Board at the November 24, MST meeting, a review of Board Policy GA.BP Student Programs of Study will also be conducted, specifically as it relates to instruction in a second language, and a report brought to Caucus Committee for further discussion.

Committee	Key Activities

ASBA Issues and Resolutions	The ASBA Issues and Resolutions Committee exists to advise and assist the Board in presenting issues and resolutions to the Alberta School Boards Association (ASBA) Zone and General Meetings. As involvement in ASBA is still under discussion, this Committee's mandate has been broadened to include other issues and advocacy items.
	
	 The Committee will:
	 • Establish Guiding Principles that align to the District's Cornerstone Values and the Strategic Plan, to guide all future decision making done by the Committee on behalf of the Board of Trustees at ASBA Board of Directors, Zones, and submissions to the ASBA Strategic Plan and Budget to be debated at the Fall General Meeting and the Spring General Meetings. The Committee is recommending that this be the mandate by which the District's ASBA representatives will be empowered to make decisions and to respond to any emergent motions or amendments on the floor of the assembly.
	 *This work was completed by the Committee and approved at the November 3, 2015 Caucus Committee Meeting. The following Guiding Principals were established:
	    o Does the proposed policy or resolution support **Success for Every Student?**
	    o Does the proposed policy or resolution support **A Focus on Well-being and Student Citizenship?**
	    o Does the proposed policy or resolution support a **Culture of Excellence and Accountability?** For example is it effective, efficient, equitable and fiscally responsible?
	    o Does the proposed policy or resolution support **Engaged and Effective Governance**? For example does it support local autonomy?
	 • Advocate to the Ministry of Health for supports to students specifically as they relate to mental health.
	 • Advocate for cross-Ministry funding and involvement of other agencies/volunteers to meet the complex needs of students. This could include Board-to-Board conversations about the importance of shared responsibility for education and well-being of children, youth and families. This advocacy also should to consider the anticipated increase in Refugees coming to the District.
	 • Advocate to address the issues and trends identified in the Annual Education Results Report.
	 • Carry out advocacy-related to issues that emerge and are identified as priorities of the Board.

Committee	Key Activities

Audit Committee	The purpose of the Audit Committee is to assist the Board of Trustees in ensuring the assets of the corporation are preserved and resources utilized effectively. The Audit Committee is part of a system of checks and balances and as guardian of the District's interests, assesses whether the organization is appropriately administering public funds.
	
	The Committee will:
	• Coordinate professional development around the analysis of budget.
	• Appoint a new Audit Committee member based on the expiration of term. *(a recommendation report came to the November 13, 2015 Caucus Committee meeting for approval)*
	• Recommend the appointment and subsequent evaluation of the external Board auditor in accordance with Board Policy CO.BP - Fiscal Oversight and Accountability and the *School Act*.
	• Meet with the external auditor prior to commencement of audit to review the engagement letter, assure independence from management and discuss and approve the audit plan.
	• Review external auditors assessment of the District's system of internal controls and accounting policies, the draft annual audit report, accept receipt of the external auditor's independence letter, the audit findings report and the accompanying draft management letter.
	• Make a recommendation to Board whether to accept the annual audit report and financial statements for forwarding to the Minister.
	• Develop understanding of new responsibilities with the new *Education Act*
	   ○ Value for money audits
	   ○ Potential liabilities – teacher effectiveness, program of studies for every student, inclusive education supports

ANNUAL POLICY DEVELOPMENT AND REVIEW PLAN 2015--2016

Policy Theme	Board Responsibilities (as per *Education Act*)	Existing Board Policies	Review Year	STATUS
Principles of inclusive education and continuum of specialized supports and services	**33(1)** A board, as a partner in education, has the responsibility to: (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, (e) provide a continuum of specialized supports and services to students that is consistent with the principles of inclusive education, (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; (g) collaborate with post-secondary institutions and the community to enable smooth transitions for students from secondary to post-secondary education; (i) ensure effective stewardship of the board's resources, [and] (l) comply with all applicable Acts and regulations	**AA.BP – Stakeholder Relations** **AEBB.BP – Wellness of Students and Staff** **AD.BP – District Vision, Mission, Values and Priorities** **CNA.BP – Information Security** **CO.BP – Fiscal Oversight and Accountability** DEA.BP – Student Transportation **EA.BP – Infrastructure Planning Principles** **GA.BP – Students Programs of Study** **GAA.BP – Delivery of Student Programs of Study** GGAB.BP – Multicultural Education GGAJ.BP – Early Years GHHA.BP – Tutoring GIBD.BP – Integrated School Library Learning Commons **GK.BP – Student Assessment, Achievement and Growth** HA.BP – Inclusive Education HAA.BP – Aboriginal Education HF.BP – Safe, Caring, and Respectful Learning Environments HFA.BP – Sexual Orientation and Gender Identity	*2015-2016*	

Policy Theme	Board Responsibilities (as per Education Act)	Existing Board Policies	Review Year	STATUS
Respectful (Welcoming, Caring and Safe) Learning and Working Environment	**33(1)** A board, as a partner in education, has the responsibility to: (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, (l) comply with all applicable Acts and regulations, [and],	**AA.BP – Stakeholder Relations** ACB.BP – National Anthem and Flag **AD.BP – District Vision, Mission, Values and Priorities** AGA.BP – Recognition of Students, Staff, Parents, and the Community GGAB.BP – Multicultural Education FAA.BP – Human Resources Framework HF.BP – Safe, Caring and Respectful Learning Environments HFA.BP – Sexual Orientation and Gender Identity HA.BP – Inclusive Education HIAA.BP – Aboriginal Education		
Appropriate dispute resolution processes	(m) establish appropriate dispute resolution processes. **33(2)** A board shall establish, implement and maintain a policy respecting the board's obligation under subsection (1)(d) …. that includes the	AB.BP – Appeals		
Student Code of Conduct	establishment of a code of conduct for students that addresses bullying behaviour. **33(3)** A code of conduct established under subsection (2) must: (a) be made publicly available, (b) be reviewed every year, (c) be provided to all staff of the board, students of the board and parents of students of the board, (d) contain the following elements: (see (i) –(iv))	DK.BP – District Technology DDC.BP – Security and Vandalism HED.BP – Student Attendance HG.BP – Student Behaviour and Conduct HGD.BP – Student Suspension and Expulsion		

Policy Theme	Board Responsibilities (as per Education Act)	Existing Board Policies	Review Year	STATUS
Governance of District Information	**33(1)** A board, as a partner in education, has the responsibility to: (h) establish and maintain governance and organizational structures that promote student (and staff) well-being and success, and monitor and evaluate their effectiveness, (i) ensure effective stewardship of the board's resources, (j) be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes,	CN.BP – Managing District Information DK.BP – Information Technology **CNA.BP – Information Security**	**2015-2016**	
Safety and Security	**33(1)** A board, as a partner in education, has the responsibility to: (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,	**CNA.BP – Information Security** DBC.BP – Emergency Plans DCA.BP – Security and Vandalism **EA.BP – Infrastructure Planning Principles** EM.BP –Alcoholic Beverages & Smoking on District Premises… EO.BP – Environment FBB.BP – Community Funded Personnel FBCB.BP – District Staff Code of Conduct; FBCD.BP – Mandatory Records Checks for Employees FBCE.BP – Volunteers- Registration and Record Checks **GA.BP – Students Programs of Study** GHHA.BP – Tutoring HED.BP – Student Attendance HG.BP – Student Code of Conduct **HGD.BP – Student Suspension and Expulsion** HH.BP – Supervision of Elementary and Junior High Students during Lunch **AA.BP – Stakeholder Relations** IJA.BP – Electioneering and Politically motivated Communications	**2014-2016**	

Policy Theme	Board Responsibilities (as per *Education Act*)	Existing Board Policies	Review Year	STATUS
Organization for and delivery of programming: • **The School Year Calendar** • **Accommodation** • **Requirements for student admission to the District** • **Transportation Service**	**33(1)** A board, as a partner in education, has the responsibility to: (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, (c) provide a continuum of specialized supports and services to students that is consistent with the principles of inclusive education, (j) ensure effective stewardship of the board's resources, [and] (l) comply with all applicable Acts and regulations	GD.BP – Instructional Time GCA.BP – Approval of the School Year Calendar FBD.BP – Vacations and Holidays **GAA.BP – Delivery of Student Programs of Study** GGA.BP – Organization for Instruction HC.BP – Student Accommodation HEC.BP – Student Admission to the District DEA.BP – Transportation **EA.BP – Infrastructure Planning Principles**	**2015-2016**	
Superintendent Role and Responsibilities and Evaluation	**33(1)** A board, as a partner in education, has the responsibility to: (j) recruit the superintendent and entrust the day-to-day management of the school division to the staff through the superintendent,	**CH.BP – Framework for Policy Development and Review** CHA.BP – Board Delegation of Authority FGB.BP – Evaluation of Superintendent Trustees' Handbook – Terms of Reference for the Board and Superintendent of Schools Evaluation Committee	**2014-2016** **2014-2016**	

4

Policy Theme	Board Responsibilities *(as per Education Act)*	Existing Board Policies	Review Year	STATUS
Board and Trustee Code of Conduct and Sanctions* (see also 33(4))**.** (may be impacted by Ministerial Order)	**33(1)** 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	**2014-2016**	

5

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.

General powers of boards
Section: **53**; 60
"53(1) A board shall
*(a) **establish, maintain and implement policies necessary for fulfilling its responsibilities** <u>**under section 33,**</u>*
(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.

6

(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.
        Green highlighted items indicate these items currently under review for revision, consolidation and/or development.

COMPREHENSIVE POLICY DEVELOPMENT AND REVIEW PLAN 2012-2017

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

Board Responsibilities (as per *Education Act)*	Existing Board Policies	Policy Themes	Review Year	STATUS
33(**1**) A board, as a partner in education, has the responsibility to: (b) be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes,	**GK.BP – Student Assessment, Achievement and Growth** **CO.BP – Fiscal Oversight and Accountability** GD.BP – Instructional Time ~~IBC.BP Communications Framework~~ **AA.BP – Stakeholder Relations** CN.BP – Managing District Information GCA.BP – Approval of the School Year Calendar HAA.BP – Aboriginal Education GGAB.BP – Multicultural Education	Assessment of achievement of learning outcomes and reporting thereof	2012-2013	Revised and Expanded **GK.BP – Student Assessment, Achievement and Growth**
33(**1**) A board, as a partner in education, has the responsibility to: (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,	~~AA.BP – Stakeholder Engagement~~ **AA.BP – Stakeholder Relations** ~~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~~ **CH.BP – Framework for Policy Development and Review** HA.BP – Inclusive Education <mark>FAA.BP – Human Resources Framework</mark> <mark>FBC.BP Liaison Committees</mark> GGAB.BP – Multicultural Education **EA.BP – Infrastructure Planning Principles** ~~FB.BP – School Reopening (EB.BP)~~ ~~FL.BP – School Closure (EL.BP)~~ HAA.BP – Aboriginal Education AGA.BP – Recognition of Students, Staff, Parents, and the Community **CO.BP – Fiscal Oversight and Accountability**	(see also 33(1)(f) Continuum of Relationships with community: • Stakeholder engagement • Social capital • Volunteers • Sponsorship • Collaboration • Shared service/client • Legal partnerships • Informal partnerships	2013-2015 2014-2015	Theme Identification Revised and Expanded **AA.BP – Stakeholder Relations**

Board Responsibilities (as per *Education Act*)	Existing Board Policies	Policy Themes	Review Year	STATUS
33(**1**) A board, as a partner in education, has the responsibility to: (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,	~~FBE.BP – Health and Wellness of Staff and Students~~ **AEBB.BP – Wellness of Students and Staff** ~~FBEA.BP – Occupational Health and Safety~~ **GA.BP – Student Programs of Study** ~~GGDJ.BP – Participation in interschool Athletic Activities~~ ~~GIAA.BP – Health Instruction Materials~~ 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 GHHA.BP – Tutoring ~~IJ.BP – Assisting Community Organizations~~ **AA.BP – Stakeholder Relations** IJA.BP – Electioneering and Politically motivated Communications ~~GICA.BP – Field Trips~~ **GA.BP – Students Programs of Study** EM.BP –Alcoholic Beverages & 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 **AA.BP – Stakeholder Relations** AB.BP – Appeals ACB.BP – National Anthem and Flag **AD.BP – District Vision, Mission, Values and Priorities** AGA.BP – Recognition of Students, Staff, Parents, and the Community GGAB.BP – Multicultural Education FAA.BP – Human Resources Framework HF.BP – Safe, Caring and Respectful Learning Environments HFA.BP – Sexual orientation and Gender Identity HA.BP – Inclusive Education 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 AGA.BP – Recognition of Students, Staff, Parents, and the Community	Health and Wellness Safety and Security Respectful (safe and caring) learning environment (Students) Respectful (safe and caring) learning environment (Staff HR Framework)	2012-2013 2013-2014 **2014-2016** **2015-2016** **2014-2015**	Theme Identification New **AEBB.BP – Wellness of Students and Staff** Policy Review Committee

10

Board Responsibilities (as per *Education Act*)	Existing Board Policies	Policy Themes	Review Year	STATUS
33(**1**) A board, as a partner in education, has the responsibility to: (e) provide a continuum of specialized supports and services to students that is consistent with the principles of inclusive education,	**GA.BP – Student Programs of Study** **GAA.BP – Delivery of Student Programs of Study** GGAB.BP – Multicultural Education GGAJ.BP – Early Years ~~IA.BP – Parent and Community Involvement~~ **AA.BP – Stakeholder Relations** ~~HI.BP – Teaching and Learning Resources (GI.BP)~~ GHHA.BP – Tutoring GIBD.BP – Integrated School Library Learning Commons FJ.BP – Staff Leaves of Absence HA.BP – Inclusive Education HAA.BP – Aboriginal Education HF.BP – Safe, Caring and Respectful Learning Environments HFA.BP – Sexual Orientation and Gender Identity DEA.BP – Student Transportation DK.BP – District Technology **EA.BP – Infrastructure Planning Principles** ~~HGDJ.BP – Participation in Interschool Athletic Activities (GGDJ.BP)~~ ~~IAA.BP – Educational Partnerships and Sponsorships~~ GE.BP – Organization for Instruction ~~HGE.BP – Continuing Education (GGE.BP)~~	Inclusive Education and continuum of specialized supports/services; life and career pathways Organization for and Delivery of Programming: Accommodation, Transportation	2013-2015 **2015-2016**	Theme Identification

11

Board Responsibilities (as per *Education Act*)	Existing Board Policies	Policy Themes	Review Year	STATUS
33(1) A board, as a partner in education, has the responsibility to: (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,	HA.BP – 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~~ **AA.BP – Stakeholder Relations** **EA.BP – Infrastructure Planning Principles** FBB.BP – Community Funded Personnel GIBD.BP Integrated School Library Learning Commons IJA.BP – Electioneering and Politically motivated Communications **CO.BP – Fiscal Oversight and Accountability** IBD.BP – Protocol for Trustee Recognition… FBCE.BP – Volunteers- Registration and Record Checks ~~IH.BP – Public Gifts~~ CNA.BP Information Security Trustees' Handbook – Elections	See also 33(1)(c)(e) Continuum of Relationships with community: • Stakeholder engagement • Social capital • Volunteers • Sponsorship • Collaboration • Shared service/client • Legal partnerships • Informal partnerships (to address District Priorities/Board focus areas)	2013-2015 **2014-15**	Theme Identification Revised and Expanded **AA.BP – Stakeholder Relations**

Board Responsibilities (as per *Education Act*)	Existing Board Policies	Policy Themes	Review Year	STATUS
33(1) A board, as a partner in education, has the responsibility to: (g) collaborate with post-secondary institutions and the community to enable smooth transitions for students from secondary to post-secondary education;	**GA.BP – Student Programs of Study** HA.BP – Inclusive Education HAA.BP – Aboriginal Education GGAB.BP – Multicultural Education **GK.BP – Student Assessment, Achievement and Growth** ~~HGE.BP – Continuing Education (GGE.BP)~~	Continuum of Relationships with community: • Stakeholder engagement • Social capital • Volunteers • Collaboration • Shared service/client • Legal partnerships • Informal partnerships Inclusive Education – continuum of supports : Career Pathways/ Transitions from secondary to….. (SEE 33(1)(e)	**2014-2015** **2015-2016**	Revised and Expanded **AA.BP – Stakeholder Relations**

Board Responsibilities (as per *Education Act*)	Existing Board Policies	Policy Themes	Review Year	STATUS
33(1) A board, as a partner in education, has the responsibility to: (h) establish and maintain governance and organizational structures that promote student (and staff) well-being and success, and monitor and evaluate their effectiveness,	~~FBE.BP – Health and Wellness of Staff and Students~~ **AEBB.BP – Wellness of Students and Staff** HF.BP – Safe, Caring, and Respectful Learning Environments **CH.BP – Framework for Policy Development and Review** CHA.BP – Delegation of Authority **AD.BP – District Vision, Mission, Values and Priorities** ~~AD.BP – District Priorities~~ ~~AE.BP – District Vision and Mission~~ ~~FIC.BP – Employee Assistance~~ ~~GJ.BP – Comprehensive Guidance and Counseling Programs and Services~~ FAA.BP – Human Resources Framework FB.BP – Authority for Human Resources Decisions FGB.BP – Evaluation of Superintendent of Schools Trustees' Handbook – Trustee Committees CN.BP – Managing District Information DK.BP – Information Technology **CNA.BP – Information Security**	Throughout all policy – metrics Human Resources Framework Evaluation of Superintendent* Respectful Learning Environments Governance of Information, Data, Technology	2013-2015 2013-2014 **2014-2015** **2014-2016** **2015-2016** **2015-2016**	New **AEBB.BP- Wellness of Students and Staff** New **AD.BP – District Vision, Mission, Values and Priorities** Policy Review Committee *Superintendent and Board Evaluation Committee

Board Responsibilities (as per *Education Act*)	Existing Board Policies	Policy Themes	Review Year	STATUS
33(**1**) A board, as a partner in education, has the responsibility to: (i) ensure effective stewardship of the board's resources,	**EA.BP – Infrastructure Planning Principles** ~~FED.BP – Capital Projects (EAD.BP)~~ ~~FL.BP – School Closure (FL.BP)~~ ~~JG.BP – Community use of District Buildings (IG.BP)~~ ~~FEE.BP – Site Acquisition and Disposal (EEE.BP)~~ ~~FECA.BP – Identification of a Building as a Historic Resource (EECA.BP)~~ ~~FF.BP – Naming of Schools(EE.BP)~~ EO.BP – Environment DCA.BP – Security and Vandalism		2012-2013 2012-2013	Theme Identification New **EA.BP Infrastructure Planning Principles**
		Capital (buildings and real property)		
	~~IAC.BP – Funding and Endorsement Requests from External Agencies~~ **CO.BP – Fiscal Oversight and Oversight** ~~CT.BP – Appointment of Principal Banker~~ ~~CVE.BP – Auditor~~ ~~CW.BP – Purchasing~~ ~~IH.BP – Public Gifts~~ ~~HNB.BP – School Assessed Fees~~ Trustees' Handbook – Expense Reporting DEA.BP – Student Transportation DK.BP – District Technology	Financial (Public Expense Reporting) SES: supplies, equipment, services	2013-2014	New **CO.BP – Fiscal Oversight and Accountability**
	<mark>FAA.BP – Human Resources Framework</mark> <mark>FC.BP – Recruitment, Employment, Qualifications and Deployment of Staff</mark> <mark>FBCB.BP – District Staff code of Conduct</mark> <mark>FB.BP - Authority for Human Resource Decisions</mark> <mark>FBB.BP – Community Funded Personnel</mark> <mark>FBCE.BP – Volunteers- Registration and Record Checks</mark> <mark>FGC.BP – Staff Performance</mark> <mark>FJ.BP – Staff Leaves of Absence</mark> <mark>FJD.BP – Administrative Recognition</mark>	<mark>Human Resources (see S33(1)(d) also)</mark>	<mark>**2014-2015**</mark>	<mark>Policy Review Committee</mark>
	CN.BP – Managing District Information	Information and data (collected or created)	2012-2013	New **CNA.BP – Information Security**
	CN.BP – Managing District Information DK.BP – Information Technology **CNA.BP – Information Security**	Governance of Information, Data, Technology	**2015-2016**	

Board Responsibilities (as per *Education Act*)	Existing Board Policies	Policy Themes	Review Year	STATUS
33(1) A board, as a partner in education, has the responsibility to: (j) recruit the superintendent and entrust the day-to-day management of the school division to the staff through the superintendent,	FGB.BP – Evaluation of Superintendent CHA.BP – Board Delegation of Authority **CH.BP – Framework for Policy Development and Review** FB.BP – Authority for Human Resources Decisions FCA.BP – Qualifications for Teacher Continuing Contracts	Superintendent Role and Responsibilities and Evaluation Delegation of Authority	2012-2013 **2014-2015** 2014-2016	Superintendent Hired *Board and Superintendents Evaluation Committee
33(1) 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	Board and Trustee Code of Conduct and Sanctions* (see also 33(4)). (may be impacted by Ministerial Order)	2012-2013 **2014-2016**	Trustees' Handbook *District Priorities and Governance Committee
33(1) A board, as a partner in education, has the responsibility to: (l) comply with all applicable Acts and regulations,	**CH.BP – Framework for Policy Development and Review** CHA.BP – Board Delegation of Authority EM.BP – Alcoholic Beverages and Tobacco Use on District Premises and at District Sponsored Functions FCA.BP – Qualifications for Teacher Continuing Contracts FIA.BP – Pensions (All policy and administrative regulations)	Delegation of Authority Applicable to all policy and administrative regulation – some HR policies may be redundant	2014-2016 **2014-2015**	Policy Review Committee
33(1) A board, as a partner in education, has the responsibility to: (m) establish appropriate dispute resolution processes, and	AB.BP – Appeals AA.BP – Stakeholder Relations	Dispute resolution processes	~~2014-2015~~ 2014-2016	

Board Responsibilities (as per *Education Act*)	Existing Board Policies	Policy Themes	Review Year	STATUS
33(1) 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	

33(2) 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.
 	
(3) A code of conduct established under subsection (2) must:
(a) be made publicly available,
(b) be reviewed every year,
(c) be provided to all staff of the board, students of the board and parents of students of the board,
(d) contain the following elements:
   (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;
   (ii) one or more statements that address the prohibited grounds of discrimination set out in the Alberta Human Rights Act;
	AA.BP – Stakeholder Relations
	AB.BP – Appeals
	ACB.BP – National Anthem and Flag
	AD.BP – District Vision, Mission, Values and Priorities
	AEBB.BP – Wellness of Students and Staff
	AGA.BP – Recognition of Students, Staff, Parents, and the Community
	GGAB.BP – Multicultural Education
	FAA.BP – Human Resources Framework
	HF.BP – Safe, Caring and Respectful Learning Environments
	HFA.BP – Sexual orientation and Gender Identity
	HA.BP – Inclusive Education
	HIAA.BP – Aboriginal Education
	
	DK.BP – District Technology
	DDC.BP – Security and Vandalism
	HED.BP – Student Attendance
	HG.BP – Student Behaviour and Conduct
	HGD.BP – Student Suspension and Expulsion
		Welcoming, caring, respectful and safe learning and working environment s.33(1)d
		
		Requirements for a Student Code of Conduct (see also 33(4))
		
		(impacted by Ministerial regulations)
			2014-2016	

Board Responsibilities (as per *Education Act*)	Existing Board Policies	Policy Themes	Review Year	STATUS
(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; (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 (e) be in accordance with any further requirements established by the Minister by order.				
33(4) An order of the Minister under subsection (1)(k) or (3)(e) must be made publicly available.	**EA.BP – Infrastructure Planning Principles**		**2014-2016**	

POLICY DEVELOPMENT AND REVIEW PROCESS FLOW

Policy Process Initiated
- Board approves motion to develop/review a specific policy
- Board has assigned Policy Review Committee (PRC) for ongoing policy review

PRC Develops Plan(s)
- Annual policy review plan
- New policy development plan
- Sponsor(s) assigned by Superintendent and Development Lead(s) identified
- Manager, in consultation with Sponsor(s), Development Lead(s) and General Counsel prepares recommended annual policy review/new policy development plan in accordance with CH.AR s A.3.

Board Approves Plan
- PRC recommends annual policy review/new policy development plan to Board
- Board has opportunity to give direction on intent and scope

Plan Implemented
- Administration develops draft and companion recommendation report in accordance with CH.BP and CH.AR s B.1 and B.2
- Draft approved for submission to PRC in accordance with CH.AR s. B.3.

Board First Consideration
- PRC reviews draft /vets for compliance with CH.BP
- PRC recommends draft to Board
- Board gives first consideration and permission to seek stakeholder feedback

Public Stakeholder Feedback
- Draft policy and report available for minimum 4 weeks for online stakeholder feedback CH.AR s. B.6
- Development lead reviews and summarizes input
- Recommended changes to draft as needed approved to submit to PRC

Second and Third Consideration
- PRC Reviews raw stakeholder feedback and makes recommendation for second and third consideration to Board
- Board approves policy

Policy Implementation
- Approved policy posted on the district's website in a policy directory
- Superintendent assigns specific responsibility for policy implementation and subsequent monitoring and reporting to Board