

DATE: December 17, 2013

TO: Board of Trustees

FROM: Trustee Michelle Draper, Chair Policy Review Committee
Trustee Sarah Hoffman, Policy Review Committee
Trustee Nathan Ip, Policy Review Committee

SUBJECT: Annual Policy Development and Review Plan 2013-2014

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](#)
[Administrative Regulation CH.AR – Policy Development and Review](#)

ISSUE

The Policy Review Committee is charged with developing and presenting to Board an annual policy development and review plan.

RECOMMENDATION

That the Annual Policy Development and Review Plan 2013-2014 (Attachment II) 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 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 the new *Education Act* in anticipation of its proclamation September 2015. While many of the mandated responsibilities for school boards are the same in the *Education Act* as in the *School Act*, 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 and there is an entirely new section outlining the expectations for parents as key partners in Education.

By focusing on the Board's mandated responsibilities for the overall approach to the review of board policy, any gaps or redundancies in responsive existing policy can be identified and addressed in a methodical manner to reduce duplication and consolidate the Board's direction in a coherent manner. This approach, combined with the new framework for policy development, will enable the Board to clarify the purpose of each policy, provide definitions,

and articulate any specific expectations with respect to meeting a board responsibility. This will provide the Superintendent of Schools with parameters for the effective operation of the District and ensure clear lines of reporting and accountability are in place for each policy.

Attachment I provides an update to the overall plan for the comprehensive review of board policy approved by the previous Board January 8, 2013. The plan has been updated to reflect work completed in 2012-2013 reducing the number of board policies from 87 to 75. New policies are indicated by italics and an asterisk and rescinded policies by strike through.

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. Those responsibilities which are not expected to be impacted significantly by the regulations are being addressed first.

As noted in the plan, existing board policies that are deemed responsive to a board responsibility outlined in Section 33 of the *Education Act* are grouped accordingly and may appear under more than one responsibility. The review process requires looking at all related policies to identify common themes related to the responsibility and identify gaps and redundancies in existing policy. This is a new way of examining policy and requires considerable cross-department collaborative work. For example, Appendix I is a sample of the themes identified from existing policies responsive to board responsibility 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.” The policy themes for health and wellness and safety and security will be addressed in 2013-2014. The policy theme for “respect for diversity and (a safe and) caring environment” will be addressed once the related Ministerial regulations have been confirmed, most likely 2014-2015.

When the comprehensive review of board policy began it was expected to take 3 to 4 years to complete. The 2013-2014 Policy Review Committee believes that this may have been an ambitious timeline and that it is more reasonable to expect that the work be completed within this Board’s term of office by Fall 2017.

Attachment II shows only the proposed annual policy development and review plan for the remainder of 2013-2014.

RELATED FACTS

- 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.
- The Policy and Regulations Manual was originally divided into 11 sections based on the Alberta School Boards adaptation of the National School Boards Association (American) policy codification index. As part of the overall review and consolidation of policy, the previous Board approved reducing the number of sections to nine while maintaining the overall codification structure as shown in Appendix II.
- With the launch of the new district website the Policy and Regulations section of the website will reflect the new codification structure (Appendix II). A complete copy of

recoded board policy and administrative regulations with the new section divisions will be made available to principals and decision unit administrators in January. Individual policies and administrative regulations can be printed in a print friendly format for those principals and decision unit administrators who wish to maintain a hard copy of the policies and regulations on-site.

OPTIONS CONSIDERED

1. Approve as printed the recommended Annual Policy Development and Review Plan 2013-2014 (Attachment II).
2. Provide suggestions for consideration to the Policy Review Committee and or amend and approve the Annual Policy Development and Review Plan 2013-2014.

CONSIDERATIONS & ANALYSIS

The proposed Annual Policy Development and Review Plan 2013-2014 reflects the continuation of work begun in 2012-2013. The Board will be approving the new District Priorities for 2014-2018 in April and must be considered as work proceeds with the comprehensive policy review and will be a consideration in establishing the annual policy development and review plan for 2014-2015.

NEXT STEPS

Once the Board has approved the annual plan for the remainder of the 2013-2014 year, work will continue according to the plan. 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 III, 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.

ATTACHMENTS & APPENDICES

- ATTACHMENT I Plan for Comprehensive Review of Board Policy - Board Responsibilities in the *Education Act* vis-à-vis Board Policy (approved January 8, 2013 - updated November 2013)
- ATTACHMENT II Annual Policy Development and Review Plan for 2013-2014
- APPENDIX I Example of Themes for Board Responsibility S33(1)(d)
- APPENDIX II Changes to the Policy Manual Codification Structure (changes in mark-up)
- APPENDIX III Policy Development and Review Process Flow

AS:lb

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 councilto 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 by italics and an asterisk.

COMPREHENSIVE POLICY DEVELOPMENT AND REVIEW PLAN 2012-2017

Board Responsibilities	Existing Board Policies 2012	Policy Themes	Review Year	STATUS
<p>33(1) 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>HA.BP – Student Programs IA/HA.BP – Inclusive Education HCA.BP – Basic Instructional Program HGAB/GGAB.BP – Multicultural Education HGAF.BP – Second Language Education, HGAJ/GGAJ.BP – Early Years, IAA/HAA.BP – Aboriginal Education IG/II.BP – Student Behaviour and Conduct GC/FC.BP – Recruitment, Employment, Qualifications and Deployment of Staff HGDD.BP – Performance and Exhibit Opportunities in the Fine Arts HGDJ.BP – Participation in interschool Athletic Activities HD/GD.BP – Instructional Time HJ/GJ.BP – Comprehensive Guidance and Counseling Programs and Services HI.BP – Teaching and Learning Resources HK.BP – Student Achievement and Growth IC/HC.BP – Student Accommodation FED.BP – Capital Planning IEC/HEC.BP – Student Admission to the District IED/HED.BP – Student Attendance HICA.BP – Field Trips HKB.BP – Homework HIAA/GIAA.BP – Health Instruction Materials FO/EO.BP – Environment HCA/GCA.BP – Approval of the School Year Calendar HE/GE.BP – Organization for Instruction HGE.BP – Continuing Education</p>	<p>Appropriate programming to meet needs of all students.</p> <p>Organization for Instruction</p> <p>Delivery of programming to meet needs of all students in a school: (staffing, facilities, transportation, instruction) (see 33(1)(i))</p>	<p>2012-2013</p> <p>2013-2014</p> <p>2014-2015</p>	<p>New policy (code change) <i>HA/GA.BP- Student Programs of Study*</i></p> <p>New code (revised former HA.BP) <i>HAA/GAA.BP Delivery of Student Programs of Study*</i></p>

Board Responsibilities	Existing Board Policies 2012	Policy Themes	Review Year	STATUS
<p>33(1) 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>HK.BP – Student Achievement and Growth DA/CO.BP – Fiscal Oversight and Management HD/GD.BP – Instructional Time JBC/IBC.BP-Communications Framework CN.BP – Managing District Information HCA/GCA.BP – Approval of the School Year Calendar IAA/HAA.BP – Aboriginal Education HGAB/GGAB.BP – Multicultural Education Trustee Handbook – Board Committees</p>	<p>Accountable assessment of student achievement of learning outcomes and reporting thereof.</p>	<p>2012-2013</p>	<p>Revised and Expanded HK/GK.BP – <i>Student Assessment, Achievement and Growth*</i></p>
<p>33(1) 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 JBC/IBC.BP – Communications Framework JA/IA.BP – Parent and Community Involvement CH.BP – Framework for Policy Development and Review IA/HA.BP – Inclusive Education JJ/IJ.BP – Assisting Community Organizations GAA/FAA.BP – Human Resources Framework GBC/FBC.BP Liaison Committees HGAB/GGAB.BP – Multicultural Education FA/EA.BP – <i>Infrastructure Planning Principles*</i> FB.BP – School Reopening FL.BP – School Closure IAA/HAA.BP – Aboriginal Education AGA.BP – Recognition of Students, Staff, Parents, and the Community JAB/IAB.BP – Comment, Delegations and Presentations at Board Meeting....</p>	<ul style="list-style-type: none"> • Partnerships • Stakeholder engagement • Social capital <p>see also 33(1)(f)</p>	<p>2013-2015</p>	

Board Responsibilities	Existing Board Policies 2012	Policy Themes	Review Year	STATUS
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(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,</p>	<p>IF/HF.BP – Safe, Caring and Respectful Learning Environments IFA/HFA.BP – Sexual Orientation and Gender Identity GBE/FBE.BP – Health and Wellness of Staff and Students GBEA/FBEA.BP – Occupational Health and Safety GBCA/FBCA.BP – Respectful Working Environments GAA/FAA.BP Human Resources Framework EBC/DBC.BP – Emergency Plans HCDJ.BP – Participation in Interscholastic Athletic Activities IG/HG.BP – Student Behaviour and Conduct HICA.BP – Field Trips IGD/HGD.BP – Student Suspension and Expulsion* IA/HA.BP – Inclusive Education IAA/HAA.BP – Aboriginal Education GBCB/FBCB.BP – District Staff Code of Conduct; GBCD/FBCD.BP – Mandatory Records Checks for Employees GBCE/FBCE.BP – Volunteers- Registration and Record Checks GBB/FBB.BP – Community Funded Personnel ACB.BP – National Anthem and Flag HIAA/GIAA.BP – Health Instruction Materials AA.BP – Stakeholder Engagement GJD/FJD.BP – Administrative Recognition JBC/IBC.BP – Communications Framework FM/EM.BP –Alcoholic Beverages & Smoking on District Premises... HHHA/GHHA.BP – Tutoring FO/EO.BP – Environment GDB/FDB.BP – Terms and Conditions of Employment for Exempt Staff GFA/FFA.BP – Reduction of Staff GGC/FGC.BP – Staff Performance GIA/FIA.BP – Pensions GJD/FJD.BP – Administrative Recognition GM/FM.BP – Acknowledgement of Deaths and Bereavements</p>	<p>Health and Wellness</p> <p>Safety and Security</p> <p>Respectful (safe and caring) Environment</p>	<p>2012-2013</p> <p>2013-2014</p> <p>2013-2014</p> <p>2014-2015</p>	<p>Theme Identification</p>

Board Responsibilities	Existing Board Policies 2012	Policy Themes	Review Year	STATUS
<p>33(1) 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>IA/HA.BP – Inclusive Education HA/GA.BP – <i>Student Programs of Study*</i> HAA/GAA.BP – <i>Delivery of Student Programs of Study*</i> HGAJ/GGAJ.BP – Early Years, HGAB/GGAB.BP – Multicultural Education HI.BP – Teaching and Learning Resources HHHA/GHHA.BP - Tutoring HIBD/GIBD.BP – Integrated School Library Learning Commons GJ/FJ.BP – Staff Leaves of Absence EEA/DEA.BP – Student Transportation HGDJ.BP – Participation in Interscholastic Athletic Activities KA/DK.BP – District Technology HE/GE.BP – Organization for Instruction HGE.BP – Continuing Education</p>	<p>Theme Identification</p>	<p>2013-2015</p>	
<p>33(1) 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>IA/HA.BP – Inclusive Education GJ/FJ.BP – Staff Leaves of Absence HGAB/GGAB.BP – Multicultural Education HGAJ/GGAJ.BP – Early Years JA/IA.BP – Parent and Community Involvement JAA/IAA.BP – Educational Partnerships and Sponsorships JJ/IJ.BP – Assisting Community Organizations FA/EA.BP – <i>Infrastructure Planning Principles*</i> GBB/FBB.BP – Community Funded Personnel HIBD/GIBD.BP Integrated School Library Learning Commons JJA/IJA.BP – Electioneering and Politically motivated Communications DA/CO.BP – Fiscal Oversight and Management JBD/IBD.BP – Protocol for Trustee Recognition... GBCE/FBCE.BP – Volunteers- Registration and Record Checks JH/IH.BP – Public Gifts Trustee Handbook – Elections, Advocacy Committee, Community Relations Committee</p>	<p>Theme Identification</p> <ul style="list-style-type: none"> • partnerships • shared services 	<p>2013-2015</p>	

Board Responsibilities	Existing Board Policies 2012	Policy Themes	Review Year	STATUS
<p>33(1) A board, as a partner in education, has the responsibility to:</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><i>HA/GA.BP – Student Programs of Study*</i> <i>IA/HA.BP – Inclusive Education</i> <i>IAA/HAA.BP – Aboriginal Education</i> <i>HGAB/GGAB.BP - Multicultural Education</i> <i>HGAB/GGAB.AR – Multicultural Education</i> <i>HK.BP – Student Assessment, Achievement and Growth*</i> <i>HGE.BP – Continuing Education</i></p>	<p>Collaborate with post-secondary for smooth transition from secondary.</p>	<p>2014-2015</p>	
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(h) establish and maintain <u>governance and organizational structures</u> that <u>promote student well-being and success</u>, and monitor and evaluate their effectiveness,</p>	<p><i>GBE/FBE.BP – Health and Wellness of Staff and Students</i> <i>IF/HF.BP – Safe, Caring, and Respectful Learning Environments</i> <i>CH.BP – Framework for Policy Development and Review*</i> <i>CHA.BP – Delegation of Authority</i> <i>AD.BP – District Priorities</i> <i>AE.BP – District Vision and Mission</i> <i>GIC/FIC.BP – Employee Assistance</i> <i>HJ/GJ.BP – Comprehensive Guidance and Counseling Programs and Services</i> <i>GGB/FGB.BP – Evaluation of Superintendent of Schools</i> <i>Trustee Handbook – Trustee Committees</i></p>	<p>Throughout all policy and administrative regulation</p> <ul style="list-style-type: none"> • metrics • District Priorities 2014-2018 	<p>2013-2015</p> <p>2013-2014</p>	<p>Scheduled April 8, 2013</p>

Board Responsibilities	Existing Board Policies 2012	Policy Themes	Review Year	STATUS
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(i) ensure effective stewardship of the board’s resources,</p>	<p>DA/CO.BP – Fiscal Oversight and Management DG/CT.BP – Appointment of Principal Banker DIE/CVE.BP –Auditor DJ/CW.BP - Purchasing CN.BP – Managing District Information GAA/FAA.BP – Human Resources Framework GC/FC.BP – Recruitment, Employment, Qualifications and Deployment of Staff ECA/DCA.BP – Security and Vandalism KA/DK.BP – District Technology FA/EA.BP – <i>Infrastructure Planning Principles*</i> FED.BP – Capital Projects FL.BP – School Closure JG.BP – Community use of District Buildings FO/EO.BP - Environment JAC/IAC.BP – Funding and Endorsement Requests from External Agencies GBCB/FBCB.BP – District Staff code of Conduct INB/HNB.BP – School Assessed Fees GB/FB.BP Authority for Human Resource Decisions GBB/FBB.BP – Community Funded Personnel GBCE/FBCE.BP – Volunteers- Registration and Record Checks GGC/FGC.BP – Staff Performance FEE.BP – Site Acquisition and Disposal EEA/FEA.BP – Student Transportation FECA.BP – Identification of a Building as a Historic Resource FF.BP – Naming of Schools JH/IH.BP – Public Gifts Trustees' Handbook – Expense Reporting</p>	<p>Effective stewardship of all district resources:</p> <ul style="list-style-type: none"> • Capital (buildings and real property) • Financial (Public Expense Reporting) • SES: supplies, equipment, services • Human • Information and data (collected or created) 	<p>2012-2013</p> <p>2012-2013</p> <p>2013-2014</p> <p>2013-2015</p> <p>2012-2013</p>	<p>Theme Identification</p> <p>(New) <i>FA/EA.BP Infrastructure Planning Principles*</i></p> <p>(New) <i>CNA.BP – Information Security *</i></p>
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(j) <u>recruit the superintendent and entrust the day-to-day management of the school division to the staff through the superintendent.</u></p>	<p>GGB/FGB.BP – Evaluation of Superintendent CHA.BP – Board Delegation of Authority CH.BP – <i>Framework for Policy Development and Review*</i> GB/FB.BP – Authority for Human Resources Decisions</p>	<ul style="list-style-type: none"> • Superintendent Role and Responsibilities and Evaluation • Delegation of Authority 	<p>2012-2013</p> <p>2013-2015</p>	<p>Superintendent Hired (job description)</p>

Board Responsibilities	Existing Board Policies 2012	Policy Themes	Review Year	STATUS
<p>33(1) 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>	Trustee Manual – Principles of Board Operation and Protocols	<p>Board and Trustee Role and Responsibilities and Code of Conduct (see also 33(4))</p> <p>(dependent on Ministerial regulations)</p>	<p>2012-2013</p> <p>2014-2015</p>	Trustees' Handbook (pre-election)
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(l) comply with all applicable Acts and regulations,</p>	<p><i>CH.BP – Framework for Policy Development and Review*</i></p> <p>CHA.BP – Board Delegation of Authority</p> <p>GCA/FCA.BP – Qualifications for Teacher Continuing Contracts</p> <p>GIA/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>	2014-2015	
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(m) establish appropriate dispute resolution processes, and</p>	AB.BP – Appeals	Dispute resolution processes	2014-2015	
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(n) carry out any other matters that the Minister prescribes.</p>	CHA.BP – Board Delegation of Authority	Delegation of Authority (subject to completion of comprehensive policy review)	2013-2015	Ongoing examination as policies reviewed and developed

Board Responsibilities	Existing Board Policies 2012	Policy Themes	Review Year	STATUS
<p>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.</p> <p>(3) 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>IF/HF.BP – Safe Caring and Respectful Learning Environments IFA/HFA.BP Sexual Orientation and Gender Identity IG/HG.BP – Student Behaviour and Conduct IGD/HGD.BP – <i>Student Suspension and Expulsions*</i> IED/HED.BP – Student Attendance ECA/DCA.BP – Security and Vandalism</p>	<p>Requirements for a Student Code of Conduct (see also 33(4))</p> <p>(dependent on Ministerial regulations)</p>	<p>2014-2015</p>	

Board Responsibilities	Existing Board Policies 2012	Policy Themes	Review Year	STATUS
<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>33(4) An order of the Minister under subsection (1)(k) or (3)(e) must be made publicly available.</p>			<p>2014-2015</p>	

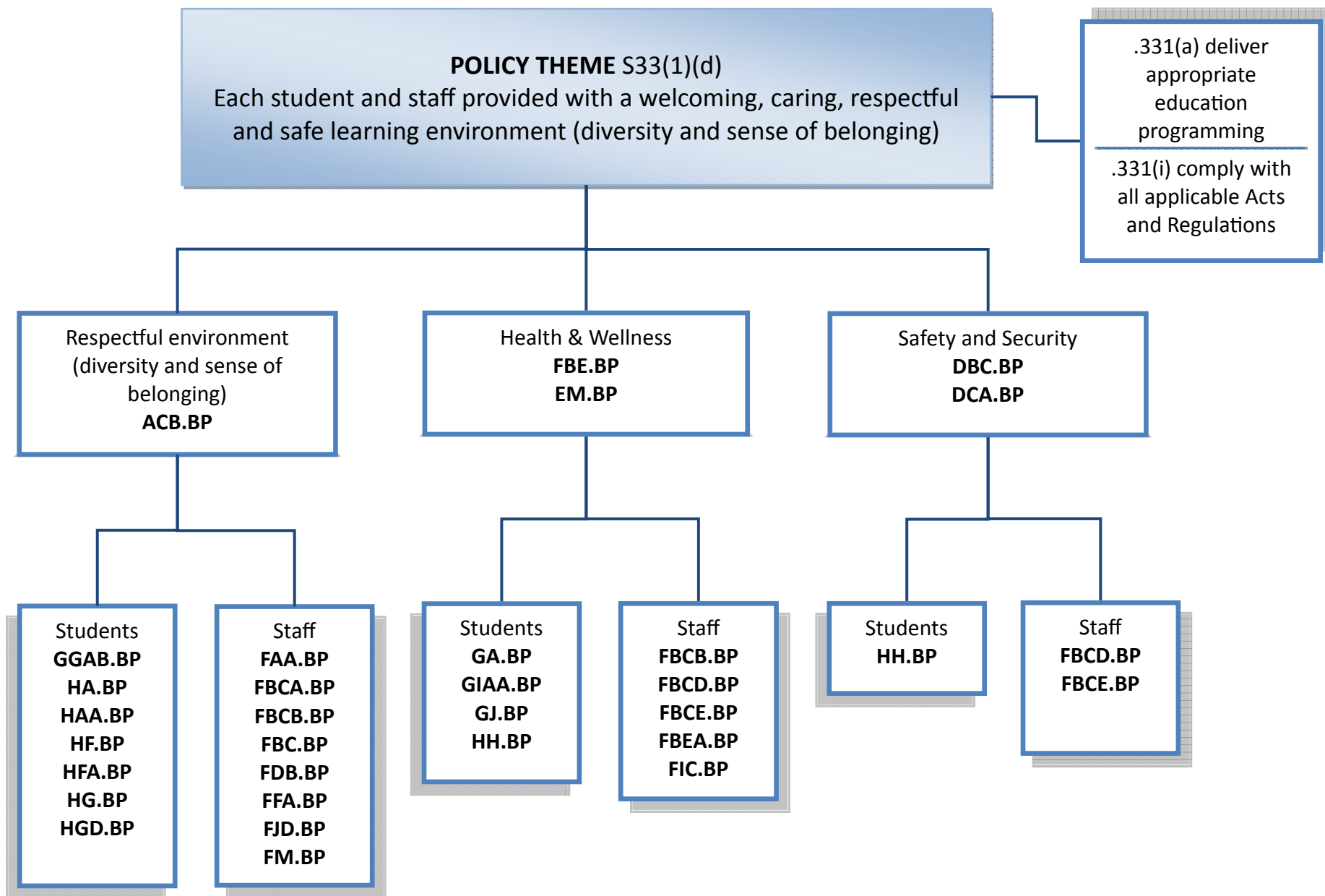
Board Responsibilities	Existing Board Policies	Policy Themes	Review Year	STATUS
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(a) <u>deliver</u> appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success,</p>	<p>GD.BP – Instructional Time GCA.BP – Approval of the School Year Calendar GE.BP – Organization for Instruction</p>	<p>Organization for Instruction</p>	<p>2013-2014</p>	
<p>33(1) 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 IA.BP – Parent and Community Involvement CH.BP – Framework for Policy Development and Review HA.BP – Inclusive Education IJ.BP – Assisting Community Organizations FAA.BP – Human Resources Framework FBC.BP Liaison Committees GGAB.BP – Multicultural Education <i>EA.BP – Infrastructure Planning Principles*</i> HAA.BP – Aboriginal Education AGA.BP – Recognition of Students, Staff, Parents, and the Community IAB.BP – Comment, Delegations and Presentations at Board Meeting....</p>	<p>Theme Identification</p> <ul style="list-style-type: none"> • Partnerships • Stakeholder engagement • Social capital <p>see also 33(1)(f)</p>	<p>2013-2015</p>	

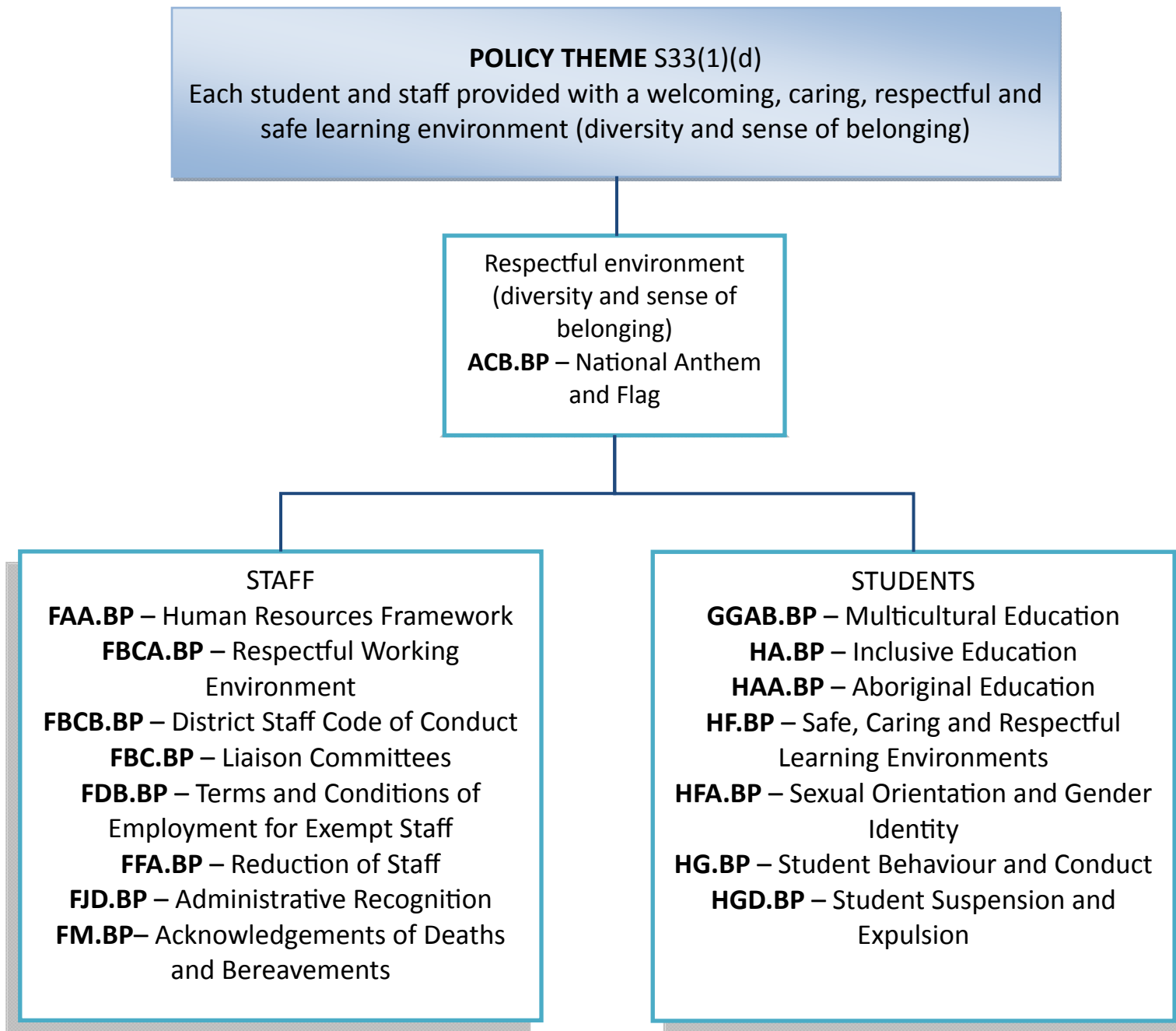
Board Responsibilities	Existing Board Policies	Policy Themes	Review Year	STATUS
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,</p>	<p>FBE.BP – Health and Wellness of Staff and Students FBEA.BP – Occupational Health and Safety GA.BP – <i>Student Programs of Study*</i> GIAA.BP – Health Instruction Materials EO.BP – Environment</p> <p>FBCD.BP – Mandatory Records Checks for Employees FBCE.BP – Volunteers- Registration and Record Checks FBB.BP – Community Funded Personnel GHHA.BP – Tutoring EM.BP –Alcoholic Beverages & Smoking on District Premises... DBC.BP – Emergency Plans</p> <p>HF.BP – Safe, Caring and Respectful Learning Environments HFA.BP – Sexual Orientation and Gender Identity FBCA.BP – Respectful Working Environments FAA.BP Human Resources Framework HG.BP – Student Behaviour and Conduct <i>HGD.BP – Student Suspension and Expulsion*</i> HA.BP – Inclusive Education HAA.BP – Aboriginal Education FBCB.BP – District Staff Code of Conduct; ACB.BP – National Anthem and Flag AA.BP – Stakeholder Engagement FKD.BP – Administrative Recognition IBC.BP – Communications Framework FDB.BP – Terms and Conditions of Employment for Exempt Staff FFA.BP – Reduction of Staff FGC.BP – Staff Performance FIA.BP – Pensions FJD.BP – Administrative Recognition FM.BP – Acknowledgement of Deaths and Bereavements</p>	<p>Health and Wellness</p> <p>Safety and Security</p> <p>Respectful (safe and caring) Environment</p>	<p>2013-2014</p> <p>2013-2014</p> <p>2014-2015</p>	

Board Responsibilities	Existing Board Policies	Policy Themes	Review Year	STATUS
<p>33(1) 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>HA.BP – Inclusive Education GA.BP – <i>Student Programs of Study*</i> GAA.BP – <i>Delivery of Student Programs of Study*</i> GGAJ.BP – Early Years, GGAB.BP – Multicultural Education GHHA.BP - Tutoring GIBD.BP – Integrated School Library Learning Commons FJ.BP – Staff Leaves of Absence DEA.BP – Student Transportation DK.BP – District Technology GE.BP – Organization for Instruction</p>	<p>Theme Identification</p>	<p>2013-2015</p>	
<p>33(1) 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>HI.BP – Inclusive Education FJ.BP – Staff Leaves of Absence 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 EA.BP – <i>Infrastructure Planning Principles*</i> FBB.BP – Community Funded Personnel GIBD.BP Integrated School Library Learning Commons IJA.BP – Electioneering and Politically motivated Communications CO.BP – Fiscal Oversight and Management IBD.BP – Protocol for Trustee Recognition... FBCE.BP – Volunteers- Registration and Record Checks IH.BP – Public Gifts Trustee Handbook – Elections, Advocacy Committee, Community Relations Committee</p>	<p>Theme Identification</p> <ul style="list-style-type: none"> • partnerships • shared services <p>See also 33(1)(c)</p>	<p>2013-2015</p>	

Board Responsibilities	Existing Board Policies	Policy Themes	Review Year	STATUS
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(h) establish and maintain <u>governance and organizational structures</u> that <u>promote student well-being and success</u>, and monitor and evaluate their effectiveness,</p>	<p>FBE.BP – Health and Wellness of Staff and Students HF.BP – Safe, Caring, and Respectful Learning Environments <i>CH.BP – Framework for Policy Development and Review*</i> CHA.BP – Delegation of Authority AD.BP – District Priorities AE.BP – District Vision and Mission FIC.BP – Employee Assistance GJ.BP – Comprehensive Guidance and Counseling Programs and Services FGB.BP – Evaluation of Superintendent of Schools Trustee Handbook – Trustee Committees</p>	<p>Throughout all policy and administrative regulation</p> <ul style="list-style-type: none"> metrics District Priorities 2014-2018 (AD.BP) 	<p>2013-2015</p> <p>2013-2014</p>	<p>Scheduled April 8, 2013 Board Meeting</p>
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(i) ensure effective stewardship of the board’s resources,</p>	<p>CO.BP – Fiscal Oversight and Management CT.BP – Appointment of Principal Banker CVE.BP – Auditor CW.BP – Purchasing DEA.BP – Student Transportation EO.BP - Environment IAC.BP – Funding and Endorsement Requests from External Agencies HNB.BP – School Assessed Fees IH.BP – Public Gifts Trustee Handbook – Expense Reporting DCA.BP – Security and Vandalism 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</p>	<p>Effective stewardship of all district resources:</p> <ul style="list-style-type: none"> Financial (Public Expense Reporting) SES: supplies, equipment, services Human 	<p>2013-2014</p> <p>2013-2015</p>	

Board Responsibilities	Existing Board Policies	Policy Themes	Review Year	STATUS
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(j) recruit the superintendent and <u>entrust the day-to-day management of the school division to the staff through the superintendent.</u></p>	<p>FGB.BP – Evaluation of Superintendent CHA.BP – Board Delegation of Authority CH.BP – <i>Framework for Policy Development and Review*</i> FB.BP – Authority for Human Resources Decisions</p>	<ul style="list-style-type: none"> • Superintendent Role and Responsibilities • Superintendent Evaluation • Delegation of Authority 	<p>2013-2015</p> <p>2013-2014</p> <p>2013-2015</p>	





POLICY THEME S33(1)(d)
Each student and staff provided with a welcoming, caring, respectful and safe learning environment (diversity and sense of belonging)

Health & Wellness
FBE.BP– Health and Wellness of Staff and Students
EM.BP - Alcoholic Beverages and Tobacco Use on District Premises and at District Sponsored Functions

Safety and Security
DBC.BP – Emergency Plans
DCA.BP – Security and Vandalism

STUDENTS
GA.BP – Student Programs of Study
GIAA.BP – Health Instruction Materials
GJ.BP - Comprehensive Guidance and Counselling Programs and Services

STAFF
FBEA.BP - Occupational Health and Safety
FIC.BP - Employee Assistance

STUDENTS
HH.BP - Supervision of Elementary and Junior High Students During Lunch

STAFF
FBCD.BP - Mandatory Records Checks for Employees
FBCE.BP - Volunteers - Registration and Records Checks

POLICY MANUAL CODIFICATION STRUCTURE (BASED ON NATIONAL SCHOOL BOARDS ASSOCIATION)

A: FOUNDATIONS AND PHILOSOPHIC COMMITMENTS

The foundation statements in this section clarify the principles supportive of the public school system in that the school board is a legal entity -- an autonomous body created by the legislature - - intended to function in a democratic manner. The philosophic commitments, viewed as an educational philosophy, serve to guide the Board in policy development, the administrative staff actions and the operational decisions of staff. The philosophy should be interpreted through goals and specific expectations.

B: BOARD GOVERNANCE AND OPERATIONS (Trustees Manual)

This section contains statements about the Board as a corporate body. That is, the Board is "ruling on itself". It speaks to its own operations, its own procedures, its own practices, and its own conduct as a school board. In dealing with its own operating procedures, some statements will sound more like rules or by-laws, but will be policies nonetheless, albeit operational.

~~C: GENERAL SCHOOL ADMINISTRATION~~

~~This section deals with policies regarding school district management, on the formulation of administrative regulations, and policies pertaining to the position of the Superintendent of Schools.~~

~~D: BUSINESS ADMINISTRATION~~

~~This section provides policy statements concerning the finance and control aspects of the school district.~~

C: DISTRICT ADMINISTRATION (combines sections C and D)

This section contains policy statements and expectations for school district management, business administration, finance and control aspects of district operations for effective and efficient stewardship of public funds, physical and information assets. It contains policy on the formulation of board policy and administrative regulations and the delegation of authority to the Superintendent of Schools.

DE: SUPPORT SERVICES (includes section K)

This section includes policies related to non-instruction functions, support services, and programs.

EF: FACILITIES

This section covers facility development and construction as well as related activities such as long-range planning, renovations and remodeling, and leasing and renting of facilities.

FG: HUMAN RESOURCES AND EMPLOYEE RELATIONS

These two areas relate to the school board's relationship to staff.

GH: CURRICULUM AND INSTRUCTION

This section deals with the total instruction program and reflects the school's reason for being: to

provide the best possible educational opportunity for students.

H: STUDENTS

This section deals with student-related policies addressing the collective and individual needs and welfare of students, and the educational needs and welfare of society.

I: SCHOOL - COMMUNITY RELATIONS - PARTNERS IN EDUCATION

This section deals with relations with the general public, community organizations, and other public agencies (including other educational agencies and groups).

K: DISTRICT TECHNOLOGY

~~This section deals with district policy standards, specifications and guidelines for the appropriate use of district technology and specifically digital technologies.~~

Board policies are denoted by the suffix code **.BP** (For example, board policy [CH.BP - Framework for Policy Development and Review](#)) Board policies are statements, *of intent, belief, governing principles and expectations regarding specific areas of Board responsibility, formally adopted by a majority vote of the Board and intended to guide future action.* Policies create a framework within which the Superintendent of Schools can discharge responsibilities.

Administrative Regulations are denoted by the suffix code **.AR** (For example, administrative regulation [CH.AR - Policy Development and Review](#)) Administrative regulations are the *directions, procedures and assignment of responsibilities established by the Superintendent of Schools that direct the implementation of and achievement of desired outcomes of board policy and the operation of the district.*

