

public agenda

Regular Board Meeting

March 15, 2016
10:30 a.m.

Multipurpose Room,
Education Centre
1221 8 Street SW,
Calgary, AB

R-1: Mission |

Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

Conflict of Interest reminder: Trustees must disclose any potential pecuniary interest in any matter before the Board of Trustees, as set forth in the agenda as well as any pecuniary interest in any contract before the Board requiring the Board's approval and/or ratification.

Time	Topic	Who	Policy Ref	Attachment
10:30 a.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	4 Matters Reserved for Board Action	Board	GC-3	
40 mins	4.1 Consideration of Governance Policies regarding School Act Changes	Board	OE-3	Page 4-1
	5 In-Camera Session			
3:00 p.m.	Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

This public Board meeting will be recorded & posted online.
Media may also attend these meetings.
You may appear in media coverage.

Archives will be available for a period of two years.
Information is collected under the authority of the School Act and the Freedom of Information and Protection of Privacy Act section 33(c) for the purpose of informing the public.

For questions or concerns, please contact:
Office of the Corporate Secretary at corpsec@cbe.ab.ca.



report to Board of Trustees

Consideration of Governance Policies regarding School Act Changes

Date	March 15, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joy Bowen-Eyre, Board Chair
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments

1 | Recommendation

It is recommended:

- 1) That the Board of Trustees gives first reading to the amendment of the following Operational Expectations Policies, as provided in the Attachment to the report:
 - OE-4: Treatment of Employees
 - OE-11: Learning Environment/Treatment of Students

2 | Background

Bill 10, an Act to Amend the Alberta Bill of Rights and to Protect Our Children came into force June 1, 2015. This Act amends several pieces of legislation including the School Act, the Alberta Bill of Rights, the Education Act, and the Alberta Human Rights Act. The School Act amendments create new responsibilities for boards, parents and students to ensure that schools are a welcoming, caring, respectful and safe environment for all students and staff. The environment must be one that respects diversity and fosters a sense of belonging. The Act requires boards to ensure they have policies and practices in place to promote a welcoming, caring, respectful and safe environment. Excerpts from the School Act are attached to this report as Attachments III and IV.

The Calgary Board of Education believes in supporting the success of each student. This is expressed in the CBE's core values and in our mission. This commitment to student success is also reflected in the Board of Trustees' Results policies and its Operational Expectations.



The CBE Board of Trustees operates under the Coherent Governance model of corporate governance. Governance policies enable the Board of Trustees to lead, direct, inspire and control the outcomes and operation of the district through a set of very carefully crafted policy statements that state the Board's values. Results policies are statements of outcomes for each student. The Board also establishes Operational Expectations that define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent must demonstrate reasonable progress towards achieving Results and compliance with Board Operational Expectations.

Changes to governance policies are given two readings. The Board of Trustees' Governance Culture 2: Governing Commitments (GC-2.7) states that: "The Board, by majority vote, may revise or amend its policies at any time. However, as a customary practice, a proposed policy revision will be discussed at one session of the board prior to being acted upon at a subsequent Board meeting." It is the Board's intention to have second reading of these proposed changes at the March 29, 2016 public board meeting.

In light of the new legislative requirements the Board of Trustees reviewed its Results and Operational Expectations with a view to ensure that the Board's values to respond to the legislative changes are clearly articulated.

The most relevant Operational Expectations are: Operational Expectations 11 that sets out the Board's values on Student Learning Environment and Treatment of Students; and Operational Expectations 4: Treatment of Employees which sets out the Board values in relation to the Chief Superintendent's responsibilities regarding employees and organizational operations.

The most relevant Results policies include Results 3: Citizenship (R-3.3) that addresses fostering a sense of belonging, and a respect for diversity by requiring that students develop as citizens to respect and embrace diversity.

Results 5: Character (R-5) requires that students develop character by doing what is right, acting morally with wisdom, and balancing their individual concerns with the rights and needs of others.

The Board of Trustees adopted an interpretation of "respect and embrace" to mean "to see as equal, learn from and treat with dignity" and the interpretation of "diversity" as the recognition of "the full range of uniqueness in humanity".

The Board of Trustees expects that the Chief Superintendent's response to the operational requirements of this legislation will be submitted to the Minister by March 31, 2016.

The attachments show the proposed revisions in tracked changes:

- Attachment I: OE-4: Treatment of Employees (revisions in tracked changes)
- Attachment II: OE-11: Learning Environment/Treatment of Students (revisions in tracked changes)
- Attachment III: Excerpt from the School Act, section 16 "Support for student organizations"
- Attachment IV: Excerpt from the School Act, section 45.1 "Board responsibility"

OPERATIONAL EXPECTATIONS
OE-4: Treatment of Employees**Monitoring Method: Internal Report**
Monitoring Frequency: Annually

The Chief Superintendent shall ensure the recruitment, employment, development, evaluation and compensation of the organization's employees in a manner necessary to enable the organization to achieve its *Results* policies.

The Chief Superintendent will:

- 4.1 Maintain an organizational culture that positively impacts the ability of employees to responsibly perform their jobs and work in an environment characterized by safety, professional support and courtesy.
- 4.2 Promote a safe and respectful organizational culture for all staff that respects diversity and fosters a positive and welcoming environment.
- 4.23 Ensure that all paid personnel clear background inquiries and checks prior to their employment.
- 4.34 Select the most highly qualified and best-suited candidates for all positions.
- 4.45 Ensure that all employees are qualified to perform the responsibilities assigned to them.
- 4.56 Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.
- 4.67 Effectively handle complaints and concerns.
- 4.78 Maintain adequate job descriptions for all employee positions.
- 4.89 Protect confidential information.



- | 4.910 Develop total compensation plans to attract and retain the highest quality “exempt” employees within available resources.
- | 4.1011 Honour the terms of negotiated agreements.
- | 4.1112 Receive Board of Trustees’ approval for the bargaining mandate and ratification of all collective agreements for unionized employees.
- | 4.1213 Receive Board of Trustees’ approval for total compensation packages for all exempt employees.
- | 4.1314 Reasonably include people in decisions that affect them.

| Adopted: [June 9, 2015](#)

OPERATIONAL EXPECTATIONS**OE-11: Learning Environment/Treatment of Students****Monitoring Method: Internal Report****Monitoring Frequency: Annually**

The Chief Superintendent shall establish and maintain a learning environment that is **welcoming**, safe, respectful and conducive to effective learning for each student.

The Chief Superintendent will:

- 11.1 Protect instructional time provided for students during the academic day by prohibiting interruptions due to unnecessary intrusions.
- 11.2 Provide safe **and positive** learning conditions for each student **that foster a sense of belonging and a respect for diversity**.
- 11.3 Maintain a climate that is characterized by support and encouragement for high student achievement.
- 11.4 Ensure that all confidential student information is lawfully collected, used and protected.
- 11.5 Provide instructional programs and transportation services that consider the educational needs of students, the choices of families, and the fiscal and operational capacity of the organization.
- 11.6 Provide transportation services that are safe and reliable.
- 11.7 Ensure that no student will be denied access to instructional programs due to an inability to pay.
- 11.8 Ensure that all volunteers clear reasonable background inquiries and checks prior to having contact with students.

The Chief Superintendent shall not:

- 11.9 Tolerate any behaviors, actions or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.

| Adopted: ~~June 9, 2015~~

Excerpt from the School Act

Support for student organizations

16.1(1) If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall

(a) permit the establishment of the student organization or the holding of the activity at the school, and

(b) designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.

(2) For the purposes of subsection (1), an organization or activity includes an organization or activity that promotes equality and non-discrimination with respect to, without limitation, race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, including but not limited to organizations such as gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.

(3) The students may select a respectful and inclusive name for the organization, including the name “gay-straight alliance” or “queerstraight alliance”, after consulting with the principal.

(4) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in subsection (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.

(5) If a staff member indicates to a principal a willingness to act as a staff liaison under subsection (1),

(a) a principal shall not inform a board or the Minister under subsection (4) that no staff member is available to serve as a staff liaison, and

(b) that staff member shall be deemed to be available to serve as the staff liaison.

2015 c1 s3

Excerpt from the School Act

Board responsibility

45.1(1) A board has the responsibility to 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.

(2) A board shall establish, implement and maintain a policy respecting the board's obligation under subsection (1) 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;
 - (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 engage in inappropriate behaviour,

and

- (e) be in accordance with any further requirements established by the Minister by order.

(4) An order of the Minister under subsection (3)(e) must be made publicly available.