

CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees (the "Board") held in the Multipurpose Room, Education Centre, 1221 – 8th Street SW, Calgary, Alberta on Tuesday, January 24, 2012 at 5:00 p.m.

MEETING ATTENDANCE

Board of Trustees:

Trustee P. Cochrane, Chair
Trustee C. Bazinet
Trustee J. Bowen-Eyre
Trustee L. Ferguson
Trustee P. King
Trustee G. Lane
Trustee S. Taylor

Administration:

Ms. N. Johnson, Chief Superintendent of Schools
Mr. D. Stevenson, Deputy Chief Superintendent of Schools
Mr. F. Coppinger, Superintendent, Facilities and Environmental Services
Ms. C. Faber, Superintendent, Learning Innovation
Ms. D. Lewis, Superintendent, Learning Support
Ms. D. Meyers, Superintendent, Finance & Supply Chain Services
Mr. R. Peter, Chief Communications Officer
Ms. L. Safran, Acting General Counsel and Corporate Secretary
Ms. J. Barkway, Office of the Corporate Secretary
Ms. A. McNaught, Recording Secretary

Stakeholder Representatives:

Mr. B. Anderson, Canadian Union of Public Employees, Local 40
Ms. L. Robb, Calgary Board of Education Staff Association
Ms. J. Regal, Alberta Teachers' Association, Local 38 (arrived 5:25 p.m.)
Ms. L. Newton, Calgary Association of Parents and School Councils
Ms. S. Anderson, Elementary School Principals' Association
Ms. C. Meaden, Principals' Association for Adolescent Learners (PAAL)

1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Cochrane called the meeting to order at 4:58 p.m. in the link where a musical presentation by the Senior Vocal Jazz Ensemble from Lord Beaverbrook High School was enjoyed. Students led in the singing of the national anthem. Chair Cochrane thanked them on behalf of the Board of Trustees for their wonderful presentation.

The meeting continued in the Multipurpose Room and Chair Cochrane acknowledged and welcomed stakeholder representatives from the aforementioned organizations, as well as 18 journalism students from the Southern Alberta Institute of Technology (SAIT).

Chair Cochrane advised there were extra cameras present as the Calgary Board of Education (CBE) would be taping the meeting for operational purposes and student learning in the system.

2.0 CONSIDERATION/APPROVAL OF AGENDA

Ms. Barkway noted the following proposed changes to the Agenda: Under Item 5.3, there were three public questions; under Item 5.4, there were four stakeholder reports; under Item 5.5, there was one Trustee inquiry; and under Item 9.1.1, the Special Meeting Minutes of January 9th and 10th were removed for one correction.

MOVED by Trustee Bowen-Eyre:

THAT the Agenda for the Regular Meeting of January 24, 2012, be approved as submitted, subject to the amendments noted above.

The motion was
CARRIED UNANIMOUSLY.

3.0 SCHOOL/SYSTEM PRESENTATIONS

3.1 Lord Beaverbrook High School – Ends 2

Ms. J. Rogerson, Director, Area V, introduced Mr. J. Turner, principal of Lord Beaverbrook High School. She discussed Mr. Turner's relentless focus on personalized learning to ensure academic success for all students, and noted the unique nature of his data driven work - the analysis of student achievement course by course for grades 10 through 12. A PowerPoint presentation was shared and Mr. Turner talked about his staff's focus on the instructional core, starting with failure rates in core subjects for each grade during the 2009/2010 school year. Mr. Turner and his staff have developed school wide strategies to respond to the strong belief that "failure is not an option."

Mr. Turner introduced some of his staff members in attendance, each of whom provided brief remarks and shared some of the strategies that were developed in their school, including: Instructional Core Assessment; Grade 10 Transition; Credit Rescue; Credit Recovery Program; Resiliency Plan; and Positive Alternatives for Student Success (PASS) classroom. Mr. Turner reported that one year later the data showed significant positive changes in the failure rates in core subjects, as well as an increase in the number of students achieving 80% or more in their core subjects.

On behalf of the Board, Chair Cochrane thanked Mr. Turner and his staff for sharing their fantastic stories. It was appreciated how data was talked about in relationship, in hope and in success for students.

4.0 HONOURS AND RECOGNITIONS

4.1 Lighthouse Award

Ms. M. Levy, System Principal, Corporate Partnerships, introduced this month's Lighthouse Award recipient, The Learning Partnership. The Learning Partnership is a

national charitable organization dedicated to championing a strong public education system in Canada through innovative programs, credible research, policy initiatives, executive leadership and public engagement.

Since its inception in 1993, more than 4 million students and teachers have participated in one or more of The Learning Partnership's programs. The CBE is pleased to participate in several of the programs offered by The Learning Partnership, including Welcome to Kindergarten, Entrepreneurial Adventure, I3 (Investigate, Invent & Innovate) Invention Convention, Take Our Kids to Work Day and Turning Points Program. The diversity of programming provided through The Learning Partnership highlights what an amazing organization this is and how fortunate CBE students and staff are to be involved in these innovative and relevant programs.

Recognition was given to The Learning Partnerships contacts in Calgary who were retired school principals (three from the CBE and one from Calgary Catholic), Mr. B. Gale, Mr. G. Jeffery, Ms. R. Bain & Ms. K. Kawalaskas. Mr. B. Gale, Program Manager, Entrepreneurial Adventure, accepted the award on behalf of The Learning Partnership and Chair Cochrane presented a plaque expressing appreciation on behalf of the Board of Trustees.

5.0 PUBLIC CONVERSATION AND INFORMATION

5.1 Report from the Chair and Trustees

- Trustee Ferguson reported that she had participated at several School Councils and School Naming Committees recently. She expressed thanks to those parents who provided support for our public school system and students by willingly volunteering their time. She shared that she felt enlightened by the support she has heard from parents for the Board's review of the Governance Policies and the continued improvement for our school system.
- Trustee King reported that on January 18th she attended another successful Book Bags for Kids event at Abbeydale School with Ms. S. Church, Director, Area II, and Ms. L. Pamplin, System Principal, Area III. There have been 2,000 book bags sent out to CBE students this year.
- Trustee Lane reported on his attendance at the following events:
 - January 19th - an open house at Glamorgan School, a Traditional Learning Centre School. There are 83 kindergarten students registered this year. It is a kindergarten to Grade 7 school this year and will be a kindergarten to Grade 8 school next year. There were 70 or 80 parents at the event; and
 - January 20th - a terrific Chinese New Year program at Highwood School, which is a Mandarin Bilingual program. He was amazed by how fluently bilingual the young students were. The program currently has about 300 students.

5.2 **Report from Chief Superintendent**

Chief Superintendent Johnson provided highlights of the following issues and events, each of which show the importance of building and maintaining high-functioning quality relationships:

- Prime Minister Harper hosted a meeting with First Nations representatives with the aim of resetting the relationship between the First Nations and the Federal Government. Mr. C. Scout, a specialist in CBE's Learning Services, Aboriginal Education, was one of a very select group of representatives invited to participate.
- The CBE's Working Relationship Commitment supports an organizational culture of respect, trust and participation in support of student learning. CBE employees are the organization's most valuable resource, and the CBE is committed to ensuring they operate in an environment of mutual respect. New implementation strategies will be introduced to support the Three Year Education Plan goal of building the CBE's capacity. New strategies will be shared system-wide as a complete communication package in the next few weeks. Chief Superintendent Johnson highlighted two strategies in advance, namely:
 - Tool Kit for leaders at all levels containing strategies and resources for conflict resolution framework and information about participating in Fierce Conversations; and
 - Professional Learning has been customized for CBE employees through two programs, Respect in School and Respect in the Workplace. These programs were created by Respect Group, which was co-founded by Sheldon Kennedy and the Canadian Red Cross. These programs support the work CBE does to ensure there are safe and caring learning environments for students and employees.
- The CBE believes Kindergarten is the foundation for future learning and is dedicated to welcoming its newest students and parents. A video "Great Learning Starts Here" was shared showing kindergarten children in their learning environment and demonstrating that the CBE's Kindergarten Program creates unique personalized learning opportunities that meet the needs of the whole child.

5.3 **Public Question Period**

5.3.1 Ms. Barkway confirmed the attendance of Ms. J. Andrews, and read her question as follows:

Can you please tell us what the cost of having the Aspen group consult, as well as the cost of any other outside groups required, in formulating the plan to adopt the new governance policy planned to be passed in tonight's meeting?

Chair Cochrane responded that the Aspen Group is the only group the Board is working with. To date the Board has received and paid two invoices for a total of \$48,174.45.

- 5.3.2 Ms. Barkway confirmed the attendance of Mr. L. Leach, and read his question as follows:

Why did the Board of Trustees feel that it was in the public interest to review and revise all of their public policies in private, in-camera meetings?

Chair Cochrane advised that the *School Act* allows that when a majority of the Trustees present at a meeting of the Board are of the opinion that it is in the public interest to hold the meeting or a part of the meeting in private for the purpose of considering any matter, the Board may, by resolution, exclude any person from the meeting. Preliminary work and education regarding the policies was done in a private meeting. The matter is now being brought forward to a public meeting for Board consideration and approval. Seven trustees considered this issue and each voted. The Board consists of seven members, each of whom would have had their own reasons for casting their vote as they did.

- 5.3.3 Ms. Barkway confirmed the attendance of Ms. T. Hurdman, and read her question as follows:

Several trustees have publicly stated that the Chief Superintendent will be held accountable by the Board of Trustees should she fail to be in compliance with Board policies. What is the process that the Trustees will use to hold the Chief Superintendent accountable for non-compliance and why has it not been written into policy?

Chair Cochrane advised that the CBE's Chief Superintendent is evaluated on two criteria: system compliance with Executive Limitations which, once the new policies are passed will be Operational Expectations; and student progress on Ends in the current policies, and Results in the new policies.

Through monitoring these policies, the Board of Trustees holds the Chief Superintendent accountable to the expectations of Calgarians in regard to the 104,000 students we serve.

5.4 Stakeholder Reports

Ms. H. Mowat, Member of Public

Ms. Mowat introduced herself as a mother, researcher, teacher, connector of dots, seeker of truth and authentic educator. She shared her beliefs about bureaucratic tyranny. After directing disparaging remarks towards some of the Trustees, Chair Cochrane reminded Ms. Mowat of the guidelines for stakeholders stating that all reports are to be given in a courteous manner and attacks on the personal character or performance of any individual, department or school shall be ruled out of order. Ms. Mowat went on to state that the Trustee's role should not be dictated by the *School Act* but should be working for the students.

Ms. J. Miller, Parent

Ms. Miller introduced herself stating that she represented her four children. She attended the Calgary Association of Parent and School Councils (CAPSC) meeting on January 18th at which Chair Cochrane and Chief Superintendent Johnson were also in

attendance. She discussed her concerns about comments she feels Chief Superintendent Johnson made about “noise from parents and media” and “transparency being a buzz word”. Ms. Miller is of the opinion that the Board of Trustees needs to be more transparent, spend less time in-camera and include parents in conversations, decision making and meetings. She believes many parents have felt shut out and have turned to private, charter, separate and home schools in response. Ms. Miller feels that parents of CBE students would have liked to be part of the process around the Board’s new policies, and feedback given after the implementation of new policies will be of no use. She discussed her appreciation of Minister Lukazsuk’s engagement of parents around the new Education Act.

Ms. J. Andrews, Parent

Ms. Andrews introduced herself stating she was there “in earnest”. She discussed her belief that the new policies proposed to handle such things as major expenditures are different than what the Minister of Education’s mandate for more transparency and accountability in school boards says. She stated her concern that the Board has moved from democratic principles and basic accountability to trying to pass vital decision making off to others. Ms. Andrews went on to state that electing people to positions of trust only to have them give the job to someone else is unacceptable. Ms. Andrews felt that Trustees have been entrusted with a vital role and asked that they keep their ability to make major decisions in place.

Ms. L. Newton, President of the Calgary Association of Parents and School Councils (CAPSC)

Ms. Newton introduced herself stating she was speaking on behalf of the CAPSC executive. She advised that during the meeting of January 18th, where Chair Cochrane and Chief Superintendent Johnson were guests, the proceedings were recorded by an individual without the knowledge or permission of those in attendance. The individual then posted the audio recording to his public blog without notice to CAPSC. Ms. Newton noted that public officials are accountable for what they say in public, however, the actions taken by the individual were not fair to members of CAPSC or other parents in attendance who are private citizens. The response received from those in attendance has been outrage, shock and appall; sentiments which are shared by the CAPSC executive. Ms. Newton stated that by secretly recording the meeting the individual violated a trust that each member has had when they attend meetings.

Ms. Newton advised that the CAPSC executive learned of the situation the morning of January 23rd and the following actions have been taken: an email was sent to the individual asking him to remove the audio recording from his blog; a notice has been sent to members who were in attendance at the meeting; and the issue will be addressed with the membership at their meeting in February. Ms. Newton stated it would have been appropriate to ask permission to record the meeting. It was the action of secretly recording the meeting that the executive takes exception to, and they felt the need to share this with the guests who were at the meeting.

5.5 Trustee Inquiries

Ms. Barkway read the following inquiry into the record that was received from Trustee Taylor:

“Does the Calgary Board of Education have a “Whistle Blower” policy in place? If not, does Administration anticipate putting a Whistle Blower policy in place, and in the absence of a Whistle Blower policy what are the implications for current or former employees who disclose proprietary information to trustees or other parties?”

Chief Superintendent Johnson advised that several new administrative policies were developed as part of the Administrative Regulation review. These were intended to be included in the launch of the Chief Superintendent Directives,

A Whistleblower Chief Superintendent Directive was developed in the fall, circulated for internal review and sent out to unions and associations in November for feedback. Feedback was received, some of which was incorporated. The policy establishes a mechanism that will allow any staff member to bring forward information in good faith concerning allegations of wrongdoing, without fear of reprisal or retaliation. As is best practice, there is an ability to bring forward an allegation to a neutral, external third party. The neutral, external third party has been designated as the CBE’s Internal Auditor. The Internal Auditor would be bound in any investigation by the principles of natural justice. In addition, employees also have the right to representation.

With respect to the role of the Internal Auditor, Finance and Supply Chain Services issued a Request for Proposal (RFP) in December for the provision of these services and responses to the RFP are currently under review. Following the appointment of an Internal Auditor, the Whistleblower administrative policy will be introduced to the Trustees and to the organization.

In the meantime, employees are encouraged to bring forward allegations of wrongdoing at any time without fear of reprisal. The employee must bring forward the allegation in good faith, in a timely fashion, and have exhausted, if possible, internal reporting procedures such as reporting to their immediate supervisor, their Superintendent or the Chief Superintendent.

With respect to the release of proprietary information, every case must be judged on its own individual merits. The determination of the appropriateness of releasing information to whom, in what context, and for what purpose would have had to be made by the Internal Auditor. It does beg the question though, why a former employee would be in possession of proprietary information.

6.0 ACTION ITEMS

6.1 Proposed Accommodation Plan for the Chinese (Mandarin) Bilingual Program at Langevin School

Chair Cochrane called to everyone’s attention that the decision being asked of the Board of Trustees was not a decision about closing or moving a program, it was a decision about whether or not they believe Administration has provided sufficient information to take the next step to consider the proposed closure.

Superintendent Coppinger provided a brief overview of the contents of the report. He provided two key reasons why Administration is recommending the consideration of closure of the grade 7 to 9 Chinese (Mandarin) Bilingual Program at Langevin School and the transfer of the program and students to Colonel Irvine School, namely: the need

to sustain and grow the program; and the limited space at Langevin School. Ms. S. Church, Director, Area II, and members of the planning team were present to answer questions.

Trustees posed questions which were addressed by Administration and are summarized as follows:

- There was insufficient space at Balmoral School to accommodate the Traditional Learning Centre (TLC) Program, currently about 75 students per grade. The community was notified last year that students will stay at Dr. J.K. Mulloy School until 2013 so that there will be a large enough cohort (Grades 5, 6 and 7 students) to move all together into Colonel Irvine School. It will be a middle school with five grades and a maximum of 75 students per grade.
- Grade 7 to Grade 9 students in the Chinese (Mandarin) Bilingual Program were not moved to Highwood School with the kindergarten to Grade 6 students in the past because the initial Accommodation Plan was just for kindergarten to Grade 6 students, and that population was projected to fill the school over the next few years. At that time the community asked CBE to consider looking at the junior high program. The current proposed Accommodation Plan is a result of further community engagement this year.
- The methodology used for the projections to 2016 came from looking at the current number of students in Colonel Irvine School and the number of students coming up from Highwood School, as well as neighbourhood growth, past experience and City of Calgary census information.
- The CBE currently offers two Science Programs, one in north-central and one in the south. The Science Program at Langevin School currently has 596 students with limited intake. CBE has been able to accommodate all the students to this point but there is a lot of pressure at initial registration.
- The entry points for the Chinese (Mandarin) Bilingual Program are kindergarten and Grade 1. Students can enter at later points if they have language proficiency in English and Mandarin.
- The comment around transportation under the Financial Impact section of the report refers to possibly having to add one additional bus for some older students because of very particular geographic locations. Students would still have access to charter bussing. Rather than accessing the existing routes to Langevin School, there would be a blending of charter routes for the Chinese (Mandarin) Bilingual Program students between Highwood School and Colonel Irvine School. Feedback from parents regarding this possibility has been very positive.
- The levels of the IAP2 scale are Inform, Consult, Involve, Collaborate and Empower. CBE does not reach the Empower stage with decisions of this sort. Superintendent Coppinger provided the IAP2 definitions for the levels Inform, Consult and Involve.
- The "Involve" level of community engagement for this Accommodation Program was determined using the International Association of Public Participation (IAP2) model of public participation. CBE met with parents from the junior high portion of the Chinese (Mandarin) Bilingual Program in the spring of 2011, parents from the Highwood community were involved in a second meeting in September 2011, and a

further meeting was held in November 2011. There were 18 parents in attendance at the November meeting, almost all of the parents involved.

- Comparing this report with the Proposed Accommodation Plan for Roland Michener School, coming forward next, the level of engagement with that community was higher due to the number of students impacted and the ability for them to have more influence on the decision.
- Three programs in one school (regular program, Chinese (Mandarin) Bilingual and Traditional Learning Centre (TLC)), can be complex to organize and has its own unique impediments and challenges but also has positive pieces.
- It is well defined in legislation that it is the Board who make decisions around school closures or program changes involving three or more grade levels.
- There have been several iterations of the proposed Education Act to date. Minister Lukaszuk just had a recent meeting for further input. Chief Superintendent Johnson is not aware, at this particular time, of what is in the current draft of the Education Act around school closures or how it differs from the School Act.

MOVED by Trustee Lane:

THAT the Board receives, as information and for the record, the accommodation and implementation plan outlined in the report attached to the Agenda for the Regular Meeting held January 24, 2012.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Lane:

THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School for the purpose of re-location, in accordance with the Closure of Schools Regulation and the Board of Trustees' Governance Process Policy 5E: *Board of Trustees' Procedure – Consideration of School Closure*, sections 4 to 7.

In response to a question asked by a Trustee, Ms. Barkway clarified that the Board approves the school where programs are changing from. The school to which students are designated is an operational decision.

Trustee comments in support of the motion are summarized as follows:

- The move appears to be desired by a number of parents.
- Highwood School and Colonel Irvine School are very close together, which would put the Chinese (Mandarin) Bilingual students in the Grade 7 to Grade 9 program closer to students in the kindergarten to Grade 6 program, as well as on the bus together.
- Moving forward with the recommendation would give the Science Program at Langevin School room to expand.

- It was felt that Administration had provided sufficient information in this report to take the decision to the next stage and hear from parents and communities involved.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

Recessed: 6:38 p.m.

Reconvened: 6:50 p.m.

6.2 Proposed Accommodation Plan for Roland Michener School

Chair Cochrane underscored the fact that the decision being asked of the Board of Trustees that evening was not a decision about closing a school or moving a program, it was a decision about whether or not they believe Administration has provided sufficient information to take the next step to consider the proposed closure.

Superintendent Coppinger advised that this proposed Accommodation Plan would have the programs and students in Roland Michener School transferred to two other schools. He noted that those schools are located near each other, adjacent to Marlborough Park. Two key observations were: there is a challenge because student enrolment in Marlborough Park is declining; and there is an opportunity to create a middle school at Dr. Gladys M. Egbert School. Dr. D. Yee, Director, Area III, and the planning team were present to answer any questions.

Trustees posed questions which were addressed by Administration and are summarized as follows:

- The location of Roland Michener School is just to the west of Dr. Gladys M. Egbert School. Abbeydale is the community adjacent to Marlborough Park and students from Abbeydale School feed into Dr. Gladys M. Egbert.
- The proposed Accommodation Plan suggests a different model, which is kindergarten to Grade 4 in one school and Grades 5 to 9 in the other school. Analysis shows low enrolments in the two current kindergarten to Grade 6 schools, as well as declining enrolments in the Grade 7 to Grade 9 program in Dr. Gladys M. Egbert School. There is an opportunity to create two very vibrant schools, with kindergarten to Grade 4 in Cappy Smart School and Grade 5 to Grade 9 in Dr. Gladys M. Egbert School, in one neighbourhood, within the walk zone.
- Comments from parents in the report indicated a lack of understanding with the letter. Feedback indicated that the use of the word “accommodation” was challenging for a lot of people and many felt the initial invitation to the engagement session was unclear. Transportation and Planning Services addressed that with parents by clarifying further communication.
- In response to the query about whether participation at various meetings was typical, Administration advised that the numbers at the meetings were overall very positive for the engagement meetings:
 - October 20th meeting – 30 people were in attendance at this first parent meeting.

- Focus Group meeting – there was lower participation than expected. Transportation and Planning Services might invite differently in the future.
- November 23rd Open House – was really well attended with about 75 to 80 people. Parents from all three of the schools were very interested, asked a lot of questions, and most stayed the entire two hours.
- December 7th meeting - 40 parents were in attendance. A parent and the Principal from Arbour Lake School were part of the presentation sharing information about middle schools and how they operate.
- Some of the parent feedback refers to scenarios 1 and 2. Scenario 1 was to keep Cappy Smart School open as a kindergarten to Grade 4 program and close Roland Michener School. Scenario 2 was to keep Roland Michener School open as a kindergarten to Grade 4 program and close Cappy Smart School. Both scenarios involve a Grade 5 to Grade 9 configuration at Dr. Gladys M. Egbert School.
- Superintendent Coppinger advised that as assessed by the Provincial Auditors, Cappy Smart School was in better shape than Roland Michener School, particularly the mechanical systems. Director Yee advised that the portables are fine classroom spaces.
- Student enrolment from the community of Marlborough Park peaked around 1986 and schools have seen a decline in population since that time. Though there may be some rebound, it is likely they will maintain a stable or slightly declining school population.
- It is being proposed that the Paced Learning Programming (PLP) class would relocate to Dr. Gladys M. Egbert, and the Hull Outreach class and the two Bridges classes be moved to different locations. The two Bridges classes would move together as cohorts so that students would be familiar with their peers in those classes. It is important to the Principals involved in this Accommodation Plan that some of the specialized programming stay in these schools. Solid relationships have been developed with the parents and students, and they are key parts of the school community.
- In terms of the transition, the needs of individual students would be considered and the transition process is customized to the students that are moving. There is always a transition opportunity where students and parents go to the new school and participate in activities with students at the other school.
- In response to a question about receiving more detailed financial impact information if the Board decides to move ahead with the consideration of closure of Roland Michener School, Administration advised that the salary and positions of the Principal, Assistant Principal, the Administrative Secretary, Library Assistant and Information Technology Specialist are typically positions that are not replicated in one school. It was further advised that the operating costs of the school would be reduced. It is not the intent of Administration to bring forward a recommendation of declaring the school surplus as they see a number of possibilities in the future for the use of the building. Ms. Barkway advised that under the closure of school regulations there is certain information that has to be contained in the Written Notice that is given to parents at the school.
- In response to the question about whether the planned maintenance and condition of facilities is looked at when making proposed Accommodation Plan proposals, the

- primary driver of any recommendation coming forward is the learning support for students. In this case, the current deferred maintenance backlog for Cappy Smart School is \$1.4 million and it is in fairly good condition at the present time despite that backlog. The backlog for Roland Michener School is \$900,000 and the current condition, particularly with the mechanical system, is not as good as Cappy Smart School.
- In this proposal, students from Abbeydale School would transition into Dr. Gladys M. Egbert School at the Grade 7 level, while the rest of students from feeder schools would come in at the Grade 5 level. Staff would need to be mindful of that and pay special attention to those students coming in at the Grade 7 level and work closely with the Principal of Abbeydale School to help make the transition smoother.
 - Every effort is made to connect with community centres. Wherever possible invitations to the general meetings are posted on the Federation of Calgary Communities. With special requests, direct emails keeping them informed are sent out. With this particular engagement several people participated who were involved in the community association.
 - Planning and Transportation Services has been monitoring enrolment in this particular community since 2008. A variety of possibilities have been considered. The possibility of creating a vibrant middle school was very interesting to parents. That has been a conversation with the community for the full part of the engagement. It is important to pay close attention to our adolescent learners and CBE can do a great job providing an environment that allows students to be in a stable situation, not transitioning between Grade 6 and Grade 7 and then again in three years. In terms of numbers, CBE now has 28 elementary/middle school configurations, adding four more in the fall to make it 32. Junior high schools will be just over 20. The typical Grade 7 to Grade 9 configuration is not the predominant configuration anymore for CBE.
 - Roland Michener School currently operates on a modified calendar, which is something parents told us they really valued about their school. Cappy Smart School and Dr. Gladys M. Egbert currently operate on a traditional calendar. If the Board decides to move forward with the proposed consideration there will need to be further conversation around the calendar.
 - The Principal of Roland Michener School advised the school is designated as a handicapped access school and they currently have two students in wheelchairs. The Principal of Cappy Smart School advised that school is wheelchair accessible as well.

MOVED by Trustee King:

THAT the Board of Trustees receives, for information and for the record, the accommodation and implementation plan outlined in the report attached to the Agenda for the Regular Meeting held January 24, 2012.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee King:

THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of Roland Michener School, and all programs contained therein, in accordance with the Closure of Schools Regulation and the Board of Trustees' Governance Process Policy 5E: *Board of Trustees' Procedure – Consideration of School Closure, sections 4 to 7.*

Trustee comments in support of the motion are summarized as follows:

- The 17 pages of information from constituents in the report was appreciated and Trustees are looking forward to hearing directly from the community.
- A community map showing all of the schools that are affected would have been beneficial.
- At the next stage more information around future projections would be valued so CBE can demonstrate they are doing their due diligence around understanding the future of these neighbourhoods when making these decisions.
- A Trustee expressed her opinion about concerns around the level of engagement and the IAP2 process, and that a consideration of closure should be pushed to the highest amount of involvement possible at every opportunity.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

7.0 MONITORING AND RESULTS

7.1 Annual Monitoring for Executive Limitation 12: Asset Protection

Superintendent D. Meyers provided a brief introduction to the report. She noted there was an error in reporting the results of measure 3.2, that all CBE contracts reflect an independent business relationship with the organization. The evidence received from schools is from two periods, January to June and September to December. In this report the January to June evidence was overlooked, and during that period three schools reported that contracts were not in place with one or more independent contractors. Rather than a result of 100%, this should read 98.4%. Consequently, the Chief Superintendent did not achieve this measure.

Superintendent D. Meyers further advised that achievement was reported of all other measures within EL-12 except measures 3.1 and 5.1. The lack of achievement on measure 3.1 is related to the Chief Superintendent not being found in compliance with EL-16: Learning Environment and Treatment of Students. With respect to measure 5.1, related to records and files being stored in compliance with current records management practices, CBE has undertaken significant work towards creating a records management program which will be in compliance with current records management practices. It will take a few years to implement these practices.

Chair Cochrane reviewed the criteria against which the Trustees are to judge the monitoring report, including that of reasonable interpretation of the policy, compliance with the provisions of the policy, and whether sufficient information has been provided. She noted further that the particular vote with regard to compliance should in no way be considered as a vote of non-confidence for the Chief Superintendent.

Trustees posed questions, which were responded to by Administration and are summarized as follows:

- Expanding on measure 5.1, there are a number of items in relation to the plan for records management. The plan requires the establishment of a classification and retention schedule (what needs to be kept and for how long based on provincial and federal legislation) and the shred pilot (started during the last school year), which relates to how records are disposed of. A consultant has been engaged to review the proposal for the classification and retention schedule, and it is currently being reviewed by legal counsel.
- Relative to measure 3.2, when contracts aren't in place in advance then it cannot be ensured that there is an independent relationship with the contractor. CBE had three instances during the January to June reporting period where contracts were not in place with every independent contractor. Subsequent reporting from September to December of last year found that all schools reported their contracts were in place. Improvements have been made on this measure at this time.
- Clarifying what measure 3.2 means, Administration indicated they were trying to reflect a requirement of Canada Revenue Agency (CRA) that CBE has independent business relationships. One of the indications of that is having a written contract that sets out the terms and conditions of the work. CBE is trying to avoid a circumstance whereby CRA would deem there was an employee relationship. There are two questions schools were asked to certify on: the first was that contracts were in place for all independent contractors; and the second was whether or not there were any conflicts of interest at their school.
- When interpreting AR 7001, the Chief Superintendent excludes the expenditures referenced on page 7-6 of the report as there are other avenues of approval that apply to those expenditures. For example, Provincial Capital Funding is approved by the Minister rather than by the Board.
- In relation to measure 4.1, Superintendent Meyers advised that in the past, in other forms of reporting to the Board, a summary information of total of expenditures over \$500,000 was provided over and above the fact the Board had seen each one of those approvals throughout their time.

MOVED by Trustee Bowen-Eyre:

THAT the Chief Superintendent has reasonably interpreted the provisions of Executive Limitations 12: Asset Protection and that the Board of Trustees finds the Chief Superintendent to be in compliance.

MOVED by Trustee Bazinet:

THAT the motion be amended by the addition of “with the exception of policy sub-part 5”.

For clarity, sub-part 5 reads “fails to reasonably protect intellectual property, information, corporate data and files from loss, significant damage, or unauthorized access.”

In debate Trustee comments in support of the amendment included:

- The Chief Superintendent is reporting non-compliance with this policy provision; this measure has not been achieved and has been an area of challenge for a number of years.
- Trustees have been hearing every year that considerable work has been underway in this area and they need some assurance that that will be moving forward in a timely fashion.

Chair Cochrane called for the vote on the amendment.

The amendment was
CARRIED UNANIMOUSLY.

At 8:00 p.m. Chair Cochrane received the consent of Trustees to continue the meeting to the completion of the agenda.

It was clarified that the main motion, as amended, reads as follows:

THAT the Chief Superintendent has reasonably interpreted the provisions of Executive Limitations 12: Asset Protection and that the Board of Trustees finds the Chief Superintendent to be in compliance, with the exception of policy sub-part 5.

Trustee comments in support of the motion were as follows:

- The rest of the monitoring report shows the CBE to be in compliance.
- Particularly noted in this tough budgetary year was measure 10.1, which reads “operational reviews were regularly undertaken to either achieve savings or enhance productivity”.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Lane:

THAT the Chief Superintendent should be commended for the successful restructuring of all service units in response to the budgetary shortfall, resulting in significant cost savings and enhanced productivity.

Trustee Lane provided rationale for the motion, referring to measure 10.1, noting his belief that when an organization such as the CBE faces a sizeable budget reduction, undertaking all of the measures in a short period of time to ensure the system operates in a reasonable fashion and services are still provided, is a major achievement.

Other Trustee comments in support of the motion noted the following:

- Feedback from parents has been that the services and the needs of students have been met in schools.
- In the short period of time the restructuring occurred, the organization has managed to focus on ensuring that services have been maintained and the goals in Three Year Education Plan are being supported.
- A lot of resources were given over to trying to look at more innovative ways to do the work that CBE does.
- The restructuring pushed Administration to find cost savings sooner than anticipated due to budgetary restraints.
- Although there is evidence in the schools, and feedback has been received that service units have done an amazing job considering the budget constraints, a more detailed report around policy governance would have been preferred in order to make a very good assessment about the restructuring.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Ferguson:

THAT, the Board of Trustees directs the Chief Superintendent to present quarterly updates to the Board of Trustees regarding records management and retention.

Trustee Ferguson provided rationale for the motion, pointing out this has been an area that has been heard about for a number of years. There are concerns around whether or not there is practice and policy in place that allows this measure to be in compliance. She believes Trustees need to hear more regularly about the progress towards compliance on this issue.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

Recessed: 8:07 p.m.
Reconvened: 8:20 p.m.

8.0 **POLICY DEVELOPMENT AND REVIEW**

8.1 **Governance Policies (Third Reading)**

MOVED by Trustee Ferguson:

THAT the Board of Trustees gives third reading and thereby final approval to the amended Governance Policies, as outlined in the report attached to the Agenda for the Regular Meeting of January 24, 2012, including:

- **Governance Culture Policies 1 through 9, including GC-5E and GC-6E;**
- **Board-Chief Superintendent Relationship Policies 1 through 5, including B/CSR-5E;**
- **Operational Expectations Policies 1 through 12; and**
- **Results Policies 1 through 5; and**

THAT the Board of Trustees approves that the revised policies become effective immediately, and replace the current governance policies, including noted exhibits associated with these policies, as follows:

- **Ends Policies 1 through 5;**
- **Executive Limitations Policies 1 through 18, including EL-13E, EL-14E and EL-18E;**
- **Board-Chief Superintendent Linkage Policies 1 through 5; and**
- **Governance Process Policies 1 through 13, including GP-3E, two GP-4E's, GP-5E, GP-8E, and GP-11E.**

A Trustee asked whether reports or other actions the Board has asked to come forward under the current governance policies would still be presented or would they fall away if the new governance policies are adopted.

Chair Cochrane advised that Ms. Barkway captures and retains any motions or action items that need follow up. The next time the Board meets with the Aspen Group they will seek guidance and suggestions on how to make sure that outstanding action items align with new governance policies.

An omission was noted under Governance Policies, Operational Expectations, OE-6: Financial Administration. The monitoring frequency should read "Annually, with Quarterly Financial Statements." Recognizing that was something inadvertently omitted, Chair Cochrane received the consent of the Board to accept that as an amendment.

Chair Cochrane noted that typographical errors that do not change the intent or content of the policy can be brought to the attention of the Corporate Secretary's Office for correction without Board motions.

Ms. Barkway noted a correction that will be made to the Governance Culture Policy GC-7: Board Members' Code of Conduct - clause 7.3(a) should read "*focus* on issues..."

Trustees entered into debate on the motion and the following is a summary of their comments:

- Governance by Policy has been part of this Board since 1995, with continuous improvement to the point where the Board won the Conference Board of Canada Spencer Stewart Award for Excellence in Governance in 2007.
- Many other Boards across the province govern through policy.
- This Board has worked together to clarify and revise the Governance Policies and many of the values have remained the same or are similar to previous policies.
- Public feedback indicated that the negative phrasing of the previous policies was difficult to understand. The Board consulted with internationally recognized educational governance experts to refine, clarify and put into understandable language what the Board expects of Administration.
- The five student Results policies reflect more of the new framework for student learning that arose from Inspiring Action.
- A successful Board of this size and complexity should be able to hire the best professionals, set the rules clearly and monitor effectively for Results that ensure both compliance of the rules and progress towards the vision.

MOVED by Trustee Taylor:

THAT the draft Governance Policy, Operational Expectations 6: Financial Administration, be amended by inserting “Make any purchase or commit the organization to any expenditure of greater than \$500,000. Splitting or dividing the purchase of goods or services in order to avoid exceeding this operational limit is prohibited. The Board of Trustees’ approval of the operating budget cannot be construed to be specific Board of Trustees’ approval” after item 6.11.

Trustee comments in support of the amendment to the motion included:

- The amendment would leave in effect the current process documented in EL-12 and allow the Board to ensure that major contracts and commitments have one last set of eyes on them before being put into place officially.
- When the public elects someone, financial oversight is one of the areas that they tend to have a strong expectation. They want to see that their tax dollars spent wisely.
- Governance Policies should reflect and prove that the Board is keeping a close eye on the spending, in the best interests of students.
- A Trustee expressed her opinion that \$500,000 may be an arbitrary number but it is a significant dollar amount and has served the Board well in the past. She would like to see Administration come forward with a contract before it is signed and sealed.

Trustee comments opposed to the amendment to the motion included:

- One Trustee is not aware of any school boards that use this kind of provision.
- A Trustee expressed confidence that as written, Operational Expectations OE-6: Financial Administration provides the financial oversight that Calgarians expect with

respect to the budget from the Board of Trustees. Reasonable Interpretations from the Chief Superintendent need to be received and reviewed to prove that is not happening.

- A Trustee asked for clarification about what exactly the Board would approve, stating that a line by line review of contracts would be very difficult for the Board as they do not have the knowledge to do that.
- Financial oversight is an area the Board will pay particular attention to, and reviewing the Reasonable Interpretation prepared by the Chief Superintendent would help set up those parameters.

Chair Cochrane called for the vote on the amendment.

The motion was
DEFEATED.

In Favour:	Trustee Taylor
Opposed:	Trustee Bazinet
	Trustee Bowen-Eyre
	Trustee Cochrane
	Trustee Ferguson
	Trustee King
	Trustee Lane

Debate continued on the main motion and Trustee comments are summarized as follows:

- The proposed new policies will enhance the work of the Board of Trustees. They are clearer, friendlier and easier to understand. They provide greater clarity between the governance function and the administrative function and get Trustees out of the business of micromanaging.
- Trustees' main focus is to create a vision for the CBE. That is seen most clearly in what used to be called Ends and what would now be called Results. The Results are more encompassing and stronger. The Board's vision for the CBE is more clearly set out, especially regarding student Results.
- One Trustee commented that during the review of the policies different words meant different things to each of Trustee, and that going through this process has helped with the connection to the work, rather than just inheriting someone else's values.
- Policy is fluid, not written in stone. If, as the Reasonable Interpretations are worked through, there are concerns and Trustees aren't getting what they wanted or thought they wanted, then policies may need to be amended.
- The inaccurate reporting in the media that stated Trustees were giving up power and authority to the Chief Superintendent was wrong. Delegation of power happens in all industries and at all levels of government. Inherent in the model the Board of Trustees has chosen is a delegation of some responsibility, though Trustees recognize they are ultimately held accountable; they cannot absolve themselves of responsibility.

- The Board of Trustees was elected by Calgarians and entrusted with the education of more than 104,000 students. Trustees are very aware that every decision they make and everything they do is carefully considered as to how it will affect the learning of 104,000 students.
- The Board of Trustees is the voice of Calgarians in the public education system and Trustees take that responsibility seriously. They cannot get rid of that accountability, even if they wanted to. Seven Trustees cannot do all the work of the system. They must delegate authority for tasks. The work of the Board is to express the values, the hopes, the dreams of Calgarians for their children. Amazing people have been hired through the Chief Superintendent to make sure that these things happen. Trustees pay attention to the details and are accountable for all of those details.
- A Trustee commented that she is tired of talking about what the adults are doing. Trustees take their responsibility seriously and their main responsibility is to make sure that effective education is happening in every classroom every day for every child.
- A Trustee shared that she is looking forward to the Reasonable Interpretations, when Administration tells the Board what they think the policies mean. That will be a huge step for Trustees to understand how they are going to govern and truly see the impact of the policies.
- Most of the work done as a Trustee is about either sharing information or hearing back about what people think; a back and forth with the public.
- One Trustee would like to see more work in the area of public engagement, going out and hearing from the owners of the system on the work the Board is doing. All models of governance talk about the importance of presenting a variety of viewpoints, and how important it is before a conclusion is reached that all view points are on the table and a good discussion can be had leading to the best conclusion.
- The adoption of the new policies, changing from old to new, is just the first step. Implementation is the important next step through which the Chief Superintendent can give the Board her interpretation of each policy and discuss what measures are acceptable to the Board to allow them to judge compliance and progress. Those discussions will help to build and strengthen the Board's effective governance.
- The new policies reflect Trustees' values, what is in the best interests of CBE students and help to focus the system. It is up to Trustees to ensure for Calgarians that the CBE's public education system provides the learning opportunities, the environments and the supports that are necessary for each child to learn. The Board needs to focus on that vision and to have conversations about that vision.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

9.0 **CONSENT AGENDA**

As noted earlier in the meeting, the Special Meeting Minutes of January 9 and 10, 2012 were removed from the Consent Agenda. Ms. Barkway stated that a correction to those Minutes was required on page 9-21: the motion that the Board of Trustees refers the revised draft Governance Policies for Board Consideration was moved by Trustee King, and not Trustee Ferguson.

Trustee Taylor noted that on page 9-21 of the Minutes her absence from the meeting at 4:00 p.m. was recorded. She asked if everyone's absence and presence is recorded or if that applies to Trustees only. Ms. Barkway confirmed it is only Trustees that have to be accounted for.

9.1 **Board Consent Agenda**

Chair Cochrane declared the following items to be adopted as submitted:

9.1.1 Approval of Minutes

THAT the Board of Trustees approves the Minutes of the Regular Meeting held December 6, 2011, as submitted.

9.1.2. Correspondence

THAT the Board receives the following correspondence for information and for the record, in the form as submitted:

- **Email communication from the office of Thomas Lukaszuk, Minister of Alberta Education, dated December 16, 2011, provincial update on allocation of additional \$107 million to be given to the public on December 19, 2012 at about 12:30 p.m.**
- **Email communication from the office of Thomas Lukaszuk, Minister of Alberta Education, dated January 18, 2012, inviting parent representatives on School Councils to participate in a conference call with Minister Lukaszuk to continue the discussion on priorities for Alberta's education system. The conference call will take place on Wednesday, February 8, 2012 at 7:30 p.m. for approximately 1.5 hours.**

9.1.3 Re-appointment of Governor of EducationMatters, Calgary's Public Education Trust

THAT the Board approves the re-appointment of Mrs. Leslie Newton as Governor of EducationMatters, for an additional 3-year term effective January 6, 2012, ending January 6, 2015.

9.1.4 Liaison Report – Calgary Association of Parents & School Councils (CAPSC)

THAT the minutes of the Calgary Association of Parents and School Councils (CAPSC) meetings dated October 19, 2011 and November 16, 2011 be received for information and be considered as the liaison report for that organization.

9.2 Chief Superintendent Consent Agenda

9.2.1 Chief Superintendent Update

THAT the Board of Trustees receives the contents of the report for information.

9.2.2 General Impact Statement – Proposed Revised Governance Policies

THAT the Board of Trustees receives the contents of the report for information.

Approval of Minutes

MOVED by Trustee Lane

THAT the Board of Trustees approves the Minutes of the Special Meeting held Monday, January 9 and Tuesday, January 10, 2012, as amended.

The motion was
CARRIED UNANIMOUSLY.

10.0 TRUSTEES NOTICES OF MOTION

There were no Trustee Notices of Motion.

Recessed: 9:01 p.m.
Reconvened: 9:16 p.m.

11.0 IN-CAMERA ISSUES

11.1 Motion to Move In-Camera

MOVED by Trustee Ferguson:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the Private Agenda for the Regular Meeting of the Board of Trustees, January 24, 2012 be considered at an in camera session; therefore, be it

***Resolved* THAT the Regular Meeting of the Board of Trustees moves in camera.**

The motion was
CARRIED UNANIMOUSLY.

11.2 Motion to Revert to Public Meeting

MOVED by Trustee Ferguson:

THAT the Regular Meeting of the Board of Trustees moves out of in camera.

The motion was
CARRIED UNANIMOUSLY.

During the in-camera session Trustee Bazinet declared a pecuniary interest and left the meeting at 9:18 p.m.

12.0 ADJOURNMENT

MOVED by Trustee King:

THAT on adjournment, the meeting adjourns to the call of the Chair.

The motion was
CARRIED UNANIMOUSLY.

The meeting adjourned at 9:24 p.m., to meet at the call of the Chair.