



**Calgary Board
of Education**

REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA

TUESDAY, JANUARY 17, 2012

5:00 P.M. – 8:00 P.M.

Multipurpose Room, Education Centre
1221 – 8th Street SW, Calgary, Alberta

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.

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME	Chair	5 min.
Agenda	2.0 CONSIDERATION/APPROVAL OF AGENDA	Chair	2 min.
	3.0 SCHOOL/SYSTEM PRESENTATIONS		
	4.0 HONOURS AND RECOGNITIONS		
Verbal	5.0 PUBLIC CONVERSATION AND INFORMATION		30 min.
	5.1 Report from Chair and Trustees		
	5.2 Report from Chief Superintendent		
	5.3 <u>Public Question Period</u> (An opportunity for the public and/or stakeholders to raise questions and seek clarification on educational matters with the trustees. Fill out "Public Question Period" form on the table in the foyer and submit to the Corporate Secretary in writing or electronically to corpsec@cbe.ab.ca no later than 5 hours prior to the scheduled start time of the meeting. This form is also available in Appendix C of the Board Meeting Procedures. The person asking the question must be present at the meeting.)	Public	
	5.4 <u>Stakeholder Reports</u> (An opportunity for stakeholder groups or the public to verbally address the Board for 3 minutes on any educational issue, to a maximum of 5 reports per meeting. Advise the Corporate Secretary at least 10 minutes prior to the commencement of the meeting if you wish to do a stakeholder presentation.)	Public	
	5.5 Trustee Inquiries		
5:30- 6:30	6.0 <i>BOARD DEVELOPMENT SESSION – Internal Assessment System</i>	N. Johnson	60 min.
	7.0 ACTION ITEMS		

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	8.0 MONITORING AND RESULTS		
	9.0 POLICY DEVELOPMENT AND REVIEW		
P.9-1	9.1 Governance Model and Governance Policies	Board	30 min
	10.0 CONSENT AGENDA		5 min.
	10.1 Board Consent Agenda		
P. 10-23	10.1.1 Correspondence <i>(THAT the Board receives the correspondence as submitted, for information and for the record.)</i>		
P. 10-18	10.1.2 Governors of EducationMatters, Calgary's Public Education Trust <i>(THAT the Board approves the re-appointments of Governors and accepts the resignations of Governors as submitted.)</i>		
P.10-1	10.1.3 Trustee Liaison Report re: ASBA Zone 5 <i>(THAT the Board receives the report for information.)</i>		
	10.2 Chief Superintendent's Consent Agenda		
P. 10-7	10.2.1 Chief Superintendent's Update <i>(THAT the Board receives the report for information.)</i>		
	11.0 TRUSTEE NOTICES OF MOTION		
	12.0 IN-CAMERA ISSUES		
	13.0 ADJOURNMENT		

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES January 17, 2012

To: Board of Trustees

Re: Adoption of Coherent Governance Model and Approval of Revised Governance Policies

Purpose: Approval (First, Second and Third Readings)

Originator: Board of Trustees

Recommendation:

Be it Resolved:

1. THAT the Board of Trustees adopts the Coherent Governance® model of governance.
2. THAT the Board of Trustees gives first reading to the amended Governance Policies, as attached to this report, including:
 - Governance Culture Policies 1 through 9, including GC-5E and GC-6E;
 - Board-Chief Superintendent Relations Policies 1 through 5, including B/CSR-5E;
 - Operational Expectations Policies 1 through 12; and
 - Results Policies 1 through 5.
3. THAT the Board of Trustees gives second reading to the Governance Policies as listed above and as attached to this report.
4. THAT, in accordance with the existing Governance Process Policy 3, Governance Policy Development, the Board of Trustees agrees to proceed with third reading of all Governance Policies, as listed above, at this meeting.

(NOTE: If trustees present at the meeting unanimously agree to the recommendation #4, then the Board can proceed with Recommendation #5)

5. THAT the Board of Trustees gives third reading and thereby final approval to all Governance Policies, as listed above and as attached to this report, with all policies to become effective immediately, and to 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);

6. THAT the Board of Trustees adopts the Glossary of Terms, as attached to the Governance Policies, to facilitate the understanding of the governance policies the governance model.

Background

For many years, the Board of Trustees of the Calgary Board of Education has committed to governing through policy. Governing by policy emphasizes values, vision, and empowerment of the Board of Trustees and Chief Superintendent (CEO of the Calgary Board of Education). In the past, the Board's governance was based on John Carver's Policy Governance® model, and Board of Trustees crafted its values into policies of four types: Ends; Executive Limitations; Board-Chief Superintendent Linkage; and Governance Process.

On March 1, 2011, the Board of Trustees approved the establishment of a Governance Committee, with the following resolution:

THAT the Board of Trustees approves the establishment of a Governance Committee to provide a focus on governance that will enhance the Calgary Board of Education's performance. The Committee will assess and make recommendations to the Board of Trustees on the current model of governance, compliance with the current model of governance, and take actions required to ensure compliance with the current model.

The Committee was comprised of all trustees, and met several times to review various models of governance. On June 28th, 2011, the Board approved the Committee's recommendation to consult further with the Aspen Group Intl, Inc. to support the Board's pursuit of the Coherent Governance® model.

The Board has held three meetings with the Aspen Group to review its policies, and is now prepared to recommend the adoption of governance policies that would be consistent with the model of Coherent Governance®. The proposed policies are attached to this report.

In their book *Boards That Matter – Building Blocks for Implementing Coherent Governance® and Policy Governance®*¹, authors Linda Dawson and Randy Quinn compare and contrast the similarities and differences between the two governing models. The following chart clarifies the names that the Calgary Board of Education uses to define the four policy quadrants for each of these two models:

Coherent Governance	Policy Governance
GC: Governance Culture	GP: Governance Process
B/CSR: Board/ Chief Superintendent Relationship	B: Board-Chief Superintendent Linkage
OE: Operational Expectations	EL: Executive Limitations
R: Results	E: Ends

Dawson and Quinn¹ also provide significant information regarding the details and strategies required to successfully implement the Coherent Governance® model. It is intended that this book will be a resource for the Board of Trustees as it moves forward with the next steps of implementation of its governance model.

The following is an excerpt from the web-site of the Aspen Group International, LLC., that provides further information and description of Coherent Governance® (http://www.aspengroup.org/coherent_governance.html)

What is Coherent Governance®?

Coherent Governance® is The Aspen Group International's own governance design. It is influenced heavily by John Carver's work, but we believe it is the most comprehensive and practical governance model available for public and not-for-profit boards, the primary audience for which it was created.

During decades of work with boards of all types, we came to realize that in order to serve the real needs of public boards especially, they should rely on a governance model that addresses the full breadth of issues and concerns they have at the operational level of their organizations. And we concluded that the more "user-friendly" a model can be, the more likely it is to be implemented effectively--and sustained over time. The language of Coherent Governance policies is clear, unambiguous, never leaving the board challenged to say: "What this language is trying to say is ..."

The Coherent Governance board establishes governing policies and rigorously monitors organizational performance for compliance with its Operational Expectations policies and reasonable progress toward the achievement of its Results policies. Unlike traditional boards, Coherent Governance boards effectively govern very complex organizations with a policy manual that includes not more than 35 to 40 policies--total.

The Coherent Governance model is built around four different but interrelated types of policies, each serving a very distinct purpose:

RESULTS: *Results policies describe the outcomes the organization is expected to achieve for the specific clients or customers it serves. The Results policies are the performance targets for the CEO and the organization, and form the basis for judging the success of both.*

OPERATIONAL EXPECTATIONS: *The board wants to remove itself from preoccupation with the day-to-day operation of the organization. But yet, it has concerns about those operational matters that it must express in order to represent and serve the interests of the "owners" of the organization on whose behalf the board does its work—the citizens, in the case of public boards.*

OE policies allow the board either to direct that certain conditions exist or

actions occur, or to prohibit those conditions and actions that it would find unacceptable. Each OE policy has two components: one stated positively ("do this"); the other negatively ("don't do this"). The result is clear direction from the board to the CEO.

The CEO is encumbered to comply with-- to operate the organization within-- the board's stated values about operational conditions and actions. But after having observed and complied with those policy values, the CEO is free to make other decisions without seeking the board's approval. And for the board, these policies allow the board to control operational decision-making without the confusing ritual of approving CEO recommendations that undermines clear accountability. In fact, Coherent Governance promises to eliminate forever any disclarity about who is responsible for what.

BOARD/CEO RELATIONS: *BCR policies define the degree of authority conveyed by the board to the CEO, and also outline the process for how the CEO will be evaluated. Essentially, the CEO's performance and the organization's performance are identical: if the organization succeeds in operating according to the board's stated values, and if it produces the outcomes for clients specified by the board in policy, the CEO has succeeded, and is evaluated accordingly. No more off-the-cuff, generic, dishonoring evaluations.*

GOVERNANCE CULTURE: *The board has a culture. In traditional governing environments, we aren't quite sure what caused it to be what it is. In Coherent Governance, the board deliberately and carefully crafts a set of policies that, in sum, establishes a culture for good governance. Separate policies will establish standards for how the board performs its work, including policies defining the board's purpose, its job description, its self-defined norms for executing its work, and its own discipline and accountability.*

The proposed policies contain everything that the Board of Trustees has to say about values and perspectives that must underlie all organizational decisions, activities, practices, budgets and goals. These values should permeate and dominate all organizational activities and thus represent a powerful expression of board leadership.

Adoption of governance policies is a major step forward in governing well. However, it is only the first step in the Board's move to a Coherent Governance® model. The Board will pursue further knowledge and practices to properly implement the model. This will be an ongoing process, and it is anticipated that the Board will take further steps in the near future. It is important to note that the recommendations in this report, if approved, would replace all of the existing Governance Policies, with the exception of B-4E, which replicates the Delegation of Authority Resolution, and GP-12E, which includes the details of Trustee Remuneration. These two items will need to be addressed by the Board in the near future.

While these policies will be the Governance Policies of the Calgary Board of Education effective upon approval, it is important to note that, as the Board of Trustees continues to deal with issues and to link with stakeholders, the governance policies will be a living document, in order that the values of the organization can be continually adapting to the world in which we live, and to meet the ever-changing needs of Calgary's students.

Respectfully Submitted,

Pat Cochrane, Chair
Board of Trustees

Attachment: Governance Policies

Reference:

Dawson, Linda J. and Quinn, Randy. *Boards That Matter – Building Blocks for Implementing Coherent Governance® and Policy Governance®*. Rowman & Littlefield Education, 2011.

Glossary of Terms**Governance Policies**
Governance Culture

1. Board Purpose
2. Governing Commitments
3. Board Job Description
4. Officers' Roles
5. Board Committees
5E Board Committees Exhibit
6. Annual Work Plan
6E Annual Work Plan For the Board Exhibit
7. Board Members' Code of Conduct
8. Board Member Conflict of Interest
9. Process for Addressing Board Member Violations

Board/Chief Superintendent Relationship

1. Single Point of Connection
2. Single Unit Control
3. Staff Accountability
4. Authority of the Chief Superintendent
5. Chief Superintendent Accountability
5E Annual Summative Evaluation of the Chief Superintendent



Operational Expectations

1. Global Operational Expectation
2. Temporary Chief Superintendent Succession
3. Treatment of Owners
4. Treatment of Employees
5. Financial Planning
6. Financial Administration
7. Asset Protection
8. Communication With and for the Board
9. Communicating With the Public
10. Instructional Program
11. Learning Environment/Treatment of Students
12. Facilities

Results

1. Mega Result
2. Academic Success
3. Citizenship
4. Personal Development
5. Character



Board of Trustees' Governance Policy

GLOSSARY OF TERMS Board of Trustees' Governance Policies

Our Governance Policies will enable us, the elected Board of Trustees, to effectively lead, direct, inspire and control the outcomes and operations of the district through a set of very carefully crafted policy statements and effective monitoring of them.

Our Governance Policies offer a logical process for the Board of Trustees to govern well. We are committed to using them well in order to:

1. Eliminate confusion between Board and Chief Superintendent roles;
2. Focus on *Results* for student achievement;
3. Free the Chief Superintendent and staff to do their jobs without the Board's intrusion into day-to-day management decisions;
4. Attain more control over operational decisions in a manner that retains the Board's role at the governance level;
5. Focus the Board of Trustees on their advocacy role and external connection with the owners of the district.

Governance Policy:

The policies are grouped into four categories, each serving a distinct purpose. The four categories are:

GOVERNANCE CULTURE: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behavior.

BOARD/CHIEF SUPERINTENDENT RELATIONSHIP: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent- and how the Chief Superintendent's performance will be evaluated.

OPERATIONAL EXPECTATIONS: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.



RESULTS: These are our statements of outcomes for each student in our district. The *Results* policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

Accountability: The Board holds the Chief Superintendent responsible for organizational performance, requiring the Chief Superintendent to justify actions and decisions while working within the *Operational Expectations* and striving to increase performance on the stated *Results*.

Board: The Board of Trustees.

CEO: The Chief Superintendent.

Competencies: Demonstrated levels of ability as a consequence of teaching and learning that transcend specific disciplines.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the *Operational Expectations* values.

Consensus: The standard of agreement for deciding issues before the Board whereby individual members fully disclose their individual opinions, are "heard" and are willing to move forward with a vote on the matter before the Board with agreement that each will support the majority decision.

Governance: Defining values in policy that establish the vision and *Results* to be achieved by students. Defines organizational performance of the district's employees, holding them accountable for that stated standard of performance.

Monitoring: The evaluative function carried out regularly by the Board to ensure Chief Superintendent, organizational and Board accountability. As part of each meeting, the Board receives and assesses reports developed to assure the Board that its *Results* are being accomplished, its *Operational Expectations* are being complied with, and its own processes are being adhered to.



Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarizes how either compliance has been achieved on *Operational Expectations* or how reasonable progress has been made in *Results*. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or progress; and a signed certification from the Chief Superintendent of the status.

Non-compliance: In gathering evidence and data to prove to the Board that its *Operational Expectations* values have been adhered to, there may be areas where the standards were not met. The policy or subsection of policy would be found to be "non-compliant." The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.

Prudent: Careful and sensible; characterized by sound judgment.

Reasonable: Fair; just; logical and rational; well-founded.

Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to "interpret" policy values, saying back to the Board, "here is what the Board's value means to me." The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent "get it?" This reasonable interpretation is the first step required in monitoring compliance on *Operational Expectations* and monitoring reasonable progress on *Results*.

Reasonable Progress: Once *Results* are identified, the Chief Superintendent must set targets for achievement. Over time, data must be presented to the Board that demonstrates whether progress is being made towards achieving that standard. The Board decides whether the amount of progress is sufficient and reasonable.



**Board of Trustees'
Governance Policy****GOVERNANCE CULTURE****GC-1: Board Purpose**

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The Board of Trustees provides leadership for the Calgary Board of Education by defining the vision, *Results* and *Operational Expectations* for the organization on behalf of its community.

The Board of Trustees represents, leads and serves the organization's owners – the citizens of Calgary – and holds itself accountable to them by committing to act in the best interests of the Calgary Board of Education and by ensuring that all Board and organization action is consistent with law and the Board's policies.

The Board's purpose is to ensure that the organization achieves the results described in the Board's *Results* policies and that it operates according to the values expressed in the Board's *Operational Expectations* policies.

Adopted:



Board of Trustees' Governance Policy

GOVERNANCE CULTURE GC-2: Governing Commitments

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The Board will govern lawfully with primary emphasis on *Results* for students; encourage full exploration of diverse viewpoints; focus on governance matters rather than administrative issues; observe clear separation of Board and Chief Superintendent roles; make all official decisions by formal vote of the Board; and govern with long-term vision.

- 2.1 The Board will direct the organization through policy. The Board's major focus will be on the results expected to be achieved by students, rather than on the strategic choices made by the Chief Superintendent to achieve those results.
- 2.2 The Board will function as a single unit. The opinions and personal strengths of individual members will be used to the Board's best advantage, but the Board faithfully will make decisions as a group, by formal vote. No officer, individual, or committee of the Board will be permitted to limit the Board's performance or prevent the Board from fulfilling its commitments.
- 2.3 The Board is responsible for its own performance, and commits itself to continuous improvement. The Board regularly and systematically will monitor all policies in this section and will debrief the quality of each meeting following its conclusion.
- 2.4 The Board will assure that the Board and its members have the knowledge, skills and budget support necessary for effective governance.

Accordingly:

- a. Training and coaching will be used to orient candidates and new members, as well as to maintain and increase current member skills and knowledge;



- b. External, third-party monitoring will be used as necessary to enable the Board to exercise confident control over organizational performance;
 - c. Strategic communication dialogues will be planned and implemented to ensure the whole Board's ability to engage stakeholders in understanding the organization's work as well as sharing viewpoints and values.
- 2.5 To ensure that the Board's business meetings are conducted with maximum effectiveness and efficiency, members will:
- a. come to meetings adequately prepared;
 - b. speak only when recognized, not interrupting each other or engaging in side conversations;
 - c. not repeat unnecessarily what has already been said;
 - d. not play to the audience or camera or monopolize the discussion;
 - e. support the Chair's efforts to facilitate an orderly meeting;
 - f. communicate openly to avoid surprises;
 - g. encourage equal participation of all members, and
 - h. practise respectful body language.
- 2.6 The Board will use the Board's consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss. All administrative matters delegated to the Chief Superintendent that are required by law to be approved by the Board will be acted upon by the Board via the Chief Superintendent's consent agenda.
- 2.7 An item may be removed from the consent agendas upon approval of a majority of the Board members present and voting.



- 2.8 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.

Adopted:



Board of Trustees' Governance Policy

GOVERNANCE CULTURE GC-3 Board Job Description

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The Board's job is to represent, lead and serve the owners and to govern the organization by establishing expectations for organizational results, expectations for quality operational performance, and monitoring actual performance against those expectations.

The Board will:

- 3.1 Ensure that the *Results* are the dominant focus of organization performance.
- 3.2 Advocate for the organization and the students it serves.
- 3.3 Initiate and maintain constructive two-way dialogue with students, employees, parents and the citizens as a means to engage all stakeholders in the work of the Board and the organization.
- 3.4 Develop written governing policies that address:
 - a. **Results:** The intended outcomes for the students served by the district;
 - b. **Operational Expectations:** Statements of the Board's values about operational matters delegated to the Chief Superintendent, including both actions and conditions to be accomplished and those prohibited;
 - c. **Governance Culture:** Definition of the Board's own work, the processes it will employ and conditions within which it will accomplish that work;
 - d. **Board/Chief Superintendent Relationship:** The role relationship of the Chief Superintendent and the Board, including the specified authority of the Chief Superintendent and the process for monitoring organization and Chief Superintendent performance.



- 3.5 Ensure acceptable Chief Superintendent performance through effective monitoring of *Results* and *Operational Expectations* policies.
- 3.6 Ensure acceptable Board performance through effective evaluation of Board *Governance Culture* and *Board/Chief Superintendent Relationship* policies, actions and processes.
- 3.7 Appoint an independent auditor to conduct an annual external review of the organization's financial condition and report directly to the Board.
- 3.8 Name or rename the organization, schools, portions of schools, school grounds, and other Calgary Board of Education facilities.
- 3.9 Approve the bargaining mandate for all collective agreements.
- 3.10 Perform other duties required by law or not otherwise delegated to the Chief Superintendent.

Adopted:

Board of Trustees' Governance Policy

GOVERNANCE CULTURE GC-4 Officers' Roles

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The officers of the Board are those listed in this policy. Their duties are those assigned by this policy, and others required by law.

Chair

The Chair provides leadership to the Board, ensures the faithful execution of the Board's processes, exercises interpretive responsibilities with integrity, reflecting the spirit and intent of the Board's policies, and normally serves as the Board's official spokesperson.

The Chair has the following specific authority and duties:

- 4.1 Monitor Board actions to assure that they are consistent with the Board's own procedures and policies and with other obligations imposed by agencies whose authority supersedes the Board's own authority:
 - a. Conduct and monitor Board meeting deliberations to assure that Board discussion and attention are focused on Board issues, as defined in Board policy (see GC-3);
 - b. Assure that Board meeting discussions are productive, efficient and orderly;
 - c. Lead timely Board meeting debriefings and periodic self-assessments to ensure continuous process improvement;
 - d. Serve as ex-officio member of all Board committees.
- 4.2 Compile and facilitate the Board's summative evaluation of the Chief Superintendent.
- 4.3 Represent the Board as its official spokesperson about issues decided by the Board and other matters related to official Board business.



- 4.4 Execute all documents authorized by the Board, except as otherwise provided by law.
- 4.5 On behalf of the Board, and in concert with the Chief Superintendent, develop proposed Board meeting agendas consistent with the Board's annual calendar.
- 4.6 Make all interpretive decisions of Board policies in the *Governance Culture* and *Board/Chief Superintendent Relationship* sections, using reasonable judgment. The Chair is not authorized to:
 - a. Make any interpretive decisions about policies created by the Board in the *Results* and *Operational Expectations* policy areas. Interpretation of these policies is the responsibility of the Chief Superintendent;
 - b. Exercise any authority as an individual to supervise or direct the Chief Superintendent.
- 4.7 The Chair may delegate any of these responsibilities, but the Chair remains accountable for any resulting actions.

Vice-Chair

The Vice-Chair shall serve as Chair in the event of the Chair's absence or inability to perform assigned duties.

Second Vice-Chair

The Second Vice-Chair shall serve in the absence or inability of both the Chair and Vice-Chair.

Adopted:



Board of Trustees' Governance Policy

GOVERNANCE CULTURE GC-5: Board Committees

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The Board may create committees if they are deemed helpful to assist the Board in the performance of its responsibilities. If committees are established, they will be used exclusively to support the work of the Board as described in Policy GC-3, and will never be created or used to assist the Chief Superintendent in any operational area.

- 5.1 Board committees and other such entities by whatever name created by the Board will not be used to direct, advise, assist or oversee employees. Committees customarily will prepare recommendations for Board consideration. Board committees will have no authority over employees, and may exercise demands on employee's time and organizational resources only to the extent authorized in this policy. Members are not entitled to any fees or compensation.
- 5.2 Board committees may not speak or act for the Board. The responsibilities and authority of all Board committees are carefully stated in this policy to assure that committees fully understand their duties and extent of authority, and to assure that committee work will not usurp or conflict with the Board's own authority or conflict with authority delegated to the Chief Superintendent.
- 5.3 All Board committees are considered to be ad hoc, or temporary. The date for their termination is listed for each committee. Committees may be renewed or reauthorized upon their expiration, but unless the Board acts to renew the committee's existence, it shall cease to exist upon the date specified.
- 5.4 Board committees may or may not include members of the Board.
- 5.5 All meetings of Committees shall be held in private. The Committees may hold its meetings, and members of the Committee may attend meetings by electronic means, provided all meeting attendees can hear each other.



- 5.6 Chairpersons shall establish the agendas for meetings, ensure that properly prepared agenda materials are circulated to the members with sufficient time for study prior to the meeting, and be responsible for reporting to the Board of Trustees with minutes following each meeting.
- 5.7 Minutes of all meetings of Board Committees shall be provided to the Board of Trustees by the Chair and filed with the Board of Trustees for the corporate record and indicate at least the following information:
 - a. Date and place of meeting;
 - b. Attendees;
 - c. Record of decisions and who is assigned any actions arising;
and
 - d. Date, time and place of next meeting.
- 5.8 All Committees shall report annually to the Board of Trustees on the Committee's responsibilities and how it has discharged them.
- 5.9 All Board committees are listed in GC-5-E.

Adopted:



Board of Trustees' Governance Policy

GOVERNANCE CULTURE GC-5E: Board Committees

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

1. Audit Committee

a. **Purpose/Charge:**

- Recommend external auditors;
- Review annually the external auditors' performance, reporting any issues;
- Serve as liaison to the external auditors, and arrange a meeting with the Board of Trustees prior to public presentation of the annual audited statements;
- Review and recommend approval of the annual audit plan;
- Review and report on the annual financial statements and audit findings report;
- Review with the external auditors the auditing process, any significant difficulties encountered during the audit including any restrictions on scope of work or access to required information;
- Meet at least two times annually as a Committee and at least once annually with the external auditors.

b. **Membership:**

A minimum of five individuals comprised of:

- Two trustees; and
- Not less than three individuals external to the Calgary Board of Education.

The Committee Chair shall be one of the trustee members, appointed by the Board of Trustees. All meetings must have one trustee present.

c. **Reporting Schedule:**

Following each meeting and annually to the Board of Trustees.



Audit Committee – *Continued*

d. **Term:**

One year, appointment at the Board of Trustees' organizational meeting. External members normally serve three-year terms for a maximum of six years with expirations staggered to achieve continuity of leadership.

e. **Authority Over District Resources:**

None.

2. **Board Evaluation Committee**

a. **Purpose/Charge:**

To recommend to the Board of Trustees a plan for conducting the:

- Annual board self-evaluation each September;
- Monitoring of all GC policies throughout the year and goals that the Board of Trustees has set for such year and for its term of office; and
- Annual Chief Superintendent's summative evaluation each January.

b. **Membership:**

A minimum of two trustees:

- Chair; and
- Trustee.

c. **Reporting Schedule:**

Following each committee meeting and annually to the Board of Trustees.

d. **Term:**

One year, appointment at the Board of Trustees organizational meeting.

e. **Authority Over District Resources:**

None.



3. **School Naming Committee**

a. **Purpose/Charge:**

- To provide recommendations to the Board of Trustees for the naming or renaming of a school.
- To ensure that the reputation of the Corporation is given the highest priority when making recommendations for school naming.
- To consider Corporation values and be guided by the following principles:
 - (1) Schools should be named:
 - for the districts in which they are located; or
 - for locations or events that show great Canadian historical significance; or after a Canadian individual of recognized stature, whose life work aligns with achievement of the organizational *Results*, or who has demonstrated exemplary achievement of the organizational Results; or
 - by any other name that may be deemed appropriate by the Board of Trustees;
 - (2) When naming schools after individuals, the use of the names of individuals who are deceased or who have retired will be considered first;
 - (3) Prior to naming a school after an individual, that individual or immediate family will be requested to grant permission;
 - (4) Except for high schools, it will be the practice to exclude grade configurations as part of the school name;
 - (5) Consultation with the school community to discuss the matter must take place prior to making a recommendation to the Board.



School Naming Committee - *Continued*

b. **Membership:**

- Chair: Ward Trustee for the community in which the school is located. Must be present at all meetings;
- Chair or Vice-Chair of the Board;
- Corporate Secretary or designee;
- Area Director or designee;
- School Community Representatives (2-3 members).

c. **Reporting Schedule:**

As required for Board approval of the school name.

d. **Term:**

As determined by the Board of Trustees and convened by the Corporate Secretary's Office in consultation with the Ward Trustee, terminating upon approval of a name for the particular school.

e. **Authority Over District Resources:**

None.



4. **Trustee Remuneration Committee**

a. **Purpose/Charge:**

- To annually review trustee remuneration, including trustee remuneration levels, taking into consideration budgetary, economic and other relevant factors;
- To recommend continuation of or changes to Board policy on remuneration;
- To meet at least once per year and must include the Committee Chair.

b. **Membership:**

- Two trustees;
- Parent representative from the Calgary Association of Parents and School Councils;
- One Calgary corporate community representative; and
- At least one other stakeholder of the Corporation.

c. **Reporting Schedule:**

Submit its recommendations regarding trustee remuneration levels for a school year at least six weeks prior to the Board of Trustees' approval of the Corporation's operating budget for such school year.

d. **Term:**

One year appointment at the Board of Trustees' organizational meeting.

e. **Authority Over District Resources:**

None.

Adopted:



Board of Trustees'
Governance Policy**GOVERNANCE CULTURE**
GC-6 Annual Work Plan

Monitoring Method: **Board Self-assessment**
Monitoring Frequency: **Annually**

The Board will follow an annual work plan that includes continuing monitoring and review of all policies; dialog sessions with community, employee and student groups; and activities to improve Board performance.

- 6.1 The annual planning cycle will end each year in January to allow the Chief Superintendent to properly align internal operational systems and processes to achieve the subsequent year's Board-determined priorities.
- 6.2 The Board's annual work plan for each year will include:
 - a. Scheduled dialogue sessions with stakeholder groups and persons whose viewpoints are considered helpful to the Board.
 - b. Governance process improvement activities, including orientation of candidates and new Board members in the Board's governance process and other discussions by the Board about means to improve its own performance, especially Board member knowledge and skill-building.
 - c. Scheduled monitoring of all policies.
 - d. Other events and activities that are parts of the Board's responsibilities and interests.

Adopted:



GOVERNANCE CULTURE
GC-6E Annual Work Plan

MONTH	GC	B/CSR	OE	RESULTS	DIALOGUE	BOARD DEVELOPMENT	OTHER BUSINESS
JAN							
FEB							
MAR							
APR							
MAY							
JUNE							
JULY							
AUG							
SEPT							
OCT							
NOV							
DEC							

RI Reasonable Interpretation
I Indicators
B/T Baseline and Targets
M Monitoring of compliance or reasonable progress
RM Re-monitoring

Board of Trustees' Governance Policy

GOVERNANCE CULTURE GC-7: Board Members' Code of Conduct

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The Board and its members will conduct themselves lawfully, with integrity and high ethical standards, in order to model the behaviors expected of employees and students and to build public confidence and credibility.

- 7.1 Board members will serve the interests of the citizens of the entire school organization. Members recognize this responsibility to the whole to be greater than but not limited to, the following:
 - a. Any loyalty a member may have to any other advocacy, interest or political groups;
 - b. Loyalty based upon membership on other boards or staffs;
 - c. The personal interest of any Board member who is also a parent or guardian of a student in the organization;
 - d. Being a relative of an employee of the organization.
- 7.2 Board members will not attempt to exercise individual authority over the organization.
 - a. Members will not assume personal responsibility for resolving operational problems or complaints. Any such complaints will be referred to the Chief Superintendent for investigation and resolution.
 - b. Members will not personally direct any employee or any part of the operational organization.
 - c. When speaking to the press or otherwise publicly sharing personal opinions, members will respect decisions of the Board and will not undermine those decisions.



- d. Members will not publicly express individual negative judgments about Chief Superintendent or employee performance.
- 7.3 To build trust among members and to ensure an environment conducive to effective governance, members will:
- a. Focus on issues rather than personalities;
 - b. Respect decisions of the Board;
 - c. Exercise honesty in all written and interpersonal interaction, never intentionally misleading, surprising or misinforming each other;
 - d. Criticize privately, praise publicly;
 - e. Make every reasonable effort to protect the integrity and promote the positive image of the organization and one another;
 - f. Never embarrass each other or the organization.
- 7.4 Members will exercise prudent personal discipline in the performance of their duties, including proper use of authority and appropriate decorum when acting as Board members.
- 7.5 Members will maintain confidentiality appropriate to sensitive issues and information that otherwise may tend to compromise the integrity or legal standing of the Board, especially those matters discussed in private session.

Adopted:



Board of Trustees' Governance Policy

GOVERNANCE CULTURE

GC-8: Board Member Conflict of Interest

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

Board members are expected to avoid conflicts of interest involving all matters considered by the Board. A conflict of interest exists when a member is confronted with an issue in which the member has a personal or financial interest or an issue or circumstance that could render the member unable to devote complete loyalty and singleness of purpose to the public interest.

- 8.1 If a Board member has a personal or financial interest in any matter being considered by the Board, the member shall disclose such interest to the Board, shall not vote on the matter and shall not attempt to influence the decisions of other Board members. If a Board member has a pecuniary interest in a matter before the Board or a committee of the Board, he or she shall comply with the specified procedures set forth in the School Act, as the same may be amended from time to time.
- 8.2 A member of the Board shall not also be an employee of the organization, nor shall a member receive any compensation for services rendered to the organization in any non-governance capacity. This provision shall not prohibit members from receiving authorized compensation for serving as a member of the Board or from receiving reimbursement for authorized expenses incurred during the performance of Board duties.
- 8.3 The Board shall not enter into any contract with any of its members or with a firm in which a member has a significant financial interest.
- 8.4 A Board member is expected to avoid conflict of interest in the exercise of the member's fiduciary responsibility. Accordingly, a Board member may not:
 - a. Disclose or use confidential information acquired during the performance of official duties;

- b. Accept a gift of substantial value or economic benefit which would tend to improperly influence a reasonable person, or which the Board member knows or should know is primarily for the purpose of a reward for official action;
- c. Engage in a substantial financial transaction for private business purposes with a person employed by the organization;
- d. Perform an official act that directly confers an economic benefit on a business in which the Board member has a substantial financial interest or is engaged as a counsel, consultant, representative or agent;
- e. Otherwise be in a position of conflict as enumerated in Section 82 of the School Act, as the same may be amended from time to time.

Adopted:



**Board of Trustees'
Governance Policy****GOVERNANCE CULTURE****GC-9: Process for Addressing Board Member Violations**

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The Board and each of its members is committed to faithful compliance with the values stated in its policies. The Board recognizes that its failure to deal with a violation of its policies risks the loss of confidence in the Board's ability to govern effectively.

Therefore, in the event of a violation of policy, especially a member's willful and/or continuing violation, the Board ordinarily will address the issue by the following process:

- a. Conversation in a private setting between the offending member and the Board Chair or other individual member;
- b. Discussion in a private session between the offending member and the Board;
- c. Possible removal by the Board from any leadership or committee positions to which the offending member has been appointed or elected;
- d. Censure of the offending member of the Board as a means of separating the Board's focus and intent from that of the offending member.

Adopted:



**Board of Trustees'
Governance Policy****BOARD/CHIEF SUPERINTENDENT RELATIONSHIP
B/CSR-1: Single Point of Connection**

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The Chief Superintendent is the Board's sole point of connection to the operational organization. The Board will direct the operational organization only through the Chief Superintendent, functioning as the Chief Executive Officer.

Adopted:



**Board of Trustees'
Governance Policy****BOARD/CHIEF SUPERINTENDENT RELATIONSHIP
B/CSR-2: Single Unit Control**

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The Board will direct the Chief Superintendent only through official decisions of the Board.

- 2.1 The Board will make decisions by formal, recorded vote in order to avoid any ambiguity about whether direction has been given.
- 2.2 The Chief Superintendent is neither obligated nor expected to follow the directions or instructions of individual members, officers or committees unless the Board has specifically delegated such exercise of authority.
- 2.3 Should the Chief Superintendent determine that an information request received from an individual member or a committee requires a material amount of employee time or is unreasonable, the Chief Superintendent is expected to ask the committee or the member to refer such requests to the full Board for authorization.

Adopted:



**Board of Trustees'
Governance Policy****BOARD/CHIEF SUPERINTENDENT RELATIONSHIP
B/CSR-3: Staff Accountability**

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The Chief Superintendent is responsible for all matters related to the day-to-day operation of the organization, within the values expressed by the Board in policy. All employees are considered to report directly or indirectly to the Chief Superintendent.

- 3.1 The Board will never give direction to any employee who reports directly or indirectly to the Chief Superintendent.
- 3.2 The Board will not formally or informally evaluate any employee other than the Chief Superintendent.
- 3.3 Except as required by law, the Board will not participate in decisions or actions involving the hiring, evaluating, disciplining or dismissal of any employee other than the Chief Superintendent.

Adopted:



Board of Trustees' Governance Policy

BOARD/CHIEF SUPERINTENDENT RELATIONSHIP B/CSR-4: Authority of the Chief Superintendent

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The Board will provide direction to the Chief Superintendent through written policies that define the organizational results to be achieved for students and define operational conditions and actions to be accomplished or avoided.

- 4.1 The Board will develop *Results* policies instructing the Chief Superintendent to achieve defined results for the students served by the district.
- 4.2 The Board will develop *Operational Expectations* policies which express the Board's values about operational conditions and actions. Certain of these values will be expressed positively to assure that the stated actions occur and the identified conditions exist, and will be stated as directives. Certain other values represent actions and conditions that are to be avoided, and will be stated prohibitively.
- 4.3 As long as the Chief Superintendent uses any reasonable interpretation of the Board's *Results* and *Operational Expectations* policies, the Chief Superintendent is authorized to establish any additional organization policies or regulations, make any decisions, establish any practices and develop any activities the Chief Superintendent deems appropriate to achieve the Board's *Results* policies. The Chief Superintendent is not expected to seek Board approval or authority for any such decision falling within the Chief Superintendent's area of delegated authority.
- 4.4 The Board may change its *Results* and *Operational Expectations* policies, and in so doing shift the boundary between Board and Chief Superintendent areas of responsibility. The Board will respect and support any reasonable interpretation of its policies by the Chief Superintendent, even though Chief Superintendent decisions may not be the decisions the Board or its members may have made.

Adopted:



Board of Trustees' Governance Policy

BOARD/CHIEF SUPERINTENDENT RELATIONSHIP B/CSR-5: Chief Superintendent Accountability

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The Board considers Chief Superintendent performance to be identical to organization performance. Organizational accomplishment of the Board's *Results* policies, and operation according to the values expressed in the Board's *Operational Expectations* policies, will be considered successful Chief Superintendent performance. These two components define the Chief Superintendent's job responsibilities, and are the basis for the Chief Superintendent's performance evaluation.

- 5.1 The Board will determine organizational performance based upon a systematic monitoring process.
- 5.2 The Board will acquire monitoring data on *Results* and *Operational Expectations* policies by one or more of three methods:
 - a. By *Internal Report*, in which the Chief Superintendent submits information that certifies and documents to the Board compliance or reasonable progress;
 - b. By *External Review*, in which an external third party selected by the Board assesses compliance or reasonable progress with applicable Board policies;
 - c. By *Board Inspection*, in which the whole Board or a committee duly charged by the Board formally assesses compliance or reasonable progress based upon specific policy criteria.



- 5.3 The consistent performance standard for *Operational Expectations* policies shall be whether the Chief Superintendent has:
- a. Reasonably interpreted the policy and its subparts;
 - b. Complied with the provisions of the Board policy.
- 5.4 The consistent performance standard for *Results* policies shall be whether the Chief Superintendent has:
- a. Reasonably interpreted the policy and its subparts;
 - b. Made reasonable progress toward achieving the outcomes defined by the Board's *Results* policies.
- 5.5 The Board will make the final determination as to whether Chief Superintendent's interpretation is reasonable, whether the Chief Superintendent is in compliance and whether reasonable progress has been made. In doing so, the Board will apply the "reasonable person" standard.
- 5.6 All policies that instruct the Chief Superintendent will be monitored according to a schedule and by a method determined by the Board and included in the Board's annual work plan. The Board may monitor any policy out of this defined sequence, if it is determined by a majority of the Board that conditions warrant monitoring at times other than those specified by the annual schedule.



- 5.7 Each January, the Board will conduct a formal summative evaluation of the Chief Superintendent. The summative evaluation will be based upon data collected during the year from the monitoring of *Results* and *Operational Expectations* policies. The Board will prepare a written evaluation document that will consist of:
- a. A summary of the data derived during the year from monitoring the Board's *Results* and *Operational Expectations* policies;
 - b. Conclusions based upon the Board's prior action during the year relative to the Chief Superintendent's reasonable interpretation of each *Results* policy and whether reasonable progress has been made toward its achievement;
 - c. Conclusions based upon the Board's prior action during the year relative to whether the Chief Superintendent has reasonably interpreted and operated according to the provisions of the *Operational Expectations* policies.

Adopted:

BOARD/CHIEF SUPERINTENDENT RELATIONSHIP

B/CSR-5E: Annual Summative Evaluation of the Chief Superintendent

The purpose of the annual evaluation of the Chief Superintendent is to summarize the actions previously taken by the Board as it monitored *Results* and *Operational Expectations* policies during the year, and to draw conclusions on that basis.

Operational Expectations Policy	Date Monitored	Board Disposition
OE-1 Global Operational Expectation		
OE-2 Temporary Chief Superintendent Succession		
OE-3 Treatment of Owners		
OE-4 Treatment of Employees		
OE-5 Financial Planning		
OE-6 Financial Administration		
OE-7 Asset Protection		
OE-8 Communication With and for the Board		
OE-9 Communicating With the Public		
OE-10 Instructional Program		
OE-11 Learning Environment/Treatment of Students		
OE-12 Facilities		

Results	Date Monitored	Board Disposition
R-2 Academic Success		
R-3 Citizenship		
R-4 Personal Development		
R-5 Character		

Based upon the Board's prior monitoring of these policies and the on-going monitoring of the district's and the Chief Superintendent's performance during the preceding year, the Board reaches the following summary conclusions relative to Chief Superintendent performance:

Based upon the foregoing conclusions, the Board establishes the following priorities for the coming year:

Signed: _____ Date: _____
Chair of the Board

Signed: _____ Date: _____
Chief Superintendent

Board of Trustees'
Governance Policy

OPERATIONAL EXPECTATIONS

OE-1: Global Operational Expectation

Monitoring Method: Internal Report
Monitoring Frequency: Annually

The Chief Superintendent shall not cause, allow, or fail to take reasonable measures to prevent any practice, activity, decision or organizational condition that is unlawful, unethical, unsafe, disrespectful, imprudent, in violation of Board policy or endangers the organization's public image or credibility.

Adopted:



Board of Trustees'
Governance Policy

OPERATIONAL EXPECTATIONS

OE-2: Temporary Chief Superintendent Succession

Monitoring Method: Internal Report

Monitoring Frequency: Annually

The Chief Superintendent shall designate at least one other employee who is familiar with the Board's governance process and issues of current concern and is capable of assuming Chief Superintendent responsibilities on a temporary basis.

Adopted:



**Board of Trustees'
Governance Policy****OPERATIONAL EXPECTATIONS
OE-3: Treatment of Owners**

Monitoring Method: Internal Report
Monitoring Frequency: Annually

The Chief Superintendent shall maintain an organizational culture that treats all organization owners with respect, dignity and courtesy.

The Chief Superintendent will:

- 3.1 Manage information in such ways that confidential information is protected.
- 3.2 Effectively handle complaints.
- 3.3 Maintain an organizational culture that:
 - a. values individual differences of opinion;
 - b. reasonably includes people in decisions that affect them;
 - c. provides open and honest communication in all written and interpersonal interaction;
 - d. focuses on common achievement of the Board's *Results* policies.
- 3.4 Conduct reasonable background inquiries and checks prior to utilizing the services of any volunteers who have contact with students.

Adopted:



**Board of Trustees'
Governance Policy****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 Conduct extensive background inquiries and checks prior to hiring any paid personnel.
- 4.2 Select the most highly qualified and best-suited candidates for all positions.
- 4.3 Ensure that all employees are qualified to perform the responsibilities assigned to them.
- 4.4 Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.
- 4.5 Effectively handle complaints and concerns.
- 4.6 Maintain adequate job descriptions for all employee positions.
- 4.7 Protect confidential information.
- 4.8 Develop total compensation plans to attract and retain the highest quality "exempt" employees within available resources.
- 4.9 Honour the terms of negotiated agreements.



- 4.10 Maintain an organizational culture that positively impacts the ability of employees to responsibly perform their jobs and work in an environment of professional support and courtesy.
- 4.11 Reasonably include people in decisions that affect them.

Adopted:



**Board of Trustees'
Governance Policy****OPERATIONAL EXPECTATIONS
OE-5: Financial Planning**

Monitoring Method: Internal Report
Monitoring Frequency: Annually

The Chief Superintendent shall develop and maintain a multi-year financial plan that is related directly to the Board's *Results* priorities and *Operational Expectations* goals, and that avoids long-term fiscal jeopardy to the organization.

The Chief Superintendent will develop a budget that:

- 5.1 Is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the *Results* priorities and any *Operational Expectations* goals for the year.
- 5.2 Credibly describes revenues and expenditures.
- 5.3 Shows the amount spent in each budget category for the most recently completed fiscal year, the amount budgeted for the current fiscal year, and the amount budgeted for the next fiscal year.
- 5.4 Discloses budget-planning assumptions.
- 5.5 Plans for fiscal soundness in future years.
- 5.6 Reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increases and benefits.
- 5.7 Includes amounts determined by the Board to be necessary for the Board to effectively and efficiently perform its governing responsibilities.



The Chief Superintendent may not develop a budget that:

- 5.8 Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year.

Adopted:



**Board of Trustees'
Governance Policy****OPERATIONAL EXPECTATIONS
OE-6: Financial Administration**

Monitoring Method: Internal Report
Monitoring Frequency: Annually

The Chief Superintendent shall not cause or allow any financial activity or condition that materially deviates from the budget adopted by the Board; cause or allow any fiscal condition that is inconsistent with achieving the Board's *Results* or meeting any *Operational Expectations* goals; or places the long-term financial health of the organization in jeopardy.

The Chief Superintendent will:

- 6.1 Ensure that payroll and debts of the organization are promptly paid when due.
- 6.2 Ensure that all purchases are based upon comparative prices of items of similar value, including consideration of both cost and long-term quality, using appropriate business practices and in compliance with industry standards.
- 6.3 Coordinate and cooperate with the Board's appointed financial auditor for an annual audit.
- 6.4 Make all reasonable efforts to collect any funds due the organization from any source.
- 6.5 Keep complete and accurate financial records by funds and accounts in accordance with Canadian Generally Accepted Accounting Principles.



The Chief Superintendent shall not:

- 6.6 Expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances or the authorized transfer of funds from reserve funds.
- 6.7. Indebt the organization.
- 6.8 Expend monies from reserve funds.
- 6.9 Transfer monies between operating reserves, capital reserves or committed operating surplus.
- 6.10 Allow any required reports to be overdue or inaccurately filed.
- 6.11 Receive, process or disburse funds under controls that are insufficient.

Adopted:

**Board of Trustees'
Governance Policy****OPERATIONAL EXPECTATIONS
OE-7: Asset Protection**

Monitoring Method: Internal Report
Monitoring Frequency: Annually

The Chief Superintendent will ensure that all organizational assets are adequately protected, properly maintained, appropriately used and not placed at undue risk.

The Chief Superintendent will:

- 7.1 Insure against theft and property losses equal to replacement value and against liability losses to the organization itself, the Board of Trustees, individual trustees and staff in an amount at least equal to the average for comparable organizations.
- 7.2 Maintain both Errors and Omissions and Comprehensive General Liability insurance coverage protecting board members, employees and the organization itself in an amount that is reasonable for school districts of comparable size and character.
- 7.3 Protect intellectual property, information, files, records and fixed assets from loss or significant damage.



The Chief Superintendent shall not:

- 7.4 Allow facilities and equipment to be subject to improper use or insufficient maintenance.
- 7.5 Recklessly expose the organization, the Board or employees to legal liability.
- 7.6 Invest in financial instruments that are not in accordance with the School Act, the Trustee Act, or as otherwise permitted by the Minister of Education.
- 7.7 Acquire, encumber or dispose of real property.
- 7.8 Take any action that damages the organization's public image or credibility.

Adopted:



Board of Trustees' Governance Policy

OPERATIONAL EXPECTATIONS

OE-8: Communication With and Support for the Board

Monitoring Method: Internal Report

Monitoring Frequency: Annually

The Chief Superintendent shall ensure that the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern.

The Chief Superintendent will:

- 8.1 Submit required monitoring data (see policy *B/CSR-5: Monitoring Chief Superintendent Performance*) in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule, and including both Chief Superintendent interpretations and relevant data to substantiate compliance or reasonable progress.
- 8.2 Provide for the Board in a timely manner, information about trends, facts and other information relevant to the Board's work.
- 8.3 Inform the Board of significant transfers of money within funds or other changes substantially affecting the organization's financial condition.
- 8.4 Ensure that the Board has adequate information from a variety of internal and external viewpoints to ensure informed Board decisions.
- 8.5 Inform the Board of anticipated significant media coverage.
- 8.6 Inform the Board, the Board Chair or individual members if, in the Chief Superintendent's opinion, the Board or individual members have encroached into areas of responsibility assigned to the Chief Superintendent or if the Board or its members are non-compliant with any *Governance Culture* or *Board/Chief Superintendent Relationship* policies.



- 8.7 Present information in simple and concise form, indicating clearly whether the information is incidental, intended for decision preparation, or for formal monitoring.
- 8.8 Treat all members equally and assure that all members have equal access to information.
- 8.9 Inform the Board in a timely manner of any actual or anticipated noncompliance with any Board *Operational Expectations* policy or any anticipated failure to achieve reasonable progress toward any *Results* policy.
- 8.10 Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Chief Superintendent, but required by law to be approved by the Board.
- 8.11 Inform the Board in advance of any deletions of, additions to, or significant modifications of any instructional programs.
- 8.12 Ensure that the Board has the support necessary for it to perform its duties in an effective manner.

Adopted:



**Board of Trustees'
Governance Policy****OPERATIONAL EXPECTATIONS****OE-9: Communicating With the Public****Monitoring Method: Internal Report****Monitoring Frequency: Annually**

The Chief Superintendent shall ensure that the public is adequately informed about the condition and direction of the organization.

The Chief Superintendent will:

- 9.1 Ensure the timely flow of information, appropriate input, and strategic two-way dialogue between the organization and the citizens of Calgary that builds understanding and support for organizational efforts.
- 9.2 Prepare and publish, on behalf of the Board, an annual progress report to the public that includes the following items:
 - a. Data indicating student progress toward accomplishing the Board's *Results* policies;
 - b. Information about strategies, programs and operations intended to accomplish the Board's *Results* policies;
 - c. Revenues, expenditures and a review of the organization's financial condition.

Adopted:



Board of Trustees' Governance Policy

OPERATIONAL EXPECTATIONS OE-10: Instructional Program

Monitoring Method: Internal Report
Monitoring Frequency: Annually

The Chief Superintendent shall maintain a program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the Board's *Results* policies.

The Chief Superintendent will ensure that the instructional program:

- 10.1 Is personalized, enabling students to learn at their own pace, place and time;
- 10.2 Is competency-based;
- 10.3 Supports children as individuals emotionally, intellectually, physically, socially and spiritually;
- 10.4 Is based on provincially-approved programs of study, available in a variety of forms, in-person or virtually, collaboratively or independently;
- 10.5 Includes multiple approaches to assessment, including qualitative measures, that effectively measure each student's progress toward achieving or exceeding standards and competencies;
- 10.6 Inclusive of new and innovative programs to meet students' interests and passions and accommodates different learning styles and needs;
- 10.7 Is regularly evaluated and modified as necessary to assure its continuing effectiveness;



The Chief Superintendent shall:

- 10.8 Ensure that no program emphasizes a particular religion, notwithstanding the School Act definition of alternative programs;
- 10.9 Ensure that reasonable expectations and guidelines are established and clearly communicated to students, parents and/or guardians in regards to fees.

Adopted:



**Board of Trustees'
Governance Policy****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 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 learning conditions for each student.
- 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.

The Chief Superintendent shall not:

- 11.6 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:



**Board of Trustees'
Governance Policy****OPERATIONAL EXPECTATIONS
OE-12: Facilities**

Monitoring Method: Internal Report
Monitoring Frequency: Annually

The Chief Superintendent shall ensure that physical facilities support the accomplishment of the Board's *Results* policies.

The Chief Superintendent will:

- 12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that:
 - a. Assigns highest priority to the correction of unsafe conditions;
 - b. Includes preventive maintenance and system replacement cost estimates as necessary to enable facilities to reach their intended life cycles;
 - c. Discloses assumptions on which the plan is based, including growth patterns and the financial and human impact individual projects will have on other parts of the organization;
 - d. Ensures that facility planning and design decisions appropriately consider environmental impacts, including eco-efficiency and sustainability;
 - e. Ensures the effective and efficient use of capital funding that demonstrates responsible stewardship of resources.
- 12.2 Ensure that facilities are safe, clean and properly maintained.



The Chief Superintendent shall not:

12.3 Build or renovate buildings.

12.4 Unreasonably deny the public's use of facilities as long as student safety, student functions, and the instructional program are not compromised.

Adopted:



Board of Trustees'
Governance Policy

RESULTS

R-1: Mega Result

Monitoring Method: Internal
Monitoring Frequency: Annually

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.

Adopted:



**Board of Trustees'
Governance Policy****RESULTS
R-2: Academic Success**

Monitoring Method: Internal
Monitoring Frequency: Annually

Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.

Students will:

- 2.1 Achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity, based on the following disciplines:
- English Language Arts
 - Mathematics
 - Science
 - Social Studies
 - Physical Education
 - Arts
 - Languages
- 2.2 Be technologically fluent, able to use digital tools critically, ethically and safely.

Adopted:



Board of Trustees'
Governance Policy

RESULTS
R-3: Citizenship

Monitoring Method: Internal
Monitoring Frequency: Annually

Each student will be a responsible citizen.

Students will:

- 3.1 Participate in developing and maintaining our Canadian civil, democratic society;
- 3.2 Understand the rights and responsibilities of citizenship in local, national and international contexts;
- 3.3 Respect and embrace diversity;
- 3.4 Be responsible stewards of the environment by contributing to its quality and sustainability.

Adopted:



**Board of Trustees'
Governance Policy****RESULTS****R-4: Personal Development**

Monitoring Method: Internal
Monitoring Frequency: Annually

Each student will identify and actively develop individual gifts, talents and interests.

Students will:

- 4.1 Demonstrate resilience and perseverance to overcome failure and adapt to change;
- 4.2 Take initiative, set goals, self-evaluate and strive to continuously improve;
- 4.3 Have the confidence to embrace ambiguity and complexity;
- 4.4 Take risks appropriately;
- 4.5 Make lifestyle choices based upon healthy attitudes and actions, and be able to assume responsibility for personal well-being;
- 4.6 Be able to lead and follow, as appropriate, and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and to reach consensus in the pursuit of common goals.

Adopted:



Board of Trustees'
Governance Policy

RESULTS

R-5: Character

Monitoring Method: Internal
Monitoring Frequency: Annually

Each student will demonstrate good character.

Students will:

- 5.1 Possess the strength of character to do what is right;
- 5.2 Act morally with wisdom;
- 5.3 Balance individual concerns with the rights and needs of others.

Adopted:



CALGARY BOARD OF EDUCATION
REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA

JANUARY 17, 2012

CORRESPONDENCE

RECOMMENDATION:

THAT the Board of Trustees 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, regarding an announcement of a 10-point plan to improve the education system for our students.**

Respectfully Submitted,

J. Barkway,
Office of the Corporate Secretary

EDUCATION
Office of the Minister

To: All Board Chairs of Public, Separate, Francophone and Charter School Boards
Presidents, Stakeholder Associations
AISCA (Association of Independent Schools and Colleges of Alberta)
ASBA (Alberta School Boards Association)
ASCA (Alberta School Councils' Association)
ATA (Alberta Teachers' Association)
ASBOA (Association of School Business Officials of Alberta)
CASS (College of Alberta School Superintendents)
PSBAA (Public School Boards' Association of Alberta)
ACSTA (Alberta Catholic School Trustees' Association)
AAPCS (Association of Alberta Public Charter Schools)
ACFA (Association canadienne-française de l'Alberta)
Federation des conseils scolaires francophones de l'Alberta
All Accredited Funded Private Schools & All Private Early Childhood Services
(ECS) Operators

I am very happy to report that, with your help to increase awareness, thousands of Albertans including students, parents, teachers, educational assistants and support staff provided their thoughts and ideas on the future of education in our province through the *Our Children, Our Future: Getting it Right* consultations on education legislation.

I sent you an email last week advising the deadline for student input has been extended to January 18 to ensure all students have the opportunity to share their insights. Currently, the input to date is being consolidated and analyzed, and will be considered as we refine the legislation to govern Alberta's education system which will be introduced this spring.

In the meantime, we have identified several practical steps that do not need to wait for legislation to improve the education system for our students. Ten new initiatives will be launched in the months ahead. Some are trial projects which may provide important lessons about efficiencies and better results. Some may become longer term practices.

I will be announcing the 10-point plan at 11:00 a.m. on Tuesday, January 10, 2012. A copy of the news release will be forwarded to you as usual.

The plan includes:

- Four practical improvements to enhance students' experiences.
- Four stronger partnerships to set the right foundation for the future.
- Two reviews to set the stage for future decisions.

I trust this information provides you with advance notice of my intent and I look forward to working with our many partners as we move forward with these new initiatives to have a positive impact on our students.

Thomas A. Lukaszuk
Minister of Education
MLA, Edmonton - Castle Downs

cc Superintendents, Public, Separate, Francophone and Charter School Boards
Secretary Treasurers, Public, Separate, Francophone and Charter School Boards
Executive Directors, Stakeholder Associations
AISCA (Association of Independent Schools and Colleges of Alberta)
ASBA (Alberta School Boards Association)
ASCA (Alberta School Councils' Association)
ATA (Alberta Teachers' Association)
ASBOA (Association of School Business Officials of Alberta)
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Federation des conseils scolaires francophones de l'Alberta
School Board Communications Contacts

423 Legislature Building 10800 - 97 Avenue, Edmonton, Alberta T5K 2B6 Canada
Telephone 780-427-5010 Fax 780-427-5018 Email Education.Minister@gov.ab.ca

CALGARY BOARD OF EDUCATION
REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA

JANUARY 17, 2012

**RE: GOVERNORS OF EDUCATION MATTERS, CALGARY'S PUBLIC
EDUCATION TRUST**

RECOMMENDATIONS:

1. THAT the Board of Trustees approves the reappointment of Mr. Mike Shaikh as Governor of Education Matters for an additional 3-year term effective October 18, 2011, ending October 18, 2014; and
2. THAT the Board of Trustees approves the reappointment of Dr. Gene Edworthy as Governor of Education Matters for an additional 3-year term effective January 17, 2012, ending January 17, 2015; and
3. THAT the Board of Trustees accepts with regret the resignation of Mr. Chris Fong as Governor of Education Matters, effective January 1, 2012, and that the Board Chair communicates, on behalf of the Board of Trustees, the Board's appreciation for Mr. Fong's commitment over the past eight years; and
4. THAT the Board of Trustees accepts with regret the resignation of Ms. Lora Wyman as Governor of Education Matters, effective January 20, 2012, and that the Board Chair communicates, on behalf of the Board of Trustees, the Board's appreciation of Ms. Wyman's commitment over the past six years.

BACKGROUND:

According to the Trust Indenture, which guides the work of Education Matters, Calgary's Public Education Trust, appointments of Governors must be approved by the Trust's Protector. The Board of Trustees of the Calgary Board of Education is the Trust's Protector.

Mr. M. Shaikh and Dr. G. Edworthy were previously appointed as Governors of Education Matters. Pursuant to the terms of the Trust Indenture, they have requested that they be reappointed for an additional term (see attached correspondence).

Mr. C. Fong and Ms. L. Wyman have been valued members of the Board of Governors, and have devoted much time and energy to this organization. Their expertise will be sorely missed. Letters of resignation from Mr. Fong and Ms. Wyman are attached.

Respectfully submitted,

Pat Cochrane
Trustee, Wards 8 & 9
Governor, Education Matters

December 13, 2011

Ms. Pat Cochrane, Chair
Calgary Board of Trustees'
Calgary Board of Education
1221 8th Street SW
Calgary, Alberta T2R 0L4

Dear Ms. Cochrane:

It is my intention to inform you of my desire to renew my term as a Governor effective October 18, 2011 for three more years. I respectfully request to be reappointed to the Board of Governors of EducationMatters.

Sincerely,



M.E. Mike Shaikh

cc: Board of Governors, EducationMatters

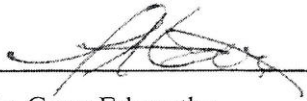
January 11, 2012

Ms. Pat Cochrane
Chair, Calgary Board of Education Trustees'
Calgary Board of Education
1221 8 St. SW
Calgary, AB T2R 0L4

Dear Ms. Cochrane:

It is my great pleasure to inform you of my desire to renew my three-year term as Governor of the Board of Governors of EducationMatters effective upon the expiry date of my current term on January 12, 2012.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Gene Edworthy', is written over a horizontal line.

Dr. Gene Edworthy

cc: Calgary Board of Education, Board of Trustees
Board of Governors, EducationMatters

December 13, 2011

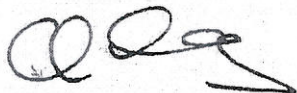
Pat Cochrane, Chair
Calgary Board of Education Trustees
1221- 8 Street S.W.
Calgary, AB T2R 0L4

Dear Pat:

After serving as a Governor of EducationMatters since February 17, 2004 I have made the decision to step down from the Board effective January 1, 2012 due to other commitments. I have enjoyed serving CBE students and supporting the important work of EducationMatters. I was privileged to serve as Chair and Past Chair. I have enjoyed participating on the Governance, Finance and Grants Committees as well.

I am proud to have played a role in growth of EducationMatters and I believe that EducationMatters will prove to be an even greater asset for CBE students in the future. I will continue to support the vision and mission of EducationMatters and I look forward to hearing about more future successes.

Yours truly,

A handwritten signature in black ink, appearing to read 'Chris Fong', with a stylized flourish at the end.

Chris Fong

cc: EducationMatters Board of Governors

December 14, 2011

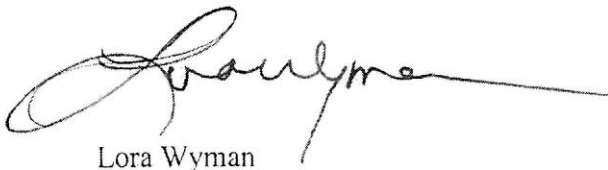
Pat Cochrane, Chair
Calgary Board of Education Trustees
1201-8 Street S.W.
Calgary, AB T2R 0L4

Dear Pat:

It is with regret I will not re-new my third term as Governor of EducationMatters and will step down from the Board effective January 20, 2012 due to other life commitments. I have enjoyed serving CBE students and supporting the important work of EducationMatters. I felt I have been there since its inception working quietly with Sam Aylesworth in the background before actually joining the Board on January 17, 2006. It was a privilege to serve as Treasurer and I have enjoyed participating on the Finance, Scholarship and Grants Committees as well.

I am pleased to have played a leading role in the start and the growth of EducationMatters and I believe that EducationMatters will prove to be an even greater asset for CBE students in the future. I will continue to support the vision and mission of EducationMatters and I look forward to hearing about more future successes.

Yours truly,

A handwritten signature in black ink, appearing to read 'Lora Wyman', with a long horizontal flourish extending to the right.

Lora Wyman

cc: EducationMatters Board of Governors

CALGARY BOARD OF EDUCATION
REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA

JANUARY 17, 2012

LIAISON REPORT – ALBERTA SCHOOL BOARDS ASSOCIATION (ASBA)
ZONE 5

Submitted by Trustee Sheila Taylor

RECOMMENDATION:

BE IT RESOLVED THAT the Alberta School Boards Association (ASBA) Representative Report with respect to the ASBA – Zone 5 minutes dated December 2, 2011, be received for information.

BACKGROUND:

As the CBE Board of Trustees representative on the ASBA Zone 5, I am providing this report for your information.

Respectfully submitted,

Trustee Sheila Taylor

**Alberta School Boards Association – Zone 5
Friday, December 2, 2011
Rocky View Schools
2651 Chinook Winds Drive
Airdrie, AB**

In Attendance:

Helen Clease (Chair)	Rocky View Schools
Carol Bazinet (Vice-Chair)	Calgary Board of Education
Sylvia Eggerer	Rocky View Schools
Jerry Muelaner	Foothills School Division
Doug Gardner	Foothills School Division
Cheryl Smith	ASBA
Suzanne Lundrigan	ASBA
Sheila Taylor	Calgary Board of Education
Rosemarie Goerlitz	Calgary Catholic
Lynn Ferguson	Calgary Board of Education
Laurie Copland	Foothills School Division
Elaine Horner	Prairie Land School Division
Diane Boutin	CSCFSA
Larry Tucker	Golden Hills School Division
Sylvie Roth	CSCFSA
Robert St. Onge	Alberta Education
Bev LePeare	Rocky View Schools
Dave Price	Golden Hills School Division
Karen Bartsch	Grasslands Regional Division

Call to Order

Chair Helen Clease called the meeting to order at 9:31 a.m. Introductions.

Approval of Agenda

Moved by Sheila Taylor that the agenda be approved as submitted. Carried

Approval of Minutes

Moved by Jerry Muelaner that the Minutes dated November 4, 2011, be approved as submitted. Carried

Business Arising from the Minutes

- Handbook tabled until we hear from Anne-Marie Boucher.

Correspondence:

- Letter re Jacquie Hansen stepping down temporarily as President.
- Evaluations of the ASBA FGM.
- Could Board Chair emails be sent to the Zone Chairs?

Chair Report:

Any directives for action? None submitted.

REPORTS**ASBA Director's Report, Anne-Marie Boucher (absent)****ASBA Executive, Cheryl Smith**

- Jacquie Hansen has sent an email advising that she will be submitting her name for the position of PC candidate for St. Albert. She has therefore stepped down temporarily as ASBA President until the outcome of that submission is realized.
- Have been working in partnership with Alberta Ed and others on several initiatives.
- Letter has been sent out asking for input to the Strategic Plan.
- There will be an ASBA Student Wellness Conference in Banff next September.
- Spoke to the issue of withdrawing from CSBA. This is in the purview of the Board of Directors. Understand that 23 boards responded (19 said rejoin if conditions have been met; 3 said no; and 1 declined to answer questions and wanted it to go to the entire membership). Discussion. Concerns stem around the administration of the CSBA. With respect to the 2% fee levy (13 boards said 'no' to 2%; 5 declined; rest did not respond). The majority of those who responded were against the fee levy.

Question: The resolution was to look at new ways of assessment and yet our policy says we support PAT's. Will this need to be changed? Appears to be a conflict.

Answer: Need to work on that - the Board of Directors will address. A possibility for the Advocacy Committee to take up.

Discussion. This may be an opportunity to submit a *Directive for Action*. Helen asked if bringing forward a policy at each meeting might be helpful so that we become more aware of them? Would this be worthwhile? The response indicated this would be a good idea. It was suggested, however, that when you look at just one policy, perhaps there could be others that complement or tie into that specific policy. Perhaps look at them by 'topic'.

Suzanne advised that a videoconference on January 24 (noon-1:30) featuring Jeremy Schick speaking about FOIP with the perspective of trustees. For another session, have secured a professor (Paula Knopf) to talk about arbitration. This will be held on January 20.

Alberta Education, Robert St. Onge

- Reviewed some of the important dates for school jurisdictions.
- **Achievement Tests** – there is an expectation that the results are shared with parents. Consortia are offering workshops which will include information for teachers regarding the Math 3, 6, and 9 PATs.
- **Curriculum Redesign** is aimed at ensuring Alberta's curriculum remains responsive and relevant for students. The project goals are to revise standards and guidelines for curriculum and associated curriculum development processes to promote "engaging curriculum that inspires every students every day."
- Recent events were reviewed.
- **Bringing School Authorities Together to Build an Inclusive Education System** – to be held in Edmonton on January 13. Regional Consortia have agreed to design, facilitate and support communities of practice to enhance inclusive environments among all school boards.
- **Successful Transitions for FNMI Youth** – This resource has been designed to stimulate thinking about how best to develop strategies in schools to ensure the successful transition of FNMI students throughout and beyond the education systems.
- **Accountability Pillar Surveys** – The annual Accountability Pillar surveys for parents, teachers, and students will be conducted from January to the end of February 2012.
- **Early Order Discount Service** – Boards are encouraged to take advantage of this discount.
- **Capital Planning Workshops** – Infrastructure and Education are co-hosting annual Capital Planning Workshops. The Calgary workshop will be held on January 19 at the Greenwood Inn.
- **Questions from the Field** – Alberta Education signed a province-wide agreement with Microsoft Canada Inc., as well as a follow-up agreement with the successful reseller – Acrodex Inc. – which provides an opportunity for eligible learning institutions to deploy the most current version of Microsoft Office Enterprise for PC or Mac.

Question: Re Minister dialogue with school councils and parents. The minister wants direct input. The teleconference was over-subscribed – about 25% of schools called in. Discussion re how parents who weren't fluent in English participated. In most cases, they had translators. Robert indicated that the role of school councils is still very important.

Labour Relations, Jerry Muelaner

- Has requested an update from the meeting held last week and will forward that once it has been received.
- It was suggested that an alternate be appointed in case the rep can't attend the meetings, however that suggestion was not acted upon.

Second Language Caucus, Linda Welman *(absent)*

Advocacy, Sheila Taylor

Will present later in the meeting.

Edwin Parr, Sylvia Eggerer

Health Initiatives, Mary Martin *(absent)*

Field Experience, Sheila Snowsell *(absent)*

Regional Consortium, Joanne van Donzel *(absent)*

Moved by Sylvia Eggerer that the reports be accepted as presented.

Carried

IN-CAMERA SESSION

Moved by Rosemarie Goerlitz to go in-camera at 10:21 a.m.

Carried

Moved by Jerry Muelaner to come out of in-camera at 10:43 a.m.

Carried

Recessed at 10:43 a.m.

Reconvened at 10:55 a.m.

PRESENTATION

ASBA Advocacy – Zone Consultation: Proposed Key Issues Approach

Suzanne Lundrigan introduced the ASBA Advocacy Task Force Members, Karen Bartsch and Dave Price. Karen provided the information as to the background of this task force and what this group has been doing. Dave Price provided his comments and observations as a new trustee to this task force. Group discussions were formed. Suzanne encouraged Zone reps to take the 'straw-dog' sample to their boards for discussion and then let ASBA know of the results of your discussions. Helen encouraged reps to provide their board's perspective at the January meeting.

Zone 5 Advocacy Committee, Sylvia Eggerer

Boards were invited to share the results of their discussions as to the Advocacy Committee's proposed plan. 'Predictable and sustainable funding' appeared to be the first priority. General

consensus (except 1) is that advocacy is supported. CBE spoke against the letter and the theme; felt that if each zone focused on their own issue, it would result from an inconsistent message.

Suzanne stated that advocacy is relationship building. Perhaps just “get them here” and then see where it goes from there.

Helen suggested sending it back to the Advocacy Committee to determine the next step. There was general agreement that this would be good.

ADJOURNMENT

Moved by Jerry Muelaner that the meeting be adjourned at 12:28 p.m. and begin the “No-Christmas Christmas Party”. Carried

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES PUBLIC AGENDA

January 17, 2012

To: Board of Trustees
From: Naomi E. Johnson, Chief Superintendent of Schools
Re: Chief Superintendent's Update
Purpose: Information

I. RECOMMENDATION

It is recommended that the Board of Trustees receives this report for information.

II. PURPOSE OF THE UPDATE REPORT

As the Board of Trustees' Chief Executive Officer, the Chief Superintendent is accountable for meeting the expectations set by the Board of Trustees. These expectations are stated in Ends and Executive Limitations (EL) policies.

Executive Limitation 3: Information, Counsel and Support to the Board of Trustees requires the provision of timely information, prudent counsel and support to the Board of Trustees. Along with other reports submitted to the Board of Trustees, this update meets the requirement of EL-3 for the provision of information in a timely, accurate and understandable manner.

III. TIMELY INFORMATION

Office of the Chief Superintendent

Chief Superintendents' Middle/Junior Advisory Council

EL-3: Information, Counsel and Support to the Board of Trustees

EL 16: Learning Environment/Treatment of Students

The first meeting of the Chief Superintendents' Middle/Junior Advisory Council is set for Jan. 26. Twenty-five students from across all five areas will be meeting with the Chief Superintendent to discuss their education experiences in the Calgary Board of Education. These students will also be working with the high school Chief Superintendents' Student Advisory Council. The students on the middle/junior council will be part of the Leadership Framework of the CBE, engaging in the Mega End Symposia, My World Conference and other leadership initiatives in their schools and community.

One outcome of this council is to engage student voice and action student leadership at both the school and district levels. Bringing students to the Education Centre to talk with administration supports the expanded definition of our education community by including central services as places where learning happens.

Both the senior and middle/junior high student councils provide a forum for students of the Calgary Board of Education to share their experiences and help guide the future of education.

Response to Public Question about Resource Allocation Method

EL-3: Information, Counsel and Support to the Board of Trustees

At the Board of Trustees' meeting on November 1, 2011 the following public inquiry was read into the record:

"Will you please provide the Resource Allocation Method formula that was used for school budgets in elementary, junior high, senior high and unique setting schools, for the 2011-2012 school year, with all categories and amounts?"

In response to this inquiry, administration provided access to requested information to the questioner on Wednesday, December 21, 2011.

Fuel For School Support from Calgary Hitmen

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

The Friday, February 10 Calgary Hitmen game will spotlight the Calgary Board of Education. Our Communications and Corporate Partnerships departments are coordinating this event with the Hitmen organization.

- Tickets to the game will be sold at a reduced price to CBE students, staff and their families.
- For each of reduced-price tickets sold, \$2.00 will be donated by the Hitmen organization to the CBE Fuel for School program.
- Displays of CBE specialty programs or initiatives will be highlighted in the main concourse at the Saddledome with presentations/sharing during second intermission.
- CBE will have access to the power ring and the jumbotron to display information about our organization.

Accountability Pillar Survey

EL-3: Information, Counsel and Support to the Board of Trustees

The annual Accountability Pillar Surveys for parents, teachers and students are one of the data stories contained in Alberta Education's Accountability Pillar Overall Summary. This year the survey, which targets students in grades 4, 7 and 10 along with their parents and teachers, will be conducted from January to the end of February.

Parent surveys are mailed from Alberta Education to parents and returned directly by parents to Alberta Education. In addition to English and French, the parent survey is available in Chinese, Punjabi, Cree, Blackfoot, Spanish, Arabic, Korean and Tagalog. If a parent returns a survey to a school, the survey will be sent to Alberta Education by the school principal according to instructions provided.

Student and teacher online surveys are fielded in January and February. Teachers and students are encouraged to complete the online surveys within two weeks of the fielding window as this provides time for follow-up with schools that may have missed the notification.

The results of these surveys are included in the Accountability Pillar Overall Summary published by Alberta Education in the fall of each year.

Human Resources

Certificate of Recognition 2011 Audit Report

EL-1: General Executive Constraint

EL-3: Information, Counsel and Support to the Board of Trustees

The Certificate of Recognition (COR) 2011 Audit report results confirm the CBE has achieved recertification and is again eligible for monetary rebates from the Workers Compensation Board under the Partners in Injury Reduction program.

The following comments from the lead auditor are excerpted from the COR-2011 posted copy.

"Both auditors would like to thank the CBE for allowing us to evaluate your health and safety management system. It was a pleasure to work with you once again. The auditors are very impressed at the overall safety program but more impressed with the people that work in a safe manner day in and day out, as well as the overall safety culture that is truly evident.

Congratulations on an excellent health and safety management system. Without a doubt the company has grown and created a very strong safety system. One that is sure to help all employees, contractors and visitors while on site. This did not come as a gift from someone else's hard work, rather the current staff members can take pride that it was their own dedication, hard work, openness to change and willingness to create a safe work environment that has brought you to where your program stands today. Remember the hard work that has gone into making this program a success needs to continue through all levels of employees. The safety program demonstrated ingenuity and continued focus on improving the current process. The strong leadership demonstrated at the schools, offices, trades areas from the top of the organization must continue to maintain your efforts. And because of your strong showing in the audit, the organization will again have some choices for their maintenance audit in 2012."

Learning Innovation

Cardel Kidcasters

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

On Nov. 17, grade 7 students from Ernest Morrow School traveled to the Saddledome to participate in Cardel KidCasters, a program sponsored by Cardel Homes. Over a period of three hours, students interviewed players from the Calgary Hitmen, the Calgary Roughnecks and the Calgary Flames.

During the course of the following week, students worked with their teachers and a professional journalist to create 45 second video reports from the raw interview footage. Students learned about the world of broadcast journalism with an emphasis on research, writing and oral communication skills.

CBE Showcase at AISI 2012

EL-3: Information, Counsel and Support to the Board of Trustees

CBE has been chosen to present seven showcase sessions at this year's AISI Conference: Engaging Mind - Making the Connections. The conference takes place in Edmonton on Feb. 13 and 14.

These seven sessions were identified from CBE promising practices and represent work from each of the five Areas and two system-wide initiatives. Presenters include superintendents and employees from schools, area offices and central services. The sessions are:

- Leading for Learning: Coming to Understand the "Next Right Thing"
- Career and Technology Strategy
- Connecting the Work at Arbour Lake School
- Metacognition: Thinking about our thinking from K to 12
- Tools and Processes to Support the Personalization of Learning
- A Cross-school Network of Professional Learning Communities
- Response to Intervention at Nickle School

Sharon Friesen Presents: What did you do in school today?

EL-3: Information, Counsel and Support to the Board of Trustees

EL-7: Treatment of Staff and Volunteers

The second event in our 2011-2012 Educational Leadership Webinar in a Connected World Series titled "What did you do in school today?" was hosted by Dr. Sharon Friesen. Over 120 people participated in the webinar and feedback from participants was positive.

Dr. Friesen shared findings from a four-year longitudinal research and development project that looked at levels of student engagement in Canadian secondary schools. She engaged participants in a lively discussion around enhancing the learning experiences of students in classrooms and schools through a multidimensional framework of student engagement. The Educational Leadership Webinars are designed to provide a convenient way for school leaders to participate in meaningful professional learning from world-class leaders in the area of technology and education.

The 2011-2012 Professional Learning Webinar Series is also underway, featuring locally-hosted webinars. The webinars started with a series exploring synchronous teaching and learning tools including Blackboard Collaborate, Video Conferencing and the D2L Chat tool. So far, over 50 people have participated in these local events. Professional learning webinars provide development opportunities that parallel the educational leadership webinar series and are designed to support the teaching and learning practices for classroom teachers.

HomeLogic – Providing Parent Access to Student Information

EL-3: Information, Counsel and Support to the Board of Trustees

EL-4: Treatment of Parents and Citizens

A program called HomeLogic has been introduced in 22 pilot schools. HomeLogic is a new module of the Student Information Records System (SIRS) and, pending review of the pilot results, the plan is to introduce this to all CBE schools by February 2012.

Parents from pilot schools can access HomeLogic through the following link:

<https://sirswebapps.cbe.ab.ca/HomeLogic>

The HomeLogic online environment allows parents/guardians to check their child's progress throughout the school year. Initially, the following information can be viewed by parents:

- Attendance – For each school day, parents can access the class, date, and reason for any absence.
- Schedule – For each school day, parents can view class schedules for their child(ren). Class times and teachers' names are also displayed.
- Transcript – Parents can access student's final marks from completed classes.
- Demographics – Parents can view information currently on record about their child(ren). This information cannot be edited from HomeLogic.

Initially, information provided to parents in HomeLogic will be in a read-only format and each page displays the school contact information should corrections be necessary. Although HomeLogic will provide an important glimpse into student records and progress, it is not intended to replace direct engagement between parents and schools. The program is intended to enhance parent involvement and act as an additional tool for accessing information.

CBE Fees Central: Bringing Self-Service to our Parent Community

EL-3: Information, Counsel and Support to the Board of Trustees

EL-4: Treatment of Parents and Citizens

EL-16: Learning Environment/Treatment of Students

In September 2011 the Calgary Board of Education launched two web applications that empower parents to pay selected school fees online. CBE Fees Central and My Account web applications introduced new methods of payment that could be performed online providing users have access to the internet.

These applications provided an opportunity to effectively communicate selected school fees and balances to parents. Parents may now view fee information and pay fees at their convenience.

This task was completed in less than 3 months and demonstrates exemplary cooperation between CBE departments and service units (Finance, SIRS Support Team, and Information Technology Service).

Technology Support for Schools: An Inclusive Approach

EL-3: Information, Counsel and Support to the Board of Trustees

The new focus of technology support for schools is to concentrate on transforming the work of specialists from fixing computers to building teachers' capacity to make the best technology choices for student learning.

School-based technology specialists now work in teams in each of the five Areas. These area teams consist of an analyst, a central specialist and the specialists in each of the area high schools, junior highs and elementary schools. Within these teams, the specialists are able to communicate issues, problems and solutions. Through this approach, diverse expertise and the knowledge gained from ongoing work and innovative projects is shared across schools. On-site technology support professionals are being trained to receive and action the widest possible range of requests.

Learning Services

First Nations, Metis & Inuit (FNMI)

EL-3: Information, Counsel and Support to the Board of Trustees

EL-4: Treatment of Parents and Citizens

EL-16: Learning Environment/Treatment of Students

▪ Elder Advisory Committee

The second Elder Advisory Committee Meeting was held on December 15, 2011. The theme was "Rethinking Our Approach to Aboriginal Education". The principal of Piitoayis Family School shared perspectives gained through her current principalship and her role as system specialist, Aboriginal Education. The five Treaty Seven and Metis Elders in attendance shared insights and provided feedback related to the theme. Further discussion around this topic will continue at our next meeting.

▪ FNMI Cultural Training Session

The area Aboriginal Education Teams and system specialist hosted a cultural training session around FNMI culture and perspectives on December 16, 2011 for trustees, system staff, principals and guests from Alberta Teachers' Association Local 38. The training session was also attended by Andy Blackwater, an Elder from the Blackfoot community and a student from Discovering Choices who drummed and sang. The session covered historical traditional perspectives through to contemporary issues and current CBE students' issues. The Aboriginal Education Teams are looking forward to providing more FNMI cultural training sessions in the future.

▪ FNMI Speak Out

On December 20, 2011, 22 Aboriginal students from high schools across the CBE gathered with superintendents, area and system directors, members of the Aboriginal Education Team and system specialists to begin to share their insights and perspectives regarding their learning with the CBE. Students were honest and open when asked the following three questions about success: Can you share with

us how you define success? Can you share with us a time in the CBE where you felt your success was supported? Can you share with us how the CBE can help to support you or other FNMI students to be successful?

Students highlighted the following as areas needing further consideration:

- racism in schools;
- FNMI role models;
- cultures in schools – beyond FNMI culture; and,
- culture and language programs in the schools.

Students also shared a need to have a place where FNMI students from across the system can come together to share ideas and thoughts with each other.

The information gathered from the discussion will be compiled and shared throughout the system. Our plan is to make the FNMI Speak Out an annual event and to host a FNMI parent speak out in the spring.

Psychological Services

EL-3: Information, Counsel and Support to the Board of Trustees

EL-16: Learning Environment/Treatment of Students

The Autism Diagnostic Observation Schedule (ADOS) has become the standard instrument for assessing autism and Pervasive Developmental Disorder across age, developmental level and language skills. CBE Staff Association provided the financial resources to purchase the DVD training materials through the Professional Support Staff Development Group fund. In addition, training sessions will be offered at the Staff Association Convention in February.

Early Learning

EL-3: Information, Counsel and Support to the Board of Trustees

EL-16: Learning Environment/Treatment of Students

The Implementation of the Early Years Evaluation Pilot Project, the new model of enhanced supports and family oriented programming, has challenged the early learning team to think and work in new ways. The following statistics describe the impact of the work in support of early learners in the first few months of the 2011-2012 school year.

- 290 kindergarten and pre-kindergarten teachers received ongoing classroom support
- 139 principals participated in multi-disciplinary collaborative meetings to analyze Early Years Evaluation Teacher Assessment (EYE-TA) results and make instructional and resource decisions based on the results
- 7600+ children have been screened with the EYE-TA
- 139 collaborative meetings to focus on ensuring that each kindergarten child has his or her developmental strengths and needs recognized and supported
- 945 children have been identified with mild/moderate delays and are receiving targeted and universal supports
- 315 children have been identified with severe needs and are receiving specialized support
- 300+ children and their families have participated in group family-oriented programming (FOP) sessions
- 175+ children and their families have participated in individual FOP sessions

- 149 classroom sessions focused on universal strategies in support of physical and social development were offered by Occupational Therapy/Physical Therapy (OT/PT) team
- 2923 children participated in the OT/PT classroom sessions focused on fine and gross motor development and personal space
- 108 children registered in our Early Development Centres (EDC) and are receiving intensive supports personalized to their needs. For the first time, we have filled all of the current spots in EDC before the winter break and we continue to receive calls from the community requesting this service.

A report on the Early Years Evaluation Teacher Assessment results and the process of implementing the pilot will be ready to share with key stakeholders early in 2012. We continue to work closely with the Early Learning Branch of Alberta Education to consider new models of delivery and funding for the early years.

IV. ENDS STATEMENT FOCUS

The focus of this report is on Ends 5: Character. The Board of Trustees has stated, "Each student will possess the character to do what is right, act morally with wisdom, and balance individual concerns with the rights and needs of others." Calgary Board of Education schools have provided illustrative examples of how personalized student learning that supports the Board of Trustees' Ends is lived in classrooms across the district.

Area I

At Arbour Lake School we have revamped our student conflict resolution procedures used when students are sent to the office. The focus is on resolving the issue/situation through a restorative lens, which requires restoring relationships and planning for a positive future. This approach to justice focuses on the needs of all parties instead of merely punishing the offender. Everyone takes an active role in the process. Each participant is encouraged to assume responsibility for their own actions and to repair any harm caused. Various methods are used to repair relationships such as an apology or community service. In addition, this framework provides assistance to avoid similar conflicts/situations in the future.

We also use this frame in our classrooms and as a teaching tool during homeroom. Homeroom time is a new structure for our school this year – it is a flexible time that can be used to build culture, focus on the three pillars of health and/or address emergent issues. We have accessed outside resources to support our restorative work. Dare to Care has helped us build a common language around our relationships. We have asked our school nurse to help us with specific students.

As we shift to greater student agency in learning, students assume increased responsibility for their learning and their actions. They become more adept at a solution-based approach recognizing their strengths and areas for growth. Increased student agency is reflected in the commitment to making a positive difference in their lives and in the lives of others.

Area II

Displaying character in learning is embedded in the culture at Colonel Macleod School. This is evident in the Ends reporting method implemented at our school. A committee of ten students worked with the report card stems to create a document in student-friendly language and support understanding of the character concepts for all students. Not only have students determined their personal goals for character in learning, they have spent time with their teachers reflecting on their success in this goal. Students then set new goals based on their success.

Character is also demonstrated in classrooms daily with student-developed rubrics, which students then utilize alongside their teacher to evaluate their own work. Larger projects with a focus on Ends 5 included the Youth Philanthropy Initiative. For this initiative, grade nine students meet with local not-for-profit organizations and advocated for these groups in presentations to their classmates. All staff and students were actively engaged in this year's Terry Fox Run which raised five times the amount of money as last year. Grade 7 students have met Humanities outcomes through their work with CAUSE Canada, an international organization focused on supporting education needs in developing countries. Leadership students continue working on supporting "Free the Children" through an array of informative and outstanding initiatives.

Students are continuously engaged in conversations and activities that allow them to demonstrate their knowledge and understanding of rights and needs of others and in doing so demonstrate and build strong character.

Area III

At Ernest Morrow School, we encourage our students to get involved. Athletics, fine and performing arts, music, yearbook and clubs are areas all students can join to make their school experience the best it can be. Character in learning is evident in each classroom, each day, no exceptions. Following are some examples organized around three components of Ends 5.

- Engage in learning with initiative, persistence and integrity

Staff at Ernest Morrow are working with the Galileo Educational Network to examine their practice and develop professional routines that meet the needs of our diverse group of students. Our professional learning community work involves much discussion around consistency for students - in assessment of work, planning of program, expectations for self and others, and alignment of language used in the school with our Circle of Courage work. Students are involved in their Ends reporting comments through personal interviews and conversations with staff. Students also developed rubrics to help them assess their levels of growth around character in learning. Students participate in off-site activities to raise their engagement in learning – Kidcasters, Children's Festival, Operation Minerva and the Young Writer's Workshop are but a few of these opportunities.

- Treat others with respect and compassion

Students are involved in a number of initiatives to build their capacity to appreciate the differences inherent in each of us. They attended the Youth Conference and brought back leadership strategies to share with their peers. Grade 8 and 9 students are involved in the Werklund Foundation Empowering Minds initiative. FNMI students moving to high school attend a series of lunchbox sessions to support their transition. Grade 9 students sponsored a speaker from the Impact Society's Heroes and H2 programs who talked with students about being true to yourself, making good choices and practicing resilient behaviour. Through an organization called PMAST (Peer Mediations and Skills Training) students at risk of not succeeding in their learning attend workshops to support success. Ernest Morrow School was selected as the first junior high in Calgary to host the Blue Friday Conference; this conference is organized as a culminating event to anti-bullying week. We are currently looking at how we can align Ends reporting with Circle of Courage language on our report cards and are examining ways to integrate the philosophy into every aspect of our school.

- Make responsible decisions

Students learn how decisions impact self and others through activities such as Student Vote in social studies class and other projects that require thoughtful consideration of opinions. Students attend workshops to discuss conflict resolution, making wise choices and self-advocacy. Grade 9s attended the PARTY (Prevent Alcohol and Risk-related Trauma in Youth) program to examine the consequences of poor decision making before it is too late. Students are encouraged to join the school's peer mediation group and give back to others, while other students are involved in PMAST-sponsored groups.

Area IV

This fall Ernest Manning High School moved to a wonderful new building and one of our first school-wide events was the annual Remembrance Day Assembly. We quickly discovered that in our new school there was no place for 1300 students to gather for such an occasion. Undeterred, students and teachers considered how to solve the problem to maintain this well respected tradition. With great initiative they pondered the possibilities. The decision was made to use the smart board technology in the school.

Students explored authentically the world of film, music, information technology and photography. They used current video and audio technology in preproduction and production. Students produced a live feed of the Remembrance Day Assembly presented by our band, choir students and various honoured guests. The Information Technology students implemented a video distribution server solution to reflect the live feed to all of the classroom smart boards. As a result of their initiative and perseverance, the whole school was able to participate in our Remembrance Day Assembly. The tradition continues!

Area V

Ethel M. Johnson School is pleased to highlight an example of outstanding student character in learning.

On Friday October 28, 2011 our school participated in a Halloween treasure hunt planned and facilitated by students in the Skill Buddy program. Skill is an acronym for Social Knowledge, Independent Living and Language programming. The Skill Buddy leadership program links our grade 6 students with students attending our Skill class.

Skill Buddies were given a challenge: to design and deliver an activity around the Halloween theme. With minimal direction and leadership from staff, grade 6 students planned, implemented and provided a positive learning-center approach for all Skill students. Centers were not only levelled but adapted for the needs of all students in our program. Smiles, laughter and pure excitement were evident in everyone. Once again the students at EMJ demonstrated their capacity and understanding for others, and took the initiative and responsibility to care.



Naomi E. Johnson
Chief Superintendent of Schools
CALGARY BOARD OF EDUCATION