



Calgary Board  
of Education

## REGULAR MEETING OF THE BOARD OF TRUSTEES

### PUBLIC AGENDA

**TUESDAY, MARCH 6, 2012**

5:00 P.M. – 8:00 P.M.

Multipurpose Room, Education Centre  
1221 – 8<sup>th</sup> 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>
	<b>1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME</b>	Chair	5 min.
Agenda	<b>2.0 CONSIDERATION/APPROVAL OF AGENDA</b>	Chair	2 min.
	<b>3.0 SCHOOL/SYSTEM PRESENTATIONS</b>		
	<b>3.1 Langevin School</b>	S. Church	15 min.
	<b>4.0 HONOURS AND RECOGNITIONS</b>		
Verbal	<b>5.0 PUBLIC CONVERSATION AND INFORMATION</b>		30 min.
	<b>5.1 Report from Chair and Trustees</b>		
	<b>5.2 Report from Chief Superintendent</b>		
	<b>5.3 <u>Public Question Period</u></b> (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 <a href="mailto:corpsec@cbe.ab.ca">corpsec@cbe.ab.ca</a> 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	
	<b>5.4 <u>Stakeholder Reports</u></b> (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	
	<b>5.5 Trustee Inquiries</b>		
5:30pm	<b>6.0 Board Development Session</b>  <i>Inclusive Learning Communities: We will never get it right, once and for all, but we can learn to be ever mindful of our blind spots</i>	N. Johnson	60 min.

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	<b>7.0 ACTION ITEMS</b>		
	<b>8.0 MONITORING AND RESULTS</b>		
P. 8-10	<b>8.1 Operational Expectations 2: Temporary Chief Superintendent Succession – Reasonable Interpretation</b>	N. Johnson	20 min.
P. 8-1	<b>8.2 Operational Expectations 4: Treatment of Employees – Reasonable Interpretation</b>	N. Johnson	20 min.
	<b>9.0 POLICY DEVELOPMENT AND REVIEW</b>		
	<b>9.1 Report from the Working Group on Public Engagement Processes</b>	Board	20 min.
P. 9-1	<b>9.2 Board Meeting Procedures – Proposed Revisions</b>	Board	60 min.
	<b>10.0 CONSENT AGENDA</b>		
	<b>10.1 Board Consent Agenda</b>		5 min.
	10.1.1 Approval of Minutes		
P. 9-42	• Regular Meeting held January 31, 2012		
P. 9-52	• Regular Meeting held February 7, 2012 ( <i>THAT the Board of Trustees approves the Minutes of the Regular Meetings held January 31, 2012 and February 7, 2012 as submitted.</i> )		
P. 9-46	10.1.2 Correspondence ( <i>THAT the Board receives the correspondence as submitted, for information and for the record.</i> )		
	<b>10.2 Chief Superintendent Consent Agenda</b>		
P. 10-1	10.2.1 Chief Superintendent Update ( <i>THAT the Board receives the report for information.</i> )		
	<b>11.0 TRUSTEE NOTICES OF MOTION</b>		
	<b>12.0 IN-CAMERA ISSUES</b>		
	<b>13.0 ADJOURNMENT</b>		

## CALGARY BOARD OF EDUCATION

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

March 6, 2012

**To:** Board of Trustees

**From:** Naomi E. Johnson, Chief Superintendent of Schools

**Re:** **Reasonable Interpretation for Operational Expectations 2: Temporary Chief Superintendent Succession**

**Purpose:** Decision – Approval of Reasonable Interpretation

**Governance Policy References:** Board/Chief Superintendent Relationship  
B/CSR 5: Chief Superintendent Accountability  
  
Operational Expectations  
OE-8: Communication With and Support for the Board

**Originator:** Naomi E. Johnson, Chief Superintendent of Schools

#### I. RECOMMENDATIONS

It is recommended:

That the Board of Trustees approves the reasonable interpretation of OE-2: Temporary Chief Superintendent Succession.

That the Board of Trustees determines an appropriate date for presentation of the monitoring report for OE-2: Temporary Chief Superintendent Succession.

#### II. ISSUE

Board of Trustees' governance policy B/CSR 5 states the "Board will acquire monitoring data on *Results* and *Operational Expectations* policies by one or more of three methods." One of these methods is "by *Internal Report*, in which the Chief Superintendent submits information that certifies and documents to the Board compliance or reasonable progress;"

Board of Trustees' governance policy OE-8: Communication With and Support for the Board asks the Chief Superintendent to "submit required monitoring data 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."

The attached report presents a reasonable interpretation, including interpretations and indicators, for Board of Trustees' approval prior to monitoring OE-2.



**Naomi E. Johnson**  
**CHIEF SUPERINTENDENT OF SCHOOLS**

**Report:**        **Reasonable Interpretation for OE-2: Temporary Chief Superintendent Succession (attached)**

**Glossary: Developed by the Board of Trustees**

**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.

**Board:** The Board of Trustees

**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*.



operational  
expectations  
monitoring report

March 6, 2012

## OE-2: TEMPORARY CHIEF SUPERINTENDENT SUCCESSION REASONABLE INTERPRETATION REPORT

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.

### Interpretation |

- The Chief Superintendent interprets *Board's governance process* to mean the governance model adopted by the Board of Trustees, and the governance policies and Board procedures approved by the Board of Trustees.
- The Chief Superintendent interprets *issues of current concern* to mean those matters immediately affecting the organization or the Board of Trustees.
- The Chief Superintendent interprets *capable* to mean those employees who can manage essential functions and urgent matters related to the responsibilities of the Chief Superintendent. Further, in accordance with Alberta Regulation 178/2003, the qualifications of an individual appointed to act in the office of the superintendent of schools include:
  - (a) a Bachelor of Education degree or equivalent and a Master's degree;
  - (b) a certificate of qualification as a teacher; and
  - (c) 3 years' experience in a school system in Alberta.
- The Chief Superintendent interprets *responsibilities* to mean the management of essential functions and urgent matters as distinct from the role as a whole.
- The Chief Superintendent interprets *temporary* to mean designation by the Chief Superintendent in instances of planned and unplanned absence. The Board of Trustees is responsible for the appointment of an Acting Chief Superintendent.

The naming of an employee to assume the responsibilities of Chief Superintendent on a short-term basis does not presume a detailed knowledge of all functions. It does require an awareness of primary needs, knowledge of resources for the management of those needs and the ability to access those resources in an appropriate and timely manner.

Calgary Board of Education practices ensure the holders of the following positions would meet the criteria of Alberta Regulation 178-2003 and would be sufficiently familiar with Board and organizational issues and processes.

In the absence of the Chief Superintendent, the primary plan of designation is:

1. Deputy Chief Superintendent
2. Superintendent, Learning Services
3. Superintendent, Learning Innovation
4. Area Directors
5. Education Directors

### Indicator of Compliance |

At the beginning of each school year, the Board of Trustees will receive a signed document from the Chief Superintendent confirming the names, positions and order of designates.



## CALGARY BOARD OF EDUCATION

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

March 6, 2012

**To:** Board of Trustees

**From:** Naomi E. Johnson, Chief Superintendent of Schools

**Re:** **Reasonable Interpretation for Operational Expectations 4: Treatment of Employees**

**Purpose:** Decision – Approval of Reasonable Interpretation

**Governance Policy References:** Board/Chief Superintendent Relationship  
B/CSR 5: Chief Superintendent Accountability  
  
Operational Expectations  
OE-8: Communication With and Support for the Board

**Originator:** John Johnston, Superintendent, Human Resources

#### I. RECOMMENDATIONS

It is recommended:

That the Board of Trustees approves the reasonable interpretation of OE-4: Treatment of Employees.

That the Board of Trustees determines an appropriate date for presentation of the monitoring report for OE-4: Treatment of Employees.

#### II. ISSUE

Board of Trustees' governance policy B/CSR 5 states the "Board will acquire monitoring data on *Results* and *Operational Expectations* policies by one or more of three methods." One of these methods is "by *Internal Report*, in which the Chief Superintendent submits information that certifies and documents to the Board compliance or reasonable progress;"

Board of Trustees' governance policy OE-8: Communication With and Support for the Board asks the Chief Superintendent to "submit required monitoring data 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."

This report presents a reasonable interpretation, including interpretations and indicators, for Board of Trustees' approval prior to monitoring OE-4.

### III. RECOMMENDATION FOR POLICY ENHANCEMENT

Administration respectfully recommends that the Board of Trustees consider the following statements in the context of governance policies:

- Board of Trustees ratifies negotiated collective agreements;
- Board of Trustees approves any and all substantive changes to the terms and conditions of employment or salaries for exempt employees; and
- Board of Trustees is responsible for all changes to the compensation, benefits, prerequisites and any other element of the contract with the Chief Superintendent.



**Naomi E. Johnson**  
**CHIEF SUPERINTENDENT OF SCHOOLS**

**Report: Reasonable Interpretation for OE-4: Treatment of Employees (attached)**

**Glossary: Developed by the Board of Trustees**

**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.

**Board:** the Board of Trustees

**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*.

## OE-4: TREATMENT OF EMPLOYEES REASONABLE INTERPRETATION REPORT

March 6, 2012

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.

### Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that the Calgary Board of Education will attract and retain the right people with the right skills at the right time in the right numbers. To attract and retain employees, the Calgary Board of Education must continuously foster working environments that support employees.

In addition to support, it is important that each and every employee understand how their work contributes to organizational performance, student learning and the Board of Trustees' Results.

For the purposes of this report, the term employees is interpreted to encompass "staff", "personnel" and "people" as found in OE-4.

### The Chief Superintendent will:

- 4.1 Conduct extensive background inquiries and checks prior to hiring any paid personnel.

### Interpretation |

The Chief Superintendent interprets *background inquiries* to be reference checks, a criminal record check including a vulnerable sector search, verification of past employment and verification of academic credentials. These checks are completed prior to an offer of employment.

### Indicator of Compliance |

100% of new employees will have a thorough background check including but not limited to those conditions set out in the interpretation, prior to commencing employment.



## OE-4: TREATMENT OF EMPLOYEES REASONABLE INTERPRETATION REPORT

4.2 Select the most qualified and best-suited candidates for all positions.

### Interpretation |

The Chief Superintendent interprets employment *qualifications* to be education and experience. During the selection process additional attributes are considered such as:

- quality of judgement;
- professional currency;
- effective cross-functional teamwork;
- communication and influencing skills;
- technical competence;
- customer service orientation;
- analytical competence;
- project management skills; and
- personal suitability.

The Chief Superintendent interprets *best-suited* to be those individuals with the required education, experience, attributes and fit with the organization.

### Indicator of Compliance |

98% of selected employees are best-suited for their position.

4.3 Ensure that all employees are qualified to perform the responsibilities assigned to them.

### Interpretation |

Employees must demonstrate an ability to perform the work required. A key measurement of success is how well a new employee performs in a new position. When an employee successfully completes their probationary assessment, they are deemed to possess the knowledge, skills and abilities required of their position. The employee has also demonstrated a cultural fit to the organization.

The Chief Superintendent interprets the *qualifications* of an employee to include an aspect of growth. Market shortages often dictate that an employer select an employee who may not have the full qualifications but certainly the potential to grow into the position.



## OE-4: TREATMENT OF EMPLOYEES REASONABLE INTERPRETATION REPORT

### Indicator of Compliance |

95% of all employees will successfully complete their probationary assessment.

- 4.4 Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.

### Interpretation |

The Chief Superintendent interprets *rules and procedures* to be subject to the provisions of the collective agreements, terms and conditions of employment, and current statute (*School Act*). The Calgary Board of Education will develop and maintain Human Resource policies and procedures that set out the organizational expectations of the employee and govern processes that impact the employee lifecycle; that is, from hire to termination.

### Indicators of Compliance |

1. Human Resource policies are current, foreknown, consistently applied and comply with statute and the provisions of the collective agreements.
2. Human Resource policies are reviewed on a bi-annual basis to ensure currency and compliance with the collective agreements and statute.
3. 100% of employees will be made aware of Calgary Board of Education policies or regulations governing:
  - respect in the workplace;
  - conflict of interest; and
  - responsible use of electronic information resources.

- 4.5 Effectively handle complaints and concerns.

### Interpretation |

The Chief Superintendent interprets *complaints and concerns* to be those matters voiced by employees within the context of their employment with the Calgary Board of Education.

The Chief Superintendent interprets *effective* as working relationships characterized by open and respectful dialogue with Calgary Board of Education employees and the resolution of issues in a timely fashion. This is not a random happening. Mechanisms must be developed and maintained, with intention, to foster a working environment where



## OE-4: TREATMENT OF EMPLOYEES REASONABLE INTERPRETATION REPORT

employees are free to voice their issues and expect resolution. Examples of these mechanisms are grievance procedures, the whistleblower administrative regulation and the respect in the workplace administrative regulation.

### Indicators of Compliance |

1. At least three internal mechanisms that support respectful resolution of employees' issues are developed, communicated and maintained.
2. 98% of employee inquiries to the Employee Information Centre are resolved within four business days.

4.6 Maintain adequate job descriptions for all employee positions.

### Interpretation |

The Chief Superintendent interprets a *job description* as an overview of a position that includes and is not limited to a job summary, illustrative examples of the work, and the qualifications, experience, skills and knowledge required of the candidate to perform the work. Further, the Chief Superintendent expects that employees fully understand the roles and responsibilities of the position they hold.

### Indicators of Compliance |

1. A position description will be prepared and its currency maintained for all Calgary Board of Education positions.
2. Every employee will be provided with their position description prior to commencing employment.
3. Every Calgary Board of Education position description will be reviewed once in a three-year period.

4.7 Protect confidential information.

### Interpretation |

The Chief Superintendent interprets *confidential information* to be personal information about employees. Further, this confidential information exists in the form of a record. The



## OE-4: TREATMENT OF EMPLOYEES REASONABLE INTERPRETATION REPORT

definition of personal information is taken from the FOIP Act, Section 1(n), which states “personal information means recorded information about an identifiable individual.”

Personal information of Calgary Board of Education employees includes items such as:

- confirmation of employment with the Calgary Board of Education without employees' stated permission;
- business address or home or business telephone number;
- race, national or ethnic origin, colour;
- age, sex, marital status or family status;
- health and health care history; and
- educational, financial, employment or criminal history, including criminal records where a pardon has been given.

A record is defined as personal information that is written, photographed, scanned or stored in any manner.

The Chief Superintendent interprets *protect* to mean the development and maintenance of appropriate security mechanisms that address three areas: physical, technical and administrative. Examples of these mechanisms include secure storage of records (physical), restricted access to records (technical) and protocols governing the release of personal information (administrative).

### Indicator of Compliance |

No breaches in the reporting period.

4.8 Develop total compensation plans to attract and retain the highest quality “exempt” employees within available resources.

### Interpretation |

The Chief Superintendent interprets *total compensation* to include salaries, benefits, and other perquisites. In order to attract and retain quality exempt employees, total compensation must be competitive subject to the Calgary Board of Education’s ability to pay.

### Indicator of Compliance |

Salaries and benefits are periodically reviewed against identified comparators.





OE-4: TREATMENT OF EMPLOYEES  
REASONABLE INTERPRETATION REPORT

4.9 Honour the terms of negotiated agreements.

## Interpretation |

In order to foster and maintain positive employee and labour relations, the Calgary Board of Education must adhere to the provisions of the collective agreements and the terms and conditions governing exempt employees.

## Indicator of Compliance |

85% of grievances will be resolved prior to third party intervention.

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.

## Interpretation |

There is a significant correlation between an organization's culture and the level of employee engagement. Employees who are engaged in their work have a purpose, understand organizational expectations and objectives, know they are making a contribution and find value in their achievements. The Chief Superintendent interprets an *environment of professional support and courtesy* to be a culture of respect, trust and participation. The Calgary Board of Education Working Relationship Commitment defines this culture and provides a developmental framework. Employee voice is a critical component and influences the organization's direction and processes wherever possible.

Further, the Chief Superintendent interprets *employee ability and performance* to be linked to capacity building. It is important that employees are current in their work and have opportunities to develop their understanding and skills. Most important is the direct relationship between building employee capacity and student achievement. Professional development provides an opportunity to meet the learning needs of employees, who in turn meet the needs of student learning.

## OE-4: TREATMENT OF EMPLOYEES REASONABLE INTERPRETATION REPORT

### Indicators of Compliance |

1. On a bi-annual basis the Calgary Board of Education shall conduct an employee engagement survey utilizing a representative sample of the workforce.
  - Employee response rate to the survey will exceed 35% of those surveyed.
  - Survey results regarding the degree of employee engagement will be equal to or better than the industry benchmark, as determined by the selected survey tool.
2. The Calgary Board of Education's attrition rate for all Calgary Board of Education employees excluding temporaries, substitutes and retirees will be equal to or less than the industry benchmark of 5%.
3. The Calgary Board of Education will achieve within a range of +/- one percentage point from previous three-year average results on the Accountability Pillar Survey pertaining to teacher responses about professional development.

4.11 Reasonably include people in decisions that affect them.

### Interpretation |

The Chief Superintendent interprets *reasonable inclusion* of employees in decision-making to begin with a framework that provides clarity for employees about their participation in the process. This framework is built on the platform of inform, consult, involve, collaborate and empower. The framework is designed to reflect the interests and concerns of employees who are impacted by pending decisions.

### Indicators of Compliance |

On a bi-annual basis the Calgary Board of Education shall conduct an employee engagement survey utilizing a representative sample of the workforce.

- Survey results pertaining to reasonable inclusion of employees in decisions that affect them will be equal to or better than the industry benchmark, as determined by the selected survey tool.



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

**MARCH 6, 2012**

**To:** Board of Trustees

**From:** Working Group Established to Develop a Stakeholder Dialogue Strategy

**Re:** Stakeholder Dialogue Strategy

**Purpose:** Approval

**RECOMMENDATION:**

**THAT** the Board of Trustees approves the Stakeholder Dialogue Strategy identified in the report.

**ISSUE:**

*Governance Culture GC-3 Board Job Description* requires the Board to “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.”

**BACKGROUND:**

A Working Group comprised of Trustee Bowen-Eyre, Trustee Lane, Trustee Taylor with administrative support from Chief Superintendent Johnson, Chief Communication Officer Mr. Peter, Ms. Barkway, Corporate Secretary's Office and Ms. Selanders, Acting Executive Assistant to the Trustees met on February 8, 2012 and February 23, 2012 to develop a Stakeholder Dialogue Strategy that could be implemented to address the following objective:

1. Initiate a meaningful dialogue between the Board of Trustees and stakeholders about the governance Results

**STRATEGY:**

We are recommending that the following initial strategy be used to begin the dialogue process with stakeholders:

- 7-10 dialogue sessions will be scheduled prior to the end of June 2012. Sessions will be approximately 2.5 hours in length. This will be the pilot phase. The session agenda will be reviewed and revised as necessary

- Sessions will be scheduled for an evening and will be held in schools. They will be publicized widely using CBE resources such as: websites, email distribution lists and school newsletters
- At least two trustees will be at each session – one of which is the local trustee
- Other Administrative personnel attending these sessions could include, but is not limited to: the Chief Superintendent or the Deputy Chief Superintendent, a representative from Communication Services; local principals and the Area Director.
- Information at the session will be recorded and shared
- The content and questions will be developed and approved in advance
- The agenda structure would be:
  1. **Education Topic Presentation** – Presentation will be provided on a topic of *importance to parents*
  2. **General Discussion** – Interactive discussion and question and answer period will be hosted by either the local school principal, Area Director, or trustee
  3. **Discussion about Results and governance with a question & answer period** – Discussion would be co-lead by at least two trustees

The Working Group believes that the implementation of this strategy will further the work of the Board of Trustees.

Respectfully submitted,

Trustee Joy Bowen-Eyre  
Trustee George Lane  
Trustee Sheila Taylor

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

**MARCH 6, 2012**

**To:** Board of Trustees

**From:** Working Group Established to Review Board Meeting Procedures

**Re:** Review of Board Meeting Procedures

**Purpose:** Approval

**RECOMMENDATION:**

**THAT** the Board of Trustees adopts the *Board Meeting Procedures*, as attached to this report, to be effective April 1, 2012.

**BACKGROUND:**

Section 68 of the School Act provides that "*The board may make rules governing its internal procedure and its meetings.*" The *Board Meeting Procedures* are therefore adopted and enacted by the Board of Trustees in order that the duties vested in the Board by the School Act and other legislation can be accomplished in an orderly and efficient manner, while maintaining the principles of democracy. The document is reviewed annually to ensure that Board practices are kept current.

A Working Group comprised of Trustees Cochrane, King and Bowen-Eyre met several times with Ms. Barkway from the Corporate Secretary's Office to review the *Board Meeting Procedures* and to recommend changes to the Board of Trustees. In addition, suggestions for change were provided by external legal counsel and General Counsel.

On December 20, 2011, the Working Group presented the revised Board Meeting Procedures for consideration of the Board. After a lengthy debate, the Board resolved to refer the review on Board Meeting Procedures back to the working group for further consideration, review and revisions. The Working Group has taken into consideration the discussion at the December 20<sup>th</sup> board meeting as well as an overview of other Alberta school boards and their meeting processes, and discussions by the Board related to its governance policy review and adoption of revised governance policies.

A brief summary of the changes recommended include:

- Definitions were clarified, and new definitions were added for Administration, Private Agenda, Procedures, and Public Agenda;
- Private board meetings will be held in the Hearing Room, rather than the Multipurpose Room. This change was approved earlier by the Board;
- Changes were made to recognize the new Education Centre (seating, room names, etc);

- The time of meetings will be changed, so that public meetings would commence at 3:00 p.m. and private meetings would commence at 11 a.m. This change is intended to facilitate the very important work of the Board, so that it can be accomplished within somewhat normal business hours, rather than at the end of a very long work day, when individuals may be weary. Evening meetings result in both trustees and staff often spending twelve to fourteen hour work days, with the Board's work being at the end of the day. This is neither respectful of individuals, nor is it optimal for meeting efficiency and decision-making;
- Agendas, including supporting reports, will be distributed to Trustees on the Wednesday prior to the Board meeting; corresponding timelines have been changed for receipt of the reports by the Corporate Secretary's Office. Release of public documents will continue to be on the Monday, one day prior to the meeting. Research of other school districts shows that most school districts do not post their reports on the internet, and of those that do, even fewer have archived reports available for the public on-line. Our current practices certainly appear to be amongst the most transparent of any Canadian school district;
- Sensitive reports will be available for trustees to read two hours in advance of the Board meeting;
- The Board of Trustees values dialogue with our communities. Strategic communication dialogues will be planned to facilitate the Board's public engagement processes. More detailed work related to these processes is being prepared by the Working Group tasked by the Board with this job;
- A pre-meeting session will be scheduled to allow community members to interact with the board members and chief superintendent one-half hour prior to the commencement of the board meeting;
- An opportunity for the public to provide public comment at the public board meetings has been moved to a time later on the agenda. It is anticipated that, for most meetings, the public comment session will be at approximately 5:00. With meetings commencing at 3:00, this is intended to be more convenient for the public to attend. The rules for public participation have been clarified to be specific about information that cannot be presented by a member of the public in a public board meeting. The Board Meeting Procedures are clear about the purpose of public meetings being to allow the Board to do its job, and that the meetings are not public forums. The Calgary Board of Education is one of the few school districts, and indeed one of the few businesses in Alberta that allows the public to have a voice in its organization's business meetings without reviewing the content of the presentation prior to it being made. The public needs to understand that this is the board's meeting held in public, not the public's meeting. Public comments must be relevant to the work matters before the Board (as determined by the Board), will be limited to a maximum of five speakers, three minutes each, per meeting. Comments cannot attack the personal character or performance of any individual(s), department or school, or be disruptive. The public will not be allowed to address the board on matters related to security, personal information, proposed or pending real estate transactions, labour relations, a law enforcement matter, litigation or potential litigation, or the consideration of a request for access for information under the Freedom of Information and Protection of Privacy Act;
- Several changes have been recommended to allow board meetings to focus on the work of the Board, and to elevate the work of the Board over that of the individual trustee. Board Governance is about the work of the whole board

rather than the work of an individual Trustee The board has spent considerable time reviewing its governance model and policies and focusing the board on its intended job. Linda Dawson and Randy Quinn state that “We are zealots about boards developing and using well-constructed board meeting agendas. In fact, our conviction is that the board meeting agenda can be one of the single most important components for building an effective board.”<sup>1</sup> The agenda templates put forward in these Board Meeting Procedures are the agendas recommended by the Aspen Group in its work with the Board of Trustees. The proposed agenda aligns with the governance model of the Board of Trustees;

- Recognition of the responsibility for each Trustee to exercise appropriate confidentiality as a part of their fiduciary duties. In order to protect the confidentiality of private meeting items, Trustees will not be allowed to participate in a Private Agenda electronically;
- The Calgary Board of Education will broadcast public board meetings on the internet and make archives of those meetings available on the internet for a period of two years;
- The template for Board reports has been updated to correspond with the new Calgary Board of Education visual identity guidelines;
- Other minor wording, format, typographical and numbering changes, are suggested, in order to provide more clarity of the document

We are recommending that the updated Board Meeting Procedures be effective April 1, 2012, to allow time to arrange for the recording and broadcasting of board meetings, as well as to adjust to the timeline for the earlier disbursement of Agendas to Trustees.

Overall, the Working Group believes that the implementation of these changes will result in more effective and efficient Board meetings and respect the time of Trustees as well as staff and public attending the Board meetings.

Respectfully submitted,

Trustee Pat Cochrane  
Trustee Pamela King,  
Trustee Joy Bowen-Eyre

Attachment: Board Meeting Procedures

**Reference:**

<sup>1</sup> Dawson, Linda J. and Quinn, Randy. *Boards That Matter – Building Blocks for Implementing Coherent Governance® and Policy Governance®*. Rowman & Littlefield Education, 2011.

**Board of  
Trustees**

## **BOARD MEETING PROCEDURES**

Approved by the Board of Trustees [March 6, 2011]



**Calgary Board  
of Education**



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## INTRODUCTION

"Parliament, the model for all assemblies, should be, in the words of Winston Churchill, 'a strong, easy, flexible instrument of free debate.' It attains Standing Committee status by the willing observance of sensible rules which provide for the orderly consideration of the questions before it, leading to an expression of collective will or opinion.

Unanimity cannot always be reached, but procedures which have ensured, and have been seen to ensure, proper deliberation of an issue will lead to acceptance and wide support of the outcome. The meticulous observance of agreed forms is of primary importance in the group conduct of both private and public business and it will moreover, help to avoid misunderstandings and friction in the process.

It may not always be possible to reconcile practice with theory, but in effect good procedure is fair play and common sense built on a solid foundation of acknowledged principle. Above all, the rules must not change in the middle of the game."

Source: *Bourinot's Rules of Order*, 3rd Edition

## PURPOSE

- (1) The *School Act* provides that the Board of Trustees may make rules governing its internal procedure and its meetings.
- (2) These Procedures are adopted and enacted by the Board of Trustees in order that the duties vested in the Board of Trustees by the *School Act* and other legislation can be accomplished in an orderly and efficient manner, while maintaining the principles of democracy.
- (3) The Board of Trustees is, pursuant to the *School Act*, R.S.A.2000, c.S-3, as amended, (the "*School Act*"), a statutory corporation under the name of The Calgary Board of Education charged with the governance of the school district (the "District").

## DEFINITIONS

- (1) In these Procedures:
  - (a) "Administration" means the Chief Superintendent, and any staff to whom the Chief Superintendent may choose to delegate any of the rights or responsibilities outlined in these Procedures;
  - (b) "Agenda" means the list of items and order of business for any meeting of the Board of Trustees;
  - (c) "Board" and "Board of Trustees" means the Board of Trustees of The Calgary Board of Education;
  - (d) "Chair" and "Vice-Chair" mean, respectively, the Chair and Vice-Chair of the



Board of Trustees of The Calgary Board of Education elected by the Board of Trustees pursuant to section 65 of the *School Act*;

- (e) “Chief Superintendent” means the person appointed by the Board of Trustees as the superintendent of schools, chief executive officer of the board, and chief education officer of the District pursuant to Section 113 of the *School Act*;
- (f) “Corporate Secretary” means the person appointed as the secretary of the District pursuant to Section 116 of the *School Act*. Where reference is made throughout these Procedures pertaining to duties of the Corporate Secretary or designate, such duties may be delegated to the Assistant Corporate Secretary;
- (g) “District” means The Calgary Board of Education, established by Ministerial Order, pursuant to Sections 207 and 246 of the *School Act*;
- (h) “Minister” means the Minister of Education, from time to time appointed by the Lieutenant Governor in Council of the Province of Alberta;
- (i) “Pecuniary interest” means, with respect to a person, a direct or indirect interest in a matter before the Board of Trustees that could monetarily affect:
  - (i) the person,
  - (ii) a corporation, other than a distributing corporation, in which the Trustee is a shareholder, director or officer,
  - (iii) a distributing corporation in which the person beneficially owns voting shares carrying at least 10% of the voting rights attached to the voting shares of the corporation or of which the Trustee is a director or officer,
  - (iv) a partnership or firm of which the person is a member,
  - (v) a corporation, partnership, firm, government or person that employs the person,

provided that a person shall not have a pecuniary interest by reason only of any interest that the person may have by reason of any of the matters referred to in Sections 80(3) and 80(4) of the *School Act*;

For the purposes of the definition of “Pecuniary interest”, “corporation”, “distributing corporation”, “shareholder”, “voting shares”, “voting rights”, “director” and “officer” have the meanings given to them in the Business Corporations Act (Alberta); and

“spouse” means the husband or wife of a married person but does not include a spouse who is living separate and apart from the person if the person and spouse have separated pursuant to a written separation agreement or if their support obligations and family property have been dealt with by a court order.

For the purposes of determining the existence of a pecuniary interest of a Trustee, the pecuniary interests of the spouse or adult interdependent partner of that Trustee that are known to such Trustee or of which such Trustee reasonably should know are deemed to be the pecuniary interests of such Trustee.

- (j) “Private Agenda” means that part of any Agenda and related information and materials which relate to any private meeting of the Board of Trustees;



- (k) "Procedures" means these Procedures for meetings of the Board of Trustees;
  - (l) "Public Agenda" means that part of any Agenda and related information and materials which relate to any public meeting of the Board of Trustees;
  - (m) "Quorum" means a majority of the Trustees that are specified by the Minister, under Section 247 of the *School Act*, to be elected to the Board of Trustees provided that (i) the Minister may order that when the number of Trustees has fallen below the quorum, the remaining Trustees are deemed to be a quorum until elections are held to fill the number of vacancies required to achieve a normal quorum, and (ii) when the number of Trustees at a meeting is less than a quorum because one or more Trustees has declared a conflict of interest with respect to a matter before the Board at the meeting, the Minister may order that the remaining Trustees are deemed to be a quorum for the purpose of deciding that matter. Trustees participating in a meeting of the Board by electronic means or other communication facilities acceptable to the Board of Trustees, as described in Section J of these Procedures are deemed to be present at the meeting.
  - (n) "*School Act*" means the *School Act*, R.S.A. 2000, c.S-3, as amended, and where applicable, all predecessor *School Acts* of the Province of Alberta from 1905, or School Ordinances of the Northwest Territories prior to 1905, applicable in what is now the Province of Alberta, the relevant school provisions of the Alberta Act, S.C. 1905, c.3, The Northwest Territories Acts, S.C. 1875 and 1877, the Constitution Act, 1867, the Constitution Act, 1982, Part I, Canadian Charter of Rights and Freedoms, Section 29, and any act or acts in substitution therefore, and any and all regulations in effect from time to time thereunder;
- and
- (o) "Trustee" means a member of the Board of Trustees of The Calgary Board of Education.

## **APPLICATION**

- (1) The rules of order to be observed at meetings of the Board of Trustees shall be in accordance firstly with the *School Act*, and secondly with the provisions of these Procedures. In all cases not provided for by the *School Act* or these Procedures, the rules and practice of "Robert's Rules of Order Newly Revised" 11<sup>th</sup> Edition shall govern insofar as applicable.
- (2) In the event of any conflict between the provisions of these Procedures, and those contained in the *School Act*, the provisions of the *School Act* shall prevail and apply.
- (3) These Procedures apply to all regular and special meetings of the Board of Trustees, whether public or private.
- (4) Procedure is a matter of interpretation by the Chair or other person presiding at a meeting, subject to the appeal process as described in these Procedures.
- (5) In the absence of any statutory requirement, any provision of these Procedures may be temporarily altered or suspended by an affirmative vote of a majority of the votes of those Trustees present at the meeting of the Board of Trustees addressing such matter.



## **MEETINGS OF THE BOARD OF TRUSTEES**

### **A. PUBLIC SESSIONS**

- (1) The Meetings of the Board of Trustees shall be held in public, except when a majority of the Trustees present at a meeting of the Board of Trustees are of the opinion that it is in the public interest to hold the meeting or a part of the meeting in private. For the purpose of considering any such matter in private, the Board of Trustees may, by motion, exclude any person from the meeting.
- (2) Public meetings are meetings of the Board of Trustees that are held in a public venue. The purpose of the board meeting is to allow the Board to do its job; the meetings are not public forums.

### **B. PLACE OF MEETINGS**

- (1) Public meetings of the Board of Trustees shall ordinarily be held in the Multipurpose Room in the Education Centre building. Private meetings shall ordinarily be held in the Trustees' Hearing Room in the Education Centre building. Committee meetings may be held where convenient.

### **C. BOARD ROOM SEATING**

- (1) The Board of Trustees' table seating for Board meetings shall be reserved for the Trustees and shall include a seat for the Corporate Secretary or the Assistant Corporate Secretary, as designate.
- (2) The following procedures shall apply to the selection of the Board of Trustees' table seating:
  - (a) the Chair will occupy a seat at the centre or middle of the Board table;
  - (b) the Corporate Secretary or designate will occupy the seating position directly to the left of the Chair;
  - (c) Trustees will occupy the remaining six Board table seats; and
  - (d) seat selection will be determined according to ward numbers, with the lower of any two ward numbers to be the determining number. The Trustee with the lowest ward number will occupy the seat on the far left of the Chair.
- (3) Seating shall be assigned for The Calgary Board of Education superintendents and directors who are required to attend Board meetings on a regular basis.
- (4) Assigned seating may be provided for individuals or groups as necessary, including administrative, student and other stakeholder representatives.
- (5) Limited seating room will be made available for members of the media.
- (6) The remainder of the seating accommodation will be available for the public.





**D. CALLING OF MEETINGS****(1) *Pre-Organizational Meeting of the Trustees***

- (a) An informal pre-organizational meeting of Trustees shall be called within seven days prior to the Organizational Meeting. The meeting shall be called by the Corporate Secretary or designate. The purpose of this informal meeting shall be for the discussion of the selection of the Chair and Vice-Chair, role and structure of committees, liaison appointments of the Board of Trustees and the annual schedule of Board of Trustees' meetings. A Request for Nominations form shall be circulated to all trustees in advance of the meeting. No decisions may be taken at this meeting.

**(2) *Organizational Meeting of the Board of Trustees***

- (a) The organizational meeting of the Board of Trustees shall be called by the Corporate Secretary or designate as provided in Section 64 of the *School Act*, as follows:
  - (i) Subject to clause (ii), the organizational meeting shall be held annually on the third or fourth Tuesday of October of each year; and
  - (ii) in any year in which a general election takes place, the organizational meeting shall be held within four (4) weeks following the date of that election.

**(3) *Regular Meetings of the Board of Trustees***

- (a) Regular meetings of the Board of Trustees shall be established by motion of the Board of Trustees. In accordance with Section 66 of the *School Act*, the motion establishing the regular meetings of the Board of Trustees shall state the date, time and place of the regular meeting, and the Board shall not be required to give notice of the regular meetings of the Board.
- (b) The Board of Trustees' regular meetings will normally be held during the period of September to June, inclusive, of each calendar year. The Board of Trustees' meetings in July and August may be held in accordance with the Procedures required for holding special meetings of the Board of Trustees, unless the Board determines that regular meeting(s) will be held during those months. In order to allow that the business of the Board of Trustees is not interrupted, Trustees must inform the Corporate Secretary of their contact information during vacation periods. Such information will be used to contact the Trustees for Board of Trustees' business.
- (d) To determine the schedule of the Board of Trustees' meetings, the following guidelines have been established:
  - Regular Board of Trustees' Meetings, Public Agenda  
1st and 3rd Tuesday of each month - 3:00 p.m. – 6:00 p.m.
  - Regular Board of Trustees' Meetings, Private Agenda  
4th Tuesday of each month - 11:00 a.m. – 2:00 p.m.

#### (4) *Special Meetings of the Board of Trustees*

- (a) Special meetings of the Board of Trustees may be called in accordance with the procedures outlined below, to consider, among other matters, the following items:
  - (i) matters of governance,
  - (ii) major issues of a specific nature that require lengthy consideration,
  - (iii) items of an emergent nature that cannot be postponed until a regular Board of Trustees' meeting is scheduled to be held,
  - (iv) collective bargaining and contract negotiations with staff and with applicable third parties,
  - (v) petitions, delegations and presentations from any individual, organization, or group, that have been filed with the Corporate Secretary or designate, and
  - (vi) conduct of hearings and hearing appeals as required by the *School Act*, including, without limitation, those relating to employee matters.
- (b) In accordance with Section 67 of the *School Act*, the Chair, a majority of the Trustees, or the Minister may call a special meeting of the Board of Trustees after written notice has been given to each Trustee by the Corporate Secretary or designate in accordance with the following requirements:
  - (i) The notice of the special meeting shall state the date, time and place of the special meeting, and the nature of the business to be transacted at the special meeting.
  - (ii) The notice of the special meeting shall be:
    - sent by registered mail to each Trustee at least seven (7) days before the date of the meeting, or
    - personally served on the Trustee or a responsible person at the Trustee's residence at least two (2) days before the date of meeting.
- (c) Notwithstanding the notice requirements prescribed above, a special meeting of the Board of Trustees may be held at any time without notice if every Trustee agrees, in writing, to waive such notice requirements..
- (d) The agreement of each Trustee to waive the notice requirement prescribed above shall be recorded in the minutes of the meeting by the Corporate Secretary or designate and the Waiver of Notice consent form shall be attached with the Minutes of the called special meeting. A sample copy of the *Waiver of Notice* form is attached as Appendix A.
- (e) In the case of special meetings of the Board of Trustees, other than special meetings held for the purpose of conducting hearings or hearing appeals, those Trustees participating and present by electronic means as provided for in Section J of these Procedures shall be considered present at the meeting.
- (f) As provided in Section 67(5) of the *School Act*, unless all the Trustees are present at the special meeting, no business other than that stated in the notice of special meeting shall be transacted at the special meeting.





**(5) Other**

- (a) When the Board of Trustees so decides, or when Trustees so agree, informal briefing sessions may be held for the purpose of providing background information, clarification, and in-depth discussion with respect to issues of relevance for Trustees or for the Board of Trustees. The purpose of these meetings will be for the provision of information, and will not include decision-making that advances the work of the Board of Trustees.
- (b) The Board of Trustees will plan and implement strategic communication dialogues to ensure the whole Board's ability to engage stakeholders in understanding the organization's work as well as sharing viewpoints and values. These sessions may be held in conjunction with a regular or special meeting of the Board of Trustees.

**E. CANCELLATION OF MEETINGS**

- (1) Should there be a need or desire to cancel or reschedule any meeting of the Board of Trustees, the Board of Trustees shall decide on the cancellation or rescheduling of the meeting to be held on another date. Where possible, the decision to cancel or reschedule a meeting will be made at least two (2) weeks prior to the originally scheduled date.

**AGENDA****F. PREPARATION OF AGENDA**

- (1) General planning for Agendas for meetings of the Board of Trustees shall take place at the regular private meetings of the Board of Trustees. The Chair is authorized to approve emergent agenda decisions, as required, in consultation with the Corporate Secretary or designate.
- (2) To the extent possible, the annual Board of Trustees' meeting Agendas will be approved at the organizational meeting of the Board of Trustees.
- (3) The preparation of the Agenda also includes the determination of which Board of Trustees' correspondence is to be read at the meetings of the Board of Trustees. When determining whether Board of Trustees' correspondence should be read at a public meeting, consideration must be given to privacy issues and issues of confidentiality.
- (4) Board meeting Agendas shall include a reminder to Trustees that they must disclose any potential pecuniary interest that they may have in respect of any of the matters before the Board of Trustees, as set forth in the Agenda as well as any pecuniary interest that they may have in any contract before the Board requiring the Board's approval and/or ratification.
- (5) The Corporate Secretary or designate shall review each proposed Agenda as against the disclosure of information filed with the Corporate Secretary by each Trustee pursuant to section 81(1) of the *School Act*, in order to identify any potential pecuniary interests of a Trustee, and, if applicable, bring these to the Trustee(s)' attention prior to the Board meeting. Notwithstanding such review by the Corporate Secretary or designate, it shall ultimately be the personal responsibility to determine whether or not they have a



pecuniary interest in any Board matter being considered, and to act in accordance with the School Act and these Board Procedures.

## **G. DISTRIBUTION OF AGENDA – REGULAR MEETINGS**

- (1) All regular meeting Agenda information will be circulated by the Corporate Secretary or designate to Trustees and members of Administration, as appropriate, on the Wednesday, six days prior to the applicable meeting. In order to meet this schedule, signed reports and all other information required to prepare the Agenda must be received in the Corporate Secretary's Office by noon on the Tuesday, seven days prior to the meeting.
- (2) Only that material which has been received by the Corporate Secretary or designate by the time prescribed under Section G(1) above and included in the distributed information may be considered at a meeting for which the Agenda is prepared. Notwithstanding the foregoing, due to the emergent nature of some Agenda items, it may not be practicable to circulate some reports and information six days prior to the Board of Trustees' meeting. Private meeting materials will only be circulated to Trustees and Superintendents' Team and General Counsel, to maintain appropriate confidentiality.
- (3) Agenda information for public meetings, including reports attached to the Agenda, shall be made available, either in print format or electronically, by the Corporate Secretary or designate to the media and public by noon on the Monday one (1) day prior to the respective meeting. In the event that the Monday prior to the meeting is a statutory holiday, Board Meeting information will be made available by noon on the Tuesday of the Board meeting.
- (4) From time to time, private reports may be of such a sensitive nature that they are not distributed in advance of the Board of Trustees' meeting. In these instances, the Corporate Secretary's Office will make the reports available to Trustees in the board meeting room two hours in advance of the commencement of the Board meeting.
- (5) All Board of Trustees' meeting Agenda materials and information will be printed on coloured paper, as required, in accordance with the following:
  - (a) Regular Board of Trustees – Public Agenda - yellow
  - (b) Regular Board of Trustees – Private Agenda - grey
  - (c) Special Meetings – ivory.
- (6) An appropriate number of copies of the Agendas, with attachments, for all public meetings shall be printed and be made available for members of the public attending such meetings. Public Agendas shall also be available on the Calgary Board of Education web-site at <http://www.cbe.ab.ca>.

## **H. ORDER OF BUSINESS**

- (1) Subject to other provisions of these Procedures, the order of business for a Board Meeting shall be the order of the items contained in the template Agendas contained in Appendix C of these Procedures, for regular meetings, special meetings and organizational meetings. A general description of each of the items included in such template Agenda is set forth in Section I, below.



## I. CONDUCTING BUSINESS AT BOARD OF TRUSTEES' MEETINGS

### (1) *General Meeting Procedures*

- (a) No act or proceeding of the Board of Trustees is binding unless it is adopted at a meeting at which a quorum is present at the time the act or proceeding occurred.
- (b) After the time appointed for a meeting to convene, subject to a quorum existing, the Chair shall take the chair and call the meeting to order.
- (c) If no quorum exists within fifteen (15) minutes after the time appointed for a meeting of the Board of Trustees, the Board of Trustees shall stand adjourned until the next applicable regular meeting of the Board of Trustees or until a special meeting may be called in accordance with the prescribed requirements for such meetings.
- (d) If a meeting is not convened due to the lack of a quorum at the expiration of the said fifteen (15) minutes, the Corporate Secretary or designate shall indicate as such in the Minute book with a record of the names of those members present.
- (e) The Board of Trustees shall adjourn a convened meeting whenever a quorum is no longer present and the Corporate Secretary or designate shall record the time of adjournment and the names of the Trustees then present.
- (f) When the Board of Trustees is unable to meet for want of a quorum, the Agenda delivered for that meeting shall be considered at the next scheduled meeting prior to the consideration of the Agenda for that subsequent meeting, or it shall be the Agenda for a special meeting called for that purpose.
- (g) Any remaining Agenda items not dealt with at a meeting shall automatically be placed on the Agenda of the next appropriate Board of Trustees' meeting as unfinished business carried forward. Such material shall take precedence over other items on the subsequent meeting's Agenda.

### (2) *Pecuniary Interest*

- (a) When a Trustee has a pecuniary interest in a matter before the Board, any committee of the Board or any commission, committee or agency to which the Trustee is appointed as a representative of the Board, subject to and in accordance with Section 83 of the *School Act*, the Trustee shall, if present,
  - (i) disclose the general nature of the pecuniary interest prior to any discussion of the matter,
  - (ii) abstain from voting on any question relating to the matter,
  - (iii) subject to Subsection 6(c), abstain from discussing the matter, and
  - (iv) subject to subsection (b) and (c), leave the room in which the meeting is being held until the discussion and voting on the matter are concluded.
- (b) If the matter with respect to which the Trustee has a pecuniary interest is the payment of an account for which funds have previously been committed, it is not necessary for the Trustee to leave the room.



- (c) If a Trustee is temporarily absent from a meeting when a matter in which the Trustee has a pecuniary interest is introduced, the Trustee shall, immediately on the Trustee's return to the meeting or as soon afterwards as the Trustee becomes aware that the matter has been considered, disclose the general nature of the Trustee's pecuniary interest in the matter.

## **Conducting Business at Regular Board of Trustees' Meetings – Public Agenda**

### *(1) Call to Order, National Anthem and Welcome*

- (a) All regular public meetings of the Board of Trustees shall commence with the singing of the Canadian national anthem. The Chair shall request everyone present who is able to stand and participate in the singing of the Canadian national anthem.
- (b) The Chair shall make general welcome comments to Superintendents, Directors, stakeholders and members of the public. At the commencement of every regular public meeting of the Board of Trustees, the Chair shall indicate which Trustees are absent on Board of Trustees' business or for other purposes, as requested by the relevant Trustee(s).

### *(2) Consideration/Approval of Agenda*

- (a) Prior to the discussion of business, the Chair may outline the Agenda, make or request any recommendations respecting amendments to the Agenda from the Corporate Secretary or designate and Trustees, and entertain any inquiries and conduct any necessary discussion concerning the Agenda. The Chair shall then entertain a motion to approve the Agenda as submitted or amended.

### *(3) Awards and Recognitions*

- (a) This portion of the Agenda may be used to recognize special achievements of persons or departments within The Calgary Board of Education or educational partnerships.

### *(4) Results Focus*

*This portion of the Agenda will focus on the important Results that the Calgary Board of Education is expected to achieve. The following are examples of items that may be included in this portion of the Agenda:*

- (a) *School/System and Public Presentations*  
This portion of the Agenda is to accommodate presentations related to educational issues by public interest groups, school/system groups, educational liaison groups or partners in education. Presentations are intended as a method of providing information related to Results policies. Up to fifteen (15) minutes will be allotted for each presentation. The Board of Trustees must give prior consent for these presentations. The ward Trustee, in the case of school presentations, or the Chair, in the case of system or public presentations, will thank the presenters.

*(b) Board Development*

The Board will identify topics for Board development, and the timing for each Board development session. Generally, the purpose of Board development sessions is to assist the Board to develop more complete knowledge and a better understanding of specific Results issues and to support effective policy development and Board monitoring. Prior to the detailed planning for each session, the Board will complete any information requirements, and provide more specific information as may be required for Board development sessions to the Chief Superintendent, who will be responsible for the preparation and organization of these sessions.

*(c) Results Policy Considerations*

This section of the Agenda shall include all reports related to the Results policies, including the Chief Superintendent's reasonable interpretation, indicators, and evidence monitoring, as well as Results policies language changes. The timing of such reports shall be in accordance with the Board's Annual Work Plan, as approved in the Board's governance policy, or as otherwise required by the Board.

*(5) Operational Expectations*

This section of the Agenda shall include all reports related to the Operational Expectations policies, including the Chief Superintendent's reasonable interpretation, indicators, and evidence monitoring, as well as Operational Expectations policies language changes. The timing of such reports shall be in accordance with the Board's Annual Work Plan, as approved in the Board's governance policy, or as otherwise required by the Board.

*(6) Public Comment*

A member of the public may verbally address the Board of Trustees on any educational issue deemed, by a majority of Trustees present at the particular meeting, to be relevant to the work matters before the Board, under this Agenda category, subject to the following procedure:

- (i) A prospective speaker shall notify the Assistant Corporate Secretary prior to noon of the day of the board meeting.
- (ii) A speaker may speak for up to three minutes. The number of such speakers at any meeting shall not exceed five. To provide fair opportunities for a variety of viewpoints to be presented, exceptions to the time and number of presentations may be made by a majority vote of the Trustees present at the meeting.
- (iii) The Board, at its discretion, may restrict the number of stakeholder reports made by any individual or group to a maximum of four times per year, unless the Board, by a majority vote, deems that additional presentations would be beneficial to the Calgary Board of Education.
- (iv) A speaker should approach the microphone and wait to be recognized by the Chair. The Chair will ask the speaker to state his or her name, the stakeholder or public group represented, if appropriate, and the topic to be addressed.



- (v) A speaker shall address comments to the Chair of the meeting. Attacks on the personal character or performance of any individual(s), department or school, or disruptive remarks shall be ruled out of order. Persistence in such remarks shall terminate the speaker's privilege to address the Board of Trustees.
- (vi) Comments with respect to the following issues will not be allowed:
  - the security of the property of The Calgary Board of Education,
  - personal information of an individual, including but not limited to a student or an employee of The Calgary Board of Education,
  - a proposed or pending acquisition or disposition of property by or for The Calgary Board of Education,
  - labour relations or employee negotiations,
  - a law enforcement matter, litigation or potential litigation, including matters before administrative tribunals affecting The Calgary Board of Education, or
  - the consideration of a request for access for information under the Freedom of Information and Protection of Privacy Act.
- (vii) With the exception of the Chair, who may provide clarification as required, Trustees will not make comments or ask questions of the speaker. The Chair will thank the speaker.

(7) *Matters Reserved for Board Action*

- (a) This section of the Agenda shall include items requiring action or decision of the Board of Trustees.
- (b) Business introduced by Administration shall proceed by way of recommendation to the Board of Trustees. All reports to be considered by the Board of Trustees must be in written format in the prescribed report style as attached in Appendix E. In cases where timing is of a critical nature, the Board of Trustees may accept verbal reports.

(8) *Consent Agenda*

The Board of Trustees uses a "Consent Agenda" to act on non-controversial and routine items quickly. The Consent Agenda is considered approved if no trustee objects to consideration of the item on the Consent Agenda. Items may be removed from the Consent Agenda and placed on the regular Agenda at the request of a trustee. The Corporate Secretary or designate must be advised of such request by noon of the day prior to the Board of Trustees' meeting, in order that the appropriate member of administration can attend the meeting for discussion of the item. Items removed from the Consent Agenda will be dealt with on the regular Agenda, immediately following the Consent Agenda items.

(a) Board Consent Agenda

This section of the Agenda shall include reports relative to approval of minutes of prior meetings of the Board of Trustees, and the Board of Trustees' committees,

Trustees' liaison responsibilities, correspondence sent or received by the Board of Trustees, and other routine matters of Board business. These reports must be submitted in a written format and shall be received as part of the record in Board of Trustees' meetings.

In the case of the approval of Board meeting minutes, if the approval of the minutes of any meeting is removed from the Consent Agenda, such approval shall be dealt with as noted in the process above; however, the following limitations shall apply:

- (i) The minutes of a previous meeting shall not be read aloud unless requested by a majority of the Trustees.
- (ii) Any Trustee may make a motion requesting that the minutes be amended to correct any inaccuracy or omission. However, the Corporate Secretary or designate should be advised in advance of the challenge to the minutes before they are officially adopted by the Board of Trustees.
- (iii) Minor changes may be made to correct errors in grammar, spelling, and punctuation or to correct the omission of a word necessary to the meaning or continuity of a sentence; but no change shall be allowed which would alter or affect, in a material way, any actual decision made by the Board of Trustees. Minor corrections to the minutes can be accomplished by informing the Corporate Secretary of such errors. The minutes do not need to be pulled from the Consent Agenda to make such corrections.

(b) Chief Superintendent Consent Agenda

This section of the Agenda includes:

- (i) all items delegated to the Chief Superintendent that are required by law or contract to be approved by the Board,
- (ii) adequate information necessary to keep the Board of Trustees informed, and
- (iii) other items as deemed appropriate by the Chief Superintendent.

(9) *Debrief*

The board will assess the quality of each meeting by debriefing the meeting following its conclusion. This will be a brief verbal discussion to provide an opportunity for the board to assess what worked and what did not, so that success can be repeated and failure avoided in the future.

(10) *Recess and Adjournment*

- (a) A short break may be called during Board of Trustees' meetings at the discretion of the Chair of the meeting. It shall be the responsibility of the Chair of the meeting to bring the meeting back to order.
- (b) The regular adjournment time for Board of Trustees' meetings shall be at the conclusion of consideration of the approved Agenda items for the meeting, or a maximum duration time of three hours from the scheduled commencement of the meeting. If the business of the meeting is not completed within three hours, the following provision shall apply:





- (i) Upon the completion of three hours, the Chair will announce that such time has arrived and shall seek the pleasure of the Board of Trustees. If a majority of the members present agree, the meeting may continue until the completion of the scheduled Agenda items or until the time agreed to by the majority.
- (c) When a regular or special meeting adjourns without ending the session, this necessarily means that the time for another meeting to continue the same business or order of business has already been set, or that provision has been made for such a meeting to be held "at the call of the Chair". If a motion to "adjourn to the call of the Chair" is moved prior to the Chair declaring that the meeting is adjourned, an adjourned meeting called accordingly is a continuation of the same session. However, if no such meeting is held before the next regular or special Board of Trustees' meeting, whichever is applicable to the adjourned meeting, the adjournment of the previous Board of Trustees' meeting becomes final retrospectively as of the date the last meeting adjourned, and the Chair's authority to call an adjourned meeting expires.

### **Conducting Business at Regular Board of Trustees' Meetings – Private Agenda**

- (1) When a majority of the Trustees present at a meeting of the Board of Trustees are of the opinion that it is in the public interest to hold the meeting or a part of the meeting in private for the purpose of considering any matter, the Board of Trustees may by motion exclude any person from the meeting. As such, the purpose of the Private Agenda is to deal with in camera matters, as determined by the Board of Trustees and/or as described in Section 18(1) of the *Alberta Freedom of Information and Protection of Privacy Regulation (AR200/95)*, a copy of which is attached as Appendix B (as amended from time to time). These topics include matters of privacy and matters confidential to the internal governance and management of the Board of Trustees.
- (2) When a meeting is held in private, the Board of Trustees does not have the power to pass a by-law or motion at that meeting apart from the motion necessary to revert to an open meeting.
- (3) When the Board of Trustees resolves to consider any matter in private, any motion(s) arising from the Private Agenda shall not be subject to question or debate.
- (4) Due to the confidential or privileged nature of all private meeting Agenda items and supporting material on which the motions are based, the comments, discussions and supporting material relating to private items shall remain strictly confidential, except in cases when the Board of Trustees determines that the information should be submitted to a public meeting of the Board of Trustees, when the Board of Trustees specifically authorizes its public release, or when legally required to release such information. A motion of the Board of Trustees is required if this information is to be provided to any persons other than to the Board of Trustees or to employees or agents of the Board of Trustees who require such information to carry out the duties of their job.
- (5) As part of the fiduciary duties to which each Trustee is bound is the strict duty of confidentiality. That duty applies to every matter of a confidential nature before the Board or coming to the notice of any Trustee, including the private discussions and deliberations of Trustees during informal work sessions and the agendas, debates and discussions of or that occur during private meetings of the Board. Until such time as any such confidential matters are lawfully and properly disclosed pursuant to public meetings of the Board, such matters remain confidential and any Trustee breaching such



obligation of confidentiality may be subject to sanctions anticipated under the *School Act* and the Board governance processes as well as possible legal claims.

- (6) Motions arising from Agenda items discussed in private session must be carefully worded so as to protect the confidentiality and personal privacy around the issue.

### **Conducting Business at the Board of Trustees' Special Meetings**

The business of special meetings shall be conducted in accordance with the rules governing regular Board meetings, subject to following the order of business appropriate to the purpose of the meeting, as outlined in Appendix C of these Procedures.

### **Conducting Business at the Board of Trustees' Organizational Meetings**

- (1) The Corporate Secretary or designate shall assume the chair as *Chair pro tem*.
- (2) At the organizational meeting following civic elections, after the elected Trustees have taken their oaths of office, as provided in Section 76 of the *School Act*, and have taken their places at the Board table, the Corporate Secretary or designate shall:
  - (a) proceed to read to the Board of Trustees the returns of the election as certified by the Returning Officer; and
  - (b) declare the Board of Trustees to be legally constituted.
- (3) The Corporate Secretary or designate shall then conduct the annual election for the office of the Chair of the Board of Trustees, as provided in Section 65 of the *School Act*, which shall be as follows:
  - (a) Call for nominations to be made orally by Trustees in public session.
  - (b) After the nominations have ceased, the nominee(s) shall be requested to inform the meeting whether they elect to stand or decline to stand.
  - (c) If only one person is nominated, that member shall be declared elected by acclamation.
  - (d) Where more than one nominee stands for election, an open vote shall be taken on the nominations in the order in which they were submitted.
  - (e) In the case of election of the Chair or Vice-Chair of the Board of Trustees, one or more Trustees can request that the vote be by secret ballot, as provided in Section 73(d) of the *School Act*.
  - (f) Each Trustee shall vote.
  - (g) The Board of Trustees' member who receives a simple majority of votes cast by the Trustees present shall be declared elected.
  - (h) Where more than two nominees elect to stand, if upon the first vote no nominee receives the majority required for election, the name of the nominee receiving the least number of votes shall be dropped, and the members shall proceed to vote



anew and so continue until a nominee receives the majority required for election, at which time such nominee shall be declared elected.

- (i) In the case of a vote where no nominee receives the majority required for election, and where two or more nominees are tied with the least number of votes, a special vote shall be taken to decide which one of such tied nominees' names shall be dropped from the list of names to be voted on in the next vote.
  - (j) In the case of a two-way tie vote, the Corporate Secretary or designate shall write the names of those nominees separately on blank sheets of paper of equal size and of the same colour and texture, and after folding the sheets of paper in a uniform manner and so that the names are concealed, shall deposit them in a receptacle and direct some person to withdraw one of the sheets. The Corporate Secretary or designate shall declare the nominee whose name appears on the withdrawn sheet to be elected.
  - (k) In the case of a three-way tie vote, the Corporate Secretary or designate shall write the names of those nominees separately on blank sheets of paper of equal size and of the same colour and texture and after folding the sheets of paper in a uniform manner and so that the names are concealed, shall deposit them in a receptacle and direct some person to withdraw one of the sheets. The nominee's name that appears on the withdrawn sheet shall be dropped, and a vote shall then be taken to elect one of the remaining two nominees.
- (4) The Chair shall then assume the chair.
- (5) The Chair shall then conduct the election for the office of Vice-Chair of the Board of Trustees in the same manner as for the election of the Chair of the Board of Trustees as set out in the preceding section.
- (6) *Term of Office, Chair and Vice-Chair*
- (a) In accordance with Section 65 of the *School Act*, the Chair and Vice-Chair shall hold office during the pleasure of the Board of Trustees, which under normal circumstances shall be until the next organizational meeting of the Board of Trustees.
  - (b) In the event that the office of the Chair or Vice-Chair becomes vacant due to death, incapacity, resignation or any other reason, the Board of Trustees shall elect a Trustee to fill the office for the remainder of the term.
  - (c) The position of second Vice-Chair shall be appointed at the organizational meeting on a rotating roster basis, every two months. During the months of July and August a Trustee will be designated as an on call Trustee to assist the Chair and/or Vice-Chair.
- (7) *Establishment of Committees and Liaison Requirements*
- (a) The number of committees of the Board of Trustees, their powers and duties, and the membership of each committee, shall be decided by the Board of Trustees, in accordance with the governance policy regarding committees.

**(8) Schedule of Meetings and Annual Agendas**

- (a) The Board of Trustees will determine the schedule of regular meetings for the forthcoming year (up to the date of the next organizational meeting of the Board of Trustees) and shall forthwith, by motion, adopt the calendar of meetings. This does not preclude motions to schedule additional regular meetings, as required, throughout the year.
- (b) To the extent possible, the Board of Trustees shall determine the Agenda for meetings of the Board of Trustees for the forthcoming year.

**(9) Delegation of Power**

- (a) Any motion of the Board of Trustees to authorize delegation of the Board of Trustees' duties or powers may be made or renewed at the organizational meeting, and/or at such other time as the Board of Trustees determines to be appropriate.

**J. CONTROL AND CONDUCT OF BOARD OF TRUSTEES' MEETINGS****(1) Role of Chair in Presiding Over Meetings**

- (a) The Chair of the Board of Trustees shall preside over regular and special meetings of the Board of Trustees.
- (b) In the case of the absence of the Chair, the Vice-Chair has all the powers and shall perform all the duties of the Chair during the absence of the Chair. In the case of the absence of both the Chair and the Vice-Chair, the rotating second Vice-Chair shall preside. In the absence of all three of the above, the Corporate Secretary or designate shall call the meeting to order and a Chair shall be chosen by the members of the Board of Trustees present and that individual shall then preside during the meeting, or until the Chair, Vice-Chair or second Vice-Chair arrives.
- (c) Subject to being overruled by a majority vote of Trustees, as outlined in Section J(7) of these Procedures, the Chair:
  - (i) shall maintain order and preserve decorum and may, if necessary, call a Trustee to order;
  - (ii) shall decide points of order without debate or comment other than to state the rule applicable to the case;
  - (iii) shall determine which Trustee has a right to speak;
  - (iv) shall ensure that all Trustees who wish to speak on a motion have spoken, that the Trustees are ready to vote and shall subsequently call the vote;
  - (v) shall rule when a motion is out of order; and
  - (vi) may, at any meeting, expel and exclude any person who creates any disturbance or acts improperly.
- (d) When the Chair wishes to make a motion, he/she shall:
  - (i) vacate the chair, and request that the Vice-Chair take the chair; and

- (ii) remain out of the chair until the motion has been dealt with.

(2) *Attendance at Meetings*

- (a) Any Trustee who will be absent from a Board of Trustees' meeting must notify the Corporate Secretary or designate in writing as soon as possible in order to accommodate the rescheduling of the meeting, if required.
- (b) No Trustee shall leave the Board of Trustees' meeting (other than for brief periods of time) without written notice being provided through the Corporate Secretary or designate.

(3) *Trustees' Attendance at Board Meetings by Electronic Means*

- (a) It is the preference of the Board of Trustees to hold its meetings at a common location to conduct Board business, with Trustees and official staff physically present at the meeting. Notwithstanding this preference, from time to time, one or more Trustees may participate in a public meeting of the Board by electronic means or other communication facilities, subject to satisfying the requirements as outlined in these Procedures. Trustees may not participate in a private meeting or private portion of any Board of Trustees' meeting by electronic means.
- (b) Any acceptable electronic means or other communication facilities must permit the Trustee(s) not physically present at the meeting of the Board of Trustees to hear and be heard or watch and be heard by all other participants and public in attendance at the meeting, as is appropriate. Unless otherwise approved by the Board of Trustees, the electronic means of communication will be limited to land-line telephones or communication facilities that provide simultaneous audio and video communication.
- (c) Electronic attendance of Trustees may be permitted for regular public meetings of the Board of Trustees, and for special meetings of the Board of Trustees, except those special meetings held in-camera and/or for the purpose of hearing appeals or conducting hearings related to employee matters, or any Board decision which attracts the principles of natural justice. Notwithstanding the above, the Board of Trustees may by Board motion passed 30 days prior to a particular meeting, determine that such Board meeting will be exempt from having any Trustees attend the meeting electronically.
- (d) The Board of Trustees, in its sole discretion, reserves the right to determine which Trustees will be allowed to participate in a meeting of the Board via electronic means, so as to ensure that a quorum of the Board will be physically present at the meeting. Preference will be given to those Trustees who request electronic attendance due to illness, circumstances beyond their control, or physical incapacity to be physically present at a meeting.
- (e) Notwithstanding the requirements of these Procedures, a Trustee cannot attend more than three consecutive Board meetings electronically, without being authorized by a resolution of the Board of Trustees to do so.
- (f) At every meeting of the Board, the following persons must be physically present in the meeting room of the Board:
  - (i) the Chair of the Board or his or her designate;





- (ii) at least three (3) other Trustees, in order to ensure that a quorum of the Board shall be physically present; and
  - (iii) the Corporate Secretary or designate.
- (g) At a meeting of the Board at which one or more Trustees is present electronically, voting on all motions shall be done verbally, with the Chair asking each Trustee to indicate whether they are in favour or opposed to each motion by stating their name.
- (h) At a meeting of the Board at which one or more Trustees is present electronically, if a ruling of the Chair is appealed, the Chair will poll Trustees alphabetically by last name to verify the decision.
- (i) Any Trustee wishing to participate in a Board meeting by electronic means must:
- (i) notify the Corporate Secretary or designate a minimum of eight (8) hours prior to the stated commencement of the meeting that they will be physically absent and wish to participate electronically;
  - (ii) notify the Corporate Secretary or designate of the location at which they can be reached. Notwithstanding that a Trustee has requested to electronically attend a meeting of the Board of Trustees, if a reasonable attempt is made to connect with the Trustee, but for any reason, such connection is not made, the Trustee will be considered to be absent from the meeting. If the connection is lost during the meeting, the Trustee will be considered to be absent from the portion of the meeting during which there is no connection;
  - (iii) arrange to have access to all information that is distributed to Trustees prior to the meeting, and to a means to receive copies of all information that may be circulated at the meeting;
  - (iv) be available at the scheduled commencement of the meeting, as late electronic attendance will not be permitted;
  - (v) formally provide a verbal statement to the Board of their identity in order that the Board can be assured that only Board members are participating in the Board decision;
  - (vi) verbally inform the Chair if and when they wish to speak;
  - (vii) inform the Chair if they depart from a meeting, whether temporary or permanent;
  - (viii) ensure that they comply with the requirements of the Act and these Procedures with regard to any pecuniary interest that they have in any matter before the Board.

(4) *Conduct of Trustees*

- (a) When a Trustee wishes to speak at a Board of Trustees' meeting the Trustee shall obtain the approval of the Chair before doing so.
- (b) When a Trustee is speaking every other Trustee shall:
  - (i) remain quiet and seated;
  - (ii) not interrupt the speaker, except on a point of order; and



- (iii) not carry on a private conversation in person, via email, text or social media site (such as Facebook or Twitter).
- (c) When a Trustee is speaking the Trustee shall:
  - (i) not speak disrespectfully of Her Majesty The Queen, her official representatives or her government;
  - (ii) not use offensive words in referring to any person;
  - (iii) not reflect on any vote of the Board of Trustees except when moving to rescind it, and shall not reflect on the motives of the Trustees who voted on the motion, or the mover of the motion;
  - (iv) not shout or immoderately raise his voice or use profane, vulgar or offensive language; and
  - (v) assume personal responsibility for the accuracy of any statement made and, upon request of the Board of Trustees, shall give the source of the information.
- (5) *Conduct of Members of the Public*
  - (a) The members of the public during a Board of Trustees' meeting shall:
    - (i) not address the Board of Trustees without permission;
    - (ii) maintain order and quiet; and
    - (iii) not interrupt any speech or action of the Board of Trustees, or any other person addressing the Board of Trustees.
- (6) *Request for Information, Point of Order*
  - (a) A request for information is a request or a statement directed to the Chair, or through the Chair to another Trustee, or to the Chief Superintendent, for or about information relevant to the business at hand, but not related to a point of procedure. When a request for information is raised, the Chair shall answer the question or direct the question to the appropriate Trustee or the Chief Superintendent.
  - (b) A point of order is the raising of a question by a Trustee with the view of calling attention to any departure from the Board of Trustees' Procedures or the customary proceedings in debate or in the conduct of the Board of Trustees' business. When any point of order arises, it shall be immediately taken into consideration.
    - (i) When the Chair is called upon to decide a point of order, the point shall be stated without unnecessary comment, and the Chair shall state the rule or authority applicable in the case.
    - (ii) When a point of order is raised, or when a Trustee is called to order by the Chair, the Trustee speaking shall immediately be silent and shall remain silent until the Chair decides the point raised.
    - (iii) The Trustee raising a point of order may be granted permission to explain.



(7) *Ruling of the Chair*

- (a) When the Chair is of the opinion that any motion is contrary to the rules of the Board of Trustees, the Chair shall advise the Trustees immediately, quoting the rule or authority applicable.
- (b) No argument or comment as to the Chair's ruling shall be permitted, and the decision of the Chair shall be final unless a challenge is made.
- (c) When a Trustee wishes to challenge the ruling of the Chair, the motion, "That the decision of the Chair be overruled" shall be made.
- (d) A challenge of the ruling of the Chair shall be decided by a majority of the Trustees present. When the ruling of the Chair is challenged, the Chair shall have the right to state the reasons for the decision given, and shall then call the question, without further debate.

(8) *Calling a Trustee to Order*

- (a) When the Chair calls a Trustee to order, the Trustee shall cease to speak.
- (b) The Chair shall provide the opportunity for the Trustee to apologize and/or to explain the Trustee's position in making the remark for which the Trustee was called to order.
- (c) In the event that a Trustee refuses to remain quiet when called to order, the Chair shall request the Vice-Chair or any Trustee to move a motion to remove the unruly Trustee either:
  - (i) for the balance of the meeting; or
  - (ii) until a time stated in the motion;
 unless the Trustee makes an apology acceptable to the Board of Trustees for the Trustee's unruly behaviour.
- (d) When the majority of the Board of Trustees votes in favour of the motion, the Chair shall direct the unruly Trustee to leave the Board Room and, if the Trustee refuses to leave, direct that the Trustee be removed.
- (e) When the Chair has directed an unruly Trustee to leave the Board Room and the Trustee makes an explanation and apology satisfactory to the Board of Trustees, it may, by a majority vote of the remaining Trustees present, allow the offending Trustee to remain in his or her place.

(9) *Motions in Board of Trustees' Meetings*

- (a) Pursuant to Section 72(1) of the *School Act*, all motions shall be submitted to the Board of Trustees by the Chair or a Trustee and no seconder is required.
- (b) Any motion in excess of 25 words shall be submitted in writing to the Board of Trustees and the Corporate Secretary or designate.
- (c) Unless exempted by the Chair, motions submitted during the course of debate shall also be submitted to the Corporate Secretary or designate in writing, except



motions to receive or adopt reports, to refer, to adjourn, to lay on the table, to postpone, to recess, to extend termination of the meeting, or to rise and report to the Board of Trustees.

- (d) After a motion has been moved and prior to it being placed on the floor for debate, it is the property of its mover, who can withdraw it or modify it without asking the consent of anyone.
- (e) When a question is under debate, no motion shall be received, except a motion to extend adjournment, to adjourn, to lay on the table, to postpone to a certain time, to refer to a committee, to amend, or to postpone indefinitely, which motions shall have the precedence in the above order.
- (f) A motion to “lay on the table” should only be used if the purpose is to temporarily put business aside so that the Board of Trustees can take up a more urgent matter. If the motion to “lay on the table” is adopted, it is important to make the motion to “take from the table” after the more important business has been decided, in order that the Board of Trustees can again discuss and vote on the motion that was laid on the table. A tabling motion is not debatable. A question laid on the table remains there until taken from the table or until the close of the next regular meeting; if not taken up by that time, the question dies.
- (g) A motion to “adopt” a report has the effect of the Board of Trustees endorsing every word of the report, including the indicated facts and the reasoning, as its own statement.
- (h) A motion to “postpone indefinitely” has the purpose of suppressing the main motion for the duration of the meeting, while a “motion to postpone to a certain time” is for the purpose of putting off or delaying a decision until that time.
- (i) A motion to “refer” is for the purpose of having another group or committee investigate a proposal, and the motion is debatable. If the motion does not include a time by which the committee is to report, the motion might die in committee.

(10) *The Handling of a Motion*

- (a) The mover of a motion shall state the motion to be considered.
- (b) A question period will follow, during which Trustees will have an opportunity to ask questions for clarification or information prior to the Chair’s calling for formal debate.
- (c) After a main motion has been made and before the question has been stated by the chair, any Trustee can informally suggest one or more modifications in the motion, which at this point the maker can accept or reject as the mover wishes.
- (d) Representatives of the Alberta Teachers’ Association, Canadian Union of Public Employees, Calgary Association of Parents and School Councils, The Calgary Board of Education Staff Association, and Trade Unions, will be permitted to speak during the question period at the discretion of the Chair. Other representatives as deemed necessary can be included at the discretion of the Board of Trustees. Questions to these representatives are to be addressed through the Chair.



- (e) The Board of Trustees must approve by motion that a member of the public audience be allowed to respond to a Trustee's request for information during the question period.
- (f) Any Trustee desiring to speak shall so indicate by upraised hand and, upon recognition by the Chair who shall call the Trustee by name, the Trustee may then, but not before, proceed to speak.
- (g) Every individual, prior to speaking, shall address the Chair, and remarks shall be confined to the motion under consideration.
- (h) At the conclusion of the question period, the Chair states the motion, thus placing it on the floor for debate. After the motion has been stated by the Chair, it is the property of the Board of Trustees and the maker must receive the approval of the Board, either by consent or by formal approval, to withdraw or modify his own motion.
- (i) The mover of the motion shall be given the opportunity to speak first and open debate.
- (j) No Trustee may speak more than twice during the debate on any motion, except under the following circumstances:
  - (i) When a Trustee feels he/she has been misquoted or misunderstood, the Trustee may, after receiving permission from the Chair, explain a material part of his speech but the Trustee may not introduce any new matter and there shall be no debate on the explanation.
  - (ii) Before the debate has been closed and the vote called, provided no other Trustee has the floor, a Trustee may request that the motion be read aloud.
- (k) Unless the Board of Trustees by a majority vote extends the time, no Trustee shall speak more than twice for three minutes each on any motion.
- (l) During the debate, each Trustee has the right to speak twice on the same question, but cannot make a second speech so long as any Trustee who has not spoken on that question desires the floor.
- (m) When debate is closed, and prior to calling the question on the motion, the Chair shall always have the right and responsibility to make clear the exact question that the Board of Trustees is deciding and to make sure that Trustees understand the effect of an "aye" and of a "no" vote prior to calling the question on the motion.

(11) *Motion to Adjourn*

- (a) A motion to adjourn is always in order, except when a motion to adjourn was the immediately preceding motion, and takes precedence over all others, but it must not be entertained while a member is speaking nor while a vote is in progress.

*(12) Voting on Motions*

- (a) The Chair and each Trustee present must vote on all questions, unless excused from voting in accordance with Section 72 of the *School Act*. Each question shall be decided by a majority of the votes of those Trustees present. Any question on which there is an equality of votes shall be decided in the negative.
- (b) Notwithstanding the above section, any Trustee who was absent from a Board of Trustees' meeting is not entitled to vote on the adoption of the minutes arising from that meeting. Such abstention shall be recorded. This provision is deemed to satisfy the requirements of Section 72(2)(a) of the *School Act* and no further motion in this regard is required.
- (c) In accordance with Section 83 of the *School Act*, if a Trustee has a pecuniary interest in any matter before the Board of Trustees, the Trustee shall disclose such interest prior to any discussion of the matter, abstain from voting on or discussing the matter, and leave the room in which the meeting is being held until the discussion and voting on the matter are concluded.
- (d) The Chair shall declare the results of all votes, including which Trustees voted for or against the motion in question.

*(13) Motions that Bring a Question Again Before the Board*

- (a) A question once decided cannot be brought up again at the same meeting unless otherwise decided by a majority of the Board of Trustees.
- (b) A question to reconsider must be made by a Trustee who voted on the prevailing side of the original motion and can only be considered on the same day that the original motion was decided. When the question to reconsider is on the table, the mover shall briefly state his reasons for reconsideration and the motion to reconsider shall then be voted on without further debate. If carried, the original motion shall then be read and is before the Board of Trustees for disposal.
- (c) If the Board of Trustees refuses to reconsider, no other motion to reconsider can be made.
- (d) If it should become necessary to rescind a motion that has passed, at least one weeks' notice in writing must be given unless otherwise decided by a majority of the Board of Trustees. The motion to rescind is then introduced and dealt with at the next regular Board meeting.
- (e) No motion to rescind or to reconsider shall have the effect of delaying or impeding the action necessary to give effect to any motion, unless the Board of Trustees shall order otherwise.

*(14) Adjournment*

- (a) At the conclusion of each Board of Trustees' or committee meeting, the Chair must declare the meeting adjourned.

**K. CORPORATE RECORDS OF MEETINGS**

- (1) Minutes of all Board of Trustees' meetings, whether public or private, shall be recorded in the official minutes maintained by the Corporate Secretary on behalf of the Board of Trustees in accordance with Section 74 of the *School Act*. Minutes of committees of the Board of Trustees shall be presented to the Board of Trustees as part of the regular committee reports, and shall be retained in the corporate records of the Board of Trustees.
- (2) The Minutes for each Board of Trustees' meeting shall include:
  - (a) the kind of meeting: regular, special, or organizational;
  - (b) the name of the assembly;
  - (c) the date, time and place of the meeting;
  - (d) Trustees in attendance as well as Trustees who are absent;
  - (e) main and secondary motions and their disposition; including the names of Trustees voting in favour of, or in opposition to the motion or recommendation and the names of Trustees who were temporarily absent from the meeting at the time the question was called, or who abstained from voting in accordance with Section 72(2) of the *School Act*;
  - (f) points of order and appeals, whether sustained or lost, together with the reasons given by the Chair for his or her ruling;
  - (g) in accordance with Section 83(4) of the *School Act*, the abstention of a Trustee under Sections 83(1) and 83(3) of the *School Act*, as related to disclosure of any pecuniary interests; and
  - (h) the hour of adjournment.
- (3) The Corporate Secretary shall prepare the minutes of each Board of Trustees' meeting and such minutes shall be considered for adoption at a subsequent meeting of the Board of Trustees.
- (4) The minutes shall contain a record of decisions and motions made at the meeting, along with a summary of Board deliberations and discussions, rather than detailed deliberations.
- (5) The Corporate Secretary's office shall cause an audio record of all public meetings of the Board of Trustees to be made and, if any Trustee questions the accuracy of any portion of the minutes of a previous meeting, the audio recording shall be used to decide the question.
- (6) The audio recording of a meeting of the Board of Trustees shall be erased immediately following the Board of Trustees' adoption of the minutes unless in the meantime, a written request has been received to retain the audio record, and followed by receipt within 60 days of a court order requiring the retention of the audio recording..
- (7) Public Board meetings will be broadcast over the internet. Archives of meetings will be accessible to the public for a period of thirty two years from the date of the meeting. The Board of Trustees reserves the right to edit the video in the event that there is an unauthorized release of personal information, or for other legal requirements or emergent issues.



- (8) When a Trustee arrives late, leaves early, or is absent from a portion of a meeting due to a conflict of interest, the minutes of such meeting shall reflect the reason for the Trustee's absence.
- (9) All reports and documents submitted to the Board of Trustees shall be retained in the corporate records of the Board of Trustees.

**L. COMMITTEES OF THE BOARD OF TRUSTEES**

The Board of Trustees will make use of committees to help the Board of Trustees do its work. The functioning of Board of Trustees' committees will be governed by the Board of Trustees' governance policy regarding committees.



**BOARD MEETING PROCEDURES**  
**APPENDIX A – WAIVER OF NOTICE FOR SPECIAL MEETINGS**

**WAIVER OF NOTICE  
FOR  
Special Meeting of the Board of Trustees  
to be called \_\_\_\_\_ ,  
(yy/mm/dd)  
commencing at \_\_\_\_\_ (time)  
Education Centre, 1221 8<sup>th</sup> Street S.W. Calgary, Alberta**

**We, the undersigned Trustees of The Calgary Board of Education of the Province of Alberta, do hereby waive notice for the above-noted Special Meeting of the Board of Trustees. This waiver is completed in accordance with the provisions of Section 67 (Special Meetings) of the *School Act*. (This waiver may be signed in counterpart and the counterparts when combined shall be treated as one and the same document.)**

The purpose of the Special Meeting of the Board of Trustees scheduled for \_\_\_\_\_ , is to give consideration to the following items:

- 
- 

**Waiver of Notice is hereby granted:**

<u>Name of Trustee</u>	<u>Signature of Trustee</u>	<u>Date</u>



**APPENDIX B – EXCERPT FROM FREEDOM OF INFORMATION AND PROTECTION OF  
PRIVACY REGULATION**

**EXCERPT FROM  
ALBERTA FREEDOM OF INFORMATION  
AND PROTECTION OF PRIVACY REGULATION (AR200/95)**

- 18(1) A meeting of a local public body's elected officials, governing body or committee of its governing body may be held in the absence of the public only if the subject-matter being considered in the absence of the public concerns
- (a) the security of the property of the local public body,
  - (b) personal information of an individual, including an employee of a public body,
  - (c) a proposed or pending acquisition or disposition of property by or for a public body,
  - (d) labour relations or employee negotiations,
  - (e) a law enforcement matter, litigation or potential litigation, including matters before administrative tribunals affecting the local public body, or
  - (f) the consideration of a request for access for information under the *Freedom of Information and Protection of Privacy Act* if the governing body or committee of the governing body is itself designated as the head of the local public body for the purposes of the *Freedom of Information and Protection of Privacy Act*,
- and no other subject-matter is considered in the absence of the public.
- (2) Subsection (1) does not apply to a local public body if another Act
- (a) expressly authorizes the local public body to hold meetings in the absence of the public, and
  - (b) specifies the matters that may be discussed at those meetings.

## APPENDIX C - TEMPLATES FOR ORDER OF BUSINESS FOR BOARD OF TRUSTEES' MEETINGS

- I. The normal order of business for the **Regular Meeting of the Board of Trustees, Public Agendas** shall be as follows:

Regular Board Meeting  
Board Room

Date:  
Time:

- 2:30 Pre-Meeting: Community members to interact with the board and superintendent on matters of concern to our citizens. **GC-2.4C**

### *R-1: Mega Result Policy*

*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.*

1. **Call to Order, National Anthem and Welcome 3:00 p.m.**
2. **Adopt Agenda 3:05 p.m.** **GC-2**
3. **Awards and Recognitions 3:10 p.m.** **GC-3.2**
4. **Results Focus 3:25 p.m.** **R 1-5**
  - School Presentations
  - Policy Consideration (Reasonable Interpretation, Benchmarks and Targets, Monitoring, Language Changes)
  - Board Development Sessions
5. **Operational Expectations 4:30 p.m.** **OE 1-12**
  - Policy Consideration (Reasonable Interpretation, Indicators, Evidence Monitoring, Language Changes)
6. **Public Comment 5:00 p.m.** **GC-3.2**
  - Requirements as outlined in Board Meeting Procedures
7. **Matters Reserved for Board Action 5:15 p.m.** **GC-3.10**
8. **Board Consent Agenda** **GC-2.6**
9. **Chief Superintendent Consent Agenda** **GC-2.6**
10. **Debrief 5:55 p.m.** **GC-2.3**
11. **Adjourn 6:00 p.m.**

(Times included on this template are estimates only and may vary from meeting to meeting)



II. The normal order of business for the **Regular Meeting of the Board of Trustees, Private Agendas** shall be as follows:

1. Call to Order
  - (a) Motion to Move In Camera
2. Adopt Agenda
3. Matters Reserved for Board Action
  - (a) Agenda Planning
  - (b) Other Items That Require a Board of Trustees' Decision
4. Matters for Board Information
  - (a) Communications
  - (b) Legal Update
  - (c) Other Items for Information
5. Board Consent Agenda
6. Chief Superintendent Consent Agenda
  - (a) Chief Superintendent's Update Report (As Required)
  - (b) Other Routine Matters
7. Governance Issues Discussion
8. Motions
  - (a) To Revert to Public Meeting
  - (b) To Action In Camera Recommendations
9. Adjournment

III. The normal order of business for **Special Meetings** of the Board of Trustees established for any purpose other than the conducting of hearings and hearing of appeals shall be as follows:

1. Call to Order
2. Consideration of Agenda (subject to Section 67(5) of the *School Act*)
3. Action Items
4. Information Items
5. Governance/Board of Trustees
6. Adjournment



IV. The normal order of business for **Special Meetings** of the Board of Trustees established for employee matters shall be as follows:

1. Call to Order
  - (a) Motion to Consider Agenda In Camera
  - (b) Welcome and Introductions
  - (c) Review of Procedures
  - (d) Preliminary Points Prior to Commencement of Procedure
2. Presentations, Comments and Responses, Committee Questions, and Concluding Comments of Parties
  - (a) Written and Oral Presentations
  - (b) Comments by Way of Response
  - (c) Trustee Questions
  - (d) Concluding Remarks
3. Deliberation and Decision
  - (a) Deliberation
  - (b) Motion to Revert to Public Meeting
  - (c) Motion re: Decision
4. Adjournment

V. The order of business at the **Organizational Meeting of the Board of Trustees** shall be as follows:

1. The Corporate Secretary or designate shall assume the Chair as Chair pro tem and carry out the following:
  - (a) Call to order
  - (b) Read the returns of the election as certified by the Returning Officer (Election Year)
  - (c) Declare the Board of Trustees to be legally constituted (Election Year)
  - (d) Election of Chair
2. The Chair shall assume the Chair and conduct the remainder of the Organizational Meeting.
3. Election of Vice-Chair
4. Establishment of Committees, Committee Membership, and Liaison Links
5. Schedule of Board of Trustees' Meetings and Annual Agendas
6. Delegation Order of the Board of Trustees
7. Adjournment

## APPENDIX D – QUICK REFERENCE GUIDE TO ROBERT’S RULES OF ORDER

### PROCEDURES AS ADAPTED FROM QUICK REFERENCE GUIDE TO ROBERT’S RULES OF ORDER

	ORDER OF MOTIONS	MOVER MUST BE RECOGNIZED	AMENDABLE	DEBATABLE	MAY BE RECONSIDERED
<b>PRIVILEGED</b>					
1	Fix time of next meeting	Yes	Yes	No	Yes
2	Adjourn	Yes	No	No	No
3	Take a recess	Yes	Yes	No	No
4	Question of privilege	No	No	No, but a resulting motion is	No
5	Orders of the day	No	No	No	No
<b>INCIDENTAL</b>					
	Point of order	No	No	No	No
	Appeal	No	No	Usually	Yes
	Suspend the rules	Yes	No	No	No
	Create special orders	Yes	No	Yes	No
	Withdraw (or renew)	Yes	No	No	Negative only
	Objection to consideration	No	No	No	Negative only
<b>SUBSIDIARY</b>					
6a	Table	Yes	No	No	No
6b	Take from the table	Yes	No	No	No
7	Previous question	Yes	No	No	Yes
8	Limit debate	Yes	Yes	Yes	Yes
9	Postpone definitely	Yes	Yes	Yes	Yes
10	Refer or commit	Yes	Yes	Yes	Yes
11	Amend	Yes	Yes, once	Yes	Yes
12	Postpone indefinitely	Yes	No	Yes	Affirmative only
13	Main question (or motion)	Yes	Yes	Yes	Yes
<b>MOTIONS</b>					
14	Reconsider	No	No	No	No
15	Rescind	Yes	Yes	Yes	Negative only
16	Elections (nominations)	No	No	Yes	Yes

Note: Under the provisions of the *School Act* and Board Meeting Procedures, a seconder is not required for Board of Trustees resolutions, and each motion shall be decided by a majority of the votes of those Trustees present.’



## report to Board of Trustees

### APPENDIX E – BOARD REPORT TEMPLATE

Date	Month date, 201X
Meeting Type	Click here to select an option (Regular or Special Meeting, Private or Public Agenda)
To	Board of Trustees
From	Naomi Johnson, Chief Superintendent of Schools
Purpose	Click here to selection an option (Information or Decision)
Governance Policy Reference	(Make reference to pertinent Governance Policy type, number and name of policy if applicable)
Resource Person(s)	(Those who assist in the generation of the report.) First name Last name, title

NOTE: Include only the sections that are required and appropriate for this report. Not all reports will require all sections.

#### 1 | Issue

The report and the recommendations exist for a reason. Be concise in describing why this report has been created and brought forward. The issue section provides a brief synopsis of the problem that needs to be solved. For example, "The Board of Trustees directed the Chief Superintendent to draft a policy for the use of capital reserves" or "The Chief Superintendent is proposing a communication strategy to improve how the CBE manages its reputation". This section should be no more than two paragraphs.

#### 3 | Background

This section should answer the question "how did we get here" and provide the context required to understand both the issue and the alternatives.

If the report responds to a prior Board motion, that is stated here. For example, on month, day, year, the Board of Trustees passed the following resolution:



THAT the Board of Trustees directs the Chief Superintendent to draft a policy governing the accumulation and use of funds in the Calgary Board of Education's capital reserve accounts by Dec. 15, 2010."

#### 4 | Analysis

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The analysis section does much of the heavy lifting of the report, including:

- describing the problem in greater detail
- clearly explaining the complexity of issues;
- demonstrating how governance policies and their interpretations impact the possible and resulting options;
- explaining measurements and results;
- describing and discussing alternatives;
- describing the CBE's position compared to others.

Ultimately, the analysis makes the case for the recommendations. In this section you should present the options you've considered (including those you are not recommending) and clearly explain your rationale. It will always be true that people will disagree with recommendations. When the analysis is excellent, people may not like the outcome but they will understand the rationale.

Writing the report is not the full value of the process. The greatest value comes from thinking and reflection. The analysis section may contain recommendations to continually improve.

#### 5 | Financial Impact

---

The financial section is important. One pillar of the Three-Year Education Plan is "stewarding our resources." This section demonstrates our financial sensibility and performance. This section should be as detailed and extensive as possible.

A thorough and compelling presentation of the financial impact may include implications such as:

cost (e.g., capital, operating, incremental, one-time, ongoing);  
revenue or funding;  
balance sheet, cash flow and income statement;  
legislated or regulatory;  
human resource;  
organizational priorities; and  
opportunity cost

As in all sections, charts, tables and graphics should be used wherever they help to tell the story. At a minimum, a financial section should include figures.



## 6 | Implementation Consequences

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Implementation Consequences is future focused. Explain the effects or expected outcomes that may occur if the report is approved and the recommendation implemented. The consequences may be positive or negative. In some cases, this section may underscore the risks of inaction as well. Regardless of how complex the situation, it must be explained simply and in plain language.

## 7 | Conclusion

---

The conclusion should recap the essence of the report. It is the last thing most people will read before turning back to the recommendations. The conclusion is not the place to introduce new information, but rather to summarize in one paragraph the most compelling reasons for the recommendations.

Be brief. Be direct. Be persuasive.

NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHEMENTS | Appendix 1:

GLOSSARY

NOTE: Include terms used in this report that may not be commonly understood by the general public



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

**MARCH 6, 2012**

**CORRESPONDENCE**

**RECOMMENDATION:**

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

- **E-mail dated February 24, 2012, received from Keray Henke, Deputy Minister, Alberta Education, addressed to all Superintendents and copied to all Board Chairs, regarding requirements for a High School Diploma.**
- **Email dated February 29, 2012, received from the Honourable Thomas Lukaszuk, Minister of Education, addressed to all Board Chairs, regarding new interactive digital learning and teaching tools.**
- **Email dated March 1, 2012, received from the Honourable Thomas Lukaszuk, Minister of Education, addressed to all Board Chairs, regarding an amendment to the Charter Schools Regulation.**

Respectfully Submitted,

Janice Barkway  
Corporate Secretary's Office

From: Education Deputy Minister [mailto:EducationDeputyMinister@gov.ab.ca]  
Sent: Fri 2/24/2012 1:46 PM  
Subject: Minimum Credit Requirement for Graduation Ceremonies

To: All Superintendents of Public, Separate, Francophone and Charter School Boards

Concerns have been raised that while the Guide to Education specifies requirements for a High School Diploma, including the minimum number of 'credits', some jurisdictions have chosen to impose further requirements for their students, and have indicated that the student would not be eligible to participate in school-organized graduation ceremonies if these further requirements are not satisfied.

We have always supported students who wish to explore their interests and develop a variety of skills, and we do fund students who wish to participate in high school learning beyond the specified requirements for a High School Diploma. However, we are not supportive of initiatives to make additional courses or credits mandatory.

The requirements for students to attain an Alberta High School Diploma are set by the Ministry of Education. Students are required to earn a minimum of 100 credits to be eligible for a high school diploma. Details on Alberta High School Diploma requirements are outlined on page 86 of the Guide to Education and can be found at [www.education.alberta.ca/media/6542444/guidetoed\\_2011-2012.pdf](http://www.education.alberta.ca/media/6542444/guidetoed_2011-2012.pdf).

School authorities may wish to review and adjust board policies or administrative procedures that may impose additional course requirements.

Keray Henke  
Deputy Minister  
Alberta Education

C.C. Board Chairs of Public, Separate, Francophone and Charter School Boards  
Executive Directors, Stakeholder Associations:  
ASBA (Alberta School Boards Association)  
ASCA (Alberta School Councils' Association)  
ATA (Alberta Teachers' Association)  
AAPCS (Association of Alberta Public Charter Schools)  
AISCA (Association of Independent Schools & Colleges in Alberta)  
ASBOA (Association of School Business Officials of Alberta)  
CASS (College of Alberta School Superintendents)  
Federation des parents francophones de l'Alberta  
Federation des conseils scolaires francophones de l'Alberta  
PSBAA (Public School Boards' Association of Alberta)

**From:** Education Minister [mailto:Education.Minister@gov.ab.ca]

**Sent:** Wednesday, February 29, 2012 2:05 PM

**Subject:** New Interactive Digital Learning and Teaching Tools



**To:** All Board Chairs of Public, Separate, Francophone and Charter School Boards

I am pleased to inform you of several new interactive digital learning and teaching tools developed in collaboration with the Alberta Order of Excellence for use in social studies classrooms. These new tools, available on LearnAlberta.ca in both English and French, will provide students with a variety of opportunities to demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process.

- *Stories of Excellence* provides Grade 4 students with the opportunity to demonstrate critical thinking by examining and then selecting photos, video clips, phrases and symbols to include in a movie that tells the story of one member of the Order of Excellence. As they justify their selections, students reflect upon the people, places and stories of Alberta and learn about members of the Order as active, responsible citizens.
- *In Pursuit of Excellence* invites Grade 6 students to assume the role of a council member for a fictional Order of Excellence modelled after the Alberta Order of Excellence. Students demonstrate critical thinking as they examine excerpts from actual Alberta Order of Excellence nomination packages, then select the examples that best meet the provided criteria. They then rate the strength of evidence found in the nomination packages for five fictional candidates, justify the ratings, rank the candidates and make recommendations for investiture into the new Order of Excellence.
- *Excellence in Action* encourages Grade 10 students to explore the contributions of members of the Alberta Order of Excellence as models of active, responsible citizens. Students then develop a personal response to how they might take action to address global issues and demonstrate critical and creative thinking by designing a multimedia presentation that encourages others to take beneficial action.
- *Remarkable Albertans: The Alberta Order of Excellence Legacy Collection* is a searchable collection including montages, video clips, biographies and a copy of the scroll presented to each Alberta Order of Excellence member. The stories of these remarkable Albertans will inspire students to be engaged in the world around them.

Resources such as these offer unique experiences for students to engage creatively in active and responsible citizenship within and beyond the classroom. I appreciate your assistance in sharing this information with the social studies teachers in your school authority so that they might further explore these opportunities with their students.

For further information, please contact Cheryl Przybilla, Team Leader, Social Studies/Social Sciences, Programs of Study and Resources Sector, by email at [cheryl.przybilla@gov.ab.ca](mailto:cheryl.przybilla@gov.ab.ca) or by phone at 780-422-3282. For information in French, please contact Keith Millions, Team Leader, Social Studies, French and International Education Services Sector, by email at [keith.millions@gov.ab.ca](mailto:keith.millions@gov.ab.ca) or by phone at 780-422-1899. Dial 310-0000 for toll-free access in Alberta.

Sincerely,

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

cc. All Superintendents of Public, Separate, Francophone and Charter School Boards

From: Education Minister [mailto:Education.Minister@gov.ab.ca]  
Sent: Thu 3/1/2012 12:23 PM  
Subject: Amendment to the Charter Schools Regulation

EDUCATION  
Office of the Minister

To: All Board Chairs of Public, Separate, Francophone School Boards  
President Stakeholder Associations  
ACSTA (Alberta Catholic School Trustees' Association)  
ASBA (Alberta School Boards Association)  
AHEA (Alberta Home Education Association)  
AISCA (Association of Independent Schools & Colleges in Alberta)  
ASBOA (Association of School Business Officials of Alberta)  
ASCA (Alberta School Councils' Association)  
ACFA (Association canadienne-francasie de l'Alberta)  
ATA (Alberta Teachers' Association)  
CASS (College of Alberta School Superintendents)  
CCSSA (Council of Catholic Superintendents of Alberta)  
Federation des parents francophones de l'Alberta  
PSBAA (Public School Boards' Association of Alberta)

Today I made an announcement regarding charter schools and their renewal terms. Click here to view the news release <<http://alberta.ca/NewsFrame.cfm?ReleaseID=/acn/201203/32031CEFDD553-A28B-507B-0611356F3DB10FDC.html>> .

Charter schools have a strong and successful record of providing increased public educational choice to Albertans. Recognizing this, the Charter Schools Regulation has been amended to provide charter schools the option of seeking renewal terms of 15 years. A 15-year charter would be based upon the successful completion of at least one five-year term and the demonstration of current renewal criteria, as well as additional performance criteria including:

- student achievement at the charter school is consistently strong or improving;
- there are multiple indicators of the charter school's ongoing commitment to engaging students, teachers, parents and community members in a model of continuous improvement;
- there is evidence that the charter board is working collaboratively with stakeholders and is demonstrating broad and sustained levels of community engagement; and
- there is evidence that the charter school uses research-informed practices to create innovative learning environments and improve student learning outcomes.

Reducing the administrative burden of charter schools was one of the priorities included in the 10-Point Plan I announced on January 10, 2012. The extended renewal term will provide charter schools with increased security for programming and teacher attraction purposes and will allow the ministry to work with charter schools with a long-term focus to address facility access issues. Most importantly, this

change will provide students, parents and charter school staff with more certainty so they can put greater effort into planning for long-term success.

I continue to appreciate the efforts of all partners in education across the province as we collectively continue to focus on improving the educational opportunity, experience and success of Alberta's children and youth. If you have further questions, please contact Marlene Lambe, Education Manager Zone 5 Services, at 403-297-5022 (toll free by first dialling 310-0000) or by email at [marlene.lambe@gov.ab.ca](mailto:marlene.lambe@gov.ab.ca).

Sincerely,

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

cc: Superintendents excluding Lloydminster  
Executive Directors, Stakeholder Organizations  
Alberta Education Executive Team



## **CALGARY BOARD OF EDUCATION**

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

**March 6, 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 the contents of this report as information.

#### **II. BACKGROUND**

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 Results and Operational Expectations policies.

Operational Expectations 8: Communication With and Support for the Board requires the provision of timely information about trends, facts and other information relevant to the Board's work." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-8 for the provision of information in a timely, simple and concise form.

#### **III. TIMELY INFORMATION**

##### **Facilities and Environmental Services**

##### **Projecting Student Enrolment**

How many books to buy? How many teachers to hire? How many buses to run? How many schools to operate? Accurate student enrolment projections are crucial when answering these questions and many more. Projections support planning into the future.

With over 100,000 students and a city that never seems to stop growing, Calgary Board of Education planners are tasked with challenging work. Planners use tools such as the Geographic Information System (GIS) and the Student Information Record System (SIRS). The City of Calgary provides GIS data – streets, addresses, pathways and community boundaries – and planners use this information to geocode our students. Planners then analyse student attendance patterns throughout the city. Results of the

analysis are used when preparing enrolment projections. Enrolment in new and developing communities is more difficult to project as there are no patterns.

Calgary Board of Education planners gather information from historical enrolment patterns, City of Calgary pre-school census data, population and housing data, net migration, birth rates, survival ratio, market share, demographics studies and economic forecasts to project student enrolment. Over the past ten years, student enrolment projections for the Calgary Board of Education have been between 98% and 99% accurate.

Enrolment projections tell school principals the anticipated number of students the school can expect for the upcoming school year. The following chart shows the typical format of an enrolment projection.

#### **ABC SCHOOL**

Provincial Capacity = 543

Instructional Space Available = 550 (22 classrooms including

Ancillary/Music) Open Area School

#### **Enrolment as at September 30, 2011**

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
ABC Community	15	33	27	18	23	28	23	167
Special Education (Bridges)			4	1	5	4	3	17
Out-of-Boundary	1	3	5	5	4	4	1	23
Total	16	36	36	24	32	36	27	207

#### **Projected for September 2012**

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
ABC Community	20	20	33	30	16	25	25	169
Special Education (Bridges)			4	1	5	4	3	17
Out-of-Boundary	2	1	2	4	4	3	3	19
Total	22	21	39	35	25	32	31	205

Prepared by: Planning and Transportation Services, January 2012

School by school student enrolment projections for September 2012 have been prepared and sent to Finance and Supply Chain Services for the preparation of RAM (Resource Allocation Method) as well as to schools for use in their preliminary planning for the upcoming school year.

## **Learning Innovation**

### **Alberta Initiative for School Improvement – Cycle 5**

Planning and development for Cycle 5 Alberta Initiative for School Improvement (AISI) is underway in response to the new handbook from Alberta Education. The handbook outlines a rigorous research approach to AISI projects. Three priorities for Cycle 5 are:

- focus on research capacity;
- increased emphasis on community engagement; and
- collaborative cross-jurisdictional projects.

The Calgary Board of Education AISI project will centre on the personalization of learning and a research framework that stems from CBE's Three-Year Education Plan. While community engagement has always been a requirement of AISI projects, the expectation for Cycle 5 is for more depth and focus on this aspect of the work. A community engagement plan, utilizing an external company, has been developed and is being refined prior to implementation in March, 2012. The aim is to submit our AISI Cycle 5 projects to Alberta Education in early April, 2012.

### **Career Cruising Course Planner and myBlueprint**

Career Cruising Course Planner and myBlueprint are web-based applications that allow users to personalize the learning path by better understanding students' interests, ambitions and individual learning needs. In addition, there is an opportunity to support collaborative decision-making related to the students' career or post-secondary ambitions and course selections.

Nine Calgary Board of Education high schools are currently prototyping two modules within Career Cruising Course Planner and myBlueprint. Both applications require integration with SIRS and three webinar training sessions and a face-to-face session with vendors have been held. This professional development ensures the nine schools will be ready to use the applications for course selection by the end of February 2012.

### **The Educational Leadership Webinar Series**

#### Is There Really an App for That?

On January 18th, Diane Darrow hosted an informative and interactive webinar entitled *Is There Really an App For That?* Given the size and current exponential growth of the app market, Diane highlighted the importance of setting criteria necessary to identify apps that maintain the integrity of teaching for thinking. An audience of approximately 120 participated in a dynamic discussion of the effective use of mobile devices in the classroom.

#### What Did You Do in School Today Around the World?

On February 22, 60 people attended the *What Did You Do in School Today Around the World* webinar. Moderated by Dr. Susan Crichton, it featured presentations by the following international educators.

- **Brown Onguko-Kenya/Tanzania**  
Brown shared his experiences offering professional learning to remote areas in Kenya and Tanzania through the use of mobile phones. He contrasted the connectivity of Nairobi with schools and teachers who do not have electricity, let alone the Internet.
- **Ryan Waurynchuk- Maple Leaf Schools Dalian, China**  
As the assistant principal of a large high school with 2900 students in Dalian, Ryan discussed the complexities of using digital technologies under the watchful eyes of the Golden Shield Project (aka the Great Fire Wall of China). There are estimated to be 30,000 to 50,000 Internet police monitoring social media. Sites that are commonly accessed in the West such as YouTube, Google Docs, Word Press, Blogspots, Twitter and Facebook are all blocked.
- **Graham Johnson-Kelowna, British Columbia**  
Graham, a senior math teacher at Okanagan Mission Secondary School, and some of his colleagues have been exploring the “flipped classroom” phenomenon. In this scenario, the typical school “lecture” is delivered at home through their Learning Management System, leaving class time for one-on-one work. This approach has allowed Graham to institute a policy of 70% mastery on any assignment before students are allowed to move to the next unit.
- **Crystal Bohn and Nicole Harcos-Wildwood School, Calgary Board of Education**  
Crystal and Nicole shared how technology is woven through multiple aspects of their school day. These two third-grade teachers shared information about their Global Connection project which featured Woods Day where they connected with their buddies from Hawkwood and beyond. They also discussed how their students connected with an orphanage in Peru and students in Tunisia.

Webinar participants responded with a variety of questions to all of the presenters and make connections to the students in their classrooms.

### **Woods Project: Millennium Goals Project from the United Nations**

One hundred forty students from Wildwood School and Hawkwood School visited the Education Centre as a culminating activity for a collaborative project. Students in these two schools have engaged in work focused on the Millennium Goals Project from the United Nations. As part of the experience the students participated in three different sessions.

- In session one students learned about and worked through the process of digital storytelling. Student pairs used i-Pads to create stories and documented the process with flip cameras.
- In session two teachers led students in an exploratory tour of the Carl Safran Centre including both the Historic Classroom and the Future of Learning Lab. Students discussed the role education plays in quality of life, both past and future.
- In session three students interacted with the Innovation Wall in the Link space where a Smart Notebook presentation containing documentation of their learning from all six classes was displayed. Students explored the interactive features and were able to see the work of their

cross-school buddies and discuss their understandings of the different issues under exploration.

This is the first time schools have used the Innovation Wall to share their learning and the first time we have had students interact with the wall. The teachers involved in the project will continue to gather evidence about the impact of this work and will produce a celebratory piece to share later in the year.

### **Building Capacity to Improve Learning for High School CTS**

During the winter of 2012, Career and Technology Studies (CTS) high school teachers connected within communities of practice. They worked alongside industry professionals and subject-area experts to develop standards of practice, build capacity in their field and earn credentials in the context of improving learning for high school CTS.

CBE worked together with Calgary Catholic School Board and the Calgary Regional Consortium to organize a Zone 5 CTS Mini Conference. Over 160 CTS teachers from several school jurisdictions came together. Teachers engaged in hands-on learning and networking sessions in the shops, labs and classrooms of Forest Lawn High School. Examples of sessions are:

- learning latest airbrushing techniques alongside a trade expert in the Auto body shop;
- learning culinary arts skills from professional chefs in the school's Culinary Arts kitchen;
- working in new software together with industry experts while sharing projects and lessons in the computers labs;
- earning trainer credentials in recreational coaching to accredit students as coaches; and
- taping "injuries" with Mount Royal instructors/Athletic Therapists in a Sports Medicine lab.

Teachers from Forest Lawn High School and William Aberhart High School hosted the sessions. Students from Forest Lawn welcomed participants with enthusiasm and warmth.

### **Learning Services**

#### **Start Smart Stay Safe**

The Start Smart Stay Safe (S4) Children and Families Project is a collaborative initiative between the Calgary Police Service, the Calgary Board of Education, the Calgary Catholic School District (CCSD) and Mount Royal University's Center for Child Well-Being. Teachers from 15 pilot schools (10 from CBE and 5 from CCSD) have been working with police officers to align teacher and police co-facilitated sessions in schools with The Framework for Student Learning. As well, families have been invited to contribute to the development of a family resiliency tool and community initiatives.

In February, police officers visited grade 5 and 6 classrooms to rollout the lessons and activities planned by officers and teachers from the pilot schools. A group of teachers

from grades 3 and 4 are working on the development of the grade 3/4 modules to be piloted in May. Students and teachers at Riverbend School are preparing to share their understanding of how the elements of digital citizenship are infused into their experiences with Start Smart Stay Safe. This work will be on display at the Education Centre during On Line Safety Week, March 18 to 24, 2012.

Working groups of teachers are using the S4 Assessment Tools during their reporting on Results 3, 4 and 5. This work will help to inform the alignment of the S4 Assessment tools with Results reporting and student learning plans.

#### **IV. RESULTS FOCUS**

The focus of this report is on Results 2: Academic Success. The Board of Trustees has stated, "Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines." Calgary Board of Education schools have provided illustrative examples of how personalized student learning lives in classrooms across the district and supports the Board of Trustees' Results.

##### **Area I**

At Royal Oak School, inquiry-based teaching and learning allows for a curriculum to be 'taken up' in an authentic manner. Student voice, student passions and what makes sense at the time are all taken into consideration. Taking a look at the BIG IDEAS behind a topic and asking ourselves, "What really matters about...?" is the doorway into inquiry.

In September the question "What does it mean to be an explorer?" was posed to all of our kindergarten children. As students engaged in both large and small group discussions to respond to this question, they began to make connections to their own experiences and recognize themselves as explorers – capable of discovering, predicting and communicating their thoughts and ideas. Initially, students were provided with a variety of resources (fiction and non-fiction books, DVD's, internet) to inspire their curiosity and to encourage them to question the world around them. Following many deep and engaging conversations, students then began to demonstrate interests in a variety of ocean creatures and were inspired to begin their journey towards becoming experts as they explored their ocean habitats. This journey engaged the students in authentic tasks through art, dance, literacy, science and music. Such tasks included journaling, experimenting with water to discover its properties, creating clay sea turtles, composing an ocean story and choreographing an accompanying dance.

As their understanding was deepened over the course of the inquiry, students expressed a desire to take action beyond the school. They identified several concerns impacting ocean life and began to use the knowledge they had gained to brainstorm solutions. As a result, three charities were chosen and students were motivated to create art to sell in an effort to raise funds and make a difference in the ocean world.



All of the skills acquired during the ocean inquiry will now serve the students well as they embark upon their next journey: exploring river habitats.

When we asked the students in kindergarten what teaching and learning is like at school this is what they said:

- we think and we ask questions;
- we write about what we learn and what we want to learn about;
- we draw pictures;
- we discover pictures in books and on the computer;
- we are explorers, inventors, scientists, thinkers, masters, artists, dancers, authors; and
- we become experts.

## **Area II**

At Mayland Heights School students are academically and culturally enriched through learning in our French Immersion program. Students proceed from understanding no French to mimicking and repeating the teacher's words to using English sentences with French words thrown in. At this stage French is interspersed with some English. By mid-grade one, students are able to use French sentences. In effect, they are learning language by using language. Students are encouraged to use French as much as they can. They are given positive encouragement to try out their new language. By grades three and four, students are producing French explanations, stories, poems and plays, and expanding their knowledge of grammar and syntax. As they proceed through the grades, students read more and a greater variety of French texts, study drama and poetry, view films and videos, as well as listen to music. All of these learning tasks expand their experience with the language and French culture. In grades five and six, students sharpen their ability to analyze and critique various texts. They write purposeful pieces that reflect their heightened comprehension.

At Mayland Heights we are creating a learning environment that allows students to engage in self-reflection, assessment of academic strengths and challenges. Last year students began to create personal learning goals as well as their own e-portfolios. This year students are taking the next step and creating their own learning profiles—Student Learning Plans. With the assistance of their teachers, students address their individual strengths and needs through consideration of the following questions.

- Do you know why you might find some areas of learning more difficult than others?
- Do you have any personal learning goals around improving skills?
- Are you prepared to practice new skills or techniques?
- Do you have a "network" with whom to discuss your learning?
- Do you know how to use feedback in order to improve?

By focusing on the four questions below students develop a greater understanding of themselves as learners.

- What do I know?
- How do I know it?

- How can I show it?
- What do I need to learn next?

And through the Student Learning Plan and e-portfolios students, teachers, and parents see the artefacts that showcase academic growth and personal reflection.

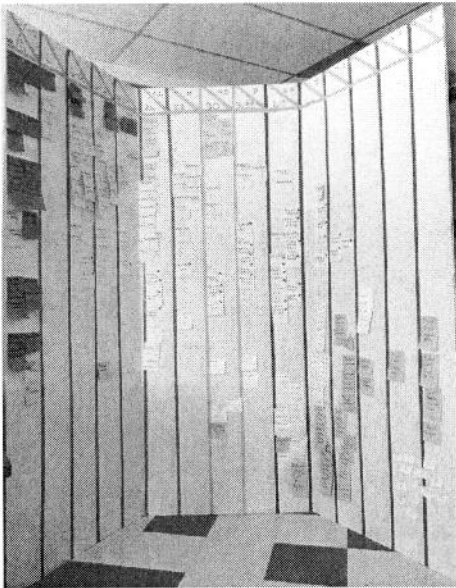
### Area III

Annie Foote School has developed a whole-school literacy program that has grown as our understanding of the needs of our students has become more informed. It is our belief that it is imperative to do everything possible to ensure that all of our students are at grade level in their reading.

We have taken a three-pronged approach. First, we have delved into the research, specifically:

- literacy development and programming – both early and later – to better understand how the work is best accomplished;
- *Lost at School* by Ross Greene to gain a better understanding of and relationships with our most challenging students; and
- the Response to Intervention model; literacy boards, personalization and flexible grouping have guided our structures and approach with our students.

Second, we have created a literacy block that is flexible and responsive to the different developmental stages of our students and the skills they bring with them. The board



pictured here provides the basis for grouping students and has teams of teachers working together to provide the best and most targeted program to the students. The top (purple and pink) represents our grade one and two students, the middle (yellow and yellow/red dot) represents our grade three and four students, and finally the bottom (blue and light yellow) represents our grade five and six students. Teachers monitor their students' progress and we update the board regularly. The goal is to have a general and consistent "shift to the right" over the course of the school year. We visit and revisit the work our students are doing regularly. This provides the foundation for changes to the student groups as well as changes to how students within a group are taught.

Third, we have dedicated regular professional development time to review the progress of our students, analyze the tasks they are being asked to do, evaluate the programming we are providing and explore the research.

We have already seen a shift to the right on our literacy board. In addition, we are successfully identifying students who need targeted intervention sooner as well as those

who may have unique and more challenging learning needs that require even further intervention strategies. Our targeting supports include Calgary Reads for grade two and one students, Early Reading Intervention with challenged grade one and two readers, small group support at all grade levels and lower student-teacher ratios for struggling students. In addition, specialized general supports for our grade one and two students are provided through a higher number of certificated teachers working with them during literacy block. As the block time for other grades ends, education assistant support moves into grades one and two classes to provide even more targeted assistance.

We are currently exploring how to continue to improve our literacy program (and all other teaching and learning that takes place at Annie Foote School) by weaving in universal design for learning planning models, inquiry, assessment/feedback and authentic tasks.

## **Area IV**

At Sunalta School we focus on using formative assessment to build our student's literacy skills and to personalize student learning. Using the principles of Response to Intervention (RTI), our school's four Learning Strategists and our teachers work collaboratively to provide direct, targeted instruction to better support individual student literacy needs. We have focused on using the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment for all students in grades 1, 2 and 3. This instrument assesses, three times over the course of the school year, basic early literacy skills across five areas: phonological awareness, alphabetic principle, fluency with connected text, vocabulary and comprehension. These assessment results are then used by teachers to identify areas of classroom practice, such as phonics, that require more explicit instruction. The assessments also identify those students requiring a more intensive level of intervention and support, whether it be individual or through small groups.

In grades 3 to 6, we focus on using Empowering Writers to create a framework for teachers to use with their students to identify the next steps in their teaching and improve the quality of students' narrative writing. Empowering Writers is a systematic approach to teaching writing that breaks the process into isolated parts. With each writing activity, only one skill at a time is introduced or defined and the teacher takes students through a process of modelling, practicing and applying that one particular skill. Fitting this process within the context of RTI, specific writing skills and weaknesses are identified and appropriate intervention strategies to correct weaknesses or further build skills are implemented. Our Area Learning Leaders have been important in helping us pursue this work with one of our four school-based learning strategy teachers. Using the Universal Design for Learning model, we are utilizing a variety of technologies such as iPods, iPads, and iMacs to further support this work. In order to promote greater student engagement and to understand more fully how individual students learn best, a learning strategies teacher has been working with teachers and students in grades 3 through 6 to create individual student learner profiles based upon Howard Gardner's work with Multiple Intelligences. This assessment data is used by teachers to work with students in creating multiple modes of representation of student learning.

## Area V

### Background

Due to the small size of Juno Beach Academy of Canadian Studies, the number of course offerings at the high school level is small. In past years, students have enrolled through CBe-learn for any courses not offered in the building. The success rate was extremely poor with very few students completing and most students withdrawing from courses before earning credits.

### Factors

After meeting with students who had enrolled in online courses, three factors were identified as impacting student success: the need for a quiet, focussed place to work; the need for direct monitoring to ensure work was being completed; and the need for immediate technical assistance if required.

### Solution

A course entitled "Online" was created and made available to students in one block each semester. This course has a room and a teacher. Students enrolling in courses through CBe-learn are required to report to and remain in the "Online" classroom for one block each day. The teacher assists and motivates students, and troubleshoots any technical issues that arise. Working closely with CBe-learn, students' issues are resolved quickly and students are encouraged to complete their online courses.

### Results

There has been a marked increase in successful completion of online courses. Prior to this school year, approximately 1 in 7 (14%) students who enrolled in an online course successfully completed the course. In the first semester of this year, 11 of 13 (85%) successfully completed at least one course through CBe-learn.



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