

# public agenda

## Regular Board Meeting

May 1, 2012  
3:00 p.m.

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

### 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.

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

Time	Topic	Who	Policy Ref	Attachment
3:00 p.m.	1   <b>Call to Order, National Anthem and Welcome</b>			
	2   <b>Consideration/Approval of Agenda</b>		GC-2	
	3   <b>Awards and Recognitions</b>		GC-3.2	
60 mins	3.1 Excellence in Teaching Awards <i>Note: This item has a set time of 5:00 p.m. – please join us for refreshments and celebratory cake on the Link following this recognition</i>	Board		
	4   <b>Results Focus</b>			
15 mins	4.1 School Presentation – Arbour Lake School and Bowness High School	J. Everett	R-1	
	5   <b>Operational Expectations</b>			
30 mins	5.1 Operational Expectations 11: Learning Environment/ Treatment of Students – Reasonable Interpretation	N. Johnson	OE-7	Page 5-1
	6   <b>Public Comment</b> Requirements as outlined in Board Meeting Procedures		GC-3.2	
	7   <b>Matters Reserved for Board Action</b>		GC-3.10	
15 mins	7.1 Office of the Board of Trustees 2012-13 Operating Budget	D. Meyers	OE-5.7	Page 7-1
15 mins	7.2 Review of Governance Policy GP-12E: Trustee Remuneration	Board	GC-5E GP-12E	

Time	Topic	Who	Policy Ref	Attachment
	<b>8   Board Consent Agenda</b>	Board	GC-2	
	8.1 Correspondence <i>(THAT the Board receives the correspondence for information and for the record, as submitted.)</i>			Page 8-1
	<b>9   Chief Superintendent Consent Agenda</b>	Board	GC-2.6	
	9.1 Chief Superintendent Update <i>(THAT the Board receives the report for information.)</i>			Page 9-1
	<b>10   In-Camera Issues</b>	Board		
6:00 p.m.	<b>11   Adjournment</b>			
	<b>Debrief</b>	Trustees	GC-2.3	

#### Notice |

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

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

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



## report to Board of Trustees

## Reasonable Interpretation Operational Expectations 11: Learning Environment / Treatment of Students

Date	May 1, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Originator	Deborah Lewis, Superintendent, Learning Services
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR 5: Chief Superintendent Accountability  Operational Expectations OE-8: Communication With and Support for the Board

### 1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the reasonable interpretation of OE-11: Learning Environment/Treatment of Students.
- THAT the Board of Trustees determines an appropriate date for presentation of the monitoring report for OE-11: Learning Environment/Treatment of Students.

### 2 | 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."

### 3 | Conclusion

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The attached report presents a reasonable interpretation, including interpretations and indicators, for Board of Trustees' approval prior to monitoring OE-11.



NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENT: Reasonable Interpretation of OE-#: name

#### GLOSSARY – Developed by the Board of Trustees

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

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

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

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*.



May 1, 2012

Attachment

## OE-11: LEARNING ENVIRONMENT/TREATMENT OF STUDENTS REASONABLE INTERPRETATION REPORT

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

### Interpretation |

The Chief Superintendent interprets *learning environment* to be those situations when students are engaged in instruction and activities related to Alberta Education's Programs of Study and where students are supervised by Calgary Board of Education employees. Learning environments include approved off-site activities.

The Chief Superintendent interprets *safe* to mean a learning environment where students may focus on their learning, reasonably free from distractors. This learning environment provides for students intellectually, socially, emotionally and physically.

The Chief Superintendent interprets *respectful* to mean a learning environment that is safe, caring and where students feel they are treated fairly.

The Chief Superintendent interprets *conducive to effective learning* to mean a learning environment that provides the conditions and encouragement necessary for students to achieve at the level appropriate to them. In this learning environment students are engaged in their learning and are challenged to stretch and grow.

### The Chief Superintendent will:

- 11.1 Protect instructional time provided for students during the academic day by prohibiting interruptions due to unnecessary intrusions.

### Interpretation |

The Chief Superintendent interprets *instructional time provided for students during the academic day* to be those scheduled periods that focus on the learning outcomes of students, as defined by Alberta Education's authorized Programs of Study.

The Chief Superintendent interprets *protect* and *prohibit* to mean clear communication to school principals about expectations for instructional time and



## OE-11: LEARNING ENVIRONMENT/TREATMENT OF STUDENTS REASONABLE INTERPRETATION REPORT

the correction of known instances of operation outside of regulations. Regulations and expectations for instructional time provide guidance or direction related to such things as school participation in campaigns, school participation in elections, and school participation in programs provided by outside services and partnerships.

The Chief Superintendent interprets *unnecessary intrusions* to be a halt to instructional time not related to student learning outcomes, with the exception of approved practices and emergent responses connected to safety.

### Indicators of Compliance |

1. 100% of on-site student activities taking place in instructional time will focus on student learning outcomes.
2. 100% of off-site activities occurring during instructional time will support student learning outcomes.
3. 100% of schools will use a visitor sign-in system so that visitors check in at the school office before proceeding to classrooms or other areas of the school.

### 11.2 Provide safe learning conditions for each student.

### Interpretation |

The Chief Superintendent interprets *safe* to mean the learning environment is free from potential harm to students, where students may focus on their learning, reasonably free from distractors. This learning environment provides for students intellectually, socially, emotionally and physically.

### Indicators of Compliance |

1. 100% of schools will have the required number of school employees on staff with a current certification in first aid, as set out by Occupational Health and Safety.
2. 100% of schools offering off-site activities to students will have the required number of school employees with current certification in first aid participating in the activities, as set out by the Calgary Board of Education off-site manual.





## OE-11: LEARNING ENVIRONMENT/TREATMENT OF STUDENTS REASONABLE INTERPRETATION REPORT

3. 100% of schools will practice an emergency plan that includes fire drills, evacuation procedures and lockdown procedures.
4. The Calgary Board of Education annual Safe and Caring Schools result, as determined by Alberta Education's Accountability Pillar Survey will be intermediate (81%) or higher.

11.3 Maintain a climate that is characterized by support and encouragement for high student achievement.

### Interpretation |

The Chief Superintendent interprets *student achievement* to include a demonstration of performance in areas of academic success, citizenship, character and personal development. Evidence of student performance is comprehensively covered in the monitoring of Results policies. In this interpretation of operational policy, the focus is on the supports and practices that enable students to do their best.

The Chief Superintendent interprets *climate* to be the learning environment.

*Support and encouragement* are interpreted to mean the practices that create a learning environment where schools are safe, caring and fair.

Along with practices, positive relationships with peers and adults in the school assist students socially/emotionally and intellectually.

### Indicator of Compliance |

The Calgary Board of Education annual Safe and Caring Schools result, as determined by Alberta Education's Accountability Pillar Survey will be intermediate (81%) or higher.

11.4 Ensure that all confidential student information is lawfully collected, used and protected.

### Interpretation |

The Chief Superintendent interprets this sub-section to mean that all records about students are maintained in confidence and disclosed only if authorized and by law.



## OE-11: LEARNING ENVIRONMENT/TREATMENT OF STUDENTS REASONABLE INTERPRETATION REPORT

Administrative regulations about student records must align with the School Act and the regulations passed thereunder, as well as other applicable legislation and regulations about student records.

The Chief Superintendent interprets *collected, used and protected* to mean student records will be gathered, shared and stored as defined in the School Act, the Freedom of Information and Protection of Privacy Act, the Child Welfare Act, and the Income Tax Act.

### Indicators of Compliance |

1. Administrative Regulations regarding student records will align with legal requirements.
2. 100% of school principals indicate the practices in their schools will comply with the organization's Administrative Regulations regarding student records.
3. 100% of practices in Calgary Board of Education's Records Management department will comply with the organization's regulations regarding student records.
4. 100% of specialized assessments will proceed only after informed consent is received from the parent/guardian or independent student.

11.5 Provide instructional programs and transportation services that consider the educational needs of students, the choices of families, and the fiscal and operational capacity of the organization.

### Interpretation |

The Chief Superintendent interprets this sub-section to mean that instructional programs will take into account the strengths, interests and learning outcomes of students, as defined by Alberta Education's authorized Programs of Study.

It means the organization will maintain a reasoned balance in determining programs and programming for students, in consultation with parents and guardians about educational programming. Critical to this balance is connecting cost and service.





## OE-11: LEARNING ENVIRONMENT/TREATMENT OF STUDENTS REASONABLE INTERPRETATION REPORT

### Indicators of Compliance |

1. 100% of students have access to an instructional program that meets their learning goals, strengths and interests.
2. 100% of alternative program proposals received by the Calgary Board of Education will be considered in three key areas: community interest, the organization's ability to realize successful student learning outcomes and the fiscal responsibilities of the Calgary Board of Education.
3. 100% of decisions about the provision of transportation service for students and the related fee structures are based on access to instructional program and the fiscal responsibilities of the Calgary Board of Education.

### The Chief Superintendent shall not:

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

### Interpretation |

The Chief Superintendent interprets *tolerate* to mean timely action will be taken to address complaints or other evidence of concern related to adult interactions with students.

The Chief Superintendent interprets *adults who have contact with students* to be employees of the Calgary Board of Education and persons volunteering in schools with the knowledge and consent of school staff.

The Chief Superintendent interprets *hinder the academic performance* to mean adult behaviours, actions or attitudes that interfere with student learning. *Hinder the well-being of students* is interpreted to mean adult behaviours, actions or attitudes that do not support a respectful learning environment.



## OE-11: LEARNING ENVIRONMENT/TREATMENT OF STUDENTS REASONABLE INTERPRETATION REPORT

### Indicator of Compliance |

1. 100% of complaints of alleged inappropriate behaviour of employees or volunteers towards students will be addressed within the organization's regulations.



## report to Board of Trustees

## CALGARY BOARD OF EDUCATION Office of the Board of Trustees 2012-13 Operating Budget

Date	May 1, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Originator	Deborah L. Meyers, Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning
Resource Person(s)	Shay Khan, Manager, Corporate Planning and Reporting

### 1 | Recommendation

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It is recommended:

- THAT the Board of Trustees approves Attachment I reflecting the Office of the Board of Trustees operating expense budget allocation for the 2012-13 year.

### 2 | Issue

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The Chief Superintendent is required by Operational Expectation 5 subsection 5.7 to develop a budget that includes amounts determined by the Board to be necessary for the Board to effectively and efficiently perform its governing responsibilities.



### 3 | Analysis

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Attachment I, the 2012-13 Office of the Board of Trustees Operating Expense Budget, provides a summary of the expenses for the 2012-13 year. These expenses represent a 0% increase from the current budget.

### 4 | Conclusion

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This report meets the monitoring requirements of the OE 5: Financial Planning.



*Per*

NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS

#### ATTACHMENTS

Attachement I: 2012-13 Office of the Board of Trustees Operating Expense Budget

#### GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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



**Attachment I: 2012-13 Office of the Board of Trustees Operating Expense Budget**

Code	Category	2012/13 Budget
<b>Revenue</b>		
<b>452100</b>	452100 - Revenue	
	<i>Total Revenue</i>	
✓ <b>511400</b>	<b>Salaries &amp; Overtime</b> Staff - FTE	2
	511410 - Permanent Salaries	\$ 623,373
	515410 - Benefits	\$ 56,394
	<i>Total Salaries and Overtime</i>	✓ <b>\$ 679,767</b>
✓ <b>511500</b>	<b>Temporary Salaries</b> 511510 - Temporary Salaries	\$ 2,500
	<i>Total Temporary Salaries</i>	✓ <b>\$ 2,500</b>
<b>521000</b>	<b>Membership Dues &amp; Fees</b> 521110 - MB Dues & Fees 521230 - PD Conference Fees 521220 - PD Staff/Dev Training Fees	\$ 229,100 \$ 16,000 \$ 2,000
	<i>Total MB Dues &amp; Fees</i>	✓ <b>\$ 247,100</b>
<b>521310</b>	<b>Equipment &amp; Facility Rental</b> 521310 - Facility Rental General	\$ 5,000
	<i>Total Equipment &amp; Facility Rental</i>	✓ <b>\$ 5,000</b>
<b>521900</b>	<b>Professional and Technical Services</b> 521910 - P & T General 521920 - P&T Contracted-Out Serv 521950 - Messenger fees 521940 - Legal Fees 521930 - Audit Fees	\$ 160,000 \$ 33,790 \$ 1,000 \$ 40,000 \$ 130,000
	<i>Total Professional and Technical Services</i>	✓ <b>\$ 364,790</b>
<b>522000</b>	<b>P&amp;T Advertising</b> 522010 - P&T Ad General 522100 - P&T Elections	\$ 20,000 \$ 380,000
	<i>Total Advertising</i>	✓ <b>\$ 400,000</b>
<b>524600</b>	<b>Telephone</b> 524620 - Cellular Telephones	\$ 1,000
	<i>Total Telephone</i>	✓ <b>\$ 1,000</b>
<b>526300</b>	<b>Travel &amp; Subsistence Business</b> 526205 - PD Travel Gen 526210 - PD Mileage/Car Rental 526215 - PD Air/Bus/Rail	\$ 34,000 \$ 5,000 \$ 5,000
	<i>Total Travel &amp; Subsistence</i>	✓ <b>\$ 44,000</b>
<b>527100</b>	<b>Supplies</b> 527110 - Supplies - General 527124 - Supp Café Food 527211 - Printing & Binding 527510 - T & M Textbook	\$ 10,000 \$ 10,000 \$ 15,780 \$ 3,000
	<i>Total Supplies</i>	✓ <b>\$ 38,780</b>
<b>532000</b>	<b>Transfers</b> 532000 - Transfers	\$ 7,800
	<i>Total Amortization</i>	✓ <b>\$ 7,800</b>
	<b>Total Expense Budget</b>	✓ <b>\$ 1,790,737</b>



## report to Board of Trustees

## Review of Governance Policy GP-12E: Trustee Remuneration

Date	May 1, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Dr. George Lane Trustee and Chair of Trustee Remuneration Committee
Purpose	Decision
Originator	Trustee Remuneration Committee, comprised of: Trustee George Lane, Chair of Trustee Remuneration Committee Trustee Pamela King, Committee Member Mr. Eric Miller, Corporate Representative Ms. Marina Munro, Stakeholder Representative Ms. Eryn Kelly, Calgary Association of Parents and School Councils Representative
Governance Policy Reference	Governance Culture GC-5E: Board Committees Terms of Reference for the Trustee Remuneration Committee  GP-12E: Trustee Remuneration

### 1 | Recommendation

The Trustee Remuneration Committee recommends:

- THAT the Board of Trustees consult with the Aspen Group regarding the most appropriate placement of Trustee Remuneration information in the governance framework.
- THAT the annual taxable transportation allowance for each Trustee be increased by \$500.00, to \$4,100.00.
- THAT the issue of technology for Trustees be addressed by the Board of Trustees as it is not solely an allowance or compensation issue and has components of IT policy, ownership, security and working remotely that need to be addressed.





- THAT since the last major review was done five years ago, an in-depth comparative review be done in the 2012-13 year, that review will be against both the four metro boards and the City of Calgary Counsellor comparators, and a consultant be engaged to assist in that review.

## 2 | Issue

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As outlined in the *School Act*:

“Powers of boards

60(2) A board may:

- (e) Provide for the payment of travelling and other expenses and honoraria to
  - (i) trustees...”

When the Board of Trustees reviewed its governance policies, it did not address the content of Governance Process policy GP-12E, and chose to leave the content of GP-12E: Trustee Remuneration in place until such time as the Trustee Remuneration Committee was convened and completed its review. Governance Culture policy GC-5E requires that the Trustee Remuneration Committee annually review trustee remuneration and recommend continuation of or changes to Board policy on remuneration.

## 3 | Background

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The Trustee Remuneration Committee was convened, and met on April 17, 2012 for the purpose of completing its annual review. The draft minutes of that meeting are attached to this report.

## 4 | Analysis

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The Committee reviewed the remuneration of the four metro boards, as well as The City of Calgary Aldermen. The Committee agreed that, at present, the Calgary Board of Education trustee compensation was reasonably placed among the four metro boards.

The annual taxable transportation allowance of \$3,600 appears to be well below the current average of \$4,600 in the non-profit sector. An increase of \$500 per trustee was thought to be appropriate.

The Committee believed it would be appropriate for the Board of Trustees to consult the Aspen Group about the placement of trustee compensation under the new governance framework.



An item outstanding from last year's review was the issue of technology for trustees, specifically laptops. The Committee believes it would be highly beneficial for trustees to have laptops to use for Board business. This would allow trustees to work remotely as required, would assist in protecting the security of confidential information (as information would no longer be on personal devices), and would be imperative if the Board of Trustees moves to paperless meetings in the future. The Committee did not feel that it was within their scope at the time to make a decision regarding technology for trustees as more information was needed about the Calgary Board of Education technology administrative regulations and information technology support.

Committee members suggested that a major review of trustee remuneration be undertaken in 2012-13 as the last major review was done five years ago, and that an external consultant be brought in to assist with the review. The Trustees' Survey, completed in April 2007, in comparison with The City of Calgary Alderman, has been a useful document and the Committee suggested that an updated comparison be carried out as well.

## 5 | Financial Impact

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The cost to pay seven trustees an additional \$500 yearly for the annual taxable transportation allowance will be \$3,500.

## 6 | Conclusion

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The changes arising from these recommendations are not significant. Undertaking a major review next year will ensure that the trustee remuneration is fair. Given that 2013 is an election year, it is especially important to attract top quality trustee candidates.

Respectfully submitted,

DR. GEORGE LANE  
Chair of Trustee Remuneration Committee

### APPENDICES

Appendix I: Draft Minutes of Trustee Remuneration Committee Meeting of April 17, 2012

## CALGARY BOARD OF EDUCATION

### TRUSTEE REMUNERATION COMMITTEE

**Minutes of the Meeting of the Trustee Remuneration Committee  
held at the Board of Education, 1221 – 8<sup>th</sup> Street SW, Calgary, Alberta  
Tuesday, April 17, 2012  
7:30 a.m. – 9:00 a.m.**

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**PRESENT:** Dr. G. Lane, Trustee and Committee Chair  
Ms. P. King, Trustee and Committee Member  
Mr. E. Miller, Committee Member  
Ms. M. Munro, Committee Member (via teleconference, left meeting at 7:52 a.m.)  
Ms. E. Kelly, Committee Member  
Ms. A. McNaught, Recording Secretary

#### **1.0 Approval of Agenda**

Committee members reviewed and approved the Agenda as presented.

#### **2.0 Approval/Revisions of Minutes from May 13, 2011 Meeting**

Committee members reviewed the minutes of the May 13, 2011 meeting. There were no errors or omissions found. The minutes were approved as submitted.

#### **3.0 Chair's Comments**

Chair Lane welcomed committee members to the meeting. Ms. M. Munro advised that she would have to leave the meeting early. Chair Lane gave an overview of the short survey that was circulated to Trustees in order to get an idea of how they felt about the matter of remuneration. Six Trustees responded and the results were discussed.

#### **4.0 Review of Board of Trustees' Governance Policy GC-5E Board Committees, (4) Trustee Remuneration Committee**

Committee members reviewed Governance Culture GC-5E: Board Committees, Trustee Remuneration Committee. They discussed whether the term of appointment to the Trustee Remuneration Committee should remain at one year or be increased to two or three years. It was agreed the term should be kept at one year, and reappointments could be recommended to the Board of Trustees at the discretion of the Chair. The committee accepted the document as submitted.

#### **5.0 Revision of Content of Current Policy – GP-12E Trustee Remuneration**

Chair Lane advised that GP-12E is a holdover from the Board of Trustees old governance policies. It is currently an addendum to the new policies. Committee members reviewed the document and suggested one change according to the recommendation. It was discussed that the Aspen Group should be consulted about the placement of this compensation guideline under the new governance framework.



MOVED by Ms. E. Kelly and Seconded by Mr. E. Miller:

**THAT the Trustee Remuneration Committee recommends that the Board of Trustees consult with the Aspen Group on GP-12E to determine where it is best placed in the governance framework.**

The motion was  
CARRIED UNANIMOUSLY.

## 6.0 Review of Background Materials

### Trustees' Survey of Structure and Framework of Trustee Remuneration and Expenses

Chair Lane informed that the Trustees' Survey was done in April of 2007 and was a comparison with city of Calgary Alderman. The results around the percentage of time spent on certain roles and duties of Trustees were surprisingly similar to the results of city Alderman. It was suggested that an updated comparison be undertaken as five years had passed.

### Office of the Alderman

Committee members discussed the possibility of a 15<sup>th</sup> Alderman being added to City Council, as well as the possibility of their term being extended from three years to four years, and how this might affect trustee Wards and the election of trustees (current terms for trustees are also three years).

### Remuneration of Trustees of the Four Metro Boards 2010-2011

Committee members discussed the similarities and differences between the Calgary Board of Education trustee compensation and that of the other three metro boards. It was agreed that currently the Calgary Board of Education trustee compensation was reasonably placed in that group. A Committee member mentioned that in comparison to the recent non-profit Boland Survey, the current annual taxable transportation allowance was well below the average of \$4,600 in the non-profit sector.

MOVED by Mr. E. Miller and Seconded by Ms. E. Kelly:

**THAT the Trustee Remuneration Committee recommends that the annual taxable transportation allowance for each Trustee be increased by \$500, to \$4100.**

The motion was  
CARRIED UNANIMOUSLY.

### Economic Indicators as of March 7, 2012

Committee members reviewed the Economic Indicators and discussed that a reasonable job has been done over the last few years around Trustee remuneration that is responsive to the size of the system and other factors considered over the years.

## 7.0 Discussion of short-term and long-term strategies

Committee members discussed the outstanding issue from last year of technology for Trustees. The importance of each Trustee having their own laptop was considered for a number of reasons, some of which were the protection of corporate information by not having to use personal laptops for Board business; Trustees being able to work remotely when required; and the movement of the Board to paperless meetings.

An amount for technology purchase reimbursement every two years upon presentation of a receipt was contemplated which raised questions around who would own the technology, individual Trustees or the Calgary Board of Education, could IT support be provided by Administration, possible privacy issues, whether or not that would be in conflict with Calgary Board of Education Administrative Regulations. The Committee agreed that technology for Trustees is an important issue that needs resolution but that it wasn't the scope of this committee to decide.

MOVED by Ms. E. Kelly and Seconded by Mr. E. Miller:

**THAT the Trustee Remuneration Committee recommends the issue of technology for Trustees be addressed by the Board of Trustees as it is not solely an allowance or compensation issue and has components of IT policy, ownership, security and working remotely that need to be addressed.**

The motion was  
CARRIED UNANIMOUSLY.

Committee members discussed keeping the status quo this year, except for the \$500 increase to the annual taxable transportation allowance, and to do a major review of Trustee remuneration next year. The last major review was done five years ago. Committee members considered relying on Calgary Board of Education Human Resources, obtaining internal or external talent on a volunteer basis, or hiring external consultants for the review.

MOVED by Mr. E. Miller and Seconded by Ms. E. Kelly:

**THAT the Trustee Remuneration Committee recommends that,**

- i. since the last major review was done five years ago, an in-depth comparative review be done in the 2012-13 year, that review will be against both the four metro boards and the City of Calgary Counsellor comparators; and**
- ii. a consultant be engaged to assist in that review.**

The motion was  
CARRIED UNANIMOUSLY.

**8.0 Other business**

There was no other business.

**9.0 Next meeting**

Committee members agreed to meet again after the April 23<sup>rd</sup> Provincial Election.

**10.0 Adjournment**

Chair Lane thanked committee members for their attendance at the meeting and advised that the Board of Trustees appreciates their service.

The meeting was adjourned to the call of the Chair at 9:12 a.m.



## report to Board of Trustees

## Correspondence

Date	May 1, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

### 1 | Recommendation

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

- Letter dated April 24, 2012 from Board Chair, Pat Cochrane, to the Honourable Alison Redford, Premier of Alberta, offering congratulations to her for her successful campaign and election.

Respectfully submitted,

JANICE R. BARKWAY  
OFFICE OF THE CORPORATE SECRETARY

Appendix I: Relevant Correspondence





**Board Chair**

Pat Cochrane Wards 8 & 9

**Vice-Chair**

Lynn Ferguson Wards 3 & 4

Joy Bowen-Eyre Wards 1 & 2

Pamela King Wards 5 & 10

George Lane Wards 6 & 7

Sheila Taylor Wards 11 & 13

Carol Bazinet Wards 12 & 14

April 24, 2012

Honourable Alison Redford  
Premier

307 Legislature Building  
10800 97 Avenue  
Edmonton, AB T5K 2B7

Dear Premier Redford:

On behalf of the Board of Trustees, I am writing to congratulate you for your successful campaign and for the re-election of a Progressive Conservative government in Alberta. Your continued leadership as Premier over the next four years will change the history of this province and the results of the election confirm that you have the support of Albertans.

The Board of Trustees is very appreciative of your strong support for public education and for your commitment to investing in our students. We look forward to strengthening our partnership with Alberta Education and working with them as change occurs. We are proud that the Calgary Board of Education and Alberta Education share similar core values. We continue to be energized by the Results that demonstrate our students are engaged thinkers and ethical citizens who have an entrepreneurial spirit and are ready for the future.

Again, congratulations!

Yours truly,

Pat Cochrane, Chair  
Calgary Board of Education

Cc Board of Trustees

## report to Board of Trustees

## Chief Superintendent's Update

Date	May 1, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

### 1 | Recommendation

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It is recommended:

- THAT the Board of Trustees receives the following report for information.

### 2 | Issue

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As the Board of Trustees' chief executive officer, the Chief Superintendent is accountable for meeting the expectations set by the Board. These expectations are stated in Results and Operational Expectations policies.

OE-8: Communication With and Support for the Board requires "the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern." 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.



### 3 | Timely Information

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#### Office of the Chief Superintendent

##### Alberta Education Online Resource for Parents

The online tool *My Child's Learning* has been officially launched by Alberta Education. This tool replaces the printed *Curriculum Handbook for Parents*. The resource is available at [www.mychildslearning.alberta.ca](http://www.mychildslearning.alberta.ca) in English and at [www.apprentissagedemonenfant.alberta.ca](http://www.apprentissagedemonenfant.alberta.ca) in French.

#### Learning Innovation

##### Calgary Board of Education Student Survey

The CBE Student Survey is currently being administered throughout the system. High schools have been asked to have as many grade 11 and 12 students as possible respond. This online survey asks students for their perceptions on their progress towards achieving the Board of Trustees Results (Mega Result, Academic Success, Citizenship, Personal Development and Character) and extra-curricular activities. The survey provides information to the system and to schools from a student perspective on how to monitor and improve practice. In addition, data is gathering and analysed around how well the CBE is progressing in creating an environment in which students can thrive and achieve. The survey will close May 11.

##### Educational Leadership in a Connected World Webinar Series

On April 4 Dr. Dave Edyburn, Professor, Department of Exceptional Education, University of Wisconsin, Milwaukee presented an informative and provocative webinar session regarding the principles of Universal Design of Learning. His teaching, research and interests focus on the use of technology to enhance teaching, learning and performance. From his research findings, technology has emerged as a key component in making personalized learning a reality. The session was well-attended and survey feedback was positive, with administrators and people in leadership requesting the webinar link to share Dr. Edyburn's presentation with their entire staff.

The Educational Leadership in a Connected World Webinar Series is a collaborative initiative between the CBE and the College of Alberta School Superintendents (CASS). The series provides educational leadership webinar opportunities to superintendents, principals, assistant principals and other school leaders.

This year's webinar series explores and examines technology and educational reform and their impact on student engagement. These webinars provide convenient professional learning from world-class leaders in technology and education. The webinars are supported by optional opportunities to connect in multiple ways including face2face, social networking and participation in online



discussions. Aligning with the CASS 12<sup>th</sup> dimension of leadership, as well as key curricular outcomes, the series represents a unique opportunity for professional learning and leadership development.

## **Learning Services**

### **Early Years Evaluation**

Beth Fairbairn, Vice President of KSI International, the research company which developed the Early Years Evaluation Tool (EYE-TA), visited the Calgary Board of Education on March 19 and 20. Beth spoke to the Area Early Learning Strategists and answered questions about the work. Beth also visited the full-day kindergarten program at Radisson Park School. Plans were developed for moving into the June post-assessment with all kindergarten children who were assessed in October as experiencing difficulty.

The EYE-TA data was included as one of the factors used to determine the provision of Full-Day Kindergarten for the upcoming school year. Full-Day Kindergarten will be offered in 18 Calgary Board of Education schools in 2012-2013. A second location of the Medicine Wheel Full Day Kindergarten program will be added at Catherine Nichols Gunn School for 2012-2013.

### **Early Development Centres**

Enrolment at the Early Development Centres for the 2012-2013 school year has begun, with 57 registrants received to date. A new site is being established at Terrace Road School, which will bring the total capacity of all four sites to 114 student spaces.

The first Early Development Centre Multi-Disciplinary Team meeting, in preparation for 2012-2013, was held on March 2, 2012. Early Development Centre staff from all sites attended including teachers, administrators, support staff, therapists and therapy assistants. Family Oriented Program staff and Early Learning Team members also participated. The meeting focused on practices and processes for optimal early learning environments.

### **English Language Learning**

Chinook Learning Services is offering a program to address the learning needs of high school English Language Learners at Level 1 or 2 proficiency who register at Kingsland too late in the school year to be able to access a program. Beginning on April 16, students will have the opportunity to study the 5-credit Locally Developed Course *ESL Introduction to Canadian Studies* and a 3-credit CALM course. Chinook Learning Services counsellors will assist these students in transitioning to their community schools in September.

The Calgary Board of Education presented a session at the College of Alberta School Superintendents symposium in Edmonton about our ESL Locally Developed Courses. The intent of the session was to identify Locally Developed

Courses in such wide use that they should be brought forward as potential province-wide offerings.

## Science

On April 9, 2012, 30 teachers and learning leaders from Calgary Board of Education high schools gathered to examine instructional strategies that actively engage students in Science 30. The professional learning focused on developing higher order thinking skills through unique laboratory experiences, critical questioning skills and scientific inquiry. Teachers worked together to deepen their understandings related to the inquiry process through instructional design for the purpose of assisting students to integrate understandings in life science, physical science and environmental science. This integration of the sciences also supports each student in interpreting and extending their knowledge.

## 4 | Results Focus

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The focus of this report is on Results 4: Personal Development. The Board of Trustees has stated, "Each student will identify and actively develop individual gifts, talents and interests." 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

To support personalized learning, the classroom team at the Young Adult Program – Foothills engage students in developing learning profiles. The process is valuable in supporting students for both their short hospital stay (2 to 4 weeks) and in students' personal development to transition back to community school with greater success and understanding of their learning strengths and needs.

A grade 7 student recently spent 3 weeks in our classroom.

During the 3 weeks, he successfully completed a comprehensive learning profile. Each classroom day, "Jon" spent 30 to 60 minutes on his learning profile, while keeping up with his core subjects. Jon had been out of school for 4 months prior to his hospital admission and he and his parents were convinced that he would not return to community school and that he would be homeschooled after his hospital admission. Once engaged in his learning profile, Jon discovered strengths, needs, learning strategies and effective ways to cope with his mental health needs in school. He completed a series of surveys, questionnaires and tasks that helped him identify what works for him as a learner and what strategies can assist in areas for growth. In the end, Jon created a visual representation of his learning profile and then developed an iMovie.

Jon's confidence as a learner increased and his ability to advocate for his strengths and needs in school were demonstrated at his discharge conference. Jon was able to articulate his learning profile in a large group of several medical professionals, his family and five school/district representatives.





Jon transitioned out of the Young Adult Program – Foothills to a blended program. He attends community school classes part-time and engages in online learning in a resource centre at his community school for the balance of the school day. In follow-up with his community school, they reported Jon was eager to show his learning profile to various teachers; is better able to manage his mental health needs at school in the moment and is meeting grade level expectations in all areas.

## **Area II**

Personal development is central to instruction and learning at Hillhurst School. Formative assessment and the adjustment cycle form the basis for student engagement and continuous advancement of writing skills. Across all classes, teachers and students participate in engaging, authentic writing tasks. Students have developed strong writing skills through self-reflection, peer and teacher feedback, and collaborative work with authors and artists. Throughout the year, a visiting author assisted students to learn scene writing, narrative writing and descriptive passages. Students also had the opportunity to explore narrative writing through the arts. Under the guidance of our artist in residence, students developed drawing and sequencing skills through designing graphic stories based on the history of the community. For many students, confidence in writing soared with the opportunity to express narrative through a graphic perspective. This approach has developed the ability of students to take initiative, set goals, self-evaluate and strive for continuous improvement.

## **Area III**

The staff at Valley View School identified higher order thinking skills as an area for overall growth for students. The development of metacognitive skills is an ongoing discussion and is a critical part of the action plan for teaching and learning in our school community.

For example, our kindergarten students were provided with a snowman sequencing activity that initially resulted in many challenges for the students. After whole-class discussion, examples, re-teaching and modelling, students set goals for self-improvement to complete this learning activity. These young students were able to identify what steps they needed to take to improve their learning in this task. Specific examples include coloring with more detail, cutting more carefully and adding more background. Students completed a second project in which the snowman melted (again in sequence) and the students succeeded in meeting their goals.

Students strive for their personal best school wide too! All kindergarten to grade 6 students collected data and worked to complete a hallway presentation on “anti-bullying” and their learning about this issue. With feedback, peer support and cross-grade collaboration, students created a solid knowledge base about this area of development.



Additionally, students have been using a "Student Purpose Statement" to reflect on their own learning and the relationship each student has with their ultimate success. The school provides leadership opportunities, buddying activities and regular "Believe and Succeed" assemblies to celebrate our students' success. These initiatives have proven to be positive and have resulted in a common language for all stakeholders.

Identifying personal development is an ongoing area for student learning. In our most recent report cards, student comments included the following (names have been removed):

He takes part in developing student made rubrics and identifies what is important in setting criteria for assignments. During Science, he determined that it was important to include labels in the tree cookie assignment. He is beginning to use rubrics to evaluate his work, and to ensure that he is meeting set criteria. .... He was able to break down his task into smaller parts, based on a conference with the teacher. He reflected on how breaking the task down made it easier to work with.

She modifies and improves her learning strategies based on feedback and her experiences. At Heritage Park, she took on the challenge constructing a log cabin with no blue-prints. She attempted many different ways to build the cabin, each time modifying her strategies to complete the structure.

## **Area V**

This item was written by a teacher and two students at Dr. E.P. Scarlett High School.

When I approached the leadership teacher at my school about the possibility of some of his students coming into my Communication, Sensory and Social Interaction (CSSI) classroom I really didn't know what to expect. The year before a few students trickled in and out as volunteers, but no one came with any consistency. This year, two grade 12 students came in on the first day of classes and immediately embraced their position as assistants and friends to the students. By the time November came around, both student-assistants were spending their whole leadership class in my room, their lunch hours and their spares. Over the course of the year these student-assistants were involved in the creation of many projects: arts and crafts, off-campus excursions and a fundraiser. The most important contribution they made is offering their friendship. They demonstrate an un-wavering commitment to the students in the CSSI classroom and their willingness to advocate for them in the school and in our community. I am not convinced that I would have been prepared to do this when I was their age and they are an inspiration to me.

- CSSI teacher

Having the opportunity to work with students in the CSSI class has moved me in such a huge way and has made me view life in a new light. These kids have



taught me so much about love and true happiness. The teacher is also an inspiration. She is a great teacher, role model, and friend. Having this privilege has inspired me to continue on in the direction of teaching special education. It was a very enlightening experience working with these amazing, extraordinary kids with the purest of hearts.

- CSSI student-assistant

Having the privilege of working with students in the CSSI room this year has been an honor. I have made very strong connections with all three of the students. They have inspired me in countless ways. As well as the teacher; she is also an inspiration. They express and show me genuine happiness. I have learned more from them than they could ever learn from me.

- CSSI student-assistant



**NAOMI E. JOHNSON**  
**CHIEF SUPERINTENDENT OF SCHOOLS**

#### GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

