

## CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees held in the Board Room, Education Centre, 515 Macleod Trail SE, Calgary, Alberta on Tuesday, November 2, 2010 at 5:00 p.m.

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### MEETING ATTENDANCE

#### Board of Trustees:

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

#### Administration:

Ms. N. Johnson, Chief Superintendent of Schools  
Mr. D. Stevenson, Deputy Chief Superintendent of Schools  
Mr. F. Coppinger, Superintendent, Facilities and Environmental Services (arrived at 5:40 p.m.)  
Ms. C. Faber, Superintendent, Learning Innovation  
Ms. D. Lewis, Superintendent, Learning Support  
Ms. D. Meyers, Superintendent, Finance & Business Services  
Mr. R. Peden, General Counsel and Corporate Secretary  
Ms. J. Barkway, Assistant Corporate Secretary  
Ms. S. Wasylyshyn, Executive Assistant to the Trustees  
Ms. H. Numrich, Recording Secretary

#### Stakeholder Representatives:

Ms. J. Regal, Alberta Teachers' Association, Local 38  
Ms. L. Newton, Calgary Association of Parents and School Councils  
Ms. U. Steele, Principals' Association for Adolescent Learners (PAAL)  
Ms. L. Lytle, Principals' Association for Adolescent Learners (PAAL)

### **1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME**

Chair Cochrane called the meeting to order at 5:00 p.m. Kyra, a student from Arbour Lake School led in the singing of the national anthem. Chair Cochrane acknowledged and welcomed representatives from the aforementioned organizations.

### **2.0 CONSIDERATION/APPROVAL OF AGENDA**

Ms. Barkway noted the following proposed changes to the Agenda: There was one requested stakeholder report to add to the Agenda, and Items 9.2.1 and 9.2.2 were pulled from the Consent Agenda.

Action By

Action By:

MOVED by Trustee Ferguson:

**THAT the Agenda for the Regular Meeting of November 2, 2010, be approved with the amendments noted above.**

The motion was  
CARRIED UNANIMOUSLY.

### **3.0 SCHOOL/SYSTEM PRESENTATIONS**

#### **3.1 Arbour Lake School**

A brief introduction was given by Ms. D. Yee, Area I Director, to the *Ends 4: Personal Development* presentation by Arbour Lake School. She noted that Arbour Lake School is the newest school in Area I and is in its fourth year of operation. She introduced the following staff: Ms. C. Meaden, principal; Mr. B. Thompson and Ms. K. Bogensberger, learning leaders and Ms. C. Fehr, teacher. She also introduced the student presenters: Aaron, Joel, Vanessa and Kyra. Principal C. Meaden provided further introductory comments noting that over 800 students from grades 5-9 attend Arbour Lake School and are offered many avenues in which to achieve personalized learning. The students and staff gave a PowerPoint presentation as well as a vignette from a recent performance of a school play entitled "Dude, Where's My Book?"

Trustee Bowen-Eyre, Ward Trustee, thanked them on behalf of the Board of Trustees for a very enjoyable presentation. She noted that she had also witnessed this play first hand as a parent from Arbour Lake School.

### **4.0 HONOURS AND RECOGNITIONS**

### **5.0 PUBLIC CONVERSATION AND INFORMATION**

#### **5.1 Report from the Chair and Trustees**

There was no report from the Chair and Trustees.

#### **5.2 Report from the Chief Superintendent**

Chief Superintendent Johnson provided an update on the CBE global initiatives and highlighted recent developments related to the Calgary Board of Education's relationship with China. In 2004, a *Memorandum of Understanding* was signed between the Alberta and China Ministers of Education. Several CBE teachers and Administration have travelled to China, as a guest of Hanban, the office of Chinese Language Council International/Confucius Institute Headquarters, which has the objective of promoting appreciation for China among non-Chinese people.

Chief Johnson was invited by Alberta Education to participate in a China Study mission from October 11-23, 2010 on behalf of Hanban. The delegation consisted of 100 school superintendents from across Canada. The purpose of the mission was



Action By:

to strengthen a long standing relationship between the two countries and to build connections and ties in international education.

Chief Johnson provided a PowerPoint presentation of her trip and the various opportunities that were afforded her there. She noted that internationalization is essential to the success of programs and students and that the CBE is leading the way with the Global Learning Strategy. She reported that several Alberta school districts, including the CBE, have signed a *Letter of Cooperation* with a partner district in Chongqing, in our case the Yubei District. These letters of cooperation pave the way for future reciprocal sharing of resources that would include Chinese print and digital resources; English language training for their teachers, enhancing the level of Chinese language and pedagogy among our teachers; and providing opportunities for international exchange for teachers and students.

Chief Johnson stated that in the future, it is intended to facilitate culture and language immersion programs for students in Chongqing. There is an invitation to CBE principals who are committed to developing a vibrant twin school relationship to visit China this spring. Also, the first CBE International Youth Leadership Summit, which will be held in both Beijing and Macao during the 2011 spring break will provide a group of twenty grade 11 students the opportunity to interact with other young people from around the globe as they deepen their understanding of who they are in relation to the world. Chief Johnson noted that the International School of Macao is the first school outside of Alberta to offer the Alberta curriculum and is staffed largely by Alberta teachers, including several former CBE teachers.

Chief Johnson stated that there are more Chinese international students in the CBE than from any other country and that this is expected to continue to grow. A Chinese bilingual program is currently under review for expansion to complement the current programs being offered at King George and Langevin Schools. Chief Johnson expressed gratitude to Hanban for their support and to Alberta Education for their support of the CBE in international initiatives.

### **5.3 Public Question Period**

There were no public questions.

### **5.4 Stakeholder Reports**

#### **5.4.1. Ms. H. Mowat**

Ms. Mowat informed that she had run for school board trustee for Wards 11 and 13 in the recent election. She related some of the concerns that she had heard from parents including lunchroom costs, bussing issues, and bullying. She stated her opinion that school board trustees should be representative of only one Ward, just as the City of Calgary aldermen are. She noted that a forty year old building such as the Education Centre is classed as *old* in North America; however, in Europe it would be considered *young*. Ms. Mowat stressed that children are important and that their needs should be considered first.

Action By:

## **5.5 Trustee Inquiries**

## **6.0 ACTION ITEMS**

### **6.1 Capital Budget and Reserve Status Report as at August 31, 2010**

Superintendent D. Meyers introduced the report. Trustees asked questions to which Administration responded and a summary of the discussion is as follows:

- As at August 31, 2010 year end, surplus funds from completed capital school projects were redeployed to the Career and Technology Centre at Lord Shaughnessy High School. This was approved by the Board of Trustees and the Minister of Education.
- The new Ernest Manning High School is a joint project between the province and the City of Calgary who are each providing funding of \$28 million. This funding should be sufficient to complete the project, including the third wing. It is estimated that the cost to completion is \$10 million. The CBE will control \$3 million of this for the move from the current Ernest Manning High School to the new school building as well as the moves of CBe-learn and the National Sport School programs.

The Ernest Manning High School building and site are unique in that they were sold to the City of Calgary and in return, the CBE was given the site in West Springs. When the new Ernest Manning High School is built it will be an asset to the CBE valued at approximately \$55 million. The former Ernest Manning site will become an asset of the City of Calgary. This report reflects only the budget and what has been spent to date.

- At the request of a Trustee, Director Braun provided further detail on each of the headings on page 6-75, Attachment I, *Non-Facility Related Assets*. He explained that Administration is requesting Trustee approval of the revised budget adjustments as well as the carry forward amounts for projects that are not yet complete. Superintendent Coppinger noted that some of the projects listed will never be complete as there is an ongoing requirement for replacement of some assets. This report is only a three year forecast.
- The capital lease arrangement of \$30 million with the Royal Bank is for the Dr. Carl Safran Centre modernization and addition. This is interim financing until funds become available from the sale of property. As at August 31, 2010, \$12.3 million had been accessed.
- Six P3 schools were built and fully funded by the province for the CBE. As of August 31, 2010, their total asset value of approximately \$160 million was transferred to the CBE and will be amortized over the next 40 years.
- The request to carry forward \$3,942,580 for Information Technology Services Renewal and Growth is for the completion of approximately 20 projects. This includes the *Enterprise Portal Deployment Expansion*, a significant multi-year project that is currently under review. Administration is currently working with PriceWaterhouse and will be making recommendations to continue with this project as well as to review and prioritize other projects.



Action By:

- On page 6-78, Attachment III, the *Total Budgeted Expenditures (per Attachments I and II) of Non-Facility Related Assets Budget* should read **\$23,944,862**. This figure is correctly given in Attachment I, page 6-75. Administration has noted and will correct that number.
- The Capital Building Reserve Fund of \$3,293,106 is designated for projects previously approved by the Board of Trustees. These are listed on page 6-79, Attachment IV of the report as *Transfers Out* and include: Albert Park demolition; P3 commissioning; and Connaught modernization. Director Braun stated that reserve balances are to be used for capital projects, such as new schools, deferred maintenance and commissioning costs for new schools. Currently the capital reserves are just under \$20 million. Of this, \$8 million has already been committed to other projects, leaving approximately \$11 million in capital reserves. Director Braun stated that, in his opinion, the CBE reserve balance is healthy and is in line with the 3% benchmark for operating reserves that is set by the province.

MOVED by Trustee Ferguson:

**THAT information regarding all budget revisions and transfers, as outlined in this report for the period June 1 to August 31, 2010 inclusive, be received for monitoring information and for the record; and**

**THAT attachments I to IV, reflecting actual capital expenditures for the period June 1 to August 31, 2010 and actual expenditures for the year ending August 31, 2010, be received for monitoring information and for the record; and**

**THAT the net capital carry forward amounts of \$5,314,493 at August 31, 2010 and as identified in Attachment IV, be approved for the completion of the associated projects in 2010/2011; and**

**THAT an amount of \$3,293,106 tied to completed projects as outlined in Attachment IV, be approved for withdrawal from the Capital Building Reserve Fund; and**

**THAT an amount of \$19,879 in unused committed Capital Building Reserve Funds and tied to a completed project as outlined in Attachment IV, be approved for return to the fund; and**

**THAT an amount of \$173,698 of net proceeds on the disposal of Maintenance Assets be approved for transfer to the Maintenance Asset Replacement Reserve Fund.**

The motion was  
CARRIED UNANIMOUSLY.

Action By:

**6.2 CBE Submission for ASBA 2010 Public Engagement Award**

MOVED by Trustee Taylor:

**THAT the Board of Trustees approves the submission for the Alberta School Boards Association (ASBA) 2010 Public Engagement Award as attached to the Board report.**

A Trustee commented in support of the motion that she is pleased to support it and for the work in this department that has taken place in the CBE.

The motion was  
CARRIED UNANIMOUSLY.

**7.0 MONITORING AND RESULTS**

**7.1 Summary of 2009-2010 Provincial Achievement Test and Diploma Examination Results.**

Superintendent Faber provided an overview of the contents of the report through a PowerPoint presentation. She reviewed each of the subject areas, highlighting results and noting areas of strength and weakness of the CBE results in comparison to that of the province. She noted that results are benchmarks that help the CBE build strategies for improvement. They are used as a guide to continue to build a systemic response and to create a personalized learning environment for each student, every day, no exceptions.

Recessed at 6:51 p.m.  
Reconvened at 7:04 p.m.

Trustee King did not return to the meeting.

Trustees asked questions to which Administration responded and a summary of the discussion is as follows:

- Dr. P. Kover, System Assistant Principal, Learning Innovation informed that data is still being compiled in order to compare the CBE results with that of the other metro boards. Alberta Education's public release of these results was later than usual this year and because of this the other boards were later in posting their results.
- The province has recently given notification of modified practice for excused status on diploma exams. Administration is currently working to put this plan in place to be applied to diploma exams in January, 2011.
- A decline in results of the English Language Arts 30-1 exam has been noted as an area of interest over the last several years by the province. CBE Administration and the province are looking at the exam itself as well as examining the program of studies to see if there is any correlation as to what is being measured and how the program of studies is being delivered in classrooms.



Action By:

CBE students are encouraged to optimize choice based on planning beyond grade 12. Dr. Kover suggested that it may be that as students are encouraged to choose texts that appeal to them, they may not be well enough prepared to respond well on the exam questions they are asked. It could also be that the large component of English as a Second Language students (20% of grade 12 students) who are typically high achievers, highly confident in math and science and university bound, need English 30-1 to go on to post-secondary.

Dr. M. Bastock, Senior Education Specialist, Learning Innovation, reported that an item analysis is currently being done which will provide detail and hopefully enable them to see how they can specifically address this concern. They are also working with senior high language arts specialists and the Curriculum and Assessment Branch at Alberta Education to further investigate how to address this concern.

- Superintendent D. Lewis, Learning Support reported that we are continuously seeking to have the results of students with identified special education needs disaggregated according to disability. She noted that in many cases, rather than an issue of cognitive ability or academic success, the disability could be physical or behavioural. Although some are severe, the largest percentage of special needs students who write the achievement exams are those with mild/moderate disabilities. The results do not include students who are identified as gifted.

Students who do not write the exams must be excused. Alternate forms of participating in the exams are available such as with readers or scribes. They are working towards allowing students to use the normal assists they use in class when writing exams. Chief Johnson noted that Alberta Education is promoting an inclusive system where each student's needs are recognized and there is some debate whether special needs students should be coded at all. If this were to happen, it would not be possible to disaggregate the results.

- There has not been any detailed analysis done on any relationship between a new program of studies and the diploma results. However, it was noted that some of the diploma exams have changed and a writing component was taken out; this may have affected the exam results as different students respond differently to certain types of assessment.
- There was considerable discussion regarding the Knowledge and Employability (K&E) courses. Four years ago the province introduced the K&E courses in which students work in regular programs with teacher support and direction. The K&E curriculum begins in grade 8 and in order to register in K&E classes, parents are required to sign their consent and support. It is with reluctance that parents do this as students receive a certificate rather than a high school diploma.

Chief Johnson emphasized that Administration needs to be more rigorous at identifying support networks and transition plans for these students at a systemic level. She noted that the Sir William Van Horne High School situation provides the opportunity to sharpen the focus, identify students, and to provide support and effective opportunities and choices. Administration is currently working on a report on the Sir William Van Horne transition. They are working with focus groups of students, parents and teachers to understand their needs better. Administration is also working with the Area Directors on the transition and quarterly reports will be brought to the Board.

Action By:

Chief Johnson stated that the K&E courses are different across the spectrum and all students who require K&E courses are not necessarily hands on learners; gifted students can also be kinesthetic learners. She noted that the Career & Technology Centre is for hands on learners and will be available for all students. Superintendent Lewis added that the K&E courses were not designed to embrace special education learners only. Originally they were offered in order to avoid excluding any students with exceptional learning needs.

- Dr. Kover responded to a Trustee question on whether or not the province provides results by gender. This information is provided; however, there was nothing noted that was unexpected in terms of gender.
- The province uses the two official languages only for provincial achievement testing in grades 3, 6 and 9. The CBE has brought in standardized testing in Chinese, German, Spanish and French through relationships with international associations. These have been used in the International Certificate program and it is believed that it raises the standard of excellence. Language testing results comparisons will be seen in Ends monitoring reports.

MOVED by Trustee Bowen-Eyre:

**THAT the Board of Trustees receives the attached report titled "Summary of the 2009-2010 Provincial Achievement Test and Diploma Examinations" for information.**

A Trustee commented in support of the motion that while it is recognized that we have some achievements to celebrate, there are some areas where growth is required.

The motion was

CARRIED UNANIMOUSLY.

Absent: Trustee King

## **8.0 POLICY DEVELOPMENT AND REVIEW**

### **8.1 EL-13: Facilities and GP-5: Board of Trustees' Role Description – 2<sup>nd</sup> and 3<sup>rd</sup> Reading**

Chair Cochrane introduced the report providing some background and noting that if Trustees are comfortable in proceeding with second and third reading the urgency is for the work of the capital plan.

MOVED by Trustee Bazinet:

**THAT the Board of Trustees gives second reading to the amended policies attached to the Board report as Appendix I, specifically:**

- Executive Limitations 13 – Facilities, as amended in tracked changes; and
- Governance Process 5 – Board of Trustees' Role Description, as amended in tracked changes.



Action By:

A Trustee commented in support of the motion that this is clarification that the Board wants to be involved in the ranking criteria to allow for public concerns to be addressed by the Board.

The motion was

CARRIED UNANIMOUSLY.

Absent: Trustee King

MOVED by Trustee Lane:

**THAT the Board of Trustees gives third reading and thereby final approval to the amended policies attached to the Board report as Appendix I, specifically:**

- **Executive Limitations 13 – Facilities, as amended in tracked changes; and**
- **Governance Process 5 – Board of Trustees' Role Description, as amended in tracked changes.**

A Trustee commented in support of the motion that this does not change past practice; therefore, they are willing to proceed.

The motion was

CARRIED UNANIMOUSLY.

Absent: Trustee King

For ease of reference, these policies as amended, are attached to these Minutes.

## **9.0 CONSENT AGENDA**

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

### **9.1 Board Consent Agenda**

#### **9.1.1 Approval of Minutes**

- Regular Meeting held October 5, 2010
- Organizational Meeting held October 26, 2010

**THAT the Board of Trustees approves the Minutes of the Regular Meeting held October 5, 2010 and the Organizational Meeting held October 26, 2010 as submitted.**

#### **9.1.2 Correspondence**

**THAT the Board of Trustees receives the following correspondence for information and for the record:**

- **Correspondence dated September 30, 2010 to Board Chair Pat Cochrane from the Honourable Dave Hancock, Minister of Education, regarding the *Speak Out – Alberta Student Engagement Initiative* encouraging engagement of students by sharing this information with principals, teachers and students and enclosing a copy of the *Year in Review 2009-2010*.**

Action By:

- **Correspondence dated October 6, 2010 to Chief Superintendent Naomi Johnson from Mr. Keray Henke, Deputy Minister of Education advising of the approval by Minister Hancock to borrow a \$5.6 million capital loan to finance an energy performance contract for 15 CBE schools.**
- **Correspondence dated October 13, 2010 from the Honourable Dave Hancock, Minister of Education and the Honourable Ray Danyluk, Minister of Infrastructure regarding authorization for the sale of the King Edward School building and lands to The Calgary Foundation for \$8,027,000 including legal responsibilities and compliance with the Disposition of Property Regulation AR 3/2001.**

## 9.2 Chief Superintendent Consent Agenda

- 9.2.3 Impact Statement re: First Reading to Policy Changes for EL-13 and GP-5  
**THAT the Board of Trustees receives the *Impact Statement re: First Reading to Policy Changes for EL-13 ad GP-5* report for information and for the record.**

At 8:00 p.m. Chair Cochrane received the consent of the Board to continue the meeting to the end of the Agenda.

9.2.1 Chief Superintendent's Monthly Update

There was considerable discussion regarding the introduction of a new Ends 3, 4 and 5 Assessment and Reporting Framework to be included on the grades 1-12 report cards. Descriptive reporting is done on each of these characteristics and attributes within each of the subject areas. Parents are included in this process during parent/teacher interviews, sometimes with the student leading the discussion.

Chief Johnson stated she would be meeting with Ms. J. Regal of the Alberta Teachers' Association shortly to discuss what these changes might mean from a teacher perspective. She noted that teachers are not being asked to do more, although this may be what is perceived. Learning in 2010 is being measured differently. It is recognized that there are significant challenges with this, particularly in high school, as students have several teachers in different subject areas. Deadlines have been relaxed for high schools.

In response to a Trustee question re: provision of all student results to the Board, Dr. R. Mosher explained that at the end of the year a standardized summative scale will be used in order for this data to be meaningful to the Board of Trustees.

Concern was expressed that this type of reporting had been perceived as a direct request from the Board of Trustees. Chief Johnson stated that the reasonable interpretations of the Ends statements are how Administration has chosen to provide evidence of how the Ends are measured. As the Carver model is better understood, it is clear that the reasonable



Action By:

interpretation belongs to the Chief Superintendent and Administration. Chief Johnson noted that inputs alone don't guarantee a reasonable interpretation. Administration will be working with Miriam Carver in December, and hopefully it will help to better define this. She apologized for any inconvenience this might have caused the Board of Trustees.

MOVED by Trustee Ferguson:

**THAT the Board of Trustees receives the *Chief Superintendent's Update* report for information.**

The motion was

CARRIED UNANIMOUSLY.

Absent: Trustee King

**9.2.2 The Financial Status Of Operating Reserves and Designated Funds as at August 30, 2010**

In response to a Trustee question, Director Braun reported that a shortfall of \$2,344,796 is anticipated for transportation funding for the current year. It is being proposed to partially fund the shortfall by a transportation reserve draw of \$1,665,025. The remainder of the shortfall will be covered by surpluses from other areas over the past year. He noted that these surpluses were caused by some vacancies and reduced expenditures in other areas. Alternatives will be investigated and presented to Superintendents' Team before bringing the budget update to the Board of Trustees in December.

Director Braun noted that the proposed 2010/11 transportation budget is balanced. This has been made possible by a proposed fee increase and a reduction of ten bus routes. Director Braun informed that with the addition of six new P3 schools less buses are required.

Director Braun provided examples where reserve funds had been depleted and others where there were some unrealized gains. He stated that the reserve balance is at about 3% of the annual budget which is a reasonable benchmark for operating reserves as directed by the Minister of Education. Superintendent Meyers noted that there are terms and conditions on what kind of funding can be put into the reserve funds and that they have cap limits; three of these are at presently at the cap.

A Trustee commented that the strategy for the use of reserves has proven to be a fiscally responsive method of maintaining learning as the provincial government funding is unpredictable for school boards.

MOVED by Trustee Lane:

**THAT information regarding all provisional transfers to and from operating reserves and balances at August 31, 2010, be received for monitoring information and for the record as outlined in Attachment I; and**

**THAT a draw of \$1,665,025 from the Transportation Fee Stabilization Reserve to mitigate the deficit within the**

Action By:

Transportation block be approved, in accordance with Alberta Education Regulations; and

THAT a transfer of \$1,749,593 to the Unrealized Investment Gain/Loss Reserve, reflecting unrealized investment gains experienced during the 2009/10 fiscal year, be approved; and

THAT a transfer of \$311,306 to the Utility Expense Stabilization Reserve, reflecting an overall surplus in the Facilities and Environmental Services budget tied to a favourable variance in utility expenses, be approved; and

THAT a transfer of \$1,129,031 to the Fiscal Stability Reserves tied to a favourable benefit expense variance, be approved; and

THAT a transfer of \$500,000 to the System Transformation Reserve tied to a favourable benefit expense variance, be approved; and

THAT a transfer of the expected residual annual operating surplus of \$538,602 to Unrestricted Net Assets (UNA) Operating Surplus, be approved.

The motion was  
CARRIED UNANIMOUSLY.

Absent: Trustee King

#### **10.0 TRUSTEE NOTICES OF MOTION**

There were no trustee notices of motion.

Recessed at 8:36 p.m.  
Reconvened at 8:43 p.m.

#### **11.0 IN-CAMERA ISSUES**

##### **11.1 Motion to Move In Camera**

MOVED by Trustee Lane:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the Private Agenda for the Regular Meeting of the Board of Trustees, November 2, 2010 be considered at an in-camera session; therefore, be it

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

The motion was  
CARRIED UNANIMOUSLY.

Absent: Trustee King



Action By:

### 11.2 Motion to Revert to Public Meeting

MOVED by Trustee Ferguson:

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

The motion was

CARRIED UNANIMOUSLY.

Absent: Trustee King

MOVED by Trustee Ferguson:

**THAT the Board of Trustees authorizes Administration to enter into a three-year agreement with AccueTrust Security Inc. for Trend Micro Maintenance for the period September 1, 2010 to August 31, 2013.**

The motion was

CARRIED UNANIMOUSLY.

Absent: Trustee King

MOVED by Trustee Lane:

**THAT the Board of Trustees authorizes Administration to enter into a three-year agreement with Charter Telecom Inc. for maintenance of Avaya/Nortel network devices and software for the period September 1, 2010 to August 31, 2013.**

The motion was  
CARRIED.

In favour: Trustee Bowen-Eyre  
Trustee Ferguson  
Trustee Cochrane  
Trustee Lane

Opposed: Trustee Taylor  
Trustee Bazinet

Absent: Trustee King

### 12.0 ADJOURNMENT

Chair Cochrane declared the meeting adjourned at 9:15 p.m.



## **CALGARY BOARD OF EDUCATION**

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### **Board of Trustees' Policy – Governance Process GP-5: Board of Trustees' Role Description**

**Monitoring Method: Self-Assessment**  
**Monitoring Frequency: Annual**

The role of the Board of Trustees is to represent, lead and inspire the school district by determining and expecting appropriate and excellent organizational performance. The Board of Trustees will act in accordance with the relevant Province of Alberta statutes and regulations, and the Board of Trustees' own policies and procedures.

1. The role of the Board of Trustees is to govern, advocate and represent. As such, its primary work will be to:
  - (a) provide the link between the Calgary Board of Education and citizens of Calgary;
  - (b) partner with the Ministers of Education and Infrastructure so that the Ministers are informed about perspectives relevant to public education in Calgary;
  - (c) advocate on behalf of students, the school system and citizens of Calgary with other governments, agencies and organizations to ensure a strong and appropriate legislative environment for public education in Calgary;
  - (d) produce, review and monitor written governance policies, which, at the broadest levels, address:
    - (i) Ends: Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which people, at what cost);
    - (ii) Executive Limitations: Limitations on executive authority, which establish the prudence and ethics boundaries within which all executive activity and decisions must take place;
    - (iii) Governance Process: How the Board of Trustees conceives, executes and monitors its own performance;
    - (iv) Board-Chief Superintendent Linkage: Chief Superintendent's role, authority, responsibility and accountability, and how authority and responsibility are delegated and the process of monitoring those delegations;
  - (e) require that the Ends are the focus of organizational performance;





## **CALGARY BOARD OF EDUCATION**

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### **Board of Trustees' Policy – Governance Process Page 2 to GP-5: Board of Trustees' Role Description**

- (f) define three-year priorities to drive district performance in all four policy areas, reviewing or revising those priorities annually, to reflect current district needs and to drive the following year's resource allocations. As such, it shall be the job of the Board of Trustees to:
    - (i) approve a Three Year Education Plan;
    - (ii) approve a Three Year Annual Education Results Report; and
    - (iii) approve an annual operating and capital budget for the organization;

prior to submission to the relevant Minister(s);
  - (g) hire the Chief Superintendent and evaluate the Chief Superintendent's performance through monitoring Ends and Executive Limitations policies;
  - (h) give consideration to authorizing the Chief Superintendent to do any act or thing or exercise any power that the board may or is required to do or exercise, subject to the School Act, and formally authorize, by resolution, those powers that the Board wishes to delegate. Such resolution shall be recorded in the Governance Policy regarding Delegation to the Chief Superintendent.
2. The Board of Trustees also recognizes and holds the authority and responsibility in areas including but not limited to the following and will act to:
- (a) appoint an auditor and examine the auditor's report;
  - (b) approve the number, and locations of schools to be established, and maintained, in a manner that is open to community input and participation as the Board of Trustees considers appropriate, while demonstrating responsible stewardship of all resources;
  - (c) name or rename the organization, schools, portions of schools, rooms within a school, school grounds, other Calgary Board of Education facilities or educational programs;
  - (d) authorize a plebiscite to consider taxation requisitions from a municipality;
  - (e) approve the bargaining mandate for all collective agreements;
  - (f) accept the resignations of all teaching staff;



**Board of Trustees' Policy – Governance Process  
Page 3 to GP-5: Board of Trustees' Role Description**

- (g) terminate the services of a teacher;
  - (h) hold hearings for the purpose of appeals to teacher transfers;
  - (i) approve all locally developed/authorized courses for use in the CBE;
  - (j) make by-laws pursuant to legislation;
  - (k) make rules governing its internal procedure and its meetings;
  - (l) approve the ranking criteria that will determine the priorities for construction of new Kindergarten to Grade 9 schools in the School Capital Plan; and
  - (m) authorize the successful tender for school buildings prior to submission to the appropriate Minister for approval.
3. The Board of Trustees shall establish and be accountable for an annual budget for its own governance functions, within the constraints of the administrative envelope and public acceptability.

Adopted: November 2, 2010





## **CALGARY BOARD OF EDUCATION**

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### **Board of Trustees' Policy – Executive Limitations EL-13: Facilities**

**Monitoring Method: Internal**  
**Monitoring Frequency: Annual**

The Calgary Board of Education facilities must support the accomplishment of the Ends policies. Accordingly, the Chief Superintendent shall not fail to ensure:

1. effective and efficient use of capital funding that demonstrates responsible stewardship of resources;
2. long-range facility plans and capital plans that establish priorities for construction, renovation and maintenance projects;
3. that the priorities for construction of new Kindergarten to Grade 9 schools in the School Capital Plan are based on ranking criteria that have been approved by the Board of Trustees;
4. exploration and development of innovative and supplementary capital funding models and mechanisms in support of long-term capital planning to supplement provincial funding allocations, while treating school and communities with fairness and equity, including support and development for partnerships with other public and/or private organizations. All innovative and supplementary capital funding models and mechanisms shall demonstrate the following:
  - a) a sound business case;
  - b) value for money;
  - c) results that are within the Calgary Board of Education's financial capabilities to support;
  - d) flexibility to accommodate changing community needs;
  - e) economic and community service efficiencies without compromising the learning environment and student safety;
  - f) shared risks and incentives;
  - g) clarity of roles and responsibilities
  - h) transparent expectations and accountabilities; and
  - i) assurance in meeting Calgary Board of Education building standards;
5. the pursuit of the reduction of regulatory barriers to innovative and supplementary capital funding models and mechanisms;



## **CALGARY BOARD OF EDUCATION**

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### **Board of Trustees' Policy – Executive Limitations**

#### **Page 2 to EL-13: Facilities**

6. a clear process to inform administrative recommendations on long-range facility and capital plans. This process shall include appropriate dissemination of information, community input and participation of appropriate stakeholders;
7. that facilities are safe, properly maintained, aesthetically appropriate and built for enduring use and respect;
8. that facilities are located and situated to effectively accommodate public and student access;
9. that facilities are adequate and functional for the programs offered in the facilities;
10. that learning environment designs are research-based;
11. that facility planning and design decisions appropriately consider:
  - a) naturalized learning environments, and
  - b) environmental impacts, including eco-efficiency and sustainability;
12. the public's use of facilities is not unreasonably denied. School functions and Calgary Board of Education programs should not be compromised by the public's use of facilities;
13. that consistently administered detailed guidelines exist for public use of facilities;
14. that the Board of Trustees is regularly updated on the status of approved new school construction and major infrastructure projects;
15. that the Board of Trustees is annually provided with a Facility Condition Report as outlined in the attached EL 13 Facilities Exhibit.

Adopted: November 2, 2010