

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, September 21, 2010 at 5:00 p.m.

MEETING ATTENDANCE

Board of Trustees

Trustee P. Cochrane, Chair
Trustee C. Bazinet
Trustee G. Dirks
Trustee L. Ferguson
Trustee P. King (departed at 8:28 p.m.)
Trustee K. Kryczka
Trustee G. Lane

Administration

Ms. N. Johnson, Chief Superintendent of Schools
Mr. D. Stevenson, Deputy Chief Superintendent of Schools
Mr. F. Coppinger, Superintendent, Facilities and Environmental Services
Ms. C. Faber, Superintendent, Learning Innovation
Mr. J. Johnston, Superintendent, Human Resources
Ms. D. Lewis, Superintendent, Learning Support
Mr. W. Braun, Director, Corporate Financial Services
Mr. R. Peden, General Counsel and Corporate Secretary
Ms. J. Barkway, Assistant Corporate Secretary
Ms. S. Wasylshyn, Executive Assistant to the Trustees
Ms. D. Perrier, Recording Secretary

Stakeholder Representatives

Mr. R. Anderson, Canadian Union of Public Employees, Local No. 40
Mr. M. Christison, Senior High School Principals' Association
Ms. C. Hall, Principals' Association for Adolescent Learners (PAAL)
Ms. J. Minifie, Calgary Board of Education Staff Association
Ms. L. Newton, Calgary Association of Parents and School Councils
Ms. J. Regal, Alberta Teachers' Association, Local 38
Ms. S. Searle, Principals' Association for Adolescent Learners (PAAL)

Action By

1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Cochrane called the meeting to order at 5:00 p.m. and the singing of the national anthem was led by Ms. M. Papp, a recent student graduate of Central Memorial High School. Chair Cochrane acknowledged and welcomed representatives from the aforementioned organizations.

Action By:

2.0 CONSIDERATION/APPROVAL OF AGENDA

Ms. Barkway noted that two items were removed from the Consent Agenda: Item 9.2.4 Board Meeting Procedures, and Item 9.2.2 Allocation of Alberta Education Supplementary 2010-2011 Funding. These items will be considered immediately following consideration of the Consent Agenda.

MOVED by Trustee King:

THAT the Agenda for the Regular Meeting of September 21, 2010, be approved as submitted, subject to the above-noted changes.

The motion was
CARRIED UNANIMOUSLY.

3.0 SCHOOL/SYSTEM PRESENTATIONS

There were none.

4.0 HONOURS AND RECOGNITIONS

Chair Cochrane introduced and welcomed Basmina to her new role as Board Page for the 2010-11 school year. Basmina is a grade 12 student at James Fowler High School.

4.1 Lighthouse Award

Prior to the presentation of the Lighthouse Award, Superintendent Faber provided some introductory remarks about Ms. M. Papp, noting that through her work at Central Memorial High School she participated in leadership opportunities supported by the Werklund Foundation.

Ms. Papp came forward and shared that to be a leader, one must believe in oneself. She pointed out that through hard work and dedication, and with the support of her parents, teachers and peers, she has evolved into a greatly inspired individual with much potential. Ms. Papp shared how she became an empowered individual through the leadership program, which was developed through the support of the Werklund Foundation. She elaborated on the importance of the creation of leadership opportunities in schools for students to become the leaders of tomorrow.

Chief Superintendent Johnson thanked Ms. Papp for sharing her personal reflections on leadership development. She noted that Ms. Papp created a music video with the generous support from the Werklund Foundation and it is entitled "We Were Empowered". This song has become the theme song for the Werklund Foundation. Chief Superintendent Johnson shared some details about an innovative approach to student leadership in the CBE, as it moves forward with the support of the Werklund Foundation's Empowering Minds™ initiative. She noted that one piece of this initiative is a new high school student leadership development course that is open to all high school students, called "Empowering Student Voice". This course is framed around the establishment of a Chief Superintendent Student Advisory Council; it is a high school credit course, and allows for students to work

Action By:

in a digital learning environment. This initiative also connects with the CBE's Career and Technology Strategy, which provides students with opportunities to follow their interests and passions while developing individual gifts and talents in a flexible, relevant, personalized learning environment.

Ms. Papp's music video was shown at this point in the presentation.

Ms. M. Levy, System Principal, Corporate Partnerships, provided additional information about the leadership initiatives that are underway, and celebrated the many contributions that the Werklund Foundation has made for our students. Through the Werklund Foundation's Empowering Minds™ our leadership education strategies will develop students who learn about and demonstrate resiliency, possess intrinsic motivation to actualize their potential, and increase their capacity for self advocacy as they grow and excel academically and personally. The target groups for these leadership education strategies will be grades 5 to 12.

Over the past four years, the Werklund Foundation has supported the RAPPORT Program in various CBE high schools, and through their coordination work and financing, leadership education has impacted over 2000 students.

Ms. Levy stated that it is with enormous pleasure that the CBE presents this month's Lighthouse Award to Ms. D. Werklund and the Werklund Foundation. She noted that the Werklund Foundation's Vision is "To be a conduit of leadership learning opportunities for youth which empower and engage the community". CBE students have already been and will continue to be recipients of this vision.

Ms. Werklund came forward and shared comments in acceptance of the Lighthouse Award, which was presented by Chair Cochrane on behalf of the Board.

Chair Cochrane called for a 15-minute recess for a celebration on the plaza.

Recessed: 5:33 p.m.

Reconvened: 5:55 p.m.

Trustee Bazinet did not immediately return to the meeting.

5.0 PUBLIC CONVERSATION AND INFORMATION

5.1 Report from the Chair and Trustees

Trustee Lane noted that he attended the annual meeting of WinSport, as did Trustee Kryczka and Superintendent Coppinger.

Chair Cochrane informed that she attended Chinook Learning Services' Staff Recognition Awards held on September 18, 2010. She noted that 41 staff members were recognized at this event, six of whom received recognition for 35 years of service with the CBE.

Trustee Bazinet returned to the meeting.

Action By:

5.2 Report from the Chief Superintendent

Chief Superintendent Johnson reported on the following issues and events:

- She attended a meeting with Dr. L. Miller, Chief Superintendent, Calgary Catholic School District, and education directors, to share information about each district's Three-Year Education Plan. Future conversations will be shared at *Upstart*, also known as *Council of Champions*, where significant city leaders are at the table talking about Calgary issues. Upcoming conversations will be focused on success for all students and high school completion for all students.
- She attended a weekend retreat of the Alberta Teachers' Association, Local 38, and sat on a discussion panel asking the questions "What is Personalized Learning - What does it mean to you?"

5.3 Public Question Period

There were no public questions.

5.4 Stakeholder Reports

There were no stakeholder reports.

5.5 Trustee Inquiries

There were no trustee inquiries.

6.0 ACTION ITEMS

6.1 Tripartite Issues Identification

Chair Cochrane shared some brief comments, noting that the Minister of Alberta Education, the Alberta School Boards Association (ASBA) and the Alberta Teachers' Association have entered into collaborative discussions on workforce stability and the transformation of K-12 education in our province. They are taking an interest based collaborative approach in working through some issues. Our Trustees will be part of the discussion, talking about how teaching and learning can be supported and improved. As a member of the ASBA, our Board of Trustees has been asked to comment on various themes. She asked that Trustees share ideas and issues of what should be discussed at that table. Chair Cochrane informed that we've sent notices to our stakeholder groups asking them for input to be provided by September 27, 2010; this is a short timeline, but it was imposed on us externally.

Chief Superintendent Johnson said one of the things discussed at length is that this is an effort to ensure long term stability for our workforce. She noted that our Administration is very committed to that conversation. The Minister of Alberta Education has a vision for where education in the province is heading in the future and he has consulted widely on this issue. She shared some cautions around the survey, such as wording that requires identification and must be made known to the group. When we participate in surveys such as this it is questionable how strong our voice is - are we one of 62 or are we equitably represented in our responses to

Action By:

the survey? She said it is important to be seen as collaborative, supportive and constructive in this process.

Trustees shared the following as suggestions to what the conversations might focus on:

- Issues, both rural and urban, should be equally addressed in terms of differences and similarities.
- Collaborative work within and between school districts to understand how we may benefit each other in terms of efficiencies, cost-savings.
- Increased flexibility for students and learning and what that would look like for staff and students.
- Regarding school boards, a broader and more visionary governance that focuses on student results and student success.
- Life-long learning for not only students but for employees and trustees as well.
- Flexibility in the transition to assist with the transformation in learning.
- Some authority for school boards to respond to meet local needs; to have some flexibility in the way that funding is provided for school buildings, for operations and for learning.
- School boards having natural person power regarding the *School Act*.
- Greater attention to the looming shortage of teachers, the competitive market and recruitment. We may need to raise the status of teachers in our province.
- K-12 education should be seen as beneficial and essential to the future of society and it should be viewed as a high priority in our province.
- If personalized learning is viewed as the way that will better address student needs then it should be a top priority province wide.
- The role of school boards has changed significantly since 1994, i.e., taxation, and yet they haven't really changed in their setup. A review should be given of how school boards can best represent their communities, how they can focus on students, and on their own internal work.
- With respect to the role of government, of school boards and of parents, the question needs to be asked "What can be done that is not now being done for a sustainable workforce into the future?" Attracting, developing and retaining effective teachers are important issues.
- As we move towards more personalized learning in our schools, we will need more predictable long-term sustained funding.
- In regard to funding, school boards are required to develop three-year plans and yet are only able to be funded for one year going forward.
- Questions that should be asked provincially are: What is personalized learning? What does it mean to a teacher? What does it mean to a student? What are the skills that teachers need to facilitate personalized learning? This conversation needs to be held at this table, and from there it should go out to all who support that work.
- Question: What do we mean by transformation? What do our students need to be successful?

Action By:

- With respect to opportunities and choice offered to students it is important to obtain balance for all students.

Chair Cochrane noted that the feedback we receive from our stakeholders will be acknowledged and the final response from our Board of Trustees will be made public at a future date.

7.0 MONITORING AND RESULTS

7.1 Annual Monitoring of EL-10: Budgeting Process

Chief Superintendent Johnson introduced the report and called forward Mr. W. Braun, Director, Corporate Financial Services, to provide details. Mr. Braun referenced page 7-6 of the report, measure #9, and noted that supplementary information is available at this time. He pointed out that subsequent to the approval of the budget, a survey had been sent to schools in late June 2010, which received approximately 85% response. The results on page 7-8 of the report under #9 show that compliance was reached with 91% participation, which reflects school participation in the budget process. A recent survey that was sent to schools this fall again posed the same question that was asked in June, and we received 100% response from our schools, but only 85% indicated that they had facilitated what was required in Administrative Regulation 5001, which meant involving parent councils in the deliberations or development of their school-based budget. Therefore, the updated status for measure #9 is non-compliance. Mr. Braun spoke further to the details of the report.

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

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

- A Trustee questioned whether the “higher policy” refers to the overarching introductory statement, and questioned why the higher policy is interpreted as a result. She expressed her belief that parts of the higher policy are not necessarily addressed in policy subsections. Mr. C. Davies responded that the question speaks to one of the principles in policy governance in that when the Board defines the higher policy exhaustively, what has happened is that the Chief Superintendent has reasonably interpreted that by justifying and measuring the lower policy provisions, and thereby has addressed the higher policy provision. In other words, the Chief Superintendent starts her interpretation at the narrowest level and works up to the more broad policy. He pointed out that the distinction here is that it is different than what the Board does – the Board works in reverse order and starts at the highest level and makes decisions about whether or not there is a need to drill down further or narrow the policy provision.

Action By:

Mr. Davies further explained that within the notion of going from narrow and building back up, with the statement “accordingly, the Chief Superintendent...” Administration looks at it as fitting with the policy or, almost in compliance with the policy. Accordingly, if you have done these eight things, you have therefore reasonably interpreted the higher level policy provision.

- Mr. Braun responded to a question regarding measure #9 and who was surveyed and what was asked. He noted that all potential stakeholders were identified and the specific question was “In accordance with Administrative Regulation 5001, have you provided your school council with information and the opportunity to provide advice on the preparation and development of your school’s 2010-2011 budget?” Chief Superintendent Johnson added that a consideration here is also the matter of timing and definition. She noted that there are several things a school may define as their budget, of which she provided examples. A Trustee expressed the belief that different results could come forward, depending on who is asked the question. Chief Superintendent Johnson stated the remark is well taken, and she suggested that it is probably a matter of asking the right question at the right time for this report.
- A Trustee noted concern with respect to measure #2 on page 7-3, expressing that the Carver governance model makes clear that this is the type of report that should come at the same time as the budget. She also shared a concern that the measure could be applied to each subsection of the policy. The manner that the monitoring report is currently presented begs the question of whether or not the Board has actually asked the relevant questions. Mr. Davies noted that when Administration looked at policy provision 1, they outlined the rationale, justification and the reasonable interpretation of the Chief Superintendent. He explained further the similarities in measure #1 and measure #2, the rationales, and the processes that occur.
- A Trustee shared the understanding that the policy governance model that we are working on provides a general guideline and normal circumstances for doing business; otherwise, there would be the need to write the policy statements to the higher level for unforeseen circumstances in those ad hoc instances. Chief Superintendent Johnson noted her belief that the recommendation is that the larger policy be reviewed to ensure it is written in a way that is all encompassing and that there is enough guidance in the provisions to keep us out of risky situations.
- In response to a question about governance policy and in reference to measure #6 and whether or not motions outweigh policy, Mr. Davies noted that when a motion is made by the Board that is in conflict with policy the Administration will interpret that the motion carries more weight than the policy provision.

MOVED by Trustee Ferguson:

THAT the Chief Superintendent has reasonably interpreted the provisions of Executive Limitations 10: Budgeting Process, and the Board of Trustees finds the Chief Superintendent to be in compliance.

Action By:

MOVED by Trustee Bazinet:

THAT the motion be amended to include “with the exception of policy sub-part 4”.

Trustee Bazinet noted her belief that it was not wrong that Administration brought forward a budget that was not balanced, and she felt that a policy could be drafted that would allow for that.

Chair Cochrane called for the vote on the amendment.

The amendment was
DEFEATED.

In favour:	Trustee Bazinet
Opposed:	Trustee Cochrane
	Trustee Dirks
	Trustee Ferguson
	Trustee King
	Trustee Kryczka
	Trustee Lane

MOVED by Trustee Bazinet:

THAT the motion be amended to include “with the exception of policy sub-part 6”.

In debate of the amendment, Trustees shared comments in favour citing the new information that was shared during Administration’s presentation of this report.

Chair Cochrane called for the vote on the amendment.

The amendment was
CARRIED UNANIMOUSLY.

Chair Cochrane called for the vote on the main motion as amended, which for ease of reference, reads as follows:

THAT the Chief Superintendent has reasonably interpreted the provisions of Executive Limitations 10: Budgeting Process, and the Board of Trustees finds the Chief Superintendent to be in compliance with the exception of policy sub-part 6.

The motion, as amended, was
CARRIED UNANIMOUSLY.

8.0 POLICY DEVELOPMENT AND REVIEW

There were no items.

Action By:

9.0 CONSENT AGENDA

Chair Cochran reminded the Board that Items 9.1.4 and 9.2.2 were removed from the Consent Agenda, and she declared the following items to be adopted as submitted:

9.1 Board Consent Agenda

9.1.1 EducationMatters Quarterly Financial Report

THAT the financial report for EducationMatters be received for information and for the record, in the form as submitted.

9.1.2 Monitoring of Governance Process Policies 3, 4, 8, 9 and 12

THAT the Board of Trustees approves the Governance Process Policy Monitoring reports for Governance Process Policies 3, 4, 8, 9 and 12 in the form as submitted in Attachment I to the report dated September 21, 2010.

9.1.3 Recommendations for Amendment of Governance Policies

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

- **Governance Process 3 – Governance Policy Development, as amended in tracked changes;**
- **Governance Process 4 – Board of Trustees' Annual Planning Cycle, as amended in tracked changes;**
- **Governance Process 5 – Board of Trustees' Role Description, as amended in tracked changes;**
- **Governance Process 8 – Working Relationship Commitment, as amended in tracked changes;**
- **Governance Process 9 – One Voice Commitment;**
- **Governance Process 12 – Investment in Governance (Note: the proposed amendments would result in the deletion of this policy).**

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

- **Governance Process 3 – Governance Policy Development;**
- **Governance Process 4 – Board of Trustees' Annual Planning Cycle;**
- **Governance Process 5 – Board of Trustees' Role Description;**
- **Governance Process 8 – Working Relationship Commitment;**
- **Governance Process 9 – One Voice Commitment;**
- **Governance Process 12 – Investment in Governance.**

THAT the Board of Trustees approves that amendments to these policies be given more than two readings at this meeting; and

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

Action By:

- **Governance Process 3 – Governance Policy Development;**
- **Governance Process 4 – Board of Trustees' Annual Planning Cycle;**
- **Governance Process 5 – Board of Trustees' Role Description;**
- **Governance Process 8 – Working Relationship Commitment;**
- **Governance Process 9 – One Voice Commitment;**
- **Governance Process 12 – Investment in Governance.**

(For ease of reference, a copy of amended Governance Process Policies 3, 4, 5, 8, 9 and 12 is attached to these minutes.)

9.2 Chief Superintendent Consent Agenda

9.2.1 Chief Superintendent's Update

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

9.2.3 Student Fees Report (EL-18E)

THAT the Board of Trustees receives the report for information.

9.2.4 Adjustment to Annual Monitoring Schedule re Ends 1: Mega End

THAT the Board of Trustees approves the presentation of the monitoring report for Ends 1: Mega End in June of each year, beginning in the 2010-2011 year.

9.2.5 Adjustment to Annual Monitoring Schedule re EL-12: Asset Protection

THAT the Board of Trustees approves the presentation of the monitoring report for Executive Limitation 12: Asset Protection in January of each year, beginning in the 2010-2011 year.

Items Pulled from the Consent Agenda

9.1.4 Board Meeting Procedures

A Trustee noted that she had brought to the attention of Ms. Barkway some typographical errors in the document and the reformatting requirements of the table of contents. She noted an additional issue she has is with Section G (1) that states that the agenda information will be printed for circulation on the Wednesday, six days prior to the meeting date. She pointed out that the Trustees rarely receive their agenda packages on the Wednesday.

Motion Arising

MOVED by Trustee King:

THAT the Board Meeting Procedures be amended to change the wording of Section G (1) to read "All public meeting Agenda information...will be printed for circulation to Trustees and Administration on the Friday, four days prior to the applicable meeting", and that all other matters in the document related to this timeframe be aligned accordingly.

Action By:

Trustee comments in support of the motion were as follows:

- The revised date was felt to be acceptable because it still allows for sufficient time for Trustees to read the material prior to the meetings;
- Many of the reports are now being sent electronically to Trustees as the reports become available.

Trustee comments in opposition to the motion were as follows:

- Limited access to a Trustee's residence makes it difficult for courier drop off and so the package must be hand-delivered.
- The Trustees have in place an Annual Calendar (GP-4E) that puts forward very significant time frame requirements.
- The delivery of the package on a Friday is sometimes problematic when the Trustee is away for the weekend.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED.

In favour:	Trustee Bazinet
	Trustee Cochrane
	Trustee Ferguson
	Trustee King
	Trustee Kryczka
Opposed:	Trustee Dirks
	Trustee Lane

MOVED by Trustee Ferguson:

THAT the Board of Trustees adopts the Board Meeting Procedures as provided in the document attached to the report, subject to the amendments as noted above.

The motion was
CARRIED UNANIMOUSLY.

9.2.2 Allocation of Alberta Education Supplementary 2010-2011 Funding

Trustees posed questions, which were responded to by Administration and the discussion is summarized as follows:

- Mr. Braun responded to a question, referencing the last paragraph on page 9-4 of the report, respecting the \$0.9 million support to schools that experienced deficits in the contract absence portion of their decentralized budgets in 2009/10. He explained that this reflects where a teacher or a support staff member is away from school and a substitute is brought in. It was found there were 121 schools in a deficit position amounting to approximately \$900,000.

Action By:

Chief Superintendent Johnson added that with those levels of deficits at schools, the possibility existed that teachers would have to be surplused out at those particular schools. It was decided that this one-time support would be provided.

- Superintendent Johnston stated that to this point in time there have been no teachers laid off. The 192 FTE teaching positions cut from the budget will be absorbed through retirement, vacancies, etc. Approximately 96 individuals from the Staff Association have yet to be placed, the majority of which are part time positions.
- Chief Superintendent Johnson noted that our grants for English as a Second Language (ESL) support and for Special Needs have not increased for the past three years. She stated that she is optimistic that the Minister is looking at these particular areas through *Setting the Direction*.
- A Trustee questioned the process and noted concern that the Board is being asked to receive the report for information at this time, and will ultimately be asked to approve actions that have already been undertaken by Administration. Chief Superintendent Johnson noted that the programs that are listed on page 9-4 of the report were previously presented in the budget as well as in the RAM roll out. She said that what is being pointed out here is that we have no funding for these particular areas and it is costing us \$6.2 million that has already been allocated to teachers.
- Chief Superintendent Johnson responded to a question of the overall impact on schools throughout the system. She noted that we received nearly \$5 million less of class size funding. Additionally, this class size funding was rolled into the basic grant. When this was deliberated at the budget meetings, it was felt best to direct this to Kindergarten to Grade 3 at this particular time. This criteria is probably being met at many of our schools, however it is important to remember that this is on average and not on a school by school basis. The increases in class sizes that are being seen are at the middle schools and junior high schools; however, it is also important to take into consideration some of the local decisions that are made, including the options that are offered and the oversubscription to some of our programs.
- It was noted that class size was never about class by class sizes; it was always about an average across the system at different grade levels. Our system has not yet done a class by class calculation, but it will be done. It was clarified that class size also looks at the ratios of teachers to students. In many of our schools we also have team teaching situations where there is a double classroom with two teachers working together with a number of students.

7:57 p.m. - Chair Cochrane received the consent of the Board of Trustees to continue the meeting to the completion of the Agenda.

- It was questioned why EL-12: Asset Protection was not reflected in this report because there is discussion here about moving amounts that are greater than \$500,000; and by the time the Board gets the report that asks for approval, it will have already been done. Mr. Braun stated that it had not been interpreted as

Action By:

being the purchase of an asset. He clarified further that schools are being reimbursed for a cost that they incurred last year; it is not an expenditure that has not already happened. The deficit, whether it would occur or will not occur will actually not be known until next August. Mr. Braun noted it is likely that we will be able to eliminate our deficit and likely that we will be able to use less of our reserves. He pointed out that no reserve transfers will occur until the end of the year, subsequent to receiving the Board's approval; this will be formalized in the first quarter budget update to the Board.

Chief Superintendent Johnson remarked that this in fact is not supplementary funding – it is funding that the Minister intended to provide to us; it is once again a matter of timing and the Board did approve the plan in the spring.

MOVED by Trustee Dirks:

THAT the Board of Trustees receives the report for information.

The motion was
CARRIED.

In favour:	Trustee Dirks Trustee Ferguson Trustee King Trustee Kryczka Trustee Lane
Opposed:	Trustee Bazinet Trustee Cochrane

10.0 TRUSTEE NOTICES OF MOTION

There were no notices of motion.

Recessed: 8:12 p.m.

Reconvened: 8:28 p.m. Trustee King left the meeting.

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, September 21, 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.

Action By:

11.2 Motion to Revert to Public Meeting

MOVED by Trustee Dirks:

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

The motion was
CARRIED UNANIMOUSLY.

11.3 Motion to Action In-Camera Recommendation

MOVED by Trustee Lane:

THAT the Board Trustees supports the alternative process, as discussed in camera, to provide the Board's response to the Alberta School Boards Association (ASBA) regarding tripartite discussions.

The motion was
CARRIED UNANIMOUSLY.

12.0 ADJOURNMENT

Chair Cochrane declared the meeting adjourned at 9:10 p.m.

Attachments – Governance Process Policies, as amended:

- GP-3: Governance Policy Development
- GP-4: Board of Trustees' Annual Planning Cycle
- GP-5: Board of Trustees' Role Description
- GP-8: Working Relationship Commitment
- GP-9: One Voce Commitment



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process GP-3: Governance Policy Development

Monitoring Method: Self-Assessment
Monitoring Frequency: Annual

The Board of Trustees sees the development of policy as providing effective parameters and broad guidelines for the action of the Board of Trustees and the Chief Superintendent. In fulfilling its responsibility for policy making, the Board of Trustees shall be directed by the following considerations:

1. compliance with the *School Act* and other relevant legislation;
2. policy development shall begin with the broadest, most general statement of policy and proceed to progressively more specific provisions until the Board of Trustees has achieved the degree of definition necessary in that area;
3. each policy shall be included in the annual monitoring process calendar;
4. policy development or amendment may be initiated by: trustee motion; general consensus of trustees; administrative recommendations; individual citizens or groups of citizens (including petitions); public participation and/or survey; needs assessments; policy review; legislative change; or policy violation. The process for developing or amending policies shall be determined by the Board of Trustees and may include communication strategies and public participation, as determined appropriate by the Board of Trustees. Every change to governance policy of the Board of Trustees, including amendments, deletions and new policies, but not including exhibits to policy, shall have three distinct separate readings and opportunities for Trustees to debate before the policy is finally passed. No more than two readings of a policy shall be given at any one meeting unless the trustees present at the meeting unanimously agree to give the policy a third reading; and
5. prior to second reading, the Chief Superintendent shall provide a general impact statement to the Board of Trustees. Impacts shall include the general impact, cost and ease of implementation of the proposed policy, legal implications of the proposed change, suggested communication strategies, as well as how administrative regulations and/or operational practice would be amended to respond to the change in governance policy, or any other relevant impacts.

Adopted: September 21, 2010



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process GP-4: Board of Trustees' Annual Planning Cycle

Monitoring Method: Self-Assessment
Monitoring Frequency: Annual

Effective governance and strategic planning is enhanced through an annual calendar that includes continuing review, monitoring and refinement of all policies, linkage meetings with selected stakeholder groups, and activities to continually improve Board of Trustees' performance through Board of Trustees' education, enriched input and deliberation. Accordingly:

1. the planning cycle shall conclude each year by the end of August; and
2. the planning cycle shall begin with the Board of Trustees' development of its calendar for the next year, and shall include, but is not limited to scheduling time for:
 - (a) a retrospective review focusing on Ends and a review of the Board of Trustees' annual priorities;
 - (b) timely review of the Ends to direct budget development;
 - (c) monitoring progress on Ends;
 - (d) monitoring compliance by the Chief Superintendent with Executive Limitations policies, and for review of the policies themselves;
 - (e) self-monitoring of all Governance Process and Board-Chief Superintendent Linkage policies;
 - (f) considering and arranging methods of obtaining input, including participation of selected stakeholder groups and persons;
 - (g) education and workshops related to the work of the Board of Trustees (see GP-4E Board Development Session); and
 - (h) education about the process of governance, including orientation of potential candidates and new trustees to the Board of Trustees' governing process.

Adopted: September 21, 2010



CALGARY BOARD OF EDUCATION

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;



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- (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;



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- (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) consider applications for alternative programs, pursuant to section 31(2) of the *School Act* (charter schools); 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: September 21, 2010



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process GP-8: Working Relationship Commitment

Monitoring Method: Self-Assessment
Monitoring Frequency: Annual

The Board of Trustees believes that positive working relationships with each other are essential for a healthy working environment, high morale, quality learning and personal well-being.

Accordingly, Trustees are committed to and accountable for:

1. abiding by the Code of Ethics for Trustees established by the Alberta School Boards Association (see Governance Process Policy GP-8E, Alberta School Boards Association – Trustee Code of Ethics); and
2. working to earn, build and sustain trust, and build mutual understanding among trustees, to ensure an environment conducive to effective governance. Accordingly, we shall:
 - (a) recognize and respect each other's worth and dignity, always focusing on issues rather than personalities, making every reasonable effort to protect the integrity and promote the positive image of the district and one another;
 - (b) communicate with each other in a timely fashion in ways that avoid surprises, exercising honesty in all written and interpersonal interaction and never intentionally misleading or misinforming each other;
 - (c) use collaborative approaches to problem solving and decision-making;
 - (d) give each other the benefit of the doubt, never embarrassing each other or the district, practicing public praise and reserving criticism for private conversation;
 - (e) cultivate a sense of group respect and responsibility in support of Board of Trustees' decisions;
 - (f) respect the confidentiality appropriate to issues of a sensitive nature; and
 - (g) collect, use and disclose personal information only as permitted by the Freedom of Information and Protection of Privacy Act and such other legislation as may be applicable.

Adopted: September 21, 2010



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Board of Trustees' Policy – Governance Process GP-9: One Voice Commitment

Monitoring Method: Self Assessment

Monitoring Frequency: Annual

One voice commitment speaks to the legislated authority and accountability of the Board of Trustees acting as a corporate body to provide leadership for the Calgary Board of Education. As members of a democratically elected body, it is important and necessary for individual trustees to encourage and represent a diversity of viewpoints. Individual trustees are ultimately accountable to their constituents for bringing forward the voice and views of Calgarians. The Board's one voice commitment does not require unanimous votes but does require that all trustees shall respect Board of Trustees' decisions. Board of Trustees' decisions can be changed only by the Board of Trustees.

Accordingly, Trustees shall:

1. support Board of Trustees' decisions. In the course of debate and daily work, trustees are expected to contribute to and influence the decisions of the Board of Trustees. Board of Trustees' decisions are only those that have been voted upon at an official Board of Trustees' meeting. These shall be written as policies or as resolutions that shall be reflected in the minutes of the meeting. Once the Board of Trustees has made a decision, each trustee shall support the decision of the Board of Trustees;
2. make no attempt to exercise individual authority over the organization. Individual trustees' interactions with the Chief Superintendent or staff shall recognize that individual trustees have no authority over staff and no authority to insert themselves into staff operations except when explicitly authorized by the Board of Trustees through the Chief Superintendent;
3. no trustee shall place himself or herself between staff members in their disputes or negotiations;
4. as members of a policy board, focus on what needs to be accomplished at the Board table (i.e. policy development and review, monitoring adherence to policies, major issues relating to interaction with other governmental agencies, etc.); and
5. if issues are raised by community members, staff or trustees about which the Board of Trustees already has a policy, the trustee shall state the policy. Discussion shall center on whether the concerns justify needed changes to the policy or whether compliance monitoring of the policy is needed.

Adopted: September 21, 2010