

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, June 19, 2007 at 5:00 p.m.

PRESENT:

Board of Trustees:

Trustee P. Cochrane, Chair
Trustee C. Bazinet (arrived at 5:52 p.m.)
Trustee N. Close (departed at 5:54 p.m.)
Trustee K. Fawcett (departed at 7:20 p.m.)
Trustee L. Ferguson
Trustee G. Lane

Absent: Trustee G. Dirks

Administration:

Dr. B. Croskery, Chief Superintendent of Schools
Mr. F. Coppinger, Superintendent, Facilities and Environmental Services
Mr. D. Dart, Superintendent, Corporate Services – Secretary Treasurer
Ms. J. Crarer, Acting Superintendent, Educational Support Services
Ms. B. Hubert, Deputy Chief Superintendent of Schools
Mr. J. Jones, Executive Assistant to the Chief Superintendent
Ms. B. Kuester, Executive Director of Communications
Mr. R. Peden, Director and General Counsel, Legal Affairs
Ms. J. Barkway, Assistant Corporate Secretary
Ms. S. Wasylshyn, Executive Assistant to the Trustees
Ms. D. Perrier, Recording Secretary

Stakeholder Representatives:

Mr. B. Anderson, Canadian Union of Public Employees, Local 40
Ms. G. Burger-Martindale, Calgary Association of Parents and School Councils
Ms. A. Craig, Calgary Board of Education Staff Association
Mr. F. Reaume, Canadian Union of Public Employees, Local 40
Ms. J. Regal, Alberta Teachers' Association, Local 38

Action By

1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Cochrane called the meeting to order at 5:00 p.m. and Ms. J. Miller, Teacher, W.H. Cushing Workplace School, led in the singing of O Canada. Chair Cochrane acknowledged and welcomed representatives from the aforementioned organizations and congratulated Ms. J. Regal on her election as President of the Alberta Teachers' Association, Local 38, to be effective July 1, 2007.

2.0 CONSIDERATION/APPROVAL OF AGENDA

Ms. Barkway noted that a new item was added to the agenda as Item 4.2 – Presentation by Calgary Police Services; and that Item 8.1.1 – Policy Housekeeping Items was pulled from the Consent Agenda, to be considered immediately following the Chief Superintendent's Consent Agenda.

MOVED by Trustee Ferguson:

THAT the Agenda for the Regular Meeting of June 19, 2007, be approved as submitted, subject to the changes noted above.

The motion was
CARRIED UNANIMOUSLY.

Absent:

Trustee Bazinet

3.0 SCHOOL/SYSTEM PRESENTATIONS

3.1 Wood's Homes School and Young Adult Program

Mr. D. Stevenson, Director, Area I, provided introductory comments and welcomed Mr. D. Barbor, Principal, and Kim who is a student, to give the presentation. Mr. Stevenson noted that the Wood's Homes School programs are a partnership between the Calgary Board of Education and Wood's Homes to provide educational programming and treatment services to a large group of at-risk students. Wood's Homes School programs are housed at two sites: the George Wood Learning Centre and the William Taylor Learning Centre. He pointed out that Wood's Homes School is achieving a number of successes in the areas of professional development, teaching and learning, engaging parents to become part of their children's learning opportunities, and in building productive and harmonious relationships.

Mr. Barbor gave highlights of the diverse student population and learning culture at George Wood Learning Centre with the aide of a PowerPoint slideshow and video clip. He pointed out that they are organized around Professional Learning Communities (PLCs) and they spend a great deal of time analyzing where they've been and where they are going; a term they have applied to their PLCs is "Ways of Knowing and Ways of Showing". Literacy is a key aspect of their PLCs, as is the use of technology and assistive technology, which help to level the playing field for the learning disabled students. He shared the approach that was taken by staff to enhance their own knowledge of the use of technology in order to meet their commitment of support to their students.

Kim shared some comments, noting that she will continue her education at Sir William Van Horne High School in the fall. She shared, through video, a piece of poetry that she had found and used to explore and express her ideas as part of a Language Arts project.

Mr. Barbor commented on some of the tangibles experienced at the school and he noted that the attendance rates for students that are in the program for over a three-month period show that about one-third attend 90% of the time or higher with no unexcused absences. Statistics also show an increase in credit attainment, a decrease in vandalism, a decrease in probation orders and in criminal charges amongst their youth while they are in the program, an increase in parent involvement at the school, and an increase in the number of students who are moving on with their education and showing success.

Together with Resiliency Canada, Wood's Homes developed a survey for their students and some of the outcomes of the survey were around caring family, family communication, parent involvement in school, positive peer relationships, achievement, school engagement, bonding to schools, safe school climates, culture awareness, resistance skills, self-esteem, planning, decision making, etc. The findings from this survey will be used to further explore and quantify how they at Wood's Homes are doing with respect to the Ends.

On behalf of the Board of Trustees, Chair Cochrane expressed appreciation for the presentation and commended Kim on her strength of ability to speak publicly.

4.0 HONOURS AND RECOGNITIONS

4.1 Lighthouse Award

Ms. B. Kuester, Executive Director of Communications, provided introductory remarks, noting the recipient of the Lighthouse Award is Big Brothers and Big Sisters of Calgary and Area, and she welcomed Mr. P. Harrison, President, and Ms. T. Luca-Huger, Director of Programs, who were in attendance to accept the award.

Big Brothers and Big Sisters has gained international acknowledgement for its unparalleled work with vulnerable youth in hundreds of cities worldwide and they are one of Calgary's most valued community partners. Their in-school mentoring programs benefit hundreds of CBE students each year, and include teen mentoring, recreation mentoring and between generations mentoring. In 2005, the partnership earned a \$20,000 grant from Calgary's Public Education Trust to further mentoring initiatives in CBE schools. In 2006, the Between Generations program won the Mayor's Award of Excellence for a multi-sector partnership. Big Brothers and Big Sisters of Calgary also support CBE schools and students through scholarships, bursaries and grants.

Ms. Luca-Huger and Mr. Harrison shared comments of appreciation for the partnership and noted their enthusiasm with working with students. On behalf of Big Brothers and Big Sisters, they accepted the Lighthouse Award presented by Chair Cochrane.

4.2 Presentation by Calgary Police Services

Chair Cochrane introduced Mr. L. Berti, Inspector with the Calgary Police Service (CPS), who came forward and presented a plaque of recognition for the Calgary Board of Education's contributions and support of the 2007, 17th Avenue Operational Plan (also known as the Red Mile).

The plaque reads "...The Calgary Police Service takes pride in the strong relationships and partnerships established within our communities. Your involvement in this initiative has strengthened these ties and was instrumental in the overwhelming success of this operation."

Mr. Berti shared expressions of praise for staff at Western Canada High School and Connaught School, who were instrumental to the success of the operation through the use of the buildings as the CPS staging areas. A picture was displayed on the overhead monitor in the Board Room of CPS presenting Ms. C. Grant-Watt with a signed Jerome Iginla, Calgary Flames jersey, as a token of appreciation for all the school staff efforts.

Chair Cochrane accepted the plaque of recognition on behalf of the Calgary Board of Education.

5.0 PUBLIC CONVERSATION AND INFORMATION

5.1 Correspondence

There was no correspondence for the corporate record.

5.2 Report from the Chair and Trustees

Chair Cochrane acknowledged this meeting as the last for Kees in his role as Board Page, and she commended him on his exceptional performance of duties throughout the 2006-2007 school year. She shared some details of his academic achievements over the past year and of his continuing education plans and goals. On behalf of the Board of Trustees, Chair Cochrane presented Kees with a token of appreciation.

Trustee Ferguson commented on her attendance at the Chinese Academy Graduation Ceremonies that was held on Saturday, June 16th.

Chair Cochrane commented on her attendance with Superintendent Coppinger at a meeting of Calgary city council, where a bylaw was unanimously passed that would allow the CBE to move forward to the design stages of the proposed new Education Centre on the Dr. Carl Safran school site.

5.3 Report from the Chief Superintendent

Chief Superintendent Croskery provided comments on the following issues and events attended by himself and/or Deputy Chief Superintendent Hubert:

- a retreat for principals of Area III, on the topic of self understanding, held June 6th;
- a retreat for CBE superintendents and directors with members of the acceleration pool for the corporate and executive academy, on the topic of change, on June 15th;
- a Chinese book donation ceremony at the Calgary public library, where a number of books were presented by the Consulate General of the People's Republic of China;
- an assembly held at Capitol Hill Elementary School, for their *Art Walk* celebration, held June 7th;
- graduation and closing ceremonies held at a number of CBE schools, as well as the closing ceremony for a group of Korean teachers who took English as a Second Language training at the Education Centre; and he also attended a celebration and graduation ceremony at the Calgary Korean School;
- a number of retirement celebrations around the system, including on June 11th a retirement reception for 32 school principals;
- June 20th is the New Horizons Banquet.

(5:52 p.m. – Trustee Bazinet arrived at the meeting.)

5.4 Public Question Period

There were no questions from the public.

5.5 Stakeholder Reports

There were no stakeholder reports.

5.6 Trustee Inquiries

There were no Trustee inquiries.

6.0 MONITORING AND RESULTS

6.1 Executive Limitations 1: General Executive Constraint – Annual Monitoring Report

Chief Superintendent Croskery provided opening comments and thanked the staff members responsible for the development and work done on this report. He noted that in one sense this is the most important of the Executive Limitations because it speaks to the responsibility of running the system in an ethical, sensible and appropriate manner.

(5:54 p.m. - Trustee Close left the meeting.)

Chair Cochrane reviewed the criteria against which the trustees are to judge this report, including that of reasonable interpretation of the policy, compliance with the policy, 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.

A Trustee questioned what is in place in the organization with regards to the whistleblower legislation, to which Chief Superintendent Croskery noted his belief that there is no formal protocol in place, nor is it felt to be necessary. It is expected that where people observe any inappropriate behaviour or unethical practice, such incidence should be shared at the very least with the immediate supervisor.

MOVED by Trustee Ferguson:

THAT the Chief Superintendent has reasonably interpreted the provisions of Executive Limitations 1: General Executive Constraint, and that the Board of Trustees finds the Chief Superintendent to be in compliance with the policy.

The motion was

CARRIED UNANIMOUSLY.

Absent:

Trustee Close

7.0 POLICY DEVELOPMENT AND REVIEW

7.1 **Third Reading to Executive Limitations 13: Facilities and to Executive Limitations 14: Student Accommodation, and approval of Executive Limitations 14E: Student Accommodation Information Requirements**

Trustee Fawcett provided a review of the contents of the report, including background information.

MOVED by Trustee Fawcett:

THAT the Board of Trustees approves third reading and thereby final approval of Executive Limitations 13: Facilities, as submitted as Attachment I to the report dated June 19, 2007.

It was clarified that policy exhibit EL-13E: Facility Condition Report Information Requirements is attached as part of the overall policy, and that it is not being considered for amendment.

Chair Cochrane called for the vote on the motion.

The motion was

CARRIED UNANIMOUSLY.

Absent:

Trustee Close

MOVED by Trustee Fawcett:

THAT the Board of Trustees approves third reading and thereby final approval of Executive Limitations 14: Student Accommodation, as submitted as Attachment II to the report dated June 19, 2007.

The motion was

CARRIED UNANIMOUSLY.

Absent:

Trustee Close

MOVED by Trustee Fawcett:

THAT the Board of Trustees approves Executive Limitations 14E: Student Accommodation Information Requirements, as submitted as Attachment III to the report dated June 19, 2007.

The motion was

CARRIED UNANIMOUSLY.

Absent:

Trustee Close

(A copy of policies EL-13: Facilities and EL-14: Student Accommodation, are attached to these minutes.)

- **Governance Process 4 – Board of Trustees’ Annual Planning Cycle**
- **Governance Process 5 – Board of Trustees’ Role Description**
- **Governance Process 7 – Trustees’ Conflict of Interest**
- **Governance Process 9 – One Voice Commitment**
- **Governance Process 10 – Addressing Board Member Violations**
- **Governance Process 11 – Board of Trustees’ Committees**
- **Governance Process 12 – Investment in Governance**
- **Governance Process 13 – Board of Trustees’ Linkages**
- **Board-Chief Superintendent Linkage 3 – Accountability of the Chief Superintendent**
- **Board-Chief Superintendent Linkage 5 – Monitoring Executive Performance**

MOVED by Trustee Lane:

THAT an amendment be made to Executive Limitations 6: Instructional Program, policy point 12, to read: “Ensure that full day kindergarten programs are established for at-risk students and gradually, as resources and circumstances permit, for all students.”

A number of questions were posed to Trustee Lane, which are summarized as follows:

- With regard to the query of what the associated costs are to the CBE, Mr. Braun noted that a rough calculation shows if we were to assume 17 students in every class, it would require 385 teachers teaching full time instead of half time, which would cost approximately \$14 million dollars. We currently spend \$1.5 million on the 28 classes that are currently operating full-day kindergarten programs.
- It was asked if this would restrict Administration with regards to other initiatives that might prove to be better for early literacy successes, given the forecasted budget, to which Trustee Lane responded it was his belief that the motion was simply a statement of recommendation. Chief Superintendent Croskery commented that there is an element of judgement required in the wording of the proposed amendment. He noted further that this is an important agenda item for all Boards and it would be inconceivable that Administration would take any significant action in that domain without duly informing the Board, and certainly if the expenditures were \$500,000 or greater.

Trustee Lane provided rationale for the motion and shared some data indicating both short-term and long-term benefits to students who receive full-day kindergarten. He noted there is a high level of consensus amongst parents and educators that offering full-time kindergarten is beneficial; and it has been encouraged by our provincial Premier, our Education Minister and by the Alberta Learning Commission. He pointed out that some children that are not at risk receive full-day kindergarten in our schools; that of the 25 CBE schools offering full-day kindergarten programs, 8 of them offer the program to all students. Trustee Lane felt it important for our Board to signal to the Minister and the Premier the importance that they follow through on their discussions about offering full-day kindergarten.

Trustees debated the motion, which is summarized as follows:

- It was felt that while the issue is important and has value, it is a substantial amendment that should not be considered as a housekeeping matter, that it would be better to give consideration to the issue through the regular policy development process, whereby impact statements would be provided by the Administration.
- Comments were made that the proposed wording of the amendment would tie the hands of Administration.
- The sentiment of the proposed amendment is supportable, but the wording is questionable, because it would be desirable to offer full-day kindergarten to more

students, subject to parental choice. Signaling this to the Education Minister could also be supported, but not in this manner.

- It was noted that we are able to offer full-day kindergarten in areas where there are more at-risk students, but we are not reaching all students who are at risk.

Chair Cochrane called for the vote on the amendment.

The amendment to the motion was
DEFEATED.

In favour:	Trustee Lane
Opposed:	Trustee Bazinet
	Trustee Cochrane
	Trustee Fawcett
	Trustee Ferguson
Absent:	Trustee Close

The main motion was back on the floor for Trustees' consideration. A friendly amendment was accepted to Governance Process 11: Board of Trustees' Committees, in the preamble to the policy, to change the second sentence to read: "Board of Trustees' committees are not to interfere with the wholeness of the Board of Trustees' job, nor interfere with delegation from the Board of Trustees to the Chief Superintendent."

Trustee Fawcett pointed out that in point 2 of the recommendations, Trustees should strike Governance Process 6: Board Chair's Role from the list of policies for second reading, as there are no amendments to that policy.

MOVED by Trustee Fawcett:

THAT the Board of Trustees gives second reading to the amended policies attached as Appendix I to the report dated June 19, 2007, specifically:

- **Ends 1 – Mega End**
- **Executive Limitations 6 – Instructional Program**
- **Executive Limitations 9 – Compensation and Benefits**
- **Executive Limitations 10 – Budgeting Process**
- **Governance Process 1 – Global Governance Process**
- **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 7 – Trustees' Conflict of Interest**
- **Governance Process 9 – One Voice Commitment**
- **Governance Process 10 – Addressing Board Member Violations**
- **Governance Process 11 – Board of Trustees' Committees**
- **Governance Process 12 – Investment in Governance**
- **Governance Process 13 – Board of Trustees' Linkages**
- **Board-Chief Superintendent Linkage 3 – Accountability of the Chief Superintendent**
- **Board-Chief Superintendent Linkage 5 – Monitoring Executive Performance**

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Close

MOVED by Trustee Fawcett:

THAT the Board of Trustees approves that each of these policies be given more than two readings at this meeting.

The motion was

CARRIED UNANIMOUSLY.

Absent:

Trustee Close

MOVED by Trustee Fawcett:

THAT the Board of Trustees gives third reading and thereby final approval to the amended policies attached as Appendix I to the report dated June 19, 2007, specifically:

- **Ends 1 – Mega End**
- **Executive Limitations 6 – Instructional Program**
- **Executive Limitations 9 – Compensation and Benefits**
- **Executive Limitations 10 – Budgeting Process**
- **Governance Process 1 – Global Governance Process**
- **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 7 – Trustees’ Conflict of Interest**
- **Governance Process 9 – One Voice Commitment**
- **Governance Process 10 – Addressing Board Member Violations**
- **Governance Process 11 – Board of Trustees’ Committees**
- **Governance Process 12 – Investment in Governance**
- **Governance Process 13 – Board of Trustees’ Linkages**
- **Board-Chief Superintendent Linkage 3 – Accountability of the Chief Superintendent**
- **Board-Chief Superintendent Linkage 5 – Monitoring Executive Performance**

The motion was

CARRIED UNANIMOUSLY.

(A copy of the amended policies is attached to these minutes.)

Recessed: 6:52 p.m.

Reconvened: 7:05 p.m.

9.0 ACTION ITEMS

9.1 Approval of the 2007-2008 Preliminary Operating Budget

Trustee Bazinet declared a pecuniary interest, due to an unsettled Alberta Teachers’ Association contract and having a spouse who is a teacher in the CBE. Trustee Bazinet left the room.

Superintendent Dart provided brief introductory remarks, noting that the report captures the intent behind the recommendations from the Auditor General’s office, as it was felt important to flag those recommendations. He noted that the Calgary Board of Education is in compliance with all recommendations put forward by the Auditor General’s office. Trustees posed questions of clarification, which were responded to by Administration.

MOVED by Trustee Fawcett:

1. **THAT the 2007-2008 Preliminary Operating Budget, including underlying assumptions used in its development, be approved as submitted as Attachment I to the report dated June 5, 2007.**

Action by

Trustee Fawcett

MOVED by Trustee Bazinet:

THAT the proposed interim salary increases and consolidation of positions for employees represented by CUPE Local 40, as outlined in Attachments 2 and 3 of the private report dated June 19, 2007, be approved.

The motion was

CARRIED UNANIMOUSLY.

Absent:

Trustee Close

Trustee Fawcett

12.0 ADJOURNMENT

Chair Cochrane declared the meeting adjourned at 7:47 p.m.

Chair

Assistant Corporate Secretary
June 19, 2007

Attachments:

- Executive Limitations: EL-13: Facilities; EL-14: Student Accommodation; EL-6: Instructional Program; EL-9: Compensation and Benefits; EL-10 Budgeting Process
- Ends 1: Mega End
- Governance Process Policies: GP-1: Global Governance Process; GP-3: Governance Policy Development; GP-4: Board of Trustees' Annual Planning Cycle; GP-5: Board of Trustees' Role Description; GP-7: Trustees' Conflict of Interest; GP-9: One Voice Commitment; GP-10: Addressing Board Member Violations; GP-11: Board of Trustees' Committees; GP-12: Investment in Governance; GP-13: Board of Trustees' Linkages
- Board-Chief Superintendent Linkages 3: Accountability of the Chief Superintendent; and Linkages 5: Monitoring Executive Performance



CALGARY BOARD OF EDUCATION

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. 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;
4. the pursuit of the reduction of regulatory barriers to innovative and supplementary capital funding models and mechanisms;
5. 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;



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Board of Trustees' Policy – Executive Limitations Page 2 to EL-13: Facilities

6. that facilities are safe, properly maintained, aesthetically appropriate and built for enduring use and respect;
7. that facilities are located and situated to effectively accommodate public and student access;
8. that facilities are adequate and functional for the programs offered in the facilities;
9. that learning environment designs are research-based;
10. that facility planning and design decisions appropriately consider:
 - (a) naturalized learning environments; and
 - (b) environmental impacts, including eco-efficiency and sustainability;
11. 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;
12. that consistently administered detailed guidelines exist for public use of facilities;
13. that the Board of Trustees is regularly updated on the status of approved new school construction and major infrastructure projects;
14. that the Board of Trustees is annually provided with a Facility Condition Report as outlined in the attached EL 13 Facilities Exhibit.

Adopted: June 19, 2007



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Board of Trustees' Policy – Executive Limitations EL-14: Student Accommodation

Monitoring Method: Internal

Monitoring Frequency: Annual

Student placement in an effective educational environment is important for supporting student achievement of the Ends policies. Accordingly:

1. The Chief Superintendent shall not fail to ensure that all student accommodation decisions incorporate the following values and criteria, and any other criteria that the Chief Superintendent may reasonably deem to be pertinent:
 - (a) long range planning that incorporates the mission, vision and values of the Calgary Board of Education and focuses on the achievement of Ends;
 - (b) a system student accommodation plan by administrative area;
 - (c) a clear and timely process to inform administrative decisions on student accommodation issues. This student accommodation planning process shall include appropriate dissemination of information, community input and participation of appropriate stakeholders;
 - (d) projected school and program enrolments;
 - (e) a balance among equity, access, excellence and choice within the school system;
 - (f) minimal disruptions for students due to reassignments;
 - (g) opportunities for attending school close to a student's residence and peer continuity;
 - (h) efficient beginnings to a new school year;
 - (i) consideration of utilization factors at both the system and school level;
 - (j) surplus school space, where appropriate and where possible, is available to support schools as centres for coordinated community services targeted at supporting the learning needs of students.

2. If, as a result of the student accommodation planning process followed by the Chief Superintendent to inform administrative decisions, the Chief Superintendent recommends that the Board of Trustees consider any of the following:
 - (a) closing a school permanently or for a specified period of time,
 - (b) closing entirely 3 or more consecutive grades in a school,
 - (c) transferring all students from one school or school building to one or more other schools or school buildings on a permanent basis,



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Board of Trustees' Policy – Executive Limitations Page 2 to EL-14: Student Accommodation

- (d) closing the entire junior high school program or the entire high school program in a school,
- (e) altering the configuration of a school such that a school previously offering a regular program will, in the next year no longer do so, or
- (f) closing a regular program, at a proposed future date, conditional on certain specified factors,

the Chief Superintendent must not fail to recommend to the Board of Trustees whether:

- (a) closure processes outlined at section 1.1(2) of GP-5E, sub-paragraphs (i) to (xii), are to be followed, or
 - (b) closure processes outlined at sections 4-7 of GP-5E are to be followed.
3. The Chief Superintendent shall not fail to provide information to the Board of Trustees pursuant to the attached EL-14 Exhibit "Student Accommodation Information Requirements".

Adopted: June 19, 2007



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Board of Trustees' Policy – Ends E-1: Mega End

**Monitoring Method: Not Applicable
Monitoring Frequency: Not Applicable**

Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning.

Adopted: June 19, 2007



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Executive Limitations EL-6: Instructional Program

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

The Chief Superintendent shall not fail to ensure that the district's instructional program achieves the Board's Ends policies for individual student learning.

Accordingly, the Chief Superintendent shall not fail to:

1. ensure that instruction is oriented to exceed the expectations of Alberta Education for student learning outcomes;
2. effectively measure each student's progress toward achieving or exceeding those expectations;
3. ensure that the instructional program includes opportunities for students to develop talents and interests in more specialized areas;
4. ensure that the instructional program addresses the different learning styles and needs of students of various backgrounds and abilities;
5. encourage innovative programs, carefully monitoring and evaluating the effectiveness of all such programs and share the results of that evaluation with the Board of Trustees;
6. inform the Board of Trustees of all new alternative program proposals that have been submitted for evaluation and all alternative programs that are being considered;
7. ensure that all instructional programs are resourced equitably;
8. ensure that all instructional programs, including both content and practice, are regularly evaluated, using both internal and external perspectives, and are modified as necessary to assure their continuing effectiveness;
9. assure that the instructional time provided for students during the academic day is uninterrupted by unnecessary intrusions, unnecessary teacher time out of the classroom, or the scheduling of activities that can be scheduled during other times;
10. assure that no program emphasizes a particular religion, notwithstanding the *School Act* definition of alternative programs;



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Board of Trustees' Policy – Executive Limitations Page 2 to EL-6: Instructional Program

11. assure equitable access to programs;
12. ensure that full day kindergarten programs are established for at-risk students;
13. offer opportunities for all students to become bilingual in Canada's two official languages by offering French Immersion programs as an opportunity to learn French;
14. adopt district calendars for the school year that best meet the instructional needs of students in order to achieve the Board of Trustees' Ends policies.

Adopted: June 19, 2007



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Executive Limitations EL-9: Employment, Compensation and Benefits

Monitoring Method: Internal
Monitoring Frequency: Annual

With respect to employment, compensation and benefits to employees, consultants, and contract workers, the Chief Superintendent shall not cause or allow jeopardy to the Board of Trustees' fiscal integrity or public image. Accordingly, the Chief Superintendent shall not:

1. change his or her own compensation, benefits, perquisites or any other element of the total compensation package;
2. promise or imply permanent or guaranteed employment;
3. fail to receive Board of Trustees' approval for all collective agreements for unionized staff and for total compensation packages for all exempt employees;
4. establish compensation and benefits which:
 - (a) deviate from collective agreements for unionized staff or total compensation packages authorized by the Board of Trustees for exempt staff;
 - (b) cause unreasonable liabilities to occur or in any way commit the district to benefits which generate unpredictable future costs; and
 - (c) provide less than some basic level of benefits to all permanent and probationary full-time employees;
5. operate the school district without an employee assistance program;
6. allow for the provision of independent employment contract services or other consulting services without first having a written contract in place.

Adopted: June 19, 2007



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Executive Limitations EL-10: Budgeting Process

Monitoring Method: Internal
Monitoring Frequency: Annual

Budgeting, which includes the operating and capital budgets and the resource allocation to schools for any fiscal year or the remaining part of any fiscal year shall not deviate materially from Board of Trustees' policies, risk fiscal jeopardy, or fail to be derived from the Three-Year Education Plan. Accordingly, the Chief Superintendent shall not cause or allow budgeting which:

1. is not provided in a summary format understandable to a reasonably informed layperson;
2. contains too little information to enable credible projection of revenues and expenses, cash flow, separation of capital and operating items, and disclosure of planning assumptions;
3. fails to demonstrate the relationship between the proposed budget and the Ends priorities for the year;
4. plans the expenditure in any fiscal year of more funds than are conservatively projected to be received in that period;
5. endangers the fiscal or organizational capability sufficient to achieve Ends in future years;
6. does not provide for appropriate participation of stakeholders;
7. relies on fundraising/donations for the provision of basic education as provided by provincial grants and Goals and Standards applicable to the provision of basic education in Alberta, as described in Ministerial Order 004/98;
8. proceeds with the early release of resources for staffing at schools prior to receiving Board of Trustees' approval.

Adopted: June 19, 2007



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process GP-1: Global Governance Process

Monitoring Method: Self-Assessment
Monitoring Frequency: Annual

The Board of Trustees is a democratically elected body that holds in trust the education of students on behalf of the citizens of Calgary and provides leadership for the Calgary Board of Education through defining the mission, vision, values and expectations of the organization on behalf of its community.

Effective governance requires that appropriate Ends are determined for the Calgary Board of Education, that those Ends are achieved, and that unacceptable actions and situations are avoided.

The Board of Trustees, on behalf of the citizens, is accountable for acting in a manner that is consistent with law and with the Board's own policies.

Our Mission

Educating tomorrow's citizens today.

Our Vision

The Calgary Board of Education is the dynamic learning community of choice.

We provide quality learning opportunities and options. Our learners take ownership by discovering and developing their potential, passions and gifts. They take their place as lifelong learners and make a significant contribution within a complex, changing world.

Our Values

Students come first.

We believe that everyone can learn. Each student is unique and worthwhile. We acknowledge, recognize and celebrate the diversity of our learners. Success for each and every student is the goal of our work.

Learning is our central purpose.

We believe that learning empowers students to achieve their potential. Attention to continuous improvement, high expectations, innovation and relationships will enable all students to reach their potential. Student learning is at the heart of everyone's work at the Calgary Board of Education.



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process Page 2 to GP-1: Global Governance Process

Public education serves the common good.

We believe public education is essential for a vibrant democracy. The principles of democracy drive our accountability to the public and the public's participation in our work. Our school system is owned by and accountable to Calgarians and, therefore, the Calgary Board of Education is accountable to Calgary taxpayers for using resources wisely to meet students' learning needs.

Adopted: June 19, 2007



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. the imagineCALGARY charter (vision, goals and targets);
4. the specificity of policies shall reflect an appropriate balance between the responsibility of the Board of Trustees to develop a framework to guide and support and the responsibility of the Board of Trustees to allow the Chief Superintendent to exercise his professional expertise;
5. each policy shall be reviewed concurrent with the monitoring process;
6. policy development or amendment may be initiated by:
 - (a) trustee motion;
 - (b) general consensus of trustees;
 - (c) administrative recommendation;
 - (d) individual citizens or groups of citizens (including petitions);
 - (e) public participation and/or survey;
 - (f) needs assessments;
 - (g) policy review;
 - (h) legislative change; or
 - (i) policy violation;



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process Page 2 to GP-3: Governance Policy Development

7. 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;
8. 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;
9. 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: June 19, 2007



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;
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) scheduling time for monitoring progress on Ends;
 - (d) scheduling time for monitoring compliance by the Chief Superintendent with Executive Limitations policies, and for review of the policies themselves;
 - (e) scheduling time for 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) scheduling time for education and workshops related to the work of the Board of Trustees, including identifying issues and the process for Board Development (for example, presentations relating to the external environment, demographic information, exploration of future perspectives which may have implications, presentations by advocacy groups and staff);
 - (h) scheduling time for education about the process of governance, including orientation of potential candidates and new trustees to the Board of Trustees' governing process.

Adopted: June 19, 2007



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. In its role as governors, advocates and representatives, the Board of Trustees will concentrate its efforts on the following:
 - (a) providing the link between the Calgary Board of Education and citizens of Calgary;
 - (b) partnering with the Ministers of Education and Infrastructure so that the Ministers are informed about perspectives relevant to public education in Calgary;
 - (c) advocating 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) producing, reviewing and monitoring 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) requiring that the Ends are the focus of organizational performance;



CALGARY BOARD OF EDUCATION

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

- (f) defining 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, the Board of Trustees shall be responsible for:
 - (i) approving the Three Year Education Plan;
 - (ii) approving the Three Year Annual Education Results Report; and
 - (iii) approving the annual operating and capital budgets for the organization;prior to submission to the relevant Minister(s);
 - (g) hiring the Chief Superintendent and evaluating the Chief Superintendent's performance through monitoring Ends and Executive Limitations policies;
 - (h) giving 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 authorizing, 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:
- (a) appointing an auditor and examining the auditor's report;
 - (b) approving the number, kinds 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) naming or renaming the organization, schools, portions of schools, rooms within a school, school grounds, other Calgary Board of Education facilities or educational programs;
 - (d) authorizing a plebiscite to consider taxation requisitions from a municipality;
 - (e) approving the bargaining mandate for all collective agreements;
 - (f) accepting the resignations of all teaching staff;



CALGARY BOARD OF EDUCATION

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

- (g) terminating the services of a teacher;
- (h) holding hearings for the purpose of appeals to teacher transfers;
- (i) approving all locally developed/authorized courses for use in the CBE;
- (j) making by-laws pursuant to legislation;
- (k) making rules governing its internal procedure and its meetings;
- (l) considering applications for alternative programs, pursuant to section 31(2) of the *School Act* (charter schools);
- (m) authorizing the successful tender for school buildings prior to submission to the Minister of Infrastructure for approval.

Adopted: June 19, 2007



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process GP-7: Trustees' Conflict of Interest

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

The Board of Trustees of the Calgary Board of Education and its members believe in ethical, professional and lawful conduct. This includes proper use of authority, and appropriate decorum and conduct. Accordingly, Trustees shall:

1. represent unconflicted loyalty to the interests of the Calgary Board of Education. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staffs. It also supersedes the personal interest of any trustee acting as a consumer of the organization's services;
2. avoid conflict of interest with respect to their fiduciary responsibility;
3. declare any pecuniary interests and act in accordance with legislation.

Adopted: June 19, 2007



CALGARY BOARD OF EDUCATION

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. Boards of Trustees' decisions are only those that have been voted upon or have been reached 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.);
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.



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process GP-10: Addressing Board Member Violations

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

The Board of Trustees and each of its members believe in faithful compliance with the provisions of the Board of Trustees' policies. Accordingly:

1. any allegations of non-compliance against a trustee shall be provided in writing to the Chair or Vice-Chair of the Board of Trustees;
2. a trustee who is alleged to have violated Board of Trustees' policy shall be informed in writing by the Chair and shall be allowed to present his or her views of such alleged breach at a private Board of Trustees' meeting. The complaining party shall be identified;
3. trustees who are found to have violated Board of Trustees' policy may be subject to censure as outlined below and may result in the Board of Trustees instituting the following sanctions:
 - (a) the Board Chair shall write a letter of censure marked "Personal and Confidential" to the trustee in question. This occurs only after having such action discussed and agreed upon by a majority of trustees present at a private meeting of the Board of Trustees. A majority of trustees present at a public meeting of the Board of Trustees shall immediately approve this decision;
 - (b) for subsequent occurrence(s), a motion of censure against the trustee in question shall be considered at a public Board of Trustees' meeting;
 - (c) a motion to remove the trustee in question from one or more appointments may be considered at a public Board of Trustees' meeting.

Adopted: June 19, 2007



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process GP-11: Board of Trustees' Committees

Monitoring Method: Self-Assessment

Monitoring Frequency: Annual

A committee is a Board of Trustees' committee only if its existence and mandate comes from the Board of Trustees, regardless of whether or not it is called a committee, and whether or not non-trustees sit on the committee. Board of Trustees' committees are not to interfere with the wholeness of the Board of Trustees' job, nor interfere with delegation from the Board of Trustees to the Chief Superintendent. Therefore, Board committees shall be used sparingly and ordinarily in an ad hoc capacity.

1. Board committees and their Terms of Reference are established by the Board of Trustees to help the Board of Trustees do its job. Committees shall ordinarily assist the Board of Trustees in its work as governors, representatives and advocates.
2. Board committees may not speak or act for the Board of Trustees except when formally given such authority for specific and time-limited purposes. Expectations and authority shall be carefully stated in order not to conflict with authority delegated to the Chief Superintendent.
3. Board committees cannot exercise authority over staff. In keeping with the Board of Trustees' focus, Board committees normally shall not have direct dealings with current staff operations. This does not preclude staff members from participating in Board of Trustees' committees.
4. Board committees are to avoid over-identification with organizational components rather than the whole. Therefore, a Board committee, which has helped the Board of Trustees create policy on some topic, shall not be used to monitor organizational performance on that same subject.
5. This policy applies only to committees that are formed by Board of Trustees' resolution, whether or not the committees include non-trustees. It does not apply to committees formed under the authority of the Chief Superintendent.
6. All committee members shall commit to: ethical conduct, proper use of authority, decorum, and professional conduct.
7. All committee members are appointed to serve on Board of Trustees' committees at the pleasure of the Board. Committee membership shall be reviewed annually at the Organizational Meeting and more frequently if the Board of Trustees so determines.



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Board of Trustees' Policy – Governance Process Page 2 to GP-11: Board of Trustees' Committees

8. Each committee shall be chaired by a person who is appointed by the Board of Trustees. It shall be the responsibility of the Chair to provide written reports to the Board of Trustees and to bring recommendations from the committee to the Board of Trustees.
9. Attendance at meetings of Board committees shall be limited to Committee members and invited guests, unless otherwise decided by the Board of Trustees.
10. Minutes of all meetings of Board committees shall be filed with the Board of Trustees for the corporate record and include at least the following information:
 - (a) date and place of meeting;
 - (b) attendees;
 - (c) record of decisions and who is assigned any actions arising; and
 - (d) date, time and place of next meeting.
11. The only Board committees are those listed in Governance Process Policy 11E, Board of Trustees' Committees – Terms of Reference.

Adopted: June 19, 2007



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process GP-12: Investment in Governance

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

Investment in governance capacity is necessary and prudent to assure that the governance function of the Board of Trustees is effective and efficient. Accordingly:

1. 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. Support for governance functions, in addition to the costs of Board of Trustees' and committee meetings, shall include:
 - (a) improvement of its governance function;
 - (b) finances permitting, opportunities for technology upgrading to enhance communications;
 - (c) costs of fiscal audit and any other outside monitoring assistance required;
 - (d) trustee professional development, including orientation and training of trustee candidates and new trustees;
 - (e) costs of Board of Trustees' retreats;
 - (f) trustees' remuneration (see Governance Process Policy GP-12E, Trustee Remuneration);
 - (g) Board of Trustees' staff compensation;
 - (h) trustees' office expenses;
 - (i) membership in Alberta School Boards Association (ASBA); and
 - (j) electoral expenses.

Adopted: June 19, 2007



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process GP-13: Board of Trustees' Linkages

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

The Board of Trustees values and welcomes mutually informative interaction with all stakeholders in order to achieve its Ends. The Board of Trustees is committed to ensuring that the interests of the Calgary Board of Education are represented to governments and other relevant agencies and organizations. Linkages provide opportunities to share information, proactively identify issues, work collaboratively, build relationships and understanding and form strategic alliances in order to work towards successfully accomplishing its Ends. Accordingly, the Board of Trustees shall:

1. establish mechanisms for maintaining relationships and communication with stakeholders and other relevant agencies and organizations. Such mechanisms may include, but are not limited to:
 - (a) inviting stakeholder representatives to Board of Trustees' meetings;
 - (b) discussions with stakeholder groups;
 - (c) formal and informal meetings with other boards; and
 - (d) providing information highlights.
2. establish mechanisms for maintaining relationships and communication with other governments (federal, provincial, and municipal);
3. provide channels for student voices to be heard through the Board's policy governance process, in keeping with the Board's values that students come first and learning is our central purpose;
4. consider appointing an individual trustee or a roster of trustees to serve on other organization's committees or boards. Such representation must be approved by the Board of Trustees, and the following guidelines shall apply:
 - (a) the trustee shall reflect the current formal position of the Board of Trustees;
 - (b) the Board of Trustees' representative shall provide regular written reports to the Board of Trustees;



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process Page 2 to GP-13: Board of Trustees' Linkages

5. consider participation in other organizations annually. This consideration shall include, but not be limited to:
 - (a) the degree to which participation in the organization will further the Ends of the Calgary Board of Education (relevant to policies and current priorities);
 - (b) the degree of impact on public education and the relationship to students, parents and staff;
 - (c) the benefits to the Calgary Board of Education of participation compared to the full costs of membership (time, money, travel, frequency of meetings);
 - (d) the goals and outcomes of the organization;
 - (e) the purpose of the participation - working towards specified results or networking;
 - (f) the potential to affect policy for public education;
 - (g) other political involvement; and
 - (h) the degree of goodwill and public relations.

Adopted: June 19, 2007



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Board-Chief Superintendent Linkage B-3: Accountability of the Chief Superintendent

Monitoring Method: Self-Assessment
Monitoring Frequency: Annual

The Chief Superintendent is the Board of Trustees' only link to operational achievement and conduct, so that all authority and accountability of staff, as far as the Board of Trustees is concerned, is considered the authority and accountability of the Chief Superintendent. Accordingly:

1. the Board of Trustees shall view Chief Superintendent performance as identical to organizational performance, so that organizational accomplishment of Board-stated Ends and avoidance of Board-proscribed means shall be viewed as successful Chief Superintendent performance;
2. the Board of Trustees shall refrain from giving instructions to a person who reports directly or indirectly to the Chief Superintendent;
3. except as required by law or contract, the Board of Trustees shall not participate in decisions or actions involving the hiring, formal evaluating, disciplining or dismissal of any staff other than the Chief Superintendent, the Executive Assistant to the Board of Trustees and the Secretary to Trustees. This provision shall not be construed as preventing the Board of Trustees or any individual Trustee from conveying to the Chief Superintendent his or her concerns about any member of the operational staff.

Adopted: June 19, 2007



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Board-Chief Superintendent Linkage B-5: Monitoring Executive Performance

Monitoring Method: Self-Assessment
Monitoring Frequency: Annual

Systematic and rigorous monitoring of the Chief Superintendent's job performance shall be measured solely against organizational accomplishment of Board of Trustees' policies on Ends, and organizational operation within the boundaries established in Board of Trustees' policies on Executive Limitations.

1. Monitoring is simply to determine the degree to which Board of Trustees' policies are being met. Data that do not do this shall not be considered to be monitoring data.
2. The Board of Trustees shall acquire monitoring data by one or more of three methods:
 - (a) by internal report, in which the Chief Superintendent discloses monitoring information to the Board of Trustees;
 - (b) by external report, in which an external, disinterested third party selected by the Board of Trustees assesses compliance with Board of Trustees' policies; and
 - (c) by direct Board of Trustees' inspection, in which designated members of the Board of Trustees assess compliance with the appropriate policy criteria.
3. In every case, the performance standard for Executive Limitations policies shall be whether the Chief Superintendent has reasonably interpreted and complied with the policy being monitored. For Ends policies, the standard shall be whether the Chief Superintendent has reasonably interpreted and has made reasonable progress toward fulfilling the Board of Trustees' policies. The Board of Trustees shall make the final determination as to whether a Chief Superintendent interpretation is reasonable and whether reasonable progress is being made.
4. All policies that instruct the Chief Superintendent shall be monitored on schedule according to a frequency and by a method chosen by the Board of Trustees. The Board of Trustees may monitor any policy at any time by any method, but shall ordinarily depend on a routine schedule, as appended.



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Board-Chief Superintendent Linkage Page 2 to B-5: Monitoring Executive Performance

5. Each January, the Board of Trustees shall conduct a formal summative evaluation of the Chief Superintendent. The summative evaluation shall be based upon data collected during the year from the monitoring of Ends and Executive Limitation policies. A written evaluation shall be prepared and approved by the Board of Trustees. The Chief Superintendent and the Board of Trustees shall review the document in private.

The evaluation document shall consist of:

- (a) conclusions based upon the Board of Trustees' prior action during the year relative to whether each End has been achieved or whether reasonable progress has been made toward its achievement;
- (b) conclusions based upon the Board of Trustees' prior action during the year relative to whether the Chief Superintendent has reasonably interpreted and properly operated within the boundaries established in the Executive Limitations policies;
- (c) a summary of the Chief Superintendent's performance relative to achievement of the Ends policies and compliance with the Executive Limitations policies.

Nothing in the policy is intended to imply the establishment of any personal rights not explicitly established by the *School Act*, contract or Board of Trustees' policy. All employment decisions related to the Chief Superintendent remain within the sole and continuing discretion of the Board of Trustees.

Adopted: June 19, 2007