

CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees (the "Board") held in the Multipurpose Room, Education Centre, 1221 – 8th Street SW, Calgary, Alberta on Tuesday, March 6, 2012 at 5:00 p.m.

MEETING ATTENDANCE

Board of Trustees:

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

Administration:

Ms. N. Johnson, Chief Superintendent of Schools
Mr. D. Stevenson, Deputy Chief Superintendent of Schools
Mr. F. Coppinger, Superintendent, Facilities and Environmental Services
Ms. C. Faber, Superintendent, Learning Innovation
Mr. J. Johnston, Superintendent, Human Resources
Ms. D. Lewis, Superintendent, Learning Services
Ms. D. Meyers, Superintendent, Finance & Supply Chain Services
Mr. R. Peter, Chief Communications Officer
Mr. A. Lloyd, on behalf of Ms. L. Safran, Acting General Counsel and Corporate Secretary
Ms. J. Barkway, Office of the Corporate Secretary
Ms. A. McNaught, Recording Secretary

Stakeholder Representatives:

Ms. L. Robb, Calgary Board of Education Staff Association
Mr. J. Bowes, Calgary Association of Parents and School Councils (CAPSC)
Ms. J. Regal, Alberta Teachers' Association, Local 38
Mr. K. Brown, Elementary School Principals' Association
Ms. J. Higgins, Principals' Association for Adolescent Learners (PAAL)
Mr. G. Tink, Principals' Association for Adolescent Learners (PAAL)
Ms. K. Jaques, Principals' Association for Adolescent Learners (PAAL)

1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Cochrane called the meeting to order at 5:00 p.m. and the singing of the national anthem was led by students from Sommerset School, by way of a DVD recording.

Chair Cochrane acknowledged and welcomed stakeholder representatives from the aforementioned organizations.

2.0 CONSIDERATION/APPROVAL OF AGENDA

Ms. Barkway noted the following proposed changes to the Agenda: under Item 5.4, there were two stakeholder reports; under Item 9.1, there was a late distribution of Report from the Working Group on Public Engagement Processes (numbered 9-76); and

for approval under Item 10.1, there was a late distribution for the Minutes of the Regular Meeting held January 17, 2012 (numbered 9-57).

MOVED by Trustee King:

THAT the Agenda for the Regular Meeting of March 6, 2012, be approved as submitted, subject to the amendments noted above.

The motion was
CARRIED UNANIMOUSLY.

3.0 SCHOOL/SYSTEM PRESENTATIONS

3.1 Langevin School – Results 4: Personal Development

Ms. S. Church, Director, Area II, welcomed the staff and students from Langevin School, which is one of only two kindergarten to Grade 9 configured schools in Area II. Langevin School is made up of the Science Alternative Program and a small junior high Chinese (Mandarin) Bilingual Program. Ms. Church shared that students across the grades are engaged in inquiry based learning through a science lens and participate in extensive field studies to inform and to stimulate their inquiry.

Rather than showing the principal or teacher perspective on the work students are doing relative to Results 4: Personal Development, Ms. L. Lytle, Principal, introduced ten students from Grade 2 through Grade 9 who were in attendance. The students shared examples of recent topics or projects they have participated in that have allowed them to pursue an interest and grow as students. Concluding the presentation two students from Langevin Leadership Corporation spoke about how students involved in that group are identifying and developing their personal gifts, talents and interests, as well as employability skills, outside of the classroom.

Chair Cochrane stated that she is the Trustee who proudly represents Langevin School. She thanked Ms. Lytle and the students for sharing their presentations and showing what personal development looks like, what excitement about learning looks like, and what discovering who you are and what your skills and abilities look like at many different ages.

4.0 HONOURS AND RECOGNITIONS

There were no Agenda items in this category.

5.0 PUBLIC CONVERSATION AND INFORMATION

5.1 Report from the Chair and Trustees

- Trustee Cochrane was part of a group of Calgary Board of Education (CBE) representatives who had the opportunity to meet with Shawn A-in-chut Atleo, National Chief of the Assembly of First Nations. During the meeting National Chief Atleo stated that for First Nations people, education was, historically, a tool of oppression, and can now be a tool for reconciliation and liberation. Chair Cochrane felt his statement spoke to the hope and promise of public education for all CBE students.

5.2 Report from Chief Superintendent

Chief Superintendent Johnson provided highlights of the following issues and events:

- Over two days in February, CBE school principals met to further their learning and talk about their work. One of the topics covered was Coherent Governance and the Board's new policies. Principals were provided with a brief overview of the model, and the main focus of the discussion was on the Results. Each Result was looked at in terms of changes, both significant and small. Principals were asked to think about how system-wide evidence of success could be presented.
- The CBE was honoured last week when the National Chief of the Assembly of First Nations, Shawn A-in-chut Atleo joined them for a conversation about Aboriginal education. National Chief Atleo is a remarkable person with a unique and valuable perspective, who has a Masters of Education in Adult Learning and Global Change. National Chief Atleo emphasized that for their children to be successful, First Nations Métis Inuit (FNMI) peoples must be involved in creating education, and the only way forward is with First Nations jointly designing the way.

The meeting included other First Nations leaders such as Regional Chief George Stanley, a Cree leader from Alberta, and Mr. Leonard Bastien, a Blackfoot elder and member of the CBE Elder Advisory Council. The meeting was facilitated by Mr. C. Scout, a CBE Specialist, Learning Services, Aboriginal Education, who is also the Alberta Representative on the Assembly of First Nations National Youth Council.

During the conversation many of the CBE's initiatives to improve the success of FNMI students were shared and the National Chief acknowledged the CBE's efforts. Ms. L. Pritchard, Principal of Piitoayis Family School, presented National Chief Atleo with a blanket and an eagle feather, an Aboriginal tradition that has become part of the CBE's graduation ceremony for Aboriginal students who, in addition to their diplomas, receive those traditional gifts.

- On March 14, 15 and 16, 2012 the CBE is hosting the International Youth Leadership Summit, which brings together students from around the world to study global issues and international career pathways. The theme this year is "Voices of our Elders". Students will explore international, intercultural and global awareness in traditional and non-traditional settings. Two days of the summit will be spent at Forest Lawn High School and one day will be spent at Blackfoot Crossing Historical Park.
- A year ago the CBE committed to a comprehensive review of fees. The goal was to engage the community in an objective, representative and credible process to ensure that fees were significantly informed by the expectations of the community. Input from focus groups provided the CBE with the directive for a quantitative survey, which was distributed through principals and school communities, as well as on the CBE website. The survey closed March 5, 2012 with more than 3,650 responses. The CBE will be reviewing the findings, and what is learned will be built into the budget strategies for 2012-2013. The results will be communicated to the community through the website. Chief Superintendent Johnson thanked the thousands of people who took the time to participate thoughtfully in this initiative to improve how the CBE system serves the community.

The Board agreed to move Agenda Item 6.0 forward to this point in the meeting. The Board Development Session and discussion that took place for Item 6.0 is recorded later in the minutes to provide continuity to the minutes.

5.3 Public Question Period

There were no public questions.

5.4 Stakeholder Reports

Mr. C. Harper, member of public

Mr. Harper introduced himself stating he was there to provide comments regarding the proposed changes to the Board Meeting Procedures. Mr. Harper began by discussing what he found to be positive changes, such as video and audio recordings of Board Meetings being accessible by the public and the retention of public comment in Board Meetings. He then shared his concerns with the proposed changes, namely informal work groups and private reports. Mr. Harper encouraged the Board to more precisely refine what is appropriate and inappropriate in informal work group sessions or remove them altogether. He stated his opinion that the Private Agenda is a more appropriate forum for discussion as opposed to informal work groups. He would like the Board to be more specific in terms of when a private report will be used, as he sees no criteria for determining what is or is not appropriate as a private report, and shared his belief that the Board should be more judicious around what is private and what is public.

Mr. B. Beasley, member of public

Mr. Beasley introduced himself stating he was attending as a concerned citizen and passionate supporter of public education and democracy. He shared his opinion about the proposed changes to the Board Meeting Procedures stating he was deeply troubled by the elimination of Trustee Notices of Motion, Trustee questions to Administration and the continuation of private meetings which are not related to matters rightly reserved for in-camera discussions, such as legal and personnel matters. Mr. Beasley stated his belief that by holding private meetings that do not deal with confidential matters, the Board undermines the transparency that should be sought in democratic governance. He further stated that the Board represents the public; it is not the CBE's representation to the public. Discussing his belief that the proposed changes greatly harm the ability of Trustees to function as representatives of their constituents, Mr. Beasley stated his opinion that though the Board as a whole governs the CBE, each Trustee represents a population of Calgarians and should be able to act in such a way that combines his or her judgment and conscience with the opinions and best interests of his or her constituents. He concluded by stating that it was his sincere hope that the Board votes against the changes.

Chair Cochrane invited the stakeholder report presenters to stay for the debate and discussion of the Board Procedures as it would be interesting and informative for them to actually understand what Board is trying to do.

5.5 Trustee Inquiries

There were no Trustee Inquiries.

6.0 BOARD DEVELOPMENT SESSION

6.1 Inclusive Learning Communities: We will never get it right, once and for all, but we can learn to be ever mindful of our blind spots

Chair Cochrane welcomed the invited guests to the session. She informed that these sessions are held in order to understand whether there is a need for the Board to review its policies and to become more informed about important issues facing public education.

Chief Superintendent Johnson introduced the session stating that this work has a long history, which countless staff, students and families have contributed to over time. As the CBE reaffirms the value of this work and its significance to the CBE as an organization, it is important to acknowledge and remember the efforts of those who came before. Chief Superintendent Johnson went on to say that this is work that is behind, beside and in front of the CBE and while there is much to be proud of because of the steps that have been taken, this is work that requires everyone to be ever mindful. She advised that though the presentation was guided by two people that evening, it was prepared by larger team, and that the work does not belong to one or a few people, it is the CBE's collective responsibility.

The following presentation was provided in PowerPoint, video and audio formats and was given by Mr. C. Scout, Specialist, Learning Services, Aboriginal Education and Dr. D. Roulson, Manager, Diversity, Learning Services.

Mr. C. Scout began the presentation by sharing a personal story about how the intentional notice an administrator paid to him during a difficult time in grade 8 helped him to become a better student, a better contributor to his community, a better teacher and the CBE System Specialist he is today. Dr. D. Roulson also shared a personal story about a visit she made to an ACCESS class when she was principal of a junior high school. Students involved in ACCESS classes are medically fragile and have physical and cognitive disabilities. A poignant comment from one of the students, "what is *she* doing here?", caused Dr. Roulson to shift from visiting classrooms to actually *being* with staff and students in their learning. She has asked herself every day since then "what am I doing here and why does this work matter?" The question was asked of everyone in attendance that evening "what are you doing here and why does this work matter?"

As Trustees, you have made it clear why we are here. You have stated that Board values must drive organizational performance, and that organizational performance is measured by Results, and that Results are measured by student success.

Our Results identify as our only reason for being - success for each student, every day, no exceptions. The Results you have identified demand that we focus unrelentingly on our children and youth, and their success as learners. With the guidance of your Results you have created a pathway for an inclusive learning community.

This is a pathway that is firmly grounded in our statutory obligations, stating unequivocally, that *we must* create inclusive learning communities. The Universal Declaration of Human Rights was adopted by the United Nations General Assembly on the 10th of December, 1948 - just three years after the end of the Second World War. In 1982, the Federal Government modified Canada's Constitution in order to better reflect the human rights goals and standards set by

the United Nations Declaration. It was not until 2007, that the United Nations continued amendments to Human Rights with the Declaration on the Rights of Indigenous Peoples.

Alberta's own Human Rights Act was enacted in 2000 and includes 13 protected grounds: Race; Colour; Ancestry; Place of Origin; Gender; Age; Physical Disability; Mental Disability; Religious Beliefs; Marital Status; Family Status; Source of Income and Sexual Orientation. These 13 protected grounds demonstrate an evolution in our commitment to recognizing the "inalienable fundamental rights to which a person is inherently entitled simply because he or she is a human being. Human rights are thus conceived to be universal and egalitarian."

The new proposed Education Act emphasizes the roles and responsibilities of all of the partners and stakeholders in education: the students, parents, teachers, administrators, as well as school boards and trustees. It places an emphasis on providing a welcoming, caring, respectful and safe environment.

George Sefa Dei, an anti-racist educator and the Chair of sociology and equity studies at the Ontario Institute of Studies in Education, talks about "educators" as every one of us who makes a contribution to public education. He says:

"One responsibility of educators is to ensure that all students develop a shared sense of belonging, a sense of connection and a sense of identification with the school."

Every student must be able to claim ownership for her or his school and be able to say "this is my school, I see myself here, and I belong here."

On our corporate website, you as a Board of Trustees, have said that understanding community is not something else that you do; rather, it is integral to what you do every day. Just as the global community has evolved in its understanding of our common humanity over time, so too have we at the Calgary Board of Education evolved our understanding over time. It is important to consider two words, diversity and inclusion when we think about inclusive learning communities.

Sometimes we use the word "diversity" to talk about inclusion, but inclusion is not just about diversity. Take a moment to reflect about what comes to mind when you think about diversity. The term "diversity" can mean anything, and it is likely that different thoughts came to mind for each one of us when we considered this question. That in itself is an example of diversity. The notion of "diversity" is defined in a variety of ways. Here are two definitions for you to consider:

"Diversity is not about how we differ. Diversity is about embracing one another's uniqueness."

Ola Joseph

"There never were in the world two opinions alike, no more than two hairs or two grains; the most universal quality is diversity."

Michel de Montaigne

Mr. Scout shared an example he used when teaching high school students about diversity. He would discuss genetic diversity, the idea that when you break a person down to their genetic level every single person on this planet is unique, every single person is different; there are no two people who are exactly the same. He would then tell a story about a forest that had been clear cut. When replanting the forest a super tree was desired so geneticists took the best

genetics from different trees and created a super tree. The whole forest was planted in the new super trees. A virus or infection got into one of the trees and because they were all the same, all the trees became infected and the entire forest died. Mr. Scout encouraged everyone to think about diversity as not just something that sets us apart or makes us unique and special, but as something that is meant to ensure our survival.

In the CBE we have not settled on one definition of diversity, but we are on a path to understanding. For now, we would suggest that human diversity simply exists and is necessary for our survival, and is not in and of itself a problem.

In the CBE, we talk about learning as unique as every student. In this statement, we have acknowledged that students are diverse as learners and that we value that uniqueness. It is how we place value on that uniqueness and how power and privilege are at play, that leads to barriers, discrimination and exclusion, and *that* is the problem.

We all have blind spots, the things we don't see, feel, hear, or notice about one another. They are the things that are invisible to us or that we don't even think about. Sometimes we become aware because we turn and, right there in front of us, is the face of another calling us to respond and broaden our view. Dr. Roulson shared a story of a student, a young man who was transitioning from female to male. He told Dr. Roulson that he would avoid eating and drinking during the school day so he could avoid using the washroom. While touring the sixth floor during a visit to the Education Centre, this student walked by a washroom that had an image of a male and female on the door. He was excited by that and told Dr. Roulson that it would really help if all schools had at least one gender neutral washroom because lots of kids feel uncomfortable for all kinds of reasons.

How has each one of us become aware of our own blind spots? How have we made someone else aware of their blind spots? A slide was shown with the following words phasing in one at a time: age; ancestry; citizenship; ethnic origin; background; race; family status; first language; marital status; two spirit; source of income; harassment; place of origin; colour; gender; pregnancy; religious beliefs; sexual orientation; bullying; gay; lesbian; bisexual; heterosexual; English language learners; questioning; sexual harassment; transgender; gender identity; First Nations; discrimination; Métis; Inuit; power and privilege; Aboriginal; physical disability; and mental disability.

Take a moment to reflect. What comes to mind when you think about inclusive education? According to Alberta Education, inclusive education is a *way of thinking and acting* that demonstrates universal acceptance of, and belonging for, all students. Inclusive education in Alberta means a values-based approach to accepting responsibility for all students. An audio clip of Minister Lukazuk speaking to that ethos was shared.

Inclusion is not a project. It is not an initiative. It is not something else. It is our way of being in our work together. It is how we do everything. Our district strategy is to personalize learning for each student. We are talking about putting the "person" in the personalization of learning.

We wonder about the many students who don't graduate, who become disengaged from school, who experience schooling as something to be endured, or who suffer quietly. What are we not seeing, feeling, and hearing? What do we need to notice about one another? Recently a colleague asked "what do we do for those kids who are totally invisible? The ones who are always alone? They

eat alone, they stand alone, they sit alone, they go in and out of classrooms and don't say a word and no one says a word to them. I was just wondering what we do for them because I was one of those kids."

An inclusive learning community is essential for student learning and, therefore, for our Results. We must make the effort to understand who we are as a learning community. Slides were shown providing information about who CBE students are and some of the challenges they are facing.

It is important to recognize the invisible weight that is carried by many students, staff and families and to take seriously what is at stake. A story was shared about Jamie Hubley, a 15 year old from Kanata, Ontario. Jamie loved to sing, dance and perform. He loved life and was loved by his friends and family who supported him unconditionally. But it wasn't enough. After sharing on his blog that life was really hard and the pain of what he was going through was too much, he took his own life on October 14, 2011. A video clip of a rant by Rick Mercer from the Mercer Report was shown. The message in his rant was that there are 300 youth suicides too many in Canada every year and every one of us plays a part in making it better, now.

We wanted to bring the voices and faces of youth into the room tonight so that we could listen, together, to what they have to say. The voice of a high school student was shared through four audio clips. His school principal and a few of the staff members at his school believed that youth have wisdom to share with us about becoming more inclusive as a school system. The student shared some of his story about his sense of belonging at school and how it has changed over time. His story is a hopeful one and points to what we can do to make things better. In the audio clips he talked about his initial experience of being at school and how difficult it was, about the importance of feeling a sense of belonging, about what he has learned to do when he is feeling anxious and alone at school and about what a difference it has made to him to feel noticed. This student talked about what made a difference. What can we do? What do we need to do?

If we are committed to success for each student, every day, no exceptions, and that is the measure of our Results, then we will make an effort to understand how to live and learn in community with one another. We will be willing to listen to what is difficult to hear, to be interrupted in our thinking, to be uncomfortable, to not know, to question one another and ourselves, to be wrong, to change the way we see, feel, hear and think about the world, to examine our own privilege, to challenge our own assumptions. This work is our shared responsibility. We all need to educate ourselves and be willing to create learning and work environments free from discrimination and harassment. We must acknowledge, and learn more about, the good work that is taking place in our schools and service units every day.

We have made a clear commitment to this work in our Three-Year Education Plan. We have committed to creating and implementing system-wide inclusive practices. While the team planning this session was meeting, we were talking about the word "understanding". Looking at the etymology of the word, the Old English root of the word "understanding" meant *to stand in the midst of*. How will we, each one of us, *stand in the midst of* and *walk beside* one another in our work and learning? What is required of each of us to live the promise we have made in our Three-Year Education Plan? How does this work call us to action?

Chief Johnston, you have talked about the promise we made to parents and students to *learn* what makes each student unique. Trustees, on our corporate

website, you have named the entire community as *the full owner base of public education* and said that you have *responsibility for all of it, not just a part of it*.

Learning what makes each student unique is the personalization of learning for us as adults. It requires us to live the central tenets of personalized learning as we understand them in the Calgary Board of Education. There are four key ideas of personalization of learning:

- it begins with engagement – we must each see ourselves in this work and recognize that each of us has a part to play;
- it is active and effortful – it asks something of me, of each of us and requires that we are ever mindful and always learning;
- it suggests we must assess our learning – we must always be asking, what is the next right thing at this time, in this place, with these people in front of me; and
- it is transformative – we must live what we learn.

We must each ask ourselves, what is my call to action?

Ms. D. Barrett, a CBE high school English teacher, shared a personal story. She discussed becoming aware of some of the elements of student experience that are filled with immense silence, and has tried to find ways that she, as a teacher, can speak into those silences with or on behalf of her students. She talked about what the CBE will look like over the years when her child starts attending, what the future might hold for him, and if he will be greeted with open doors and welcome arms.

The students, staff, and families who live and breathe this work every day in classrooms and service units must be supported and lifted up and given the strong and courageous backing of the CBE. What is our promise, every one of us in this room tonight? To create the conditions where schooling is not something to be endured or suffered through, but where it is possible for all students, staff and families to say “this is my community, I see myself here, and I belong here.”

Superintendent Lewis concluded the presentation by reading the poem *Turning to One Another* by Margaret J. Wheatley and inviting Trustees to share any comments or questions they may have.

Trustees shared comments and posed questions, which were addressed by Administration, and are summarized as follows:

- In response to the question, what are the next steps and how do we move forward with this presentation, Administration advised that the plan is to share the presentation widely. Trustees were informed that there is substantial work ongoing throughout the jurisdiction that is playing out in a number of different ways, which they will see roll out even further in the coming months.
- A Trustee shared her appreciation for the emotional and courageous presentation and her belief that one of the reasons this work matters for the CBE is because this organization has the capacity to empower each individual to do the best that they possibly can and make our world a better place, to reach their highest potential and to continue to strive to do better.
- A Trustee shared that the presentation really resonated with why the CBE is here as an organization. She discussed the importance of the word “each” (each student, every day) and how it carries a sense of ownership with it. This important work can’t

be done without the community being engaged and involved, and it can't be done without an understanding of what each person brings to this issue and what each person must do to make it better.

- A Trustee added her voice in appreciation of the powerful presentation. She was especially pleased to hear how inclusive education will benefit everyone and that it is values based.

Chair Cochrane invited everyone enjoy refreshments and to join in conversation about the presentation in the link for about 15 minutes.

Recessed at 6:14 p.m.

Reconvened 6:36 p.m.

7.0 ACTION ITEMS

7.1 There were no Action Items.

8.0 MONITORING AND RESULTS

8.1 Reasonable Interpretation for Operational Expectations 2: Temporary Chief Superintendent Succession

Chair Cochrane advised that Trustees have received and reviewed the Chief Superintendent's report regarding the Reasonable Interpretation of Operational Expectations 2: Temporary Chief Superintendent Succession.

Chair Cochrane explained that the Operational Expectations policies define the degree of authority transferred to the Chief Superintendent as she makes day-to-day decisions. The purpose of reviewing the Reasonable Interpretation is to assure the Board that the Chief Superintendent reasonably understands the values underlying this Board policy.

The Reasonable Interpretation consists of:

- The Chief Superintendent's literal interpretation of the Board's policy provision; and
- The identified, quantifiable "indicators" that the Chief Superintendent will use to judge compliance of the policy requirements.

Chair Cochrane invited any Trustee who had questions about the report to offer them to the Chief Superintendent. She reminded the Board that the criteria against which they are to judge this report is whether the Board is satisfied that the Chief Superintendent has conveyed that she reasonably understands the values underlying this Board policy.

Chair Cochrane encouraged the Trustees to limit their questions and comments to this criterion. She also pointed out that any decision or comment of the Board of Trustees around non-approval of the Reasonable Interpretation, including the indicators, is in no way intended to be a vote of non-confidence for the Chief Superintendent.

Chair Cochrane further stated that the next step in reporting on these Operational Expectations will be the annual monitoring report. The Reasonable Interpretation will drive the organization's actions, the choice of indicators and the body of compliance data. Therefore, it is important that the Board of Trustees initially assures itself that the Chief Superintendent's Reasonable Interpretation indicates that the Chief Superintendent reasonably understands the values underlying this Board policy.

Chief Superintendent Johnson introduced the report, highlighting that the practices of the CBE ensure that the employees holding the positions listed in her Reasonable Interpretation are capable and qualified to assume the role of Chief Superintendent on a temporary basis. She pointed out that the qualification of designates has been clarified with Alberta Education and the high points are included in the Interpretation.

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

- At the beginning of each school year the Board of Trustees will receive a letter naming those individuals designated to assume the role of Acting Chief Superintendent in Chief Superintendent Johnson's absence. During the year the Board will be notified prior to an absence of the Chief Superintendent. The notification will contain the name of a specific designate, the time period over which they are assuming the role and their contact information. This information will be sent to individual Trustees.
- Administration has interpreted the *School Act* and Alberta Regulation 178/2003 (referred to on page 8-12 of the report) to go beyond just the appointment of a Superintendent, but rather to also include those qualifications for temporary situations. Administration has confirmed that their Reasonable Interpretation is in alignment with Alberta Education. It is unclear whether that Regulation will change under the new Education Act but administrative policies are fluid and will be made up to date to align with the new Act.
- It is a requirement of the *School Act* that individuals who can be named as Acting Chief Superintendent have an education background. The term "Education Directors" on page 8-12 of the report refers to the individual's background and not the service unit they work in.

MOVED by Trustee Lane:

THAT the Board of Trustees approves that the Chief Superintendent has reasonably interpreted the provisions of OE-2: Temporary Chief Superintendent Succession, including but not limited to the indicators provided in the report.

Trustees debated the motion and the following is a summary of the comments:

- In response to the question, if the Board approves the Reasonable Interpretation can it be changed later by the Chief Superintendent without coming back to the Board, Chief Superintendent Johnson noted her understanding in the work with Aspen was that the Reasonable Interpretation, which includes indicators, needed to be approved by the Board. If she were making any recommendations about changes in a Reasonable Interpretation, it would be presented to the Board for approval.
- A Trustee pointed out that the motion approves the indicators as presented, but does not preclude the addition of more indicators in future reports.

Chair Cochrane called for the vote on the question.

The motion was
CARRIED UNANIMOUSLY.

8.2 Reasonable Interpretation for Operational Expectations 4: Treatment of Employees

Chair Cochrane advised that Trustees have received and reviewed the Chief Superintendent's report regarding the Reasonable Interpretation of Operational Expectations 4: Treatment of Employees.

Chair Cochrane provided introductory remarks to outline the purpose and content of the Reasonable Interpretation report.

Superintendent Johnston introduced the report highlighting that the Chief Superintendent's Reasonable interpretation is comprised of three parts: the true objective of Human Resources management - to attract and retain the right people with the right skills at the right time and in the right numbers; the culture of the organization - being the need to continue to foster the working environments to support employees; and the importance that every employee must understand how their work contributes to organizational performance, student learning and the achievement of the Results.

Trustees posed questions and Administration's responses are summarized as follows:

- Measure 4.2: the definition of "best-suited" candidates, meaning individuals that meet the threshold requirements for education, experience, attributes, etc., is of particular importance to the benchmark in this Interpretation. There are times in the market when the best-suited candidates for the organization are not available but a candidate may have potential that the CBE can invest in. The CBE completes approximately 2,500 new selections a year, including internal transfers. For this benchmark, Human Resources will document whenever there is an exception to a "best-suited" applicant going into a position.
- Measure 4.5: the three mechanisms set out in the Indicators of Compliance (grievance procedures, the Whistleblower Administrative Regulation and the Respect in the Workplace Administrative Regulation) are just some of the mechanisms that the CBE has to support respectful resolution of employees' issues.
- Measure 4.9: the benchmark percentage chosen came from the former Executive Limitations and had been used by the organization for some time.
- Measure 4.10, Indicator 1: Surveys are one of the leading predictive indicators in organizations. In large organizations, a response to a survey like the employee engagement survey in the mid-30% range is a reasonable response.
- Measure 4:10, Indicator 2: the benchmark for the attrition rate came from data captured by a branch of the Federal Government for school boards across Canada. The worst-in-class of the data captured was 6.6% and the best-in-class was 5%. Administration has chosen the best-in-class as the Indicator here.

MOVED by Trustee Taylor:

THAT the Board of Trustees approves that the Chief Superintendent has reasonably interpreted the provisions of OE-4: Treatment of Employees, including but not limited to the indicators provided in the report.

Chair Cochrane called for the vote on the question.

The motion was
CARRIED UNANIMOUSLY.

Chair Cochrane received the consent of the Board to refer the following to Agenda Planning:

- Determination of an appropriate date for presentation of the monitoring report for OE-2: Temporary Chief Superintendent Succession and OE-4: Treatment of Employees;
- Consideration of the Recommendations for Policy Enhancement put forth by Administration in the Reasonable Interpretation for the above Operational Expectations.

9.0 POLICY DEVELOPMENT AND REVIEW

9.1 Stakeholder Dialogue Strategy Report

Trustee Bowen-Eyre introduced the report that was developed by the Working Group assigned by the Board, consisting of Trustees Bowen-Eyre, Lane and Taylor, as well as Chief Superintendent Johnson and Mr. R. Peter, Chief Communications Officer. Trustee Bowen-Eyre stated that engagement with the public and their community is a value of the Board of Trustees. In line with Governance Culture Policy 3.3, the strategy being presented was the initial strategy, the first phase to begin and develop a process for dialogue with stakeholders.

Trustees posed questions, which were addressed by the Working Group. The discussion is summarized as follows:

- The first Education Topic Presentation could be based on aspects of the Board Development Session that was presented on inclusion and diversity. There are a wide range of subjects that could be directly linked with the Board's Results policies and at the same time really engage parents.
- Relative to the support the Board would have to draw on to present the sessions, it was envisioned that Administration would be present and involved, especially in the initial sessions. The number and type of sessions desired has been looked at but a quantitative assessment of the resourcing and cost involved has not been done yet.
- There was a general discussion regarding the number of sessions that should be held, locations for sessions, as well as possible attendees and staff required to support the sessions.
- In response to concerns raised regarding the level of human resources required, Chief Superintendent Johnson advised that the working group discussed modifying a process that Administration already has planned and has personnel engaged through a Request for Proposal (RFP).
- It is important to be sensitive to keeping communities interested and involved by not having too many things going on concurrently; not starting new things for the community to be involved with before finishing others.
- Through recent community engagement strategies, Administration has been gaining experience about how to meaningfully invite parents and communities to ensure that efforts to provide people with a meaningful opportunity for dialogue are picked up. The challenge is to learn from each experience and continually find ways to engage people.
- Attendees at the sessions could be broader than just parents and will likely depend on the topics presented. Inviting opinion leaders or community leaders for specific topics was discussed.

- Next step would be to do a resource assessment, select a topic and talk about some of the more operational aspects of how to get this rolled out.
- Chief Superintendent Johnson suggested adding a component to the motion relative to the recognition of Administration's involvement in the proposed strategy. This would assist Administration in monitoring their Results around community engagement. It was discussed that Administration's involvement in the sessions was implicit in the motion and adding anything more would be outside the mandate of the working group.

MOVED by Trustee Bowen-Eyre:

THAT the Board of Trustees approves the Stakeholder Dialogue Strategy identified in the report; and THAT the Board of Trustees authorizes the working group to prepare a report detailing the resources necessary and an initial topic for dialogue, and report to Board of Trustees on March 20, 2012.

Trustee comments in support of the motion were as follows:

- Trustees are involved individually in a variety of ways in their communities (School Council meetings, Community Association meetings, Area and System meetings, etc.). This is a method by which the Board as a whole can interact and discuss public education and student success with different people.
- The initial dialogue proposal starting with parents as a stakeholder group is worthy of support, but it is important to develop a strategy to engage with representatives from other important sectors of the public to ensure that their values are adequately expressed.
- Support from Administration in getting this initiative rolled out is appreciated. The Board is aware that it will be a joint effort going forward.
- There are times when there may be a duplication of services between the Board and Administration around how information is imparted and collected. This strategy may help align the organization in that regard.
- This is a good way to let the public know that the Board and Administration are one system, working together in the best interests of students.
- There was excitement expressed about getting out there and trying this, seeing how it works and making revisions to improve the organization's community engagement.

Chair Cochrane called for the vote on the question.

The motion was
CARRIED UNANIMOUSLY.

At 7:54 p.m. Chair Cochrane received the consent of the Board of Trustees to continue the meeting to the completion of the agenda.

Recessed: 7:54

Reconvened: 8:10 p.m.

9.2 Board Meeting Procedures – Proposed Revisions

Ms. Barkway noted the following corrections to the report:

- Page 9-31, the last paragraph, second sentence, delete “thirty”, so that it reads “Archives of meetings will be accessible to the public for **a period of two years** from the date of the meeting.”; and
- Page 9-39, the Board Report Template, the Recommendation section should be inserted prior to the Issue.
- Page 9-14, under Distribution of Agenda - Regular Meetings, section (3) the last sentence should read “In the event that the Monday prior to the meeting is a statutory holiday, Board Meeting information will be made available by **10:00 a.m.** on the Tuesday of the Board meeting.”

Chair Cochrane received the consent of the Board of Trustees to make the corrections listed above.

Trustee Bowen-Eyre introduced the report on behalf of the Working Group, stating they were pleased to bring back to the Board the Board Meeting Procedures document which has the capacity to provide more effective, efficient and meaningful Board Meetings. Trustee Bowen-Eyre informed that the revised document reflects what was heard in a previous Board meeting, as well as feedback from the public and the community. Trustee Bowen-Eyre reviewed the highlights of the proposed Board Meeting Procedures.

MOVED by Trustee Ferguson :

THAT the Board of Trustees suspends the rules to require that all Trustees’ amendments be presented to the Board in advance of the commencement of the debate, and that each Trustee’s debate is limited to two rounds of three minutes each for this agenda item.

Trustees asked questions about the motion, and the responses are summarized as follows:

- The motion to temporarily suspend the Rules is not debatable. There would be one session of debate regarding the proposed Board Meeting Procedures, including the main motion and all of the amendments.
- The Board Procedures have been suspended in the past: to extend the time for stakeholder reports, especially around school closures; to extend debate depending on the issue; and to limit the length and opportunity to debate if the agenda was a full one.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED.

In Favour:	Trustee Bowen-Eyre Trustee Cochrane Trustee Ferguson Trustee King Trustee Lane
Opposed:	Trustee Bazinet Trustee Taylor

Trustees posed questions and the discussion is summarized as follows:

- Matters Reserved for Board Action (page 9-17) addresses how Administration can bring business forward. Preparation of Agenda (page 9-13) and Operational Expectations (page 9-17) are two places that address how a Trustee, Working Group, etc., other than Administration, can introduce business.
- Recommendations for policy changes can be scheduled by the Board in Agenda Planning. The core principal is that the Board is in charge of its Agenda so if the Board wants to add something to the Agenda the Board can do that.
- At any point during Agenda Planning, Trustees can bring something forward to be put on the Agenda or taken off the Agenda; it is by the majority of the Board. A concern was expressed that there was no mechanism for an individual Trustee to bring a motion forward publicly to propose a change to policies.
- By motion, the Agenda is considered and approved at each Board meeting. Items for addition or removal to the Agenda can be discussed at the time of the approval of the Agenda.
- Governance Culture GC-2 states that “The Board will govern lawfully...” If there are changes to the School Act, or the Education Act if or when it is proclaimed, that result in the Board having to change its policies, then the policies will be changed. There is nothing in the policies that suggest the Board can blithely ignore a change to any legislation.

Trustee Taylor raised a Point of Order stating she believed Chair Cochrane was debating from the Chair. Chair Cochrane responded that she was attempting to answer Trustee Taylor’s question and questions whether it was the will of the Board that she step out of the Chair for this. The consensus of the Board was that Chair Cochrane continue in the Chair.

- A Trustee noted concern that there were references to informal work sessions, which are not legally constituted meetings, in Board Meeting Procedures document which is supposed to be about legally constituted Board meetings.
- A Trustee noted that no decisions that accelerate or advance the work of the Board are made in informal work sessions.
- A discussion ensued regarding how Trustees determine what is of a confidential nature in informal work sessions. Mr. Lloyd addressed the question and advised that it is important for Trustees to be aware that information to be considered confidential or private in nature may be encountered outside a private Board meeting. There may be private discussions and confidential information presented to or shared by Trustees during informal work sessions. He further advised that Trustees have an overarching fiduciary duty to the organization which includes an obligation of confidentiality. That obligation of confidentiality does not begin and end during a private meeting.
- A Trustee raised the issue of inconsistency between the time the Debrief is described on page 9-19 and where it is shown in Appendix C on the Agenda templates. The Board consented to making these two references consistent.

MOVED by Trustee Bowen-Eyre:

THAT the Board of Trustees adopts the *Board Meeting Procedures*, as attached to this report, to be effective April 1, 2012, and that the Corporate Secretary's Office be authorized to correct typographical and formatting changes required in the Report.

Chair Cochrane invited Trustees to present their amendments, if any. The following amendments were proposed:

MOVED by Trustee Taylor:

1. **THAT the proposed Board Meeting Procedures be amended on page 9-20, section Conducting Business at Regular Board of Trustees' Meetings – Private Agenda, part (5), by the deletion of "the private discussions and deliberations of Trustees during informal work sessions and"; and**

THAT the proposed Board Meeting Procedures be amended on page 9-13, section D. Calling of Meetings, part (5) Other, by the deletion of:

"When the Board of Trustees so decides, or when Trustees so agree, informal briefing sessions may be held for the purpose of providing background information, clarification, and in-depth discussion with respect to issues of relevance for Trustees or for the Board of Trustees. The purpose of these meetings will be for the provision of information, and will not include decision making that advances the work of the Board of Trustees."; and

THAT the proposed Board Meeting Procedures be amended on page 9-11, section D. Calling of Meetings, part (1) "Pre-Organizational Meeting of the Trustees" by the deletion of:

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

MOVED by Trustee Taylor:

2. **THAT the draft Board Meeting Procedures be amended on page 9-18, section Conducting Business at Regular Board of Trustees Meetings – Public Agenda, by the addition of a new section (7), as follows:**

"(7) Trustees' Inquiries

- (a) **If a Trustee decides that there is a need to have an inquiry read at a Board of Trustees' meeting, such an inquiry must be submitted to the Corporate Secretary or designate, in writing, by noon the day prior to the**

meeting. Inquiries can relate to any matter connected with the business of the Board of Trustees, or the operation of the school system, but must not offer an argument or opinion or state the facts, except as may be necessary to explain the nature of the inquiry;

- (b) At the meeting, the Corporate Secretary or designate will then read the inquiry into the official corporate record. When possible, Administration will respond at the same meeting. When the inquiry requires research and/or analysis, Administration will table a written response at an official Board of Trustees' meeting, usually the next scheduled meeting;
- (c) If any Trustee's inquiry will result in an excessive expenditure of Board time and resources, the Chief Superintendent of Schools shall advise the Board of Trustees' Office, through an Executive Assistant. If the Trustee is interested in pursuing this inquiry, they will provide a notice of motion at an appropriate Board of Trustees' meeting, and subsequently prepare a report for the Board of Trustees that examines the relative merit of expending resources on a particular area of research;
- (d) The portion of the Agenda allocated to "Trustees' Inquiries" shall not exceed 15 minutes in duration; and
- (e) No Trustee shall be allowed to submit more than one question per meeting under the "Trustees' Inquiries" portion of the Agenda."

And that the subsequent sections be renumbered accordingly to accommodate the insertion of this new section.

MOVED by Trustee Taylor:

3. THAT the draft Board Meeting Procedures be amended on page 9-19, section Conducting Business at Regular Board of Trustees' Meetings – Public Agenda, to add a new section, following the section related to the Consent Agenda, as follows:

“(9) Trustees' Notice of Motion

- (a) Business introduced by Trustees shall proceed by way of notice of motion. Normally, motion(s) submitted by a Trustee must have the effect of a policy amendment, development or deletion.
 - (i) A notice of motion by an individual Trustee must be submitted at a Board of Trustees' meeting at least two weeks prior to the date of the Board of Trustees' meeting at which the motion is to be debated. Such notice shall include the intended date of debate for the motion, and if the motion is not available on the intended date, the notice shall be null and void.
 - (ii) The motion for which a notice has been given should be submitted in writing to the Corporate Secretary's

Office within one week of having been served. The Corporate Secretary or designate will circulate the motion to all Trustees.

(iii) Except for special Board of Trustees' meetings for the purpose of hearing appeals, no Board of Trustees' meeting will conclude without the Chair calling for the submission of notices of motion."

And that the subsequent sections be renumbered accordingly to accommodate the insertion of this new section.

MOVED by Trustee Taylor:

- 4. THAT the draft Board Meeting Procedures be amended on page 9-14, section G (3) Distribution of Agenda – Regular Meetings, by:**
- **substituting “Friday (3) days” in place of “Monday one (1) day”; and**
 - **deleting “In the event that the Monday prior to the meeting is a statutory holiday, Board Meeting information will be made available by noon on the Tuesday of the Board Meeting.”**

Chair Cochrane reminded that, as moved and carried earlier in the meeting, debate would consist of two rounds of three minutes on the main motion and the four amendments all together. When it came time to vote, the Chair would call the question separately on each amendment and the motion.

Trustees entered into debate and comments about the motion and each of the amendments are summarized as follows:

- A Trustee shared her feeling that the proposed Board Procedures do a fantastic job or realigning the work of the Board with their Governance model, and ensuring that the meetings are efficient and effective.
- Appreciation was shared for the efforts to engage communities more.
- The taping and broadcasting of Public Board meetings allow for greater transparency and accountability, and an opportunity for the community to better understand decisions made by the Board.
- The Results focus being up front on the new Agenda was expressed as a positive change.
- A Trustee stated that after reviewing agendas of all 62 school boards in Alberta, she believes the Calgary Board of Education is the most transparent and the most accountable to the public.
- A Trustee expressed her opinion that the Board should not be meeting informally and all reference to informal meetings of the Board in the Board Meeting Procedures should be deleted.
- A Trustee shared her preference to keep Trustees' Inquiries in the Board Meeting Procedures so Trustees have an opportunity to ask questions on matters of concern to them and the community.
- A Trustee stated her belief that the proposed Board Meeting Procedures do not allow a Trustee to bring forward a motion at a Public meeting.

- A Trustee shared her preference that the documents for a Public Board Meeting be released to the public on Friday rather than on Monday giving the public and media more time to review them.
- A Trustee stated her belief that the amendments do not appear to do anything to improve the effective governance or transparency or public confidence in the Board, nor do they appear to have anything to do with what is best for students or the school system.
- A Trustee shared her belief that it is unclear how issues get to the boardroom to be debated.

Chair Cochrane called for the vote on Amendment #1, moved by Trustee Taylor.

The motion was
DEFEATED.

In favour: Trustee Bazinet
Trustee Taylor
Opposed: Trustee Bowen-Eyre
Trustee Cochrane
Trustee Ferguson
Trustee King
Trustee Lane

Chair Cochrane called for the vote on Amendment #2, moved by Trustee Taylor.

The motion was
DEFEATED.

In favour: Trustee Taylor
Opposed: Trustee Bazinet
Trustee Bowen-Eyre
Trustee Cochrane
Trustee Ferguson
Trustee King
Trustee Lane

Chair Cochrane called for the vote on Amendment #3, moved by Trustee Taylor.

The motion was
DEFEATED.

In favour: Trustee Bazinet
Trustee Taylor
Opposed: Trustee Bowen-Eyre
Trustee Cochrane
Trustee Ferguson
Trustee King
Trustee Lane

Chair Cochrane called for the vote on Amendment #4, moved by Trustee Taylor.

The motion was
DEFEATED.

In favour: Trustee Bazinet
Trustee Taylor
Opposed: Trustee Bowen-Eyre
Trustee Cochrane
Trustee Ferguson
Trustee King
Trustee Lane

Chair Cochrane called for the vote on the main motion, which is repeated here for ease of reading the minutes:

THAT the Board of Trustees adopts the *Board Meeting Procedures*, as attached to this report, to be effective April 1, 2012, and that the Corporate Secretary's Office be authorized to correct typographical and formatting changes required in the Report.

The motion was
CARRIED.

In favour: Trustee Bowen-Eyre
Trustee Cochrane
Trustee Ferguson
Trustee King
Trustee Lane
Opposed: Trustee Bazinet
Trustee Taylor

10.0 CONSENT AGENDA

10.1 Board Consent Agenda

Chair Cochrane reminded there was a late submission of the Minutes of the Regular Meeting of Tuesday, January 17, 2012. She declared the following items to be adopted as submitted:

10.1.1 Approval of Minutes

THAT the Board of Trustees approves the Minutes of the Regular Meetings held January 31, 2012 and February 7, 2012, as submitted.

10.1.2 Correspondence

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

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

10.2 Chief Superintendent's Consent Agenda

10.2.1 Chief Superintendent Update

THAT the Board of Trustees receives the report for information.

9.1 Approval of Minutes

The following minutes were a late distribution and therefore were not approved on the Consent Agenda.

MOVED by Trustee King:

THAT the Board of Trustees approves the Minutes of the Regular Meeting held January 17, 2012, as submitted.

The motion was
CARRIED.

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

Opposed: Trustee Taylor

Abstained: Trustee Bazinet (absent January 17 meeting)

11.0 TRUSTEE NOTICES OF MOTION

There were no Trustee notices of motion.

Recessed: 9:32 p.m.

Reconvened: 9:42 p.m. in Room T224.

12.0 IN-CAMERA ISSUES

12.1 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, March 6, 2012 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.

12.2 Motion to Revert to Public Meeting

MOVED by Trustee King:

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

The motion was
CARRIED UNANIMOUSLY.

MOTIONS TO ACTION IN CAMERA RECOMMENDATIONS

MOVED by Trustee Ferguson:

THAT the Board of Trustees approves the formal summative statement of the performance evaluation of the Chief Superintendent for the 2011 calendar year, as documented in the letter attached to the report and Attachment I; and

THAT the information in Attachment I be authorized for public release.

The motion was
CARRIED UNANIMOUSLY.

13.0 ADJOURNMENT

Chair Cochrane declared the meeting adjourned at 9:54 p.m.