

GLOSSARY OF TERMS

Board of Trustees' Governance Policies

Our Governance Policies will enable us, the elected Board of Trustees, to effectively lead, direct, inspire and control the outcomes and operations of the district through a set of very carefully crafted policy statements and effective monitoring of them.

Our Governance Policies offer a logical process for the Board of Trustees to govern well. We are committed to using them well in order to:

1. Eliminate confusion between Board and Chief Superintendent roles;
2. Focus on *Results* for student achievement;
3. Free the Chief Superintendent and staff to do their jobs without the Board's intrusion into day-to-day management decisions;
4. Attain more control over operational decisions in a manner that retains the Board's role at the governance level;
5. Focus the Board of Trustees on their advocacy role and external connection with the owners of the district.

Governance Policy:

The policies are grouped into four categories, each serving a distinct purpose. The four categories are:

GOVERNANCE CULTURE: The Board clearly defines in policy the individual and collective behaviour required to establish a culture of good governance. These policies establish standards for how the Board performs its work, including policies that define the Board's job, its purpose and its accountability.

BOARD/CHIEF SUPERINTENDENT RELATIONSHIP: The Board defines the degree of authority delegated to the Chief Superintendent, through policy, and sets out how the Chief Superintendent's performance, and ultimately the organization's performance, will be evaluated.

OPERATIONAL EXPECTATIONS: These policies define both the non-negotiable expectations and the clear boundaries within which

the Chief Superintendent and staff must operate. The Chief Superintendent is required to comply with the Board's stated values about operational conditions and actions as set out in these policies. The Board of Trustees monitors the *Operational Expectations* policies on an annual basis for compliance.

RESULTS: These are the Board of Trustees' statements that describe the outcome the organization is expected to achieve for each student it serves. The *Results* policies are the performance targets for the Chief Superintendent and the organization, and form the basis for judging the success of the organization and the Chief Superintendent on reasonable progress towards achieving the *Results*. The Board of Trustees monitors the *Results* policies on an annual basis for reasonable progress over time.

Accountability: The Board holds the Chief Superintendent responsible for organizational performance, requiring the Chief Superintendent to justify actions and decisions while working within the *Operational Expectations* and striving to increase performance on the stated *Results*.

Board: The Board of Trustees.

CEO: The Chief Superintendent.

Competencies: Demonstrated levels of ability as a consequence of teaching and learning that transcend specific disciplines.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the *Operational Expectations* values.

Consensus: The standard of agreement for deciding issues before the Board whereby individual members fully disclose their individual opinions, are "heard" and are willing to move forward with a vote on the matter before the Board with agreement that each will support the majority decision.

Governance: Defining values in policy that establish the vision and *Results* to be achieved by students. Defines organizational

performance of the district's employees, holding them accountable for that stated standard of performance.

Monitoring: The evaluative function carried out regularly by the Board to ensure Chief Superintendent, organizational and Board accountability. As part of each meeting, the Board receives and assesses reports developed to assure the Board that its *Results* are being accomplished, its *Operational Expectations* are being complied with, and its own processes are being adhered to.

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarizes how either compliance has been achieved on *Operational Expectations* or how reasonable progress has been made in *Results*. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or progress; and a signed certification from the Chief Superintendent of the status.

Non-compliance: In gathering evidence and data to prove to the Board that its *Operational Expectations* values have been adhered to, there may be areas where the standards were not met. The policy or subsection of policy would be found to be "non-compliant." The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.

Prudent: Careful and sensible; characterized by sound judgment.

Reasonable: Fair; just; logical and rational; well-founded.

Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to "interpret" policy values, saying back to the Board, "here is what the Board's value means to me." The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent "get it?" This reasonable interpretation is the first step required in monitoring compliance on *Operational Expectations* and monitoring reasonable progress on *Results*.

Reasonable Progress: Once *Results* are identified, the Chief Superintendent must set targets for achievement. Over time, data must be presented to the Board that demonstrates whether progress is being made towards achieving that standard. The Board decides whether the amount of progress is sufficient and reasonable.

Governance Policies

Governance Culture

- GC-1: Board Purpose
- GC-2: Governing Commitments
 - GC-2E: Trustee Remuneration
- GC-3: Board Job Description
 - GC-3E: Closure of Schools Procedure
 - GC-3E(2): The Calgary Board of Education Ward Boundary Review
- GC-4: Officers' Roles
- GC-5: Board Committees
 - GC-5E: Board Committees Terms of Reference
- GC-6: Annual Work Plan
 - GC-6E: Annual Work Plan For the Board
- GC-7: Trustee Code of Conduct
 - GC-7E: Code of Conduct Sanctions
- GC-8: Trustee Conflict of Interest

Board/Chief Superintendent Relationship

- B/CSR-1: Single Point of Connection
- B/CSR-2: Single Unit Control
- B/CSR-3: Staff Accountability
- B/CSR-4: Authority of the Chief Superintendent
 - B/CSR-4E: Delegation of Authority to the Chief Superintendent
- B/CSR-5: Chief Superintendent Accountability

B/CSR-5E: Annual Summative Evaluation of the Chief Superintendent

Results

R-1: Mission

R-2: Academic Success

R-2E: Reasonable Interpretation and Indicators

R-3: Citizenship

R-3E: Reasonable Interpretation and Indicators

R-4: Personal Development

R-4E: Reasonable Interpretation and Indicators

R-5: Character

R-5E: Reasonable Interpretation and Indicators

Operational Expectations

OE-1: Global Operational Expectations

OE-1E: Reasonable Interpretation and Indicators

OE-2: Learning Environment/Treatment of Students

OE-2E: Reasonable Interpretation and Indicators

OE-3: Instructional Program

OE-3E: Reasonable Interpretation and Indicators

OE-4: Treatment of Employees

OE-4E: Reasonable Interpretation and Indicators

OE-5: Financial Planning

OE-5E: Reasonable Interpretation and Indicators

OE-6: Asset Protection

OE-6E: Reasonable Interpretation and Indicators

OE-7: Communication With and Support for the Board

OE-7E: Reasonable Interpretation and Indicators

OE-8: Communicating and Engaging With the Public

OE-8E: Reasonable Interpretation and Indicators

OE-9: Facilities

OE-9E: Reasonable Interpretation and Indicators

GOVERNANCE CULTURE
GC-1: Board Purpose

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The Board of Trustees provides leadership for the Calgary Board of Education by defining the mission, values, *Results* and *Operational Expectations* for the organization on behalf of its community.

The Board of Trustees leads, serves and represents the citizens of Calgary and holds itself accountable to them by committing to act in the best interests of The Calgary Board of Education and by ensuring that all Board and organization action is consistent with law and Board Policies (as defined in GC-3: Board Job Description).

The Board's purpose is to ensure that the organization achieves the results described in the Board's *Results* policies and that it operates according to the values expressed in the Board's *Operational Expectations* policies.

The Board's core values are the fundamental beliefs of the organization, the guiding principles for all behaviour and action of The Calgary Board of Education:

- Students come first.
- Learning is our central purpose.
- Public education serves the common good.

Adopted: June 22, 2021

GOVERNANCE CULTURE**GC-2: Governing Commitments****Monitoring Method: Board Self-assessment****Monitoring Frequency: Annual**

The Board will govern lawfully with primary emphasis on *Results* for students; encourage full exploration of diverse viewpoints; focus on governance matters rather than operations in keeping with Board Policies (as defined in GC-3: Board Job Description); observe clear separation of Board and Chief Superintendent roles; make all official decisions by formal vote of the Board; and govern with long-term vision.

- 2.1 The Board will direct the organization through policy. The Board's major focus will be on the results expected to be achieved by students, rather than on the strategic choices made by the Chief Superintendent to achieve those results.
- 2.2 The Board will function as a single unit. The opinions and personal strengths of individual members will be used to the Board's best advantage, but the Board will faithfully make decisions as a group, by formal vote. No officer, individual trustee, or committee of the Board will be permitted to limit the Board's performance or prevent the Board from fulfilling its commitments.
- 2.3 The Board is responsible for its own performance, and commits itself to continuous improvement.
- 2.4 The Board will ensure that the Board and its members have the knowledge, skills and budget support necessary for effective governance.

Accordingly:

- a. training and coaching will be used to orient candidates and new members, as well as to maintain and increase current member skills and knowledge based on the skills identified in the trustee skills matrix;
- b. external, third-party monitoring will be used as necessary to enable the Board to exercise confident oversight of the organization's performance;
- c. the Board regularly and systematically will monitor all Board policies and will debrief the quality of each meeting; and

GOVERNANCE CULTURE
GC-2: Governing Commitments

- d. strategic communication dialogues will be planned and implemented to ensure the whole Board's ability to engage stakeholders in understanding the organization's work as well as sharing viewpoints and values.
- 2.5 To ensure that the Board's business meetings are conducted with maximum effectiveness and efficiency, members will comply with Board Policies (as defined in GC-3: Board Job Description) and:
- a. come to meetings properly prepared for Board discussions and deliberations;
 - b. speak only when recognized, not interrupting each other or engaging in side conversations;
 - c. not repeat unnecessarily what has already been said;
 - d. not play to the audience or camera or monopolize the discussion;
 - e. support the Chair's efforts to facilitate an orderly meeting;
 - f. communicate openly to avoid surprises;
 - g. encourage equal participation of all members, and
 - h. practice respectful body language.
- 2.6 Positive working relationships are essential for personal well-being, a healthy working environment, high morale and quality learning. To ensure the Board functions as a team, members will:
- a. recognize and respect each other's dignity;
 - b. work to earn and sustain trust;
 - c. communicate with each other in ways that promote mutual understanding;
 - d. use collaborative approaches to problem-solving and decision-making; and
 - e. give each other the benefit of the doubt;
- 2.7 The Board will use the Board's consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.

2.8 The Board, by majority vote, may revise or amend its policies at any time. However, as a customary practice, a proposed policy revision will be discussed at one session of the Board, at least, prior to being acted upon at a subsequent Board meeting.

Adopted: April 18, 2023

Policy Exhibits:
GC-2E: Trustee Remuneration



GOVERNANCE CULTURE**GC-2E: Trustee Remuneration****Monitoring Method: Board Self-assessment****Monitoring Frequency: Annually****A. Taxable Honoraria, Benefits and Allowances**

1. Effective September 1, 2014, Trustees' honoraria was set at \$45,000 per annum, paid in regular bi-weekly payments.

Effective September 1, 2023, and at the commencement of each fiscal year (September 1) following, Trustees' honoraria will be adjusted according to the most recent three-year rolling average of Statistics Canada annual published Calgary Consumer Price Index (CPI – all items). Trustee honoraria will be paid in regular bi-weekly payments. The annual honoraria provide compensation for all duties, responsibilities and activities required of Trustees.

2. The Chair will receive an additional honorarium in regular bi-weekly payments at the rate of \$10,000 per annum; and the Vice-Chair will receive an additional honorarium in regular bi-weekly payments at the rate of \$5,000 per annum. These honoraria provide compensation for duties, responsibilities and activities required of the Chair and Vice-Chair.
3. In addition to honoraria, each Trustee will receive a taxable benefit package worth 10% of the basic honorarium. The package will include for each Trustee, \$50,000 group life insurance and \$50,000 Accidental Death and Dismemberment coverage which will be paid 100% by the Calgary Board of Education. In lieu of other benefits, each Trustee will receive the remainder of the package (the value of 10% of basic honorarium less the cost of the group life insurance and Accidental Death and Dismemberment premiums) in regular bi-weekly payments.
4. Each Trustee will receive an annual taxable transportation allowance of \$4,100 paid in regular bi-weekly payments. This allowance will compensate for all in-city transportation costs including vehicle expenses, parking, taxis, LRT fares and the like.

B. Reimbursable Expenses

1. In accordance with GC 2.4(a) each Trustee will be entitled to be reimbursed from the Board of Trustees' budget for expenses, which are supported by receipts, related to professional



development up to a maximum of \$2,000 per fiscal year of the CBE. This budget is expected to cover the costs of travel, fees and related expenses to attend professional meetings; and the costs of books, journals and similar items that are clearly of a professional development nature.

2. Each Trustee will be entitled to be reimbursed from the Board of Trustees' budget for expenses that are supported by receipts, related to reasonable costs of carrying out assigned Board business or approved representation of the Board at meetings and events in accordance with standard CBE policies.
3. Trustees' expense information will be publicly disclosed on a regular basis.
4. Notwithstanding the requirement to provide receipts for all reimbursable expenses, the following is the maximum that will be reimbursed for any meal expense incurred:

Breakfast:	\$12.00
Lunch:	\$17.00
Dinner:	\$26.00

5. Expenditures for alcohol will not be reimbursed.

C. Other

1. Each Trustee will be entitled to reserved or scramble underground parking at the individual's expense. Each Trustee will be provided office space in the Dr. Carl Safran Centre. Each Trustee will be provided the use of a laptop computer or similar portable electronic device for use in the Board Room, in the Trustee's Office and off site.
2. For the purpose of accessibility, each Trustee will be entitled to either a CBE issued cell phone or \$25.00 per month for personal cell phone use to perform their duties, if the Trustee does not have a CBE issued cell phone. The cell phone subsidy paid for the use of a personal cell phone is deemed to compensate for the reasonable business portion of the costs of ownership and operation of the cell phone and will cover such costs as damage, repair and replacement. Trustees who use a

personal cell phone for conducting CBE business are required to comply with the applicable administrative regulations and practices for personal mobile devices. Trustees will not be reimbursed for the purchase or replacement of cell phones for personal or CBE business uses.

2. At the end of each Trustee's service, such Trustee shall be entitled to a retiring allowance to ease the transition from such service, in accordance with the following schedule:
 - (a) A Trustee whose service ends at the end of his/her first term shall receive a retiring allowance equal to two weeks of Trustees' basic honorarium prevailing at the end of such service per year of service;
 - (b) A Trustee whose service ends following the completion of two or more terms shall receive a retiring allowance equal to one month's honoraria per year of continuous service to a maximum of one-half of the Trustees' basic annual honorarium prevailing at the end of such service; and
 - (c) Notwithstanding a) and b) above, a Trustee who fails to complete the term to which he/she is elected shall not be entitled to a retirement allowance for any portion of that term, except as the Board of Trustees might determine after due consideration of any extenuating circumstances.
3. It should be noted that there is no provision to pay 'meeting honoraria' or 'per diems'; nor is there any provision to reimburse Trustees for any other support of home offices that Trustees may choose to establish as an off-site work place.

Approved: April 5, 2022

GOVERNANCE CULTURE
GC-3: Board Job Description

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annual

The Board's job is to act in the best interest of The Calgary Board of Education. The Board shall govern the organization by establishing expectations for organizational results, expectations for quality operational performance, and monitoring actual performance against those expectations.

The Board will:

- 3.1 Ensure that the *Results* are the dominant focus of organization performance.
- 3.2 Initiate and maintain constructive two-way dialogue with provincial and municipal elected officials.
- 3.3 Advocate for The Calgary Board of Education and the students it serves.
- 3.4 In accordance with GC 2.4(d), when appropriate, communicate with, inform and involve parents/guardians, students, employees and the citizens of Calgary as a means to engage all the different stakeholders in the work of the Board and the organization.
- 3.5 Develop written governing Board policies (Results, Operational Expectations, Governance Culture, Board/Chief Superintendent Relationship and Board Meeting Procedures policies are collectively referred to as "Board Policies") that address:
 - a. **Results:** These policies define the outcome the organization is expected to achieve for each student it serves. The Results policies are the performance targets for the Chief Superintendent and the organization, and form the basis for judging the success of the organization and the Chief Superintendent on reasonable progress towards achieving the Results.
 - b. **Operational Expectations:** These policies define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent is required to comply with the Board's stated values about operational conditions and actions as set out in these policies.

GOVERNANCE CULTURE
GC-3: Board Job Description

- c. **Governance Culture:** These policies define the individual and collective behaviour required to establish a culture of good governance. These policies establish standards for how the Board performs its work, including policies that define the Board's job, its purpose and its accountability.
 - d. **Board/Chief Superintendent Relationship:** These policies define the degree of authority delegated to the Chief Superintendent, and sets out how the Chief Superintendent's performance, and ultimately the organization's performance, will be evaluated.
 - e. **Board Meeting Procedures:** This policy outlines the procedures for regular and special meetings of the Board of Trustees, whether public or private.
- 3.6 Hire the Chief Superintendent (Chief Education Officer) for the Calgary Board of Education and ensure acceptable Chief Superintendent performance through effective monitoring of *Results* and *Operational Expectations* policies.
- 3.7 Ensure acceptable Board performance through effective evaluation of Board *Governance Culture* and *Board/Chief Superintendent Relationship* policies, actions and processes.
- 3.8 Appoint an independent auditor to conduct an annual external review of the organization's financial condition and report directly to the Board.
- 3.9 Name or rename the organization, schools, portions of schools, school grounds, and other Calgary Board of Education facilities.
- a. Review of the existing name of the organization, schools, portions of schools, school grounds, and other Calgary Board of Education facilities may occur if one of the following occur:
 - i. the Board of Trustees decide that a name review is needed in keeping with Board Policies; or
 - ii. a petition requesting a name review is received in accordance with Administrative Regulation 1007.

GOVERNANCE CULTURE
GC-3: Board Job Description

- b. The Board may consider the name of the organization, schools, portions of schools, school grounds, and other Calgary Board of Education facilities for renaming under this policy if:
 - i. the current name does not align with the Board's commitment or its legal responsibilities to promote a welcoming, caring, safe, respectful and inclusive learning environment;
 - ii. the current name constitutes a significant departure from generally-recognized standards of public behaviour which is seen to undermine the credibility, integrity or relevance of the Board's contemporary values;
 - iii. the Board, in conjunction with the school, has developed a new identity for the school;
 - iv. the name is after an area of curricular concentration or educational value that is no longer relevant or valid because of programming changes; or
 - v. the name is after a geographical area and there are substantial changes to the geographical area to warrant consideration of a change of name.
- 3.10 Hear appeals under section 42 or section 212 of the *Education Act*.
- 3.11 Approve the bargaining mandate and ratify all collective agreements for unionized employees.
- 3.12 Approve the total compensation packages for all exempt employees.
- 3.13 Oversee the Calgary Board of Education's risks related to its strategic and operational objectives, including approval of the risk appetite and risk tolerance levels.
- 3.14 Perform other duties required by law or not otherwise delegated to the Chief Superintendent, including but not limited to:
- a. through its *Results* annual monitoring, focus on student achievement in the areas of academic success, citizenship, personal development and character;

GOVERNANCE CULTURE
GC-3: Board Job Description

- b. adopt a three year capital plan which forecasts the school capital needs of the Calgary Board of Education;
- c. adopt an education plan that sets out Board priorities and system strategies to improve student learning and results;
- d. adopt an annual budget that provides educational programming to meets the needs of all CBE students including the achievement of the Board priorities and strategies set out in the education plan;
- e. adopt an annual education results report that provides an analysis and interpretation of the effectiveness of CBE's programs in service of student learning and achievement. The results are reported to parents, student, employees, the public and Alberta Education.

3.15 Trustees also have responsibilities as set out in Section 34 of the *Education Act* and through Board Policies, as outlined in GC-3E(1): Trustee Responsibilities.

Adopted: April 18, 2023

Policy Exhibits:

GC-3E(1): Trustee Responsibilities

GC-3E(2): Closure of Schools Procedure

GC-3E(3): The Calgary Board of Education Ward Boundary Review

**Board of Trustees'
Governance Policy****GOVERNANCE CULTURE
GC-3E(1): Trustee Responsibilities**

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annual

1. Pursuant to Section 34 of the *Education Act* (Act), a trustee of a board, as a partner in education, has the responsibility to:
 - a. fulfil the responsibilities of the board as set out in section 33 of the Act;
 - b. be present and participate in meetings of the board and committees of the board;
 - c. comply with the board's code of conduct; and
 - d. engage parents, students and community in matters related to education.
2. To support the value of effective governance, Trustees shall:
 - a. prepare to participate in and contribute to meetings of the Board, Board Committees, trustee information and planning sessions, and liaison appointments in order to provide the best solutions possible for education within the CBE; and
 - b. pursuant to GC-2.4, engage in professional development to maintain and increase current skills and knowledge for effective governance.
3. A key responsibility for Trustees is to stay in touch with community to support the work of the Board, achieving this includes but is not limited to:
 - a. participate in school related functions (i.e. meet with school councils, school visits, celebratory events, school performances, graduations, etc.); and
 - b. prepare and participate in Community of School Council meetings.
4. Represent the Board of Trustees through liaison appointments completed at the Board's annual organizational meeting, and when applicable report back to Board of Trustees.

Approved: April 18, 2023

GOVERNANCE CULTURE
GC-3E(2): Closure of Schools Procedure**Monitoring Method: Board Self-assessment**
Monitoring Frequency: AnnualTHAT pursuant to the *Education Act*.

1. In this Governance Procedure

“Board” means the Calgary Board of Education Board of Trustees.

“Division” means the Calgary Board of Education.

“Minister” means, for the purposes of this procedure, the Minister of Education.

“school closure” means closing, for a period exceeding 12 consecutive months, a school or school building used for the purposes of providing education programming to students.

For greater clarity, this procedure does not apply to the following decisions:

- a. Transfer of students from one building to another including transfers arising from the movement of an alternative program, unique program or specialized classroom/setting from one school building to another provided that the school in which the program or classroom was located continues to be used for education programming.
 - b. The closure of a school due to emergency or health and safety reasons.
 - c. Designation or re-designation of students to a school pursuant to section 10 of the Education Act and Administrative Regulation 1090.
2. The Board delegates to the Chief Superintendent all decisions regarding transfer of students from one school to another school building that do not result in a closure of a school or a school building pursuant to the Board’s delegation of authority – Board/Chief Superintendent Relationship – 4E and this procedure.

Renovations, Modernizations and Major Maintenance

3. The closure of a school for renovations, modernizations or major maintenance shall not be deemed a permanent school closure if the Division intends to reopen the building upon completion of repairs, renovations or major maintenance.

GOVERNANCE CULTURE
GC-3E(2): Closure of Schools Procedure**Board Powers on Closure**

4. The Board of Trustees may close a school or school building permanently pursuant to section 62 of the Education Act, and upon notice to the Minister. A decision to permanently close a school or school building must be made by resolution at a public meeting of the Board.
5. The Board will consider and make a decision on a proposed school closure over two public meetings of the Board. At the first meeting the Board shall consider a resolution to commence public input into the proposed closure process ("public input process") as set out in this procedure.
6. A final decision to permanently close a school or school building shall not be made until after the Board has provided an opportunity for public input and has given fair consideration to the public's input. Fair consideration includes the concept that the Board is open to either voting for or against the closure of the school.
7. The Board shall provide a minimum of 60 calendar days for public input before making a final decision. The period for public input commences the day after the first public Board meeting at which a motion is passed in support to consider the proposed school closure.
8. The Board may shorten the period for public input, including timelines for written input, if the Board is satisfied that there is a pressing need for a shorter time-period and prior engagements have provided the community and affected persons with adequate notice and an opportunity for input, such that the Board has a full understanding of the impacts of the proposed closure.
9. A decision to shorten the 60-day period must be made by motion at a public meeting of the Board.

Commencement of the Public Input Process

10. A decision by the Board to commence the public input into the proposed closure process shall be made, by motion, at a public meeting of the Board.
11. If the Board passes a motion to commence the public input process, and before a final decision on the proposed closure is made, the Board shall provide the opportunity for public input on the proposed school closure as set out in this procedure.

GOVERNANCE CULTURE**GC-3E(2): Closure of Schools Procedure**

12. If the motion to commence the closure process is defeated, and notwithstanding the Board Meeting Procedures or any other Board policy, the Board may reconsider the proposed school closure at a future public meeting of the Board if the following conditions are met:
 - a. a minimum of 12 months has passed between the initial consideration to commence the public input process and the recommendation to commence the public input process on the proposed closure coming before the Board again; and
 - b. the pertinent facts and information about the proposed school closure, including changes if any, between the initial consideration to close the school and the proposed closure coming before the Board again.

Notice of Proposed School Closure and Public Input Process

13. Parents of every student enrolled in the school are entitled to be notified of the proposed closure in writing. Those parents shall be notified in writing of the proposed school closure including:
 - a. the date and time of the public meeting set for the purposes of allowing public input into the decision;
 - b. where parents can access information about the proposed school closure;
 - c. process, method and timelines, for parents and other interested persons to provide written responses into the proposed decision;
 - d. the date and time of the meeting of the Board of Trustees where the matter will be deliberated; and
 - e. any other information that the Board believes is relevant in the circumstances.
14. The Board may notify in writing any other persons, municipality, or community organizations who, in the opinion of the Board, may be significantly affected by the decision.

Access to Information on the Proposed School Closure

15. The Board shall ensure that the rationale, pertinent facts, and information about the proposed closure is available on the CBE public website and school website, which may include, where applicable:
 - a. the number of students who could be affected by the decision, at the school proposed for closure and the schools of receiving schools and surrounding schools;

GOVERNANCE CULTURE
GC-3E(2): Closure of Schools Procedure

- b. future growth or decline in student enrolment;
- c. use of and availability of space at receiving schools;
- d. proximity of the receiving schools and the need for busing;
- e. educational and program impacts for the affected students;
- f. financial considerations including cost savings and future disposition;
- g. consideration of possible alternative educational or community uses for all or part the school building; and
- h. impact, if any, on the CBE's long-term capital plans.

Public Input Meeting

- 16. The Board will organize at least one (1) public meeting, along with the opportunity to provide written submissions, as part of the public input process.
- 17. The Board will convene a meeting to provide parents, community members, community organizations and other members of the public, with an opportunity to provide input into the proposed closure decision.
- 18. The date, time and place of the public input meeting will be advertised through a variety of methods. This will include sharing information with neighbouring schools, school councils, if any, employee groups, and by posting information on the CBE's public website and school websites, and by any other reasonable means that are likely to bring the matter to the attention of affected persons or groups.
- 19. Parents of students in the affected school will be notified of the date, time and location of the meeting as set out in section 15 above.
- 20. The public meeting will include:
 - a. a presentation setting out the rationale for the proposed closure, including the pertinent facts and information, set out in the report prepared in support of the proposed closure; and
 - b. sharing information on the timing of the proposed closure, the accommodation plan for students affected by the closure, and information about possible future uses of the school building; and
 - c. a means for the attendees to offer comment and questions.
- 21. The Board shall prepare draft minutes of the public meeting and ensure that the draft minutes are posted on the CBE's public website.

GOVERNANCE CULTURE
GC-3E(2): Closure of Schools Procedure**Providing Input in Writing**

22. The Board shall provide an opportunity for affected persons to provide their input on the proposed school closure in writing.
23. The Board will provide directions and information on how to submit written input including timelines for submissions.
24. All written input must be received at least seven (7) calendar days prior to the date and time that the Board will deliberate and debate its decision to permanently close a school or school building.

Decision on Proposed Closure

25. After the public meeting has been convened and the time for written submission is concluded, the Board shall deliberate and decide on the proposed closure at a public meeting of the Board of Trustees.
26. The Board will publish, on CBE's public website, the date and time of the Board meeting when the final decision on the proposed school closure will be deliberated.
27. Public comment at the public Board meeting will be conducted in accordance with the Board Meeting Procedures.
28. Following a decision to close a school the Board shall provide, without delay, written notification to the Minister of the decision setting out the name of the school and the effective date of the closure.
29. The Board will notify parents of students in the school of the decision, the effective date of the decision, and any other information it deems relevant to support implementation of the decision.
30. The Board will communicate its final decision and the effective date of the decision to any other person, municipality, or community organization, where in the opinion of the Board that person, municipality or community organization will be significantly affected by the decision.

Amendment to the Closure Process

31. The Board may amend this procedure by motion at a public meeting of the Board.

Approved: November 5, 2019

GOVERNANCE CULTURE**GC-3E(3): The Calgary Board of Education Ward Boundary Review****Monitoring Method: Board Self-assessment****Monitoring Frequency: Annual**

The Board of Trustees of The Calgary Board of Education (Board) purpose is to represent, lead and serve the organization's owners, the citizens of Calgary. The Board holds itself accountable to the owners by committing to act in the best interest of The Calgary Board of Education (CBE) and by ensuring that all Board and organization action is consistent with law and the Board's policies.

Pursuant to the *Education Act*, the Board of Trustees is authorized to establish ward boundaries for the purpose of trustee elections and in support of Board structure to carry out its work.

Definitions

Ward: is a geographic area determined by a school division for election purposes, based on population.

Guidelines and Procedures

1. **Criteria:** When establishing electoral ward boundaries, the Board of Trustees may consider the following, including but not limited to:
 - a. **Alignment with the City of Calgary:** The Calgary Board of Education trustee ward boundary review is to align trustee wards with the City of Calgary municipal wards save and except lands within the City of Calgary boundary that have not yet been annexed to The Calgary Board of Education jurisdictional boundary.
 - b. **Communities of Interest:** wherever possible, all efforts will be made to ensure communities of common interest or with shared geographic interest are kept within the same ward.
 - c. **Geographical Features:** wherever possible, ward boundaries will be readily identifiable to the public by using both natural and human-made geographical features including significant topography and major highways.
 - d. **Least Number of Changes:** to provide stability in elected representation, ward boundary proposals should include the fewest changes possible to achieve the desired results.
 - e. **Contiguous Wards:** all portions of a ward are physically connected insofar as possible.



GOVERNANCE CULTURE**GC-3E(3): The Calgary Board of Education Ward Boundary Review**

- f. Financial: it is incumbent upon all public sector organizations to ensure that available financial resources are distributed and used in the most efficient and effective manner possible, proportional to the population of the school division.

2. Responsibilities:**a. The Board will:**

- i) advise Administration of any recommendations or changes that are desired to the ward boundaries;
- ii) direct Administration to conduct a ward boundary review and prepare boundary proposals for the Board's consideration;
- iii) decide on the manner in which the ward boundary review will be conducted;
- iv) provide direction on the proposals and recommendations presented by Administration;
- v) decide upon and adopt any changes to the ward boundaries by passing the required bylaw no later than December in the year prior to a general school authority election.

b. Administration will:

- i) work closely with internal and external stakeholders to understand the impact of any changes to the ward boundaries;
- ii) present to the Board the ward boundary proposals;
- iii) bring forward a bylaw to the Board to adopt the ward boundary changes; and
- iv) implement the approved ward boundaries.

Approved: November 10, 2020

GOVERNANCE CULTURE
GC-4: Officers' Roles

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The officers of the Board are those listed in this policy. Their duties are those assigned by this policy, and others required by law.

Chair

The Chair provides leadership to the Board, ensures the faithful execution of the Board's processes, exercises interpretive responsibilities with integrity, reflecting the spirit and intent of the Board's policies, and serves as the Board's official spokesperson.

The Chair has the following specific authority and duties:

- 4.1 Monitor Board actions to ensure that they are consistent with the Board's own procedures and policies and with other obligations imposed by agencies whose authority supersedes the Board's own authority:
 - a. Conduct and monitor Board meeting deliberations to ensure that Board discussion and attention are focused on Board issues, as defined in Board Policies (as defined in GC-3: Board Job Description).
 - b. Ensure that Board meeting discussions are productive, efficient and orderly.
 - c. Ensure Board meeting debriefings and periodic self-assessments are conducted to ensure continuous process improvement.
 - d. Serve as ex-officio member of all Board committees.
- 4.2 Ensure the compilation and facilitation of the Board's summative evaluation of the Chief Superintendent.
- 4.3 Represent the Board as its official spokesperson about issues decided by the Board and other matters related to official Board business.

GOVERNANCE CULTURE
GC-4: Officers' Roles

- 4.4 Execute all documents authorized by the Board, except as otherwise provided by law.
- 4.5 On behalf of the Board, and in consultation with the Corporate Secretary, the Chair is authorized to approve emergent agenda decisions, as required.
- 4.6 Make all interpretive decisions of Board policies in the *Governance Culture* and *Board/Chief Superintendent Relationship* sections, using reasonable judgment. The Chair is not authorized to:
 - a. make any interpretive decisions about policies created by the Board in the *Results* and *Operational Expectations* policy areas. Interpretation of these policies is the responsibility of the Chief Superintendent;
 - b. exercise any authority as an individual to supervise or direct the Chief Superintendent.
- 4.7 The Chair may delegate any of these responsibilities, but the Chair remains accountable for any resulting actions.

Vice-Chair

The Vice-Chair shall support the Chair in their duties and will serve as Chair in the event of the Chair's absence or inability to perform assigned duties.

The Vice-Chair is the Chairperson of the Agenda Planning Committee and Board Evaluation Committee.

Second Vice-Chair

The Second Vice-Chair shall serve in the absence or inability of both the Chair and Vice-Chair.

The Second Vice-Chair is a member of the Agenda Planning Committee

Adopted: June 22, 2021

GOVERNANCE CULTURE
GC-5: Board Committees**Monitoring Method: Board Self-assessment**
Monitoring Frequency: Annually

Pursuant to section 52 of the *Education Act*, the Board may create committees if they are deemed helpful to assist the Board in the performance of its responsibilities. If committees are established, they will be used exclusively to support the work of the Board as described in Policy GC-3, and will never be created or used to assist the Chief Superintendent in any operational area.

- 5.1 Board committees and other such entities by whatever name created by the Board will not be used to direct, advise, assist or oversee employees. Committees customarily will prepare recommendations for Board consideration. Board committees will have no authority over employees, and may exercise demands on employee's time and organizational resources only to the extent authorized in this policy. Members are not entitled to any fees or compensation; however, external committee members may be reimbursed for actual out-of-pocket parking expenses to attend the Committee meetings.
- 5.2 Board committees may not speak or act for the Board. The responsibilities and authority of all Board committees are carefully stated in this policy, which includes the committees' terms of reference contained in GC-5E, to ensure that committees fully understand their duties and extent of authority, and to assure that committee work will not usurp or conflict with the Board's own authority, or conflict with authority delegated to the Chief Superintendent.
- 5.3 All Board committees are considered to be ad hoc, or temporary. The date for their termination is listed for each committee. Committees may be renewed or reauthorized upon their expiration, but unless the Board acts to renew the committee's existence, it shall cease to exist upon the date specified.
- 5.4 The Board shall appoint members to committees and these members shall serve at the pleasure of the Board. Trustee committee membership shall be reviewed annually at the Organizational Meeting and more frequently if the Board of Trustees so determines.
- 5.5 Meetings of committees may be held publicly or in private, at the discretion of the Board. The committees may hold its meetings, and members of the committee may attend meetings by electronic means, provided all meeting attendees can hear each other.

GOVERNANCE CULTURE
GC-5: Board Committees

- 5.6 All Board members, whether a member of a Board committee or not, are welcome to attend any committee meetings as observers, unless otherwise specified in a committee's terms of reference.
- 5.7 Chairpersons shall establish the agendas for meetings, ensure that properly prepared agenda materials are circulated to the members with sufficient time for study prior to the meeting, chair committee meetings, and be responsible for reporting to the Board of Trustees as required in GC-5E.
- 5.8 All Board committees and their terms of reference are listed in GC-5E.

Adopted: June 22, 2021

Policy Exhibits:

- GC-5E: Agenda Planning Committee Terms of Reference
- GC-5E: Audit and Risk Committee Terms of Reference
- GC-5E: Board Governance Committee Terms of Reference
- GC-5E: Engagement Planning Committee Terms of Reference
- GC-5E: Name Review Committee Terms of Reference
- GC-5E: School Name Recommendation Committee Terms of Reference
- GC-5E: Trustee Remuneration Committee Terms of Reference

GOVERNANCE CULTURE**GC-5E: Board Committees Terms of Reference**

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

Agenda Planning Committee**Purpose/Charge:**

The purpose of the Agenda Planning Committee (the "Committee") is to assist the Board of Trustees to ensure Board meeting agendas are consistent with the Board's Annual Work Plan and consider Trustee Agenda Requests.

Membership:

1. The Committee shall be comprised of:
 - Board Vice-Chair, to serve as Chair of the Committee
 - Board Chair
 - Second Vice-Chair
 - Chief Superintendent
 - Corporate Secretary
2. The trustee members, including the Committee Chair, will be appointed annually at the Board of Trustees' Organizational meeting.

Meetings:

1. The Committee will meet bi-monthly, and may meet at such other times as required by the Committee Chair.
2. The Chair of the Committee shall establish the agendas for meetings, ensure that properly prepared agenda materials are circulated to the members with sufficient time for review prior to the meeting, and be responsible for reporting to the Board of Trustees.
3. A majority of the members of the Committee shall constitute a quorum. Two trustees must be present at all Committee meetings.

Agenda Planning Committee (Continued)

Reporting Schedule:

1. Proposed Board meeting agendas will be available to Board members and senior administration on a bi-monthly basis.
2. The Committee Chair will regularly report to the Board on the outcome of all Trustee Agenda Requests reviewed by the Committee. In addition, the Committee Chair will report at least annually to the Board of Trustees on the Committee's responsibilities and how it has discharged them, including a summary of Trustee Agenda Requests considered by the Committee.
3. Minutes of all meetings of the Committee shall be provided to the Board of Trustees by the Chair and filed with the Board of Trustees for the corporate record.

Roles and Responsibilities:

1. The Committee shall have the responsibilities set out in Appendix I as well as any other matters as may be delegated to the Committee by the Board from time to time.
2. The Committee and each of its members shall comply with such additional requirements as may be specified in the *Education Act* and in resolutions of the Board in effect from time to time.

Authority Over District Resources:

The Committee shall have no authority over resources of The Calgary Board of Education; this is a responsibility of the Board of Trustees.

Approved: September 29, 2020

Appendix I
Agenda Planning Committee
Roles and Responsibilities Calendar

√ When Performed

Roles and Responsibilities	Bi-Monthly	Annually	As Required
1. Ensure draft agendas focus on furthering the Board's work as set out in the Board's policies (Governance Culture, Board/Chief Superintendent Relationship, Results and Operational Expectations)	√		
2. Ensure draft agendas consciously tie each item on the agenda to the pertinent governance policy to ensure meetings are focused on the Board's work	√		
3. Ensure draft agendas focus on Results policies, which are the Board's expected outcomes for each student in The Calgary Board of Education	√		
4. Ensure all Results and Operational Expectations annual monitoring reports are received by the Board		√	
5. Ensure all matters identified in the Board approved Annual Work Plan are received by the Board		√	
6. Determine if and when matters referred to the Board are to be placed on a Board agenda			√
7. Review <i>Trustee Agenda Requests</i> in accordance with the Trustee Agenda Request process and decision tree, Exhibit I to these Terms of Reference			√

Agenda Planning Committee
Exhibit I: Trustee Agenda Request Process

The Board of Trustees annually approve its annual work plan in accordance with GC-6: Annual Work Plan. However, if a Trustee wishes to request a proposed topic be considered for addition to the Annual Work Plan the following steps will occur:

1. The Trustee must complete the Trustee Agenda Request form, Appendix A to this process.
2. The completed Trustee Agenda Request form must be emailed to the Agenda Planning Committee members and the Corporate Secretary at least seven (7) days before the Committee's next regular scheduled meeting.
3. The Committee will review the Trustee Agenda Request at its next regular scheduled meeting in accordance with the Trustee Agenda Request Decision Tree, Appendix B to this process.
4. The Committee Chair will inform the Trustee of the Committee's decision to either:
 - a. allow the matter to be added to a future Board meeting agenda, or
 - b. pursuant to the Trustee Agenda Request Decision Tree, advise the Trustee why the matter will not be added to a future Board meeting agenda.
5. Should the Committee approve the topic be added to a future Board meeting agenda, the Trustee will prepare a draft Board report (Appendix E to the Board Meeting Procedures) and provide it to the Committee members and the Corporate Secretary. The Committee will review the draft Board report for compliance with Board Governance policies. The Committee will provide any requisite feedback to the Trustee. Once the Board report has been finalized, the Committee will set a Board meeting date for the report.
6. The Committee Chair will regularly report to the Board of Trustees on Trustee Agenda Requests reviewed by the Committee.
7. The Committee Chair will provide a public report at least annually to the Board of Trustees on the outcome of all Trustee Agenda Requests reviewed by the Committee.

**AGENDA PLANNING
COMMITTEE**

Board Chair
Board Vice-Chair
Second Vice-Chair
Chief Superintendent
Corporate Secretary

APPENDIX A: TRUSTEE AGENDA REQUEST FORM

SUBMITTED BY: [Choose a Trustee](#) **DATE:** [Click here to enter a date.](#)

TOPIC OF PROPOSED AGENDA ITEM:
[Click here to enter text.](#)

RELATED BOARD POLICY: (Attach additional page, if required)
[Click here to enter text.](#)

**EXPLAIN HOW THIS PROPOSED AGENDA ITEM WILL FURTHER THE WORK
OF THE BOARD AND IS RELATED TO THE BOARD'S ANNUAL WORK PLAN:**
[Click here to enter text.](#)

AGENDA PLANNING COMMITTEE DECISION:
(The Committee will use the Trustee Agenda Request decision tree to determine whether the proposed topic should be referred to a future Board meeting. The Committee may also request information from Administration and/or the trustee provide further information prior to making its decision.)

Decision Date:

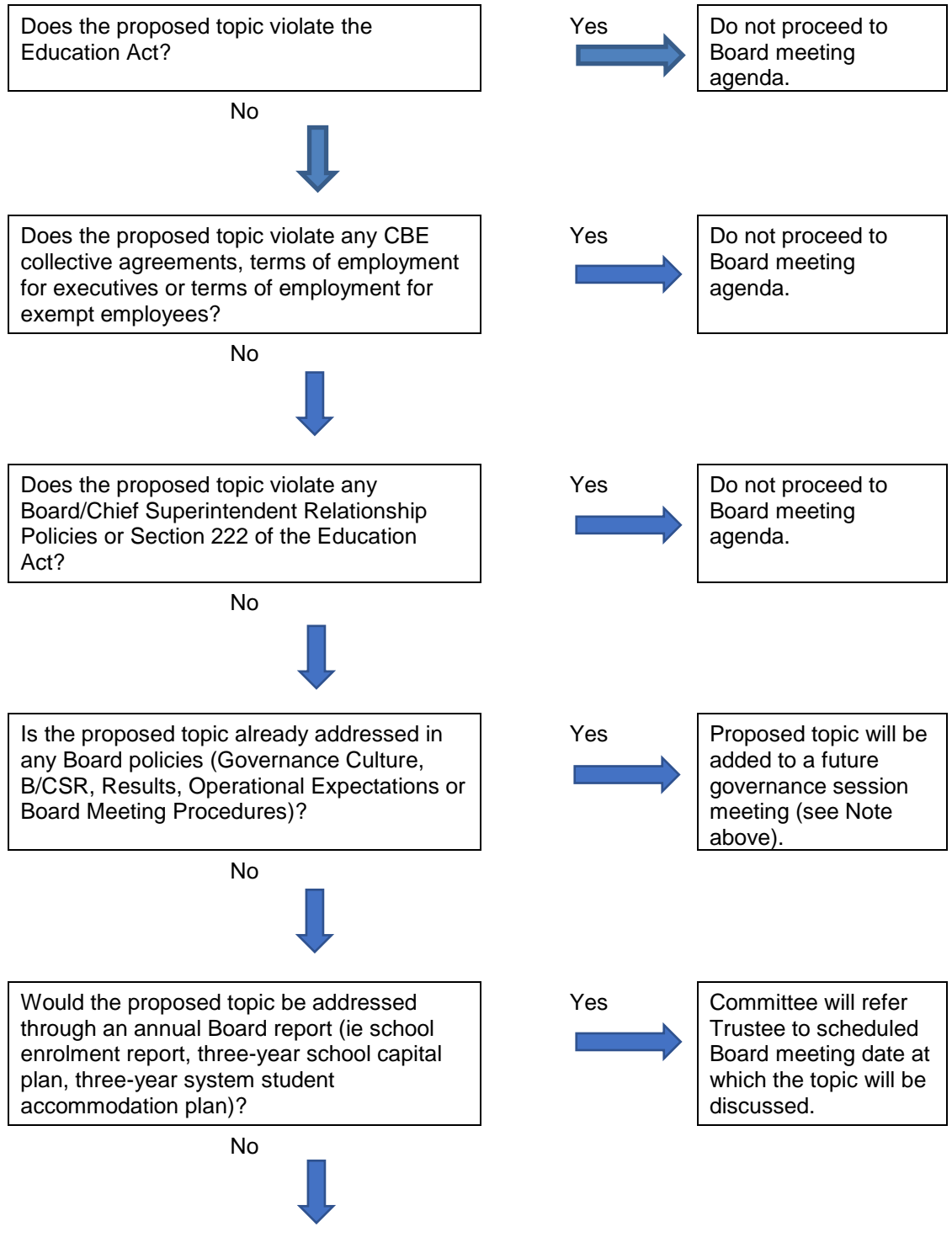
Committee Decision:

Recommended Board Meeting Date:

Board Meeting **Agenda:** NO YES PUBLIC PRIVATE

Appendix B: Trustee Agenda Request Decision Tree

NOTE: Any proposed topics that may result in amendments to Board policies (Governance Culture, B/CSR, Results, Operational Expectations or Board Meeting Procedures) will be referred to the Board's governance sessions or to the Board's annual self-evaluation process.



Should the proposed topic be referred to a Board Committee, Trustee Information and Planning session or Board governance session?

Yes



Committee will refer topic to appropriate Board Committee or Board session for future discussion.

No



Is the proposed topic a request for operational information?

Yes



Committee will advise the Trustee to submit the topic as a Trustee Inquiry.

No



Proposed topic to be added to a future Board meeting agenda.

GOVERNANCE CULTURE
GC-5E: Board Committees Terms of Reference**Monitoring Method:** Board Self-assessment
Monitoring Frequency: Annually**Audit and Risk Committee****Purpose/Charge:**

The purpose of the Audit and Risk Committee (the "Committee") is to assist the Board of Trustees in fulfilling its fiscal and risk management oversight responsibilities.

Membership:

1. The Committee shall consist of a minimum of seven individuals comprised of:
 - two trustees, one of whom will serve as Committee Chair; and
 - five individuals external to the Calgary Board of Education and independent of the Calgary Board of Education. The meaning of independence is as defined in National Instrument 52-110 Audit Committees.
2. The external Committee members will be appointed to the Committee by the Board of Trustees based on their expertise in the areas identified in the Committee's skills matrix set out in Appendix I.
3. The term of appointment for the external Committee members shall be for three years, renewable to a maximum of nine years. To ensure continuity of leadership, the expiration terms of the external Committee members will be staggered.
4. Each external Committee member shall serve at the pleasure of the Board of Trustees, who reserve the right to terminate any appointment.
5. The trustee members, including the Committee Chair, will be appointed annually at the Board of Trustees' Organizational meeting.

Meetings:

1. The Committee will meet regularly, not less than four times a year, and may meet at such other times as required by the Committee Chair.
2. The Chair of the Committee shall establish the agendas for meetings, ensure that properly prepared agenda materials are circulated to the members with sufficient time for review prior to the meeting, and be responsible for reporting to the Board of Trustees.
3. A majority of the members of the Committee shall constitute a quorum. One trustee must be present at all Committee meetings.
4. The Chief Financial Officer, members of Administration and the Corporate Secretary may attend all meetings of the Committee, except where the Committee agrees to meet in camera with only the external auditors present.

Reporting Schedule:

1. The Committee Chair or his/her designate shall report to the Board on matters arising at Committee meetings. The Committee Chair shall report at least quarterly to the Board of Trustees on the Committee's responsibilities and how it has discharged them.
2. Minutes of all meetings of the Audit and Risk Committee shall be provided to the Board of Trustees by the Chair and filed with the Board of Trustees for the corporate record and indicate at least the following information:
 - date and place of meeting;
 - attendees; and
 - record of Committee recommendations.

Roles and Responsibilities:

1. The Committee shall have the responsibilities set out in Appendix II as well as any other matters as may be delegated to the Committee by the Board from time to time.
2. The Committee and each of its members shall comply with such additional requirements as may be specified in the *Education Act* and in resolutions of the Board in effect from time to time.

Authority Over Division Resources:

The Committee shall have no authority over The Calgary Board of Education resources; this is the responsibility of the Board of Trustees.

Adopted: June 21, 2022

Appendix I

**Calgary Board of Education Board of Trustees
Audit and Risk Committee Members Skills Matrix**

External Audit and Risk Committee Members	Financial Management/ Accounting/ Audit	Financial Planning	Internal Audit	Risk Management	Corporate Leadership	Public Sector/ Not for Profit Experience	Government Affairs/Public Policy
Individual Competency Average							
Overall Competencies Average:							

Rating Scale for Skills Matrix Competencies

- 1 – None/low (little to no experience)
- 2 – Basic (limited knowledge)
- 3 – Intermediate (practical understand)
- 4 – Proficient (in depth understanding, applied theory)
- 5 – Expert (significant experience, would be seen as a subject matter expert)

Appendix II
Audit and Risk Committee
Roles and Responsibilities Calendar
 ✓ When Performed

Roles and Responsibilities	Quarterly	Annually	As Required
External Auditors			
1. Make recommendations to the Board with respect to the appointment of the external auditors.			✓
2. Review with the external auditors their annual audit plan, as well as associated fees and costs, and make recommendation(s) to the Board of Trustees.		✓	
3. Review any non-audit services provided or to be provided by the external auditors and the costs thereof including any impact such services may have on the independence of the external auditors, and make recommendation(s) to the Board of Trustees.	✓		
4. Receive confirmation in writing from the external auditors regarding their independence.		✓	
5. Annually evaluate the performance of the external auditors.		✓	
Financial Statements			
6. Review the CBE's audited financial statements including Management's discussion and analysis and make recommendation(s) to the Board of Trustees.		✓	
7. Review the external auditor's annual findings report including any significant problems encountered in performing the audit, the contents of any Management letters issued by the external auditors and Management's response thereto, and any unresolved significant		✓	

Roles and Responsibilities	Quarterly	Annually	As Required
issues between Administration and the external auditors that could affect the financial reporting of the Division			
8. Review the Division's unaudited quarterly financial variance reports and financial health matrix with particular attention to the presentation of unusual or sensitive matters such as disclosure of significant non-recurring events, significant risks, changes in accounting principles, and estimates or reserves, and all significant variances between comparative reporting periods.	√		
Consulting Services			
9. Review any non-audited services, internal controls, fraud or risk management services, performed by the external auditor including any significant recommendations from the external auditor and make recommendation(s) to the Board of Trustees.			√
10. Review any internal controls, forensic audit, fraud, or risk management services performed by an external service provider including any significant recommendations from the external service provider, and make recommendation(s) to the Board of Trustees.			√
Risk Management			
11. Review the Division's risk appetite and risk tolerance levels, assessment of risk levels compared to established tolerance levels, and make recommendation(s) to the Board of Trustees.		√	

Roles and Responsibilities	Quarterly	Annually	As Required
12. Review the Division's risk management framework including processes in place to identify, prioritize, assess, monitor, manage and mitigate significant risk exposures, including appropriate risk management policies, procedures and controls.		√	
13. Review the Division's risk report of current and emerging risks including the nature and magnitude of significant risks to which the Division is exposed, and keep the Board apprised of any significant changes in risk levels and emerging risks.	√		
Other			
14. Review Administration reports on any significant or unusual events or transactions that could have a material impact on the financial statements or that could adversely affect the well-being of the Division.			√
15. Review the Audit and Risk Committee Terms of Reference once every year to ensure its continued relevance and appropriateness, and make recommendation(s) to the Board.		√	

GOVERNANCE CULTURE**GC-5E: Board Committees Terms of Reference**

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

Board Governance Committee**Purpose/Charge:**

The purpose of the Board Governance Committee (the "Committee") is to:

- (a) Assist the Board of Trustees in fulfilling its responsibility for maintaining high standards in board governance by reviewing the Board Policies (as defined in GC-3: Board Job Description) and making recommendations to the Board of Trustees on areas of improvement;
- (b) Overseeing the Board's debrief on the quality of each meeting;
- (c) Overseeing the process for the Chief Superintendent's annual summative evaluation; and
- (d) Overseeing the process to assess the performance of the Board, its committees and individual trustees through the annual monitoring of its Governance Culture policies and Board-Chief Superintendent Relationship policies.

Membership:

1. The Committee shall be comprised of:
 - Board Vice-Chair, to serve as Chair of the Committee
 - Two trustees
 - Corporate Secretary
2. The trustee members will be appointed annually at the Board of Trustees' Organizational meeting.

Meetings:

1. The Committee will meet monthly, and may meet at such other times as required by the Committee Chair.
2. The Chair of the Committee shall establish the agendas for meetings, ensure that properly prepared agenda materials are circulated to the members with sufficient time for review prior to the meeting, and be responsible for reporting to the Board of Trustees.

3. A majority of the members of the Committee shall constitute a quorum. Two trustees must be present at all Committee meetings.

Reporting Schedule:

1. The Committee Chair or his/her designate shall report to the Board on matters arising at Committee meetings. The Committee Chair shall report at least quarterly to the Board of Trustees on the Committee's responsibilities and how it has discharged them.
2. Minutes of all meetings of the Committee shall be provided to the Board of Trustees by the Chair and filed with the Board of Trustees for the corporate record.

Roles and Responsibilities:

1. The Committee shall have the responsibilities set out in Appendix I as well as any other matters as may be delegated to the Committee by the Board from time to time.
2. The Committee and each of its members shall comply with such additional requirements as may be specified in the *Education Act* and in resolutions of the Board in effect from time to time.

Authority Over District Resources:

The Committee shall have no authority over resources of The Calgary Board of Education; this is a responsibility of the Board of Trustees.

Approved: September 28, 2021

Appendix I
Board Governance Committee
Roles and Responsibilities Calendar

√ When Performed

Roles and Responsibilities	Monthly	Annually	As Required
Board Policies			
1. Review the Governance Culture policies and recommend to the Board for approval any amendments thereto.		√	
2. Review the Board-Chief Superintendent policies and recommend to the Board for approval any amendments thereto.		√	
3. Review the Board Meeting Procedures and recommend to the Board for approval any amendments thereto.		√	
4. Lead the Board in regular and systematic review of all Results policies and recommend to the Board for approval any amendments thereto.	√		
5. Lead the Board in regular and systematic review of all Operational Expectations policies and recommend to the Board for approval any amendments thereto.	√		
6. Lead the Board in debrief on the quality of its regular meetings.			√
Chief Superintendent's Annual Summative Evaluation			
7. Develop a process and timeline for the Chief's annual summative evaluation and recommend to the Board for approval.		√	
8. Oversee the process to complete the Chief's annual summative evaluation in accordance with Board-Chief Superintendent Relationship		√	

Roles and Responsibilities	Monthly	Annually	As Required
Policy 5: Chief Superintendent Accountability.			
9. Prepare the Board's annual summative evaluation letter and recommend to the Board for approval.		√	
Board of Trustees' Self-Evaluation			
10. Develop a process and timeline to annually assess and evaluate the Board's performance and effectiveness, including its committees and individual trustees through the annual monitoring of its Governance Culture policies and Board-Chief Superintendent Relationship policies		√	
11. Oversee the process to complete the Board's annual self-evaluation.		√	
12. Prepare the Board's annual self-evaluation report and recommend to the Board for approval.		√	
Other			
13. Review the Board Evaluation Committee Terms of Reference once every year to ensure its continued relevance and appropriateness, and make recommendation(s) to the Board.		√	

GOVERNANCE CULTURE**GC-5E: Board Committees Terms of Reference**

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

Engagement Planning Committee**Purpose/Charge:**

The purpose of the Engagement Planning Committee (the "Committee") is to assist the Board of Trustees to:

- a) Develop the Board's engagement strategy to fulfil the inter-governmental advocacy priorities and positions set by the Board;
- b) Develop the Board's strategy to increase confidence and build the CBE's reputation as an effective, efficient, economical, responsible and high-quality, education provider, employer, and community citizen; and
- c) Strategically prepare the Board for participation in engagement opportunities with parents, students, school councils, community including local business community, community serving organizations, post-secondary, and government.

Membership:

1. The Committee shall be comprised of:
 - Three trustees, one of whom will serve as Chair of the Committee
 - Chief Superintendent, or designee
 - Chief Communications Officer, or designee
 - Corporate Secretary, or designee
2. The trustee members will be appointed annually at the Board of Trustees' Organizational meeting.

Meetings:

1. The Committee will meet monthly, and may meet at such other times as required by the Committee Chair.
2. The Chair of the Committee shall establish the agendas for meetings, ensure that properly prepared agenda materials are circulated to the members with sufficient time for review prior to the meeting, and be responsible for reporting to the Board of Trustees.

3. A majority of the members of the Committee shall constitute a quorum. Two trustees must be present at all Committee meetings.

Reporting Schedule:

1. The Committee Chair or their designate shall report to the Board on matters arising at Committee meetings. The Committee Chair shall report at least quarterly to the Board of Trustees on the Committee's responsibilities and how it has discharged them.
2. Minutes of all meetings of the Committee shall be provided to the Board of Trustees by the Chair and filed with the Board of Trustees for the corporate record.

Roles and Responsibilities:

1. The Committee shall have the responsibilities set out in Appendix I as well as any other matters as may be delegated to the Committee by the Board from time to time.
2. The Committee and each of its members shall comply with such additional requirements as may be specified in the *Education Act* and in resolutions of the Board in effect from time to time.

Authority Over District Resources:

The Committee shall have no authority over resources of The Calgary Board of Education; this is a responsibility of the Board of Trustees.

Approved: March 8, 2022

Appendix I
Engagement Planning Committee
Roles and Responsibilities Calendar

√ When Performed

Roles and Responsibilities	Monthly	Annually	As Required
1. Prepare draft engagement plans.		√	
2. Prepare draft engagement materials.			√
3. Review the Board's flatsheets.		√	
4. Plan for and track elected officials meetings.		√	
5. Plan for school councils engagements including COSC meetings.			√
6. Review the Engagement Planning Committee Terms of Reference once every year to ensure its continued relevance and appropriateness, and make recommendation(s) to the Board.		√	

GOVERNANCE CULTURE**GC-5E: Board Committees Terms of Reference**

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

Name Review Committee**Purpose/Charge:**

The purpose of the Name Review Committee (the "Committee") is to assist the Board of Trustees in collecting relevant information pertaining to the name of a school.

Membership:

1. The Committee shall consist of seven individuals comprised of:
 - the Chair of the Board of Trustees, who will serve as Committee Chair. An alternate trustee, as designated by the Board, will be appointed should the Chair also be the Ward Trustee for the community in which the school is located;
 - the Ward Trustee for the community in which the school is located or alternate trustee, as designated by the Board;
 - two administration representatives as designated by the Chief Superintendent;
 - the School Council Chair, or designee; and
 - two community representatives external to The Calgary Board of Education and independent of The Calgary Board of Education.
2. Each external Committee member shall serve at the pleasure of the Board of Trustees as a volunteer and will not receive any compensation for their time. The Board of Trustees reserve the right to terminate any Committee appointment.

Meetings:

1. The Committee will meet regularly at such times as required by the Committee Chair.
2. The Chair of the Committee shall establish the agendas for meetings, ensure that properly prepared agenda materials are circulated to the members with sufficient time for review prior to the meeting, chair the committee meetings, and be responsible for reporting to the Board of Trustees.
3. A majority of the members of the Committee shall constitute a quorum. One trustee must be present at all Committee meetings.



Name Review Committee (Continued)

Reporting Schedule:

1. The Committee Chair or their designate shall report to the Board of Trustees on the work of the Committee and bring forward recommendation(s) to the Board of Trustees.
2. Minutes of all meetings of the Committee shall be provided to the Board of Trustees by the Chair and filed with the Board of Trustees for the corporate record and indicate at least the following information:
 - date and place of meeting;
 - attendees; and
 - record Committee recommendations.

Roles and Responsibilities:

1. The Committee shall have the responsibilities set out in Appendix I as well as any other matters as may be delegated to the Committee by the Board from time to time.
2. The Committee and each of its members shall comply with such additional requirements as may be specified in the *Education Act* and in resolutions of the Board in effect from time to time.

Term:

As determined by the Board of Trustees and convened by the Corporate Secretary's Office in consultation with the Committee Chair, terminating upon any decision of the Board regarding name review.

Authority Over Division Resources:

The Committee shall have no authority over The Calgary Board of Education resources; this is the responsibility of the Board of Trustees.

Adopted: June 22, 2021

Appendix I
Name Review Committee
Roles and Responsibilities Calendar
 ✓ When Performed

Roles and Responsibilities	Required
1. May retain up to two independent historians to conduct historical research and analysis on current name, as approved by the Board of Trustees.	
2. Review and consider all Board of Trustees' records connected with the naming of the school.	✓
3. Ensure the following guiding principles are considered when reviewing and recommending possible renaming of a school: <ul style="list-style-type: none"> • Does the name align with the Board's commitment or its legal responsibilities to promote a welcome, caring, safe, respectful and inclusive learning environment? • Does the current name constitute a significant departure from generally recognized standards of public behaviour, which is seen to undermine the credibility, integrity or relevance of the Board's contemporary values? • Has the Board, in conjunction with the school, developed a new identity for the school? • Is the name after an area of curricular concentration or educational value that is no longer relevant or valid because of programming changes? • Is the name after a geographical area and there are substantial changes to the geographical area to warrant consideration of a change of name? 	✓
4. Engage with stakeholders, when appropriate, prior to making a recommendation to the Board. Engagement must be consistent with the CBE's dialogue framework.	✓
5. Ensure the reputation of The Calgary Board of Education is given the highest priority when making recommendations to the Board.	✓
6. Provide recommendation(s) to the Board of Trustees.	✓

GOVERNANCE CULTURE**GC-5E: Board Committees Terms of Reference**

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

School Name Recommendation Committee**Purpose/Charge:**

The purpose of the School Name Recommendation Committee (the "Committee") is to assist the Board of Trustees in the naming of a school.

Membership:

1. The Committee shall consist of a minimum of seven individuals comprised of:
 - the Ward trustee for the community in which the school is located. The Ward trustee will serve as Committee Chair;
 - an alternate trustee, as designated by the Board;
 - the Education Directors or designee;
 - a minimum of three school community representatives external to The Calgary Board of Education and independent of The Calgary Board of Education; and
 - other member(s) as determined by the Board.
2. Each external Committee member shall serve at the pleasure of the Board of Trustees as a volunteer and will not receive any compensation for their time. The Board of Trustees reserve the right to terminate any Committee appointment.

Meetings:

1. The Committee will meet regularly at such times as required by the Committee Chair.
2. The Chair of the Committee shall establish the agendas for meetings, ensure that properly prepared agenda materials are circulated to the members with sufficient time for review prior to the meeting, chair the committee meetings, and be responsible for reporting to the Board of Trustees.
3. A majority of the members of the Committee shall constitute a quorum. One trustee must be present at all Committee meetings.



School Name Recommendation Committee (Continued)

Reporting Schedule:

1. The Committee Chair or their designate shall report to the Board of Trustees on the work of the Committee and bring forward recommendation(s) to the Board of Trustees.
2. Minutes of all meetings of the Committee shall be provided to the Board of Trustees by the Chair and filed with the Board of Trustees for the corporate record and indicate at least the following information:
 - date and place of meeting;
 - attendees; and
 - record Committee recommendations.

Roles and Responsibilities:

1. The Committee shall have the responsibilities set out in Appendix I as well as any other matters as may be delegated to the Committee by the Board from time to time.
2. The Committee and each of its members shall comply with such additional requirements as may be specified in the *Education Act* and in resolutions of the Board in effect from time to time.

Term:

As determined by the Board of Trustees and convened by the Corporate Secretary's Office in consultation with the Ward Trustee, terminating upon the approval of a name for the particular school.

Authority Over Division Resources:

The Committee shall have no authority over The Calgary Board of Education resources; this is the responsibility of the Board of Trustees.

Adopted: September 27, 2022

Appendix I
School Name Recommendation Committee
Roles and Responsibilities Calendar
 ✓ When Performed

Roles and Responsibilities	Required
1. May retain up to two independent historians to conduct historical research and analysis on potential names, as approved by the Board of Trustees.	
2. Ensure the acknowledgement of the land and its relationship with Indigenous peoples is considered.	✓
3. Review potential names for a school including any related historical research conducted.	✓
4. Ensure the Calgary Board of Education Board of Trustees' values and priorities are considered: <ul style="list-style-type: none"> • Students come first • Learning is our central purpose • Public education serves the common good • Student achievement • Equity • Student and staff well-being. 	✓
5. Ensure the following guiding principles are considered when reviewing and recommending possible names: <ul style="list-style-type: none"> • The name should provide meaningful learning opportunities for students. • Schools, portions of a school or school grounds may be named for: <ul style="list-style-type: none"> ○ the community in which they are located; or ○ locations or events that show great Canadian historical significance; or ○ a Canadian individual of recognized stature, whose life work aligns with achievement of the CBE's <i>Results</i>, or who has demonstrated exemplary achievement of the CBE's mission and values; ○ names that reflect the diverse culture of The Calgary Board of Education; or ○ any other name that may be deemed appropriate by the Board of Trustees • The name should align with the Board's commitment or its legal responsibilities to promote a welcoming, caring, safe, respectful and inclusive learning environment. When naming a school after an individual, the use of the names of individuals who 	✓

Roles and Responsibilities	Required
<p>are deceased or who have retired will be considered first. Prior to naming a school after an individual, that individual or immediate family will be requested to grant permission.</p> <ul style="list-style-type: none"> • Except for high schools, it will be the practice to exclude grade configurations as part of school name recommendation(s). 	
<p>6. Engage with the community prior to making a recommendation to the Board. Engagement must be consistent with the CBE's dialogue framework.</p>	√
<p>7. Ensure the reputation of The Calgary Board of Education is given the highest priority when making recommendations for the naming of a school.</p>	√
<p>8. Provide recommendation(s) to the Board of Trustees for the naming of a school.</p>	√

GOVERNANCE CULTURE**GC-5E: Board Committees Terms of Reference**

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

Trustee Remuneration Committee**Purpose/Charge:**

The purpose of the Trustee Remuneration Committee (the "Committee") is to assist the Board of Trustees in determining trustee remuneration levels, taking into consideration budgetary, economic and other relevant factors.

Membership:

1. The Committee shall consist of a minimum of five individuals comprised of:
 - two trustees, one of whom will serve as Committee Chair; and
 - a minimum of three individuals external to the Calgary Board of Education and independent of the Calgary Board of Education. The meaning of independence is as defined in National Instrument 52-110 Audit Committees.
2. The external Committee members will be appointed to the Committee by the Board of Trustees based on their expertise in the areas identified in the Committee's skills matrix set out in Appendix I.
3. The term of appointment for the external Committee members shall be for three years, renewable to a maximum of nine years. To ensure continuity of leadership, the expiration terms of the external Committee members will be staggered.
4. Each external Committee member shall serve at the pleasure of the Board of Trustees as a volunteer and will not receive any compensation for their time. The Board of Trustees reserve the right to terminate any Committee appointment.
5. The trustee members, including the Committee Chair, will be appointed annually at the Board of Trustees' Organizational meeting.

Meetings:

1. The Committee will meet regularly, not less than once a year, and may meet at such other times as required by the Committee Chair.
2. The Chair of the Committee shall establish the agendas for meetings, ensure that properly prepared agenda materials are circulated to the members with sufficient time for review prior to the meeting, chair the committee meetings, and be responsible for reporting to the Board of Trustees.
3. A majority of the members of the Committee shall constitute a quorum. One trustee must be present at all Committee meetings.
4. The Corporate Secretary and members of Administration may attend meetings of the Committee, as required.

Reporting Schedule:

1. The Committee Chair or their designate shall report to the Board on matters arising at Committee meetings. The Committee Chair shall report at least annually to the Board of Trustees on the Committee's responsibilities and how it has discharged them.
2. Minutes of all meetings of the Trustee Remuneration Committee shall be provided to the Board of Trustees by the Chair and filed with the Board of Trustees for the corporate record and indicate at least the following information:
 - date and place of meeting;
 - attendees; and
 - record Committee recommendations.

Roles and Responsibilities:

1. The Committee shall have the responsibilities set out in Appendix II as well as any other matters as may be delegated to the Committee by the Board from time to time.
2. The Committee and each of its members shall comply with such additional requirements as may be specified in the *Education Act* and in resolutions of the Board in effect from time to time.

Authority Over Division Resources:

The Committee shall have no authority over The Calgary Board of Education resources; this is the responsibility of the Board of Trustees.

Adopted: April 6, 2021

Appendix I
The Calgary Board of Education Board of Trustees
Trustee Remuneration Committee Members Skills Matrix

Trustee Remuneration Committee Members	Board Compensation Experience	Orientation and Education Programs for Board Members	Board Governance Experience	Public Sector/ Not for Profit Experience
Individual Competency Average				
Overall Competencies Average:				

Rating Scale for Skills Matrix Competencies

- 1 – None/low (little to no experience)
- 2 – Basic (limited knowledge)
- 3 – Intermediate (practical understand)
- 4 – Proficient (in depth understanding, applied theory)
- 5 – Expert (significant experience, would be seen as a subject matter expert)

GOVERNANCE CULTURE
GC-5E: Board Committees Terms of Reference**Appendix II**
Trustee Remuneration Committee
Roles and Responsibilities Calendar
√ When Performed

Roles and Responsibilities	Annually
1. Review honoraria for trustees, the Chair and Vice-Chair, set out in GC-2E: Trustee Remuneration policy, and make recommendation(s) to the Board of Trustees for any modifications taking into consideration budgetary, economic and other relevant factors.	√
2. Review health benefits and transportation allowances set out in GC-2E: Trustee Remuneration policy, and make recommendation(s) to the Board of Trustees for any modifications taking into consideration budgetary, economic and other relevant factors.	√
3. Review reimbursable expenses including professional development, meal expense, and other expenses and benefits for trustees set out in GC-2E: Trustee Remuneration policy, and make recommendation(s) to the Board of Trustees for any modifications taking into consideration budgetary, economic and other relevant factors.	√
4. Consider other allowances and benefits, not contained in GC-2E: Trustee Remuneration policy, that may be reasonable for trustees to receive. Make recommendation(s) to the Board of Trustees taking into consideration budgetary, economic and other relevant factors.	√
5. Review trustee retiring allowance set out in GC-2E: Trustee Remuneration policy, and make recommendation(s) to the Board of Trustees for any modifications taking into consideration budgetary, economic and other relevant factors.	√
6. Review the Trustee Remuneration Committee Terms of Reference once every year to ensure its continued relevance and appropriateness, and make recommendation(s) to the Board.	√

GOVERNANCE CULTURE
GC-6: Annual Work Plan**Monitoring Method: Board Self-assessment**
Monitoring Frequency: Annually

The Board will follow an annual work plan that includes continuing monitoring and review of all policies; dialogue sessions with community, employee and student groups; and activities to improve Board performance.

- 6.1 The annual planning cycle will end each school year in June to allow the Chief Superintendent to properly align internal operational systems and processes to achieve the subsequent year's Board-determined priorities.
- 6.2 The Board's annual work plan for each school year will include:
 - a. in accordance with section 34(d) of the *Education Act*, Governance Culture 2.4(c) and Governance Culture 3.3 scheduled dialogue sessions with stakeholder groups and persons whose viewpoints are considered helpful to the Board;
 - b. governance improvement activities, including orientation of candidates and new Board members in the Board's governance and other discussions by the Board about means to improve its own performance, especially Board member knowledge and skill-building;
 - c. scheduled monitoring of all policies; and
 - d. other events and activities that are part of the Board's responsibilities and interests.

Adopted: June 22, 2021

**Board of Trustees’
 Governance Policy**

MONTH	GC/ B/CSR	OE	RESULTS	STRATEGIC DIALOGUE/ ENGAGEMENT	BOARD DEVELOPMENT/ GENERATIVE DISCUSSION	OTHER BOARD ACCOUNTABILITIES
2022 SEP 27						<ul style="list-style-type: none"> • EducationMatters
OCT 11, 25	GC 1-9, B/CSR 1-5	OE-1 (M)	DIPS & PATS	COSC – Oct 12	Specialized Programming	<ul style="list-style-type: none"> • Modular Classroom Plan
NOV 15, 24, 29		OE-4 (M)				<ul style="list-style-type: none"> • EducationMatters • ASBA FGM Nov 20-22 • Audited Financials • Annual Education Results Report
DEC 13		OE-8 (M)				<ul style="list-style-type: none"> • School Enrolment Report
2023 JAN 17, 31			R-2 (M)	COSC – Jan 26		<ul style="list-style-type: none"> • Chief Sup’t Summa- tive Evaluation
FEB 21		OE-3 (M)	R-2 (M con’t)			
MAR 7, 21		OE-7 (M)	R-3 (M)	COSC – Mar 22	Student Well Being Framework	<ul style="list-style-type: none"> • Edwin Parr Nominee • 3-Yr. School Capital Plan • Trustee Remunera- tion Report
APR 4, 18		OE-2 (M) OE-6 (M)	R-4 (M)			<ul style="list-style-type: none"> • Budget Assumptions Report • Board of Trustees 2023-24 Operating Budget • Locally Developed Courses
MAY 9, 23			R-5 (M)			<ul style="list-style-type: none"> • Education Plan • 2023-24 Budget • 3 Yr. System Student Accommodation Plan
JUNE 13, 20		OE-5 (M) OE-9 (M)		COSC – June 1		<ul style="list-style-type: none"> • ASBA SGM June 5-6 • EducationMatters (presentation)

RI Reasonable Interpretation
 I Indicators

Dates of Private Meetings in Red

M Monitoring of compliance or reasonable progress
 RM Re-monitoring B/T Baseline and Targets

Approved: June 14, 2022

GOVERNANCE CULTURE

GC-7: Trustee Code of Conduct

The Board and trustees will conduct themselves lawfully, with integrity and high ethical standards. This includes proper use of authority and appropriate decorum in group and individual behaviour. Trustees shall model the behaviors expected of employees and students and to build public confidence and credibility.

- 7.1 While elected from specific wards, trustees have a duty to act honestly, in good faith, and in the best interest of The Calgary Board of Education.
- 7.2 Each trustee is responsible to comply with this Trustee Code of Conduct. Trustees shall also comply with Board Policies (as defined in Board Policy GC-3: Board Job Description).
- 7.3 Trustees shall accept that authority rests with the Board. No individual trustee shall act on behalf of the Board other than as delegated or authorized by the Board.
- 7.4 Trustees shall honour their fiduciary responsibilities which supersedes any conflicting loyalty including, but not limited to, the following:
 - a. any loyalty a trustee may have to any other advocacy, interest or political groups;
 - b. loyalty based upon membership on other boards or staffs;
 - c. the personal interest of any trustee who is also a parent or guardian of a student in the organization; and
 - d. being a relative of an employee of the organization.
- 7.5 Trustees will not attempt to exercise individual authority over the organization.
 - a. Trustees will not assume personal responsibility for resolving operational problems or complaints. Trustees will refer persons lodging operational complaints to the appropriate organizational level of impact.

GOVERNANCE CULTURE
GC-7: Trustee Code of Conduct

- b. Trustees will not personally direct the Chief Superintendent, any employee or any part of the operational organization.
 - c. Trustees will not publicly express individual negative judgments about Chief Superintendent or employee performance.
 - d. Trustees shall reflect Board Policies and resolutions when communicating to the public.
 - e. Trustees shall support the decision of the Board on matters, regardless of the trustee's personal position on the issue.
 - f. As public representatives of the Board, trustees must act with discretion and be judicious in what information they share with members of the public and post on social media. Trustees must recognize that their online activity and interactions with the public can dramatically affect the general public's perception of the trustee, the Board, The Calgary Board of Education, employees and schools within The Calgary Board of Education.
- 7.6 To build trust among trustees and to ensure an environment conducive to effective governance, trustees will:
- a. focus on issues rather than personalities;
 - b. respect decisions of the Board;
 - c. exercise honesty in all written and interpersonal interaction, never intentionally misleading, surprising or misinforming each other;
 - d. criticize privately, praise publicly;
 - e. make every reasonable effort to protect the integrity and promote the positive image of the organization and one another; and
 - f. never embarrass each other or the organization.

GOVERNANCE CULTURE
GC-7: Trustee Code of Conduct

- 7.7 Trustees will exercise the powers and duties of their office honestly and in good faith, and will exercise a degree of care, diligence and skill that a reasonably prudent person would exercise in a comparable circumstance.
- 7.8 Trustees shall attend and take part in all meetings of the Board and Committee meetings as assigned on a regular and punctual basis. Repeated unexcused absences, partial attendance or late attendance by trustees may be cause for disciplinary action, as determined by the Board.
- 7.9 Trustees recognize that the Board Chair is the official spokesperson of the Board.
- 7.10 Trustees shall keep confidential any personal, business, privileged or confidential information obtained in their capacity as a trustee and not disclose that information except when authorized by law or by the Board to do so. Trustees must not:
- a. disclose or release by any means to the public, including the media, any confidential information acquired by virtue of their office unless authorized by law or the Board to do so;
 - b. access or attempt to gain access to confidential information in the custody and control of the CBE unless it is necessary for the performance of the trustee's duties and access is not otherwise limited by the Board, and only then if through established channels and in accordance with the Board's policies; and
 - c. use confidential information for personal benefit or for the benefit of any other organization or individual.
- 7.11 Trustees shall be familiar with the *Education Act*, Board Policies (as defined in GC-3: Board Job Description) and other applicable rules of procedure and proper conduct of a Board meeting.

GOVERNANCE CULTURE

GC-7: Trustee Code of Conduct

- 7.12 Trustees shall disclose the nature of any personal or pecuniary conflict of interest in accordance with the requirements of GC-8: Trustee Conflict of Interest.
- 7.13 Trustees will comply with the requirement of Administrative Regulation 1062: Responsible Use of Electronic Information Resources (as may be amended from time to time).
- 7.14 Trustees are expected to co-operate in supporting compliance with Board Policies and this Code of Conduct.
- 7.15 The failure by trustees to conduct themselves in accordance with the Trustee Code of Conduct and/or Board Policies may result in the Board instituting sanctions.
- 7.16 A trustee shall not advance allegations and/or a breach of this Code of Conduct that are vexatious against another trustee.
- 7.17 Trustees may be disqualified and required to resign if the trustee commits a disqualifying action pursuant to section 87 or 88 of the *Education Act*.

Adopted: June 22, 2021

Policy Exhibits:
GC-7E: Code of Conduct Sanctions

GOVERNANCE CULTURE**GC-7E: Code of Conduct Sanctions****Monitoring Method: Board Self-assessment****Monitoring Frequency: Annually**

1. Trustees shall conduct themselves in an ethical and prudent manner in compliance with the Board's policies including Governance Culture 7: Trustee Code of Conduct. The failure by trustees to conduct themselves in accordance with the Board's policies, including the Code of Conduct, may result in the Board of Trustees instituting sanctions.
2. A trustee who believes that a fellow trustee has violated the Code of Conduct may seek resolution of the matter through appropriate conciliatory measures prior to commencing an official complaint under the Code of Conduct. The aggrieved trustee and offending trustee may meet to discuss the concern with the assistance of a mediator if the use of such mediator is approved by the Board.
3. A trustee who wishes to commence an official complaint under the Code of Conduct shall file a letter of complaint with the Board Chair within thirty (30) days of the alleged event occurring and indicate the nature of the complaint and the section or sections of the Code of Conduct and related Board policy that are alleged to have been violated by the trustee. The trustee who is alleged to have violated the Code of Conduct and all other trustees shall be forwarded a copy of the letter of complaint by the Board Chair, or where otherwise applicable in what follows, by the Vice-Chair, within five (5) days of receipt by the Board Chair of the letter of complaint. If the complaint is with respect to the conduct of the Board Chair, the letter of complaint shall be filed with the Vice-Chair.
4. When a trustee files a letter of complaint and a copy of that letter of complaint is forwarded to all trustees, the filing, notification, content, and nature of the complaint shall be deemed to be strictly confidential, the public disclosure of which shall be deemed to be a violation of the Code of Conduct. Public disclosure of the complaint and any resulting decision taken by the Board may be disclosed by the Board Chair only at the direction of the Board, following the disposition of the complaint by the Board at a Code of Conduct hearing.

5. To ensure that the complaint has merit to be considered and reviewed, at least one other trustee must provide to the Board Chair, within three (3) days of the notice in writing of the complaint being forwarded to all trustees, their support in writing for having the complaint heard at a Code of Conduct hearing. Any trustee who forwards such written support shall not be disqualified from attending at and deliberating upon the complaint at a Code of Conduct hearing convened to hear the matter, solely for having issued such a letter.
6. Where no letter supporting a hearing is received by the Board Chair in the three (3) day period referred to in section 5 above, the complaint shall not be heard. The Board Chair shall notify all other trustees in writing that no further action of the Board shall occur.
7. Where a letter supporting a hearing is received by the Board Chair in the three (3) day period referred to in section 5 above, the Board Chair shall convene, as soon as is reasonable, a special meeting of the Board to allow the complaining trustee to present his or her views of the alleged violation of the Code of Conduct.
8. At the special meeting of the Board, the Board Chair shall indicate, at the commencement of the meeting, the nature of the business to be transacted and that the complaint shall be heard in an in-camera session of the special meeting. Without limiting what appears below, the Board Chair shall ensure fairness in dealing with the complaint by adhering to the following procedures.
 - 8.1 The Code of Conduct complaint shall be conducted at an in-camera session, Code of Conduct hearing, of a special Board meeting convened for that purpose. All preliminary matters, including whether one or more trustees may have a conflict of interest in hearing the presentations regarding the complaint, shall be dealt with prior to the presentation of the complaint on behalf of the complaining trustee.

- 8.2 The sequence of the Code of Conduct hearing shall be:
- (a) the complaining trustee shall provide a presentation which may be written or oral or both;
 - (b) the respondent trustee shall provide a presentation which may be written or oral or both;
 - (c) the complaining trustee shall then be given an opportunity to reply to the respondent trustee's presentation;
 - (d) the respondent trustee shall then be provided a further opportunity to respond to the complaining trustee's presentation and subsequent remarks;
 - (e) the remaining trustees of the Board shall be given the opportunity to ask questions of both parties;
 - (f) the complaining trustee shall be given the opportunity to make final comments; and
 - (g) the respondent trustee shall be given the opportunity to make final comments.
- 8.3 Following the presentation of the respective positions of the parties, the parties and all persons other than the remaining trustees who do not have a conflict of interest shall be required to leave the room, and the remaining trustees shall deliberate in private, without assistance from administration. The Board may, however, in its discretion, call upon legal advisors to assist them on points of law or the drafting of a possible resolution.
- 8.4 If the remaining trustees in deliberation require further information or clarification, the parties shall be reconvened and the requests made in the presence of both parties. If the information is not readily available, the presiding Chair may request a recess or, if necessary, an adjournment of the Code of Conduct hearing to a later date.
- 8.5 In the case of an adjournment, no discussion by trustees whatsoever of the matters heard at the Code of Conduct hearing may take place until the meeting is reconvened.

- 8.6 The remaining trustees in deliberation may draft a resolution indicating what action, if any, may be taken regarding the respondent trustee.
 - 8.7 The presiding Chair shall reconvene the parties to the Code of Conduct hearing and request a motion to revert to the open meeting in order to pass the resolution.
 - 8.8 All documentation that is related to the Code of Conduct hearing shall be given to the Superintendent or designate immediately upon conclusion of the Code of Conduct hearing and shall be retained in accordance with legal requirements.
 - 8.9 The presiding Chair shall declare the special Board meeting adjourned.
9. A violation of the Code of Conduct may result in the Board instituting, without limiting what follows, any or all of the following sanctions:
 - (a) having the Board Chair write a letter of censure marked "personal and confidential" to the offending trustee, on the approval of a majority of those trustees present and allowed to vote at the special meeting of the Board;
 - (b) having a motion of censure passed by a majority of those trustees present and allowed to vote at the special meeting of the Board;
 - (c) having a motion to remove the offending trustee from one, some or all Board committees or other appointments of the Board passed by a majority of those trustees present and allowed to vote at the special meeting of the Board, for a time not to exceed the trustee's term as trustee; and/or
 - (d) other remedial action as directed by the Board.
 10. The Board may, in its discretion, make public its findings at the special meeting or at a regular meeting of the Board where the Board has not upheld the complaint alleging a violation of the Board's Code of Conduct, or where there has been a withdrawal

of the complaint, or under any other circumstances that the Board deems reasonable and appropriate to indicate publicly its disposition of the complaint.

11. If a trustee is disqualified under section 87 or 88 of the *Education Act* from remaining as a trustee of the Board and does not resign as required under section 90, the Board may by resolution declare the trustee to be disqualified from remaining a trustee or the Board may apply for originating notice to the Court of Queen's Bench for an Order:
 - (a) determining whether the trustee is qualified to remain as a trustee, or
 - (b) declaring the trustee to be disqualified from remaining as a trustee.

Approved: June 22, 2021

GOVERNANCE CULTURE
GC-8: Trustee Conflict of Interest**Monitoring Method: Board Self-assessment**
Monitoring Frequency: Annually

Trustees are expected to avoid conflicts of interest with respect to their fiduciary duties and in all matters considered by the Board. An actual or potential conflict of interest exists when a trustee is confronted with an issue in which the trustee has a personal interest or financial interest, or an issue or circumstance that could render the member unable to devote complete loyalty and singleness of purpose to the interests of the organization.

- 8.1 Each individual trustee is responsible for adhering to the requirements regarding pecuniary conflicts of interest within the *Education Act* and to avoid any other actual, perceived or potential (e.g. personal) conflicts of interests with their fiduciary responsibilities.

For greater clarity,

- a. a "personal interest" includes, but is not limited to, matters in which the trustee has any interest that may reasonably be regarded as likely to have influence on them when carrying out their duties and responsibilities; and
- b. a "pecuniary interest" includes, but is not limited to, where a matter would or could give rise to the expectation of a gain or loss of money and includes "pecuniary interest" as defined in the *Education Act*.

Accordingly, a trustee shall not:

- a. disclose or use confidential information acquired during the performance of official duties;
- b. accept a gift of substantial value or economic benefit which would tend to improperly influence a reasonable person, or which the trustee knows or should know is primarily for the purpose of a reward for official action;

GOVERNANCE CULTURE
GC-8: Trustee Conflict of Interest

- c. engage in a substantial financial transaction for private business purposes with a person employed by the organization;
- d. perform an official act that directly confers an economic benefit on a business in which the trustee has a substantial financial interest or is engaged as a counsel, consultant, representative or agent; and
- e. otherwise be in a position of conflict as enumerated in section 85 of the *Education Act*, as the same may be amended from time to time.

If a trustee has a personal or pecuniary interest in any matter being considered by the Board, the trustee shall disclose such interest to the Board, shall not vote on the matter and shall not participate in the decision and shall not attempt to influence the decisions of other Board members.

For greater clarity, if a trustee has a pecuniary interest in a matter before the Board or a committee of the Board, they shall comply with the specified procedures set forth in the *Education Act*, as the same may be amended from time to time.

- 8.2 A trustee shall not also be an employee of the organization, nor shall a member receive any compensation for services rendered to the organization in any non-governance capacity. This provision shall not prohibit trustees from receiving authorized compensation for serving as a member of the Board or from receiving reimbursement for authorized expenses incurred during the performance of Board duties.
- 8.3 The Board shall not enter into any contract with any of its members or with a firm in which a member has a significant financial interest.

Adopted: June 22, 2021

**BOARD/CHIEF SUPERINTENDENT RELATIONSHIP
B/CSR-1: Single Point of Connection**

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The Chief Superintendent is the Board's sole point of connection to the operational organization. The Board will direct the operational organization only through the Chief Superintendent, functioning as the Chief Executive Officer.

Adopted: January 24, 2012

**BOARD/CHIEF SUPERINTENDENT RELATIONSHIP
B/CSR-2: Single Unit Control**

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The Board will direct the Chief Superintendent only through official decisions of the Board.

- 2.1 The Board will make decisions by formal, recorded vote in order to avoid any ambiguity about whether direction has been given.
- 2.2 The Chief Superintendent is neither obligated nor expected to follow the directions or instructions of individual members, officers or committees unless the Board has specifically delegated such exercise of authority.
- 2.3 Should the Chief Superintendent determine that an information request received from an individual member or a committee requires a material amount of employee time or is unreasonable, the Chief Superintendent is expected to ask the committee or the member to refer such requests to the full Board for authorization.

Adopted: January 24, 2012

**BOARD/CHIEF SUPERINTENDENT RELATIONSHIP
B/CSR-3: Staff Accountability**

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The Chief Superintendent is responsible for all matters related to the day-to-day operation of the organization, within the values expressed by the Board in policy. All employees are considered to report directly or indirectly to the Chief Superintendent.

- 3.1 The Board will never give direction to any employee who reports directly or indirectly to the Chief Superintendent.
- 3.2 The Board will not formally or informally evaluate any employee other than the Chief Superintendent.
- 3.3 Except as required by law, the Board will not participate in decisions or actions involving the hiring, evaluating, disciplining or dismissal of any employee other than the Chief Superintendent.

Adopted: January 24, 2012

**BOARD/CHIEF SUPERINTENDENT RELATIONSHIP
B/CSR-4: Authority of the Chief Superintendent**

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The Board will provide direction to the Chief Superintendent through written policies that define the organizational results to be achieved for students and define operational conditions and actions to be accomplished or avoided.

- 4.1 The Board will develop *Results* policies instructing the Chief Superintendent to achieve defined results for the students served by the district.
- 4.2 The Board will develop *Operational Expectations* policies which express the Board's values about operational conditions and actions. Certain of these values will be expressed positively to assure that the stated actions occur and the identified conditions exist, and will be stated as directives. Certain other values represent actions and conditions that are to be avoided, and will be stated prohibitively.
- 4.3 As long as the Chief Superintendent uses any reasonable interpretation of the Board's *Results* and *Operational Expectations* policies, the Chief Superintendent is authorized to establish any additional organization policies or regulations, make any decisions, establish any practices and develop any activities the Chief Superintendent deems appropriate to achieve the Board's *Results* policies. The Chief Superintendent is not expected to seek Board approval or authority for any such decision falling within the Chief Superintendent's area of delegated authority.
- 4.4 The Board may change its *Results* and *Operational Expectations* policies, and in so doing shift the boundary between Board and Chief Superintendent areas of responsibility. The Board will respect and support any reasonable interpretation of its policies and resulting administrative decisions by the Chief Superintendent.

Adopted: February 10, 2015



**BOARD/CHIEF SUPERINTENDENT RELATIONSHIP
B/CSR-4E: Delegation of Authority to the Chief
Superintendent**

- A. THAT the Board of Trustees rescinds its June 21, 2016 resolution concerning the delegation of authority.
- B. THAT pursuant to the *Education Act*:
1. the Board of Trustees delegates to the Chief Superintendent, including the power to sub-delegate after that, the power to do any act or thing or exercise any power that the Board may or is required to exercise except:
 - (a) those matters that cannot be delegated under section 52(4) of the *Education Act*;
 - (b) the appointment of an auditor under section 138 of the *Education Act*; and
 - (c) those specific matters and decisions reserved to the Board of Trustees in its Governance Policies (i.e. Results, Operational Expectations, Board/Chief Superintendent Relationship and Governance Culture policies).
 2. Notwithstanding Paragraph B.1 above, the Board of Trustees delegates to the Chief Superintendent the following powers, which cannot be sub-delegated:
 - (a) the power to suspend the services of a teacher in accordance with sections 213(1) and 213(2) of the *Education Act*; and
 - (b) the power to terminate the services of a teacher.
 3. With respect to the powers specified in Paragraph B.2 above all suspensions and/or terminations shall be carried out in accordance with the *Education Act* and shall be reported in writing to the Board of Trustees following any such suspension or termination.
 4. No decision of the Chief Superintendent to suspend the services of a teacher, or to terminate the services of a teacher, or to terminate a designation made under section 202, 203, or 204 of the *Education Act* may be appealed to the Board of Trustees.
- C. THAT pursuant to section 52(1) of the *Education Act* and section 95 of the *Freedom of Information and Protection of Privacy Act* the Chief Superintendent is designated as head of the Calgary Board

**BOARD/CHIEF SUPERINTENDENT RELATIONSHIP
B/CSR-4E: Delegation of Authority to the Chief
Superintendent**

of Education for the purposes of the *Freedom of Information and Protection of Privacy Act*.

- D. THAT, pursuant to its powers under section 10 of the *Student Record Regulation*, the Board of Trustees designates the Chief Superintendent to be responsible for ensuring that the policies and procedures established by the Calgary Board of Education comply with the *Student Record Regulation* and the *Freedom of Information and Protection of Privacy Act*.
- E. THAT, when the Board of Trustees is recessed for 30 days or more, the Board of Trustees delegates to the Chief Superintendent, including the power to sub-delegate, all powers related to the selection and approval of tenders under the *School Buildings and Tenders Regulation*. Approvals of any such tenders are subject to the *Education Act* and other applicable legislation and regulations.
1. With respect to the power set out in this Paragraph E the Chief Superintendent shall:
 - (a) notify the Corporate Secretary of the Board of Trustees as soon as possible of any approvals of tenders made during the Board of Trustees' recess;
 - (b) seek the appropriate Ministerial approvals in accordance with the *Education Act* and regulations and provide a record of such approvals to the Corporate Secretary; and
 - (c) when the Board of Trustees' recess terminates, provide a report to the Board of Trustees of all tenders awarded during the recess period.
- F. THAT, pursuant to its delegation of authority specified in Paragraph B. above, and in accordance with section 42 of the *Education Act*, the Board of Trustees resolves to establish the appeal procedures set out in the Chief Superintendent's Administrative Regulations including:
1. Administrative Regulation 3003;
 2. Administrative Regulation 5007;
 3. Administration Regulation 5008; and
 4. Administrative Regulation 6006.

Adopted: May 18, 2021

**BOARD/CHIEF SUPERINTENDENT RELATIONSHIP
B/CSR-5: Chief Superintendent Accountability**

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The Board considers Chief Superintendent performance to be identical to organization performance. Organizational accomplishment of the Board's *Results* policies, and operation according to the values expressed in the Board's *Operational Expectations* policies, will be considered successful Chief Superintendent performance. These two components define the Chief Superintendent's job responsibilities, and are the basis for the Chief Superintendent's performance evaluation.

- 5.1 The Board will determine organizational performance based upon a systematic monitoring process.
- 5.2 The Board will acquire monitoring data on *Results* and *Operational Expectations* policies by one or more of three methods:
 - a. By *Internal Report*, in which the Chief Superintendent submits information that certifies and documents to the Board compliance or reasonable progress;
 - b. By *External Review*, in which an external third party selected by the Board assesses compliance or reasonable progress with applicable Board policies;
 - c. By *Board Inspection*, in which the whole Board or a committee duly charged by the Board formally assesses compliance or reasonable progress based upon specific policy criteria.
- 5.3 The consistent performance standard for *Operational Expectations* policies shall be whether the Chief Superintendent has:
 - a. reasonably interpreted the policy and its subparts; and
 - b. complied with the provisions of the Board policy.

- 5.4 The consistent performance standard for *Results* policies shall be whether the Chief Superintendent has:
- a. reasonably interpreted the policy and its subparts; and
 - b. made reasonable progress toward achieving the outcomes defined by the Board's *Results* policies.
- 5.5 The Board will make the final determination as to whether Chief Superintendent's interpretation is reasonable, whether the Chief Superintendent is in compliance and whether reasonable progress has been made. In doing so, the Board will apply the "reasonable person" standard.
- 5.6 All policies that instruct the Chief Superintendent will be monitored according to a schedule and by a method determined by the Board and included in the Board's annual work plan. The Board may monitor any policy out of this defined sequence, if it is determined by a majority of the Board that conditions warrant monitoring at times other than those specified by the annual schedule.
- 5.7 Each January, the Board will conduct a formal summative evaluation of the Chief Superintendent. The summative evaluation will be based upon data collected during the school year from the monitoring of *Results* and *Operational Expectations* policies. The Board will prepare a written evaluation document that will consist of:
- a. a summary of the data derived during the previous three school years from monitoring the Board's *Results* and *Operational Expectations* policies;
 - b. conclusions based upon the Board's prior action during the previous three school years relative to the Chief Superintendent's reasonable interpretation of each *Results* policy and whether reasonable progress has been made toward its achievement; and

- c. conclusions based upon the Board’s prior action during the previous three school years relative to whether the Chief Superintendent has reasonably interpreted and operated according to the provisions of the *Operational Expectations* policies.

Adopted: June 22, 2021

BOARD/CHIEF SUPERINTENDENT RELATIONSHIP
B/CSR-5E: Annual Summative Evaluation of the Chief Superintendent

The purpose of the annual evaluation of the Chief Superintendent is to summarize the actions previously taken by the Board as it monitored *Results* and *Operational Expectations* policies during the year, and to draw conclusions on that basis.

Operational Expectations Policy	Date Monitored	Board Disposition
OE-1 Global Operational Expectation		
OE-2 Learning Environment/Treatment of Students		
OE-3 Instructional Program		
OE-4 Treatment of Employees		
OE-5 Financial Planning		
OE-6 Asset Protection		
OE-7 Communication With and Support for the Board		
OE-8 Communicating With the Public		
OE-9 Facilities		

Results	Date Monitored	Board Disposition
R-2 Academic Success		
R-3 Citizenship		
R-4 Personal Development		
R-5 Character		

Based upon the Board’s prior monitoring of these policies and the on-going monitoring of the district’s and the Chief Superintendent’s performance during the preceding year, the Board reaches the following summary conclusions relative to Chief Superintendent performance:

Based upon the foregoing conclusions, the Board establishes the following priorities for the coming year:

Signed: _____ Date: _____
Chair of the Board

Signed: _____ Date: _____
Chief Superintendent

Adopted: June 19, 2018

RESULTS
R-1: Mission

Monitoring Method: Internal
Monitoring Frequency: Annually

Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

Adopted: March 13, 2018

RESULTS
R-2: Academic Success

Monitoring Method: Internal
Monitoring Frequency: Annually

Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.

Students will:

2.1 Achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity, based on the following disciplines:

- Career & Technology Foundations/Studies
- English Language Arts
- Fine and Performing Arts
- French Language Arts
- Languages
- Mathematics
- Physical Education
- Science
- Social Studies

Adopted: June 18, 2019

RESULTS**Results 2E: Academic Success Reasonable Interpretation and Indicators**

Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that all students in the Calgary Board of Education (CBE) will experience success with the subject matter of their learning program and will be able to use language, images, symbols and text in a variety of contexts.

The Chief Superintendent interprets *each student* to mean every individual learner registered in Calgary Board of Education schools, inclusive of the full spectrum of student strengths, needs, values, interests, backgrounds and circumstances.

As a specific term, the Chief Superintendent interprets *literate* to mean the ability to acquire, create, connect and communicate meaning through language, images and written text.

As a broad term, the Chief Superintendent interprets *literate* to mean the ability to use the vocabulary of a particular field of knowledge, to read and understand the texts of that field and to communicate within its ways of thinking.

The Chief Superintendent interprets *numerate* to mean the ability to acquire, create, connect and communicate meaning through mathematical terms, symbols and ways of thinking.

The Chief Superintendent interprets *integrate and apply* to mean that students can use their understandings within and across their studies to solve problems and achieve their goals.

The Chief Superintendent interprets *knowledge, skills and attitudes* to mean the learning outcomes within Alberta Education's authorized programs of study.

The Chief Superintendent interprets *competencies* to mean the attitudes, skills and knowledge that cross specific subject areas and



are key to students' personal fulfilment, active citizenship and employability.

The Chief Superintendent interprets *academic disciplines* to mean the fields of knowledge authorized as subjects of study by Alberta Education and included in section 2.1 below.

The Chief Superintendent interprets *Fine and Performing Arts* to include Art, Dance, Drama and Music.

The Chief Superintendent interprets *Languages* to mean those programs of study taught in the Calgary Board of Education as both second language/language and culture courses, and as bilingual alternative programs: French, Chinese (Mandarin), German and Spanish.

Students will:

2.1 Achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity, based on the following disciplines:

- Career & Technology Foundations/Studies
- English Language Arts
- Fine and Performing Arts
- French Language Arts
- Languages
- Mathematics
- Physical Education
- Science
- Social Studies

Interpretation |

The Chief Superintendent interprets *achieve at individually and appropriately challenging levels of complexity* to mean that student learning is directed toward high standards and to the greatest level of achievement possible for each student.

The Chief Superintendent interprets *knowledge, comprehension, application, analysis, synthesis, evaluation and creativity* to mean the multiple forms of thought required for students to achieve their learning objectives.

The Chief Superintendent interprets *higher order thinking skills* to emphasize the most complex forms of thought within each subject area.

Indicators |

1. Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Provincial Accountability Pillar.
 - 1.1 All Students
 - 1.2 Students who Self-Identify as English Language Learner
 - 1.3 Students who Self-Identify as Indigenous
 - 1.4 Students with Identified Special Education Needs

2. Students meeting learning expectations within English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.
 - 2.1 All Students
 - 2.2 Students who Self-Identify as English Language Learner
 - 2.3 Students who Self-Identify as Indigenous
 - 2.4 Students with Identified Special Education Needs

3. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.
 - 3.1 All Students

- 3.2 Students who Self-Identify as English Language Learner
 - 3.3 Students who Self-Identify as Indigenous
 - 3.4 Students with Identified Special Education Needs
- 4. Students meeting learning expectations within each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.
 - 4.1 All Students
 - 4.2 Students who Self-Identify as English Language Learner
 - 4.3 Students who Self-Identify as Indigenous
 - 4.4 Students with Identified Special Education Needs
- 5. The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.
 - 5.1 All Students
 - 5.2 Students who Self-Identify as English Language Learner
 - 5.3 Students who Self-Identify as Indigenous
 - 5.4 Students with Identified Special Education Needs

Approved: June 25, 2019

RESULTS
R-3: Citizenship

Monitoring Method: Internal
Monitoring Frequency: Annually

Each student will be a responsible citizen.

Students will:

- 3.1 Participate in developing and maintaining our Canadian civil, democratic society.
- 3.2 Understand the rights and responsibilities of citizenship in local, national and international contexts.
- 3.3 Respect and embrace diversity.
- 3.4 Be responsible stewards of the environment by contributing to its quality and sustainability.
- 3.5 Be able to lead and follow, as appropriate, and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and to reach consensus in the pursuit of common goals.

Adopted: June 16, 2015

RESULTS**Results 3E: Citizenship Reasonable Interpretation and Indicators**

Each student will be a responsible citizen.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to affirm the responsibility of public education to contribute to the development of informed and engaged community members.

The Chief Superintendent interprets *each student will be a responsible citizen* to mean that in and through their learning program, every individual learner in the Calgary Board of Education will understand and act within the rights and obligations of community membership and that they will be prepared to assume the social and civic responsibilities of adulthood.

Students will:

3.1 Participate in developing and maintaining our Canadian civil, democratic society.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be involved members of their communities.

The Chief Superintendent interprets *participate in developing and maintaining our Canadian civil, democratic society* to mean that students will exercise the democratic rights and responsibilities afforded to them by the community, including actions that help to create positive change.

Specifically, this means that students will:

- act on behalf of themselves, others and the community;
- contribute to events of common concern; and
- help groups work together.



Indicators |

1. Percentage of students in kindergarten-grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.
2. Percentage of high school students who report that they exercise their democratic rights and responsibilities within the learning the learning community; as indicated by the Overall Agreement of the **Learning Community Citizenship Summary Measure** from the CBE Student Survey.
3. Percentage of high school students who report that they have participated in community service, school service or volunteer work to help others; as indicated by the Overall Agreement of the **Service Summary Measure** from the CBE Student Survey.

3.2 Understand the rights and responsibilities of citizenship in local, national and international contexts.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be informed about and able to contribute to their immediate communities and the larger world.

The Chief Superintendent interprets *rights and responsibilities of citizenship* to mean the freedoms and obligations of all Canadian citizens.¹

The Chief Superintendent interprets *local, national and international contexts* to include home, neighbourhood and school groups as well as Calgary, Alberta, Canada and the world.

¹ Government of Canada, Citizenship and Immigration Canada, Study Guide – Discover Canada: The rights and responsibilities of citizenship. Retrieved April 10, 2018 from <http://www.cic.gc.ca/english/resources/publications/discover/section-04.asp>

Indicators |

1. Percentage of students successfully demonstrating understanding of Social Studies issues, information and ideas; as measured by school report cards.
2. Percentage of students who report they understand what it means to be a responsible citizen in their local and national communities; as indicated by the Overall Agreement of the **Local and National Citizenship Summary Measure** from the CBE Student Survey.
3. Percentage of students who report they understand what it means to be a responsible global citizen; as indicated by the Overall Agreement of the **Global Citizenship Summary Measure** from the CBE Student Survey.

3.3 Respect and embrace diversity.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students appreciate the cultural pluralism and individual equality that are foundational to Canadian society.

The Chief Superintendent interprets *respect and embrace* to mean to see as equal, learn from and treat with dignity.

The Chief Superintendent interprets *diversity* to mean the full range of uniqueness within humanity.

Indicators |

1. Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.
2. Percentage of high school students who report they value other cultures; as indicated by the Overall Agreement of the **Embracing Culture Summary Measure** from the CBE Student Survey.
3. Percentage of high school students who report they appreciate and learn from the perspectives of others; as indicated by the Overall

Agreement of the **Diversity and Inclusion Summary Measure** from the CBE Student Survey.

3.4 Be responsible stewards of the environment by contributing to its quality and sustainability.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will care for the diversity and health of the land, its ecosystems and climate by minimizing the impact of their activities.

The Chief Superintendent interprets *responsible stewards* to mean that students will act to protect resources and minimize waste. The Chief Superintendent interprets *environment* to mean the surroundings and conditions that affect the development of all living things.

The Chief Superintendent interprets *quality and sustainability* to mean the ability of the environment to support the needs of diverse life forms now and into the future.

Indicator |

1. Percentage of students who report they take action to protect the environment and use resources responsibly; as indicated by the Overall Agreement of the **Environmental Stewardship Summary Measure** from the CBE Student Survey.

3.5 Be able to lead and follow as appropriate, and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and to reach consensus in the pursuit of common goals.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will work well with others to advance individual and group learning.

The Chief Superintendent interprets *lead and follow* to mean that students take multiple roles in contributing to the work of a group.

The Chief Superintendent interprets *develop and maintain positive relationships* to mean that students communicate and interact effectively with others.

The Chief Superintendent interprets *manage conflict and reach consensus* to mean that students communicate and problem solve together for their shared benefit.

Indicators |

1. Percentages of students in kindergarten-grade 9 reported to work and collaborate effectively with others; as measured by student report cards.
2. Percentage of high school students who report they work and communicate effectively with others; as measured by the Overall Agreement of the **Collaborative Skills Summary Measure** from the CBE Student Survey.

Approved: March 13, 2018

RESULTS

R-4: Personal Development

Monitoring Method: Internal
Monitoring Frequency: Annually

Each student will identify and actively develop individual gifts, talents and interests.

Students will:

- 4.1 Demonstrate resilience and perseverance to overcome failure and adapt to change.
- 4.2 Take initiative, set goals, self-evaluate and strive to continuously improve.
- 4.3 Have the confidence to embrace ambiguity and complexity.
- 4.4 Take risks appropriately.
- 4.5 Make lifestyle choices based upon healthy attitudes and actions, and be able to assume responsibility for personal well-being.
- 4.6 Be technologically fluent, able to use digital tools critically, ethically and safely.

Adopted: June 16, 2015



RESULTS
Results 4E: Personal Development Reasonable
Interpretation and Indicators

Each student will identify and actively develop individual gifts, talents and interests.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to affirm the responsibility of public education to recognize and strengthen the diverse abilities and capacities of individual learners.

The Chief Superintendent interprets *each student will identify and actively develop individual gifts, talents and interests* to mean that in and through their learning program, every individual learner in the Calgary Board of Education will become aware of and strengthen the personal abilities and potentials that contribute to their success.

Students will:

4.1 Demonstrate resilience and perseverance to overcome failure and adapt to change.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students respond to difficult circumstances and experiences in ways that continue the learning process.

The Chief Superintendent interprets *resilience and perseverance* to mean that students remain engaged in or return to their learning when faced with difficult or unfamiliar situations.

The Chief Superintendent interprets *overcome failure and adapt to change* to mean that students respond in new or renewed ways to new circumstances and setbacks in learning.

Indicators |

1. Percentage of CBE students who return to school after dropping out; as reported by Alberta Education.



2. Percentage of students who report they work through setbacks and challenges in their learning; as measured by Overall Agreement of the **Resiliency and Perseverance Summary Measure** from the CBE Student Survey.
3. Percentage of students who report they can adapt to new learning situations; as measured by Overall Agreement on the **Adaptability Summary Measure** from the CBE Student Survey.

4.2 Take initiative, set goals, self-evaluate and strive to continuously improve.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be actively involved in the design and assessment of their learning.

The Chief Superintendent interprets *take initiative* to mean that students raise questions, explore ideas and identify possible actions within their learning programs.

The Chief Superintendent interprets *set goals* to mean that students identify new accomplishments they would like to pursue and achieve.

The Chief Superintendent interprets *self-evaluate* to mean that students examine evidence of their learning to understand what they have accomplished and what learning is required next.

The Chief Superintendent interprets *strive to continuously improve* to mean that students modify and refine their learning strategies based on experience and feedback.

Indicators |

1. Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals; as measured by student report cards.
2. Percentage of high school students who report they are able to set goals for themselves and work towards them; as measured by Overall Agreement on the **Self-Improvement Summary**

Measure on the CBE Student Survey.

3. Percentage of high school students who report they raise questions and bring their own ideas to learning tasks; as measured by Overall Agreement on the **Self-Advocacy Summary Measure** on the CBE Student Survey.
4. Percentage of high school students who report they use feedback and past experiences to improve their learning; as measured by Overall Agreement on the **Self-Reflection Summary Measure** on the CBE Student Survey.

4.3 Have the confidence to embrace ambiguity and complexity.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be open to and positive about engaging in learning that exceeds simple and predictable tasks, ideas and experiences.

The Chief Superintendent interprets *confidence* to mean that students approach learning with positive expectations.

The Chief Superintendent interprets *ambiguity* to mean learning that has an element of uncertainty or that can be understood in more than one way.

The Chief Superintendent interprets *complexity* to mean learning that involves a number of interconnected parts.

Indicators |

1. Percentage of students in kindergarten to grade 9 reported to engage in learning with confidence and persistence; as measured by student report cards.
2. Percentage of high school students who report they are comfortable learning about things that don't have a single right answer; as measured the **Ambiguity and Complexity Summary Measure** from CBE Student Survey.

4.4 Take risks appropriately.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will intentionally and thoughtfully strive beyond what is easy and comfortable in their learning.

The Chief Superintendent interprets *take risks* to mean that students act without assurance of success in order to fulfill a learning goal.

The Chief Superintendent interprets *appropriately* to mean in alignment with the expectations and indicators of the Board of Trustees' Results policies for Citizenship and Character.

Indicator |

1. Percentage of students who report they try new things in their learning even when they are not guaranteed success; as measured by Overall Agreement on the **Risk-taking Summary Measure** from the CBE Student Survey.

4.5 Make lifestyle choices based upon healthy attitudes and actions, and be able to assume responsibility for personal well-being.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will make well-informed decisions on behalf of their physical, social, and emotional health and become increasingly independent in doing so.

The Chief Superintendent interprets *lifestyle choices* to mean decisions that promote overall well-being for the present and future.

The Chief Superintendent interprets *healthy attitudes and actions* to mean understandings, values, decisions and behaviors that promote physical, social and emotional well-being.

The Chief Superintendent interprets *assume responsibility for personal well-being* to mean that students gather, evaluate and

synthesize information to understand health issues and make health-related decisions.

Indicators |

1. **Kindergarten to Grade 6:** Percentage of students experiencing success with the learning outcomes of Physical Education and Wellness Programs of Study; as measured by the well-being stem on student report cards.
Grade 7 to 12: Percentage of students experiencing success with the learning outcomes of the Health/CALM Programs of Study; as measured by student report cards.
2. Percentage of students who report they make decisions that keep them physically healthy; as indicated by the Overall Agreement of the **Physical Health Summary Measure** from the CBE Student Survey.
3. Percentage of students who report they make decisions that keep them socially healthy; as indicated by the Overall Agreement of the **Social Health Summary Measure** from the CBE Student Survey.
4. Percentage of students who report they make decisions that keep them emotionally healthy; as indicated by the Overall Agreement of the **Emotional Health Summary Measure** from the CBE Student Survey.

4.6 Be technologically fluent, able to use digital tools critically, ethically and safely.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be able to incorporate technology within their learning as they work with others and explore their personal interests and talents.

The Chief Superintendent interprets *technologically fluent* to mean that students can use information and communication technologies and media within their learning environments to meet their learning needs and personal goals.

The Chief Superintendent interprets *critically, ethically and safely* to mean students demonstrate inquisitive, reasoned and caring actions as they explore and assess ideas, communicate with others and learn.

Indicators |

1. Percentage of students who report they can use technology to help them learn; as measured by Overall Agreement of the **Learning Technology Summary Measure** from the CBE Student Survey.
2. Percentage of students who report they use technology to explore personal interests and ideas; as measured by Overall Agreement of the **Technology Fluency Summary Measure** from the CBE Student Survey.
3. Percentage of students who report they can use technology to communicate effectively with others; as indicated by Overall Agreement of the **Technological Communication Summary Measure** from the CBE Student Survey.
4. Percentage of students who report they can assess critically information presented in online environments; as measured by Overall Agreement of the **Technological Critical Thinking Summary Measure** from the CBE Student Survey.

Approved: June 21, 2022

RESULTS
R-5: Character

Monitoring Method: Internal
Monitoring Frequency: Annually

Each student will demonstrate good character.

Students will:

- 5.1 Possess the strength of character to do what is right.
- 5.2 Act morally with wisdom.
- 5.3 Balance individual concerns with the rights and needs of others.

Adopted: January 24, 2012

RESULTS**Results 5E: Character
Reasonable Interpretation and Indicators****Monitoring Method: Board Self-assessment****Monitoring Frequency: Annually**

Each student will demonstrate good character.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to affirm the responsibility of public education to help students develop the attributes and standards of behavior that contribute to positive and healthy relationships, personal fulfillment and the common good.

The Chief Superintendent interprets *each student will demonstrate good character* to mean that in and through their learning program, every individual learner in the Calgary Board of Education will act in ways that are ethical and responsible and contribute to a positive learning environment for all.

Students will:

5.1 Possess the strength of character to do what is right

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students conduct themselves in ways that are consistent with their understanding of the ethical action required of them.

The Chief Superintendent interprets *to do what is right* to mean that students act beyond their self-interest on behalf of what is good for the learning community and that their actions reflect both their values and community standards.

Indicators |

1. Percentage of students who report they do what they believe is right even when it is difficult or unpopular to do so; as indicated by the Overall Agreement of the **Doing What is Right Summary Measure** from the CBE Student Survey.



2. Percentage of students who report they respectfully challenge policies or decisions with which they may not agree; as indicated by the Overall Agreement of the **Respectfully Challenging Policies or Decisions Summary Measure** from the CBE Student Survey.
3. Percentage of students who report they use technology responsibly and with integrity; as indicated by the Overall Agreement of the **Technological Responsibility Summary Measure** from the CBE Student Survey.

5.2 Act morally with wisdom.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that student actions will reflect a foundation of good judgment and ethical decision-making.

The Chief Superintendent interprets *act morally with wisdom* to mean that in and through their learning programs students judge what is required within different situations and act responsibly for the good of themselves, others and the community.

Indicators |

1. Percentage of students in kindergarten to grade 9 reported to make responsible decisions; as measured by student report cards.
2. Percentage of high school students who report they think about the impact of their decisions and actions before they proceed; as measured by Overall Agreement on the **Critical Reflection Summary Measure** from the CBE Student Survey.
3. Percentage of high school students who report they follow community expectations and their own convictions as they participate in and represent their learning; as measured by Overall Agreement on the **Expectations and Convictions Summary Measure** from the CBE Student Survey.

5.3 Balance individual concerns with the rights and needs of others.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will demonstrate a sense of responsibility for the well-being of other people and the larger community.

The Chief Superintendent interprets *balance individual concerns with the rights and needs of others* to mean that students build relationships and contribute to a positive learning environment through respect, awareness and compassion.

Indicators |

1. Percentage of students in kindergarten to grade 9 reported to treat others with respect and compassion; as measured by student report cards.
2. Percentage of high school students who report they think about their own needs and the needs of others when making decisions; as measured by Overall Agreement on the Thoughtful Decision-Making Summary Measure on the CBE Student Surveys.
3. Percentage of high school students who report they listen to and respond to the needs of others; as measured by Overall Agreement on the **Compassion and Empathy Summary Measure** from the CBE Student Survey.

Approved: April 9, 2019

OPERATIONAL EXPECTATIONS**OE-1: Global Operational Expectations****Monitoring Method: Internal Report****Monitoring Frequency: Annually**

The Board of Trustees believes that the credibility of and public confidence in the organization are necessary to contribute positively to student success. The Board expects practices, activities and decisions that are in keeping with the standards, as defined in law and board policies, for an organization responsible for public education.

The Chief Superintendent shall:

- 1.1 Take all reasonable measures to ensure that practices, activities, decisions and organizational conditions are lawful, ethical, safe, respectful, prudent, in compliance with Board policy and preserve the organization's public image and credibility.
- 1.2 Appropriately manage risks related to the strategic and operational objectives of The Calgary Board of Education, including but not limited to risk identification, prioritization, assessment, mitigation, monitoring and reporting.
- 1.3 Take reasonable actions to ensure that the organization, the Board or employees are not recklessly exposed to legal liability.

Adopted: September 15, 2020



OPERATIONAL EXPECTATIONS**OE-1E: Global Operational Expectations
Reasonable Interpretation and Indicators****Monitoring Method: Board Self-assessment****Monitoring Frequency: Annually**

The Board of Trustees believes that the credibility of and public confidence in the organization are necessary to contribute positively to student success. The Board expects practices, activities and decisions that are in keeping with the standards, as defined in law and board policies, for an organization responsible for public education.

Interpretation |

The Chief Superintendent has a responsibility to ensure that the organization operates in such a way that public trust and confidence is maintained. In order to do this, the organization must:

- operate in accordance with the *Education Act* and the related regulations, as well as other applicable legislation and regulations;
- operate using standards associated with sound professional and business practice;
- maintain working and learning environments that endeavour to keep employees and students from harm;
- support a respectful work and learning environment for students and employees and considerate, thoughtful interactions with the public;
- meet the expectations set out in the Board of Trustees' Operational Expectations policies; and
- administer its operations in ways that meet or exceed the community's expectations for the conduct of a public institution.

The Chief Superintendent shall:

- 1.1 Take all reasonable measures to ensure that practices, activities, decisions and organizational conditions are lawful, ethical, safe, respectful, prudent, in compliance with Board policy and preserve the organization's public image and credibility.



Interpretation |

The Chief Superintendent is responsible for ensuring the organization operates within the boundaries of law and Board of Trustees policies. Having consistent expectations through regulations aligned with and in support of applicable legislation and policies provides guidance and clarity for employees as they perform their duties.

The Chief Superintendent interprets:

- *reasonable measures* to mean system-wide preventative internal controls; and
- *practice, activity, decision or organizational condition* to mean the day-to-day operations of The Calgary Board of Education.

Indicators |

1. Employees are informed of the expectations for their conduct in the context of their employment through the CBE Employee Code of Conduct:
 - a) at the point of hire, as evidenced by new employee acknowledgement;
 - b) annually by school principals; and
 - c) annually by supervisors.
2. Administrative Regulations are reviewed and revised according to the identified work plan.

1.2 Appropriately manage risks related to the strategic and operational objectives of The Calgary Board of Education, including but not limited to risk identification, prioritization, assessment, mitigation, monitoring and reporting.

Interpretation |

The Chief Superintendent shall ensure that activities and conditions within the CBE support the reliable achievement of strategic and operational objectives over time and within available financial resources.

The Chief Superintendent interprets:

- *appropriately manage risks* to mean that the effects of uncertainty on strategic and operational objectives are addressed through the coordinated allocation and prioritization

of resources and investments to minimize, and control risk likelihood and/or impact, or to maximize the realization of opportunities within the CBE's agreed risk appetite and risk tolerance levels;

- *strategic and operational objectives* to mean the Board of Trustees' Results priorities as well as the strategic objectives and outcomes set out in the CBE's Three-Year Education Plan;
- *risk identification* to mean a wide-ranging analysis of activities and occurrences that could impede the CBE from achieving its strategic and operational objectives over the short term and long term;
- *risk prioritization* to mean the ranking of identified risks based on a combination of the risks likelihood of occurrence and impact on the achievement of the CBE's strategic and operational objectives;
- *risk assessment* to mean identifying the significance of events that might affect the achievement of the CBE's strategic and operational objectives. Risk assessment includes consideration of the likelihood of a risk occurring and the impact or consequence of the risk on the achievement of the CBE's strategic and operational objectives and outcomes;
- *risk mitigation* to mean a risk modification process to bring the amount of risk within the CBE's overall risk appetite or specific risk tolerance levels;
- *risk monitoring* to mean planning, gathering, and analyzing information, recording results, and providing feedback;
- *risk reporting* to mean the communicating risk management activities and outcomes across the organization; and
- *reliable achievement* to mean that risk is managed to mitigate any barriers to achievement of the strategic and operational objectives in the short and long term.

Indicators |

1. The CBE is making reasonable progress towards the Results on an annual basis as indicated in annual Results reporting.
2. Risks to the achievement of the CBE's strategic and operational objectives are managed within the Board's risk appetite and risk tolerance levels.

- 1.3 Take reasonable actions to ensure that the organization, the Board or employees are not recklessly exposed to legal liability

Interpretation |

The Chief Superintendent interprets *recklessly expose* as allowing conditions to exist which prevent The Calgary Board of Education from obtaining insurance coverage.

Indicators |

1. The CBE purchases insurance coverage that is comparable to the Ontario School Board Insurance Exchange and therefore considered normal and customary for the operation of a similar school district.
2. Zero instances of CBE's insurers refusing to insure the CBE due to the existence of hazardous conditions.
3. Standard form contracts are available and utilized for master agreements, purchasing.
4. Clearly defined processes are in place and utilized for approval of offsite activities.

Approved: October 27, 2020

OPERATIONAL EXPECTATIONS

OE-2: Learning Environment/Treatment of Students

Monitoring Method: Internal Report

Monitoring Frequency: Annually

The Board of Trustees believes that it is essential to establish and maintain a learning environment that is safe, welcoming, caring, and respectful in order to promote the wellbeing of each student.

The Chief Superintendent shall:

- 2.1 Provide a safe and healthy learning environment.
- 2.2 Promote social and emotional wellbeing.
- 2.3 Foster a sense of belonging.
- 2.4 Encourage respect for diversity and self expression.
- 2.5 Respond appropriately to student code of conduct breaches.

Adopted: April 27, 2021



OPERATIONAL EXPECTATIONS**OE-2E: Learning Environment/Treatment of Students
Reasonable Interpretation and Indicators****Monitoring Method: Board Self-assessment****Monitoring Frequency: Annually**

The Board of Trustees believes that it is essential to establish and maintain a learning environment that is welcoming, caring, safe, respectful and conducive to effective learning for each student.

Interpretation |

It is crucial that a learning environment is created and sustained that enables students to participate fully in their learning.

The Chief Superintendent interprets:

- *learning environment* to mean those situations when students are engaged in instruction and activities related to Alberta Education's Programs of Study and where students are supervised by Calgary Board of Education employees. Learning environments include approved off-site activities;
- *safe* to mean a learning environment that is free from potential harm to students and their well-being;
- *respectful* to mean a learning environment that is caring and where students feel they are treated fairly; and
- *conducive to effective learning* to mean a learning environment that provides the conditions and encouragement necessary for students to achieve at the level appropriate to them. In this learning environment students are engaged in their learning and are challenged to stretch and grow.

The Chief Superintendent shall:

- 2.1 Provide safe and positive learning conditions for each student that foster a sense of belonging and a respect for diversity.

Interpretation |

CBE is responsible for creating a learning environment where students are welcomed and appreciated as unique individuals.



The Chief Superintendent interprets:

- *positive learning conditions* to mean circumstances and environments that are encouraging, supportive stimulating and engaging;
- *sense of belonging* to mean that students know and understand that their participation in and contributions to learning are welcomed ;and
- *respect for diversity* to mean acceptance and inclusion of individuals exhibiting the full range of human characteristics and abilities (uniqueness within humanity)

Indicators

1. A clearly defined, system wide student code of conduct is implemented and reviewed annually.
2. 100% of schools complied with Administrative Regulation 3021 – School Emergency Practices and Procedures.
3. The percentage of student responses indicating agreement with the safe and caring suite of questions from The Calgary Board of Education Annual Safe and Caring Schools result, as determined by Alberta Education’s Accountability Pillar Survey will be maintained (plus or minus 2 percentage points)
4. Principals confirm that each volunteer has security clearance prior to beginning their volunteer service.
5. Low recidivism for students having involvement with the CBE Attendance Team.
6. Principals confirm that transitions between schools for students with Individual Program Plans have been supported through planning meetings and identified plans.
7. Principals confirm all requests for the establishment of student organizations promoting welcoming, caring respectful and safe learning environments are supported.

Approved: June 25, 2019

OPERATIONAL EXPECTATIONS
OE-3: Instructional Program**Monitoring Method: Internal Report**
Monitoring Frequency: Annually

The Board of Trustees believes that providing high quality programming for all students is essential for student success, as defined in the Results. The Board believes that each student should have access to educational programming without financial barriers.

The Chief Superintendent shall:

- 3.1 Plan for and provide rigorous, relevant and high quality programming opportunities that consider the educational needs of students, the choices of students and families, and the long term fiscal and operational capacity of the organization.
- 3.2 Ensure that instructional programming is regularly evaluated for long term effectiveness, efficiency, and economy and modified as necessary or warranted.
- 3.3 Ensure that no program emphasizes a particular religion, notwithstanding the Education Act definition of alternative programs.
- 3.4 Provide safe and reliable transportation services that consider the learning needs of students, the choices of families, and the long term fiscal and operational capacity of the organization.

Adopted: September 15, 2020



OPERATIONAL EXPECTATIONS**OE-3E: Instructional Program
Reasonable Interpretation and Indicators**

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The Board of Trustees believes that providing high quality programming for all students is essential for student success, as defined in the Results. The Board believes that each student should have access to educational programming without financial barriers.

Interpretation |

Education programming at the CBE is flexible and responsive and is designed to support high levels of achievement consistent with the Board's Results policies.

The Chief Superintendent interprets:

- *high quality programming* to mean intentionally planned learning opportunities that provide students the opportunity to participate, plan, progress and achieve Results outcomes;
- *educational programming* to mean an identified set of learning opportunities that relate to achieving the learning outcomes as identified in the Alberta Education authorized programs of study; and
- *without financial barriers* to mean the cost does not deny access of an individual student to an instructional program and the activities contained therein.

The Chief Superintendent shall:

- 3.1 Plan for and provide rigorous, relevant and high quality programming opportunities that consider the educational needs of students, the choices of students and families, and the long-term fiscal and operational capacity of the organization.

Interpretation |

The Chief Superintendent shall ensure each student has access to flexible and responsive learning that is engaging and meaningful and



that best meet their educational needs through a variety of instructional programs. When planning for programming, the Chief Superintendent will balance the provision of programs and the associated costs in a fiscally sound and responsible manner.

The Chief Superintendent interprets:

- *plan for* to mean intentional identification of learning strategies and supports to achieve specific student learning outcomes;
- *rigorous* to mean opportunities that are academically, intellectually and personally challenging within the context of the Three-Year Education Plan;
- *relevant* to mean curriculum-aligned learning opportunities that are meaningful to the student;
- *high quality programming* to mean intentionally planned learning opportunities that provide students the opportunity to participate, plan, progress and achieve Results outcomes;
- *educational needs* to mean those educational supports and services an individual student may require in order to progress in their learning;
- *fiscal capacity* to mean the use of resources for student programming and support within the budgetary constraints of the CBE; and
- *operational capacity* to mean the ability of the CBE to utilize available resources efficiently and effectively.

Indicators |

1. Of the 10% random samples within divisions, 100% of School Development Plans will identify specific instructional strategies and/or actions to address student Results.
2. School Development Plans provide evidence that local measures result in program changes at the school level such as changes in practice, changes in focus, or changes in measures of improvement.
3. Student learning opportunities expand as the age and developmental ability of students increases.
4. Area Learning Team referrals demonstrate principals access system wide supports and services to support student achievement and wellness.

5. No student is denied access to (whole class) off-site activities connected to the program of studies due to an inability to pay.

3.2 Ensure that instructional programming is regularly evaluated for long-term effectiveness, efficiency and economy and modified as necessary or warranted.

Interpretation |

Chief Superintendent ensures all instructional programs in the CBE are regularly monitored using research informed and evidence-based methods for evaluation.

The Chief Superintendent interprets:

- *instructional programming* to mean an identified set of learning opportunities that relate to achieving the learning outcomes as identified in the Alberta Education authorized programs of study; and
- *evaluated for long-term effectiveness* to mean the regular use of data to determine whether the supports and services produce the intended Results priorities over time;
- *evaluated for long-term efficiency* to mean the resources dedicated to programs, over time, generate the maximum outcome possible;
- *evaluated for long-term economy* to mean programs will achieve the desired outcomes, over time, at the least costly alternatives that support realization of the intended Results priorities; and
- *modified as necessary or warranted* to mean where evidence indicates change or modification is warranted that changes may be made.

Indicators |

1. An annual report of the evaluations undertaken shows that programming changes or modifications are being made when the evaluation process indicates the need to do so.

3.3 Ensure that no program emphasizes a particular religion, notwithstanding the *Education Act* definition of alternative programs.

Interpretation |

As a public education system, The Calgary Board of Education will not promote the views of specific religions.

The Chief Superintendent interprets:

- *program* to mean an instructional program based on the outcomes identified in the Alberta Education authorized programs of study.

Indicators |

1. An internal review confirms that no CBE program emphasizes a particular religion.
2. No proven allegation of non-compliance with AR3067: Religion in Education.

3.4 Provide safe and reliable transportation services that consider the learning needs of students, the choices of families, and the long-term fiscal and operational capacity of the organization.

Interpretation |

The Chief Superintendent is responsible for providing safe and reliable transportation services that meets the CBE's legal obligations and that balances the services required to support education programming choices with the associated costs in a fiscally sound and responsible manner.

The Chief Superintendent interprets:

- *transportation services* to mean companies contracted by the CBE to provide transportation to and from school for students including public transit;

- *safe* to mean precautions are taken to protect students from harm while travelling to and from school in vehicles provided by the contracted transportation services;
- *reliable* to mean routes are completed timely and consistently unless prohibited by circumstances beyond the carrier control;
- *long-term fiscal and operational capacity* to mean the development of a sustainable plan affordable over a period of time within the allocated resources considering the bounds of legislation and generally accepted accounting principles; and
- *operational capacity* to mean the ability of the CBE to provide programs and services within the funding provided and revenue collected.

Indicators |

1. 100 per cent of school bus stops and zones follow the Alberta Education Route Assessment criteria.
2. Mechanisms are in place to administer penalties to contracted carriers for instances of unreliability such as tardiness or absence.
3. Transportation services provided by the CBE balance the cost of providing the service with the grants received from the province and revenue generated through fees.

Approved: November 10, 2020

OPERATIONAL EXPECTATIONS
OE-4: Treatment of Employees

Monitoring Method: Internal Report
Monitoring Frequency: Annually

The Board of Trustees believes that student success and well-being depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive.

The Chief Superintendent shall:

- 4.1 Provide a safe, supportive and respectful organizational culture for all staff that respects diversity and fosters a positive and welcoming environment.
- 4.2 Establish and implement standards and practices for the recruitment, fair compensation, and retention of highly qualified employees.
 - a. retain an external expert to conduct a salary survey of exempt and executive positions in 2023 and every four years thereafter.
- 4.3 Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.
- 4.4 Ensure the Board's approval for the bargaining mandate, the ratification of all collective agreements for unionized employees, and the approval of the total compensation of all exempt employees.

Adopted: March 23, 2021

OPERATIONAL EXPECTATIONS**OE-4E: Treatment of Employees
Reasonable Interpretation and Indicators****Monitoring Method: Board Self-assessment****Monitoring Frequency: Annually**

The Board of Trustees believes that student success and well-being depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive.

Interpretation |

CBE has the ability to positively impact achievement of CBE Results through the quality and performance of employees and attention to workplace culture.

The Chief Superintendent interprets:

- *recruitment* to mean the selection of employees newly hired to the CBE;
- *retention* to mean the ongoing employment and commitment of employees;
- *fair compensation* to mean the aggregate cost of salaries and benefits for employees that are competitive subject to CBE's ability to pay; and
- *highly qualified* to mean possessing the skills, knowledge and abilities required of the position and whose principles align with CBE values and vision.

The Chief Superintendent shall:

- 4.1 Provide a safe, supportive and respectful organizational culture for all staff that respects diversity and fosters a positive and welcoming environment.

Interpretation |

The Chief Superintendent has a responsibility to ensure that the organization implements policies and practices that ensure a welcoming, caring, respectful and safe work environment.



The Chief Superintendent interprets:

- *safe* to mean a learning environment that is free from potential harm to staff and their well-being;
- *supportive* to mean an environment that provides opportunities for growth and development necessary for staff to fulfill their positions related to the business of CBE;
- *respectful* to mean a learning environment that is caring and where staff feel they are treated fairly;
- *organizational culture* to mean the creation and existence of a safe and courteous environment for its employees;
- *respects diversity* to mean acceptance and inclusion of individuals exhibiting the full range of human characteristics and abilities (uniqueness within humanity); and
- *positive and welcoming environment* to mean an atmosphere that is encouraging, stimulating, and engaging.

Indicators |

1. Improvement aimed at promoting a welcoming, caring, safe and respectful work environment is noted within two years of scheduled single topic surveys.
2. A comprehensive program of PIF and granted leaves of absences in support of opportunities for personal and professional growth or learning will be offered annually.
3. Mechanisms in place that support a safe organizational culture are utilized (such as Harassment, Workplace Violence and Whistleblower reports).

- 4.2 Establish and implement standards and practices for the recruitment, fair compensation, and retention of highly qualified employees.
 - a. Retain an external expert to conduct a salary survey of exempt and executive positions in 2023 and every four years thereafter.

Interpretation |

The Chief Superintendent has a responsibility to ensure implementation of effective recruitment processes and procedures in the recruitment of employees who have the expertise and skills appropriate to their position.

The Chief Superintendent interprets:

- *standards* to mean the benchmarks of the CBE that provide a measure through which analysis of practices supports continuous growth in practices;
- *practices* to mean the strategic operations of human resources through which CBE manages employees compliant with legislative and regulatory requirements and in alignment with CBE's Education Plan;
- *recruitment* to mean the selection of employees newly hired to CBE;
- *fair compensation* to mean the salaries and benefits for employees that are competitive subject to CBE's ability to pay;
- *retention* to mean the ongoing employment and commitment of employees; and
- *highly qualified* to mean possessing the skills, knowledge and abilities required of the position and principles that align with CBE values and vision.

Indicators |

1. 90% of employees who pass their probationary period will still be employed with the CBE at the 2 year anniversary.
2. 95% of school based principals and assistant principals who successfully pass their evaluation will have maintained the designation at the 3 year anniversary.
3. Salaries and benefits are reviewed annually against identified comparators.
4. An external expert conducted a survey of exempt and executive position salaries.

4.3 Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.

Interpretation |

Having clear rules and procedures that identify expectations and govern employees is essential to the fair and transparent operation of the organization.

The Chief Superintendent interprets:

- *administer* to mean develop, provide and apply;
- *personnel rules* to mean CBE Administrative Regulations pertaining to employee behaviour and those provisions/processes identified within the *Education Act*; and
- *procedures* to mean those practices and processes subject to the provisions of the collective agreements, terms and conditions of employment and current *Education Act*.

Indicators |

1. 100% of employees will be made aware of The Calgary Board of Education policies or regulations governing:
 - Respect in the workplace;
 - Conflict of interest; and
 - Responsible use of electronic information resources.
2. There will be no grievance arbitration, board of reference decisions, or findings in a court of law that the CBE failed to administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.

4.4 Ensure the Board's approval for the bargaining mandate, the ratification of all collective agreements for unionized employees, and the approval of the total compensation of all exempt employees.

Interpretation |

Negotiation discussions with unionized employees must be conducted within reasonable and permitted parameters.

The Chief Superintendent interprets:

- *Board's approval* to mean a carried motion recorded in the minutes of a meeting of the Board of Trustees;
- *bargaining mandate* to mean the parameters within which a new collective agreement may be negotiated;
- *ratification* to mean the approval to conclude a collective agreement in accordance with the Labour Relations Code;
- *total compensation* to mean aggregate cost of salaries and benefits for exempt employees that are funded from the CBE budget; and
- *exempt employees* to mean personnel who are not part of a bargaining unit according to the Labour Relations Code.

Indicators |

1. The commencement of every round of collective bargaining occurs after the Board of Trustees approves a bargaining mandate.
2. All collective bargaining settlements occur within the parameters of any mandate approved by the Board of Trustees.
3. Every round of collective bargaining is concluded with the ratification of the new collective agreement by the Board of Trustees.
4. Changes to total compensation packages for exempt employees occur after the Board of Trustees' approval.

Approved: October 12, 2021

OPERATIONAL EXPECTATIONS
OE-5: Financial Planning

Monitoring Method: Public Report to the Board of Trustees
Monitoring Frequency: Annual

The Board of Trustees believes that prudent financial planning and management are essential for student success and public confidence.

The Chief Superintendent shall:

- 5.1 Avoid short and long-term fiscal jeopardy.
- 5.2 Develop budget-planning assumptions.
- 5.3 Develop a budget that is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year as set out in the Annual Summative Evaluation.
- 5.4 Ensure prudent financial management that does not materially deviate from the budget.
- 5.5 Ensure that prior Board approval is received for all expenditures from reserve funds and for all transfers between operating reserves, capital reserves or committed operating surplus.
- 5.6 Ensure any request for use of operating reserves:
 - a. is to minimize disruption due to unanticipated negative budget variances within the school year; or
 - b. is to ease transitions due to significant shifts in policy or statutory obligations; or
 - c. is for a one year investment in learning opportunities; and
 - d. considers the risks and opportunities including sustainability and the ability to replenish operating reserves.

Adopted: February 21, 2023



OPERATIONAL EXPECTATIONS**OE-5E: Financial Planning
Reasonable Interpretation and Indicators****Monitoring Method: Board Self-assessment****Monitoring Frequency: Annually**

The Board of Trustees believes that prudent financial planning and management are essential for student success and public confidence.

Interpretation |

The Chief Superintendent ensures that the CBE, as stewards of public funds, engages in careful and intentional planning for use of available funding that is aligned with the CBE mission, vision and values essential to support student learning and provide assurance to the community.

The Chief Superintendent interprets:

- *prudent financial planning* to mean the allocation of financial and other resources and investments necessary to achieve the strategic and operational objectives within the Results and the Three-Year Education Plan consistent with the CBE's overall risk appetite and specific risk tolerances;
- *prudent financial management* to mean having the processes and controls in place to balance the cost and benefit for budget decisions with available funding; and
- *public confidence* to mean the ability for members of the community to understand the rationale for budget decisions through transparent financial reporting.

The Chief Superintendent shall:

5.1 Avoid short and long term fiscal jeopardy.

Interpretation |

The Chief Superintendent is responsible for ensuring the financial health of the Calgary Board of Education is sufficient to avoid short and long term fiscal jeopardy.



The Chief Superintendent interprets:

- *financial health* to mean having sufficient and appropriate financial and other resources necessary to meet statutory obligations and achieve the CBE's strategic and operational objectives;
- *short-term fiscal jeopardy* to mean the inability to meet financial and statutory obligations occurring within the current school year;
- *long-term fiscal jeopardy* to mean the inability to meet financial and statutory obligations occurring within the 3- and 5-year period;
- *financial obligations* to mean the liabilities and operating indebtedness of the CBE; and
- *statutory obligations* to mean the legal obligations imposed upon the CBE by statute and regulation.

Indicators |

1. The financial health indicators demonstrate that the CBE is able to avoid fiscal jeopardy over the short and long term.

5.2 Develop budget-planning assumptions.

Interpretation |

The Chief Superintendent ensures that the identification of key principles, variables and risks that drive budget decisions is an important component of the budget process and is critical to consistency and transparency.

The Chief Superintendent interprets:

- *budget-planning assumptions* to mean the identification of a range of controllable and non-controllable factors that impact the ability of the CBE to achieve its Results priorities and the CBE's operational and strategic objectives.

Indicators |

1. Budget planning contains evidence of analysis, projections, adjustments and developments.
2. The Budget Assumptions Report reflects the Board's values and identifies the critical and relevant factors impacting the development and balancing of the budget.

5.3 Develop a budget that is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year as set out in the Annual Summative Evaluation.

Interpretation |

The Chief Superintendent ensures that the budget reflects the focus on student learning by articulating the impact of the budget on the CBE's ability to achieve Results and strategic and operational objectives while avoiding fiscal jeopardy.

The Chief Superintendent interprets:

- *summary format understandable to the Board* to mean the format required by Alberta Education with supplemental information as required to enhance public understanding; and
- *the relationship between the budget and Results priorities and any Operational Expectations goals for the year* to mean that the budget reflects the priorities of the Three-Year Education Plan and the goals as set out in the Annual Summative Evaluation.

Indicators |

1. The budget presented to the Board of Trustees demonstrates alignment with the Three-Year Education Plan and achievement of the Results and appropriately manages risk.

5.4 Ensure prudent financial management that does not materially deviate from the budget.

Interpretation |

The Chief Superintendent ensures consistent expectations for financial management that operates within the approved budget while managing strategic and operational risks.

The Chief Superintendent interprets:

- *prudent financial planning* to mean the allocation of financial and other resources and investments necessary to achieve the strategic and operational objectives consistent with the CBE's overall risk appetite and risk tolerance levels; and
- *materially deviates from the budget* to mean quantitative variances from the approved budget including:
 - any change in approved use of reserves;
 - reserves are below the threshold established by the board;
 - creation of a deficit in any amount;
 - an annual negative variance from planned net operating surplus of \$5 million or more; and
 - any line item in the quarterly variance reports that varies by greater than 1% and \$500,000.

Indicators |

1. Budget variances do not materially deviate from the approved budget.

5.5 Ensure that prior Board approval is received for all expenditures from reserve funds and for all transfers between operating reserves, capital reserves or committed operating surplus.

Interpretation |

The Chief Superintendent ensures that the Board of Trustees authorizes the use of or transactions between operating reserve funds of any kind.

The Chief Superintendent interprets:

- *operating reserves* to mean any surpluses from prior years that may be used as a one-time funding source for any purpose with Ministerial approval;
- *capital reserves* to mean the proceeds from the disposition of land and buildings and surpluses from prior years that have

been designated as a one-time funding source for capital purposes with Board of Trustee approval; and

- *committed operating surplus* to mean any surplus from the prior year that has been appropriated to fund a previously approved undertaking that continues into the following year.

Indicators |

1. All use of reserve funds will occur with the prior approval of the Board of Trustees.
2. All transfers between reserve funds will occur with prior approval of the Board of Trustees.
3. All debt arrangements will occur with the prior approval of the Board of Trustees.

5.6 Ensure any request for use of operating reserves:

- a. is to minimize disruption due to unanticipated negative budget variances within the school year; or
- b. is to ease transitions due to significant shifts in policy or statutory obligations; or
- c. is for a one year investment in learning opportunities; and
- d. considers the risks and opportunities including sustainability and the ability to replenish operating reserves to a minimum of three percent of operating expenses

Interpretation |

The Chief Superintendent shall ensure that operating reserves are kept at a minimum threshold of three percent allowing the organization to support and respond to emergent financial and operational risks. A sustainable operation reserve will include criteria for requests from reserves and a plan for replenishing reserves if below the minimum threshold of three percent.

The Chief Superintendent interprets:

- *operating reserves* to mean assets (unrestricted fund balance that are available for use) set aside for the organization to use in the event of an unanticipated loss of revenue or increase in expenses necessary to meet statutory obligations;
- *minimize disruption* to mean taking reasonable steps to ensure the continuity of learning across the CBE;

- *unanticipated* to mean events, action, or activities that could not or cannot be reasonably foreseen;
- *one year investment in learning opportunities* to mean funds used from reserves would only be for the current school year and any programming the funds support would either need to be sustainable within the budget or terminated;
- *sustainability* to mean affordable over time within allocated resources; and
- *external block expenditures* to mean programs associated with projects and activities that do not fall within regular program areas under the Early Childhood Services (ECS) to grade 12 Education mandated areas

Indicators |

1. Operating reserves are maintained at a minimum of 3 percent of prior total expenditures, less external block expenditures.
2. Any request for reserves meets established criteria for that request.

Approved: October 27, 2020

OPERATIONAL EXPECTATIONS

OE-6: Asset Protection

Monitoring Method: Internal Report

Monitoring Frequency: Annually

The Board of Trustees believes that the protection of all organizational assets contributes to student learning.

The Chief Superintendent shall:

- 6.1 Properly maintain, adequately protect and appropriately use all organizational assets.

Adopted: March 14, 2017

Effective: September 1, 2017



OPERATIONAL EXPECTATIONS**OE-6E: Asset Protection
Reasonable Interpretation and Indicators****Monitoring Method: Board Self-assessment****Monitoring Frequency: Annually**

The Board of Trustees believes that the protection of all organizational assets contributes to student learning.

Interpretation |

The success of our students is enhanced when materials, both tangible and intangible, belonging to CBE are safeguarded and not placed at undue risk.

The Chief Superintendent interprets:

- *protection* to mean controls are in place to ensure assets are safeguarded to decrease risk to a medium or low level; and
- *organizational assets* to mean all tangible property and equipment and all intangible property (data and operational systems) owned by CBE that are vital to its operation. These include all asset categories recorded on the CBE balance sheet.

The Chief Superintendent shall:

6.1 Properly maintain, adequately protect and appropriately use all organizational assets.

Interpretation |

Ensuring that the resources, material goods and other properties and possessions of CBE are safe and guarded from theft and liabilities is critical to the operation and functioning of the organization.

The Chief Superintendent interprets:

- *properly maintain* to mean kept in safe working order;
- *adequately protect* to mean controls are in place to ensure assets are safeguarded to decrease risk to a medium or low level;



- *appropriately use* to mean assets are utilized by CBE staff according to the purpose for which they were acquired; and
- *organizational assets* to mean all tangible property and equipment and all intangible property (data and operational systems) owned by CBE that are vital to its operation. These include all asset categories recorded on the CBE balance sheet.

Indicators |

1. 95% of the corporate information created, received, maintained, disposed or preserved by the CBE is in accordance with GARP (Generally Accepted Record Keeping Principles).
2. 99% of all attempted intrusions into the CBE Information Systems will be successfully blocked.
3. 100% of mandated life safety and preventative maintenance inspections are completed according to their respective frequency requirements.
4. CBE will secure insurance coverage against theft, property losses and liability losses to the organization.
5. No legal complaints related to violation of intellectual property rights are received.
6. No losses are incurred by CBE on deposits and investments.

Approved: September 27, 2022

OPERATIONAL EXPECTATIONS**OE-7: Communication With and Support for the Board****Monitoring Method: Internal Report****Monitoring Frequency: Annually**

The Board of Trustees believes that it can effectively do its job when the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern.

The Chief Superintendent shall:

- 7.1 Submit required monitoring data (see policy *B/CSR-5: Monitoring Chief Superintendent Performance*) in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule, and including both Chief Superintendent interpretations and relevant data to substantiate compliance or reasonable progress.
- 7.2 Provide for the Board in a timely manner information about trends, facts, accommodation planning or significant modifications of any instructional programs, anticipated significant media coverage and other information relevant to the Board's work.
- 7.3 Inform the Board, the Board Chair or individual members if, in the Chief Superintendent's opinion, the Board or individual members have encroached into areas of responsibility assigned to the Chief Superintendent or if the Board or its members are non-compliant with any *Governance Culture* or *Board/Chief Superintendent Relationship* policies.
- 7.4 Inform the Board in a timely manner of any actual or anticipated noncompliance with any Board *Operational Expectations* policy or any anticipated failure to achieve reasonable progress toward any *Results* policy.

Adopted: March 14, 2017

Effective: September 1, 2017

OPERATIONAL EXPECTATIONS**OE-7E: Communication With and Support for the Board
Reasonable Interpretation and Indicators****Monitoring Method: Board Self-assessment****Monitoring Frequency: Annually**

The Board of Trustees believes that it can effectively do its job when the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern.

Interpretation |

The sharing of information pertaining to the operation of the organization by the Chief Superintendent with the Board of Trustees is important and enables the Board to function by building understanding that informs decision making.

The Chief Superintendent shall:

- 7.1 Submit required monitoring data (see policy *B/CSR-5: Monitoring Chief Superintendent Performance*) in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule, and including both Chief Superintendent interpretations and relevant data to substantiate compliance or reasonable progress.

Interpretation |

Regular review of the performance of the organization relative to specific indices supports ongoing growth and improvement.

The Chief Superintendent interprets:

- *required monitoring data* to mean annual reports about Results and Operational Expectations;
- *thorough* to mean sufficient but not exhaustive
- *accurate* to mean correct to the best of administration's knowledge when it is communicated;
- *understandable* to mean the information enables the Board to easily explain the information to a typical parent of a CBE student; and



- *Board's annual work plan schedule* to mean the outcome of policy Governance Culture 6: Annual Work Plan.

Results reports will contain the following elements: a Board-approved reasonable interpretation, baseline and Board approved targets, and evidence of reasonable progress. Operational Expectation reports will contain the following elements: a Board-approved reasonable interpretation and evidence of compliance.

Indicators |

1. 100 per cent of annual monitoring reports will be presented in accordance with the Board's annual work plan schedule.
2. 100 per cent of annual monitoring reports will contain sufficient information for the Board to make a determination about compliance, non-compliance, reasonable progress, lack of reasonable progress and exceptions.

7.2 Provide for the Board in a timely manner information about trends, facts, accommodation planning or significant modifications of any instructional programs, anticipated significant media coverage and other information relevant to the Board's work.

Interpretation |

Information regarding the operation of the organization that is shared at an appropriate time can be utilized in authentic and meaningful ways.

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information;
- *trends* to mean how internal and external data or factors move over time;
- *facts and other information* to mean qualitative and quantitative data;
- *accommodation planning* to mean the strategic process utilized to identify issues and responses related to providing learning spaces for CBE students;

- *significant modifications of any instructional program* to mean the removal, cancellation, introduction or extension of:
 - any prescribed programs of study in the regular education program or in alternative or special education programs that would materially impact the Board’s work; and
 - any entire alternative or special education program;
- *anticipated significant media coverage* to mean expectation of material enquires or events related to the organization that would be reported or commented on by professional journalists and their print, broadcast and online outlets; and
- *relevant to the Board’s work* to mean matters pertaining to governance as described in the governance policies.

Indicators |

1. 100 per cent of information about trends, facts and other information will be provided in a timely manner.
2. A minimum of once per month, a written update report from the Chief Superintendent will be presented at a Board of Trustee meeting.
3. Once per month or as required by the Board of Trustees’ meeting agendas, administration will support the Results focus at Board of Trustees public meetings.
4. 100 per cent of reportable instructional program changes will be provided to the Board of Trustees.
5. A Three Year System Student Accommodation Plan will be provided annually to the Board of Trustees.

7.3 Inform the Board, the Board Chair or individual members if, in the Chief Superintendent’s opinion, the Board or individual members have encroached into areas of responsibility assigned to the Chief Superintendent or if the Board or its members are non-compliant with any Governance Culture or Board/Chief Superintendent Relationship policies.

Interpretation |

Through the Governance model, the Board of Trustees has identified specific responsibilities that have been delegated to the Chief Superintendent. It is the responsibility of the Chief Superintendent to communicate with the Board when actions by Board members indicate variance from the model and encroach on these responsibilities.

The Chief Superintendent interprets:

- *inform* to mean that the Chief Superintendent may exercise judgment to bring specific information to the attention of individual Trustees or the Board as a whole;
- *opinion* to mean judgment or assessment based on observation and experience;
- *encroached into areas of responsibility assigned to the Chief Superintendent* to mean that the Board or a Trustee has stepped into an operational area delegated by the Board of Trustees through its policies to the Chief Superintendent; and
- *Board or its members are non-compliant* to mean the Board or a trustee has violated the policies established by the Board of Trustees.

Indicators |

1. 100 per cent of reportable events will be addressed in an appropriate venue.

7.4 Inform the Board in a timely manner of any actual or anticipated noncompliance with any Board Operational Expectations policy or any anticipated failure to achieve reasonable progress toward any Results policy.

Interpretation |

It is the responsibility of the Chief Superintendent to communicate any foreseeable areas where organizational or student performance as measured by monitoring does not meet expectations.

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information;
- *actual* to mean certain to occur or already occurred; and

- *anticipated* to mean expected to occur.

Indicators |

1. 100 percent of instances of actual (already occurred) exceptions to compliance or reasonable progress will be indicated in the annual monitoring reports for Operational Expectations and Results policies.
2. 100 percent of instances of actual (certain to occur) or anticipated non-compliance or lack of reasonable progress for an entire policy will be presented to the Board of Trustees in a timely manner.

Approved: October 10, 2017

OPERATIONAL EXPECTATIONS

OE-8: Communicating and Engaging With the Public

Monitoring Method: Public Report to the Board of Trustees

Monitoring Frequency: Annual

The Board of Trustees believes that working with our communities is a critical component to building relationships that support student success, the Calgary Board of Education and public education. Communities include students, parents, school councils, staff, post-secondary institutions, members of the public, corporate and community partners, and all levels of government. We value relationships based on mutual respect, courtesy, honesty, freedom of information and protection of privacy.

The Chief Superintendent shall:

- 8.1 Ensure the timely flow of information, appropriate input, and strategic two-way dialogue between the organization and its communities to build understanding and support for organizational efforts.
- 8.2 Ensure that school councils are supported in performing their mandated role.
- 8.3 Effectively handle complaints and concerns.
- 8.4 Reasonably include people in decisions that affect them.

Adopted: February 21, 2023



OPERATIONAL EXPECTATIONS**OE-8E: Communication and Engaging With the Public
Reasonable Interpretation and Indicators****Monitoring Method: Board Self-assessment****Monitoring Frequency: Annually**

The Board of Trustees believes that working with our communities is a critical component to building relationships that support student success, The Calgary Board of Education and public education. Communities include students, parents, school councils, staff, members of the public, corporate and community partners, and all levels of government. We value relationships based on mutual respect, courtesy, honesty, freedom of information and protection of privacy.

Interpretation |

In the course of our work it is important to build positive relationships with various stakeholders that are characterized by:

- clearly stated roles, responsibilities and contributions;
- clear and understood decision-making processes where voice is valued; and
- collective support for student success.

The Chief Superintendent interprets:

- *communities* to mean stakeholders that share a commonality as it relates to CBE business;
- *corporate and community partners* to mean organizations or individual members of the public that provide support and/or services that contribute to student success;
- *all levels of government* to mean representatives of municipal, provincial and federal ministries and/or departments;
- *mutual respect* to mean clearly stated roles and responsibilities between CBE authorities and participants;
- *courtesy* to mean the interactions with the public are open, respectful and cooperative;
- *honesty* to mean communicating information clearly, candidly and in a timely manner; and
- *freedom of information and protection of privacy* to mean the sharing of information as appropriate in compliance with relevant legislation.



The Chief Superintendent shall:

- 8.1 Ensure the timely flow of information, appropriate input, and strategic two-way dialogue between the organization and its communities to build understanding and support for organizational efforts.

Interpretation |

Engaging with our public is a critical component to building relationships that support public education and student success.

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information;
- *flow* to mean provision and/or distribution;
- *appropriate input* to mean perspective, ideas, comment and opinion sought from public with clear expectations for how the input will be used;
- *strategic* to mean in consideration of the vision, plans and challenges facing the organization as a whole;
- *two-way dialogue* to mean sharing, informing, listening, exchange of ideas and responding;
- *understanding* to mean fact-based knowledge about the organization; and
- *support* to mean agreement with the vision, values and work of the organization.

Indicators |

1. 100 per cent of system-level communications will enable feedback or provide the public with the ability to ask questions.
2. The Dialogue Framework is being used with affected stakeholders to help inform decision making.
3. 90 per cent of public enquiries received at the system level by voice mail and email are acknowledged within two business days.

8.2 Ensure that school councils are supported in performing their mandated role.

Interpretation |

Involved and informed school communities have the potential to make a significant impact on student success.

The Chief Superintendent interprets:

- *school councils* to mean a collective association of individuals as identified by Alberta Education in each school, working collaboratively with the principals and school community; and
- *mandated role* to mean serving in an advisory capacity to the principal and Board of Trustees respecting matters related to the school.

Indicators |

1. Available school council resources are accessed through the corporate website.
2. Information is shared on a timely basis with school councils.
3. Principals confirm that school councils are offered opportunities to provide input and feedback on the school development plan.
4. Principals confirm that school councils are offered opportunities to provide input and feedback on the school based budget.

8.3 Effectively handle complaints and concerns.

Interpretation |

Contributing to the success of an effective organization is the provision for a process which addresses concerns and complaints.

The Chief Superintendent interprets:

- *effectively* to mean reviewed and responded to within reasonable or posted time frames utilizing existing mechanisms and processes; and
- *complaints and concerns* to mean a formal expression of discontent:
 - about the values, customs or regulations of the CBE;
 - within the context of their relationship with the CBE; and
 - requiring a response.

Indicators |

1. 90 per cent of concerns and complaints received at the Area and system level are responded to within the stated time frames as outlined in AR 5007.
2. Principals and system leaders confirm the approved concerns and complaints process is used.

8.4 Reasonably include people in decisions that affect them.

Interpretation |

Better decisions are made when people work together to solve problems and find solutions.

The Chief Superintendent interprets:

- *reasonably include* to mean sensible, fair and appropriate opportunities are offered to provide feedback to the decision-making process; and
- *decisions that affect them to mean* those choices that are made that directly impact individuals.

Indicators |

1. 100 per cent of community engagement processes are organized for reasonable and appropriate participation in decision-making as identified in the Dialogue Framework.

2. 60 percent of participants responding to the post engagement evaluation indicate satisfaction with their involvement in the individual engagement meeting.
3. The percentage of parents indicating agreement with the suite of questions from the CBE Annual Parental Involvement results, as determined by Alberta Education's Accountability Pillar Survey will be maintained plus or minus two percentage points.
4. Principals confirm staff involvement in school decisions as required by collective agreements.
5. The Chief Superintendent will provide opportunities for school based staff to provide feedback on identified issues.

Approved: October 10, 2017

OPERATIONAL EXPECTATIONS**OE-9: Facilities****Monitoring Method: Internal Report****Monitoring Frequency: Annually**

The Board of Trustees believes that learning is optimized in facilities that are safe, clean and properly maintained. Further, the Board of Trustees believes that in order to meet the needs of the entire organization, the responsible stewardship of resources requires effective and efficient use of funding for real property.

The Chief Superintendent shall:

- 9.1 Ensure that facilities are safe, clean and properly maintained.
- 9.2 Ensure that facility planning and design decisions appropriately consider environmental impacts, including eco-efficiency and sustainability.
- 9.3 Utilize Board-approved prioritization criteria to ensure the effective and efficient use of capital funding and demonstrate responsible stewardship of resources.
- 9.4 Maximize the public's use of facilities as long as student safety, student activities, and the instructional program are not compromised.
- 9.5 Ensure that financially significant improvements, acquisition, disposal or encumbrance of real property are in support of student learning.

Adopted: March 14, 2017

Effective: September 1, 2017



OPERATIONAL EXPECTATIONS**OE-9E: Facilities
Reasonable Interpretation and Indicators****Monitoring Method: Board Self-assessment****Monitoring Frequency: Annually**

The Board of Trustees believes that learning is optimized in facilities that are safe, clean and properly maintained. Further, the Board of Trustees believes that in order to meet the needs of the entire organization, the responsible stewardship of resources requires effective and efficient use of funding for real property.

Interpretation |

The CBE recognizes the direct connection between facilities that are conducive to student learning and the achievement of the Results.

The Chief Superintendent interprets:

- *safe* to mean that the physical learning environment is free from potential harm to students, and that the work environment is compliant with all legal requirements;
- *clean* to mean that CBE schools and facilities are cleaned to a standard which supports occupant health and wellness;
- *properly maintained* to mean that CBE schools and facilities are taken care of in a manner that supports the functionality of the learning and work environment;
- *responsible stewardship* to mean the sustainable management of facilities in support of student learning;
- *effective and efficient use of funding* to mean the fiscally responsible allocation of financial resources on real property that supports student learning; and
- *real property* to mean and land buildings.

The Chief Superintendent shall:

9.1 Ensure that facilities are safe, clean and properly maintained.



Interpretation |

It is critical that learning and work environments are in a condition that optimizes the utility of the school.

The Chief Superintendent interprets:

- *safe* to mean that the physical learning environment is free from potential harm to students, and that the work environment is compliant with all legal requirements;
- *clean* to mean that CBE schools and facilities are cleaned to a standard which supports occupant health and wellness; and
- *properly maintained* to mean that CBE schools and facilities are taken care of in a manner that supports the functionality of the learning and work environment.

Indicators |

1. 100 percent of formally advanced safety related concerns (i.e., Indoor Environmental Quality Concern Registration and Hazard Reports) are responded to within the established timelines.
2. 90 percent of maintenance work orders, requiring adherence to a provincial code, are inspected for conformance with the applicable technical provincial codes.
3. 95 percent of CBE schools and facilities are assessed annually at the Level 2 "Ordinary Tidiness" standard of caretaking and cleanliness.
4. 100 percent of emergency maintenance and repair work requests are acted upon within 24 hours.

9.2 Ensure that facility planning and design decisions appropriately consider environmental impacts, including eco-efficiency and sustainability.

Interpretation |

In creating new or updating learning and work environments, it is important to include attributes that result in minimizing the negative effect on the environment while being easily maintained in the long term.

The Chief Superintendent interprets:

- *environmental impacts* to mean those aspects that include effects on the air, water use and energy use, which ensure that facilities and infrastructure are constructed and operated in an ecologically responsible manner;
- *eco-efficiency* to mean an environmentally friendly building design as outlined in the Leadership in Energy and Environmental Design (LEED) Silver level of certification or equivalent standard; and
- *sustainability* to mean the ability to maintain a component or facility within our financial capabilities while balancing cost effectiveness and environmental impact.

Indicators |

1. 100 percent of new schools, constructed for The Calgary Board of Education are completed to the LEED Silver level of certification or higher.
2. 100 percent of major modernizations will be assessed using the LEED score card.
3. 100 percent of the CBE portion of all site naturalization and school garden requests approved through the applicable process are completed.

9.3 Utilize Board-approved prioritization criteria to ensure the effective and efficient use of capital funding and demonstrate responsible stewardship of resources.

Interpretation |

Making decisions regarding maximizing capital funding requests on known and agreed upon criteria ensures consistency and fairness.

The Chief Superintendent interprets:

- *Board-approved priority* to mean the list of parameters endorsed by the Board of Trustees and utilized by administration to rank each of new school, modernization and modular project requests for provincial funding consideration;

- *effective and efficient use of funding* to mean the fiscally responsible allocation of financial resources on real property that supports student learning; and
- *responsible stewardship* to mean the sustainable management of facilities in support of student learning.

Indicators |

1. Annual submission to the Board of Trustees for approval, within the provincial time frames, of a Three Year Capital School Capital Plan.
2. Annual submission to the Board of Trustees for approval, within the provincial time frames, of the Modular Classroom Plan.
3. Triennial submission to the Board of Trustees for approval of a 10 Year Student Accommodation and Facilities Strategy.

9.4 Maximize the public's use of facilities as long as student safety, student activities, and the instructional program are not compromised.

Interpretation |

Making CBE spaces available for the broader public to access is important to our relationships with the community.

The Chief Superintendent interprets:

- *public use* to mean access for general public users to specific, identified spaces through the rental process administered by the City of Calgary; and
- *as long as student safety, student activities, and the instructional program are not compromised* to mean appropriate guidelines and processes are in place that reflect these values and the public use of CBE school spaces will not adversely impact the delivery of the program of studies and/or extracurricular student events.

Indicators |

1. No less than 80% of schools are made available for public use.

9.5 Ensure that financially significant improvements, acquisition, disposal or encumbrance of real property are in support of student learning.

Interpretation |

It is important that decisions pertaining to CBE land and buildings attend to the impact on student learning.

The Chief Superintendent interprets:

- *financially significant improvements* to mean major modernization projects funded by the provincial government;
- *acquisitions* to mean CBE becoming the owner of and responsible for the maintenance and operation of land or building;
- *disposal* to mean the removal of land or buildings from CBE ownership;
- *encumbrance* to mean burden with financial claim or other registrations affecting transferability of property (excluding standard property encumbrances such as utility right of way and temporary construction liens); and
- *real property* to mean land and buildings.

Indicators |

1. 100% of all real property acquisitions, disposals and encumbrances will be approved by the Board of Trustees.
2. 100% of new school construction and major modernization projects will be approved by the Board of Trustees.

Approved: October 10, 2017