

public agenda

Regular Meeting of the Board of Trustees

November 5, 2024
11:00 a.m.

Multipurpose Room,
Education Centre
1221 8 Street SW,
Calgary, AB

R-1: Mission |

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.

Conflict of Interest reminder: Trustees must disclose any potential pecuniary interest in any matter before the Board of Trustees, as set forth in the agenda as well as any pecuniary interest in any contract before the Board requiring the Board's approval and/or ratification.

Time	Topic	Who	Policy Ref	Attachment
11:00am	1 Call to Order, National Anthem, Acknowledgement of the Land and Welcome	Chair		
	2 Consideration/Approval of Agenda	Board	GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
	5 Operational Expectations			
	5.1 OE-4: Treatment of Employees – Annual Monitoring	J. Pitman	OE-4	Page 5-1
	6 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Information		GC-3	
	8 Matters Reserved for Board Decision	Board	GC-2	
	8.1 Financial Status of Reserves and Designated Funds		OE-5	Page 8-1
	9 Consent Agenda	Board	GC-2.6	
	9.1 Items Provided for Board Decision			
	9.1.1 Governance Culture and Board/Chief Superintendent Relationship Governance Policies – Board of Trustees' Annual Self-Evaluation			Page 9-1



Time	Topic	Who	Policy Ref	Attachment
	<i>(THAT the Board of Trustees approves the Board's 2023-24 self-evaluation report.)</i>			
9.1.2	Proposed Amendments to Governance Culture Policies		GC-2,3,5E	Page 9-4
	<i>(THAT the Board of Trustees approves the amendments to Governance Culture policy 5E: School Name Recommendation Committee Terms of Reference, as provided in Attachment I to this report.)</i>			
9.2	Items Provided for Information		OE-8	
9.2.1	Chief Superintendent's Update		OE-2,3,9	Page 9-14
	Private Session			
	Termination of Meeting			
	Debrief	Board	GC-2.3	

Notice |

This public Board meeting will be recorded & posted online.
 Media may also attend these meetings.
 You may appear in media coverage.

Information is collected under the authority of the Education Act and the Freedom of Information and Protection of Privacy Act section 33(c) for the purpose of informing the public.

For questions or concerns, please contact:
 Office of the Corporate Secretary at corpsec@cbe.ab.ca.

operational expectations monitoring report

OE-4: Treatment of Employees

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 4: Treatment of Employees, the Chief Superintendent certifies that the proceeding information is accurate and complete.

- [x] In Compliance.
[] In Compliance with exceptions noted in the evidence.
[] Not in Compliance.

Signed: [Signature] Date: November 5, 2024
Joanne Pitman, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 1: Global Operational Expectations, the Board of Trustees:

- [] Finds the evidence to be compliant.
[] Finds the evidence to be compliant with noted exceptions.
[] Finds evidence to be not compliant.

Summary statement/motion of the Board of Trustees:

Signed: _____ Date: _____
Chair, Board of Trustees

OE-4: Treatment of Employees

Executive Summary

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.

This Operational Expectation establishes the values and expectations of the Board of Trustees for the Calgary Board of Education regarding the treatment of employees.

The Chief Superintendent's reasonable interpretation and indicators for OE 4: Treatment of Employees were approved on October 12, 2021. The Board was last presented with the annual monitoring report for OE 4 on November 7, 2023. This report includes data available from the 2023-2024 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
4.1	4.1.1	Compliance
4.1	4.1.2	Compliance
4.1	4.1.3	Compliance
4.2	4.2.1	Compliance
4.2	4.2.2	Compliance
4.2	4.2.3	Compliance
4.2	4.2.4	Compliance
4.3	4.3.1	Compliance
4.3	4.3.2	Compliance
4.4	4.4.1	Compliance
4.4	4.4.2	Compliance
4.4	4.4.3	Compliance
4.4	4.4.4	Compliance

OE-4: Treatment of Employees

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.

Board-approved Interpretation |

CBE has the ability to positively impact the 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.
- *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.	Compliant
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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 work environment that is free from potential harm to employees and their well-being.
- *supportive* to mean opportunities for growth and development
- *respectful* to mean a work environment that is caring and where employees feel they are treated fairly.



OE-4: Treatment of Employees

- *organizational culture* to mean the creation and existence of a safe and courteous environment for its employees
- *diversity* to mean exhibiting the full range of human characteristics and abilities.
- *positive and welcoming environment* to mean an atmosphere that is encouraging, stimulating and engaging.

Board-approved Indicators and *Evidence of Compliance* |

<p>4.1.1 Improvement aimed at promoting a welcoming, caring, safe and respectful work environment is noted within two years of scheduled single topic surveys.</p>	<p>Compliant</p>
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The organization is compliant with this indicator.

Evidence statement

In April 2024, a well-being survey was deployed to all employees as a follow-up to the first targeted employee survey administered in June 2022. A total of 7,048 staff completed the survey, which is a 5.9% increase from 2022. Almost 92% of the respondents work in schools, with the remaining 8% of responses being from service units. Overall the results of the 2024 survey were similar to that of the 2022 survey with quantitative results indicating that managing workload, leadership to support well-being, and employee awareness of resources remain of high importance to employees. Employee benefits were also identified as being of high value with 94.6% of survey participants ranking it as the top resource in relation to well-being.

In addition to quantitative questions, the survey allowed staff to provide written comments. Approximately 2,419 comments were received. The survey responses were analyzed to identify key themes around workload, well-being supports and resources, and leadership.

A summary was shared with staff, Superintendents and Trustees in October 2024.

OE-4: Treatment of Employees

<p>4.1.2 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.</p>	<p>Compliant</p>
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The organization is compliant with this indicator.

Evidence statement

The CBE currently provides Professional Improvement Fellowships (PIF) leave opportunities to continuous Staff Association (SA), Professional Support Staff (PSS) and certificated Alberta Teachers' Association (ATA) employees. In the 2023-2024 school year, 23 employees were granted and began their Professional Improvement Fellowship (PIF) leave.

The composition of employees taking a PIF consisted of 17 employees affiliated with the ATA, and 6 with the SA. In addition, there were 72 tuition and books approved for reimbursement through the PIF program. Currently, the CBE does not track if other granted leaves (deferred salary or general leaves) are utilized for professional or personal development; however, it is plausible that some are used in this manner.

<p>4.1.3 Mechanisms in place that support a safe organizational culture are utilized (such as Harassment, Workplace Violence, and Whistleblower reports).</p>	<p>Compliant</p>
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The organization is compliant with this indicator.

Evidence statement

CBE has comprehensive administrative regulations that establish standards for employee conduct, and that provide clear processes to address complaints of bullying, harassment, discrimination, and gross mismanagement of CBE resources. During 2023-2024 school year, AR 4090 - Public Interest Disclosure, AR 4027 - Employee Code of Conduct and AR 4038 - Harassment, Sexual Harassment and Discrimination were reported as being shared and discussed by 100% of all supervisors, including principals. Employees can file complaints through multiple mechanisms – e.g., directly to the Superintendent of Human Resources or through Public School Works. Whistleblower complaints are directed to the Designated

OE-4: Treatment of Employees

Officer at CBE.

Complaints under the relevant mechanisms from a range of employee occupations and worksites are evidence that these mechanisms are available and utilized.

Evidence demonstrates all indicators in subsection 1 are in compliance.

4.2	<p>Establish and implement standards and practices for the recruitment, fair compensation, and retention of highly qualified employees.</p> <p>a. Retain an external expert to conduct a salary survey of exempt and executive positions in 2023 and every four years thereafter.</p>	Compliant
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The processes involved in hiring new employees and maintaining current employees are critical to supporting the achievement of CBE Results.

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 the CBE
- *fair compensation* to mean the aggregate cost of 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.
- *highly qualified* to mean possessing the skills, knowledge and abilities required of the position and principles that align with CBE values and vision..

Board-approved Indicators and *Evidence of Compliance* |

4.2.1	90% of employees who pass their probationary period will still be employed with the CBE at the 2-year anniversary.	Compliant
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The organization is compliant with this indicator.

Evidence statement

OE-4: Treatment of Employees

At the end of the 2023-2024 school year, 91.1% of continuous employees remained employed with the CBE two years after completing their probation period. This is a 2% increase from the same time last year. The Lunch Supervisor role, who while continuous employees, are part time and work a limited number of hours per week (10 hours per week) and experience high turnover likely due to often being parents. Excluding Lunchroom Supervisors, 95.3% of employees (up from 91.75% last year) remained employed after 2 years.

4.2.2	95% of school based principals and assistant principals who successfully pass their evaluation will have maintained the designation at the 3 year anniversary.	Compliant
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The organization is compliant with this indicator.

Evidence statement

In 2023-2024 school year, 100% of school-based principals and 100% of school based assistant principals, who successfully passed their evaluation, maintained their designation at their three (3) year anniversary in 2023-2024.

4.2.3	Salaries and benefits are reviewed annually against identified comparators.	Compliant
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The organization is compliant with this indicator.

Evidence statement

In 2023-2024, salaries and benefits were reviewed against relevant comparators in support of both collective bargaining in the case of unionized staff and compensation policy decisions for exempt staff. New external salary surveys have been reviewed.



OE-4: Treatment of Employees

4.2.4	An external expert conducted a survey of exempt and executive position salaries.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The CBE retained an external expert to conduct a salary survey of exempt and executive positions. An initial review of executive positions was completed in 2024. A review of exempt and additional review of executive positions has currently been undertaken and is expected to be completed in the 2024/25 school year.

Evidence demonstrates all indicators in subsection 2 are in compliance.

4.3	Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.	Compliant
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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*.
- *procedures* to mean those practices and processes subject to the provisions of the collective agreements, terms and conditions of employment and current *Education Act*.

OE-4: Treatment of Employees

4.3.1	<p>100% of employees will be made aware of Calgary Board of Education policies or regulations governing:</p> <ul style="list-style-type: none"> • respect in the workplace; • conflict of interest; and • responsible use of electronic information resources. 	Compliant
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The organization is compliant with this indicator.

Evidence statement

All employees who join the organization are provided CBE documentation regarding regulations governing respect in the workplace, the Employee Code of Conduct and Responsible Use of Electronic Information resources and regulations, through the onboarding process. Employees are responsible for signing-off to indicate awareness.

Every new employee is provided a link to all new hire documents that include:

- AR 4027 – Employee Code of Conduct;
- AR 1061 – Responsible Care and Security of Information;
- AR 1062 – Responsible Use of Electronic Information;
- AR 1070 – Occupational Health and Safety; and
- AR 6024 – Student Records.

Regulations governing respect in the workplace and conflict of interest are available to all employees. Employees access regulations online through the CBE Staff Insite. All employees are advised, as part of a communication plan, of any changes to the administrative regulations. In addition, one hundred percent (100%) of employees are made aware of the policy regarding the responsible use of electronic information each time they log into the CBE network.



OE-4: Treatment of Employees

<p>4.3.2 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</p>	<p>Compliant</p>
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The organization is compliant with this indicator.

Evidence statement

There were no adverse decisions toward the CBE in regard to grievances, arbitrations, board of reference decisions or finding in a court of law that CBE failed to administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.

Evidence demonstrates all indicators in subsection 3 are in compliance.



OE-4: Treatment of Employees

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.	Compliant
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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.
- *exempt employees* to mean personnel who are not part of a bargaining unit according to the Labour Relations Code.

4.4.1	The commencement of every round of collective bargaining occurs after the Board of Trustees approves a bargaining mandate.	Compliant
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The organization is compliant with this indicator.

Evidence statement

There was one bargaining mandate approved by the Board of Trustees during 2023-2024.

The CUPE bargaining mandate was approved by the Board of Trustees at the October 24, 2023 Board meeting.

OE-4: Treatment of Employees

4.4.2	All collective bargaining settlements occur within the parameters of any mandate approved by the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Collective bargaining settlements were within the parameters of the mandates approved in indicator 4.4.1.

Settlements reached during the 2023-2024 fiscal year were:

- ATA Local 38 (local bargaining) Memorandum of Agreement, December 11, 2023
- The Bargaining Council of the Calgary Board of Education Construction and Maintenance Skilled Trades Unions (Trades) Memorandum of Agreement, January 5, 2024
- The Canadian Union of Public Employees (CUPE) Local 40 Memorandum of Agreement, January 23, 2024
- The Calgary Board of Education Staff Association – Main Body (MB) Mediator’s Recommendations for Terms of Settlement, January 29, 2024
- The Calgary Board of Education Staff Association – Professional Support Staff (PSS) Mediator’s Recommendations for Terms of Settlement, January 29, 2024



OE-4: Treatment of Employees

4.4.3	Every round of collective bargaining is concluded with the ratification of the new collective agreement by the Board of Trustees	Compliant
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The organization is compliant with this indicator.

Evidence statement

Collective bargaining was concluded with the ratification of new collective agreements by Board of Trustees as follows:

- ATA Local 38, January 30, 2024
- The Bargaining Council of the Calgary Board of Education Construction and Maintenance Skilled Trades Unions (Trades), January 30, 2024
- The Canadian Union of Public Employees (CUPE) Local 40, February 13, 2024
- The Calgary Board of Education Staff Association – Main Body (MB), February 13, 2024
- The Calgary Board of Education Staff Association – Professional Support Staff (PSS), February 13, 2024

4.4.4	Changes to total compensation packages for exempt employees occur after the Board of Trustees' approval.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Board approved changes to the total compensation package for exempt and executive employees on December 12, 2023.

Evidence demonstrates all indicators in subsection 4 are in compliance.



OE-4: Treatment of Employees

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

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 summarized 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 reasonable progress; and a signed certification from the Chief Superintendent of the status.

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.

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

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 the 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.



**report to
Board of Trustees**

**Financial Status of Reserves and Designated Funds
at August 31, 2024**

Date	November 5, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman, Chief Superintendent of Schools
Purpose	Information and Decision
Originator	Brad Grundy, Superintendent, Chief Financial Officer and Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-7: Communication With and Support for the Board
Resource Person	Tanya Scanga, Director, Corporate Finance

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the transfers represented in Attachment I.

2 | Issue

Operational Expectation OE-5: Financial Planning requires that the Chief Superintendent ensures that prior board approval is received for all expenditures from reserves funds and for all transfers between operating reserves, capital reserves or committed operating surplus.

3 | Background

Each spring, the Calgary Board of Education (CBE) prepares operating and capital budgets (by May 30th), for the school and fiscal year beginning September 1st, for submission to Alberta Education. Quarterly and annual reports are presented to the Audit and Risk Committee and the Board of Trustees to provide updates on the status and results of financial activity. These results are compared to the approved operating and capital budgets to meet the monitoring requirements of OE-5: Financial Planning and GC-5: Board Committees.

When the actual year-end financial results are available, funds are moved to or from reserves to compensate for a deficit or reserve a surplus for a future period. The Board has approved terms and conditions for operating and capital reserves, including additions and withdrawals subject to Board approval in alignment with OE-5: Financial Planning.

In the past, the CBE has allowed any leftover budgeted funds from one-time projects to be carried forward into the following year. These funds are known as Designated Funds and their amount and purpose are approved annually by the superintendents.

If the transfers proposed in this report are approved, the operating reserves balance as at August 31, 2024, will be \$45.4 million (3.2% of total fiscal 2022-23 expenditures). This operating reserve balance will then be available to fund future operations subject to Board of Trustees and Ministerial approval. (Attachment I).

4 | Analysis

The following provides details to support all requests for operating and capital reserve transfers for the year ended August 31, 2024 (Attachment I).

Restricted Reserves

EducationMatters flow-through fund

The CBE is required to consolidate the financial results of EducationMatters¹ for financial reporting purposes under public sector accounting standards. The EducationMatters flow-through fund represents the operating surplus of EducationMatters which is not available to support CBE operations.

Sept 1, 2023	Transfers in / (out)	Aug 31, 2024
\$ 1,890,000	\$ 235,000	\$2,125,000

¹ EducationMatters is a charitable trust that funds innovative public enhancement programs. It is governed through a Trust indenture by an independent Board of Governors, which includes two appointed CBE Trustees.

Designated Operating Funds

Operating budgets are prepared on an annual basis and relate to the CBE's fiscal year. Past practice at the CBE has been to permit unspent budgeted funds, pertaining to projects initiated in the year that are not yet fully completed, to be carried forward, subject to Superintendents' Team approval, for use in the following year. If not approved, these expenditures would need to be funded from 2024-25 resources.

Sept 1, 2023	Transfers in / (out)	Aug 31, 2024
\$ 8,766,000	\$ 7,306,000	\$ 16,072,000

Guidelines are in place to assist in the determination of which requests are considered appropriate to support the carryforward of unspent budgeted funds (Attachment II). In general, for funds to be carried forward, the project requires previous approval, has commenced, and is planned to conclude in the following school/fiscal year.

The \$7.3 million transfer represents a cumulative increase in service unit carryforwards of \$4.2 million and an increase in school carryforwards of \$3.1 million. This transfer establishes a carryforward of \$9.5 million in service unit carryforwards and \$6.6 million in school carryforwards and towards the 2024-25 fiscal year.

Available for use reserves

Fiscal Stability Reserve

The Fiscal Stability Reserve was established at the end of 2006-07 and amended in September 2016 to:

- Stabilize the CBE's operating activities from year to year if provincial funding does not keep pace with student growth.
- Stabilize the CBE's operating activities from year to year in years of temporary student decline.
- Provide funds for planned or unexpected dramatic operational consequences or emergencies.
- Provide funds for one-time initiatives that generate operating budget savings.

The targeted minimum balance under the terms and conditions for this reserve is \$7 million or 0.5% of the total annual operating budget.

Sept 1, 2023	Transfers in / (out)	Aug 31, 2024
\$ 37,363,000	\$ (37,000)	\$ 37,326,000

Capital Reserves

Capital Reserves includes the carry forward of unspent budgeted funds from the previous year as well as other specific capital reserves established such as capital leases, relocations, etc. Similar to operating designated funds, unspent budgeted funds pertaining to projects initiated in the year that are not yet fully completed, are recommended for carry forward for use in the following year.

The current year net decrease of \$5.2 million can be attributed to an \$11.3 million transfer from the capital reserve to fund in year approved capital projects, offset by an approved one-time transfer of \$3.6 million in solar rebate revenue and an increase in capital carryforwards of \$2.5 million year over year.

The same guidelines for both operating and capital are used to determine which requests are considered appropriate for carryforward (Attachment II).

Sept 1, 2023	Transfers in / (out)	Aug 31, 2024
\$ 78,987,000	\$ (5,199,000)	\$ 73,788,000

5 | Financial Impact

The complete Financial Statements with the signed Audit Report will be presented to the Board of Trustees in late November 2024 for approval. At the time of writing this report, the audit is in progress. Any changes required, because of audit findings, could amend the year end unrestricted surplus balance or actual reserves transfers recommended for the CBE.

The Financial Statements will include disclosure of planned reserve transfers and the reserved designated funds with full disclosure in the 2023-24 year-end Audited Financial Statements and this disclosure will be consistent with previous Board of Trustees motions.

The Statement of Operations for the Year Ended August 31, 2024

In the financial statements that are presented later in November, Administration expects that the CBE's unrestricted deficit, within the broader Accumulated Surplus from Operations (ASO) will be a deficit of \$43,824,000 after accounting for the reserve provision request identified in this report. This is up from a deficit of \$21,107,000 for the 2022-23 fiscal year. This increase is due to several compounding factors including, but not limited to, inflationary cost pressures and rapid enrolment growth.

The CBE's operating and capital reserve balances remain healthy and within government and Board policy limits. However, this increase in the unrestricted deficit, within the broader ASO, reduces the CBE's ability to deploy those reserves.

Accordingly, for the 2024-25 fiscal year CBE Administration has taken several actions to begin eliminating the CBE's unrestricted deficit including carefully manage expenditures across the system to increase CBE's flexibility to deploy the reserves in the future.

The unrestricted deficit includes an operating deficit (for fiscal 2023-24) of \$4,776,000. The CBE's ASO is expected to be \$1,535,000 after accounting for the reserve provision requests identified in this report.

6 | Conclusion

Each of these requests to transfer funds to or from these Reserves is being recommended in accordance with the Board approved terms and conditions for specific reserve funds where applicable and in accordance with provincial regulations and guidelines.

This report represents the Statement of Total Reserves and Designated Funds as at August 31, 2024, with a request for consideration and approval of the Reserve transfers by the Board of Trustees in connection with the 2023-24 operating and capital budgets and associated financial results for the Calgary Board of Education, as required by OE-5: Financial Planning.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: **2023-24 Statement of Total Reserves and Designated Funds**
Attachment II: **Guidelines for carry-forward requests**

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.



Attachment I – 2023-24 Statement of Total Reserves and Designated Funds

CALGARY BOARD OF EDUCATION 2023-24 PROPOSED USE OF OPERATING RESERVES (in \$ thousands)

<u>Description</u>	Reserves balance Sep. 1, 2023	2023-24 Budget planned use of reserves ⁽¹⁾	2023-24 Change in reserves	Reserves balance Aug. 31, 2024
Accumulated operating reserves				
<u>Available for use reserves</u>				
Fiscal stabilization reserve	37,363	-	(37)	37,326
<u>Restricted reserves</u>				
EducationMatters flow-through funds ⁽²⁾	1,890	-	235	2,125
Changes in accounting policy reserve	(10,164)	-	-	(10,164)
Total operating reserves	29,089	-	198	29,287
Designated operating reserves				
School decentralized budgets	3,412	-	3,150	6,562
Instructional and service unit initiatives	5,354	-	4,156	9,510
Total designated funds	8,766	-	7,306	16,072
Total operating reserves and designated	37,855	-	7,504	45,359
Capital reserves				
Building reserve	52,954	-	(7,740)	45,214
Other capital reserves ⁽³⁾	25,235	-	2,541	27,776
Plant, operations and maintenance	798	-	-	798
Total capital reserves	78,987	-	(5,199)	73,788
Total reserves	116,842	-	2,305	119,147

(1) Approved by the Board of Trustees on May 30, 2023.

(2) This reserve is the result of consolidating Education Matters into the CBE's financial statements in accordance with accounting standards



Attachment II: GUIDELINES FOR CARRYFORWARD REQUEST

- 1) The amount requested is for project expenditures not otherwise incorporated in the 2023-24 operating and capital budgets and are directly related and critical to the success of the Education Plan.
- 2) The initial funding for the project has been specifically approved by the Superintendents' Team or the Capital Budget Council (A cross-organizational council chaired by the Chief Financial Officer).
- 3) The project is already underway as evidenced by outstanding purchase orders or a work order.
- 4) All service unit carry-forward requests are presented to Superintendents' Team for approval or rejection prior to their inclusion in this report.

**report to
Board of Trustees**

**Governance Culture and Board/Chief Superintendent
Relationship Governance Policies - Board of Trustees' Annual
Self-Evaluation**

Date	November 5, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
Purpose	Decision
Originator	Trustee Nancy Close Chair, Board Governance Committee
Governance Policy Reference	GC-2: Governing Commitments GC-3: Board Job Description GC-5: Board Committees B/CSR 1-5: Board/Chief Superintendent Relationship Policies
Resource Person(s)	Patricia Minor, Corporate Secretary

1 | Recommendation

It is recommended:

- That the Board of Trustees approves the Board’s 2023-24 self-evaluation report.

2 | Issue

The Board of Trustees’ Governance Policy GC-2: Governing Commitments stipulates that:

“2.3 The Board is responsible for its own performance, and commits itself to continuous improvement.”

“2.4(c) the Board will regularly and systematically monitor and evaluate the effectiveness of all Board Policies.”



3 | Background

The Board's Governance Culture 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.

The Board/Chief Superintendent Relationship 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.

The Board of Trustees is committed to self-evaluation through the annual monitoring of its Governance Culture and Board/Chief Superintendent Relationship policies.

The following policies were reviewed:

- Governance Culture Policies 1 through 8; and
- Board/Chief Superintendent Relationship Policies 1 through 5

4 | Analysis

The Board Governance Committee met in September 2024, for the following purpose:

- review the results of the Board's self-evaluation survey regarding its adherence to Governance Culture and Board-Chief Superintendent Relationship policies during the 2023-24 school year;
- develop a recommendation for how to conduct the Board's annual self-assessment; and
- develop performance improvement recommendations for the 2024-25 school year.

The Committee then held several discussions with the Board of Trustees to review the Board's self-evaluation survey results on adherence to its Governance Culture and Board-Chief Superintendent Relationship policies during the 2023-24 school year; and consider the performance improvement recommendations from the Board Governance Committee.

5 | Conclusion

The following represents the Board of Trustees' performance improvement recommendation for 2024-25 school year:

In accordance with section 2.6 of Governance Culture 2: Governing Commitments policy, the Board will focus on promoting positive working relationships 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.

report to Board of Trustees

Proposed Amendments to Governance Culture Policies

Date	November 5, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Bolger Board Chair
Purpose	Decision
Governance Policy Reference	GC-2: Governing Commitments GC-3: Board Job Description GC-5E: School Name Recommendation Committee Terms of Reference
Resource Person(s)	Patricia Minor, Corporate Secretary

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the amendments to Governance Culture policy 5E: School Name Recommendation Committee Terms of Reference, as provided in Attachment I to this report.

2 | Background

Section 4(b) of the Board Procedures Regulation (AR 82/2019) states the Board must monitor and evaluate the effectiveness of the established policies and procedures on a regular basis.

Further, the Board of Trustees' Governance Culture Policy 2: Governing Commitments sets out the expectation for the Board to regularly and systematically monitor all Board policies.



3 | Analysis

The Board of Trustees operates under the Coherent Governance model of corporate governance whereby the Board provides leadership for the CBE by setting direction through policy. Section 33(1)(h) of the *Education Act* mandates that the Board establish governance and organizational structures for the CBE.

Day to day operations and leadership of the system lays with the Chief Superintendent who is responsible for carrying out duties as assigned by the Board (Section 33(1)(j) of the *Education Act*). The Board governs the system through policies that set out the Results (learning outcomes), Operational Expectations (the boundaries of day-to-day operations), Governance Culture (how the Board works) and Board/Chief Superintendent Relationship (delegation to and evaluation of the Board's single employee).

Board policies enable the Board of Trustees to effectively lead, direct, inspire and control the outcomes and operations of the Calgary Board of Education through a set of carefully crafted policy statements and the effective monitoring of them. Under the Board's leadership the Chief Superintendent is empowered to make all decisions save and except those matters that cannot be delegated by law or those specifically reserved for the Board of Trustees.

The Governance Culture Policies clearly defines the individual and collective behaviour required by the Board and Trustees 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.

The Board of Trustees considered a report entitled Proposed Amendments to Governance Culture Policies at the June 18, 2024 regular scheduled meeting and, passed the following motion:

THAT the Board of Trustees approves the amendments to GC-5E: School Name Recommendation Committee Terms of Reference, as provided in Attachment II to the report.

Following Board approval of Governance Culture 5E: School Name Recommendation Committee Terms of Reference, it was noted that Exhibit II, Draft Survey Questions, referenced in the Terms of Reference was inadvertently missed being included as part of the June 18, 2024 report. This report is being provided to have Exhibit II be included as part of the School Name Recommendation Committee Terms of Reference.

4 | Conclusion

The Board of Trustees to consider proposed amendments to the Governance Culture policy 5E: School Name Recommendation Committee Terms of Reference.

ATTACHMENTS

Attachment I GC-5E: School Name Recommendation Committee Terms of Reference (proposed revisions)

GOVERNANCE CULTURE**GC-5E: Board Committees Terms of Reference****Monitoring Method: Board Self-assessment****Monitoring Frequency: Annual****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.

GOVERNANCE CULTURE
GC-5E: Board Committees Terms of Reference**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: ~~June 18, 2024~~

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

Roles and Responsibilities	Required
1. 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. 	
2. Ensure the acknowledgement of the land and its relationship with Indigenous peoples is considered.	√
3. 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 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. • Except for high schools, it will be the practice to exclude grade configurations as part of school name recommendation(s). 	√

Roles and Responsibilities	Required
4. May retain up to two independent historians to conduct historical research and analysis on potential names, as approved by the Board of Trustees.	
5. Engage with the community as outlined in Exhibit I. Any additional engagements must be consistent with the CBE's dialogue framework.	√
6. Ensure the reputation of The Calgary Board of Education is given the highest priority when making recommendations for the naming of a school.	√
7. Provide a minimum of two name recommendations to the Board of Trustees for a school.	√

Exhibit I
Community Engagement Survey Process

1. Once a School Name Recommendation Committee has possible names for a new school, which have been shared with the Board of Trustees and name use approval received, when required, the Committee will issue a public survey open to all Calgarians for a period of 7 days.
2. The survey will include the biographies of person's names being considered along with the information outlined in Exhibit II, draft survey questions.
3. The survey will be open to all Calgarians. CBE will share the survey link through School Messenger, with members of the Committee and the survey link will be available on the CBE public website.
4. The survey results will be reviewed by the Committee along with other name options provided through the survey.
5. The survey results will be shared with the Board of Trustees as part of the Committee's name recommendations to the Board.

Exhibit II Draft Survey Questions

Welcome to the ?? School Naming Survey

When new schools are being built, many parents and community members wonder what the name of the new school in their community will be and how that name is chosen. At the CBE, the naming of a new school or a change in the name of an existing school is the responsibility of the Board of Trustees.

To select a school name, the Board of Trustees organizes a school name recommendation committee. This committee includes the ward trustee, a second trustee, CBE administration and school community representatives.

The school name recommendation committee engages with the community consistent with CBE's Dialogue Framework. This engagement must take place before a recommendation is made to the Board of Trustees.

The school name recommendation committee considers the following guiding principles when reviewing and recommending possible names:

- The name should provide meaningful learning opportunities for students.
- Schools may be named for:
 - 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 *Results*, 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 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.
- Except for high schools, it will be the practice to exclude grade configurations as part of school name recommendation(s).

The committee will then recommend a minimum of two names for the school to the Board of Trustees. In most cases, the Board will approve a name six to eight months in advance of the school opening.

The Board of Trustees' school name recommendation committee has compiled a shortlist of school names for your consideration. You may also provide comments or suggestions for a

different name (name of a person or a landmark relevant to the area). We appreciate your voice and participation.

It is important to note that this is not a vote, but rather an opportunity for input.

1. What is your relationship to the school?

- Student
- Staff Member
- Parent
- Community Member

2. My first choice for the name of the new school in [community name] is:

- List name options, plus
- None of the above (if this option is selected the survey will move directly to question 4, which is an optional question).

3. My second choice for the name of the new school in [community name] is:

- List of remaining name options, the 1st choice name will be excluded from this list.

4. You may suggest a different name that you think would be appropriate for the new school in [community name] and why you are suggesting the name:

Biographies/Information for Proposed Names

Chief Superintendent’s Update

Date November 5, 2024

Meeting Type Regular Meeting, Public Agenda

To Board of Trustees

From Joanne Pitman
Chief Superintendent of Schools

Purpose Information

Governance Policy Reference
OE-2: Learning Environment/Treatment of Students
OE-3: Instructional Program
OE-9: Facilities

1 | Recommendation

This report is being provided for information for the Board. No decision is required at this time.

2 | Issue

As the Board of Trustees’ chief executive officer, the Chief Superintendent is accountable for meeting the expectations set by the Board. These expectations are stated in Results and Operational Expectations policies.

OE-2: Learning/Environment/Treatment of Students states 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.” With other reports submitted to the Board of Trustees, this update meets the requirement of providing safe and positive learning conditions for each student that fosters a sense of belonging and a respect for diversity.

OE-3: Instructional Program states that “providing high quality programming for all students is essential for student success, as defined in the Results”.



With other reports submitted to the Board of Trustees, this update meets the requirement of OE-3 in planning for and providing challenging, relevant and high quality programming opportunities that consider the educational needs of students.

OE-9: Facilities states 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”. With other reports submitted to the Board of Trustees, this update meets the requirement of OE-9 in the effective and efficient use of capital funding and demonstrates responsible stewardship of resources.

3 | Background

OE-3 Instructional Program | Unique Pathways & Off-campus Education - Dual Credit Programming

In today’s rapidly evolving educational landscape, offering dual credit and exploratory programming during the summer has become increasingly vital. With students juggling busy schedules during the school year, summer often represents their only opportunity to engage in these enriching experiences. Dual credit programs not only allow students to earn post-secondary credits while still in high school, but they also play a crucial role in supporting their transition to post-secondary education. By experiencing college-level coursework early on, students gain valuable insights into academic expectations and build essential skills that prepare them for the rigors of higher education.

The Unique Pathways team offered seven Dual Credit Programs in Summer 2024 – four stand alone courses from the University of Calgary, one single course from Olds College, as well as a two-course bundle and single course offering from SAIT. A total of 112 students enrolled in these programs, of which 94% of students were successful. They earned a combined 610 high school Career and Technology Studies (CTS) credits and 319.5 post secondary credits in their various pursuits.

92% of students would recommend a Unique Pathways program to a friend and 79% feel more confident in their ability to continue along their chosen pathway after completing their summer program.

OE-3 Instructional Program | Unique Pathways & Off-campus Education - Exploratory Programming

Exploratory programs help students connect with a labor force in need, providing them with hands-on experiences and insights into various career paths. These programs may directly support students entering the workforce by equipping them with practical skills and knowledge that employers value. By integrating these offerings into the summer months, we empower students to take charge of their learning, broaden their horizons, and better prepare for their future academic and career pursuits. Investing in these programs enhances individual growth and strengthens our communities by cultivating a more

knowledgeable and skilled workforce ready to meet the demands of the job market.

Five exploratory programs were offered in the month of July through The Educational Partnership Foundation (TEPF) and their network of local training centres. Unique Pathways supported 19 students enrolling in these programs, of which 89% completed and earned 77 hours-based Work Experience credits.

76% of students feel they are more prepared for the work force after attending their summer program and 67% of students said that their program confirmed the direction they wish to go in the future.

OE-3 Instructional Program | Unique Pathways & Off-campus Education - Off-campus Education

Over 400 students enrolled in Chinook Learning Services' (CLS's) Summer Off-Campus program to earn high school credits while acquiring valuable job-related skills. The experience that students gain through this valuable summer opportunity helps them to clarify their career aspirations and assists them in developing critical workplace skills. Students who completed the program this year identified particularly meaningful gains in skills related to communication, cooperation and teamwork, accountability and responsibility, critical thinking and problem-solving, and time-management.

One student commented, "The idea of being able to work while earning credits is both highly beneficial and rewarding. It is certainly a program I will be returning to next year. As a whole...the Work Experience program has taught me to become a more responsible and independent individual, which has and will continue to [impact] my day-to-day life."

Chinook Learning Services is delighted to be able to offer a summer program that elicits positive feedback from its key stakeholders and successfully supports the vision of the CBE and Alberta Education in "recognizing the value of learning in a work setting where employability skills develop as part of job exploration and job training programs."

OE-2 Learning/Environment/Treatment of Students | OE-3 Instructional Program | Webinar for School Leaders - Digital Citizenship Plans, Personal Mobile Devices Policy, and Technology Privacy

On October 8, 2024, the Teaching and Learning with Technology Team presented a webinar for over 95 school leaders to support their work in making their digital and school environments safe and effective for teaching and learning. The session included resources for developing annual school Digital Citizenship Plans, an overview of the new personal mobile devices policy, answers to frequently asked questions related to technology privacy, and guidelines on the integration of artificial intelligence in education.

OE-2 Learning/Environment/Treatment of Students | OE-3 Instructional Program | Indigenous Education Fall Newsletter

The Indigenous Education Fall Newsletter was published on October 3, 2024. The newsletter included a reflection on the CBE's commemoration of the National Day for Truth and Reconciliation, updates about Maatoomsii'Pookaiks 2024, information on significant fall dates, celebrations of Indigenous Education initiatives in the CBE, professional learning opportunities, and seasonal learning resources.

OE-2 Learning/Environment/Treatment of Students | OE-3 Instructional Program | Making Relatives Kinship Circle

Following 13 years of a successful Chief Superintendent Elder Advisory Council (EAC), the format has been expanded to build relationships with Indigenous Elders and Knowledge Keepers in new ways. The new format is called Making Relatives Kinship Circle and includes four parts:

- Gathering Together: gathering with a community of Elders and Knowledge Keepers
- Knowledge Circle: meeting 1-1 or with small Nation groups (e.g., Blackfoot, Tsuut'ina)
- Working Together: working with Elders and Knowledge Keepers on key projects
- Learning Together: learning with and from Elders and Knowledge Keepers

On November 1, 2024, the first "Gathering Together" with last year's EAC members and new Elders and Knowledge Keepers was held at Niitsitapi Learning Centre. During this gathering, system and school leaders focused on making relatives with the community of Elders and Knowledge Keepers.

OE-2 Learning/Environment/Treatment of Students | Elbow River Healing Lodge & Niitsitapi Learning Centre Wellness Clinic

Following the successful completion of a Collaboration Agreement with Alberta Health Services, Elbow River Healing Lodge and Niitsitapi Learning Centre, the 'Wellness Clinic' was re-opened and celebrated with an official opening on October 25, 2024. The Wellness Clinic is a space where Niitsitapi Learning Centre students, siblings, and their caregivers can access general family medicine practice and additional services agreed on by all parties, promoting better health and improved learning outcomes.

OE-2 Learning/Environment/Treatment of Students | OE-9 Facilities | Enrolment Growth Remains Strong in 2024-25

The official end of September 2024 enrolment count of the CBE is 142,402 students. This represents an increase of 4,158 students or 3.0% growth from end-September 2023 to end-September 2024.

Although this growth is less than that experienced in the previous two school years, it is still much higher than the year-over-year increases the CBE

experienced prior to 2022. In fact, between end-September 2021 and end-September 2024, the CBE grew by 17,073 students. The result is a system utilization rate of almost 95%, further underscoring the need for the system to remain focused on creating new student spaces and optimizing existing student spaces to accommodate the record growth experienced over this three-year period.

A comprehensive School Enrolment Report will be presented at the regularly scheduled public Board meeting on December 17th where school-by-school and program-specific details will be available.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOL

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined 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 defined in policy the degree of authority delegated to the Chief Superintendent, and set out how the Chief Superintendent's performance, and ultimately the organization's performance, will be evaluated.

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.

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.