

public agenda

Regular Meeting of the Board of Trustees

December 10, 2019
12:00 p.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
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions			
	4 Results Focus			
	5 Operational Expectations			
	5.1 Budget Assumptions Report - Update	B. Grundy	OE-5	Page 5-1
	6 Public Comment		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Action	Board	GC-3	
	8 Consent Agenda	Board	GC-2.6	
8.1 Items Provided for Board Approval				
8.1.1 OE-8: Communicating and Engaging With the Public – Annual Monitoring (<i>THAT the Board approves that the Chief Superintendent is in compliance with the provisions of OE-8.</i>)			Page 8-1	
8.1.2 Proposed Amendments to the Board Meeting Procedures (<i>THAT the Board approves the amendments as submitted.</i>)			Page 8--2	

Time	Topic	Who	Policy Ref	Attachment
	8.2 Items Provided for Board Information		OE-7	
	9 In-Camera Session			
3:00 p.m.	10 Adjournment			
	Debrief	Trustees	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.

Archives will be available for a period of two years.
 Information is collected under the authority of the School 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.

report to Board of Trustees

Budget Assumptions Report – Fall 2019 Update II

Date	December 10, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Information
Originator	Brad Grundy, Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning
Resource Persons	Superintendents' Team Finance / Technology Services staff Communications staff

1 | Recommendation

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

2 | Issue

Operational Expectation 5: Financial Planning, sub-provision 5.1 requires the Chief Superintendent to present budget-planning assumptions.

The Chief Superintendent interprets the budget-planning assumptions to include key principles and variables, both controllable and non-controllable, which will drive budget decisions.

The Budget Assumptions Report will reflect the Board's values and identify critical and relevant factors impacting the development and balancing of the budget. This Budget Assumptions Report is directional in nature and sets out the strategies being contemplated by administration to address the impact of the revenue reduction imposed on the CBE.



The following outlines the budget development to date:

- The Board was provided with a Budget Assumptions Report on May 14, 2019 for the Budget Report submitted to Alberta Education by June 30, 2019.
- Subsequent to the submission of the CBE's 2019-20 Budget Report, the Government of Alberta issued its 2019-20 budget on Oct. 24, 2019. That budget reduced funding which varied from the assumption of funding being maintained or increased upon which the CBE based its spring 2019-20 school year budget.
- The Board was provided an updated Budget Assumptions Report on Nov. 14, 2019, which considered strategies in response to the provincial fall budget.
- On Dec. 3, 2019, the Board was provided a Budget Assumptions Report - Update outlining a communication from the Minister of Education on Nov. 27, 2019 that provided for a one-time exception to the Infrastructure Maintenance and Renewal (IMR) grant requirements to provide increased operational flexibility for the 2019-20 school year and related budget.

This Budget Assumptions Report – Fall Update II incorporates the impact of repurposing \$15 million of Infrastructure Maintenance and Renewal grant funding to support certificated and non-certificated positions in schools. That reallocation allows the CBE to rescind the termination notices sent to 317 teachers on temporary contracts. Those staff will return to schools for the remainder of the school year. The remaining funds will be used to moderate the impact of fee increases and eliminate the need for service level changes related to student transportation for the 2019-20 school year.

Given the nature of the changes and implications to schools and service units, CBE administration is providing this Budget Assumptions Report – Fall Update II to inform the Board.

The related Budget Report will be provided to the Board on or about the 7th of January, 2020. That Budget Report will be based upon the budget assumptions contained in this report. At present, CBE administration is working through the myriad of implications associated with the implementation of these assumptions.

3 | Conclusion

The attached report on budget assumptions accomplishes the above-noted provision and interpretation and is submitted for consideration by the Board of Trustees.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Budget Assumptions Report 2019-20 – Fall 2019 Update II



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.



Budget Assumptions Report 2019-20 Fall 2019 Update II



learning | as unique | as every student

1221 - 8 Street S.W.
Calgary, AB T2R 0L4



**Calgary Board
of Education**

Introduction

NOTE: This Budget Assumptions Report – Fall Update II incorporates the impact of repurposing \$15 million of Infrastructure Maintenance and Renewal grant funding to support certificated and non-certificated positions in schools. That reallocation allows the CBE to rescind the termination notices sent to 317 teachers on temporary contracts. Those staff will return to schools for the remainder of the school year. The remaining funds will be used to moderate the impact of fee increases and eliminate the need for service level changes related to student transportation for the 2019-20 school year.

The Budget Assumptions Report (BAR) is a high-level document that sets out the:

- operating context of the CBE;
- financial and operating assumptions that will be incorporated into the CBE's budget to be considered by the Board of Trustees on Jan. 7, 2020;
- strategies to cover the gap between funding and costs; and
- risks involved in the CBE's balancing strategies.

The CBE, like other metro school jurisdictions, receives more than 93 per cent of its total funding from Alberta Education. Metro school jurisdictions in Alberta typically have salaries and benefits equivalent to between 75 and 80 percent of total expenditures, and spending in schools generally consumes between 75 and 80 per cent of total expenditures.

The remainder is spent on plant operations and maintenance (10-14 per cent), transportation (4-5 per cent), and board and system administration which is provincially mandated to be capped at 3.6 per cent (see Appendix VIII). Accordingly, changes to how education funding amounts are determined and allocated has a significant impact on the delivery of public education services.

Organizational Summary

Mission

The Board of Trustees' Mission is: **“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.”** The CBE considers each individual student and their learning requirements while balancing all student needs against available financial and other resources.

Values

Administration's approach to the budget is guided by CBE values:

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

The CBE will continue to optimize student learning while recognizing the reality of fiscal constraints.

Guiding documents

The CBE is guided by its [Three-Year Education Plan](#). This plan is updated each year as required by Alberta Education to support accountability and transparency throughout the Provincial ECS (pre-kindergarten and kindergarten) to Grade 12 education system and to ensure alignment of school authorities with Provincial direction.

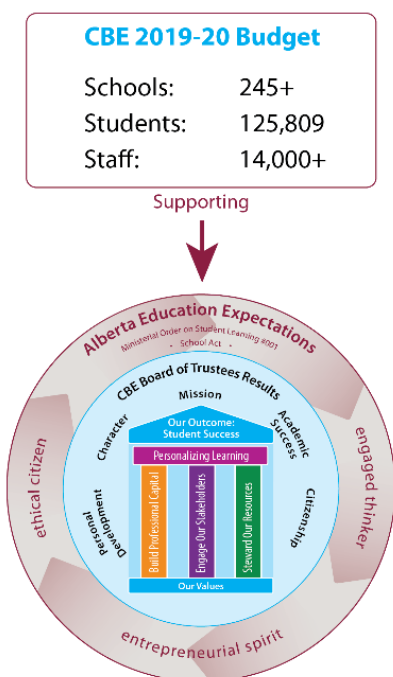
The CBE's 2018-21 Three-Year Education Plan guides the work and connects each CBE employee to the Mission, Values and Outcome: Student Success. The CBE is focused on personalized learning, building professional capital, engaging stakeholders and stewarding resources. Taken together, the CBE believes these areas of focus allow for the provision of a high quality public education for all CBE students.

For the 2019-20 school year the CBE will focus on achieving the goals set out in the Three-Year Education Plan and the following system priorities:

- Improving student achievement, equity and well-being
- Strategically allocating resources to support student success
- Increasing organizational effectiveness through service transformation
- Developing our employees

Provincial Budget and Impacts

Typically, Provincial budgets are received in the spring prior to the start of a new school year. This timing permits jurisdictions to plan and make staffing decisions. For 2019-20, the final budget was received in the fall (Oct. 24, 2019) subsequent to the start of the school year. Decisive action was needed with the information available at the time. Combined with limited reserves the actions required had a higher likelihood of impacting schools, students and staff. What follows is the evolution of planning for the 2019-20 budget cycle.



Balancing the Budget Mid-Year



2019-20 school year started without a provincial budget; services were provided based on Board-approved assumptions that assumed the same funding as 2018-19. Fall budget announcement made it clear that there was an additional gap.



Now that there is clear information on funding to be received, CBE must make up for:

- Difference in funds already spent PLUS
- \$32M decrease in funding

On June 30, 2019, the CBE submitted a balanced budget, as required, to Alberta Education ([Spring Budget 19/20](#)). That spring budget was based on the assumption that school jurisdiction funding for 2019-20 would be maintained at 2018-19 funding levels notwithstanding enrolment growth and other inflationary cost pressures. Strategies deployed in the spring budget included maintaining the allocation to schools consistent with the prior year, reducing service unit costs and staffing, reducing board funded capital spending, and drawing on reserves to bridge the funding gap.

Spring Budget 2019-20

Based on assumptions set in the spring budget:

	In millions
Projected Status Quo Budget	(\$40)
Strategies to reduce budget deficit	
• Maintain 2019-20 school based funding at 2018-19 levels notwithstanding enrolment growth of 2400	\$22
• Decrease in service unit budgets	\$3
Assumed Spring Budget 2019-20 deficit	(\$15)
Use of operating and capital reserves to balance	\$10
Carried pressure for 2019-20 (Savings to be found throughout the year)	(\$5M)

On Oct. 24, 2019, the provincial budget was released. That budget reduced total Alberta Education revenue allocated to the CBE by \$32 million on a year over year basis notwithstanding enrolment growth of 2,400 students.

The spring budget assumed continued funding of the Fee Replacement Grant, Class Size Initiative and Classroom Improvement Fund. These three grants, totalling \$85 million, were eliminated and replaced with a one-time, \$24 million, transition grant plus enrolment growth funding of \$29 million. The net changes amount to a decrease of \$32 million. As the funding change is being implemented mid-year, \$48 million in annualized savings are required to generate \$32 million over the remainder of the school year.

Fall Budget Update 2019-20

After the provincial budget announcement, the decrease in funding to be received from Alberta Education includes:

(\$85M)	Eliminated Grants Class size initiative \$54M Fee Replacement Grant \$18M Classroom Improvement Fund \$13M
\$24M	One Time Transition Grant
\$29M	Enrolment and other funding changes
<hr/>	
(\$32M)	Total decrease in funding received

In the [Budget Assumptions Report - Fall Preliminary](#) administration identified strategies to close the gap created by the funding cut. The solutions were not ideal and would affect students, families, schools and CBE staff; but they needed to be considered in order to close the gap for the remainder of the 2019-20 budget year.

Decisive action was required in order to achieve the reductions within the remainder of the year. A one-month delay in taking action would have necessitated finding an additional \$5 million in savings on an annualized basis.

The first action on this strategy occurred on Nov. 19, 2019, when the CBE issued termination notices to 317 teachers on temporary contracts effective Jan. 2, 2019.

Termination notices were issued in order to provide CBE flexibility in decision making as it continued its evaluation of options to bridge the funding gap. To achieve this flexibility, statutory requirements mandate providing 30 days notice before a break of 14 days or more (in this case, winter break). The relevant sections exist under the *Education Act* (sections 209(3) and 217(1)).

With this flexibility the CBE intended to return approximately half of the staff who received notice to schools. At the same time the CBE was planning to reallocate central certificated staff to schools and reduce funding and staffing in service units.

On Nov. 27, 2019, the CBE received communication from the Minister of Education advising that for the 2019-20 school year only, subject to ministerial approval, school boards have the ability to repurpose the operating portion of the Infrastructure Maintenance and Renewal (IMR) grant to support classroom, or school-based, certificated and non-certificated staffing costs.

The CBE requested and received ministerial approval on Dec. 2, 2019 to access this additional flexibility in the amount of \$15 million. As a result, the CBE has reassessed the immediate need to reduce the number of temporary teachers mid-year.

The remainder of this report sets out the revised strategies and targeted savings associated with each action, modified by the evolving budget announcements and consultation with Alberta Education.

Strategies

NOTE: This Budget Assumptions Report – Fall Update II incorporates the impact of repurposing \$15 million of Infrastructure Maintenance and Renewal grant funding to support certificated and non-certificated positions in schools. That reallocation allows the CBE to rescind the termination notices sent to 317 teachers on temporary contracts. Those staff will return to schools for the remainder of the school year. The remaining funds will be used to moderate the impact of fee increases and eliminate the need for service level changes related to student transportation for the 2019-20 school year.

The following strategies, to close the annualized spending gap of \$48 million, have been updated based on the Dec. 2, 2019 approval by the Minister of Education to access \$15 million in Infrastructure Maintenance and Renewal grant funding. These strategies also incorporate the impacts and implications of provision within the relevant collective agreements which apply to 98 percent of all CBE staff.

Strategy	Context	Fall Budget	Spring Budget	Total 19/20
<p>1. Deploy central and Area office staff to schools</p>	<p>Prior to the approval of IMR grant funding use to address reductions, the CBE had begun a process of identifying staff for mid-year transfer to address the reduction of temporary teachers in key roles in schools.</p> <p>This transfer process is subject to a number of notice and transfer provisions within the Alberta Teachers Association collective agreement and within the <i>Education Act</i>. Those provisions mean that while the process has begun, it will not fully conclude until the beginning of the 2020-21 school year. As IMR grant funding will be utilized to address temporary teacher continuation subject to the normal fall staffing adjustments, redeploying staff to replace positions will not occur.</p> <p>The CBE is now working through a process to conclude specific programs and services provided by staff in a manner that will maximize current resources and align with future direction given required reductions.</p> <p>This means that between 35 and 45 FTE reductions will need to occur within the School Improvement Service Unit. These reductions will result in redeployment to school positions in the 2020-21 school year.</p> <p>Timeline: This strategy is currently underway and will be completed to allow for redeployment of staff for the 2020-21 school year.</p> <p>IMR: No repurposed IMR grant funding will be used as part of this strategy.</p>	<p>No direct savings as central staff are re-deployed to schools.</p> <p>This strategy represents a transfer of approximately \$3.5 to \$4.5 million from service units to schools when complete for the 2020-21 school year.</p>	<p>-</p>	<p>-</p>

Strategy	Context	Fall Budget	Spring Budget	Total 19/20
<p>2. Administrative reductions (Service Units)</p>	<p>In the CBE's spring budget a \$3 million cut was applied to service units as part of the then balancing strategy.</p> <p>For this update, service units will absorb another \$4 million in reductions. This reduction will impact approximately 33 positions across all service units (see Appendix IV).</p> <p>Note: The \$4 million reduction does not include the transfer of central certificated staff noted in strategy 1 that will be implemented for the 2020-21 school year.</p> <p>Timeline: This strategy has commenced with vacant positions. Impacted staff will be advised in the new year.</p> <p>IMR: No repurposed IMR grant funding will be used as part of this strategy.</p>	~ \$4M	~ \$3M	~ \$7M
<p>3. Reduce capital spending</p>	<p>The CBE's spring budget incorporated a \$5 million reduction to board funded capital spending. Board funded capital dollars are drawn from Alberta Education grant funding as there is no specific grant from Alberta Education for capital acquisitions.</p> <p>This update incorporates an additional reduction to board funded capital spending of \$5 million bringing the total reduction to board funded capital spending to \$10 million.</p> <p>The remaining board funded capital allocation will be used to support necessary capital acquisitions based on health, safety, legal compliance or future cost savings criteria.</p> <p>Timeline: This strategy has commenced and is in place.</p> <p>IMR: No repurposed IMR grant funding will be used as part of this strategy.</p>	~ \$5M	~ \$5M	~ \$10M

Strategy	Context	Fall Budget	Spring Budget	Total 19/20
4. Student transportation	<p>The spring budget included an increase in transportation fee from \$350 to \$365 for those who could legally be charged a fee. No changes to service levels were incorporated.</p> <p>This update incorporates the levying of a fee to approximately 6,000 students who currently ride yellow buses for free. With the implementation of the <i>Education Act</i> and related regulations, students in specialized programs or documented mobility needs who require specialized transportation are exempt from transportation fees.</p> <p>The fee for students who currently ride for free will be \$365, the same rate as currently paid by 14,500 fee paying students. This levy will be retroactive to September 1, 2019 when the <i>Education Act</i> was proclaimed. Levying this fee will generate an estimated \$1.8 million in incremental transportation revenue net of waivers and write-offs.</p> <p>The CBE will also eliminate the rebate currently provided to students who access Calgary Transit to travel to school as the rebate was conferred onto specific students by regulations of the previous government. It has been removed from the <i>Education Act's</i> student transportation regulation. The rebate will be eliminated retroactive to the beginning of the 2019-20 school year. The elimination of this program will save approximately \$2.4 million dollars.</p> <p>Timeline: This strategy will commence as of Jan. 1, 2020 retroactive to Sept.1, 2019.</p> <p>IMR: To help minimize the impact on families, CBE plans to use about \$5 million in IMR funding to offset the \$8 million reduction in funding resulting from the elimination of the Fee Replacement Grant. This use of IMR grant funding is appropriate as any deficit in the transportation program is funded from the basic grant funding. Preserving basic grant funding allows more dollars to flow to schools and maintain front-line positions.</p>	~ \$5.5 M	-	~ \$5.5 M

Strategy	Context	Fall Budget	Spring Budget	Total 19/20
5. Use of reserves	<p>The CBE's spring budget allocated \$5 million from the \$14 million in available for use operating reserves as at Aug. 31, 2019.</p> <p>The spring budget also included a "carried pressure" of \$5 million that was to be recovered over the course of the school year.</p> <p>With a \$32 million revenue reduction, it is unlikely that the required \$5 million can be recovered over the course of the school year. Accordingly, the revised CBE budget for 2019-20 will seek board approval for access to an additional \$5 million in available for use operating reserves.</p> <p>The available for use operating reserve balance after the \$10 million withdrawal noted above is projected to be \$4 million (see Appendix I).</p> <p>Timeline: This strategy will be actively monitored over the remainder of the school year. Any savings that can be recovered outside of the strategies included in this report will be used to offset the draw upon reserves.</p> <p>IMR: No repurposed IMR grant funding will be used as part of this strategy.</p>	~ \$5M	~ \$5M	~ \$10M

Strategy	Context	Fall Budget	Spring Budget	Total 19/20
<p>6. Funds directly allocated to schools</p>	<p>The CBE's spring budget allocated the same amount of funding to schools for 2019-20 as was allocated for 2018-19. By maintaining school based funding the CBE saved the \$22 million that would have had to have been spent to maintain programs and services at 2018-19 levels based on enrolment growth of 2,400 students.</p> <p>The revised budget plan will see approximately \$12 million removed from the Resource Allocation Method for 2019-20. The \$12 million represents the value of school-based positions funded but not filled across the CBE. This action has no impact on current school based staffing levels.</p> <p>The CBE will then utilize up to \$10 million in repurposed IMR grant funding to <u>return all 317 teachers</u> on temporary contract who were notified of termination in November, subject to normal fall operational adjustments.</p> <p>The CBE is also working to ensure that appropriate levels of support staffing is retained in schools consistent with student needs.</p> <p>Taken together, these components will minimize, to the extent possible, the impact on students and classrooms over the remainder of the school year (see Appendix III).</p> <p>Timeline: This strategy is currently underway. Certificated staff will be advised prior to the winter break. Support staff notification will occur in the new year consistent with collective agreement provisions.</p> <p>IMR: \$10 million in repurposed IMR grant funding will be used as part of this strategy.</p>	<p>~ \$22M</p>	<p>~ \$22M</p> <p>The spring budget held the allocation to all CBE schools to 2018-19 funding levels. This saved approximately \$22 million and increased class sizes by approximately one student per class, on average.</p>	<p>~ \$44M</p>
	<p>Total potential savings</p>	<p>\$30 - \$45M</p>	<p>\$35 - \$40M</p>	<p>\$65 - \$85M</p>

Assumptions & Risks

See Appendix VI for additional assumptions (including revenue, expense, reserve and capital assumptions) planned to be incorporated into the final budget report. See Appendix VII for risks considered.

Conclusion

Notwithstanding the complexities of receiving a Provincial budget during the school year, these strategies and assumptions will guide the CBE to build a balanced budget that reflects its values. In order to minimize the impact on student learning, the CBE has approached bridging the funding gap in a way that balances the reductions across the organization and redeploys resources accordingly. These budget assumptions support learning for students next year and within CBE funding constraints.

The CBE will continue to be constrained by climbing enrolment, lack of operating reserves, age of facilities, and cuts to services provided by central service units in the 2019-20 budget year.

Maximizing the dollars directed to the classroom to support student results remains the top priority. The CBE, working with students, families, stakeholders, and Alberta Education, will continue to provide the best public education programs and supports possible within the financial resources made available.

CBE's choices will continue to be guided and informed by its values: students come first, learning is our central purpose, and public education serves the common good.

Appendix I: Operating & Capital Reserves

	Operating	Capital
	(in millions)	
Available reserves at Aug 31, 2019	\$23.0	\$15.9
EducationMatters (Note 1)	(\$2.0)	
Carryforwards	(\$6.8)	(\$5.5)
Unrestricted reserve available for use at Sept 1, 2019	\$14.2	\$10.4
Planned future use of reserves		
Balance funding gap – spring budget	(\$5.0)	(\$5.0)
Balancing funding gap – fall budget	(\$5.0)	
Commissioning costs for new schools (Note 2)		(\$16.0)
Future reserve balances	\$4.2	(\$10.6)

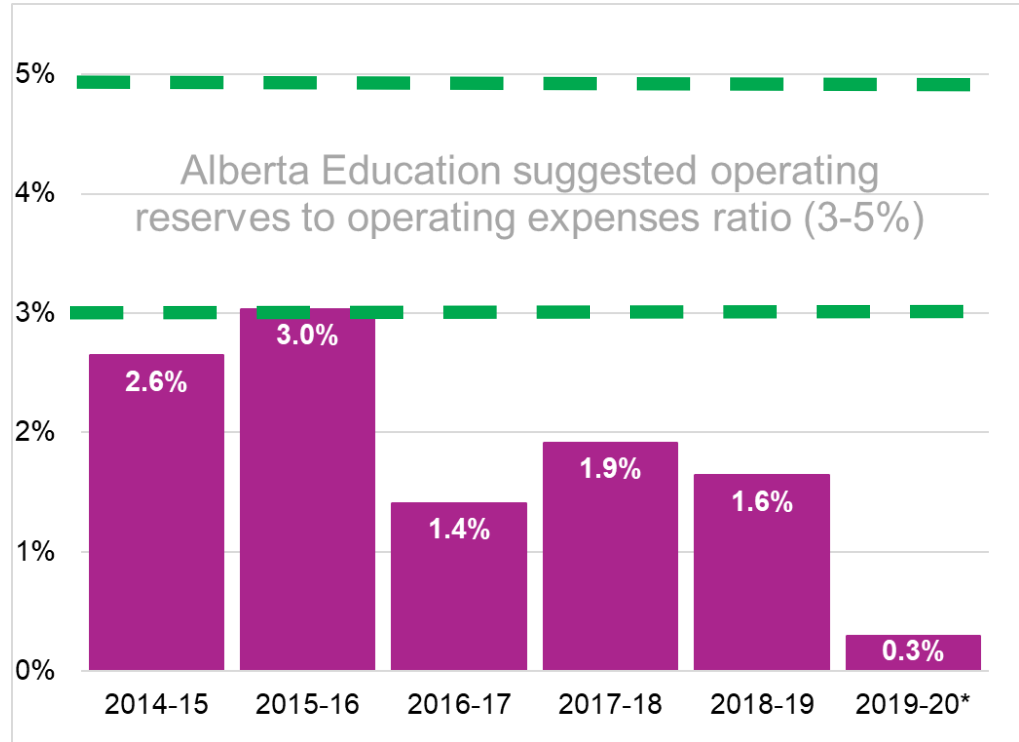
Note 1 - Reserves related to EducationMatters are held in trust and cannot be used to support CBE operations.

Note 2 - Costs are based on an estimated \$2 million per school opening based on historical information for schools opening in 2021 and beyond.

- Having sufficient funds in the reserves helps the CBE navigate through any unforeseen events, projects or initiatives that come up during the year, that are not included in the budget. With the planned reserve balances, opportunities could be foregone and risks may not be mitigated.
- The use of reserves to balance the budget has been a short-term strategy deployed in previous budget years to minimize the impact on students and the overall learning experience.

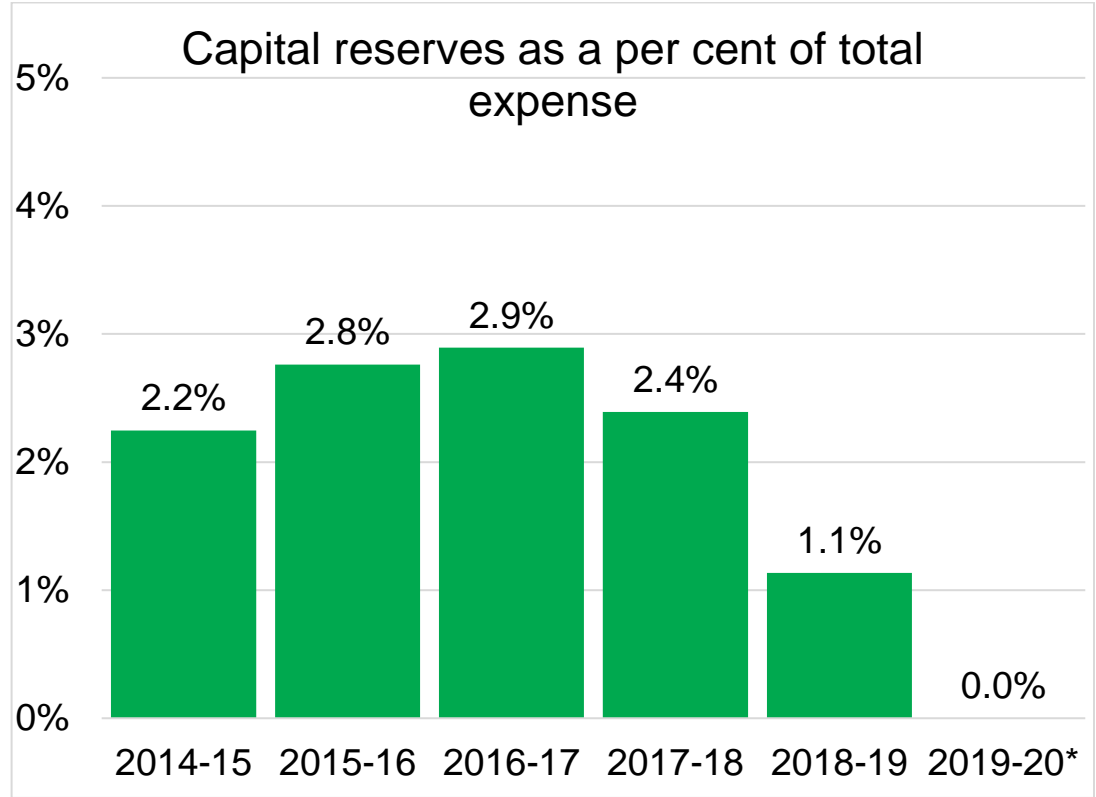
Appendix II: Historical and Projected Reserve Ratios

Operating Reserves



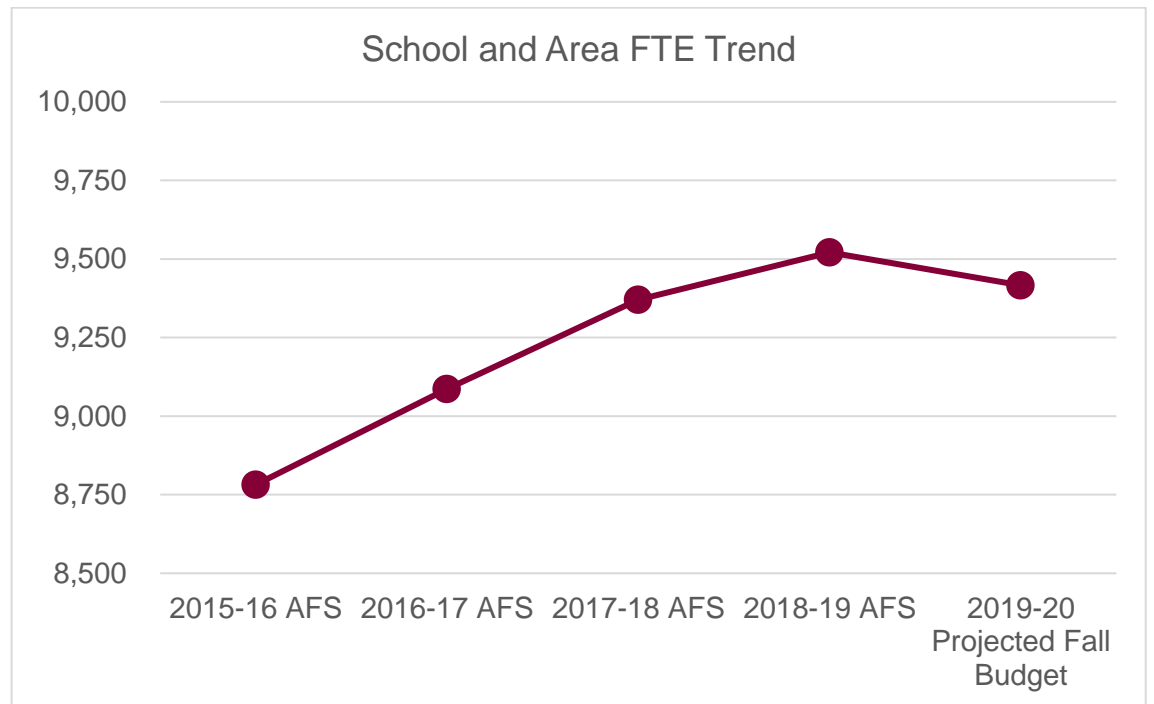
- *The 19/20 projected reserve balance is based on the decisions identified in Appendix I.
- The chart outlines the historical operating reserve balance to operating expense ratio compared to the Alberta Education suggested ratio.
- The CBE spends approximately \$7.7 million per instructional day.

Capital Reserves



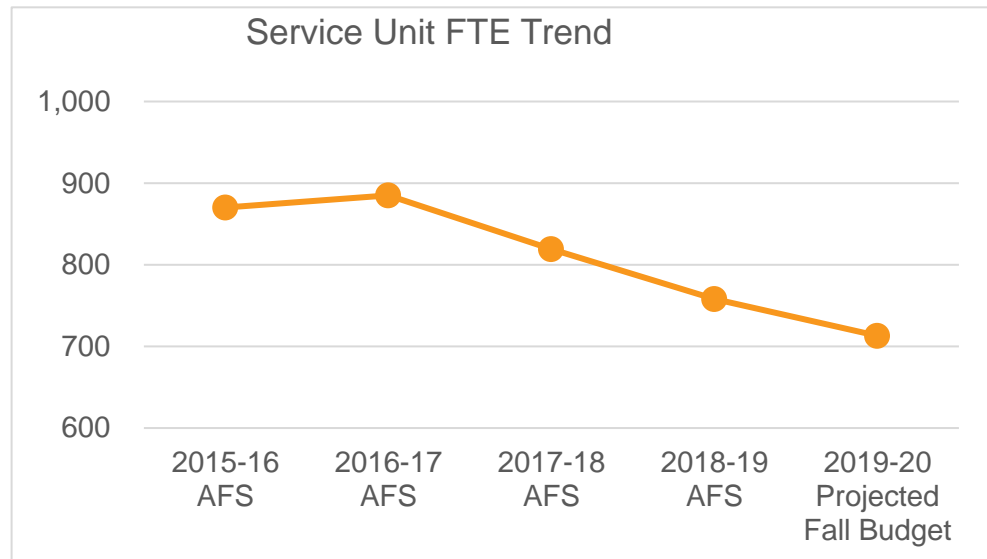
- Decrease in capital reserves consistent with new school construction over the past three to four years, which required funds for commissioning.

Appendix III School and Areas FTE Trend



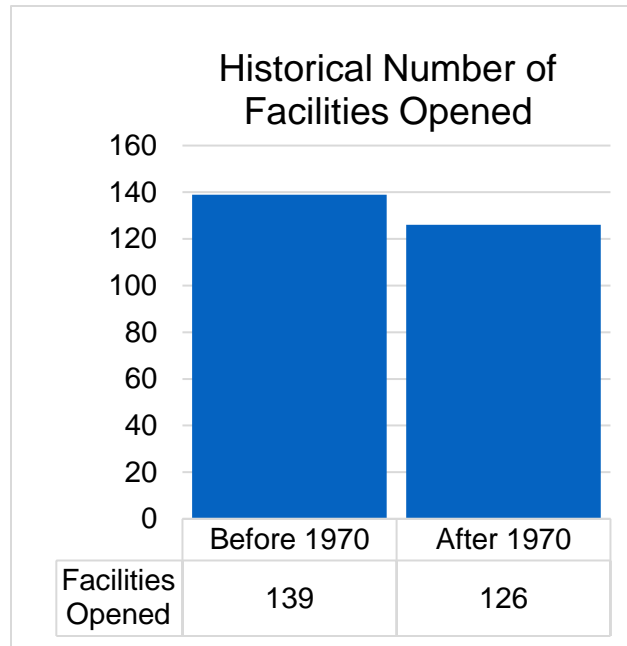
- Over five years, school and Area FTEs have increased by 634 (or 7 per cent).
- With increased enrolment and the decrease in funding received in 2019-20, the school and Area budgeted FTE has declined placing increased pressure on schools.

Appendix IV Service Unit FTE Trend



- Over five years, service unit FTEs have decreased by 157 (or 18 per cent).
- Although steadily increasing enrolment, the service unit FTE has steadily decreased since 2016-17, as CBE continues to ensure that priority is placed on frontline staff in schools.
- Service unit FTE's provide for finance, information technology, client technology, human resources, payroll, community engagement, legal, central facility maintenance and support, psychologists, speech pathologists, occupational and physical therapists, as well as a range of pedagogical supports for school based staff. Many of these staff are regularly deployed to schools.
- 93 percent of CBE staff are in schools and Areas or regularly deployed to schools.

Appendix V: Age of Facilities



- The CBE has more than 130 schools that are over 50 years old. Funding is required in order to ensure safe and modernized facilities are available for students.
- The province estimates the CBE's deferred maintenance is \$162 million for immediate needs (e.g., aging roofs and boilers).

Appendix VI: Assumptions

General Assumptions

The CBE's budget assumes:

- Dollars received are spent on students who are enrolled in CBE schools for the school year. This means the CBE does not seek to increase its reserves without purpose.
- Families and students will continue to make program choices that are similar to those made in the prior year.
- The CBE's budget will comply with Alberta Education budget and reporting guidelines.
- The CBE will continue to provide safe, healthy, and supportive learning and working environments for all students and staff.
- Sufficient budget resources will be available to allow the CBE to meet health, safety, legal compliance or critical infrastructure needs.
- The CBE will maintain the systems and processes that allow the CBE to attract, train, retain, and pay employees.
- Service units will support the Board of Trustees and their governance needs through the service unit's base operating budgets. Additional dollars have not been provided to support this work nor is that work funded from a transfer from the Board of Trustees' budget.
- The CBE will use reserves and one-time funding sources as a transitional measure to reduce the impacts on schools of the Provincial budget and subsequent transitional measures afforded by the increased flexibility provided by the Minister of Education on IMR funds.

Revenue Assumptions

Alberta Education will fund the CBE as follows:

- Alberta Education maintains its enrolment growth funding which is based on projected enrolment at Sept. 30.

Other revenue assumptions are:

- The CBE will calculate provincial funding using the funding formula provided based on 2019-20 enrolment.
- The CBE will apply Alberta Education targeted/restricted funding for the specified purpose (e.g. Transportation), except where Ministerial approval has been granted to use these funds differently (e.g. Infrastructure Maintenance and Renewal).

- Fees:
 - All revenue from Alberta Education related to transportation and instructional supplies and materials will continue to be fully applied to the cost of these services. The CBE's aim is to minimize or eliminate any contribution from the global budget to support fee-based programs and services, except where Ministerial approval has been provided.
 - Fee revenue for transportation and noon supervision will be used to fund the gap between Alberta Education funding and direct program costs, including waivers and uncollectable accounts.
 - Noon supervision and transportation fees will be increased, as necessary due to increased costs of providing those services.
- Opportunities to grow non-Alberta Education revenue will be explored where it is consistent with the CBE's vision and values.
- The CBE will continue to receive \$1 per year per facility lease with charter schools as determined by Alberta Education.
- Facility rental rates charged will break even (cover incremental direct costs) as set out in CBE's Administrative Regulation 8004 and by agreement with the Calgary Separate School District and the City of Calgary.
- Revenue from the sale of CBE-owned properties, if any, will be added to capital reserves and applied to upgrade and modernize existing facilities to support student learning.
- The CBE will continue to participate in the Joint Use Agreement framework with the City of Calgary and the Calgary Separate School District respecting land and schools.
- Investment returns, if any, will be directed to enhancing student outcomes.

Expense Assumptions

Expense assumptions are:

- The budget will ensure that the CBE is able to comply with all conditions within Provincial legislation and collective agreements including general wage increases (where applicable), employee salary grid movement and benefits changes. The CBE will follow the province's lead on future negotiations with its unions and associations¹.
- While Alberta Education has reduced funding for 2019-20, the CBE continues to experience non-discretionary cost increases (such as for contractual obligations), which have been reflected in the expense projections.
- Budget addition requests critical to supporting the changing needs and priorities of the CBE have been incorporated in the calculation of the status quo budget gap.

¹ The two Staff Association collective agreements and the Canadian Union of Public Employees agreement will expire Aug. 31, 2020. The Trades agreement will expire on Aug. 31 2021.

- The CBE has system administration costs of approximately 3.4 per cent (at Aug. 31, 2019) that will remain within the provincially mandated cap of 3.6 per cent of total expenditures.
- The CBE will continue to work with the Provincial Government and other school jurisdictions to identify cost savings strategies where opportunities exist.
- The CBE will follow the provincial lead as it relates to salaries and benefits.
- The CBE runs several programs that are considered external to the kindergarten to Grade 12 mandate for which the CBE is funded. This includes the International Student Program, continuing education as well as adult language training. Both direct and indirect costs have been fully allocated to these programs to ensure they are operating on a full cost-recovery basis.

Reserve Assumptions

The Board of Trustees has final authority on the deployment of reserves and therefore these assumptions are subject to ultimate approval by the Board of Trustees.

- The budget will be based on the assumption that the CBE will end the 2019-20 school year with operating reserves of approximately \$4.2 million and \$5.4 million in capital reserves.
- Given the anticipated continuation of new school construction, the CBE will retain modest operational reserves to fully support the commissioning of approved new schools. Based on historical activity, the CBE spends approximately \$0.7 million to commission an elementary school, \$1.0 million for a middle school and \$3.9 million for a high school.

Given the above, the CBE anticipates an allocation of up to \$10.0 million in operating reserves to balance the budget.

Capital Assumptions

The CBE appreciates that the Provincial Government is funding increased enrolment and is building the school facilities necessary to accommodate this growth.

While good news for students, families and communities, each new school announcement requires the CBE to find additional funds beyond those provided by the province for furniture, fixtures and equipment. These commissioning costs include preparing the learning environment with learning resources, specialty equipment and technology. Other costs are related to the staff time (principals, assistant principals, learning leaders, administrative assistants, etc.) required to engage with the new school communities and make pre-opening curricular decisions. Based on this experience, the upcoming new schools will require additional resources.

The 2019-20 budget will include an investment in board-funded capital to support the maintenance of systems and learning spaces as well as the replacement of vehicles, equipment and technology hardware. Even with the use of board funded capital dollars to achieve a balanced budget CBE administration feels sufficient capital funding remains to meet the most critical needs.

Appendix VII: Risks

Operational Risks

- Due to the complications associated with downsizing service units mid school-year there is an increased risk of system or process error or failure.
- Deferred maintenance backlog continues to grow and unforeseen equipment failures may require unplanned resource reallocation.
- Further reduced service unit budgets may mean limited capacity for providing service to the system that are required in the normal course of operations or as a project. Risk that work slows, does not get done or impacts schools.
- Costs increase beyond those anticipated in the budget requiring further prioritization decisions mid year.

Financial & Operational Compliance

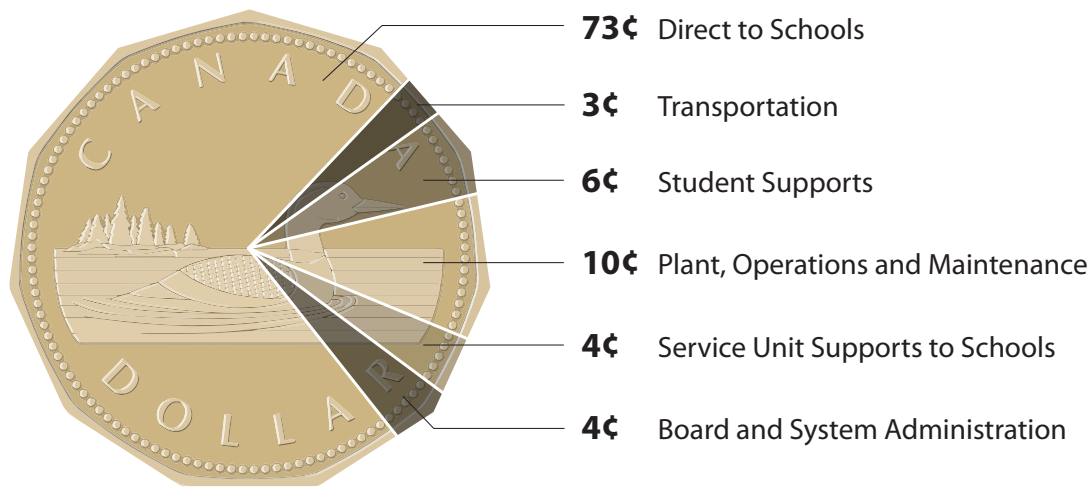
- Due to the speed at which this major budget re-adjustment had to be made there is an increased risk of a material variance between budget and the end of the year actual results, up to and including a potential deficit.
- Due to the mid-year changes there is an increased risk of non-compliance with some Operational Expectation indicators. For example, due to time constraints staff may not have been involved as desired in decisions that will impact them.
- Reserve balances are well below Alberta Education guidelines so there is an increasing risk of unforeseen events arising that CBE is unable to mitigate.
- Funding & assurance review brings uncertainty to future budget years with fewer resources to adapt and implement changes.
- Public perception and feedback results in changes to programs and services that are not within the mandate of the jurisdiction.
- The CBE will continue to be below the provincially mandated board and system administration cap of 3.6 per cent. However, long term contractual commitments with cost escalation clauses will put increased operational pressure on the CBE in the absence of increased funding.

Staffing & Contractual Risks

- Due to the number of staffing positions impacted through this process there is an increased risk of challenge under the provisions of the various collective agreements.
- Due to significant change across the public education sector there is an increased risk of higher than projected attrition from key positions, both in schools and service units.



Dividing the Dollar: How Every Cent of Alberta Education Funding Supports CBE Schools



73¢ | Direct to Schools

Money is provided to schools via a process the CBE calls RAM (Resource Allocation Method).

- The RAM is used to allocate resources equitably
- Principals make decisions on how to use money from the RAM to meet learning outcomes and the unique needs of students within their schools
- Includes teacher and staff salaries and benefits as well as the contractual obligation of teachers' pensions
- Instructional supplies and materials
- Custodial services for healthy learning environments

6¢ | Student Supports

Such as:

- Psychologists
- Occupational and physical therapists
- Cultural diversity advisors
- Speech language pathologists
- Braille assistants

4¢ | Service Unit Supports to Schools

Centrally provided services that increase efficiencies, effectiveness and economical savings:

- Instructional and programming support provided to teachers and schools
- Indigenous education
- School health
- Off-campus learning programs
- High school success initiatives
- School nutrition

3¢ | Transportation

Transportation for 34,500 students, including those with exceptional and special needs. Includes supports such as:

- Busing aides
- Charter service
- Attendants
- Licensed Practical Nurses
- Calgary Transit passes
- Taxi/ Handi-Bus service

10¢ | Plant, Operations and Maintenance

- Facility maintenance
- Repairs
- Utilities
- Insurance
- Amortization for provincially funded new schools, modulars, and modernization

4¢ | Board and System Administration

- Technology services and support, including safeguarding student data and CBE networks
- Communications and community engagement, including website administration and school/ school council communication assistance
- Financial supply chain management
- Legal services
- Payroll and benefits administration
- Board of Trustees and superintendents who provide the overall direction to the system

**operational
expectations
monitoring report**

OE-8: Communicating and Engaging With the Public

BOARD OF TRUSTEES ACTION

Monitoring report for the school year 2018-2019

Report Date

December, 3, 2019

Resubmitted

December 10, 2019

With respect to OE-8: Communicating and Engaging With the Public, the Board of Trustees:

- Approves that the Chief Superintendent is in compliance with the provisions of this policy.
- Finds the evidence to be compliant with noted exceptions
- Finds evidence to be not compliant

OE – 8: Communicating and Engaging with the Public**CHIEF SUPERINTENDENT CERTIFICATION**

With respect to Operational Expectations 8: Communicating and Engaging with the Public, the Chief Superintendent certifies that the proceeding information is accurate and complete.

- In Compliance.
 In Compliance with exceptions noted in the evidence.
 Not in Compliance.



Signed: _____
 Christopher Usih, Chief Superintendent

Date: Nov. 22, 2019

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 8: 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: _____
 Chair, Board of Trustees

Date: _____



OE – 8: Communicating and Engaging with the Public

Executive Summary

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.

This Operational Expectation establishes the values and expectations of the Board of Trustees for the Calgary Board of Education regarding communicating and engaging with the public.

The Chief Superintendent's reasonable interpretation and indicators for OE 8: Communicating and Engaging with the Public were approved on October 10, 2017. The Board of Trustees last monitored OE – 8 on December 4, 2018. This report includes data available from the 2018-2019 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
8.1	8.1.1	Compliant
8.1	8.1.2	Compliant
8.1	8.1.3	Compliant
8.2	8.2.1	Compliant
8.2	8.2.2	Compliant
8.2	8.2.3	Compliant
8.2	8.2.4	Compliant
8.3	8.3.1	Compliant
8.3	8.3.2	Compliant
8.4	8.4.1	Compliant
8.4	8.4.2	Compliant
8.4	8.4.3	Compliant
8.4	8.4.4	Compliant
8.4	8.4.5	Compliant



OE – 8: Communicating and Engaging with the Public

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.

Board-approved 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.



OE – 8: Communicating and Engaging with the Public

- *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.	Compliant
-----	--	-----------

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.
- *support* to mean agreement with the vision, values and work of the organization.

Board-approved Indicators and *Evidence of Compliance* |

1. 100 per cent of system-level communications will enable feedback or provide the public with the ability to ask questions.	Compliant
--	-----------



OE – 8: Communicating and Engaging with the Public

The organization is compliant with this indicator.

Evidence statement

During the reporting period, 100 per cent of system level communication included at least one of the following: CBE website address and/or contact information for the system, department, school or individual responsible for content.

Our corporate website also has a number of dedicated email feedback mechanisms including a budget feedback form, webmaster@cbe.ab.ca, dialogue@cbe.ab.ca and cbecommunications@cbe.ab.ca

2. The Dialogue Framework is being used with affected stakeholders to help inform decision-making.	Compliant
--	-----------

The organization is compliant with this indicator.

Evidence statement

The Dialogue Framework was launched in June 2016 and professional development was provided for leaders in December 2017. In 2018-19, further development was provided to CBE leaders focused specifically on employee engagement and involving employees in decisions that affect them. This provided an opportunity to reinforce the importance of aligning all engagement activities with the Dialogue Framework. School and service unit leaders continue to use the framework in their engagement activities and reach out to Communication and Engagement Services for support when appropriate.

3. 90 per cent of public enquiries received at the system level by voice mail and email are acknowledged within two business days	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement



OE – 8: Communicating and Engaging with the Public

During the 2018-2019 school year, 100% of supervisors confirmed that at least 90% of voicemails and email inquiries received in their area or service unit were acknowledged within two business days.

During the reporting period a review of the monitoring records from the Chief Superintendent's office indicate 100 per cent of public enquires were acknowledged by voicemail and email within two business days. A similar review of records maintained by CBE Communication and Engagement Services indicates that 5,146 enquiries or 100 per cent of enquiries received by the public information line and the CBE communications inbox from August 2018 to July 2019 were acknowledged within two business days.

Evidence demonstrates all indicators in subsection 1 are in compliance.

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

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.
- *mandated role* to mean serving in an advisory capacity to the principal and Board of Trustees respecting matters related to the school

Board-approved Indicators and *Evidence of Compliance* |

1. Available school council resources are accessed through the corporate website.	Compliant
---	-----------

The organization is compliant with this indicator.



OE – 8: Communicating and Engaging with the Public

Evidence statement

The corporate website includes dedicated pages with a variety of resources for school councils. These include the school council handbook (updated regularly), links to Council of School Councils (COSC) information, resources and links to the Alberta School Councils' Association (ASCA), administrative guidelines and templates for school council annual reports, and sample agendas, minutes, bylaws and other important checklists. The Key Communiqué newsletter, which includes important information for school councils, is also linked to this page. A separate page on the corporate website is dedicated to resources for parent societies.

In the reporting period, the following resources were accessed:

- School Council Handbook – 5,687 hits
- Administrative Regulation 5001 | School Councils and School/Parent Societies – 2,104 hits
- Social Media Guidelines for School Councils – 1,091 hits

2. Information is shared on a timely basis with school councils.	Compliant
--	-----------

The organization is compliant with this indicator.

Evidence statement

In 2018-19, eight Key Communiqué newsletters were emailed to school council chairs, principals, Area offices and trustees. School council chairs, in turn, share these with their individual school communities in a variety of ways. The Key Communiqué includes timely information for school councils such as key system updates, accessing Alberta School Council's Association resources and other information of interest to school councils.

Four COSC (Council of School Councils) meetings were held during the 2018-19 school year. Each meeting typically has between 60 and 100 parents attend. Meetings include system updates, presentations of interest to participants, Q&A and time to share best practices and information with fellow school council members.

OE – 8: Communicating and Engaging with the Public

Meeting evaluation responses received by parents who attended meetings were as follows:

- This meeting provided me with useful information: 131 of 133 (98 per cent) responses agreed or strongly agreed.
- I had an opportunity to share my ideas and opinions at this meeting: 133 of 136 (98 per cent) responses agreed or strongly agreed.
- I enjoyed the opportunities to discuss topics with other participants: 132 of 136 (97 per cent) responses agreed or strongly agreed.

Principals also share information at school council meetings throughout the school year.

3. Principals confirm that school councils are offered opportunities to provide input and feedback on the school development plan	Compliant
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The organization is compliant with this indicator.

Evidence statement

During the 2018-2019 school year, 100% of principals who have school councils confirmed that they have provided school council with the opportunity to receive information and provide feedback regarding school development plans. All school development plans are posted on school websites.

2018-19 was the first year all CBE school leaders used a common toolkit to engage their school communities in discussions about their school development plans. All schools hosted discussions about school development plans with school councils and parents in October 2018.

The toolkit, available on Staff Insite, includes an invitation template, presentation template, discussion questions, possible techniques to be used, a meeting evaluation and more. Meeting evaluation responses received by some of the parents who attended meetings were as follows:

- This meeting provided me with useful information: 163 of 167 (98 per cent) responses agreed or strongly agreed.
- I had an opportunity to share my ideas and opinions at this meeting: 163 of 167 (98 per cent) responses agreed or strongly agreed.



OE – 8: Communicating and Engaging with the Public

- I enjoyed the opportunities to discuss topics with other participants: 155 of 164 (95 per cent) responses agreed or strongly agreed.

Principals also had an opportunity to provide feedback on the 2018-19 school development plan engagement process and toolkit through a survey and discussion at June 2019 area principal meetings. Additional telephone interviews were also conducted with principals. Many principals expressed appreciation for the support provided through the toolkit and the consistency it provided from school to school. There were also some suggestions for improvements, which were incorporated into the school budget engagement toolkit launched later in the year. Feedback has also influenced planning for future school development plan engagement. The specific comments and feedback received are captured in a report available on Staff Insite.

4. Principals confirm that school councils are offered opportunities to provide input and feedback on the school based budget.	Compliant
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The organization is compliant with this indicator.

Evidence statement

During the 2018-2019 school year, 100% of principals who have school councils confirmed that they have provided school council with the opportunity to receive information and an opportunity to provide feedback regarding school based budgets.

Evidence demonstrates all indicators in subsection 2 are in compliance.

8.3	Effectively handle complaints and concerns.	Compliant
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Contributing to the success of an effective organization is the provision for a process, which addresses concerns and complaints.



OE – 8: Communicating and Engaging with the Public

The Chief Superintendent interprets:

- *effectively* to mean reviewed and responded to within reasonable or posted time frames utilizing existing mechanisms and processes.
- *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.

Board-approved Indicators and Evidence of Compliance |

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	Compliant
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The organization is compliant with this indicator.

Evidence statement

Supervisors of areas and service units confirm that at least 90% of concerns and complaints received are responded to within the timeframes set out in AR 5007 – Concern and Complaints. One hundred percent (100%) of principals reported that parents, where applicable, were directed to utilize the Concerns and Complaints process.

2. Principals and system leaders confirm the approved concerns and complaints process is used.	Compliant
--	-----------

The organization is compliant with this indicator.

Evidence statement

As recorded in Action Manager, 100 per cent of principals and system leaders confirm that parents have been directed to use the concerns and complaints process when applicable during the 2018-19 school year.



OE – 8: Communicating and Engaging with the Public

The concerns and complaints process can be found on the CBE corporate website and is linked to all the school websites that have transitioned to the new technology platform.

Evidence demonstrates all indicators in subsection 3 are in compliance.

8.4	Reasonably include people in decisions that affect them.	Compliant
-----	--	-----------

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.
- *decisions that affect them* to mean those choices that are made that directly impact individuals.

Board-approved Indicators and *Evidence of Compliance* |

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

The organization is compliant with this indicator.

Evidence statement

The Dialogue Framework is used by service units and schools to guide community engagement activities across our system. During the 2018-19 school year,



OE – 8: Communicating and Engaging with the Public

Communication and Engagement Services led engagement initiatives designed to provide affected CBE community members with a voice in the following decisions:

- Northwest and North Central French Immersion Programs
 - 330 people attended fall 2018 open house about proposed plan
 - 650 online survey responses
- Balancing K-9 Enrolment at Captain Nichola Goddard, Buffalo Rubbing Stone and Panorama Hills schools
 - 65 people attended an in-person session
 - 145 online survey responses
- Determining Consideration of Closure for Rosscarrock School
 - 40 attendees at three in-person sessions
 - 30 online survey responses
- Enrolment Adjustments at Altadore School and Richmond School
 - 312 attendees at two in-person sessions
 - 240 online survey responses
- Shaping the Future of CBE High Schools
 - 5,150 online parent and public survey responses
 - 1,130 online student survey responses

Four of five of these engagement initiatives resulted in a decision during the 2018-19 school year. The decision about the future of CBE high schools will be made by October 2021.

Schools also engage with their communities on a variety of decisions on an ongoing basis. Members of the public are also welcome to provide feedback and ask questions about community engagement activities throughout the year by emailing dialogue@cbe.ab.ca.



OE – 8: Communicating and Engaging with the Public

2. 60 per cent of participants responding to the post engagement evaluation indicate satisfaction with their involvement in the individual engagement meeting.	Compliant
--	-----------

The organization is compliant with this indicator.

Evidence statement

The CBE uses two different evaluation forms for meetings and in-person sessions, depending on the structure and format for the session (i.e. session to provide input on options or an open house). Of those who completed evaluations at in-person engagement sessions for decisions about northwest and north central French Immersion Programs, balancing K-9 enrolment at schools in the community of Panorama Hills and determining consideration of closure for Rosscarrock School responses were as follows:

- This meeting provided me with useful information: 90 per cent agreed or strongly agreed
- My questions were answered at this meeting: 83 per cent agreed or strongly agreed
- Information was presented in a clear and appropriate format: 89 per cent agreed or strongly agreed

For enrolment adjustments at Altadore School and Richmond School, responses were as follows:

- I was encouraged to share my thoughts and/or feedback during this engagement: 94 per cent agreed or strongly agreed
- I had the information I needed to participate in a meaningful way: 89 per cent agreed or strongly agreed

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.	Compliant
---	-----------



OE – 8: Communicating and Engaging with the Public

The organization is compliant with this indicator.

Evidence statement

During the reporting period, the result for the suite of questions related to Annual Parental Involvement was 77.9 per cent compared to 77.4 per cent in 2017-18. The result was maintained within plus or minus two percentage points.

4. Principals confirm staff involvement in school decisions as required by collective agreements.	Compliant
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The organization is compliant with this indicator.

Evidence statement

During the 2018-2019 school year, 100% of principals confirm that staff were offered the opportunities to be involved in school decisions.

5. The Chief Superintendent will provide opportunities for school based staff to provide feedback on identified issues.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The chief superintendent has ensured multiple opportunities for school based staff to provide feedback on identified issues such as systems that support schools in their day to day work, school culture, and visibility and connection.

Identified issues:

1. Capacity and learning
 - Principals were given the opportunity to provide feedback into the draft Three-Year Education Plan



OE – 8: Communicating and Engaging with the Public

- Support in the development of the school development plan and budget through education directors and the dialogue toolkit.
 - Opportunities were provided to engage in the assessment and reporting initiative.
 - Monthly meetings with the chief superintendent, senior leaders and the principal associations.
2. Systems in support of schools
- Creation of training materials and rollout related to technology upgrades such as PowerSchool, and Rycor
3. System and school culture
- A number of councils and working groups have been established with staff and leaders from a cross-section of schools and service units. Examples include the Teacher Advisory Group, Technology Council, High School Engagement Advisory Council, and Transportation Advisory Council.
 - There were meetings and opportunities for feedback from leaders on the implementation of the School Support Model.
 - Discussions and collaborative work on assessment and reporting
4. Visibility and connection
- The chief superintendent visited more than 50 schools during the school year.
 - Each superintendent visited 10-20 schools to learn more about the school community and engage in dialogue about matters that impact that school community.
 - The development of an internal communications strategy.
 - There were System, Area or school based community and employee engagement opportunities
 - Monthly meetings with the chief superintendents/senior leaders and union/association executive to discuss issues that matter to staff.
 - Meetings with the chief superintendent, senior leaders and staff at various schools and areas. Topics include achievement, equity and well-being, ways to continuously improve, and emergent topics.

Evidence demonstrates all indicators in subsection 4 are in compliance.



OE – 8: Communicating and Engaging with the Public

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

Proposed Amendments to the Board Meeting Procedures

Date	December 10, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Julie Hrdlicka Chair, Board Procedures Committee
Purpose	Decision
Governance Policy Reference	Governance Culture Policies: GC-1: Board Purpose GC-2: Governing Commitments GC-3: Board Job Description GC-5E: Board Committees

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the amendments to the Board Meeting Procedures, as shown in Attachment I to this report, to come into effect January 1, 2020.

2 | Background

On June 25, 2019, the Board of Trustees approved the formation of a Board Procedures Committee. Tasked with reviewing *Board Meeting Procedures* in light of best practices and the principles of openness and transparency, the Committee reviewed a variety of issues including compliance with the *Education Act* and current practices of the Board of Trustees. The group met a total of four times (August 20, 28, September 18, October 16, 2019) for approximately 2 hours each time. Although the amendments are not an exhaustive list of the ideas discussed, they are a starting point in the



evolving process in ensuring that *Board Meeting Procedures* remain relevant and current.

Below is a summary of the changes contained in Attachment I (shown in tracked changes).

- Legislation references update from the *School Act* to the *Education Act* and *Board Procedures Regulation*
- Inclusion of reference to the Board of Trustees' Governance policies, where applicable
- Regular Board of Trustees' meeting end times changed to 4:30 p.m.
- Distribution of Board meeting agendas and materials are done using an electronic portal
- Clarification language regarding Public Comments
- Addition of Matters Reserved for Board Information on the public agenda
- Removal of the Chief Superintendent Consent Agenda
- Timing of motions to be submitted by Trustees
- Clarification language regarding meeting minutes
- Clarification language regarding Board committees

In addition, minor housekeeping updates have been made to the Board Meeting Procedures, including removal of excess words where possible and updating of the attached templates.

Once the tracked changes are accepted, the Table of Contents will be verified and become a part of the updated document.

3 | Implementation Consequences

Minimal implementation consequences are anticipated as a result of these recommendations.

4 | Conclusion

Approval of these recommendations will formally incorporate these changes into the Board Meeting Procedures document. Once approved, the document will be amended and circulated as appropriate.

Further work by the Committee will commence in January 2020 on more substantive changes to the Board Meeting Procedures document for Board consideration in June 2020.

Attachment I: Board Meeting Procedures (in tracked changes)

cbe.ab.ca

Board of
Trustees

BOARD MEETING PROCEDURES

Approved by the Board of Trustees January 1, 2020

~~BOARD MEETING PROCEDURES~~

~~Approved by the Board of Trustees November 10, 2015~~



Calgary Board
of Education

I. INTRODUCTION

“Parliament, the model for all assemblies, should be, in the words of Winston Churchill, ‘a strong, easy, flexible instrument of free debate.’ It attains Standing Committee status by the willing observance of sensible rules which provide for the orderly consideration of the questions before it, leading to an expression of collective will or opinion.

Unanimity cannot always be reached, but procedures which have ensured, and have been seen to ensure, proper deliberation of an issue will lead to acceptance and wide support of the outcome. The meticulous observance of agreed forms is of primary importance in the group conduct of both private and public business and it will moreover, help to avoid misunderstandings and friction in the process.

It may not always be possible to reconcile practice with theory, but in effect good procedure is fair play and common sense built on a solid foundation of acknowledged principle. Above all, the rules must not change in the middle of the game.”

Source: *Bourinot's Rules of Order*, 3rd Edition

II. PURPOSE

- (1) The School Education Act ~~provides~~ states that the Board of Trustees ~~may make rules~~ must:
 - ~~(1)~~ (a) establish policies and procedures governing its internal procedure and its the conduct of meetings of the board and the administration and business of the board, and
 - (b) These monitor and evaluate the effectiveness of the established policies and procedures on a regular basis.
- (2) The Board Meeting Procedures are adopted and enacted by the Board of Trustees in order that the duties vested in the Board of Trustees by the School Education Act and other legislation can be accomplished in an orderly and efficient manner, while maintaining the principles of democracy.
- (3) The Board of Trustees is, pursuant to the School Education Act, R.S.A. ~~2000~~ 2019, c. ~~S-E-0.3~~, as amended, (the “School Education Act”), a statutory corporation under the name of The Calgary Board of Education charged with the governance of the ~~school district~~ Calgary School Division (the “District Division”).

III. DEFINITIONS

- (1) In these Procedures:
 - (a) “Administration” means the Chief Superintendent, and any staff to whom the Chief Superintendent may choose to delegate any of the rights or responsibilities outlined in these Procedures;

- (b) “Agenda” means the list of items and order of business for any meeting of the Board of Trustees;
- (c) “Board” and “Board of Trustees” means the Board of Trustees of The Calgary Board of Education;
- (d) “Board Procedures Regulation” means, the Board Procedures Regulation, AR 82/2019, under the Education Act,
- ~~(d)~~(e) “Chair” and “Vice-Chair” mean, respectively, the Chair and Vice-Chair of the Board of Trustees of The Calgary Board of Education elected by the Board of Trustees pursuant to section 651(3) of the School Act Board Procedures Regulation;
- ~~(e)~~(f) “Chief Superintendent” means the person appointed by the Board of Trustees as the superintendent of schools, chief executive officer of the board, and chief education officer of the District Division pursuant to Section 113 section 222 of the School Education Act,
- ~~(f)~~(g) “Corporate Secretary” means the person appointed as the secretary of the District Division pursuant to Section 116 section 68 of the School Education Act. Where reference is made throughout these Procedures pertaining to duties of the Corporate Secretary , such duties may be delegated-, as appropriate;
- ~~(h) “District Division” means The Calgary Board of Education, established by Ministerial Order, pursuant to Sections 207 sections 112 and 246117.1 of the Education Act,~~
- ~~(g)~~(i) “Education Act” means R.S.A. 2019, c. E-0.3, as amended, and where applicable, the School Act, R.S.A. 2000, c.S-3, all predecessor School Act of the Province of Alberta from 1905 the School Act, R.S.A. 2000, c.S-3., or School Ordinances of the Northwest Territories prior to 1905, applicable in what is now the Province of Alberta, the relevant school provisions of the Alberta Act, S.C. 1905, c.3, The Northwest Territories Acts, S.C. 1875 and 1877, the Constitution Act, 1867, the Constitution Act, 1982, Part I, Canadian Charter of Rights and Freedoms, section 29, and any act or acts in substitution therefore, and any and all regulations in effect from time to time thereunder;
- ~~(j) “Governance Policies” means policies approved by the Board of Trustees and used by the Board to effectively lead, direct, inspire and control the outcomes and operations of the division through a set of carefully crafted policy statement and the effective monitoring of them. The policies include:~~
- “Governance Culture” means policies approved by the Board of Trustees that define the Board’s own work and how it will be carried out. These policies state the expectations the Board has for individual and collective behaviour. The Board of Trustees evaluates its performance in relation to the Governance Culture policies on an annual basis.
- “Board/Chief Superintendent Relationship” means policies approved by the Board of Trustees that define how the Board of Trustees delegates authority to the Chief Superintendent and how the Chief Superintendent’s performance will be evaluated. The Board of Trustees evaluates these policies on an annual basis.

“Results” means policies approved by the Board of Trustees that provide stated outcomes for each student in our division. The Results policies become the Chief Superintendent’s and the organization’s performance targets and form the basis for evaluating the organization and Chief Superintendent’s performance. The Board of Trustees monitors Results on an annual basis.

“Operational Expectations” means policies approved by the Board of Trustees that define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Board of Trustees monitors Operational Expectations on an annual basis.

~~(h)~~(k) “Minister” means the Minister of Education, from time to time appointed by the Lieutenant Governor in Council of the Province of Alberta;

~~(j)~~(l) “Pecuniary interest” means, in accordance with Section 85(1)(b) of the Education Act, with respect to a person, a direct or indirect interest in a matter before the Board of Trustees that could monetarily affect:

- (i) the person,
- (ii) a corporation, other than a distributing corporation, in which the Trustee is a shareholder, director or officer,
- (iii) a distributing corporation in which the person beneficially owns voting shares carrying at least 10% of the voting rights attached to the voting shares of the corporation or of which the Trustee is a director or officer,
- (iv) a partnership or firm of which the person is a member,
- (v) a corporation, partnership, firm, government or person that employs the person,

provided that a person shall not have a Pecuniary interest by reason only of any interest that the person may have by reason of any of the matters referred to in ~~Sections 80~~sections 85(3) and ~~80~~85(4) of the ~~School~~Education Act;

For the purposes of the definition of “Pecuniary interest”, “corporation”, “distributing corporation”, “shareholder”, “voting shares”, “voting rights”, “director” and “officer” have the meanings given to them in the *Business Corporations Act* (Alberta); and

“spouse” means the ~~husband or wife~~spouse of a married person but does not include a spouse who is living separate and apart from the person if the person and spouse have separated pursuant to a written separation agreement or if their support obligations and family property have been dealt with by a court order.

For the purposes of determining the existence of a Pecuniary interest of a Trustee, the Pecuniary interests of the spouse or adult interdependent partner of that Trustee that are known to such Trustee or of which such Trustee reasonably should know are deemed to be the Pecuniary interests of such Trustee-;

~~(m)~~ “Policies” means the Board of Trustees’ Governance Culture policies, Board/Chief Superintendent Relationship policies, Operational Expectations policies, Results polices, and the Board Meeting Procedures;

~~(j)~~(n) “Private Agenda” means that part of any Agenda and related information and materials which relate to any private meeting of the Board of Trustees;

~~(k)~~(o) “Procedures” means ~~these~~the Board Meeting Procedures for meetings of the Board of Trustees;

~~(h)~~(p) “Public Agenda” means that part of any Agenda and related information and materials which relate to any public meeting of the Board of Trustees;

~~(m)~~(q) “Quorum” means a majority of the Trustees that are specified by the Minister, under ~~Section 247~~section 78 of the ~~School Education~~ Act, ~~to be~~ elected to the Board of Trustees and any Trustees appointed to the Board under section 82 or 84 of the Education Act, provided that (i) the Minister may order that when the number of Trustees has fallen below the Quorum, the remaining Trustees are deemed to be a Quorum until elections are held to fill the number of vacancies required to achieve ~~a normal~~ Quorum, and (ii) when the number of Trustees at a meeting is less than a Quorum because one or more Trustees has declared a conflict of interest with respect to a matter before the Board at the meeting, the Minister may order that the remaining Trustees are deemed to be a Quorum for the purpose of deciding that matter. Trustees participating in a meeting of the Board by electronic means or other communication facilities acceptable to the Board of Trustees, as described in ~~Section J~~section N of these Procedures are deemed to be present at the meeting.;

~~(n)~~ — “~~School Act~~” means ~~the School Act, R.S.A. 2000, c.S-3, as amended, and where applicable, all predecessor School Acts of the Province of Alberta from 1905, or School Ordinances of the Northwest Territories prior to 1905, applicable in what is now the Province of Alberta, the relevant school provisions of the Alberta Act, S.C. 1905, c.3, The Northwest Territories Acts, S.C. 1875 and 1877, the Constitution Act, 1867, the Constitution Act, 1982, Part I, Canadian Charter of Rights and Freedoms, Section 29, and any act or acts in substitution therefore, and any and all regulations in effect from time to time thereunder; and~~

~~(r)~~ “Records of the Board” means the official record containing the name, residence address, email address, and electronic receiving number for each member of the Board of Trustees of The Calgary Board of Education; and

~~(e)~~(s) “Trustee” means a member of the Board of Trustees of The Calgary Board of Education.

IV. **APPLICATION**

- (1) The rules of order to be observed at meetings of the Board of Trustees shall be in accordance firstly with the ~~School Education~~ Act, and secondly with the provisions of these Procedures. In all cases not provided for by the ~~School Education~~ Act or these Procedures, the rules and practice of ~~“Robert’s Rules of Order– Newly Revised” 11th Edition~~ shall govern insofar as applicable.
- (2) In the event of any conflict between the provisions of these Procedures, and those contained in the ~~School Education~~ Act, the provisions of the ~~School Education~~ Act shall prevail and apply.
- (3) These Procedures apply to all regular and special meetings of the Board of Trustees, whether public or private.
- (4) Procedure is a matter of interpretation by the Chair or other person presiding at a meeting, subject to the appeal process as described in these Procedures.

- (5) In the absence of any statutory requirement, any provision of these Procedures may be temporarily altered or suspended by an affirmative vote of a majority of the votes of those Trustees present at the meeting of the Board of Trustees addressing such matter.

V. MEETINGS OF THE BOARD OF TRUSTEES

A. PUBLIC SESSIONS

- (1) The Meetings of the Board of Trustees shall be held in public, except when a majority of the Trustees present at a meeting of the Board of Trustees are of the opinion that it is in the public interest to hold the meeting or a part of the meeting in private. For the purpose of considering any such matter in private, the Board of Trustees may, by motion, exclude any person from the meeting.
- (2) Public meetings are meetings of the Board of Trustees that are held in a public venue. The purpose of the board meeting is to allow the Board to do its job; the meetings are not public forums.

B. PLACE OF MEETINGS

- (1) Public meetings of the Board of Trustees shall ordinarily be held in the Multipurpose Room in the Education Centre building. Private meetings shall ordinarily be held in the Trustees' Hearing Room in the Education Centre building. Committee meetings may be held where convenient.

C. BOARD ROOM SEATING

- (1) The Board of Trustees' table seating for Board meetings shall be reserved for the Trustees and shall include a seat for the Corporate Secretary.
- (2) The following procedures shall apply to the selection of the Board of Trustees' table seating:
- (a) ~~(a)~~ — the Chair will occupy ~~the last~~ seat to the left at the ~~centre or middle of the~~ Board table;
 - (b) The Vice-Chair will occupy the seating position directly to the right of the Chair;
 - (b) the Corporate Secretary- will occupy the seating position directly to the left of the Chair;
 - (c) Trustees will occupy the remaining six Board table seats.
- (3) Seating shall be assigned for The Calgary Board of Education superintendents and directors who are required to attend Board meetings on a regular basis.
- (4) Assigned seating may be provided for individuals or groups as necessary, including administrative, student and other stakeholder representatives.
- (5) Limited seating room will be made available for members of the media.
- (6) The remainder of the seating accommodation will be available for the public.

D. CALLING OF MEETINGS

(1) *Pre-Organizational Meeting of the Trustees*

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

(2) *Organizational Meeting of the Board of Trustees*

- (a) The organizational meeting of the Board of Trustees shall be called by the Corporate Secretary as provided in ~~Section 64~~section 1 of the ~~School Act~~Board Procedures Regulation, as follows:
 - ~~(i)~~ ~~Subject to clause (ii),~~ the organizational meeting shall be held annually in June with the exception of
 - (i) any year in which a general election takes place, the organizational meeting shall be held in accordance with the ~~legislative requirement~~requirements of the Board Procedures Regulation.

(3) *Regular Meetings of the Board of Trustees*

- (a) Regular meetings of the Board of Trustees shall be established by motion of the Board of Trustees. In accordance with ~~Section 66~~section 2 of the ~~School Act~~Board Procedures Regulation, the motion establishing the regular meetings of the Board of Trustees ~~shall~~must state the date, time and place of the regular meeting, and the Board shall not be required to give notice of the regular meetings of the Board.
- (b) The Board of Trustees' regular meetings will normally be held during the period of September to June, inclusive, of each calendar year. The Board of Trustees' meetings in July and August may be held in accordance with the Procedures required for holding special meetings of the Board of Trustees, unless the Board determines that regular meeting(s) will be held during those months. In order to allow that the business of the Board of Trustees is not interrupted, ~~Trustees must inform the Corporate Secretary of their contact information during vacation periods. Such information will be used to contact the Trustees for Board of Trustees' business.~~
- (c) To determine the schedule of the Board of Trustees' meetings, the following guidelines have been established:
 - (i) Regular Board of Trustees' Meetings, Public Agenda
Two Tuesdays of each month – Noon ~~3:00~~to 4:30 p.m.
 - (ii) Regular Board of Trustees' Meetings, Private Agenda
One Tuesday of each month – Noon ~~3:00~~to 4:30 p.m.

~~(4)~~ Special Meetings of the Board of Trustees

- (a) Special meetings of the Board of Trustees may be called in accordance with the procedures outlined below, to consider, among other matters, the following items:
- (i) matters of governance,
 - (ii) major issues of a specific nature that require lengthy consideration,
 - (iii) items of an emergent nature that cannot be postponed until a regular Board of Trustees' meeting is scheduled to be held,
 - (iv) collective bargaining and contract negotiations with staff and with applicable third parties,
 - (v) petitions, delegations and presentations from any individual, organization, or group, that have been filed with the Corporate Secretary, and
 - (vi) conduct of hearings and hearing appeals as required by the School Education Act, including, without limitation, those relating to employee matters.
- (b) In accordance with ~~Section 67~~section 3 of the ~~School Act~~Board Procedures Regulation, the Chair, a majority of the Trustees, or the Minister may call a special meeting of the Board of Trustees after written notice has been given to each Trustee by the Corporate Secretary —in accordance with the following requirements:
- (i) The notice of the special meeting ~~shall~~must state the date, time and place of the special meeting, and the nature of the business to be transacted at the special meeting.
 - (ii) The notice of the special meeting shall be sent at least two (2) days before the meeting by:
 - ~~sent by registered~~recorded mail to the last known address of each Trustee ~~at least seven (7) days before~~as shown on the ~~date~~Records of the ~~meeting, or~~Board,
 - ~~personally served~~personal service on the Trustee or a responsible person capable of accepting service at the Trustee's residence ~~at least two (2) days before the date of meeting, or~~
 - fax, e-mail or other electronic means to be received at the last fax number, e-mail address or other electronic receiving number of the Trustee as shown on the Records of the Board.
- (c) Notwithstanding the notice requirements prescribed above, a special meeting of the Board of Trustees may be held at any time without notice if every Trustee agrees, in writing, to waive such notice requirements.
- (d) The agreement of each Trustee to waive the notice requirement prescribed above shall be recorded in the minutes of the meeting by the Corporate Secretary and the Waiver of Notice consent form shall be attached with the Minutes of the called special meeting. ~~A sample copy of the~~The Waiver of Notice form is attached as Appendix A.

- (e) In the case of special meetings of the Board of Trustees, other than special meetings held for the purpose of conducting hearings or hearing appeals, those Trustees participating and present by electronic means as provided for in [Section ~~section~~ N](#) of these Procedures shall be considered present at the meeting.
- (f) As provided in [Section ~~67~~section 3\(5\)](#) of the [School Act](#) [Board Procedures Regulation](#), unless all the Trustees are present at the special meeting, no business other than that stated in the notice of special meeting shall be ~~transacted~~ [conducted](#) at the special meeting.

~~(5)~~ [\(4\)](#) Other

- (a) When the Board of Trustees so decides, or when Trustees so agree, informal briefing sessions may be held for the purpose of providing background information, clarification, and in-depth discussion with respect to issues of relevance for Trustees or for the Board of Trustees. The purpose of these meetings will be for the provision of information, and will not include decision-making that advances the work of the Board of Trustees.
- (b) ~~The~~ [In accordance with section 34\(d\) of the Education Act and Governance Culture Policy 2: Governing Commitments, the](#) Board of Trustees will plan and implement strategic communication dialogues to ensure the whole Board's ability to engage ~~stakeholders~~ [parents, students and the community](#) in understanding the organization's work as well as sharing viewpoints and values. ~~These sessions may be held in conjunction with a regular or special meeting of the Board of Trustees.~~

E. CANCELLATION OF MEETINGS

- (1) Should there be a need or desire to cancel or reschedule any meeting of the Board of Trustees, the Board of Trustees shall decide on the cancellation or rescheduling of the meeting to be held on another date. Where possible, the decision to cancel or reschedule a meeting will be made at least two (2) weeks prior to the originally scheduled date.

AGENDA

F. PREPARATION OF AGENDA

- (1) The Board of Trustees' Agenda Planning Committee shall prepare board meeting agendas in accordance with the Terms of Reference approved by the Board. The Chair is authorized to approve emergent agenda decisions, as required, in consultation with the Corporate Secretary.
- (2) To the extent possible, the ~~annual~~ Board of Trustees' ~~meeting Agendas will be~~ [annual work plan](#), approved at the organizational meeting of the Board of Trustees, [will reflect the content of Board of Trustees' annual meeting Agendas.](#)
- (3) Board meeting Agendas shall include a reminder to Trustees that they must disclose any potential Pecuniary interest that they may have in respect of any of the matters before the Board of Trustees, as set forth in the Agenda as well as any Pecuniary interest that they may have in any contract before the Board requiring the Board's approval and/or ratification.

(4) The Corporate Secretary shall review each proposed Agenda ~~as~~ against the disclosure of information filed with the Corporate Secretary by each Trustee pursuant to section ~~8186~~(1) of the ~~School~~Education Act, in order to identify any potential Pecuniary interests of a Trustee, and, if applicable, bring these to the Trustee(s)' attention prior to the Board meeting. Notwithstanding such review by the Corporate Secretary, it shall ultimately be the personal responsibility of the Trustee to determine whether or not they have a Pecuniary interest in any Board matter being considered, and to act in accordance with the ~~School~~Education Act and these ~~Board~~ Procedures.

~~(5) All Board of Trustees' meeting Agenda materials and information will be printed on coloured paper, as required, in accordance with the following:~~

~~(a) Regular Board of Trustees – Public Agenda – yellow,~~

~~(b)(a) Regular Board of Trustees – Private Agenda – grey,~~

~~(c) Special Meetings – ivory.~~

G. DISTRIBUTION OF AGENDA – REGULAR MEETINGS

(1) All regular meeting Agenda ~~information~~materials will be ~~circulated by~~posted on the ~~Corporate Secretary~~ to Board's electronic portal for Trustees and members of Administration, as appropriate, on the Wednesday, six days prior to the applicable meeting. In order to meet this schedule, ~~signed~~ reports and all other information required to prepare the Agenda must be received in the Corporate Secretary's Office by noon on the Tuesday, seven days prior to the meeting.

(2) When printed copies of Board of Trustees' meeting Agenda materials are required, the materials will be on coloured paper in accordance with the following:

(a) Regular Board of Trustees – Public Agenda – yellow.

(b) Regular Board of Trustees – Private Agenda – grey.

(c) Special Meetings – ivory.

~~(2)(3) Board of Trustees' decisions may be spread over two meetings; the first meeting will accommodate questions and discussion, prior to making a decision at the second meeting. When agenda items are considered over two meetings, the report will be printed and distributed only for the first meeting at which the item is considered.~~

~~(3)(4) Only that material which has been received by the Corporate Secretary by the time prescribed under ~~Section~~section G(1) above and included in the distributed information may be considered at a meeting for which the Agenda is prepared. Notwithstanding the foregoing, due to the ~~emergent~~ nature of some Agenda items, it may not be practicable to circulate some reports and information six days prior to the Board of Trustees' meeting. Private meeting materials will only be circulated to Trustees and Superintendents' Team, to maintain appropriate confidentiality.~~

~~(4)(5) Agenda information for public meetings, including reports attached to the Agenda, shall be made available in an electronic format by the Corporate Secretary to the media and public on the Friday, four (4) days prior to the respective meeting. In the event that the Friday prior to the meeting is a statutory holiday, Board Meeting information will be made available by 10:00 a.m. on the Monday, one (1) day prior to the Board meeting.~~

~~(5)~~(6) Agenda information for private meetings, which is limited to the template agenda, will be available electronically on the Friday, in accordance with the timelines above, for public meetings.

~~(6)~~(7) All board meeting reports and documents submitted to the Board of Trustees shall be retained in the corporate records of the ~~District~~Division.

~~(7)~~(8) From time to time, private reports may be of such a sensitive nature that they are not distributed in advance of the Board of Trustees' meeting. In these instances, the Corporate Secretary's Office will ~~make the reports available to Trustees in the board meeting room two hours in advance of the commencement of the Board meeting, if requested by trustees~~communicate with Trustees regarding the date, time and location to access these private reports.

~~(8)~~(9) An appropriate number of copies of the ~~Agendas, with attachments, Agenda~~ for all public meetings shall be printed and ~~be~~ made available for members of the public attending such meetings. Public Agendas ~~, with attachments,~~ shall also be available on ~~the~~The Calgary Board of Education ~~web-site at~~ <http://www.cbe.ab.ca> ~~website:~~

<https://www.cbe.ab.ca/about-us/board-of-trustees/Pages/archives-of-previous-board-meetings.aspx>

H. ORDER OF BUSINESS

(1) Subject to other provisions of these Procedures, the order of business for a Board Meeting shall be the order of the items contained in the template Agendas contained in Appendix C of these Procedures, for regular meetings, special meetings and organizational meetings. A general description of each of the items included in such template Agenda is set forth in Section section I, below.

I. CONDUCTING BUSINESS AT BOARD OF TRUSTEES' MEETINGS

(1) *General Meeting Procedures*

- (a) No act or proceeding of the Board of Trustees is binding unless it is adopted at a meeting at which a Quorum is present at the time the act or proceeding occurred.
- (b) After the time appointed for a meeting to convene, subject to a Quorum existing, the Chair shall take the chair and call the meeting to order.
- (c) If no Quorum exists within fifteen (15) minutes after the time appointed for a meeting of the Board of Trustees, the Board of Trustees shall stand adjourned until the next applicable regular meeting of the Board of Trustees or until a special meeting may be called in accordance with the prescribed requirements for such meetings.
- (d) If a meeting is not convened due to the lack of a Quorum at the expiration of the said fifteen (15) minutes, the Corporate Secretary ~~shall~~ indicate as such in the Minute book with a record of the names of those members present.
- (e) The Board of Trustees shall adjourn a convened meeting whenever a Quorum is no longer present and the Corporate Secretary ~~shall~~ record the time of adjournment and the names of the Trustees then present.

- (f) When the Board of Trustees is unable to meet for want of a Quorum, the Agenda delivered for that meeting shall be considered at the next scheduled meeting prior to the consideration of the Agenda for that subsequent meeting, or it shall be the Agenda for a special meeting called for that purpose.
- (g) Any remaining Agenda items not dealt with at a meeting shall automatically be placed on the Agenda of the next appropriate Board of Trustees' meeting as unfinished business carried forward. Such material shall take precedence over other items on the subsequent meeting's Agenda.

(2) *Pecuniary Interest*

- (a) When a Trustee has a Pecuniary interest in a matter before the Board, any committee of the Board or any commission, committee or agency to which the Trustee is appointed as a representative of the Board, subject to and in accordance with ~~Section 83 of the School Act~~ section 88 of the *Education Act* and *Governance Culture Policy 8: Board Member Conflict of Interest*, the Trustee shall, if present,
 - (i) disclose the general nature of the Pecuniary interest prior to any discussion of the matter,
 - (ii) abstain from voting on any question relating to the matter,
 - (iii) subject to ~~Subsection 6~~ subsection (3), abstain from discussing the matter, and
 - (iv) subject to subsection ~~(b2)~~ and ~~(c3)~~, leave the room in which the meeting is being held until the discussion and voting on the matter are concluded.
- (b) If the matter with respect to which the Trustee has a Pecuniary interest is the payment of an account for which funds have previously been committed, it is not necessary for the Trustee to leave the room.
- (c) If a Trustee is temporarily absent from a meeting when a matter in which the Trustee has a Pecuniary interest is introduced, the Trustee shall, immediately on the Trustee's return to the meeting or as soon afterwards as the Trustee becomes aware that the matter has been considered, disclose the general nature of the Trustee's Pecuniary interest in the matter.

(3) *Debrief*

~~The board~~ In accordance with *Governance Culture Policy 4: Officers' Roles*, the Board will assess the quality of ~~each meeting~~ Board meetings by debriefing, in order to provide an opportunity for the board to assess what worked and what did not, so that success can be repeated and failure avoided in the future.

~~Conducting Business at Regular Board of Trustees' Meetings – Public Agenda~~

J. CONDUCTING BUSINESS AT REGULAR BOARD OF TRUSTEES' MEETINGS – PUBLIC AGENDA

(1) *Call to Order, National Anthem and Welcome*

- (a) All regular public meetings of the Board of Trustees shall commence with the singing of the Canadian national anthem. The Chair shall request everyone

present who is able to stand and participate in the singing of the Canadian national anthem.

- (b) The Chair shall give the Acknowledgement to the Lands and make general welcome comments to Superintendents, Directors, stakeholders and members of the public. At the commencement of every regular public meeting of the Board of Trustees, the Chair shall indicate which Trustees are absent on Board of Trustees' business or for other purposes, as requested by the relevant Trustee(s).

(2) *Consideration/Approval of Agenda*

Prior to the discussion of business, the Chair may outline the Agenda, make or request any recommendations respecting amendments to the Agenda from the Corporate Secretary ~~and~~ Trustees, and entertain any inquiries and conduct any necessary discussion concerning the Agenda. The Chair shall then entertain a motion to approve the Agenda as submitted or amended.

(3) *Awards and Recognitions*

This portion of the Agenda may be used to recognize special achievements of persons or departments within The Calgary Board of Education ~~or~~ educational partnerships or alumni of The Calgary Board of Education.

(4) *Results Focus*

This portion of the Agenda will focus on the important Results that ~~the~~The Calgary Board of Education is expected to achieve. The Board's meeting time will focus on the Results and fulfilling the Board's Job Description as defined in the Board's governance policies. The following are examples of items that may be included in this portion of the Agenda:

(a) *School ~~and~~ System ~~and~~ Public Presentations*

This portion of the Agenda is to accommodate presentations related to educational issues by ~~public interest groups,~~ school and/or system groups, educational liaison groups or partners in education. Presentations are intended as a method of providing information related to Results policies. Up to fifteen (15) minutes will be allotted for each presentation. ~~The Board of Trustees must give prior consent for these presentations.~~ The ward Trustee, in the case of school presentations, or the Chair, in the case of system or public presentations, will thank the presenters.

(b) *Board Development*

The Board will identify topics for Board development, and the timing for each Board development session. Generally, the purpose of Board development sessions is to assist the Board to develop more complete knowledge and a better understanding of specific Results issues and to support effective policy development and Board monitoring. Prior to the detailed planning for each session, the Board will complete any information requirements, and provide more specific information as may be required to allow presenters to appropriately prepare for Board development sessions

(c) *Results Policy ~~Considerations~~ Annual Monitoring*

This section of the Agenda shall include ~~all~~the annual monitoring reports related to the Results policies, ~~including the Chief Superintendent's reasonable interpretation, indicators,~~ and evidence monitoring, as well as Results policies language changes school presentations. The timing of such reports shall be in

accordance with the Board's Annual Work Plan, as approved in the Board's governance policy, or as otherwise required by the Board.

(5) *Operational Expectations*

This section of the Agenda shall include ~~all~~the annual monitoring reports related to the Operational Expectations policies, ~~including the Chief Superintendent's reasonable interpretation, indicators, and evidence monitoring, as well as Operational Expectations policies language changes~~. The timing of such reports shall be in accordance with the Board's Annual Work Plan, as approved in the Board's governance policy, or as otherwise required by the Board.

(6) *Public Comment*

A member of the public may verbally address the Board of Trustees on any educational issue deemed, by a majority of Trustees present at the particular meeting, to be relevant to ~~the work matters before the Board~~any reports reflected on a public Board meeting Agenda, subject to the following procedure:

(a) A prospective speaker shall notify the Corporate Secretary by noon of the day prior to the board meeting. Prospective presenters must provide the name and contact information for the presenter, the stakeholder or public group that they are representing, if any, their proposed presentation and its relevance to a ~~board meeting agenda item~~report on the Agenda for the meeting date the prospective speaker wishes to address the Board.

~~(b)~~If the topic a prospective speaker wishes to address with the Board does not have any relevance to a report on the Agenda, the Corporate Secretary in consultation with the Board Chair will determine whether the prospective speaker may address the Board at a particular board meeting or refer the speaker to a future board meeting date.

~~(b)~~~~(c)~~ A speaker may speak for up to three minutes. The number of such speakers at any meeting shall not exceed five. To provide fair opportunities for a variety of viewpoints to be presented, exceptions to the time and number of presentations may be made by a majority vote of the Trustees present at the meeting.

~~(e)~~~~(d)~~ The Board, at its discretion, may restrict the number of ~~stakeholder reports made by times~~ any individual or ~~stakeholder~~ group to a maximum of four times per year, unless the Board, by a majority vote, deems that additional presentations would be beneficial to ~~the~~The Calgary Board of Education.

~~(d)~~~~(e)~~ A speaker should approach the microphone and wait to be recognized by the Chair. The Chair will ask the speaker to state his or her name, the stakeholder or public group represented, if appropriate, and the topic to be addressed.

~~(e)~~~~(f)~~ A speaker shall address comments to the Chair of the meeting. Attacks on the personal character or performance of any individual(s), department or school, or disruptive remarks shall be ruled out of order. Persistence in such remarks shall terminate the speaker's privilege to address the Board of Trustees.

~~(f)~~~~(g)~~ Comments with respect to the following issues will not be allowed:

- (i) the security of the property of The Calgary Board of Education,
- (ii) personal information of an individual, including but not limited to a student or an employee of The Calgary Board of Education,
- (iii) a proposed or pending acquisition or disposition of property by or for The Calgary Board of Education,

- (iv) labour relations or employee negotiations,
- (v) a law enforcement matter, litigation or potential litigation, including matters before administrative tribunals affecting The Calgary Board of Education, or
- (vi) the consideration of a request for access for information under the Freedom of Information and Protection of Privacy Act.

~~(g)~~(h) With the exception of the Chair, who may provide clarification as required, Trustees will not make comments or ask questions of the speaker. The Chair will thank the speaker.

(7) *Matters Reserved for Board ~~Action~~ Information*

(a) This section of the Agenda shall include reports coming to the Board of Trustees for information purposes only.

(b) All reports to be presented to the Board of Trustees must be in written format in the prescribed report style as attached in Appendix E. In cases where timing is of a critical nature, the Board of Trustees may accept verbal reports.

(8) Matters Reserved for Board Decision

(a) This section of the Agenda items shall include reports requiring ~~action or~~ decision of the Board of Trustees.

(b) Business introduced by Administration shall proceed by way of recommendation to the Board of Trustees. All reports to be considered by the Board of Trustees must be in written format in the prescribed report style as attached in Appendix E. In cases where timing is of a critical nature, the Board of Trustees may accept verbal reports.

(c) As described in section G, Board of Trustees' decisions may be spread over two meetings; the first meeting will accommodate questions and discussion, prior to making a decision at the second meeting.

~~(8)~~ (9) *Consent Agenda*

The Board of Trustees uses a "Consent Agenda" to act on non-controversial and routine items quickly. Items may also be placed on the consent agenda if there has been an opportunity for questions and discussion at a prior meeting. The Consent Agenda is considered approved if no Trustee objects to consideration of the item on the Consent Agenda. Items may be removed from the Consent Agenda and placed on the regular Agenda at the request of a Trustee. The Corporate Secretary- must be advised of such request by noon of the day prior to the Board of Trustees' meeting, in order that the appropriate member of administration can attend the meeting for discussion of the item. ~~Items~~ Reports removed from the Consent Agenda will be dealt with on the regular Agenda, immediately following the Consent Agenda items.

~~(a)~~ *Board Consent Agenda*

This section of the Agenda shall include reports relative to approval of minutes of prior meetings of the Board of Trustees, and the Board of Trustees' committees, Trustees' liaison responsibilities, correspondence sent or received by the Board of Trustees, and other routine matters of Board business. These reports must be submitted in a written format and shall be received as part of the record in Board of Trustees' meetings.

In the case of the approval of Board meeting minutes, if the approval of the minutes of any meeting is removed from the Consent Agenda, such approval shall be dealt with as noted in the process above; however, the following limitations shall apply:

- (a) The minutes of a previous meeting shall not be read aloud unless requested by a majority of the Trustees.
- (b) Any Trustee may make a motion requesting that the minutes be amended to correct any inaccuracy or omission. However, the Corporate Secretary should be advised in advance of the challenge to the minutes before they are officially adopted by the Board of Trustees.
- (c) Minor changes may be made to correct errors in grammar, spelling, and punctuation or to correct the omission of a word necessary to the meaning or continuity of a sentence; but no change shall be allowed which would alter or affect, in a material way, any actual decision made by the Board of Trustees. Minor corrections to the minutes can be accomplished by informing the Corporate Secretary of such errors. The minutes do not need to be pulled from the Consent Agenda to make such corrections.

~~(b) Chief Superintendent Consent Agenda (10)~~

~~This section of the Agenda includes:~~

- ~~(i) all items delegated to the Chief Superintendent that are required by law or contract to be approved by the Board,~~
- ~~(ii) adequate information necessary to keep the Board of Trustees informed, and~~
- ~~(iii) other items as deemed appropriate by the Chief Superintendent.~~

~~(9) Recess and Adjournment~~

- (a) A short break may be called during Board of Trustees' meetings at the discretion of the Chair of the meeting. It shall be the responsibility of the Chair of the meeting to bring the meeting back to order.
- (b) The regular adjournment time for Board of Trustees' meetings shall be at the conclusion of consideration of the approved Agenda items for the meeting, or a maximum duration time of ~~three~~four and half (4½) hours from the scheduled commencement of the meeting. If the business of the meeting is not completed within ~~three~~four and half (4½) hours, the following provision shall apply:
 - (i) Upon the completion of ~~three~~four and half (4½) hours, the Chair will announce that such time has arrived and shall seek the pleasure of the Board of Trustees. If a majority of the members present agree, the meeting may continue until the completion of the scheduled Agenda items or until the time agreed to by the majority.
- (c) When a regular or special meeting adjourns without ending the session, this necessarily means that the time for another meeting to continue the same business or order of business has already been set, or that provision has been made for such a meeting to be held "at the call of the Chair". If a motion to "adjourn to the call of the Chair" is moved prior to the Chair declaring that the meeting is adjourned, an adjourned meeting called accordingly is a continuation of the same session. However, if no such meeting is held before the next regular or special Board of Trustees' meeting, whichever is applicable to the adjourned meeting, the

adjournment of the previous Board of Trustees' meeting becomes final retrospectively as of the date the last meeting adjourned, and the Chair's authority to call an adjourned meeting expires.

~~Conducting Business at Regular Board of Trustees' Meetings—Private Agenda~~

K. CONDUCTING BUSINESS AT REGULAR BOARD OF TRUSTEES' MEETINGS – PRIVATE AGENDA

- (1) When a majority of the Trustees present at a meeting of the Board of Trustees are of the opinion that it is in the public interest to hold the meeting or a part of the meeting in private for the purpose of considering any matter, the Board of Trustees may by motion exclude any person from the meeting. As such, the purpose of the Private Agenda is to deal with in camera matters, as determined by the Board of Trustees and/or as described in [Section 18\(1\)](#) of the *Alberta Freedom of Information and Protection of Privacy Regulation (AR200/95)*, a copy of which is attached as Appendix B (as amended from time to time). These topics include matters of privacy and matters confidential to the internal governance and management of the Board of Trustees. Each report presented for consideration at a private meeting will include information regarding why the issue should be considered in camera, and whether the report or any part of the report is planned for public release.
- (2) When a meeting is held in private, the Board of Trustees does not have the power to pass a by-law or motion at that meeting apart from the motion necessary to revert to an open meeting.
- (3) When the Board of Trustees resolves to consider any matter in private, any motion(s) arising from the Private Agenda shall not be subject to question or debate.
- (4) Due to the confidential or privileged nature of all private meeting Agenda items and supporting material on which the motions are based, the comments, discussions and supporting material relating to private items shall remain strictly confidential, except in cases when the Board of Trustees determines that the information should be submitted to a public meeting of the Board of Trustees, when the Board of Trustees specifically authorizes its public release, or when legally required to release such information. A motion of the Board of Trustees is required if this information is to be provided to any persons other than to the Board of Trustees or to employees or agents of the Board of Trustees who require such information to carry out the duties of their job.
- (5) As part of the fiduciary duties to which each Trustee is bound is the strict duty of confidentiality. That duty applies to every matter of a confidential nature before the Board or coming to the notice of any Trustee, including the private discussions and deliberations of Trustees during informal work sessions and the agendas, debates and discussions of or that occur during private meetings of the Board. Until such time as any such confidential matters are lawfully and properly disclosed pursuant to public meetings of the Board, such matters remain confidential and any Trustee breaching such obligation of confidentiality may be subject to sanctions anticipated under the [School Education Act](#) and the Board governance processes as well as possible legal claims.
- (6) Motions arising from Agenda items discussed in private session must be carefully worded so as to protect the confidentiality and personal privacy around the issue.

~~Conducting Business at the Board of Trustees' Special Meetings~~

L. CONDUCTING BUSINESS AT THE BOARD OF TRUSTEES' SPECIAL MEETINGS

The business of special meetings shall be conducted in accordance with the rules governing regular Board meetings, subject to following the order of business appropriate to the purpose of the meeting, as outlined in Appendix C of these Procedures.

~~Conducting Business at the Board of Trustees' Organizational Meetings~~

M. CONDUCTING BUSINESS AT THE BOARD OF TRUSTEES' ORGANIZATIONAL MEETINGS

- (1) The Corporate Secretary- shall assume the chair as Chair *pro tem*.
- (2) At the organizational meeting following civic elections, after the elected Trustees have taken their oaths of office, as provided in ~~Section 76~~section 75 of the ~~School~~Education Act, and have taken their places at the Board table, the Corporate Secretary shall:
 - (a) proceed to read to the Board of Trustees the returns of the election as certified by the Returning Officer; and
 - (b) declare the Board of Trustees to be legally constituted.
- (3) The Corporate Secretary- shall then conduct the annual election for the office of the Chair of the Board of Trustees, as provided in ~~Section 65~~section 1(3) of the ~~School Act~~Board Procedures Regulation, which shall be as follows:
 - (a) Call for nominations to be made orally by Trustees in public session.
 - (b) After the nominations have ceased, the nominee(s) shall be requested to inform the meeting whether they elect to stand or decline to stand.
 - (c) If only one person is nominated, that member shall be declared elected by acclamation.
 - (d) Where more than one nominee stands for election, an open vote shall be taken on the nominations in the order in which they were submitted.
 - (e) In the case of election of the Chair or Vice-Chair of the Board of Trustees, one or more Trustees can request that the vote be by secret ballot, as provided in ~~Section 73~~section 9(d) of the ~~School Act~~Board Procedures Regulation.
 - (f) Each Trustee shall vote.
 - (g) The Board of Trustees' member who receives a simple majority of votes cast by the Trustees present shall be declared elected.
 - (h) Where more than two nominees elect to stand, if upon the first vote no nominee receives the majority required for election, the name of the nominee receiving the least number of votes shall be dropped, and the members shall proceed to vote anew and so continue until a nominee receives the majority required for election, at which time such nominee shall be declared elected.

- (i) In the case of a vote where no nominee receives the majority required for election, and where two or more nominees are tied with the least number of votes, a special vote shall be taken to decide which one of such tied nominees' names shall be dropped from the list of names to be voted on in the next vote.
 - (j) In the case of a two-way tie vote, the Corporate Secretary shall write the names of those nominees separately on blank sheets of paper of equal size and of the same colour and texture, and after folding the sheets of paper in a uniform manner and so that the names are concealed, shall deposit them in a receptacle and direct some person to withdraw one of the sheets. The Corporate Secretary shall declare the nominee whose name appears on the withdrawn sheet to be elected.
 - (k) In the case of a three-way tie vote, the Corporate Secretary shall write the names of those nominees separately on blank sheets of paper of equal size and of the same colour and texture and after folding the sheets of paper in a uniform manner and so that the names are concealed, shall deposit them in a receptacle and direct some person to withdraw one of the sheets. The nominee's name that appears on the withdrawn sheet shall be dropped, and a vote shall then be taken to elect one of the remaining two nominees.
- (4) The Chair shall then assume the chair.
- (5) The Chair shall then conduct the election for the office of Vice-Chair of the Board of Trustees in the same manner as for the election of the Chair of the Board of Trustees as set out in the preceding section.
- (6) *Term of Office, Chair and Vice-Chair*
- (a) In accordance with ~~Section 65~~section 1(3) of the ~~School Act~~Board Procedures Regulations, the Chair and Vice-Chair shall hold office during the pleasure of the Board of Trustees, which under normal circumstances shall be until the next organizational meeting of the Board of Trustees.
 - (b) In the event that the office of the Chair or Vice-Chair becomes vacant due to death, incapacity, resignation or any other reason, the Board of Trustees shall elect a Trustee to fill the office for the remainder of the term.
 - (c) The position of second Vice-Chair shall be appointed ~~at the following~~the organizational meeting on a rotating roster basis, every two months. During the months of July and August a Trustee will be designated as an on call Trustee to assist the Chair and/or Vice-Chair.
- (7) *Establishment of Committees and Liaison Requirements*
- The number of committees of the Board of Trustees, their powers and duties, and the membership of each committee, shall be decided by the Board of Trustees, in accordance with the ~~governance~~Board's Governance Culture policy ~~regarding committees~~5: Board Committees.
- (8) *Schedule of Meetings and Annual Agendas*
- (a) The Board of Trustees will determine the schedule of regular meetings for the forthcoming year (up to the date of the next organizational meeting of the Board of Trustees) and shall forthwith, by motion, adopt the calendar of meetings. This

does not preclude motions to change the schedule of regular meetings, as required, throughout the year.

- (b) To the extent possible, the Board of Trustees shall determine the Agenda for meetings of the Board of Trustees for the forthcoming year.

(9) *Delegation of Power*

Any motion of the Board of Trustees to authorize delegation of the Board of Trustees' duties or powers may be made or renewed at the organizational meeting, and/or at such other time as the Board of Trustees determines to be appropriate.

JN. CONTROL AND CONDUCT OF BOARD OF TRUSTEES' MEETINGS

(1) *Role of Chair in Presiding Over Meetings*

- (a) The Chair of the Board of Trustees shall preside over regular and special meetings of the Board of Trustees.

- (b) In the case of the absence of the Chair, the Vice-Chair has all the powers and shall perform all the duties of the Chair during the absence of the Chair. In the case of the absence of both the Chair and the Vice-Chair, the rotating second Vice-Chair shall preside. In the absence of all three of the above, the Corporate Secretary shall call the meeting to order and a Chair shall be chosen by the members of the Board of Trustees present and that individual shall then preside during the meeting, or until the Chair, Vice-Chair or second Vice-Chair arrives.

- (c) Subject to being overruled by a majority vote of Trustees, as outlined in [Section J](#) [Section N](#)(7) of these Procedures, the Chair:

- (i) shall maintain order and preserve decorum and may, if necessary, call a Trustee to order;
- (ii) shall decide points of order without debate or comment other than to state the rule applicable to the case;
- (iii) shall determine which Trustee has a right to speak;
- (iv) shall ensure that all Trustees who wish to speak on a motion have spoken, that the Trustees are ready to vote and shall subsequently call the vote;
- (v) shall rule when a motion is out of order; and
- (vi) may, at any meeting, expel and exclude any person who creates any disturbance or acts improperly.

- (d) When the Chair wishes to make a motion, he/she shall:

- (i) vacate the chair, and request that the Vice-Chair take the chair; and
- (ii) remain out of the chair until the motion has been dealt with.

(2) *Attendance at Meetings*

- (a) Any Trustee who will be absent from a Board of Trustees' meeting must notify the Corporate Secretary in writing as soon as possible in order to accommodate the rescheduling of the meeting, if required.

- (b) No Trustee shall leave the Board of Trustees' meeting (other than for brief periods of time) without written notice being provided through the Corporate Secretary prior to the commencement of the meeting.

(3) *Trustees' Attendance at Public Board Meetings by Electronic Means*

- (a) It is the preference of the Board of Trustees to hold its meetings at a common location to conduct Board business, with Trustees and official staff physically present at the meeting. Notwithstanding this preference, from time to time, one or more Trustees may participate in a public meeting of the Board by electronic means or other communication facilities, subject to satisfying the requirements as outlined in these Procedures. Trustees may not participate in a private meeting or private portion of any Board of Trustees' meeting by electronic means.
- (b) Any acceptable electronic means or other communication facilities must permit the Trustee(s) not physically present at the meeting of the Board of Trustees to hear and be heard or watch and be heard by all other participants and public in attendance at the meeting, as is appropriate. Unless otherwise approved by the Board of Trustees, the electronic means of communication will be limited to land-line telephones, cellular telephones, or communication facilities that provide simultaneous audio and video communication.
- (c) Electronic attendance of Trustees may be permitted for regular public meetings of the Board of Trustees, and for special meetings of the Board of Trustees, except those special meetings held in-camera and/or for the purpose of hearing appeals or conducting hearings related to employee matters, or any Board decision which attracts the principles of natural justice. Notwithstanding the above, the Board of Trustees may by Board motion passed 30 days prior to a particular meeting, determine that such Board meeting will be exempt from having any Trustees attend the meeting electronically.
- (d) The Board of Trustees, in its sole discretion, reserves the right to determine which Trustees will be allowed to participate in a meeting of the Board via electronic means, so as to ensure that a Quorum of the Board will be physically present at the meeting. Preference will be given to those Trustees who request electronic attendance due to illness, circumstances beyond their control, or physical incapacity to be physically present at a meeting.
- (e) Notwithstanding the requirements of these Procedures, a Trustee cannot attend more than three consecutive Board meetings electronically, without being authorized by a resolution of the Board of Trustees to do so.
- (f) At every meeting of the Board, the following persons must be physically present in the meeting room of the Board:
 - (i) the Chair of the Board or his or her designate;
 - (ii) at least three (3) other Trustees, in order to ensure that a Quorum of the Board shall be physically present; and
 - (iii) the Corporate Secretary .
- (g) At a meeting of the Board at which one or more Trustees is present electronically, voting on all motions shall be done verbally, with the Chair asking each Trustee to indicate whether they are in favour or opposed to each motion by stating their name.

- (h) At a meeting of the Board at which one or more Trustees is present electronically, if a ruling of the Chair is appealed, the Chair will poll Trustees alphabetically by last name to verify the decision.
- (i) Any Trustee wishing to participate in a Board meeting by electronic means must:
 - (i) notify the Corporate Secretary ~~–~~ a minimum of eight (8) hours prior to the stated commencement of the meeting that they will be physically absent and wish to participate electronically;
 - (ii) notify the Corporate Secretary~~–~~ of the location at which they can be reached. Notwithstanding that a Trustee has requested to electronically attend a meeting of the Board of Trustees, if a reasonable attempt is made to connect with the Trustee, but for any reason, such connection is not made, the Trustee will be considered to be absent from the meeting. If the connection is lost during the meeting, the Trustee will be considered to be absent from the portion of the meeting during which there is no connection;
 - ~~(iii) — arrange to have access to all information that is distributed to Trustees prior to the meeting, and to a means to receive copies of all information that may be circulated at the meeting;~~
 - ~~(iv)~~(iii) be available at the scheduled commencement of the meeting, as late electronic attendance will not be permitted;
 - ~~(v)~~(iv) formally provide a verbal statement to the Board of their identity in order that the Board can be assured that only Board members are participating in the Board decision;
 - ~~(vi)~~(v) verbally inform the Chair if and when they wish to speak;
 - ~~(vii)~~(vi) inform the Chair if they depart from a meeting, whether temporary or permanent;
 - ~~(viii)~~(vii) ensure that they comply with the requirements of the Act and these Procedures with regard to any Pecuniary interest that they have in any matter before the Board.

(4) *Conduct of Trustees*

- ~~(a) —~~ When a ~~At all regular and special meetings of the Board of Trustees, Trustees will conduct themselves in accordance with the Board's Governance Policies.~~
- ~~(a)~~(b) Any Trustee ~~wishes~~desiring to speak ~~at a Board of Trustees' meeting~~shall so indicate by upraised hand and, upon recognition by the Chair who shall call the Trustee shall obtain by name, the approval of the Chair ~~Trustee may then, but not before doing so, proceed to speak.~~
- ~~(b)~~(c) When a Trustee is speaking every other Trustee shall:
 - (i) remain quiet and seated;
 - (ii) not interrupt the speaker, except on a point of order; and
 - (iii) not carry on a private conversation in person, via email, text or social media ~~site (such as Facebook or Twitter).~~

~~(e)~~(d) When a Trustee is speaking the Trustee shall:

- (i) not speak disrespectfully of Her Majesty The Queen, her official representatives or her government;
- (ii) not use offensive words in referring to any person;
- (iii) not reflect on any vote of the Board of Trustees except when moving to rescind it, and shall not reflect on the motives of the Trustees who voted on the motion, or the mover of the motion;
- (iv) not shout or immoderately raise his voice or use profane, vulgar or offensive language; and
- (v) ~~assume personal responsibility for the accuracy of~~ ensure that any statement made ~~and, upon is done so in accordance with the Board's Governance Policies. Any Trustee may request of the Board of Trustees, shall give to consider a motion directing the speaking Trustee to provide~~ the source of the information stated.

(5) *Conduct of Members of the Public*

The members of the public during a Board of Trustees' meeting shall:

- (a) not address the Board of Trustees without permission;
- (b) maintain order and quiet; ~~and~~
- (c) not interrupt any speech or action of the Board of Trustees, or any other person addressing the Board of Trustees; ~~and~~
- (d) comply with the Public Comment requirement set out in these Procedures.

(6) *Request for Information, Point of Order*

- (a) A request for information is a request or a statement directed to the Chair, or through the Chair to another Trustee, or to the Chief Superintendent, for or about information relevant to the business at hand, but not related to a point of procedure. When a request for information is raised, the Chair shall answer the question or direct the question to the appropriate Trustee or the Chief Superintendent.
- (b) A point of order is the raising of a question by a Trustee with the view of calling attention to any departure from the Board of Trustees' Procedures or the customary proceedings in debate or in the conduct of the Board of Trustees' business. When any point of order arises, it shall be immediately taken into consideration.
 - (i) When the Chair is called upon to decide a point of order, the point shall be stated without unnecessary comment, and the Chair shall state the rule or authority applicable in the case.
 - (ii) When a point of order is raised, or when a Trustee is called to order by the Chair, the Trustee speaking shall immediately be silent and shall remain silent until the Chair decides the point raised.
 - (iii) The Trustee raising a point of order may be granted permission to explain.

(7) *Ruling of the Chair*

- (a) When the Chair is of the opinion that any motion is contrary to the rules of the Board of Trustees, the Chair shall advise the Trustees immediately, quoting the rule or authority applicable.
- (b) No argument or comment as to the Chair's ruling shall be permitted, and the decision of the Chair shall be final unless a challenge is made.
- (c) When a Trustee wishes to challenge the ruling of the Chair, the motion, "That the decision of the Chair be overruled" shall be made.
- (d) A challenge of the ruling of the Chair shall be decided by a majority of the Trustees present. When the ruling of the Chair is challenged, the Chair shall have the right to state the reasons for the decision given, and shall then call the question, without further debate.

(8) *Calling a Trustee to Order*

- (a) When the Chair calls a Trustee to order, the Trustee shall cease to speak.
- (b) The Chair shall provide the opportunity for the Trustee to apologize and/or to explain the Trustee's position in making the remark for which the Trustee was called to order.
- (c) In the event that a Trustee refuses to remain quiet when called to order, the Chair shall request the Vice-Chair or any Trustee to move a motion to remove the unruly Trustee either:
 - (i) for the balance of the meeting; or
 - (ii) until a time stated in the motion;
 unless the Trustee makes an apology acceptable to the Board of Trustees for the Trustee's unruly behaviour.

~~(d)~~ (iii) When the majority of the Board of Trustees votes in favour of the motion, the Chair shall direct the unruly Trustee to leave the Board Room and, if the Trustee refuses to leave, direct that the Trustee be removed.

~~(e)~~ (iv) When the Chair has directed an unruly Trustee to leave the Board Room and the Trustee makes an explanation and apology satisfactory to the Board of Trustees, it may, by a majority vote of the remaining Trustees present, allow the offending Trustee to remain in his or her place.

(9) *Motions in Board of Trustees' Meetings*

(a) Pursuant to ~~Section 72~~section 8(1) of the ~~School Act~~Board Procedures Regulation, all motions shall be submitted to the Board of Trustees by the Chair or a Trustee and no seconder is required.

~~(b)~~ Any~~All~~ motion ~~in excess of 25 words~~ shall be handled as follows:

~~(b)~~ (i) Original wording of proposed motions be submitted in writing to ~~the Board of all~~ Trustees, Chief Superintendent, and ~~the~~ Corporate Secretary by Noon on the Thursday prior to a public meeting, and

(ii) Final wording of proposed motions be submitted in writing to all Trustees, Chief Superintendent, and Corporate Secretary by 3:00 pm on the Friday prior to a public meeting.

- (c) Unless exempted by the Chair, motions submitted during the course of debate shall also be submitted to the Corporate Secretary –in writing, except motions to receive ~~or adopt reports~~, to refer, to adjourn, to lay on the table, to postpone, to recess, to extend termination of the meeting, or to rise and report to the Board of Trustees.
- (d) After a motion has been moved and prior to it being placed on the floor for debate, it is the property of its mover, who can withdraw it or modify it without asking the consent of anyone.
- (e) When a question is under debate, no motion shall be received, except a motion to extend adjournment, to adjourn, to lay on the table, to postpone to a certain time, to refer to a committee, to amend, or to postpone indefinitely, which motions shall have the precedence in the above order.
- (f) A motion to “lay on the table” should only be used if the purpose is to temporarily put business aside so that the Board of Trustees can take up a more urgent matter. If the motion to “lay on the table” is adopted, it is important to make the motion to “take from the table” after the more important business has been decided, in order that the Board of Trustees can again discuss and vote on the motion that was laid on the table. A tabling motion is not debatable. A question laid on the table remains there until taken from the table or until the close of the next regular meeting; if not taken up by that time, the ~~question~~motion dies.
- ~~(g) A motion to “adopt” a report has the effect of the Board of Trustees endorsing every word of the report, including the indicated facts and the reasoning, as its own statement.~~
- ~~(g)~~ (h)—A motion to “postpone indefinitely” has the purpose of suppressing the main motion for the duration of the meeting, ~~while a “motion to postpone to a certain time” is for the purpose of putting off or delaying a decision until that time~~ without the Board having to vote on the main motion.
- ~~(h)~~ (i)—A motion to “postpone to a certain time” is for the purpose of allowing more time to make a decision about the motion thereby putting off or delaying a decision until that time.
- ~~(k)~~ A motion to “refer” is for the purpose of having another group or committee investigate a proposal, and the motion is debatable. If the motion does not include a time by which the committee is to report, the motion might die in committee.
- ~~(j)~~
(l) Agenda items presented to the Board for information will be retained on the corporate record, and do not require a board motion as such.

(10) *The Handling of a Motion*

- (a) The mover of a motion shall state the motion to be considered.

- (b) A question period will follow, during which Trustees will have an opportunity to ask questions for clarification or information prior to the Chair's calling for formal debate.
- (c) After a main motion has been made and before the question~~motion~~ has been stated by the chair, any Trustee can informally suggest one or more modifications in the motion, which at this point the maker can accept or reject as the mover wishes.
- (d) Representatives of the Alberta Teachers' Association Local 38, Canadian Union of Public Employees, ~~Calgary Association of Parents and School Councils~~ Local 40, The Calgary Board of Education Staff Association, and Trade Unions, will be permitted to speak during the question period at the discretion of the Chair. ~~Other representatives as deemed necessary can be included at the discretion of the Board of Trustees.~~ Questions to these representatives are to be addressed through the Chair.
- ~~(e)~~ ~~The Board of Trustees must approve by motion that a member of the public audience be allowed to respond to a Trustee's request for information during the question period.~~
- ~~(f)~~(e) Any Trustee desiring to speak shall so indicate by upraised hand and, upon recognition by the Chair who shall call the Trustee by name, the Trustee may then, but not before, proceed to speak.
- ~~(g)~~(f) Every individual, prior to speaking, shall address the Chair, and remarks shall be confined to the motion under consideration.
- ~~(h)~~(g) At the conclusion of the question period, the Chair states the motion, thus placing it on the floor for debate. After the motion has been stated by the Chair, it is the property of the Board of Trustees and the maker must receive the approval of the Board, either by consent or by formal approval, to withdraw or ~~modify his own~~amend the motion.
- ~~(i)~~(h) The mover of the motion shall be given the opportunity to speak first and open debate.
- ~~(j)~~(i) No Trustee may speak more than twice during the debate on any motion, except under the following circumstances:
- (i) When a Trustee feels he/she has been misquoted or misunderstood, the Trustee may, after receiving permission from the Chair, explain a material part of his speech but the Trustee may not introduce any new matter ~~and there shall be no debate on the explanation.~~
 - (ii) Before the debate has been closed and the vote called, provided no other Trustee has the floor, a Trustee may request that the motion be read aloud.
- ~~(k)~~(j) Unless the Board of Trustees by a majority vote extends the time, no Trustee shall speak more than twice for three minutes each on any motion.
- ~~(l)~~(k) During the debate, each Trustee has the right to speak twice on the same question, but cannot ~~make~~make speak a second ~~speech~~speech time so long as any Trustee who has not spoken on that question desires the floor.

~~(m)~~(l) When debate is closed, and prior to calling the question on the motion, the Chair shall always have the right and responsibility to make clear the exact question that the Board of Trustees is deciding and to make sure that Trustees understand the effect of an “aye” and of a “no” vote prior to calling the question on the motion.

(11) *Motion to Adjourn*

- (a) A motion to adjourn is always in order, except when a motion to adjourn was the immediately preceding motion, and takes precedence over all others, but it must not be entertained while a member is speaking nor while a vote is in progress.

(12) *Voting on Motions*

- (a) The Chair and ~~each~~every Trustee present at a meeting must vote on all questions, unless excused from voting in accordance with ~~Section 72~~section 8(2) of the ~~School Act~~Board Procedures Regulation. Each question ~~shall~~must be decided by a majority of the votes of ~~those~~the Trustees present. Any question on which there is an equality of votes shall be decided in the negative.
- (b) Notwithstanding the above section, any Trustee who was absent from a Board of Trustees’ meeting is not entitled to vote on the adoption of the minutes arising from that meeting. Such abstention shall be recorded. This provision is deemed to satisfy the requirements of ~~Section 72~~section 8(2)(a) of the ~~School Act~~Board Procedure Regulation and no further motion in this regard is required.
- (c) In accordance with ~~Section 83~~section 88 of the ~~School~~Education Act and Governance Culture Policy 8: Board Member Conflict of Interest, if a Trustee has a Pecuniary interest in any matter before the Board of Trustees, the Trustee shall disclose such interest prior to any discussion of the matter, abstain from voting on or discussing the matter, and leave the room in which the meeting is being held until the discussion and voting on the matter are concluded.
- (d) The Chair shall declare the results of all votes, including which Trustees voted for or against the motion in question.

(13) *Motions that Bring a Question Again Before the Board*

- (a) A question once decided cannot be brought up again at the same meeting unless otherwise decided by a majority of the Board of Trustees.
- (b) A question to reconsider must be made by a Trustee who voted on the prevailing side of the original motion and can only be considered on the same day that the original motion was decided. When the question to reconsider is on the table, the mover shall briefly state his reasons for reconsideration and the motion to reconsider shall then be voted on without further debate. If carried, the original motion shall then be read and is before the Board of Trustees for disposal.
- (c) If the Board of Trustees refuses to reconsider, no other motion to reconsider can be made.
- (d) If it should become necessary to rescind a motion that has passed, at least one weeks’ notice in writing must be given unless otherwise decided by a majority of

the Board of Trustees. The motion to rescind is then introduced and dealt with at the next regular Board meeting.

- (e) No motion to rescind or to reconsider shall have the effect of delaying or impeding the action necessary to give effect to any motion, unless the Board of Trustees shall order otherwise.

(14) *Adjournment*

- (a) At the conclusion of each Board of Trustees' or committee meeting, the Chair must declare the meeting adjourned.

KO. CORPORATE RECORDS OF MEETINGS

~~(1)~~ (1) Minutes of all Board of Trustees' meetings, whether public or private, shall be recorded in the official minutes maintained by the Corporate Secretary on behalf of the Board of Trustees in accordance with ~~Section 74 of the School Act. Minutes of committees~~ section 10 of the ~~Board of Trustees~~ Procedure Regulation.

~~(1)(2)~~ (2) Minutes of Board of Trustees' committee meetings shall be presented to the Board of Trustees as part of the regular committee reports, when applicable in accordance with GC-5E Board Committees Terms of Reference, and shall be retained in the corporate records of the Board of Trustees.

~~(2)(3)~~ (3) The Minutes for each Board of Trustees' meeting shall include:

- (a) the type of meeting: regular, special, or organizational;
- (b) the name of the assembly;
- (c) the date, time and place of the meeting;
- (d) Trustees in attendance as well as Trustees who are absent;
- (e) main and secondary motions and their disposition; including the names of Trustees voting in favour of, or in opposition to the motion or recommendation and the names of Trustees who were temporarily absent from the meeting at the time the question was called, or who abstained from voting in accordance with ~~Section 72(2)~~ section 8(3) of the ~~School Act~~ Board Procedures Regulation;
- (f) points of order and appeals, whether sustained or lost, together with the reasons given by the Chair for his or her ruling;
- (g) in accordance with ~~Section 83~~ section 88(4) of the ~~School~~ Education Act, the abstention of a Trustee under ~~Sections 83~~ sections 88(1) and 8388(3) of the ~~School~~ Education Act, as related to disclosure of any Pecuniary interests; and
- (h) the hour of adjournment.

~~(3)(4)~~ (4) The Corporate Secretary shall prepare the minutes of each Board of Trustees' meeting and such minutes shall be considered for adoption at a subsequent meeting of the Board of Trustees.

~~(4)(5)~~ (5) The minutes shall contain a record of decisions and motions made at the meeting, along with a summary of Board deliberations and discussions, ~~rather than detailed.~~ The minutes will not contain any deliberations or discussions at a private meeting to protect the confidential and privileged nature of all private meetings.

~~(5)~~(6) The Corporate Secretary's office shall cause an audio record of all public meetings of the Board of Trustees to be made and, if any Trustee questions the accuracy of any portion of the minutes of a previous meeting, the audio recording shall be used to decide the question.

~~(6)~~(7) The audio recording of a meeting of the Board of Trustees shall be erased immediately following the Board of Trustees' adoption of the minutes unless in the meantime, a written request has been received to retain the audio record, and followed by receipt within 60 days of a court order requiring the retention of the audio recording .

~~(7)~~(8) Public Board meetings will be broadcast over the internet. Archives of meetings will be accessible to the public for a period of two years from the date of the meeting. The Board of Trustees reserves the right to edit the video in the event that there is an unauthorized release of personal information, or for other legal requirements or emergent issues.

~~(8)~~(9) When a Trustee arrives late, leaves early, or is absent from a portion of a meeting due to a conflict of interest, the minutes of such meeting shall reflect the reason for the Trustee's absence.

~~(9)~~(10) All reports and documents submitted to the Board of Trustees shall be retained in the corporate records of the Board of Trustees.

LP. COMMITTEES OF THE BOARD OF TRUSTEES

(1) ~~The~~In accordance with section 52 of the *Education Act*, the Board of Trustees will make use of committees to help the Board of Trustees do its work. The functioning of ~~the~~ Board of Trustees' committees will be governed by the ~~Board of Trustees' governance policy regarding committees~~Governance Culture Policy 5: Board Committees.

(2) The terms of reference of each Board of Trustees' committee will set out any reporting requirements to the Board of Trustees.

waiver of notice

APPENDIX A – WAIVER OF NOTICE FOR SPECIAL MEETING

Month/Day/Year
Time

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

We, the undersigned Trustees of The Calgary Board of Education of the Province of Alberta, do hereby waive notice for the above-noted Special Meeting of the Board of Trustees. This waiver is completed in accordance with the provisions of ~~Section 67~~section 3(4) (Special Meetings) of the ~~School Act~~Board Procedures Regulation. (This waiver may be signed in counterpart and the counterparts when combined shall be treated as one and the same document.)

The purpose of the Special Meeting of the Board of Trustees scheduled for _____, is to give consideration to the following items:

-
-

Waiver of Notice is hereby granted:

Name of Trustee	Signature of Trustee	Date

| appendix |

APPENDIX B – Excerpt from Alberta Freedom of Information and Protection of Privacy Regulation (AR200/95)

- 18(1) A meeting of a local public body's elected officials, governing body or committee of its governing body may be held in the absence of the public only if the subject-matter being considered in the absence of the public concerns
- (a) the security of the property of the local public body,
 - (b) personal information of an individual, including an employee of a public body,
 - (c) a proposed or pending acquisition or disposition of property by or for a public body,
 - (d) labour relations or employee negotiations,
 - (e) a law enforcement matter, litigation or potential litigation, including matters before administrative tribunals affecting the local public body, or
 - (f) the consideration of a request for access for information under the *Freedom of Information and Protection of Privacy Act* if the governing body or committee of the governing body is itself designated as the head of the local public body for the purposes of the *Freedom of Information and Protection of Privacy Act*,
- and no other subject-matter is considered in the absence of the public.
- (2) Subsection (1) does not apply to a local public body if another Act
- (a) expressly authorizes the local public body to hold meetings in the absence of the public, and
 - (b) specifies the matters that may be discussed at those meetings.

**APPENDIX C - TEMPLATES FOR ORDER OF BUSINESS
FOR BOARD OF TRUSTEES' MEETINGS**

A. The normal order of business for the **Regular Meeting of the Board of Trustees, Public Agendas** shall be as follows:

Time	Topic	Policy Ref
12:00 p.m.	1 Call to Order, National Anthem and Welcome	
	2 Consideration/Approval of Agenda	GC-2
	3 Awards and Recognitions	
	4 Public Comment <u>Requirements as Scheduled only when public comment request(s) comply with the requirements</u> outlined in Board Meeting Procedures	GC-3.2
	5 Results Focus School and System Presentations; Policy Consideration (Reasonable Interpretations, Benchmarks and Targets, Monitoring, Language Changes); Board Development Sessions	
	6 Operational Expectations Policy Consideration (Reasonable Interpretation, Indicators, Evidence Monitoring, Language Changes)	
	7 Matters Reserved for Board ActionInformation	GC-3
	<u>8 Matters Reserved for Board Decision</u>	
3:00 p.m.	89 Consent Agenda	GC-2.6
	<u>9</u>10 Adjournment Debrief	GC-2.3

B. The normal order of business for the **Regular Meeting of the Board of Trustees, Private Agendas** shall be as follows:

Time	Topic	Policy Ref
12:00 p.m.	1 Call to Order	
	1.1 Motion to Move In Camera	
	2 Consideration/Approval of Agenda	GC-2
	3 Matters Reserved for Board ActionDecision	
	4 Matters <u>Reserved</u> for Board Information	
	4.1 Legal Issues	OE-8
	4.2 Labour Issues	OE-4

Time	Topic	Policy Ref
	4.3 Land Issues	OE-8, 12
	4.4 Other	
	5 Consent Agenda	GC-3
	6 Governance Issues Discussion	GC-2.6
	7 Motions – Action In-Camera Recommendations	
3:00 p.m.	8 Adjournment	
	Debrief	GC-2.3

C. The normal order of business for **Special Meetings** of the Board of Trustees established for any purpose other than the conducting of hearings and hearing of appeals shall be as follows:

1. Call to Order
2. Consideration of Agenda (subject to ~~Section 67~~section 3(5) of the ~~School Act~~Board Procedures Regulation)
3. Action Items
4. Information Items
5. Governance/Board of Trustees
6. Adjournment

Debrief

D. The normal order of business for **Special Meetings** of the Board of Trustees established for employee matters shall be as follows:

1. Call to Order
 - (a) Motion to Consider Agenda In Camera
 - (b) Welcome and Introductions
 - (c) Review of Procedures
 - (d) Preliminary Points Prior to Commencement of Procedure
2. Presentations, Comments and Responses, Committee Questions, and Concluding Comments of Parties
 - (a) Written and Oral Presentations
 - (b) Comments by Way of Response
 - (c) Trustee Questions
 - (d) Concluding Remarks
3. Deliberation and Decision
 - (a) Deliberation
 - (b) Motion to Revert to Public Meeting

(c) Motion re: Decision

4. Adjournment

Debrief

E. The order of business at the **Organizational Meeting of the Board of Trustees** shall be as follows:

1. The Corporate Secretary shall assume the Chair as Chair pro tem and carry out the following:
 - (a) Call to order
 - (b) Read the returns of the election as certified by the Returning Officer (Election Year)
 - (c) Declare the Board of Trustees to be legally constituted (Election Year)
 - (d) Election of Chair

The Chair shall assume the Chair and conduct the remainder of the Organizational Meeting.

2. Election of Vice-Chair
3. Establishment of Committees, Committee Membership, and Liaison Links
4. Schedule of Board of Trustees' Meetings and Annual Agendas
5. Delegation Order of the Board of Trustees
6. Adjournment

APPENDIX D – QUICK REFERENCE GUIDE TO ROBERT’S RULES OF ORDER

	ORDER OF MOTIONS	MOVER MUST BE RECOGNIZED	AMENDABLE	DEBATABLE	MAY BE RECONSIDERED	
PROCEDURES AS ADAPTED FROM QUICK REFERENCE GUIDE TO ROBERT’S RULES OF ORDER						
	1	Fix time of next meeting	Yes	Yes	No	Yes
	2	Adjourn	Yes	No	No	No
	3	Take a recess	Yes	Yes	No	No
PRIVILEGED	4	Question of privilege	No	No	No, but a resulting motion is	No
	5	Orders of the day	No	No	No	No
		Point of order	No	No	No	No
INCIDENTAL		Appeal (No Order of Precedence)	No	No	Usually	Yes
		Suspend the rules	Yes	No	No	No
		Create special orders	Yes	No	Yes	No
		Withdraw (or renew)	Yes	No	No	Negative only
		Objection to consideration	No	No	No	Negative only
SUBSIDIARY						
	6a	Table	Yes	No	No	No
	6b	Take from the table	Yes	No	No	No
	7	Previous question	Yes	No	No	Yes
	8	Limit or extend debate	Yes	Yes	No	Yes
	9	Postpone definitely	Yes	Yes	Yes	Yes
	10	Refer or commit	Yes	Yes	Yes	Yes
	11	Amend	Yes	Yes, once	Yes	Yes
MOTIONS	12	Postpone indefinitely	Yes	No	Yes	Affirmative only
	13	Main question (or motion)	Yes	Yes	Yes	Yes
	14	Reconsider	No	No	No	No
	15	Rescind	Yes	Yes	Yes	Negative only
	16	Elections (nominations)	No	No	Yes	Yes

Note: Under the provisions of the *School Act* and Board Meeting Procedures, a seconder is not required for Board of Trustees resolutions, and each motion shall be decided by a majority of the votes of those Trustees present.’

report to
Board of Trustees

APPENDIX E – BOARD REPORT TEMPLATE

Title of Report: To access title double click blue tab.

Date	Month date, 201X
Meeting Type	Click here to select an option <u>Click here to select an option</u> <u>Click here to select an option</u>
To	Board of Trustees
From	[Name] Chief Superintendent of Schools
Purpose	Click here to selection an option <u>Click here to selection an option</u> <u>Click here to selection an option</u>
Originator	First name Last name, title
Governance Policy Reference	Make reference to pertinent Governance Policy type, number and name. State the policy group first; use acronyms for specific references. For example: Board/Chief Superintendent Relationship B/CSR-2: Single Unit Control Operational Expectations OE-3: Treatment of Owners OE-8: Communication With and Support for the Board
Resource Person(s)	(Those who assist in the generation of the report.) First name Last name, title

~~NOTE: Include only the sections that are required and appropriate for this report. Not all reports will require all sections.~~

NOTE: Include only the sections that are required and appropriate for this report. Not all reports will require all sections.

|

1 | Recommendation

The recommendation is the proposed Board action and specifies exactly what you want the Board of Trustees to decide. The rest of the report provides context, information and alternatives that support the recommendations. For a given issue, the recommendation proposes a solution.

Recommendations related to private agenda items must be carefully worded so as to protect the confidentiality and personal privacy around the issue.

Use the following format when preparing this section:

It is recommended:

- THAT the Board of Trustees receives the following report for information.
- Or
- THAT the Board of Trustees approves...

2 | Issue

The report and the recommendations exist for a reason. Be concise in describing why this report has been created and brought forward. This section should be brief.

Examples:

At the meeting of Dec. 15, 2010, the Board of Trustees directed the Chief Superintendent to provide further information on the use of capital reserves. The Board asked for the report by the end of January 2011.

Operational Expectations [87](#): Communication With and Support for the Board requires "the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern." This update meets the requirement of OE-[87](#) for information in a timely, simple and concise form.

3 | Background

This section should answer the question "how did we get here" and provide the context required to understand the analysis.

4 | Analysis

The analysis section does much of the heavy lifting of the report, including:

- describing the problem in greater detail
- clearly explaining the complexity of issues;
- demonstrating how governance policies and their interpretations impact the possible and resulting options;
- explaining measurements and results;
- describing and discussing alternatives;
- describing the CBE's position compared to others.

Ultimately, the analysis makes the case for the recommendations. In this section you should present the options you've considered (including those you are not recommending) and clearly explain your rationale. When the analysis is excellent, people may not like the outcome but they will understand the rationale.

Writing the report is not the full value of the process. The greatest value comes from thinking and reflection. The analysis section may contain recommendations to continually improve.

5 | Financial Impact

The financial section is important. One pillar of the Three-Year Education Plan is “stewarding our resources.” This section demonstrates our financial sensibility and performance. This section should be as detailed and extensive as possible.

A thorough and compelling presentation of the financial impact may include implications such as:

- cost (e.g., capital, operating, incremental, one-time, ongoing);
- revenue or funding;
- balance sheet, cash flow and income statement;
- legislated or regulatory;
- human resource;
- organizational priorities; and
- opportunity cost

As in all sections, charts, tables and graphics should be used wherever they help to tell the story. At a minimum, a financial section should include figures.

6 | Implementation Consequences

Implementation Consequences is future focused. Explain the effects or expected outcomes that may occur if the report is approved and the recommendation implemented. The consequences may be positive or negative. In some cases, this section may underscore the risks of inaction as well. Regardless of how complex the situation, it must be explained simply and in plain language.

7 | Conclusion

The conclusion should recap the essence of the report. It is the last thing most people will read before turning back to the recommendations. The conclusion is not the place to introduce new information. It connects back to the stated issue and confirms that the report serves the purpose for which it was written.

Be brief. Be direct. Be persuasive.

[NAME]

CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

An attachment is a document that can stand alone and is not required to understand the rest of the original report. When numbering attachments, use Attachment Numbering Style.

Attachment I: Name of Attachment

Attachment II: Name of Attachment

Attachment III: Name of Attachment

APPENDICES

An appendix is a document that provides additional reference information and supplements the original report. When numbering appendices, use Appendix Numbering Style

Name of Appendix

Appendix I: Name of Appendix

Appendix II: Name of Appendix

Appendix III:

Please do not edit, add to or delete from the Glossary.

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.

AGENDA PLANNING COMMITTEE

All Trustees
Chief Superintendent
Corporate Secretary

APPENDIX F: 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.](#)

SUGGESTED BOARD MEETING DATE/TIMELINE CONSIDERATIONS:
[Click here to enter text.](#)

RELATED BOARD POLICY: (Include proposed amendment to governance policy, if requested. 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 may refer the matter to the Chief Superintendent, to an appropriate Board Committee, or it may add the item to a Board meeting agenda, depending on the nature of the issue. The Committee may also request that the trustee provide further information prior to making its decision.)

Referred to: [Click here to enter text.](#)

Recommended Response Timeline: [Click here to enter text.](#)

Board Meeting Agenda: NO YES PUBLIC PRIVATE

Date: [Click here to enter a date.](#)