

public agenda

Regular Meeting of the Board of Trustees

September 15, 2020
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 Opening Remarks			
	4 Awards and Recognitions		GC-3	
	5 Results Focus			
	6 Operational Expectations			
	7 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	8 Matters Reserved for Board Information		GC-3	
9 Matters Reserved for Board Decision	Board	GC-2.6		
9.1	Proposed Amendments to Governance Polices OE-1: Global Operational Expectations, OE-3: Instructional Program and GC-3: Board Job Description			Page 9-1

Time	Topic	Who	Policy Ref	Attachment
	10 Consent Agenda	Board	GC-2.6	
	10.1 Items Provided for Board Approval			
	10.1.1 Meeting Minutes			
	<ul style="list-style-type: none"> • May 19, 2020 Regular Meeting • May 26, 2020 Regular Meeting • June 9, 2020 Regular Meeting • June 16, 2020 Regular Meeting • June 23, 2020 Regular Meeting • July 17, 2020 Special Meeting • July 27, 2020 Special Meeting 			Page 10-6 Page 10-11 Page 10-18 Page 10-23 Page 10-28 Page 10-31 Page 10-33
	<i>(THAT the Board approves the minutes of the Regular Meetings held May 19, May 26, June 9, June 16 and June 23, 2020 and the Special Meetings held July 17 and July 27, 2020, as submitted.)</i>			
	10.2 Items Provided for Board Information		OE-8	
	10.2.1 Chief Superintendent's Update			Page 10-1
	11 In-Camera Session			
4:30 p.m.	12 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.

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

Proposed Amendment to Governance Policies: Operational Expectations and Governance Culture Policies

Date	September 15, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Marilyn Dennis Board Chair
Purpose	Decision
Governance Policy Reference	GC-2: Governing Commitments GC-3: Board Job Description OE-1: Global Operational Expectations OE-3: Instructional Program

1 | Recommendation

It is recommended:

- THAT the Board of Trustees gives first reading to the amendments of Operational Expectations 1: Global Operational Expectations policy, Operational Expectations 3: Instructional Program policy and Governance Culture 3: Board Job Description policy as provided in the Attachments to the report.
- THAT the Board of Trustees gives second reading, and thereby final approval, to the amendments of Operational Expectations 1: Global Operational Expectations policy, Operational Expectations 3: Instructional Program policy and Governance Culture 3: Board Job Description policy as provided in the Attachments to the report.

2 | Background

On May 21, 2020 the Minister of Education issued Ministerial Order #016/2020 which requires The Calgary Board of Education to comply with the directives outlined in the Ministerial Order including the following amendments to Operational Expectations OE-5: Financial Planning and OE-3: Instructional Programs:



- Directive 1(a)(i): CBE shall amend the Operational Expectation Policy 5 (OE5) to include board oversight of risks to the future ability to sustain operations while meeting statutory obligations.
- Directive 1(a)(ii): CBE shall amend OE-5 monitoring to include oversight of short and longer-term fiscal jeopardy and overall financial risk management.
- Directive 1(a)(iii): CBE shall implement with respect to the financial risk oversight and the assessment of risk relating to strategic and operational objectives, some level of risk identification, prioritization, assessment and reporting to ensure a clear understanding for both management and the board of trustees the level of financial and operational risk accepted by the CBE.
- Directive 1(b)(i): CBE shall establish performance measures, which can be used to determine the quality of programs and information needed to monitor the educational and cost effectiveness of supplementary programs. This will include revising Operational Expectation Policy 3 and related indicators to identify that program spending are supported within the context of value for money and overall financial capacity.

From May to September, 2020 the Board engaged in a policy review process to address the directives arising from Ministerial Order. This included meeting with CBE Administration to review policies, assessing current risk management practices within CBE, consulting with external advisors, and formulating new policy language to provide greater clarity to the Chief Superintendent. The Board and members of CBE Administration attended risk management training as part of this process.

3 | Analysis

The Board of Trustees operates under the Coherent Governance model of corporate governance whereby the Board provides leadership for the CBE by setting direction through policy. Section 33(1)(h) mandates that the Board establish governance and organizational structures for the CBE. Day to day operations and leadership of the system lays with the Chief Superintendent who is responsible for carrying out duties as assigned by the Board. The Board governs the system through policies that set out the Results (learning outcomes), Operational Expectations (the boundaries of day-to-day operations), Governance Culture (how the Board works) and Board/Chief Superintendent Relationship (delegation to and evaluation of the Board's single employee).

Governance policies enable the Board of Trustees to lead, direct, inspire and control the outcomes and operation of the school division through a set of very carefully crafted policy statements that state the Board's values. Results policies are statements of outcomes for each student. The Board also establishes

Operational Expectations that define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent is monitored annually on the Results and Operational Expectations. The Chief Superintendent must demonstrate reasonable progress towards achieving Results and compliance with Board Operational Expectations.

The policy revisions position the Board to meet the requirements of the directives. Following final approval of policy revisions, under the Coherent Governance Model the Chief Superintendent provides a reasonable interpretation and proposed indicators that demonstrate successful performance for each policy. The reasonable interpretation and indicators are subject to Board approval, and, following such approval, will form the basis for monitoring of the policies. It is anticipated that on completion of the reasonable interpretations and indicators that the Board will have responded to the directives contained in the Ministerial Order.

Until this work is complete, monitoring of the policies will continue in their current form. It is anticipated that at earliest, monitoring of the revised policies will commence in the 2021-22 school year.

Attachment I: OE-1: Global Operational Expectations (proposed revisions shown in track changes)

Attachment II: OE-3: Instructional Program (proposed revisions shown in track changes)

Attachment III: GC-3: Board Job Description

Board of Trustees'
Governance Policy

OPERATIONAL EXPECTATIONS
OE-1: Global Operational Expectations

Monitoring Method: Internal Report
Monitoring Frequency: Annually

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

The Chief Superintendent shall:

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

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

1.~~3~~2 Take reasonable actions to ensure that the organization, the Board or employees are not recklessly exposed to legal liability.

Adopted: ~~March 14, 2017~~
Effective: ~~September 1, 2017~~

Board of Trustees'
Governance Policy

OPERATIONAL EXPECTATIONS
OE-3: Instructional Program

Monitoring Method: Internal Report
Monitoring Frequency: Annually

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

The Chief Superintendent shall:

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

Adopted: ~~March 14, 2017~~
Effective: ~~September 1, 2017~~

Board of Trustees'
Governance Policy

GOVERNANCE CULTURE
GC-3: Board Job Description

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The Board's job is to represent, lead and serve the owners and to govern the organization by establishing expectations for organizational results, expectations for quality operational performance, and monitoring actual performance against those expectations.

The Board will:

- 3.1 Ensure that the *Results* are the dominant focus of organization performance.
- 3.2 Advocate for the organization and the students it serves.
- 3.3 Initiate and maintain constructive two-way dialogue with students, employees, parents and the citizens as a means to engage all stakeholders in the work of the Board and the organization.
- 3.4 Develop written governing policies that address:
 - a. **Results:** The intended outcomes for the students served by the district;
 - b. **Operational Expectations:** Statements of the Board's values about operational matters delegated to the Chief Superintendent, including both actions and conditions to be accomplished and those prohibited;
 - c. **Governance Culture:** Definition of the Board's own work, the processes it will employ and conditions within which it will accomplish that work;
 - d. **Board/Chief Superintendent Relationship:** The role relationship of the Chief Superintendent and the Board, including the specified authority of the Chief Superintendent and the process for monitoring organization and Chief Superintendent performance.

- 3.5 Ensure acceptable Chief Superintendent performance through effective monitoring of *Results* and *Operational Expectations* policies.
- 3.6 Ensure acceptable Board performance through effective evaluation of Board *Governance Culture* and *Board/Chief Superintendent Relationship* policies, actions and processes.
- 3.7 Appoint an independent auditor to conduct an annual external review of the organization's financial condition and report directly to the Board.
- 3.8 Name or rename the organization, schools, portions of schools, school grounds, and other Calgary Board of Education facilities.
- 3.9 Approve the bargaining mandate and ratify all collective agreements for unionized employees.
- 3.10 Approve the total compensation packages for all exempt employees.
- 3.11 *Oversee The Calgary Board of Education's risks related to its strategic and operational objectives, including approval of the risk appetite and risk tolerance levels.*
- 3.1~~2~~¹ Perform other duties required by law or not otherwise delegated to the Chief Superintendent.

Adopted: ~~June 19, 2012~~

report to
Board of Trustees

Chief Superintendent's Update

Date	September 15, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-2: Learning Environment/Treatment of Students OE-5: Financial Planning OE-8: Communicating and Engaging with the Public

1 | Recommendation

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

2 | Issue

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

OE-2: Learning Environment/Treatment of Students states that "it is essential to establish and maintain a learning environment that is welcoming, caring, safe, respectful and conducive to effective learning for each student." With other reports submitted to the Board of Trustees, this update meets the requirement of providing safe and positive learning conditions for each student that fosters a sense of belonging and a respect for diversity.



OE-5: Finances states that “prudent financial planning and management are essential for student success and public confidence”. With other reports submitted to the Board of Trustees, this update meets the requirement of OE-5 in focusing on student learning, incorporating key assumptions and presenting information that furthers understanding of the use of resources.

OE-8: Communicating and Engaging with the Public states that “working with our communities is a critical component to building relationships that support student success.” With other reports submitted to the Board of Trustees, this update meets the requirement of OE-8 in reasonably including people in decisions that affect them.

3 | Timely Information

Achievement & Well-being | Preparing for School Re-Entry during a Pandemic

It was a busy summer developing the CBE’s COVID-19 scenario response and preparing for school re-entry. There have been many meetings with Alberta Education, Alberta Health, other school boards and across the Calgary Board of Education to develop guidelines for the CBE re-entry plan.

The development and support for the 2020-21 CBE School Re-Entry Plan has been led by a task force comprised of staff from every service unit including School Improvement, Communication and Engagement Services, Human Resources, Legal Services, Facilities and Environmental Services, and Finance & Technology Services. This plan is fully supported through Superintendents’ Team and is reflective of the work the organization must all do as a collective. CBE is appreciative of the ongoing support and feedback provided through discussions with principals, support staff, the ATA Local 38, Staff Association, and CUPE Local 40 and The Bargaining Council of the CBE Construction and Maintenance Skilled Trades Union.

This re-entry team considered all aspects of returning into the classroom and workplace, including:

- required health and safety measures;
- procurement of emergency and ongoing supplies such as face masks, face shields, hand sanitizer and other cleaning supplies;
- instructional design and delivery;
- assessment and reporting;
- how staff will return to work;
- classroom set up;
- yellow school bus logistics; and
- staff accommodation measures.

Significant work was completed to create a new online learning option, known as the hub, for families not comfortable sending their children back to in-person learning. As of August 31st, 18,612 students had been enrolled in hub online learning.

To ensure that staff and families were aware of ever-evolving information about the CBE response to re-entry, the following were produced and distributed over the summer:

- New COVID-19 sections on the corporate website and Insite with information for families and staff. As of August 31st:
 - the top 10 COVID-related pages on the corporate website have been viewed over 800K times (up to 30K views on a single page in a single day). In addition, supporting documents have been downloaded over 100K times.
 - on Insite, the top five COVID-related pages have been viewed over 85K times.
- Comprehensive re-entry documents for schools and service units emailed to families and staff and posted on CBE websites.
- Eight comprehensive parent and staff updates were sent with information about the re-entry scenario, the Hub online learning approach and other vital information about returning to school.
- Three videos were developed to help families better understand and see some of the different health measures that will be in place when schools open for in-person learning. As of August 31st these videos had been viewed more than 92,000 times.
- CBE's public information line received and responded to more than 4,000 calls and emails from families and staff.

The CBE website continues to be updated with new information. School websites have a link to their specific re-entry plan and links to all the system information on cbe.ab.ca. Staff insite has relevant topics for employees and a leader section for additional guidance for principals and service unit leaders.

CBE's 2020-21 COVID-19 plan is subject to change based on direction from the Alberta government and expects it will move between scenarios at different points in the year as the pandemic situation evolves. The task force will continue to adapt CBE guidelines to changing government direction to ensure the continuity of learning throughout the school year irrespective of the scenario.

Strategic Allocation of Resources to Support Student Needs | EducationMatters Fundraising Campaign

EducationMatters has launched a fundraising campaign to support the back-to-school needs of CBE students. The campaign will raise money for the purchase of backpacks and school supplies that students can take home. This year will be unlike any other and students may be learning from home for extended periods of time throughout the year. The CBE wants to ensure all students have the right supplies to help them be successful. This campaign, along with the "*Staples Start to Smart*" campaign which is providing 894 backpacks and 72 boxes of

supplies to students in need, will help to ease the transition back to school for some students and their families. Once the need for basic supplies has been met, donations will go towards the purchase of learning resources including books, math manipulatives, technology, and other tools as identified by students, schools, and parents.

Strategic Allocation of Resources to Support Student Needs | ZPass Art Contest

Every student who rides CBE yellow school buses uses a bus pass card, called a ZPass, every day. With over 14,000 riders riding twice a day at over 180 school days, the ZPass is highly visible. For the last three school years, CBE completed a design contest for high school students. The winner had their design featured on the following year's ZPass.

This school year, CBE asked for drawings from elementary school students. The winning design this year belongs to a grade 6 student at Haysboro School, Annika B, who received a letter of commendation for from the Director of Transportation. CBE thanks Annika for her creative design with a message of hope.

"Hope is being able to see that there is light despite all of the darkness" (Desmond Tutu).



Chris Usih

**CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS**

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.