

# public agenda

## Regular Board Meeting

January 10, 2017  
12:00 p.m.

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

### R-1: Mission |

Each student, in keeping with his or her 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.	<b>1   Call to Order, National Anthem and Welcome</b>			
	<b>2   Consideration/Approval of Agenda</b>		GC-2	
	<b>3   Awards and Recognitions</b>			
10 mins	3.1 Lighthouse Award	J. Everett	GC-3	
5 mins	3.2 Meritorious Budget Award	D. Stevenson	OE-5, 6, 9	
	<b>4   Results Focus</b>			
60 mins	4.1 Result 3: Citizenship – Annual Monitoring	D. Stevenson	R-3, OE-8	Page 4-1
	<b>5   Operational Expectations</b>			
20 mins	5.1 OE-6: Financial Administration – Annual Monitoring	D. Stevenson	OE-6, 8, 12	Page 5-1
20 mins	5.2 OE-7: Asset Protection – Annual Monitoring	D. Stevenson	OE-7, 8, 12	Page 5-15
	<b>6   Public Comment [ <a href="#">PDF</a> ]</b>		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	<b>7   Matters Reserved for Board Action</b>	Board	GC-3	
30 mins	7.1 Bylaw to Provide for the Nomination and Election of Trustees by Wards and to Determine the Boundaries of the Wards (the Ward System Bylaw) <i>(THAT the Board gives three readings to Bylaw 1 of 2017, approves the Bylaw as submitted, and seeks Ministerial approval for the nomination and election of trustees by wards and the boundaries of the wards, as described in the Bylaw.)</i>		CG-1, 3	Page 7-1

Time	Topic	Who	Policy Ref	Attachment
	<b>8   Consent Agenda</b>	Board	GC-2.6	
	8.1 Approval of Minutes			
	<ul style="list-style-type: none"> <li>▪ Regular Meeting held November 29, 2016</li> <li>▪ Regular Meeting held December 6, 2016</li> <li>▪ Regular Meeting held December 13, 2016 (<i>THAT the Board approves the minutes of the Regular Meetings held November 29, December 6 and December 13, 2016, as submitted.</i>)</li> </ul>			Page 8-21 Page 8-31 Page 8-19
	8.2 CBE Response to Alberta School Boards Association (ASBA) Strategic Plan Survey ( <i>THAT the Board approves the survey response, as attached, for submission to ASBA as the CBE's input for the upcoming ASBA Strategic Planning process.</i> )		GC-3	Page 8-37
	8.3 Items Provided for Board Information		OE-8	
	8.2.1 Correspondence			Page 8-9
	8.2.2 Chief Superintendent's Update			Page 8-1
	8.2.3 Confirmation, Agenda Planning Decision			Page 8-7
	<b>9   In-Camera Session</b>			
3:00 p.m.	<b>10   Adjournment</b>			
	<b>Debrief</b>	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](mailto:corpsec@cbe.ab.ca).

results  
monitoring  
report

Results 3: Citizenship

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 3: Citizenship, the Chief Superintendent certifies that the following information is accurate and complete, and that the organization is:

- Making reasonable progress toward achieving the desired results.
- Making reasonable progress with exception.
- Not making reasonable progress.

Signed: D. Stevenson  
David Stevenson, Chief Superintendent

Date: Dec-16/16

BOARD OF TRUSTEES ACTION

With respect to Results 3: Citizenship, the Board of Trustees:

- Finds the organization to be making reasonable progress.
- Finds the organization to be making reasonable progress with exception.
- Finds the organization not to be making reasonable progress.

Summary statement/motion of the Board of Trustees:

Signed: \_\_\_\_\_  
Chair, Board of Trustees

Date: \_\_\_\_\_

Results 3: Each student will be a responsible citizen.

## Introduction |

Results 3: Citizenship establishes the Board of Trustees' values and expectations for the Calgary Board of Education's work in contributing to the development of informed and engaged community members.

The Chief Superintendent's *Reasonable Interpretation Results 3: Citizenship* was most recently approved on October 13, 2015. The Board of Trustees last monitored Results 3: Citizenship on January 12, 2016.

The report presented today represents organizational data, available since the last monitoring report, for the 2015-16 school year. This report provides the Board of Trustees with several types of information.

1. It provides the most recent data for the indicators of the Chief Superintendent's reasonable interpretation, as approved by the Board of Trustees. This information is presented as part of a multi-year data set where possible.
2. It identifies whether performance targets for 2015-16 were met and establishes organizational performance targets for 2016-17. Performance targets were previously set individually for each indicator and are now set for prioritized indicators with a view to progress in student success within the Results policy as a whole.
3. In addition to the system monitoring data, an attachment to this report offers examples of ways in which individual CBE students have demonstrated responsible citizenship. These examples are provided in the students' own words.

## Monitoring Information |

### Executive Summary |

Monitoring information within this report informs the Board of Trustees of the success of Calgary Board of Education students in understanding and acting within the rights and obligations of community membership in and through their learning program.

Data from 2015-16 followed the pattern of previous years demonstrating sustained and improving levels of organizational performance in relation to Results 3: Citizenship. Student report cards and surveys for 2015-16 concur with the previous data sets illustrating organizational confidence that students enrolled in the Calgary Board of Education experience success as active, informed and positively contributing young citizens.

Reasonable progress in the area of Citizenship is represented by the accomplishment of each target for 2016 with success noted across the sub-sections of Results 3: Citizenship. All thirteen targets were met.

The following summary of the sub-sections of Results 3: Citizenship provides an overview of the results for each indicator. For each specific target it is noted if the 2015-16 target was met or not met. More specific information for each part of the Results policy and each indicator are included within the “Evidence of Reasonable Progress” section of this report (pages 4-26).

- 3.1 Students will participate in developing and maintaining our Canadian civil, democratic society.
  - Indicator 1: Target met
  - Indicator 2: Target met
  - Indicator 3: Target met
- 3.2 Students will understand the rights and responsibilities of citizenship in local, national and international contexts.
  - Indicator 1: Target met
  - Indicator 2: Target met
  - Indicator 3: Target met
- 3.3 Students will respect and embrace diversity.
  - Indicator 1: Target met
  - Indicator 2: Target met
  - Indicator 3: Target met
- 3.4 Students will be responsible stewards of the environment by contributing to its quality and sustainability.
  - Indicator 1: Target met
  - Indicator 2: Target met
- 3.5 Students will be able to lead and follow as appropriate, and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and to reach consensus in the pursuit of common goals.
  - Indicator 1: Target met
  - Indicator 2: Target met

## Evidence of Reasonable Progress |

### Students will:

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

### Board-approved Interpretation |

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

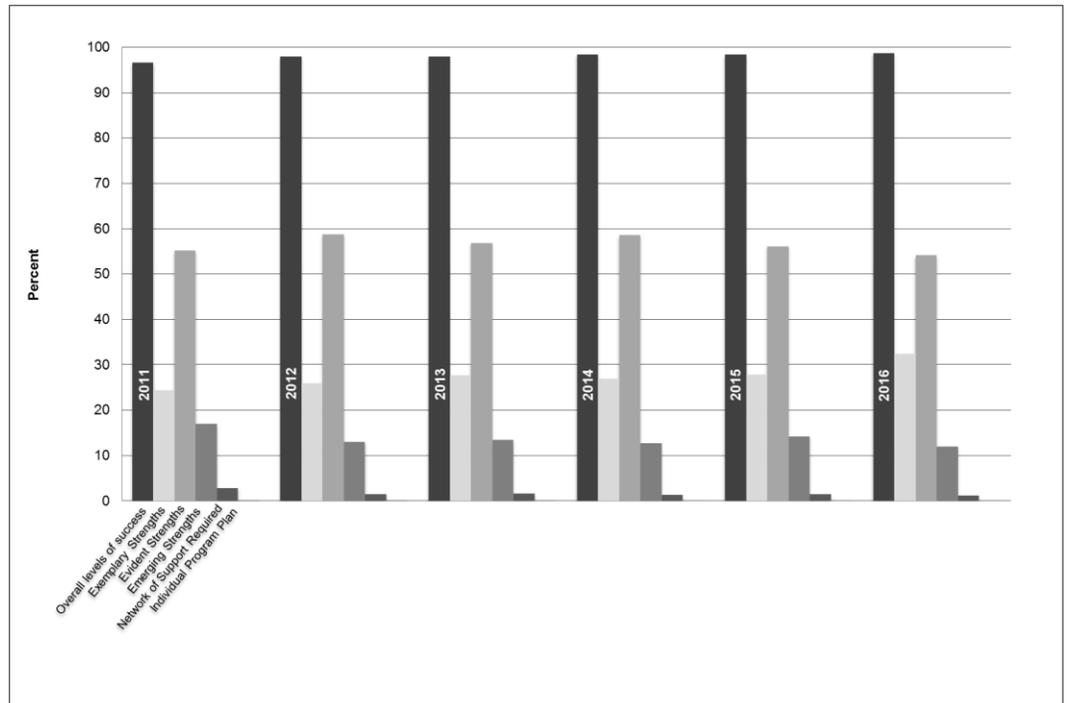
The Chief Superintendent interprets *participate in developing and maintaining our Canadian civil, democratic society* to mean that students will exercise the democratic rights and responsibilities afforded to them by the community, including actions that help to create positive change.

Specifically, this means that students will:

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

1. Percentage of students in kindergarten to grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.

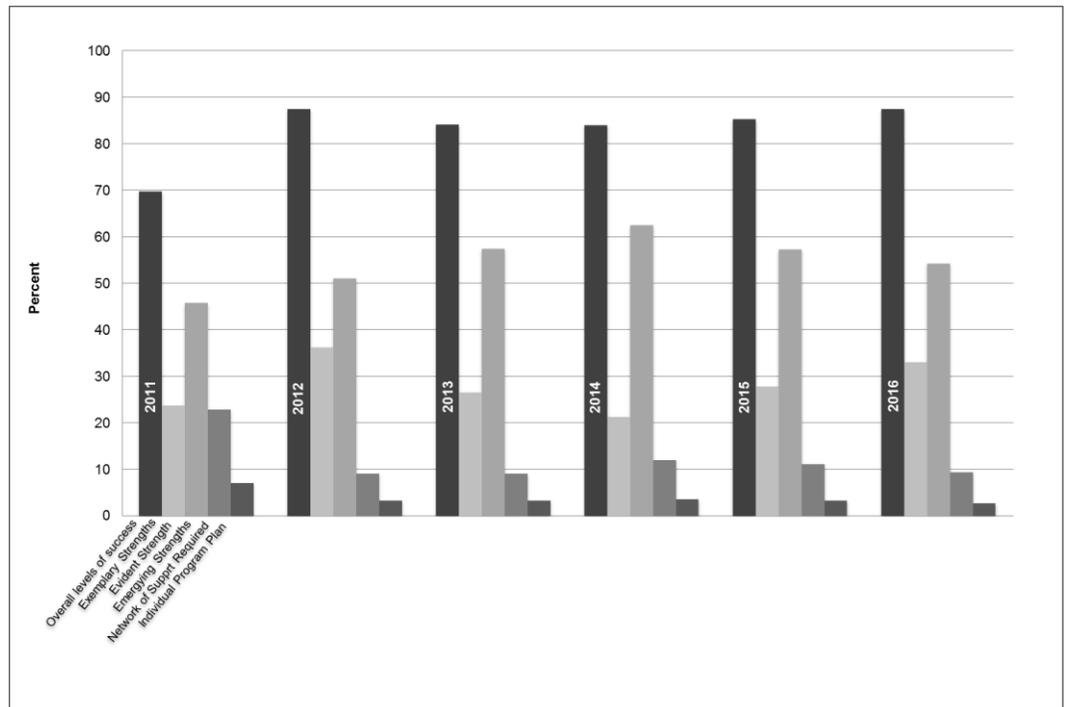
<b>Exercises democratic rights and responsibilities within the learning community.</b>						
	2011	2012	2013	2014	2015	2016
Exemplary Strengths	24.4	26.0	27.7	27.0	27.9	32.5
Evident Strengths	55.2	58.8	56.8	58.6	56.1	54.1
Emerging Strengths	17.0	13.1	13.5	12.8	14.3	12.1
Network of Support Required	2.9	1.6	1.7	1.4	1.5	1.2
Individual Program Plan	0.4	0.4	0.3	0.2	0.2	0.2
Overall levels of success	96.6	97.9	98.0	98.4	98.3	98.7



- Target for 2016: Continued results at or above 97%  
This target was met.

2. Percentage of high school students who report that they exercise their democratic rights and responsibilities within the learning community; as measured by student surveys.

<b>I exercise my democratic rights and responsibilities within the learning community.</b>						
	2011	2012	2013	2014	2015	2016
Strongly Agree	23.9	36.3	26.7	21.5	27.9	33.1
Agree	45.9	51.2	57.5	62.6	57.4	54.4
Disagree	23	9.2	9.9	12.2	11.3	9.6
Strongly Disagree	7.2	3.4	5.9	3.7	3.4	2.9
Overall agreement	69.8	87.5	84.2	84.1	85.3	87.5

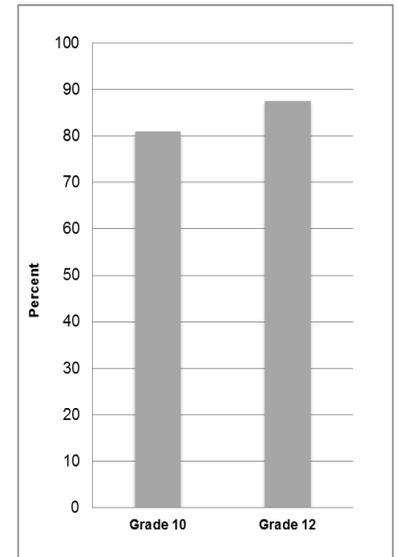
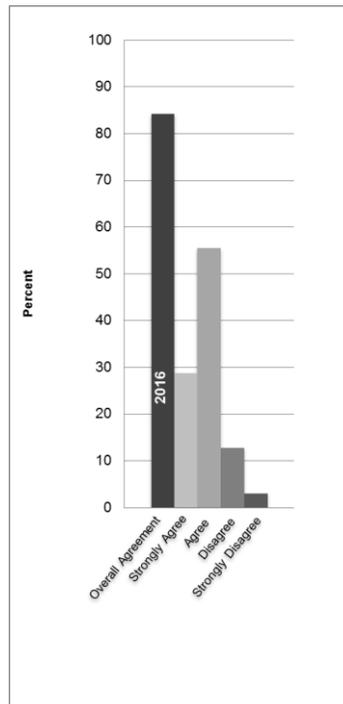


- Target for 2016: 86%  
This target was met.

The previous table, graph and target refer to data gathered from grade 12 students. In 2015-16, this data set for this indicator was expanded to include grade 10 as well as grade 12 students, establishing a new baseline result.

<b>I exercise my democratic rights and responsibilities within the learning community.</b>	
	2016
Strongly Agree	28.7
Agree	55.4
Disagree	12.8
Strongly Disagree	3.0
Overall agreement	84.1

Overall Agreement	2016
Grade 10	80.9
Grade 12	87.4

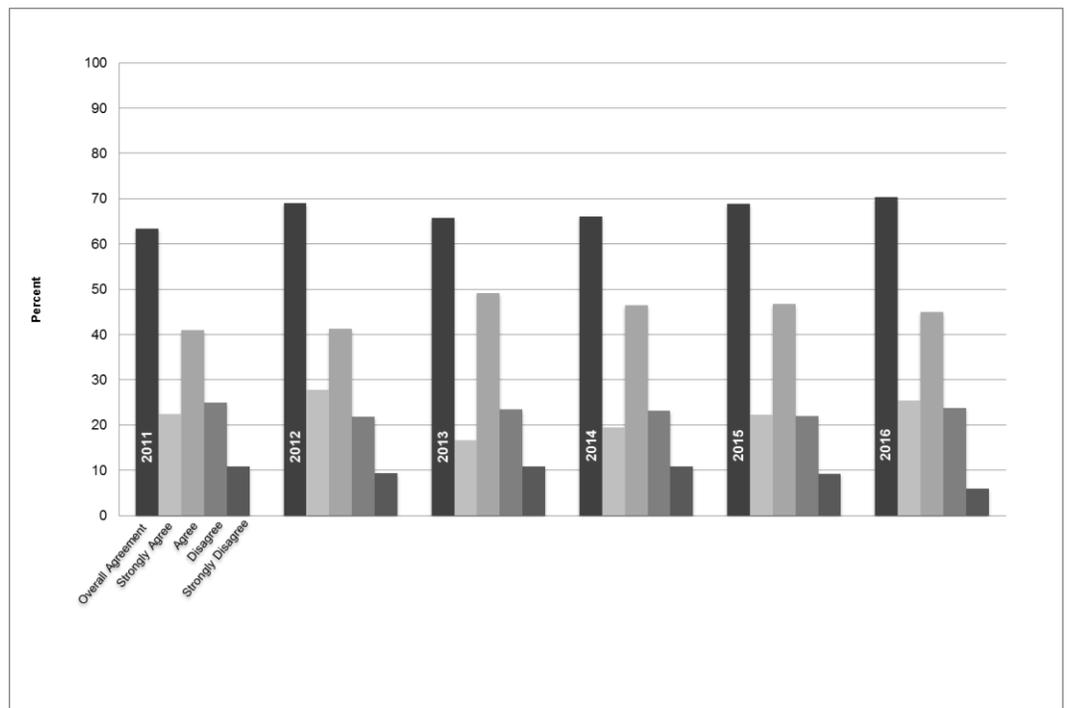


This aspect of high school students' experiences was identified as an area of capacity building for 2014-15 and will continue to be so in 2016-17. The inclusion of data from grade 10 students indicates revised targets are needed for this indicator.

- Previously established target for 2017 (based on grade 12 student data): 87%  
Previously established target for 2018 (based on grade 12 student data): 88%
- Revised target for 2017 (combined grade 10 and 12 student data): 85%  
Revised target for 2018 (combined grade 10 and 12 student data): 86%  
Target for 2019 (combined grade 10 and 12 student data): 87%

3. Percentage of high school students who report they have participated in community service, school service or volunteer work to help others: as measured by student surveys.

<b>I participate in community service, school service or volunteer work to help others.</b>						
	2011	2012	2013	2014	2015	2016
Strongly Agree	22.4	27.8	16.6	19.5	22.2	25.4
Agree	40.9	41.2	49.1	46.5	46.7	44.9
Disagree	25.8	21.8	23.4	23.1	22.0	23.8
Strongly Disagree	10.8	9.3	10.9	10.9	9.2	5.9
Overall agreement	63.3	69.0	65.7	66.0	68.9	70.3



- Target for 2016: Continued results at or above the rate of service/volunteering for Alberta youth as a whole.<sup>1</sup>

This target was met. Students from the Calgary Board of Education participate in service and volunteer work to help others well above the reported<sup>2</sup> rate 56.3% of Alberta youth (age 15-24) being involved in formal volunteering.

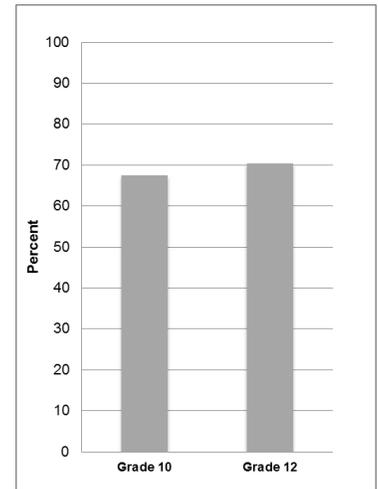
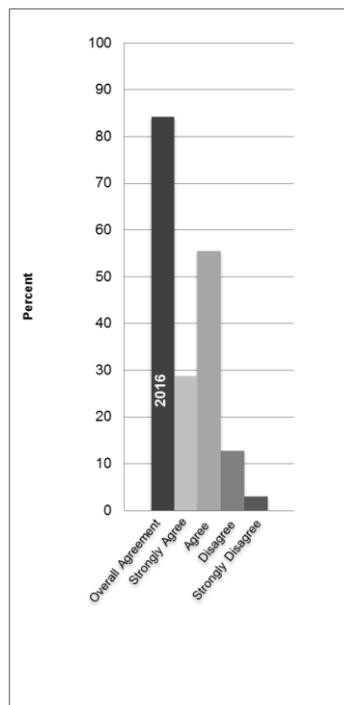
<sup>1</sup> Turcotte, M. (2015). *Spotlight on Canadians: Results from the General Social Survey of Volunteering and Charitable Giving in Canada*. Statistics Canada. Retrieved November 23, 2016 from <http://www.statcan.gc.ca/pub/89-652-x/89-652-x2015001-eng.pdf>

<sup>2</sup> Statistics Canada (2013). *Volunteer rate and distribution of volunteer hours, by age group, Canada, provinces*. Retrieved November 23, 2016 from <http://www5.statcan.gc.ca/cansim/a26?lang=eng&id=1190009>

The previous table, graph and target refer to data gathered from grade 12 students. In 2015-16, this data set for this indicator was expanded to include grade 10 as well as grade 12 students, establishing a new baseline result.

<b>I participate in community service, school service or volunteer work to help others.</b>	
	2016
Strongly Agree	22.3
Agree	46.6
Disagree	25.6
Strongly Disagree	5.5
Overall agreement	68.9

Overall Agreement	2016
Grade 10	67.4
Grade 12	70.3



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

#### Board-approved Interpretation |

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

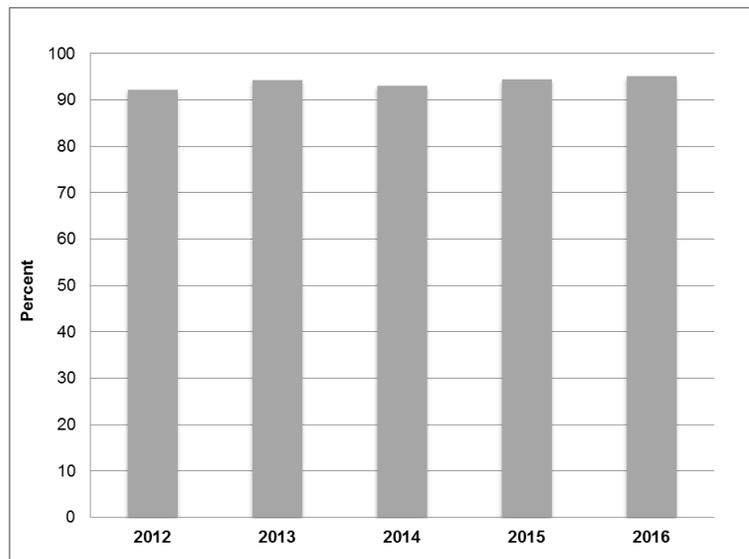
The Chief Superintendent interprets *rights and responsibilities of citizenship* to mean the freedoms and obligations of all Canadian citizens.<sup>3</sup>

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

#### Board-approved Indicators and 2015-16 Results |

1. Percentage of students successfully demonstrating understanding of Social Studies issues, information and ideas; as measured by school report cards.

Students demonstrating understanding of Social Studies issues, information and ideas.				
2012	2013	2014	2015	2016
92.2	94.2	93.0	94.4	95.1

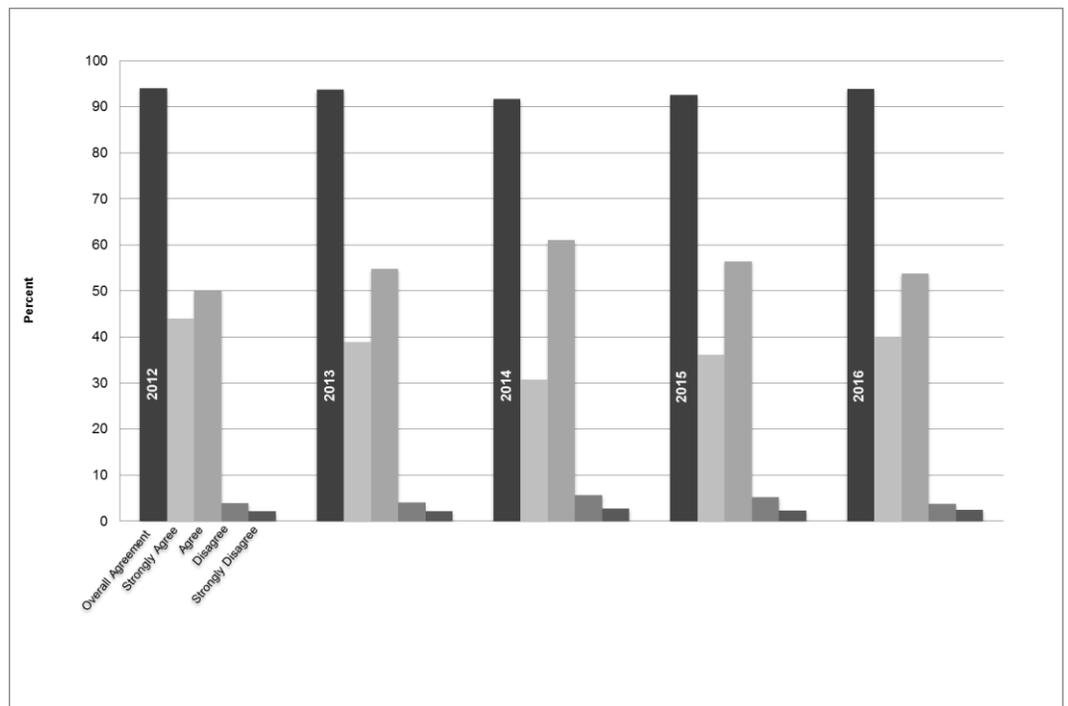


- Target for 2016: Continued results at or above 94%  
This target was met.

<sup>3</sup> Government of Canada; Immigration, Refugees and Citizenship Department. (2016). *Discover Canada: The rights and responsibilities of citizenship*. Retrieved November 23, 2016 from <http://www.cic.gc.ca/English/resources/publications/discover/section-04.asp>

2. Percentage of students who report understanding what it means to be a responsible citizen in their local and national communities; as measured by student surveys.

<b>I understand what it means to be a responsible citizen in my local and national communities.</b>					
	2012	2013	2014	2015	2016
Strongly Agree	44.0	38.9	30.7	36.1	40.1
Agree	50.0	54.8	61.0	56.4	53.8
Disagree	3.9	4.0	5.7	5.2	3.7
Strongly Disagree	2.1	2.2	2.7	2.3	2.4
Overall agreement	94.0	93.7	91.7	92.5	93.9

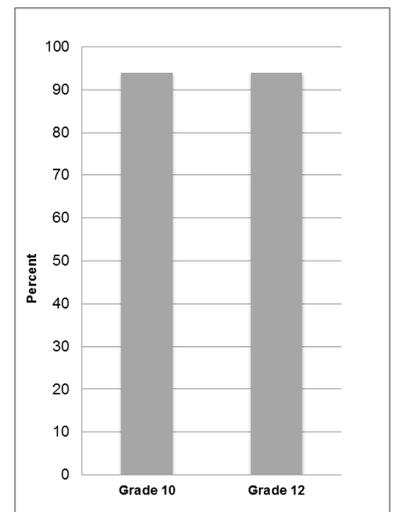
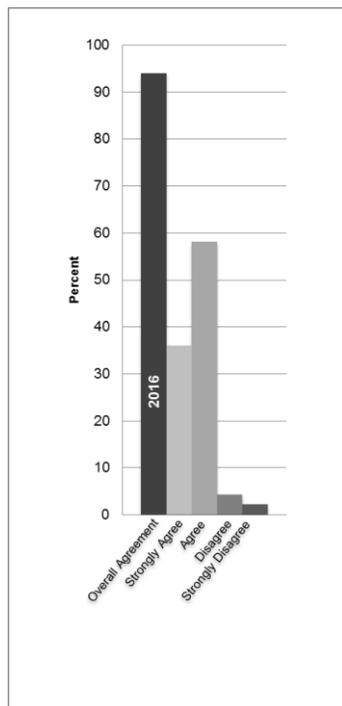


- Target for 2016: 93%  
This result was met.

The previous table, graph and target refer to data gathered from grade 12 students. In 2015-16, this data set for this indicator was expanded to include grade 10 as well as grade 12 students, establishing a new baseline result.

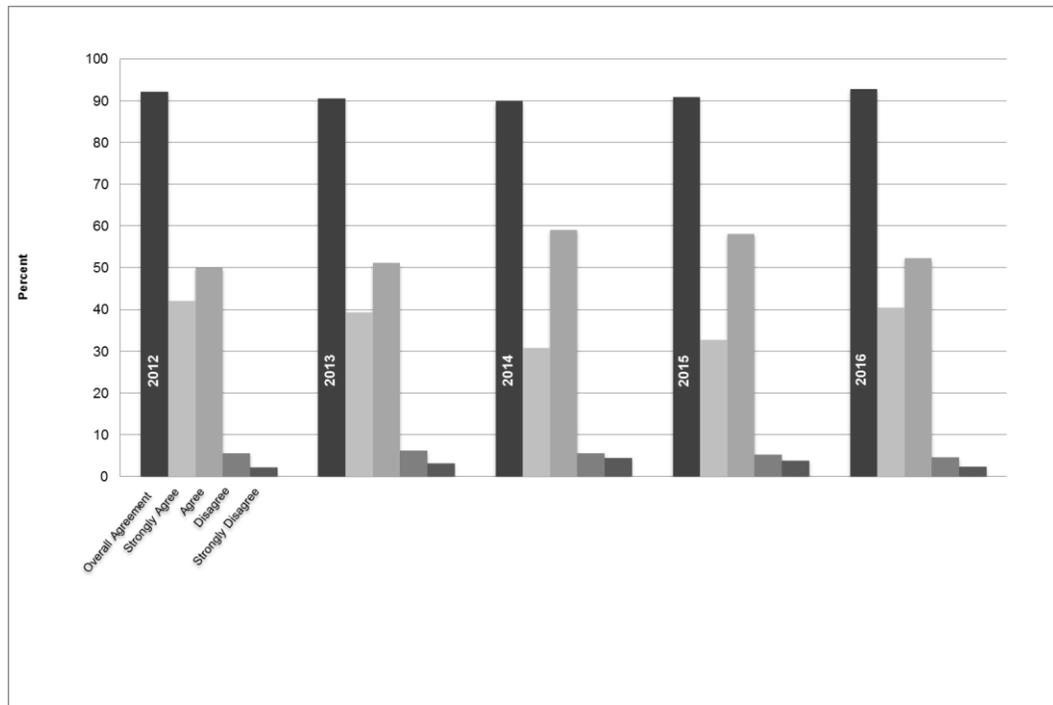
<b>I understand what it means to be a responsible citizen in my local and national communities.</b>	
	2016
Strongly Agree	35.9
Agree	58.0
Disagree	4.1
Strongly Disagree	2.0
Overall agreement	93.9

Overall Agreement	2016
Grade 10	93.9
Grade 12	93.9



3. Percentage of students who report understanding what it means to be a responsible global citizen.

<b>I understand what it means to be a responsible global citizen.</b>					
	2012	2013	2014	2015	2016
Strongly Agree	42.1	39.4	30.8	32.8	40.6
Agree	50.1	51.2	59.2	58.2	52.4
Disagree	5.6	6.2	5.6	5.2	4.6
Strongly Disagree	2.2	3.2	4.4	3.8	2.4
Overall agreement	92.2	90.6	90.0	91.0	93.0

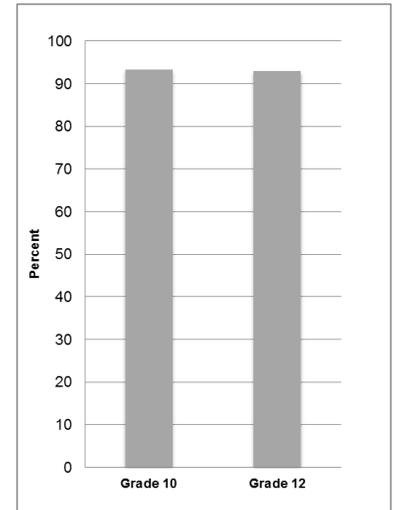
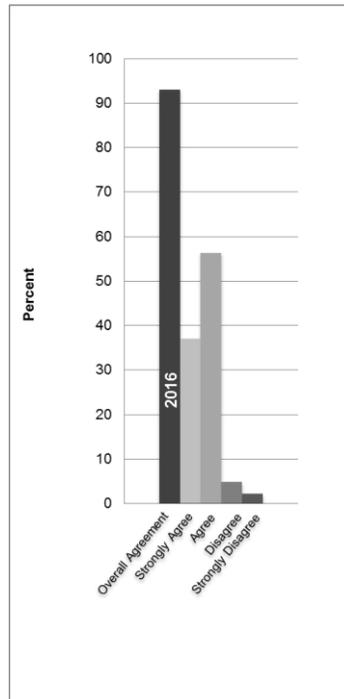


- Target for 2016: 92%  
This target was met.

The previous table, graph and target refer to data gathered from grade 12 students. In 2015-16, this data set for this indicator was expanded to include grade 10 as well as grade 12 students, establishing a new baseline result.

<b>I understand what it means to be a responsible global citizen.</b>	
	2016
Strongly Agree	36.9
Agree	56.3
Disagree	4.7
Strongly Disagree	2.1
Overall agreement	93.2

Overall Agreement	2016
Grade 10	93.4
Grade 12	93.0



### 3.3 Respect and embrace diversity

#### Board-approved Interpretation |

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

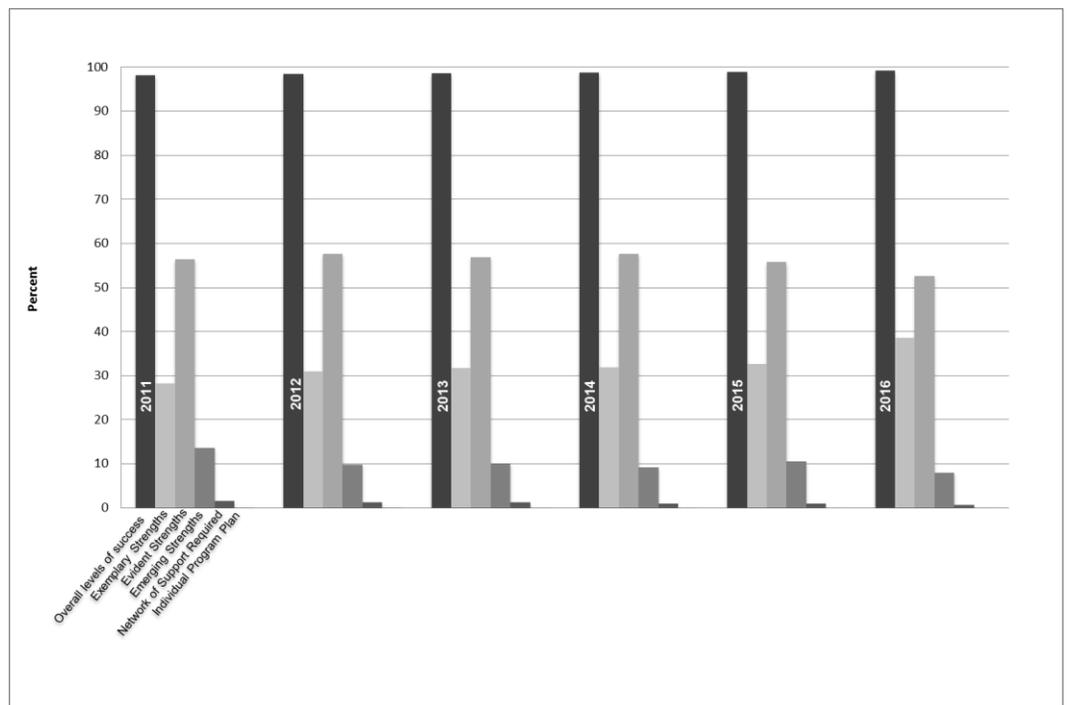
The Chief Superintendent interprets *respect and embrace* to mean to see as equal, learn from and treat with dignity.

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

Board-approved Indicators and 2015-16 Results |

1. Percentage of students in kindergarten to grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.

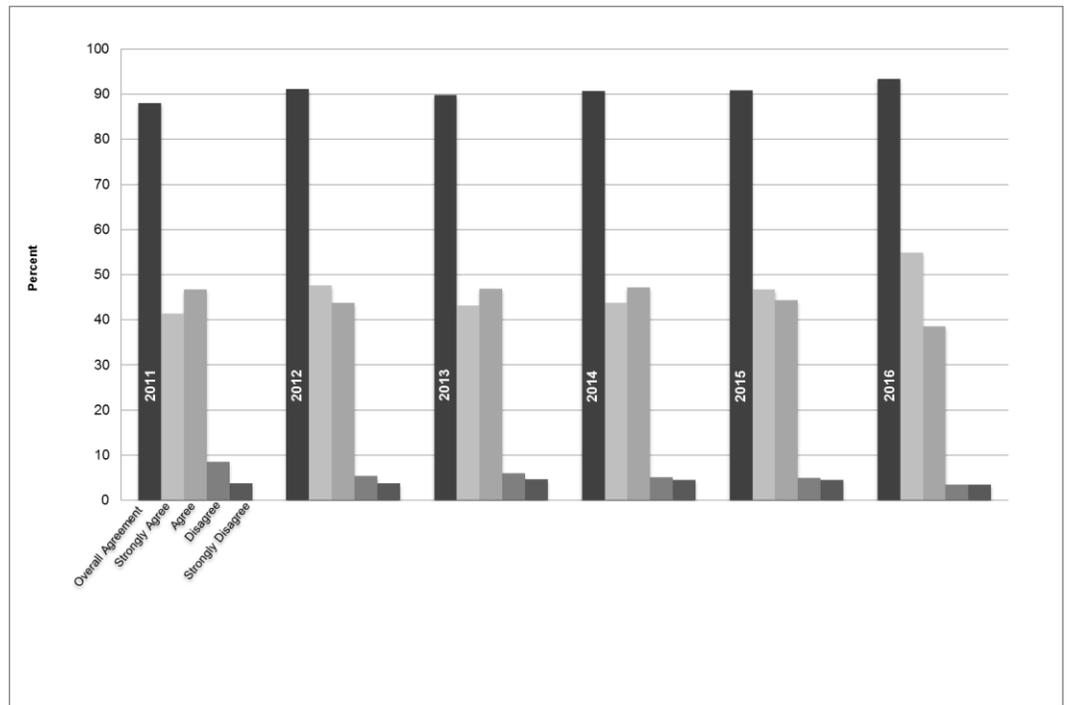
<b>Demonstrates respect and appreciation for diversity.</b>						
	2011	2012	2013	2014	2015	2016
Exemplary Strengths	28.2	30.9	31.7	31.9	32.6	38.6
Evident Strengths	56.4	57.7	56.8	57.7	55.8	52.6
Emerging Strengths	13.6	9.8	10.1	9.2	10.5	8.0
Network of Support Required	1.5	1.2	1.2	1.0	1.0	0.7
Individual Program Plan	0.4	0.4	0.3	0.2	0.1	0.1
Overall levels of success	98.2	98.4	98.6	98.8	98.9	99.2



- Target for 2016: Continued results at or above 98%  
This target was met.

2. Percentage of high school students who report they value other cultures; as measured by student surveys.

<b>I value other cultures.</b>						
	2011	2012	2013	2014	2015	2016
Strongly Agree	41.3	47.5	43.0	43.7	46.6	54.8
Agree	46.6	43.6	46.7	47.0	44.2	38.5
Disagree	8.4	5.2	5.8	5.0	4.8	3.4
Strongly Disagree	3.7	3.6	4.5	4.4	4.4	3.3
Overall agreement	87.9	91.1	89.7	90.7	90.8	93.3

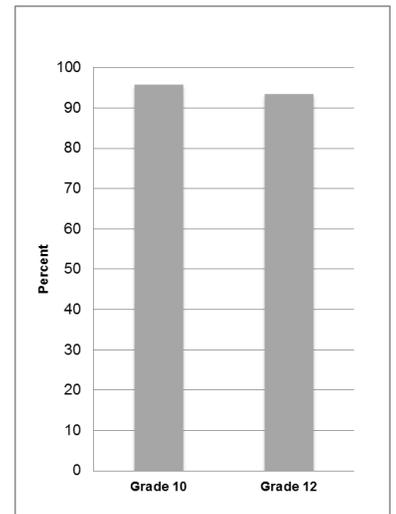
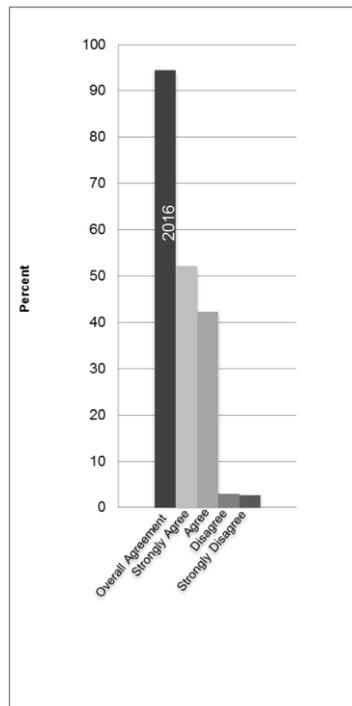


- Target for 2016: Continued results at or above 91%  
This target was met.

The previous table, graph and target refer to data gathered from grade 12 students. In 2015-16, this data set for this indicator was expanded to include grade 10 as well as grade 12 students, establishing a new baseline result.

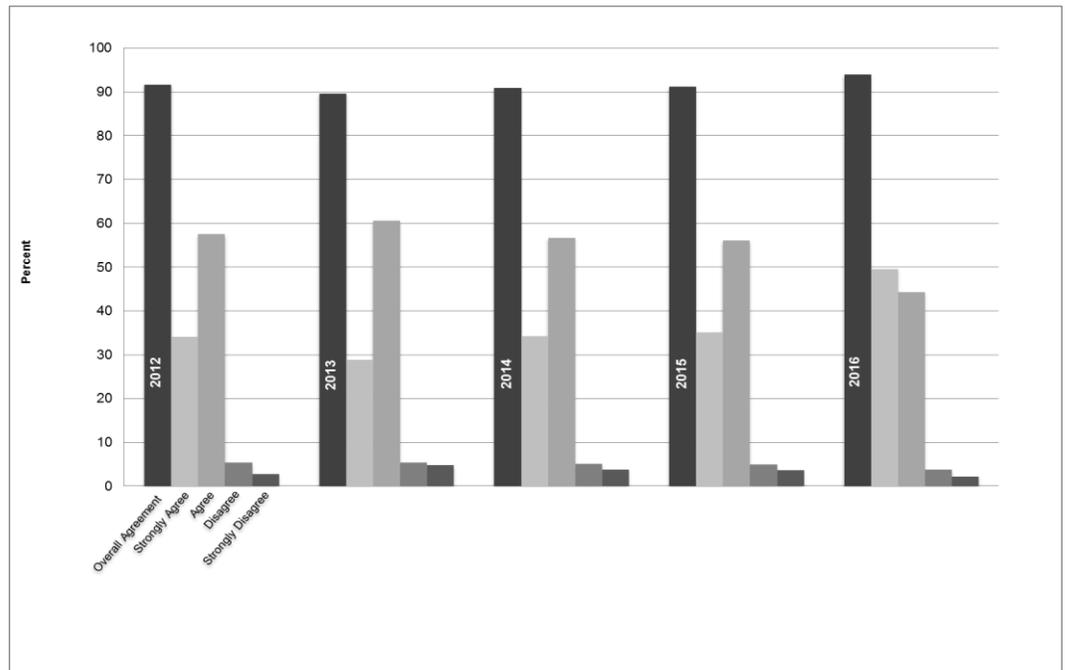
<b>I value other cultures</b>	
	2016
Strongly Agree	52.2
Agree	42.3
Disagree	2.9
Strongly Disagree	2.7
Overall agreement	94.5

Overall Agreement	2016
Grade 10	95.6
Grade 12	93.3



3. Percentage of high school students who report they appreciate and learn from the perspectives of others; as measured by student surveys.

<b>I appreciate and learn from the perspective of others.</b>					
	2012	2013	2014	2015	2016
Strongly Agree	34.1	28.9	34.3	35.2	49.6
Agree	57.6	60.7	56.7	56.1	44.4
Disagree	5.5	5.5	5.2	5.0	3.8
Strongly Disagree	2.8	4.8	3.8	3.7	2.2
Overall agreement	91.7	89.6	91.0	91.3	94.0

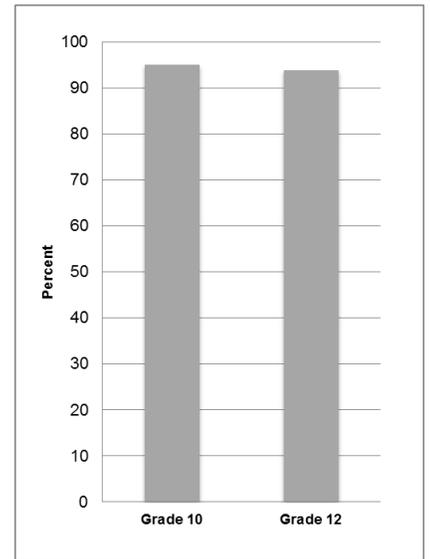
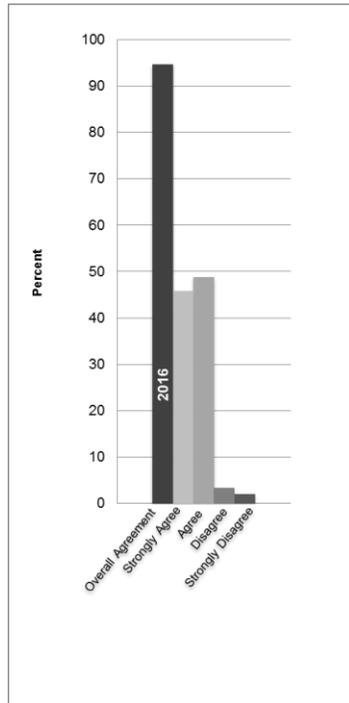


- Target for 2016: Continued results at or above 91%  
This target was met.

The previous table, graph and target refer to data gathered from grade 12 students. In 2015-16, this data set for this indicator was expanded to include grade 10 as well as grade 12 students, establishing a new baseline result.

<b>I appreciate and learn from the perspective of others.</b>	
	2016
Strongly Agree	45.8
Agree	48.8
Disagree	3.4
Strongly Disagree	2.0
Overall agreement	94.6

Overall Agreement	2016
Grade 10	95.2
Grade 12	94.0



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

**Board-approved Interpretation |**

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

The Chief Superintendent interprets *responsible stewards* to mean that students will act to protect resources and minimize waste.

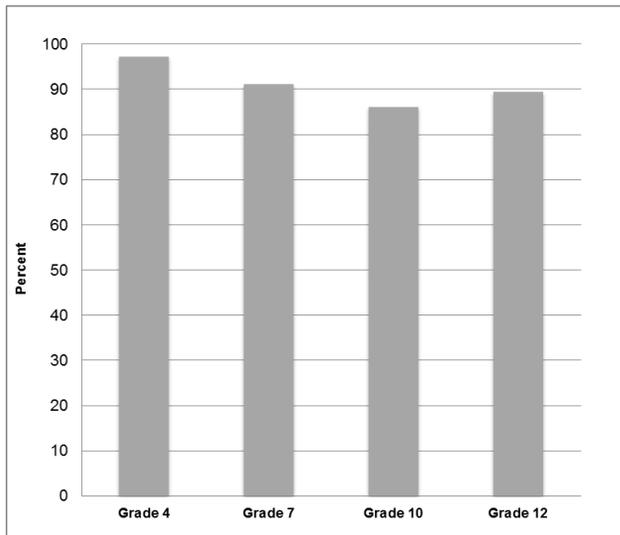
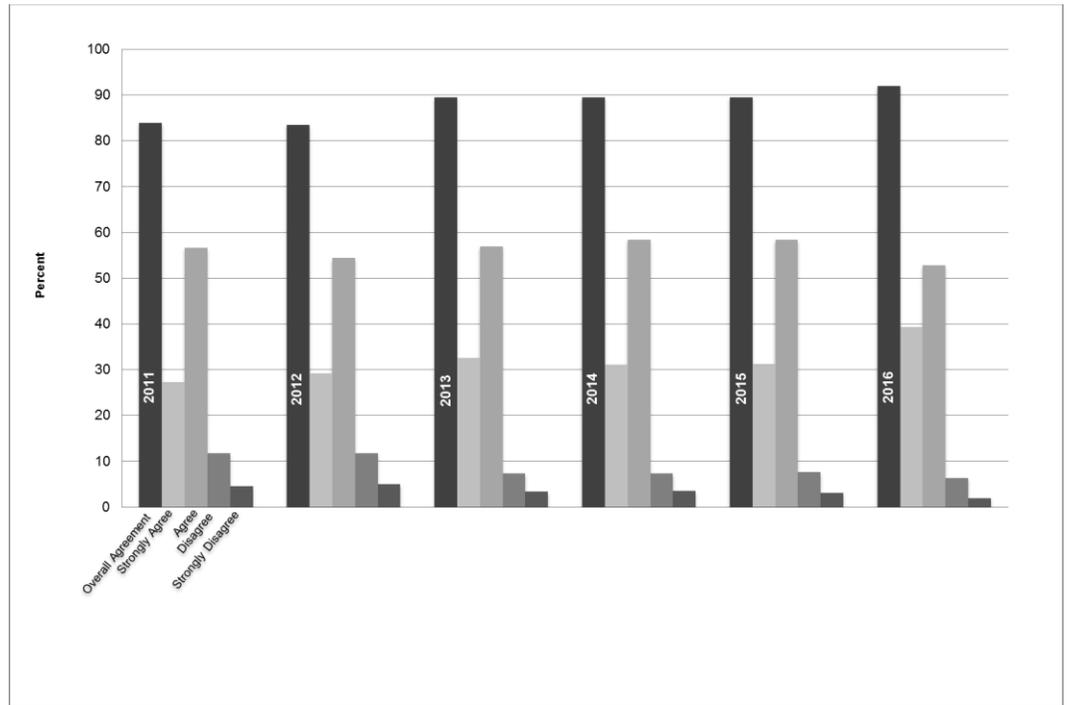
The Chief Superintendent interprets *environment* to mean the surroundings and conditions that affect the development of all living things.

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

Board-approved Indicators and 2015-16 Results |

1. Percentage of students who report they take action to protect the environment; as measured by student surveys.

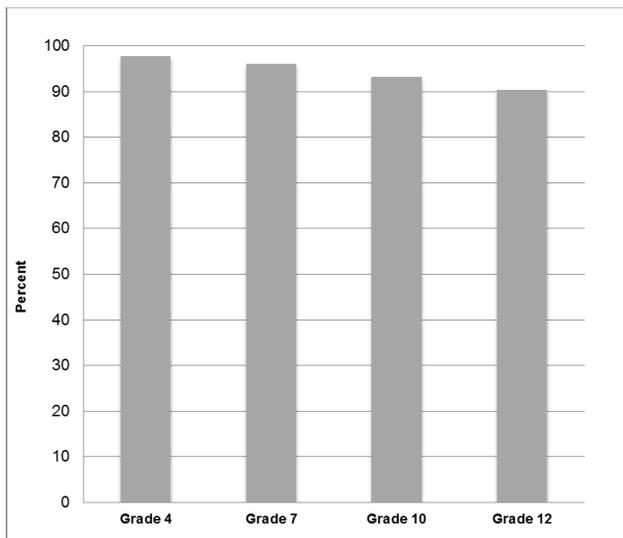
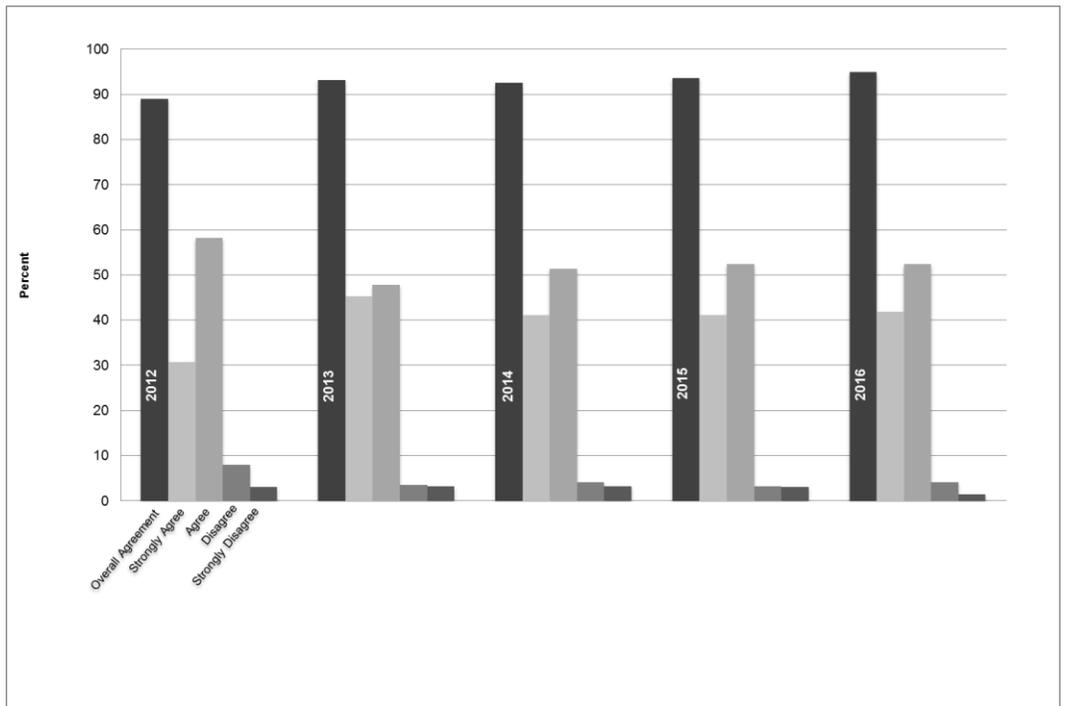
<b>I take action to protect the environment.</b>						
	2011	2012	2013	2014	2015	2016
Strongly Agree	27.2	29.1	32.5	31.0	31.2	37.4
Agree	56.6	54.3	56.9	58.4	58.3	53.7
Disagree	11.7	11.7	7.3	7.2	7.5	6.8
Strongly Disagree	4.5	4.9	3.3	3.4	3.0	2.1
Overall agreement	83.8	83.4	89.4	89.4	89.5	91.1



- Target for 2016: 90%  
This target was met.

2. Percentage of students who report they use resources responsibly; as measured by student surveys.

<b>I use resources responsibly.</b>					
	2012	2013	2014	2015	2016
Strongly Agree	30.8	45.3	41.1	41.2	41.9
Agree	58.2	47.9	51.4	52.4	52.4
Disagree	8.0	3.6	4.2	3.3	4.2
Strongly Disagree	3.1	3.2	3.3	3.1	1.5
Overall agreement	89.0	93.2	92.5	93.6	94.3



- Target for 2016: Continued results at or above 92%. This target was met.

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

**Board-approved Interpretation |**

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

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

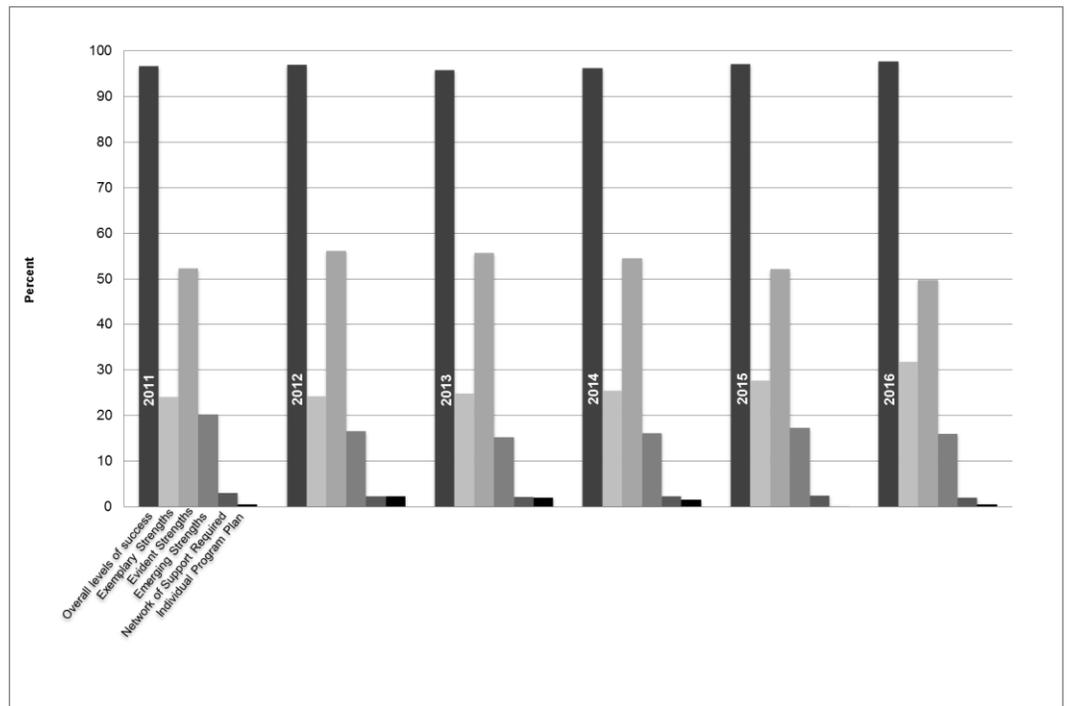
The Chief Superintendent interprets *develop and maintain positive relationships* to mean that students communicate and interact effectively with others.

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

Board-approved Indicators and 2015-16 Results |

1. Percentage of students in kindergarten to grade 9 reported to work and collaborate effectively with others; as measured by student report cards.

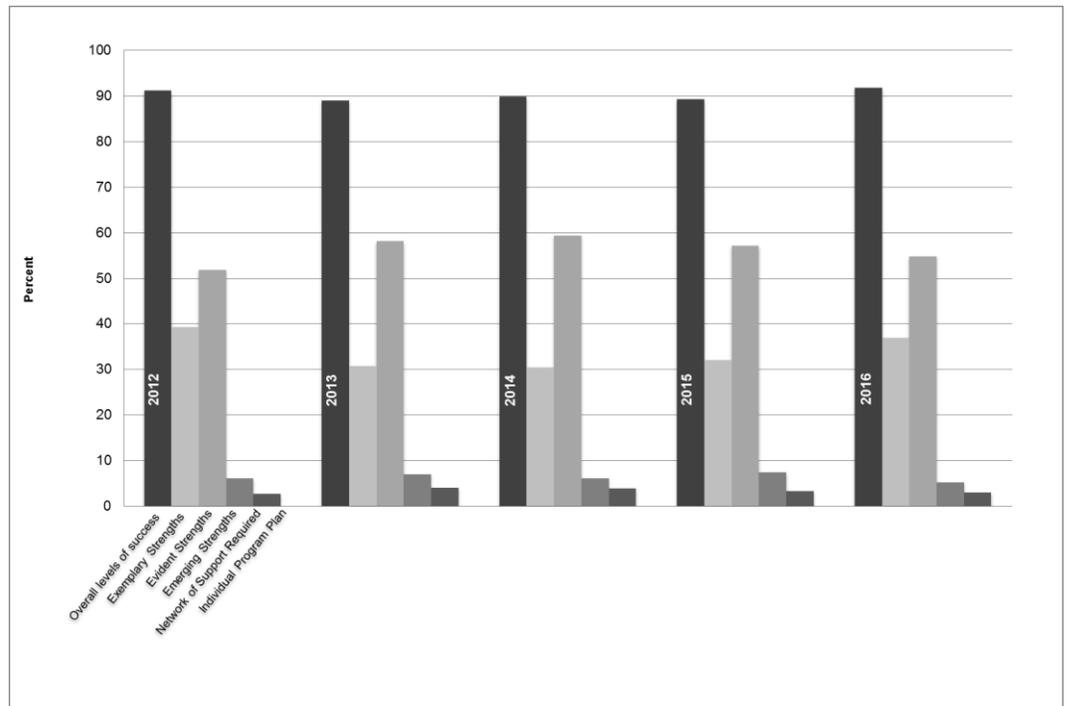
Works and collaborates effectively with others.						
	2011	2012	2013	2014	2015	2016
Exemplary Strengths	24.1	24.2	24.9	25.5	27.7	31.8
Evident Strengths	52.2	56.1	55.6	54.5	52.1	49.8
Emerging Strengths	20.3	16.6	15.3	16.2	17.3	16.0
Network of Support Required	3.0	1.7	2.2	2.3	2.5	2.0
Individual Program Plan	0.5	1.5	2.0	1.5	0.4	0.5
Overall levels of success	96.6	96.9	95.8	96.2	97.1	97.6



- Target for 2016: Continued results at or above 96%  
This target was met.

2. Percentage of high school students who report they work and communicate effectively with others; as measured by student surveys.

<b>I work and communicate effectively with others.</b>					
	2012	2013	2014	2015	2016
Strongly Agree	39.3	30.8	30.4	32.1	37.0
Agree	51.8	58.1	59.4	57.1	54.8
Disagree	6.2	7.0	6.2	7.4	5.2
Strongly Disagree	2.7	4.1	4.0	3.4	3.0
Overall agreement	91.1	88.9	89.8	89.2	91.8



- Target for 2016: 90%  
This target was met.

## **ATTACHMENTS**

Attachment I: Capacity Building Information

Attachment II: Student-Contributed Examples of Personal Development in Action

## **GLOSSARY – Developed by the Board of Trustees**

Board: Board of Trustees

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.

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.

## Capacity Building Information

### Students will:

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

### Indicator 2

Percentage of high school students who report that they exercise their democratic rights and responsibilities within the learning community; as measured by student surveys.

### Factors contributing to success in this area:

- Students demonstrate strong levels of success in exercising their democratic rights and responsibilities within the learning community in kindergarten to grade 9 and are well prepared to continue doing so during their high school years.
- School-specific data shows that CBE high schools that are explicit about democratic principles within their day to day conversations and functioning are most able to create success for students in this area of their education.
- Students report that they are most successful in this area when they have ample opportunity to participate in democratic processes and when they understand, in concrete ways, the benefits of their participation.

### Forward Looking Actions |

- School leaders making democratic principles and processes more explicitly part of their school cultures and students' experiences.
  - Providing student opportunities for participation in democratic processes.
  - Expanding opportunities for grade 10 students.
  - Demonstrating to students the impact and benefit of their participation.
- Emphasis on student voice, engagement and leadership within the High School Success Strategy.



## Student-contributed examples of Citizenship in action

- I have had the opportunity to be a responsible citizen by being a responsible steward of the environment. At my school, this has meant supporting its mission to run completely on renewable energy in order to cut its carbon footprint, and to reduce, re-use, recycle where possible. I, along with the rest of my peers, have collected bottles once a month for the past three years to contribute towards the funding of renewable energy, and to promote recycling.

My willingness to participate set an example, as well as helped encourage others to participate. One time one of my friends accidentally tried putting her orange peel in the garbage, even though we had just walked over to the environmental bins (organics, refundable, recyclable, garbage), so I gently reminded her that it belonged in the organics. I believe that any student attending my school has an opportunity to learn about being a responsible citizen through caring for our environment and has many opportunities to practice this. After graduating I plan on always keeping in mind my impact on the environment due to my experiences as a student in the Calgary Board of Education.

- In school and our everyday lives, we are often faced with a difficult choice: to cater to our own personal wants and needs, or the needs and wants of a larger group. I am grateful for my many years as a prominent student leader, and even more so to my teachers, who have taught me that what you want is not always what is best. I am of the belief that this knowledge is more valuable than any other leadership skill you will learn, as it has helped me maintain many friendships, professional relationships, and partnerships. In the end, this skill is all about perspective. As a leader, you have to put yourself in the position of others, in order to know and understand what they want. This is yet another invaluable skill.

There have been many times this year and last year when I have had to use these skills, but most prominently on two occasions. The first is when I was doing a group project to create an infomercial/comedy sketch. Going into the project, I had a very specific vision of how I wanted the end result to look. My partner and I were both convinced our project would be the best. Then a new partner was added to our group. He was not someone I would have normally chosen to work with, on account of his maturity level, but it was that, in fact, that opened my eyes, as well as my partner's. He forced us, in a most educational way, to see another side of our class. My partner and I were mature for our age, but the majority of our other classmates were not. His younger humour not only made me and my partner laugh in the end, but made our class laugh too. We did very well on the project. His insight was extremely valuable to our project definitely opened my eyes to the younger (maturity wise) demographic, and made me realize that what I understood as funny wasn't what everybody else did. In the end, very few of our original ideas made it into the final project. He made it clear to me how easy it can be to step into someone else's shoes, once you take the harder first step.



- In early March of my grade seven year, my school's student council was looking for a new fundraiser to finish off the last semester. Everyone was asked to come back to the next meeting with ideas. A relative of mine had just started working at the Wood's Homes Foundation and she had told me about how the EXIT Program, a program providing homeless youth with resources and assistance, needed donations. I thought that it would be a great idea to have a fundraiser and get students at my school to bring in items that the EXIT program needed.

The student council liked the idea and soon we were setting dates and making posters. We asked for many items including bus tickets, sunscreen, pants and sweaters. The donations came slowly at first, but soon we had started to fill up the staff room. After the four weeks of raising items we started to count and sort. We were all amazed by how much people had donated. Here were these junior high kids making a difference. Our grand total was 1128 items!

I knew Wood's Homes was the right place to help because the teens and young adults in the EXIT Program are just like me, but not as fortunate as I am to have a roof over my head and have 3 warm meals a day. I learned that just because someone may not be as fortunate as you, doesn't mean they're any less deserving than you. This year will be our third year doing the fundraiser and I'm amazed how an idea I had in grade seven has been able to help so many youth in my city.

- Volunteering – and spreading the incentive of volunteering—has grown to be a significant part of my life. Up until grade 10, I focused solely on maintaining a strong academic performance and participating on athletic teams. It may be interpreted as an excuse, but I never exclusively sought volunteer opportunities because I did not think I could fit it into my weekly schedule; hence, my volunteer hours came from the occasional opportunity at school to participate in sales and food drives. Throughout my studies, I analyzed aspects of the citizen and their responsibilities while comparing it to my own qualities—and I felt my community contributions were incredibly lacking. Simply put, I felt guilty and disappointed in myself because I didn't seek these opportunities. Over the summer I applied to several councils and started my volunteering with Youth Central, whose system was appealing because I could sign up to individual events and accommodate time for athletics and homework.

Over the past few months, I have made a dedication to volunteer at least twice a week and throughout these experiences, I have worked with children, elders and the homeless. I have helped in walks for medical conditions, activities for children, sports events and even preparing 4000 grab bags for a show in 3 hours! Each and every experience was rewarding because I felt like my time was put into helping the community and spreading equality and awareness of social issues. I met new people and gained new perspective from the people I work to serve and the people I serve with, some of whom have become my good friends. I'm also about to become a youth blogger, which lets me determine my own hours and express myself to other youth.

Currently I'm working to spread the importance of contributing to the community to students at my school, as well as making students aware of the plethora of opportunities that they can apply to—since our student population largely does not notice these availabilities. There is a club at our school called "Beyond Academics", in which opportunities for volunteering, conferences, workshops and scholarships are communicated to members. Students can also receive help/recommendation for potential academic processes. My goal is to bring students out of the dark—the situation I was stuck in—and help them realize that it is their duty to give back to the community.

- I started off my grade ten year by joining a lot of extracurricular activities. During this year, I actively participated and was dedicated to what I had joined, and engaged in discussions regarding the logistics of the events or projects we had in mind. I remained

very observant of the school body with the responses we got based on the events going on within the school, as well as the opinions that the teachers and the older students had in terms of what will and will not be the best for our school.

In my grade eleven year, I stepped up from a position of being just a contributor of ideas to a lead (or chairperson) for many of the events that went on in the school. I practiced this in Leadership, as well as Environment Club. Throughout the year there were times when I was standing at the front of the classroom sharing my ideas and coordinating discussions, and there were times when I was sitting and listening to others' ideas. An example of when I felt a big role reversal was during our Winter Formal Dance, when I had to follow the instructions of my peers that were in grade twelve. Because that was our first dance after about seven years, they had decided to take charge of it. During this time, I was able to see things from the other side of the spectrum because I had always been the one giving instructions, and not following instructions. Watching my peers lead gave me the ability to learn ways in which I could improve as a leader.

I am now in grade twelve, and run the Leadership Club alongside one of my good friends. My experience of being a follower and a leader has given me the ability to set a good example for my peers and to be a better role model for them. Our collective goal of creating a better school community is what motivates us to come together and collaborate for the benefit of the school body.

- There is one example of citizenship that really stands out to me, which is when I created an event at my school called Hats on for Mental Health. This experience shares my citizenship by how I embrace a diverse society, contribute to a common concern, and acted on behalf of others.

This all started when I was researching about mental health. The numbers were horrifying. For example, only one in four people with mental health problems seek help. Seeing this, I started to find the stigma everywhere, even in my school. People were saying that no one had mental health problems. I realized I needed to help educate my fellow classmates, and reduce the stigma at my school.

First, I needed to find a teacher willing to help me. I had a conversation with my PE teacher and asked her if it was possible for our school to participate in *Hats on For Mental Health*. I told her how this would show our school's support for people with mental illness, and also showing them they're not alone. She agreed if I would organize and spread the word to our school population.

The next week was for preparation. I worked for hours, designing and colouring the mental health posters. That Friday, I put the posters up in all the highly populated areas in our school, like near the water fountains and in the gym. Announcements were also made to allow everyone to know when and why it was happening.

Finally, it was time to see if it was all worth it. Walking into school that day, almost everyone was wearing a hat to show their support. Due to this action, people started to have a serious conversation about the issue, and more people saw the problem. I was happy if even one person felt more comfortable with their illness. It was worth it.

This is just one example of how I showed citizenship in the past year. This event was a great example, because I embraced a diverse society, contributed to a common concern, and acted on behalf of others. With one act, I helped to make a difference in my community.

operational expectations monitoring report

Monitoring report for the school year 2015-2016

January 10, 2017.

OE-6: FINANCIAL ADMINISTRATION

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 6: Financial Administration, the Chief Superintendent certifies that the proceeding information is accurate and complete.

- checkbox In Compliance
checkbox [checked] In Compliance with exceptions as noted in the evidence
checkbox Not in Compliance

Signed: [Signature] David Stevenson, Chief Superintendent

Date: Dec. 29/16

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 6: Financial Administration, the Board of Trustees:

- checkbox Finds the evidence to be fully compliant
checkbox Finds the evidence to be compliant with noted exceptions
checkbox Finds the evidence to be noncompliant

Summary statement/motion of the Board of Trustees:

Signed: \_\_\_\_\_ Chair, Board of Trustees

Date: \_\_\_\_\_

**OE-6: Financial Administration**

## Executive Summary

Operational Expectation 6: Financial Administration establishes the Board of Trustees values and expectations for the Calgary Board of Education's work in developing and maintaining financial plans and operations that avoid long-term fiscal jeopardy for the organization.

The Chief Superintendent's reasonable interpretations for OE 6: Financial Administration were initially approved on June 12, 2012 and revised on December 2, 2014. The Board of Trustees last monitored OE 6: Financial Administration on January 12, 2016.

6.1 The Chief Superintendent will ensure that payroll and debts of the organization are promptly paid when due.

- Indicator 1: Not compliant
- Indicator 2: Not compliant
- Indicator 3: Compliant

6.2 The Chief Superintendent will ensure that all purchases are based upon comparative prices of items of similar value, including consideration of both cost and long-term quality, using appropriate business practices and in compliance with industry standards.

- Indicator 1: Compliant
- Indicator 2: Compliant

6.3 The Chief Superintendent will coordinate and cooperate with the Board's appointed financial auditor for the annual audit.

- Indicator 1: Compliant

6.4 The Chief Superintendent will make all reasonable efforts to collect any funds due the organization from any source.

- Indicator 1: Compliant

**OE-6: Financial Administration**

6.5 The Chief Superintendent will keep complete and accurate financial records by funds and accounts in accordance with Canadian Generally Accepted Accounting Principles.

- Indicator 1: Compliant

6.6 The Chief Superintendent shall not expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances or the authorized transfer of funds from reserve funds.

- Indicator 1: Compliant

6.7 The Chief Superintendent shall not indebt the organization.

- Indicator 1: Compliant

6.8 The Chief Superintendent shall not expend monies from reserve funds.

- Indicator 1: Compliant

6.9 The Chief Superintendent shall not transfer monies between operating reserves, capital reserves or committed operating surplus.

- Indicator 1: Compliant

6.10 The Chief Superintendent shall not allow any required reports to be overdue or inaccurately filed.

- Indicator 1: Compliant
- Indicator 2: Compliant

6.11 The Chief Superintendent shall not receive process or disburse funds under controls that are insufficient.

- Indicator 1: Compliant

<p>The Chief Superintendent shall not cause or allow any financial activity or condition that materially deviates from the budget adopted by the Board; cause or allow any fiscal condition that is inconsistent with achieving the Board's Results or meeting any Operational Expectations goals; or places the long-term financial health of the organization in jeopardy.</p>	<p>Compliant</p>
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**Board-Approved Interpretation |**

Operational Expectation 5: Financial Planning similarly requires that the Chief Superintendent develop and maintain a multi-year financial plan that is related directly to the Board's Results priorities and Operational Expectations goals, and that avoids long-term fiscal jeopardy to the organization. The same interpretations should be made for managing financial expenditure as were made when planning for financial expenditure.

The Chief Superintendent interprets *materially deviates from the budget adopted by the Board* as follows:

- any change in approved use of reserves;
- creation of a deficit in any amount; or
- an annual negative variance from planned net operating surplus of \$5 million or more.

The following indicator is related to material deviations from the budget, which is not covered under the sub-sections of this policy. Indicators for the remaining conditions within this section are specifically covered under the sub-sections of this policy.

**Board-Approved Indicator and Evidence of Compliance |**

Quarterly variance report showing:

- line by line variances between budget and forecasted year end actual with explanations for any line item that varies by greater than 1%; and \$500,000.
- a net operating surplus variance that is:
  - positive (greater than budget); or
  - if negative, the variance is less than \$5 million.

*The organization is compliant with this indicator.*

For the 2015-16 fiscal year, quarterly variance reports were presented to the Board of Trustees on the following dates:

- First Quarter 2015-16 Operating – December 1, 2015
- Second Quarter 2015-16 Operating – April 5, 2016
- Third Quarter 2015-16 Operating – June 14, 2016
- Fourth Quarter 2015-16 Operating – November 29, 2016

In every case, reports contained line by line variances as described in the above indicator and there was either a nil or a positive net operating surplus variance.

**Evidence demonstrates the indicator in this sub-section is in compliance.**

**The Chief Superintendent will:**

6.1 Ensure that payroll and debts of the organization are promptly paid when due.	Non Compliant
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**Board-Approved Interpretation |**

The Chief Superintendent interprets *payroll* to mean the process for computation, the disbursement of payments, and the financial record of employees' salaries, wages, net pay and deductions.

The Chief Superintendent interprets *promptly paid when due* to mean in compliance with, as applicable:

- Alberta Employment Standards Code for payroll; and
- contract/invoice terms for other debts.

**Board-Approved Indicators and Evidence of Compliance |**

1. 99.5% accurate and complete pays for the pay runs completed in each month compared to the total number of pays required for such pay runs.

*The organization is not compliant with this indicator.*

*For the period of September 2015 –August 2016 payroll accuracy was 98.9%.*

2. 100% adherence with respect to payment of earnings requirements in the Employment Standards Code.

*The organization is not compliant with this indicator.*

*For the period of September 2015 –August 2016 99.85% of payments to employees were made in accordance with Employment Standards Code.*

3. 100% of all non-salary debts will be paid in accordance with the terms and conditions of the associated purchase agreement, except where there is a dispute with respect to satisfactory delivery of the service/product or no late payment charges are levied.

*The organization is compliant with this indicator.*

*For the period September 1, 2015 through August 31, 2016 100% of all non-salary debts were paid without being charged late payment fees.*

**Evidence demonstrates one of three indicators in sub-section 6.1 is in compliance. The exceptions are 6.1.1 and 6.1.2.**

6.2	Ensure that all purchases are based upon comparative prices of items of similar value, including consideration of both cost and long-term quality, using appropriate business practices and in compliance with industry standards.	Compliant
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**Board-Approved Interpretation |**

The Chief Superintendent interprets that the Board values compliance with legal and trade agreement requirements and procurement of goods and services based on the principles of: vendor fair access to information on procurement opportunities, competition, demand aggregation, value for money, transparency and accountability.

To achieve these objectives, the Calgary Board of Education uses a variety of procurement or solicitation instruments to ensure that the cost of the procurement process, to both vendors and the Calgary Board of Education, is appropriate in relation to the value and complexity of each procurement and that procurement in “exception” circumstances is consistent with best practice. In this case, “exception” is a situation in which normal purchasing processes may not occur, such as sole sourcing due to proprietary acquisitions, emergency situations, warranty requirements, patent rights, license agreements or other obligations which may prevent Strategic Sourcing Services from using the normal competitive bidding or formal bidding processes and is in the best interest of the Calgary Board of Education.

The expectations for purchasing practices within the Calgary Board of Education are contained within Administrative Regulation 7001: Purchase of Goods and Services.

**Board-Approved Indicators and Evidence of Compliance |**

1. 100% compliance with The Agreement on Internal Trade, New West Partnership Trade Agreement (NWPTA) between British Columbia, Alberta and Saskatchewan, and any Acts/Regulations specifically relevant to the CBE as evidenced by internal monitoring.

*The organization is compliant with this indicator.*

*100% of schools and service units reported that all procurements over \$75,000 were competitively bid or justified as sole source, as required by the NWPTA.*

2. 100% of all procurements over \$75,000 are competitively bid or are justified as sole source as evidenced by internal monitoring.

*The organization is compliant with this indicator.*

*100% of schools and service units reported that all procurements over \$75,000 were competitively bid or justified as sole source.*

**Evidence demonstrates the indicators in sub-section 6.2 are in compliance.**

6.3 Coordinate and cooperate with the Board's appointed financial auditor for the annual audit.	Compliant
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**Board-Approved Interpretation |**

The Chief Superintendent interprets that the Board values both the work of the CBE's external financial auditor and administration's working relationship with the external auditor – both enhancing the integrity and credibility of the annual financial statements of the Calgary Board of Education.

**Board-Approved Indicator and Evidence of Compliance |**

The Audit Committee informs the Board of Trustees that the external auditor has reported that administration has appropriately coordinated and cooperated with them.

*The organization is compliant with this indicator.*

*Attached is a letter from the Chair of the Audit Committee informing the Board of Trustees that the external auditor has reported that administration has appropriately coordinated and cooperated with them.*

**Evidence demonstrates the indicator in sub-section 6.3 is in compliance.**

6.4 Make all reasonable efforts to collect any funds due the organization from any source.	Compliant
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**Board-Approved Interpretation |**

The Chief Superintendent interprets *all reasonable efforts* to include best practice efforts. This would include a series of escalating steps, from reminder correspondence, up to referral to a collection agency.

The Chief Superintendent interprets *funds due* to be revenues.

The Chief Superintendent interprets *any source* to be those fees related to unfunded or partially funded services provided to students by the Calgary Board of Education, amounts owed by employees, and lease revenue. The interpretation does not include funding grants and/or allocations from government, or donations from members of the public including funds raised through parent groups, which would not be subject to collection procedures.

**Board-Approved Indicator and Evidence of Compliance |**

Bad debt expense shall not exceed 5% of the total revenue that may incur a bad debt expense.

*The organization is compliant with this indicator.*

*Bad debt expense for student fees in 2015-16 was \$1,534,100 representing 5.0% of centrally collected student fee revenue (fees for Instructional Supplies and Materials, Noon Supervision, and Transportation) total \$30,730,441.*

**Evidence demonstrates the indicator in sub-section 6.4 is in compliance.**

<b>6.5</b> Keep complete and accurate financial records by funds and accounts in accordance with Canadian Generally Accepted Accounting Principles.	Compliant
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**Board-Approved Interpretation |**

The Chief Superintendent interprets *complete and accurate* within the context of “materiality.” Therefore, while administration strives for 100% accuracy and completeness, the appropriate interpretation for measurement of this policy provision would apply the materiality used in the completion of our external audit, which by its nature, reflects the level of accuracy/completeness that would change or impact decisions based on the financial information.

The Chief Superintendent interprets *funds* to be the reserves established by the Board. The Chief Superintendent interprets *Canadian Generally Accepted Accounting Principles* to be those principles established by the Canadian Institute of Chartered Accountants and applicable to school districts. Commencing 2013, this will include the application of Public Sector Accounting Board (“PSAB”) principles.

**Board-Approved Indicator and Evidence of Compliance |**

External Auditors unqualified audit opinion on the financial statements of the CBE.

*The organization is compliant with this indicator.*

The audited financial statements were presented to the Board of Trustees November 29, 2016 with an unqualified opinion.

**Evidence demonstrates the indicator in sub-section 6.5 is in compliance.**

**The Chief Superintendent shall not:**

6.6 Expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances or the authorized transfer of funds from reserve funds.	Compliant
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**Board-Approved Interpretation |**

The Chief Superintendent interprets *fund balances* to be the reserves established by the Board. The Chief Superintendent interprets *authorized transfer of funds from reserve funds* to be the approval by the Board of Trustees of the use of reserve funds.

**Board-Approved Indicator and Evidence of Compliance |**

Year-end audited financial statements reflect a zero or net operating surplus.

*The organization is compliant with this indicator.*

*The 2015-16 audited financial statements showed a net operating surplus of \$14.6 million.*

**Evidence demonstrates the indicator in sub-section 6.6 is in compliance.**

6.7 Indebted the organization.	Compliant
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**Board-Approved Interpretation |**

The Chief Superintendent interprets *indebted the organization* to exclude typical operating accounts payable, normally paid within 30 days.

The Chief Superintendent interprets any other indebtedness must be with the approval of the Minister of Education and requires the approval of the Board of Trustees.

**Board-Approved Indicator and Evidence of Compliance |**

100% of debt arrangements will occur with the prior approval of the Board of Trustees.

*The organization is compliant with this indicator.*

*There were two new debt arrangements created in 2015-16. Both arrangements had the prior knowledge and approval of the Board (April 23, 2013 and June 18, 2013) as well as required ministerial approval (May 8, 2015 and July 21, 2016). The first is a retrofit heating, ventilation, air conditioning and building automation project for an estimated \$18 million. The second is a lighting retrofit project for an estimated \$4 million.*

**Evidence demonstrates the indicator in sub-section 6.7 is in compliance.**

6.8 Expend monies from reserve funds.	Compliant
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**Board-Approved Interpretation |**

The Chief Superintendent interprets that Board approval must be sought for the use of reserve funds of any kind.

**Board-Approved Indicator and Evidence of Compliance |**

100% of monies expended from reserve funds will occur with the prior approval of the Board of Trustees.

*The organization is compliant with this indicator.*

*The 2015-16 fall update budget was approved by the board with planned use of reserves on December 1, 2015. Reserve transfers (reflecting the actual expenditure of reserve funds) were approved by the Board of Trustees on November 1, 2016 and November 8, 2016.*

**Evidence demonstrates the indicator in sub-section 6.8 is in compliance.**

6.9 Transfer monies between operating reserves, capital reserves or committed operating surplus.	Compliant
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**Board-Approved Interpretation |**

The Chief Superintendent interprets that Board approval must be sought for all transactions between reserve funds of any kind.

**Board-Approved Indicator and Evidence of Compliance |**

100% of transfers between reserve funds will occur with the prior approval of the Board of Trustees.

*The organization is compliant with this indicator.*

*Actual reserve transfers (reflecting the actual expenditure of reserve funds) were approved by the Board of Trustees on November 1 and 8, 2016.*

Evidence demonstrates the indicator in sub-section 6.9 is in compliance.

6.10 Allow any required reports to be overdue or inaccurately filed.	Compliant
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**Board-Approved Interpretation |**

The Chief Superintendent interprets this to mean that all external financial reports are filed by their due date or within approved extensions, and no financial penalties were levied for late or inaccurate reporting.

**Board-Approved Indicators and *Evidence of Compliance* |**

1. 100% of external financial reports and/or filings, which are within the control of the CBE, are submitted by their filing due date or within approved extensions.

*The organization is compliant with this indicator.*

*100% of external financial reports and/or filings, within the control of the CBE, were submitted by their filing due date or within approved extensions.*

2. 100% of external financial reports and/or filings are without financial penalties for inaccurate reporting.

*The organization is compliant with this indicator.*

*100% of external financial reports and/or filings were without financial penalties for inaccurate reporting.*

Evidence demonstrates all indicators in sub-section 6.10 are in compliance.

6.11 Receive, process or disburse funds under controls that are insufficient.	Compliant
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**Board-Approved Interpretation |**

The Chief Superintendent interprets *controls* to mean the policies and procedures that help ensure management directives are carried out and necessary actions are taken to address risks that threaten the achievement of the Board's Results.

The Chief Superintendent interprets *controls that are insufficient* to mean a significant deficiency, or a combination of deficiencies, in internal control, such that a control is designed, implemented or operated in such a way that it is unable to prevent, or detect and correct, misstatements in the CBE financial statements on a timely basis, or a control necessary to prevent, or detect and correct, misstatements in the financial statements on a timely basis is missing.

Significant deficiencies would result in pervasive additional audit testing or a qualified opinion on the financial statements, and in the external auditor's professional judgment, are of sufficient importance to merit the attention of those charged with governance.

If the external auditor identifies one or more deficiencies in internal control, the external auditor shall determine, on the basis of the audit work performed, whether, individually or in combination, they constitute significant deficiencies in internal control.

### **Board-Approved Indicator and *Evidence of Compliance* |**

The Audit Committee reports to the Board that no significant deficiencies were reported by the external auditors.

*The organization is compliant with this indicator.*

*Attached is a letter from the Chair of the Audit Committee informing the Board of Trustees that the auditors did not find evidence of insufficient internal controls for receiving, processing or disbursing funds.*

**Evidence demonstrates the indicator in sub-section 6.11 is in compliance.**

ATTACHMENT I: Capacity Building

ATTACHMENT II: Letter from Lynn Ferguson, Chair, Audit Committee

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.

## | attachment |

**OE-6: Financial Administration****Capacity Building/Process Information**

January 10, 2017

6.1.1 99.5% accurate and complete pays for the pay runs completed in each month compared to the total number of pays required for such pay runs.

For the period of September 2015 to August 2016 payroll accuracy was 98.9%.

Non-compliance to the payroll accuracy target was largely due to December and January pay being calculated incorrectly due to a combination of regular pay, an override of the ATRF pension deduction, new tax tables, and a code error in the Oracle software. The service provider, Telus Sourcing Solutions (TSSi), failed to identify the error through validation steps. This resulted in TSSi breaching the pay accuracy service level agreement with CBE. The impact to CBE was 998 staff being undertaxed an average of \$226. Updates to the Oracle code have been implemented as well as changes to TSSi's pay validation steps. As per the agreement, TSSi was held accountable and penalized \$287,500 for the service level breach.

Other errors through the year were largely due to late approval of time by managers, late submission of employment related paperwork, and errors within submitted paperwork. HR continues to communicate timelines to CBE leaders and provide ongoing education in support of payroll timeliness and accuracy.

6.1.2 100% adherence with respect to payment of earnings requirements in the Employment Standards Code

For the period of September 2015 to August 2016, 99.85% of payments to employees were made in accordance with Employment Standards Code.

Non-compliance to the Employment Standards Code was largely due to late submission of employment related paperwork, both on hires and on terminations. HR will continue to communicate timelines to CBE leaders and provide ongoing education to improve adherence to HR processes



**Board of Trustees**

1221 – 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | f | 403-294-8282 | www.cbe.ab.ca

**Board Chair**

Joy Bowen-Eyre Wards 1 & 2

**Vice-Chair**

Trina Hurdman Wards 6 & 7

**Trustees**

Lynn Ferguson Wards 3 & 4

Pamela King Wards 5 & 10

Judy Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Amber Stewart Wards 12 & 14

November 14, 2016

**Board of Trustees  
Calgary Board of Education**

Dear Board Members,

The Audit Committee has met with the Calgary Board of Education's external auditors, KPMG LLP, regarding their audit of CBE's financial statements for the 2015-16 fiscal year. As Chair of the Audit Committee, I am pleased to confirm:

1. That KPMG LLP have confirmed to the Audit Committee that administration has appropriately coordinated and cooperated with the external auditors, and
2. That KPMG LLP reported no significant deficiencies in controls for how funds are received, processed or disbursed.

Sincerely,

Lynn Ferguson  
Chair, Audit Committee  
Trustee, Wards 3 & 4

c.c. David Stevenson, Chief Superintendent of Schools

operational expectations monitoring report

OE-7: Asset Protection

Monitoring report for the school year 2015-2016 January 10, 2017

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 7: Asset Protection, the Chief Superintendent certifies that the proceeding information is accurate and complete.

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

Signed: [Signature] David Stevenson, Chief Superintendent

Date: Dec. 29/16

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 7: Asset Protection, 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-7: Asset Protection**

## Executive Summary

The Chief Superintendent will ensure that all organizational assets are adequately protected, properly maintained, appropriately used and not placed at undue risk.

Operational Expectation 7: Asset Protection establishes the Board of Trustees values and expectation for the Calgary Board of Education's work towards protecting, maintaining and using all assets owned by the organization.

The Chief Superintendent's reasonable interpretations for OE 7: Asset Protection were approved on October 2, 2012. The Board of Trustees last monitored OE 7: Asset Protection on January 12, 2016.

7.1 The Chief Superintendent will insure against theft and property losses equal to replacement value and against liability losses to the organization itself, the Board of Trustees, individual trustees and staff in an amount at least equal to the average for comparable organizations.

- Indicator 1: Compliant

7.2 Maintain both Errors and Omissions and Comprehensive General Liability insurance coverage protecting board members, employees and the organization itself in an amount that is reasonable for school districts of comparable size and character.

- Indicator 1: Compliant

7.3 Protect intellectual property, information, files, records and fixed assets from loss or significant damage.

- Indicator 1a: Not Compliant
- Indicator 1b: Compliant
- Indicator 2: Compliant
- Indicator 3: Compliant
- Indicator 4: Compliant

- Indicator 5: Compliant

7.4 Allow facilities and equipment to be subject to improper use or insufficient maintenance.

- Indicator 1: Compliant
- Indicator 2: Compliant
- Indicator 3: Compliant
- Indicator 4: Compliant

7.5 Recklessly expose the organization, the Board or employees to legal liability.

- Indicator 1: Compliant
- Indicator 2: Compliant
- Indicator 3: Compliant

7.6 Invest in financial instruments that are not in accordance with the School Act, the Trustee Act, or as otherwise permitted by the Minister of Education.

- Indicator 1: Compliant

7.7 Acquire, encumber or dispose of real property.

- Indicator 1: Compliant

7.8 Take any action that damages the organization's public image or credibility.

- Indicator 1: Compliant

The Chief Superintendent will ensure that all organizational assets are adequately protected, properly maintained, appropriately used and not placed at undue risk.

**Board-approved Interpretation |**

The Chief Superintendent interprets *all organizational assets* to mean all assets owned by the Calgary Board of Education. This includes all asset categories recorded on the organization’s balance sheet.

Currently there are certain inventories of supplies that are not tracked and recorded on the balance sheet of the organization, and which therefore would not be considered as part of the above interpretation of *all organizational assets*. However, the CBE is in the process of developing tracking mechanisms for some of the larger inventories (such as musical instruments and textbooks), and at such time as they are incorporated into the balance sheet, OE-7 would apply.

The Chief Superintendent interprets *adequately protected, properly maintained, appropriately used and not placed at undue risk* to mean that controls and processes are in place to ensure that assets are safeguarded, kept in safe working order, used for the purposes for which they were intended – all within the context of the organization’s defined risk tolerance profile. This means that controls and processes are in place to decrease risk to a medium or low level.

**The Chief Superintendent will**

7.1 Insure against theft and property losses equal to replacement value and against liability losses to the organization itself, the Board of Trustees, individual trustees and staff in an amount at least equal to the average for comparable organizations.	Compliant
--	-----------

**Board-approved Interpretation |**

The Chief Superintendent interprets *comparable organizations* to mean Canadian school districts having similar budget amounts and at least as many schools and employees. The CBE is a member of the Urban Schools Insurance Consortium (“USIC”) and insures and manages its risks in cooperation with thirteen other Alberta school districts.

**Board-approved Indicator and Evidence of Compliance |**

USIC (and therefore CBE) coverage of risks is greater than or equal to the Ontario School Board Insurance Exchange.

*The organization is compliant with this indicator.*

*USIC's coverage of risk is greater than or equal to that of the Ontario School Board Insurance Exchange, based on information provided by OSBIE.*

**Evidence demonstrates the indicator in sub-section 7.1 is in compliance.**

<p>7.2 Maintain both Errors and Omissions and Comprehensive General Liability insurance coverage protecting board members, employees and the organization itself in an amount that is reasonable for school districts of comparable size and character.</p>	<p>Compliant</p>
---	------------------

**Board-approved Interpretation |**

The Chief Superintendent interprets *school districts of comparable size and character* to mean Canadian school districts having similar budget amounts and at least as many schools and employees. The CBE is a member of the Urban Schools Insurance Consortium ("USIC") and insures and manages its risks in cooperation with thirteen other Alberta school districts.

**Board-approved Indicator and Evidence of Compliance |**

USIC (and therefore CBE) coverage of risks is comparable to the Ontario School Board Insurance Exchange.

*The organization is compliant with this indicator.*

*USIC's coverage of Errors and Omissions and Comprehensive General Liability is greater than that of the Ontario School Board Insurance Exchange, based on information provided by OSBIE.*

**Evidence demonstrates the indicator in sub-section 7.2 is in compliance.**

<p>7.3 Protect intellectual property, information, files, records and fixed assets from loss or significant damage.</p>	<p>Compliant</p>
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**Board-approved Interpretation |**

The Chief Superintendent interprets *protect* to mean that internal control processes and insurance coverage appropriately reflect the risk exposure.

The Chief Superintendent interprets *information* to mean a collection of facts or data, and this sub-section to apply to corporate data – both digital and non-digital information.

The Chief Superintendent interprets Intellectual Property to mean certain intangible rights in works, materials, creations and inventions and includes, without limitation, trademarks, copyright, patents, trade secrets, moral rights and other intellectual property rights that are generated or result from the creation, invention or generation by CBE employees and contractors of such works, materials, creations or inventions in their course of their employment or contractual relationship with CBE or using CBE resources or funding. In such events, all such Intellectual Property rights vest, by statute, in the CBE, except for moral rights that vest in the creator unless waived in writing.

Intellectual Property rights in works, creations, materials and inventions created or generated by a CBE employee outside his or her CBE employment mandate and hours of work with CBE and not using CBE funding or resources will be deemed to vest in such employee, unless the CBE employee has assigned such Intellectual Property rights to CBE or another party.

The Chief Superintendent interprets *fixed assets* to mean assets capitalized on the balance sheet of the CBE's financial statements.

The Chief Superintendent interprets *loss or significant damage* to mean loss or damage sufficient to require replacement or major repair costing in excess of \$25,000.

#### **Board-approved Indicators and *Evidence* of Compliance |**

1. a) 95% of the corporate information created, received, maintained, disposed or preserved by the CBE is in accordance with GARP (Generally Accepted Record Keeping Principles), as measured by internal tracking.

*The organization is not compliant with this indicator.*

*An internal audit of record management practices indicated that 85% of the schools audited (11 of 13 schools) achieved the CBE's target maturity standard (Essential) or better, based on Generally Accepted Recordkeeping Principles. The practices of the two (2) schools that were below the target standard were assessed as being at the lower maturity levels of "In development" and "Sub-Standard" respectively.*

*While year over year improvements have been very encouraging, administration has continued to prioritize the work required to ensure that the CBE's practices align with Generally Accepted Recordkeeping Principles while also building the organizational capacity and coherence required for ensuring that maturity targets as described in the Records Management timeline are met.*

- b) Targets set for completion of records management tasks required to achieve compliance will be met, as measured by the Records Management time line.

*The organization is compliant with this indicator.*

*2015-2016 is the sixth year of concentrated work towards advancing the organization's Generally Accepted Recordkeeping Principles maturity level as detailed in the approved Records Management timeline.*

*The timeline was established as a means of representing the strategy and work plan that would be pursued to enhance the organization's Records Management maturity over the short to medium term. In addition, the ongoing quarterly reporting together with the annual update of the timeline serves to reflect work undertaken, progress made and next steps.*

*Consistent with the quarterly updates that were shared with the Board of Trustees in Chief Superintendent written update reports on September 8<sup>th</sup> 2015, December 1<sup>st</sup> 2016, March 1<sup>st</sup> 2016 and June 14<sup>th</sup> 2016, all targets defined in the timeline for the 2015-2016 School Year were met.*

*The updated Corporate Records Management Program timeline is available at:*

*<http://www.cbe.ab.ca/about-us/board-of-trustees/trusteepublicdocuments/corporate-records-management-program-high-level-timeline.pdf>*

2. 99% of all attempted intrusions into the CBE Information Systems will be successfully blocked, as measured by internal tracking.

*The organization is compliant with this indicator.*

*Internal tracking determined that of the millions of intrusion attempts during the reporting period, eighteen (18) 'phishing' related intrusions were successful. These related to staff members being deceived through different methods into disclosing their passwords to individuals who were neither entitled nor authorized to have access to CBE Systems.*

*Once identified, all incidents were thoroughly investigated and quickly rectified to prevent further compromise. Furthermore, while phishing has become a more prevalent form of attack, administration has continued to strengthening authentication and authorization mechanisms and has actively pursued user education and performance management measures to reduce occurrences as well as potential impacts.*

3. 100% of critical/sensitive/confidential electronic information and data within CBE-managed systems is access controlled with passwords, as measured by internal tracking.

*The organization is compliant with this indicator.*

*Internal controls and tracking confirm that 100 per cent of critical/sensitive/confidential electronic information and data within CBE-*

*managed systems is access controlled with passwords. In addition, an internal audit of the Financial System included an examination of password controls and no password issues were identified.*

4. To the extent any agreements or legal documents refer to Intellectual Property rights of CBE, such agreements or documents shall contain a provision clarifying that CBE has custody or control of the documents or materials with respect to which the Intellectual Property rights exist, provided such provision is applicable within the context of such agreements or documents, as measured by internal tracking.

*The organization is compliant with this indicator.*

*All contracts and service agreements executed by the Calgary Board of Education included a provision to protect CBE's intellectual property rights, where applicable.*

5. 100% of Intellectual Property related to research works produced through the direction of the Board and any other Board produced documents required by the Chief Superintendent to be copyrighted, shall show the Calgary Board of Education copyright and an acknowledgement of the authors, as measured by internal tracking.

*The organization is compliant with this indicator.*

*All works produced are identified with the Calgary Board of Education's name and logo copyright and an acknowledgement of the authors.*

**Evidence demonstrates four of five indicators in sub-section 7.3 are in compliance.**

The Chief Superintendent shall not:

7.4	Allow facilities and equipment to be subject to improper use or insufficient maintenance.	Compliant
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**Board-approved Interpretation |**

The Chief Superintendent interprets this sub-section to mean managing maintenance requirements within the confines of the funding provided by Alberta Education for the purposes of maintenance.

The Chief Superintendent interprets *improper use* to mean used for purposes other than intended, and excludes acts of vandalism and break and enters.

**Board-approved Indicators and Evidence of Compliance |**

1. 100% of provincial plant operations and maintenance funding is spent at a minimum on the following: custodial services, maintenance and repair of school buildings and grounds, utilities and facility support services, as measured by internal tracking.

*The organization is compliant with this indicator.*

*In 2015-16, \$88.1 million was spent on custodial services, maintenance and repair of school buildings and grounds, utilities and facility support services. The plant operations and maintenance (PO&M) funding received was \$83.4 million, therefore 106% of PO&M funding was spent on these services.*

2. 100% of the rolling three year average for Infrastructure Maintenance Renewal (IMR) funding entitlement is expended on qualified IMR projects, and 90% of these are expended annually, as measured by internal tracking.

*The organization is compliant with this indicator.*

*Over the three-year period from 2013-14 to 2015-16, \$78.1 million was spent on qualified IMR projects, while \$73.6 million in IMR funding was received. The three year rolling average related to funding is \$24.5 million. The annual expenditure on IMR projects in 2015-16 was \$37.5 million, which is 153% of the three year rolling funding average.*

3. No more than 5% of CBE schools audited by Alberta Infrastructure will have facility condition index of "marginal", as measured by internal tracking.

*The organization is compliant with this indicator.*

*In 2015-16, only 1 of 187 (0.5%) audited schools had a facility condition index of marginal.*

4. No more than five instances, per annum, of remedial work exceeding \$10,000 is required to address the impact of improper use, as measured by internal tracking.

*The organization is compliant with this indicator.*

*In 2015-16, there was one instance of remedial work exceeding \$10,000. The restoration work in this one case cost \$11,993.*

**Evidence demonstrates all indicators in sub-section 7.4 are in compliance.**

7.5 Recklessly expose the organization, the Board or employees to legal liability.	Compliant
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**Board-approved Interpretation |**

The Chief Superintendent interprets *recklessly expose* as failure to obtain insurance coverage which is appropriate for the Calgary Board of Education (CBE) or allowing conditions to exist which prevent the Calgary Board of Education from obtaining insurance coverage.

**Board-approved Indicators and Evidence of Compliance |**

1. CBE purchases insurance coverage that is comparable to the Ontario School Board Insurance Exchange and therefore considered normal and customary for the operation of a similar school district.

*The organization is compliant with this indicator.*

*The CBE purchases its insurance through the Urban Schools Insurance Consortium, and as such, its insurance coverage is similar to other metro school districts in Alberta.*

2. The CBE’s insurance deductibles are similar to other comparable school districts in Alberta.

*The organization is compliant with this indicator.*

*The CBE purchases its insurance through the Urban Schools Insurance Consortium, and as such, its insurance deductibles are similar to other metro school districts in Alberta.*

3. Zero instances of CBE’s insurers refusing to insure the CBE due to the existence of hazardous conditions.

*The organization is compliant with this indicator.*

*There were no instances of CBE being refused insurance due to the existence of hazardous conditions.*

**Evidence demonstrates all indicators in sub-section 7.5 are in compliance.**

7.6 Invest in financial instruments that are not in accordance with the School Act, the Trustee Act, or as otherwise permitted by the Minister of Education.	Compliant
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**Board-approved Interpretation |**

The Chief Superintendent interprets *financial instruments* to mean all investments.

The Chief Superintendent interprets *permitted by the Minister of Education* to refer to ability to invest in accordance with the “prudent person” rule granted by the Minister of Education. This provision restricts discretion in investments to that of a prudent person seeking reasonable income and preservation of capital.

**Board-approved Indicators of Compliance |**

100% of all investments are in alignment with legislated and ministerial requirements, as measured by internal tracking.

*The organization is compliant with this indicator.*

*Quarterly investment reports received from CBE's investment management firms indicate that all investments were in compliance with legislated and ministerial requirements.*

**Evidence demonstrates the indicator in sub-section 7.6 is in compliance.**

7.7 Acquire, encumber or dispose of real property.	Compliant
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**Board-approved Interpretation |**

The Chief Superintendent interprets this sub-section to mean that only the Board of Trustees is permitted to acquire, encumber or dispose of school properties, subject to Provincial and Municipal requirements.

The Chief Superintendent interprets *real property* to mean land and buildings.

The Chief Superintendent interprets *encumber* to mean burden with financial claims (mortgage) or other registrations affecting transferability of the property, but excluding standard property encumbrances such as utility right of way and temporary construction liens.

**Board-approved Indicator and Evidence of Compliance |**

100% of all real property acquisitions, disposals and encumbrances will be approved by the Board of Trustees, as measured by internal tracking.

*The organization is compliant with this indicator.*

*On January 12, 2016 the CBE transferred its interest in a 1.5 acre portion of joint lands in the community of Tuscany to the City of Calgary (the joint owner of the property) for future development of a community fire hall. This disposal was approved by a Board motion on October 7, 2014. No other disposals of real property occurred in 2015-16.*

**Evidence demonstrates the indicator in sub-section 7.7 is in compliance.**

7.8 Take any action that damages the organization's public image or credibility.	Compliant
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#### **Board-approved Interpretation |**

The Chief Superintendent interprets this sub-section to mean that the Board of Trustees considers the organization's public image and credibility to be an asset that requires protection and preventative measures.

The Chief Superintendent interprets *take any action* to mean specific acts by employees of the Calgary Board of Education in the performance of their role within the organization.

The Chief Superintendent interprets *take any action that damages the organization's public image or credibility* to have the same meaning as *does not take action that endangers the organization's public image or credibility* as defined in OE-1, that is, to mean that administration leads the Calgary Board of Education and its operations in a way that meets or exceeds the community's expectations for the conduct of a public institution.

#### **Board-approved Indicator and Evidence of Compliance |**

Calgary Board of Education employees are alerted to the expectations for their conduct in the context of their employment with the CBE through Administrative Regulation 4027 – Code of Conduct for Employees:

- a) at the point of hire;
- b) annually by school principals;
- c) annually by supervisors.

*The organization is compliant with this indicator.*

*All employees newly hired or re-hired to the CBE in the 2015-2016 school year completed a form indicating their acknowledgement and awareness of the employee code of conduct. 100% of principals, service unit managers and area directors confirmed that their employees were informed of the expectations for their conduct within the context of their employment as outlined in Administrative Regulation 4027.*

**Evidence demonstrates the indicator in sub-section 7.8 is in compliance.**

#### **ATTACHMENT I: Capacity Building Information**

##### **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.

## | attachment |

**OE-7: Asset Protection**

January 10, 2017

**Capacity Building Information**

**7.3** Protect intellectual property, information, files, records and fixed assets from loss or significant damage.

1. a) 95% of the corporate information created, received, maintained, disposed or preserved by the CBE is in accordance with GARP (Generally Accepted Record Keeping Principles), as measured by internal tracking.

The results of our internal audits at schools have indicted a significant improvement in the practices consistent with GARP. This audit process will continue as will regular learning opportunities for school staff through area or cohort meetings as well as direct onsite consultations. Schools will continue to be encouraged to contact Records Management to access training, resources and support. Administration intends to continue to support training, resources and direct RM onsite assistance to schools and to redouble efforts to encourage participation so that organizationally the CBE's practices will be consistent with Generally Accepted Recordkeeping Principles.

## report to Board of Trustees

By-Law To Provide For The Nomination And Election Of Trustees By Wards and to Determine the Boundaries of the Wards (the Ward System Bylaw)

Date	January 10, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	J. Barkway, Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-1: Board Purpose GC-3: Board Job Description

### 1 | Recommendation

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- THAT Bylaw Number 1 of 2017, Being a Bylaw of the Calgary Board of Education to Provide for the Nomination and Election of Trustees by Wards and to Determine the Boundaries of the Wards be given first reading.
- THAT the Board of Trustees approves Bylaw Number 1 of 2017, as given first reading.
- THAT Bylaw Number 1 of 2017 be given second reading.
- THAT the Board of Trustees approves Bylaw Number 1 of 2017 of the Calgary Board of Education to Provide for the Nomination and Election of Trustees by Wards and to Determine the Boundaries of the Wards as read the second time.
- THAT, in accordance with Section 69 of the School Act, Bylaw Number 1 of 2017, be given third reading.

***(Note: if the Board unanimously approves the above recommendation, it can proceed with the following resolutions)***



- THAT the Board of Trustees approves Bylaw Number 1 of 2017, Being a Bylaw of the Calgary Board of Education to Provide for the Nomination and Election of Trustees by Wards and to Determine the Boundaries of the Wards as read for the third time.
- THAT the Board of Trustees seeks Ministerial approval for the nomination and election of trustees by wards and the boundaries of the wards, as described in Bylaw 1 of 2017.

## 2 | Background

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Section 262(1) of the School Act provides that a board of trustees, with the approval of the Minister of Education, may by bylaw provide for the nomination and election of trustees by wards and determine the boundaries of the wards.

Section 262(2) of the School Act provides that if a board of trustees intends to pass a bylaw to provide for the nomination and election of trustees by wards, they may do so prior to March 1 in a year in which a general election is to be held. Board approval of this bylaw will meet this requirement.

Subsequent to the Board of Trustees approving this Bylaw, the Board must request Ministerial approval.

### ATTACHMENT

Attachment I: Bylaw Number 1 of 2017, Being a Bylaw of the Calgary Board of Education To Provide for the Nomination and Election of Trustees by Wards and to Determine the Boundaries of the Wards



## **Calgary Board of Education**

### **Bylaw No. 1 of 2017**

A Bylaw of The Calgary Board of Education to provide for the Nomination and Election of Trustees by Wards and to Determine the Boundaries of the Wards  
(the Ward System Bylaw)

Whereas it is deemed expedient by the Board of Trustees of The Calgary Board of Education (Calgary School District No. 19), that the election of trustees shall be by ward system in accordance with Section 262 of the School Act;

And Whereas The Board of Trustees of The Calgary Board of Education (Calgary School District No. 19) desires to replace Bylaw 1 of 2013 approved by Ministerial Order 019/2013 providing for the nomination and election of trustees by wards;

Now Therefore, it is hereby resolved that The Board of Trustees of The Calgary Board of Education (Calgary School District No. 19) enacts as follows:

1. Pursuant to Section 262(1)(a) of the School Act, The Calgary Board of Education provides for the nomination and election of Trustees by ward in the following manner:
  - (i) One (1) trustee to be elected in Wards 1 and 2
  - (ii) One (1) trustee to be elected in Wards 3 and 4
  - (iii) One (1) trustee to be elected in Wards 5 and 10
  - (iv) One (1) trustee to be elected in Wards 6 and 8
  - (v) One (1) trustee to be elected in Wards 7 and 9
  - (vi) One (1) trustee to be elected in Wards 11 and 13
  - (vii) One (1) trustee to be elected in Wards 12 and 14.
2. The boundaries of the wards for school purposes shall be as shown in the shaded areas of the map attached as Schedule "A" hereto and hereby incorporated as part of this Bylaw and as set out in Schedule B attached hereto and hereby incorporated as part of this Bylaw. In case of any discrepancy between Schedule "A" and Schedule "B", the boundaries for Wards for school board election purpose set out in Schedule "B" shall prevail.

3. This Bylaw shall be effective October 16, 2017.

READ A FIRST TIME THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2017

READ A SECOND TIME THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2017

READ A THIRD TIME THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2017

\_\_\_\_\_

Chair, Board of Trustees

Joy M. Bowen-Eyre

\_\_\_\_\_

Corporate Secretary

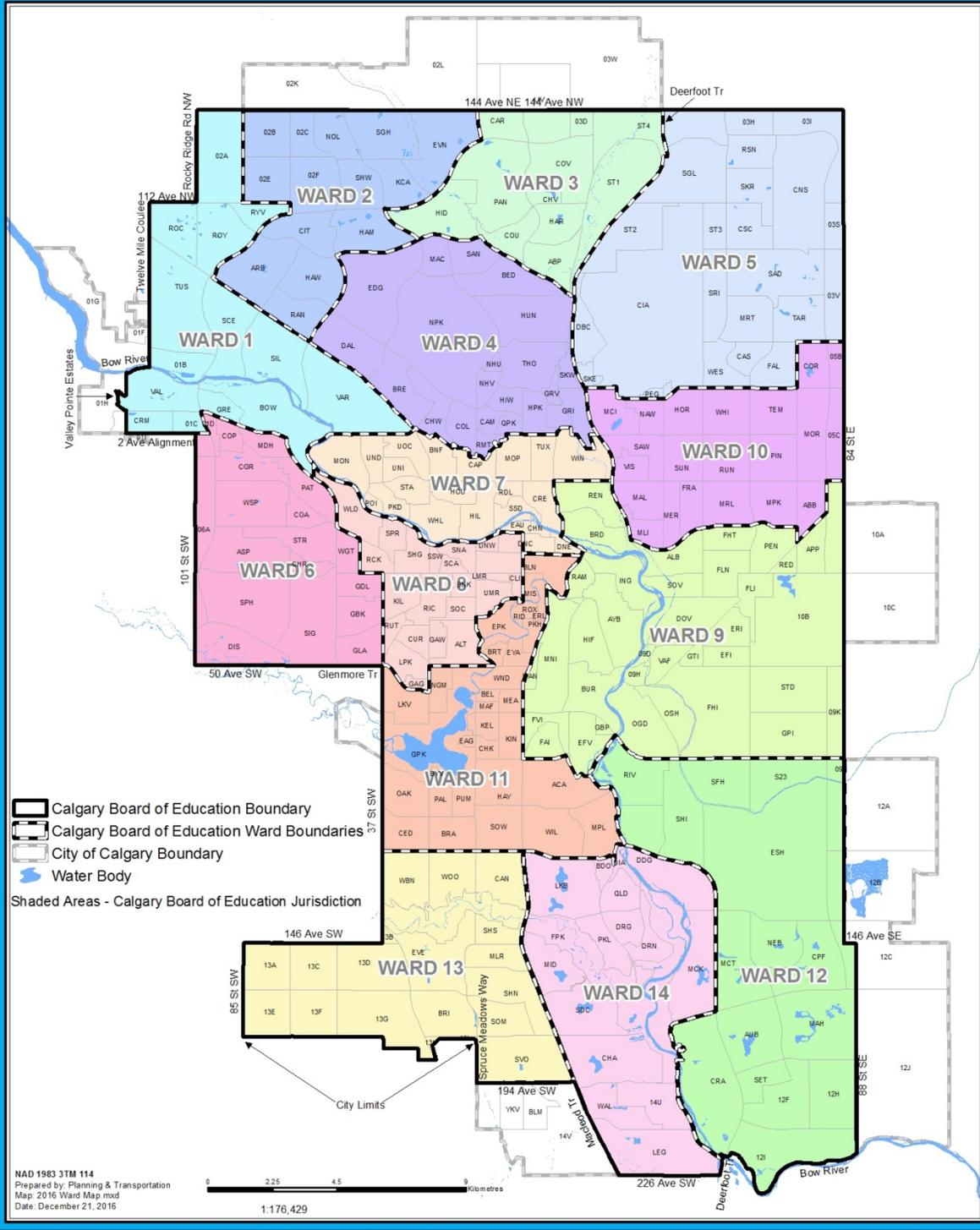
Janice R. Barkway

APPROVED this \_\_\_\_\_ day of \_\_\_\_\_, 2017

\_\_\_\_\_

Minister of Education

# SCHEDULE A Map of Calgary Board of Education Wards Effective October 16, 2017



**Ward Boundary Descriptions for the Calgary Board of Education**

**Effective October 16, 2017**

Ward 1

North Boundary	City Limits, 85 Street, 112 Avenue NW
East Boundary	69 Street, 69 Street alignment, Stoney Trail, Crowchild Trail NW
South Boundary	32 Avenue, 32 Avenue alignment NW, Bow River, East parcel boundary of 1830 Sarcee Trail, Sarcee Trail, 16 Avenue W, future Stoney Trail alignment, 2 Avenue SW, 2 Ave alignment
West Boundary	Crestridge Terrace SW alignment, south parcel boundary of 239 and 235 Valley Pointe Place NW, west parcel boundary of 231-219 Valley Pointe Place, west parcel boundary of 186R Valley Pointe Way, west parcel boundary of 190-242 Valley Pointe Way, north parcel boundary of 23-3 Valley Pointe View, north parcel boundary of 246-279 Valley Pointe Way, west parcel boundary of 240R Valley Crest Court and 319 Valley Woods Place, Bow River, Twelve Mile Coulee Road Alignment, Twelve Mile Coulee Rd NW.

Ward 2

North Boundary	144 Avenue NW
East Boundary	14 Street, Stoney Trail, Shaganappi Trail, Country Hills Boulevard, Sarcee Trail NW
South Boundary	Crowchild Trail NW
West Boundary	Stoney Trail, 69 Street alignment, 69 Street, 112 Avenue, 85 Street NW

Ward 3

North Boundary	144 Avenue NW, 144 Avenue NE
East Boundary	Deerfoot Trail NE
South Boundary	Beddington Trail N, Country Hills Boulevard NW
West Boundary	Shaganappi Trail, Stoney Trail, 14 Street NW

Ward 4

North Boundary	Country Hills Boulevard NW, Beddington Trail N
East Boundary	Deerfoot Trail NE
South Boundary	32 Avenue, 32 Avenue alignment NE, 32 Avenue N, 32 Avenue alignment NW, North parcel boundary of Confederation Park, 14 Street, South parcel boundary of Confederation Park, Morley Trail, Charleswood Drive NW
West Boundary	Crowchild Trail, Sarcee Trail NW

Ward 5

North Boundary	City Limits
East Boundary	City Limits
South Boundary	64 Avenue alignment, 64 Avenue, 68 Street, McKnight Boulevard NE
West Boundary	Deerfoot Trail NE

Ward 6

North Boundary	2 Avenue, future Stoney Trail alignment SW, 16 Avenue W
East Boundary	Sarcee Trail W, Bow Trail, 45 Street, 17 Avenue, 37 Street, 37 Street alignment SW
South Boundary	City Limits
West Boundary	City Limits

Ward 7

North Boundary	32 Avenue alignment, 32 Avenue, Charleswood Drive, Morley Trail NW, South parcel boundary of Confederation Park, 14 Street, North parcel boundary of Confederation Park, 32 Avenue alignment NW, 32 Avenue N, 32 Avenue alignment, 32 Avenue NE
East Boundary	Deerfoot Trail, 16 Avenue, Edmonton Trail, 4 Street NE, Bow River, Elbow River
South Boundary	CPR Tracks, 4 Street, 3 Avenue, 8 Street, North parcel boundaries of 902*2/2, 916*2/2 and 931 4 Avenue SW, LRT Tracks, Bow River
West Boundary	Bow River

Ward 8

North Boundary	Bow River, LRT Tracks, North parcel boundaries of 931, 916*2/2 and 902*2/2 4 Avenue, 8 Street, 3 Avenue SW
East Boundary	4 Street, 26 Avenue, 5 Street, 25 Avenue, Hillcrest Avenue, South parcel boundaries of 615 Hillcrest Avenue, 2700 and 2700R 8 Street, East parcel boundaries of 2702 – 3012 8 Street, South parcel boundary of 3012 8 Street, 8 Street, Premier Way, 10 Street, Council Way, 14 ST, 38 Avenue SW, East parcel boundary of River Park, Elbow River
South Boundary	50 Avenue alignment, 50 Avenue, 50 Avenue alignment, 50 Avenue, Crowchild Trail, Glenmore Trail SW
West Boundary	37 Street, 17 Avenue, 45 Street, Bow Trail, Sarcee Trail SW, East parcel boundary of 1830 Sarcee Trail W

Ward 9

North Boundary	16 Avenue, Deerfoot Trail NE, Memorial Drive E, 68 Street SE, CNR Tracks, Stoney Trail E, 16 Avenue NE
East Boundary	City Limits to 8 Avenue NE, 84 St NE, 84 St SE, 84 St SE Alignment, 84 St SE, City Limits
South Boundary	Glenmore Trail, Heritage Drive SE
West Boundary	Macleod Trail S, Elbow River, Bow River, 4 Street, Edmonton Trail NE

Ward 10

North Boundary	McKnight Boulevard, 68 Street, 64 Avenue, 64 Avenue alignment NE
East Boundary	City Limits
South Boundary	16 Avenue NE, Stoney Trail E, CNR Tracks, 68 Street SE, Memorial Drive E
West Boundary	Deerfoot Trail NE

Ward 11

North Boundary	Glenmore Trail, Crowchild Trail, 50 Avenue, 50 Avenue alignment, 50 Avenue, 50 Avenue alignment, Elbow River, East parcel boundary of River Park, 38 Avenue, 14 Street, Council Way, 10 Street, Premier Way, 8 Street, South parcel boundary of 3012 8 Street, East parcel boundaries of 3012 – 2702 8 Street, South parcel boundaries of 2700R and 2700 8 Street and 615 Hillcrest Avenue, Hillcrest Avenue, 25 Avenue, 5 Street, 26 Avenue, 4 Street SW, CPR Tracks
East Boundary	Elbow River, Macleod Trail S, Heritage Drive SE, Bow River
South Boundary	Deerfoot Trail SE, off-ramp to Southbound Deerfoot Trail from Northbound Bow Bottom Trail, on-ramp to Bow Bottom Trail from Anderson Road SE, Anderson Road S
West Boundary	City Limits, 37 Street alignment SW, City Limits

Ward 12

North Boundary	Glenmore Trail SE, City Limits
East Boundary	84 Street SE, 84 Street SE Alignment, 146 Avenue, 88 Street, 88 Street alignment SE
South Boundary	City Limits
West Boundary	Bow River, Stoney Trail, Deerfoot Trail SE, Bow River

Ward 13

North Boundary	Anderson Road alignment, Anderson Road SW
East Boundary	Macleod Trail S
South Boundary	194 Ave SE, 194 Ave SW Alignment, 194 Ave SW
West Boundary	City Limits

Ward 14

North Boundary	Anderson Road S, off-ramp from Anderson Road to Bow Bottom Trail, off-ramp from Northbound Bow Bottom Trail to Southbound Deerfoot Trail, Deerfoot Trail SE
East Boundary	Deerfoot Trail, Stoney Trail SE, Bow River, City Limits
South Boundary	226 Avenue SW
West Boundary	Macleod Trail S

## **CALGARY BOARD OF EDUCATION**

Minutes of the Regular Meeting of the Board of Trustees (the “Board”) held in the Multipurpose Room, Education Centre, 1221 – 8 Street SW, Calgary, Alberta on Tuesday, November 29, 2016 at 12:00 noon

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### MEETING ATTENDANCE

#### Board of Trustees:

Trustee J. Bowen-Eyre, Chair  
Trustee L. Ferguson  
Trustee J. Hehr  
Trustee J. Hrdlicka  
Trustee T. Hurdman  
Trustee P. King  
Trustee A. Stewart

#### Administration:

Mr. D. Stevenson, Chief Superintendent of Schools  
Ms. S. Church, Deputy Chief Superintendent of Schools  
Mr. D. Breton, Superintendent, Facilities and Environmental Services  
Ms. J. Everett, Superintendent, Learning  
Mr. G. Francis, Superintendent, Human Resources/General Counsel (departed at 4:13 p.m.)  
Mr. B. Grundy, Superintendent, Finance/Technology Services  
Ms. M. Martin-Esposito, Chief Communications Officer  
Ms. J. Barkway, Corporate Secretary  
Ms. K. Fenney, Assistant Legal Counsel  
Ms. D. Perrier, Recording Secretary

#### Stakeholder Representatives:

Mr. J.F. Belanger, Principals’ Association for Adolescent Learners  
Mr. M. Christon, Senior High School Principals’ Association  
Ms. J. Hugill, Elementary School Principals’ Association  
Mr. K. Kempt, Alberta Teachers’ Association, Local 38  
Ms. J. Macdonald, Senior High School Principals’ Association  
Ms. L. Robb, Calgary Board of Education Staff Association

### **1 | CALL TO ORDER, NATIONAL ANTHEM AND WELCOME**

Chair Bowen-Eyre called the meeting to order on the link at 11:55 a.m. and O Canada was led by the Glendale School Division II Choir. Trustee Hurdman thanked the choir for their pre-meeting performance, and for leading the singing of O Canada. The meeting reconvened in the Multipurpose Room.

Chair Bowen-Eyre acknowledged the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. She also acknowledged the Tsuut’ina and Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta. She welcomed staff, the public and representatives from the aforementioned organizations.

Chair Bowen-Eyre also introduced and welcomed Ms. A. Ranisavljevic, teacher, and her Grade 2 students from Douglasdale School. They have moved their classroom to the historical CBE school and downtown community for the week. They are exploring how challenges inspire progress and passion inspires growth. They are seeking out stories that influence us, learning about the rights of women through the work of the Famous Five and visiting the McDougall Centre to hear how they influence progress.

## 2 | **CONSIDERATION/APPROVAL OF AGENDA**

Corporate Secretary J. Barkway noted that Item 6, Public Comment, has been moved to follow Item 3.1, Legacy Award, and the subsequent agenda items are to be renumbered accordingly; that a late distribution was made of the minutes of the Regular Meeting held November 23, 2016 and were added under consent agenda item 8.1; and Item 8.2 was removed from the consent agenda for consideration immediately following the consent agenda.

MOVED by Trustee King:

**THAT the Agenda for the Regular Meeting of November 29, 2016 be approved as submitted, subject to the above-noted changes.**

The motion was  
CARRIED UNANIMOUSLY.

## 3 | **AWARDS AND RECOGNITIONS**

### 3.1 **CBE Legacy Award**

Chair Bowen-Eyre noted that the CBE Legacy Award celebrates public education in Calgary and individuals who have contributed to our communities. Legacy Award recipients embody the work of the public education system and represent the legacy of the CBE, preparing students for life, work and continued learning, and inspiring life-long learning. She expressed that it is an honour to present the Legacy Award to Manmeet Singh Bhullar, posthumously, in recognition of the significant and lasting impact he has had on the province and the city of Calgary. Manmeet was born and educated in Calgary. He attended Chief Justice Milvain School, Annie Gale School, and graduated from Lester B. Pearson High School. As a student he was an active member of his school communities and an enthusiastic student athlete. Chair Bowen-Eyre shared comments about some of his significant work and roles he served as an elected provincial official. She pointed out that he was a passionate advocate for youth, justice and education, and an inspiring and energetic individual who modelled for our students the results of the CBE.

On behalf of the family, Ms. T. Bhullar shared comments of appreciation for the CBE's tribute to Manmeet's legacy. She stated that Manmeet would have been humbled and honoured by this recognition and that for him the value of education was something that should be shared by all. It is the family's hope that this Legacy Award is an inspiration to young boys and girls to see that they too have the potential to change the world through education, and that they too can rest assured that teachers know the value of how much it takes to shape an adult that can give back to the community in a way that Manmeet did.

On behalf of the Board, Chair Bowen-Eyre presented Manmeet's family with artwork that was created by a student from Lester B. Pearson High School, representing the CBE Legacy Award.

#### 4 | **PUBLIC COMMENT**

##### 4.1 Ms. L. Shutiak, School Council Chair, Harold Panabaker School

Ms. Shutiak stated she was representing a task force created by their school council to address accommodation issues in Area V. Ms. Shutiak commented on the learning environment at Harold Panabaker School, noting it is caring, inclusive, co-operative, challenging, respectful, and expectations are high for students and teachers alike. She shared the feeling of their school council that there is a lack of consultation with parents and guardians about educational programming. She spoke about the accommodation process that they have been involved in since last October, and shared concerns in relation to scenarios presented by the CBE to potentially move from a dual-track school to a single-track school.

Ms. Shutiak provided a handout to trustees of the enrolment percentages for Area V schools as provided by the CBE. She pointed out that the charts depict how making no change would provide the same range of percentages as both of the scenarios presented by the CBE, and her belief that moving students is unnecessary. Ms. Shutiak informed trustees that Ethel M. Johnson is a feeder school for Harold Panabaker's regular program and they were not notified of the engagement process.

Chair Bowen-Eyre stated that over the past year the CBE has been gathering feedback from those affected by possible changes to the future use of learning spaces. Parents, students, and staff of impacted schools are encouraged to complete the survey on the CBE website, which will be open until Dec 5. All of the feedback gathered through in-person sessions, meetings, emails and survey responses will be thoughtfully considered by administration in making decisions. She noted that there will be an Area V Open House held on January 18, 2017, which she encouraged parents to attend. The Chair thanked Ms. Shutiak for bringing to the Board's attention the need to include Ethel M. Johnson School in the engagement process.

##### 4.2 Mr. J. Reid, Parent

Mr. Reid, parent to three children attending the south Mandarin Bilingual Program, shared his concerns that there may not be a middle/junior high program located in the south. He stated that his children have found a strong sense of belonging and a continued respect for diversity, and now the learning environment and continued access to this program of choice is significantly at risk. He noted that over a number of years the parents were informed by the CBE that a south site for the program was being explored and that there would be a parent engagement and an expression of interest conducted. He shared his concerns with the engagement process. He noted that parents received a letter from the CBE in September indicating that a decision had been made to have a single site for a middle/junior high program in the north. Mr. Reid noted that in a more recent letter to concerned parents the CBE stated it will consider opening a middle/junior high program in the south if student numbers could be boosted. He questioned why this option had not been communicated previously to parents. Mr. Reid shared his belief that if a middle/junior high Mandarin Bilingual Program was located in the south, families would enrol their children for the program.

Chair Bowen-Eyre noted that a letter was sent to parents of the Mandarin Bilingual Program on November 18, 2016, and that the CBE continues to be engaged with those parents. She encouraged parents to participate in the survey that is posted on the CBE website until December 5, 2016.

4.3 Ms. E. Gagner, Parent

Ms. Gagner, parent to two children attending the Mandarin Bilingual Program at Midnapore School, quoted statements in the Three-Year Education Plan, relevant to student success in life, work and future learning. She noted that one of the CBE's strategies is to ensure school facilities support current and future educational programming. She asked that the Board not give up on or lose the vision for a middle/junior high Mandarin Bilingual program in the south; and to not shrink the program by making students who want to continue in the program have to bus to a site in the north. She expressed her beliefs that for the majority of families living in the south it will be a prohibitively long commute for students; families will likely drop the program; it is a long commute for parents that volunteer for school events and for parents to attend parent-teacher interviews; and it will detract from developing a school community.

Ms. Gagner commented on the movement of the program over the years and the impacts those moves had on her family. She noted that both of her children are thriving in the program and they value the importance of diversity and future opportunity.

4.4 Ms. D. Casten, Parent

Ms. Casten, parent to two children currently attending the Mandarin Bilingual program at Midnapore School, expressed her concerns with the amount of time that children might be on a bus to attend a middle/junior high program in the north. She noted that for parents living in communities south of Midnapore the drive can be as much as 40 kilometres one-way to Colonel Irvine School in the northwest, and 35 kilometres one-way to Colonel Macleod School in the northeast. She noted her understanding that for students being bused to schools of choice there is no set limit for travel times, which she did not agree with. She expressed her opinion that the daily commute for students could be up to 3 hours on the bus, which would be detrimental to their education, their mental and physical well-being, their ability to take part in other activities, and their social time and downtime for themselves.

Ms. Casten shared that parents are asking to have one Mandarin teacher at a middle/junior high program in the south, to provide a much more reasonable transportation scenario for both the students and the CBE. She stated that her children spend a considerable amount of their time studying Mandarin after school and on weekends; they have had daily homework since Kindergarten; they have a Mandarin tutor; and every day they do extra Mandarin homework. She and her family highly value this specific language learning program as a benefit to children's future, and request that it continue to be offered at a site in the south.

4.5 Mr. W. Nie, Parent

Mr. Nie, parent to two children currently attending the Mandarin Bilingual program at Midnapore School, shared some impacts that the potential accommodation plan would have on his family. He shared his belief that should the program only be offered in the north, some of the families will not enroll their children in it because of the distance and

long bus rides they would have to endure travelling from the south. He pointed out that the students currently enrolled in the south program have become friends, having grown up together in the program. He shared his opinion that if the program was offered only in the north, friendships would be broken, and parents would feel that the time and efforts that they had invested was wasted. He noted that some families moved out of the north and bought homes in the south so that their children would be closer to the south Mandarin Bilingual program; he noted that the north program accommodated students through a lottery system. He stated that, more importantly, children will lose the opportunity to improve themselves in Mandarin learning and will lose all those years of hard work if they have to drop out of the program.

Mr. Nie noted that some parents have a long-term education plan in place for their children and if this option program is not sustainable they will not be attracted to it. He shared his concerns with previous communications by the CBE administration about expanding the program in the south. He stated his belief that the parents of this program would be more than happy to work with the CBE and other stakeholders to make this program successful and sustainable.

Chair Bowen-Eyre thanked the speakers for their comments and reiterated the Board's encouragement that parents participate in the online survey that is open until December 5, and the CBE Open Houses to be held January 17 in Area I and II, and January 18 in Area V.

## 5 | **RESULTS FOCUS**

### 5.1 **Results 2: Academic Success Monitoring – Follow-up Report**

Chief Superintendent Stevenson noted that this report follows-up on the Board's request to provide additional information, including strategies, revised targets and assessment of strategies for areas of concern in student learning, which were raised in review of the monitoring report that was presented in June 2016. He summarized the contents of the follow-up report.

Administration responded to trustee questions on issues including: the revised targets for indigenous students and clarification that improvements will take some time to show up as statistically significant on the measures; further explanation of responsive, explicit instruction with respect to the literacy strategy; school involvement in the literacy strategy, beyond the cohort group; the school system work in terms of engaging indigenous families and communities; clarification of the one-year targets and three-year targets that have been set out in the report; timeframes for the math strategies and when schools will become involved in that work; when it is expected that parents would be involved in the math and literacy strategies; the number of schools that have targeted math as a strategy this year in their school development plans; and, the rationale for not including a 5-year high school completion rate as a target for indigenous students.

Chair Bowen-Eyre stated that the report was provided as information, as requested by the Board of Trustees, and does not require approval as recommended in the report.

5.2 CBE Annual Education Results Report 2015-16 and Three-Year Education Plan 2016-19

Chief Superintendent Stevenson provided opening remarks, noting that much of this information has been previously presented in other formats, including the financial report on today's agenda and the combined Accountability Pillar Overall Summary posted on the CBE's website twice each year, when it is updated by Alberta Education in the spring and in the fall. He informed that annual reports and school development plans will be published on each school's website this month and will be accessible to parents and guardians. This year's system report shows we are strong and showing improvement, and that the combined information from student, teacher and parent/guardian surveys and the monitoring of student success measures confirms that our students have achieved very strong results.

Superintendent Everett provided highlights of the contents of the Annual Education Results report and the Three-Year Education Plan.

Administration responded to trustee questions on issues including: school and service unit staff involvement and familiarity with the Three-Year Education Plan; clarification of the literacy strategy outcome and connection of the stem "participate"; the value and relevance of the overarching strategies, which were noted to be the same over a number of years; the significance of the inclusion of the word "joyful" in literacy learning, and the task associated with measuring it; the potential for future plans to include a link to the expanded Results where they are noted under our ultimate goals; assessment of the strategies for their effectiveness; the value of, or need for setting 3-year targets rather than single-year targets to better focus on performance fluctuations; the vision for the Aboriginal Learning Centre serving all students; the significant improvement in the drop-out rate for our indigenous students; notification to parents of transportation changes to be considered in 2017-18; the roll-out and implementation of these strategies throughout the school system; and, clarification on page 31 in the third last bullet, that targeted Alberta Education funding applies to transportation only.

MOVED by Trustee Stewart:

**THAT the Board of Trustees approves the Annual Education Results Report 2015-16 and the Three-Year Education Plan 2016-19, and authorizes its submission to Alberta Education.**

Trustees debated the motion, sharing comments of support that included: the Alberta Education Results Report provides an accurate snapshot of the CBE's results; it adequately outlines our areas of strength and areas of concern; the addition of the individual strategies provided strength to this year's report; it balances the stability of the main pillars with the ever-changing strategies needed to assist our students both now and in the future; it represents the cohesiveness between senior administration, the Board of Trustees and Alberta Education; it speaks to how we direct our resources; the summaries and details provided in the documents are greatly appreciated and will be helpful to our public; the strategies are very well focussed; the documents are clear, concise and all-encompassing.

Chair Bowen-Eyre called for the vote on the motion.

The motion was  
CARRIED UNANIMOUSLY.

Recessed: 2:29 p.m.  
Reconvened: 2:48 p.m.

## **6 | OPERATIONAL EXPECTATIONS**

### **6.1 OE-5: Financial Planning – Annual Monitoring**

Superintendent Grundy provided a summary of the contents of the annual monitoring report for OE-5: Financial Planning. He noted that Administration's review provides evidence of compliance with all eight policy statements, and a budget has been developed and presented that is compliant with all eleven indicators.

Administration responded to trustee questions on issues including: what is anticipated for the grid movement costs in the coming budget; and plans for fiscal soundness in future years, in terms of the forecasted use of all reserves.

Chair Bowen-Eyre asked trustees to identify their intentions to bring forward any motions related to compliance, exceptions or commendations for OE-5: Financial Planning. The Chair requested that trustees send their proposed motions to the Corporate Secretary and to all trustees by end of day December 1, 2016. She pointed out that the item will be placed on the December 6, 2016 agenda for discussion and debate or on the consent agenda, depending on whether or not motions come forward.

### **6.2 OE-11: Learning Environment/Treatment of Students – Annual Monitoring**

Superintendent Everett noted that compliance is being reported overall for the annual monitoring report on OE-11: Learning Environment/Treatment of Students. Two indicators that did not meet compliance were indicator #2 for policy subsection 11.4 and indicator #3 for policy subsection 11.2. Capacity building for those two indicators has been included in the report.

Administration responded to trustee questions on issues including: clarification that this report speaks to monitoring for the previous school year, and that public comments made today would not be a reflection on the decision for compliance in this operational expectations cycle; the importance of and appreciation for the expanded capacity building information that forms a part of the report.

Chair Bowen-Eyre asked trustees to identify their intentions to bring forward any motions related to compliance, exceptions or commendations for OE-11: Learning Environment/Treatment of Students. Trustee Ferguson indicated her intention to propose a commendation motion on December 6, 2016. The Chair requested that trustees send their proposed motions to the Corporate Secretary and to all trustees by end of day December 1, 2016. She pointed out that the item will be placed on the December 6, 2016 agenda for debate and discussion.

At 3:04 p.m. Chair Bowen-Eyre received the consent of the Board of Trustees to continue the meeting to the completion of the agenda.

## 7 | MATTERS RESERVED FOR BOARD ACTION

### 7.1 Presentation of the 2015-16 Financial Results of the Calgary Board of Education

Superintendent Grundy provided a synopsis of the financial results of the CBE including the Audited Financial Statements for the year ended August 31, 2016 and including the Auditors' Report thereon. He pointed out a correction to page 7-135, for the columns headed "Other" and "Total", the three rows of figures, starting at \$110,000, require a shift down one row.

Administration responded to Trustee questions on issues including: the parameters surrounding inclusive education, which have yet to be defined and communicated by Alberta Education; how ECS Program Unit Funding (PUF) is used and the number of students accessing that funding; the total amount of uncollectible accounts and waivers for instructional supplies and materials (ISM) fees; CBE programs for early learners and the need to advocate for provincial funding; operations and maintenance expenses in comparison to last year's budget; the costs associated with hiring unionized staff on a term basis and as per their collective agreement, to assist in the building of new school facilities, for which Alberta Education does not fund; noon supervision fees and waivers; infrastructure maintenance and renewal (IMR) funding; the increase in the uncollectible accounts expense and waived fees for noon supervision; transportation fees and revenues and the related funding gap; the use of ISM fees for the purchase of Career and Technology Foundations/Studies supplies, and how an optional course fee, versus a basic instruction fee, is determined; the recast of the CBE's operating and capital reserves; the increase to the Resource Allocation Method (RAM) to stabilize the ratio of students per school-based full-time equivalent; reporting of the \$500,000 allocated towards the development of the *dialogue* framework and for other engagement sessions, which is included under system accounts on page 7-58; third-party payments with regards to salaries and benefits; and the CBE's internal and external audit functions.

MOVED by Trustee Ferguson:

**THAT, subject to the correction of noted typographical errors, the Board of Trustees approves the Financial Results of the Calgary Board of Education for the year ended August 31, 2016, including the Audited Financial Statements for the year ended August 31, 2016 and the Auditors' Report dated November 29, 2016, for submission to the Minister of Alberta Education.**

Trustees debated the motion, and comments in support included: the Audit Committee met with the external auditors, reviewed and recommended approval of the annual audit plan; the CBE has experienced a better year than anticipated and, through ongoing efficiency reviews and sound management, has ended the year with a surplus; the bulk of the reserves have been retained for future projects to support student learning, with the actual net draw on operating reserves of only \$1.5 million; the CBE achieved 99.3 percent accuracy in terms of actual expenditures against the fall budget; the CBE's external auditors KPMG has confirmed that the CBE administration appropriately coordinated and co-operated with them, and that KPMG reported no significant deficiencies in controls, or in how funds are received, processed or disbursed; the financial documents are written in clear layman's terms, and Administration's clarifications to questions are provided in a concise manner; the expertise of our Administration and

financial staff is highly commendable, and the undertaking of this work is tremendously profound.

Chair Bowen-Eyre called for the vote on the motion.

The motion was  
CARRIED UNANIMOUSLY.

Trustee Ferguson and Trustee Stewart, chair and member of the audit committee respectively, expressed appreciation for the diligent work and volunteer time put forward by the committee's external members.

## 8 | **CONSENT AGENDA**

The Chair noted that Item 8.2 was removed from the Consent Agenda for discussion, and that items on the consent agenda are approved with the agenda as follows:

### 8.1 Approval of Minutes

- Regular Meeting held November 1, 2016
- Regular Meeting held November 8, 2016
- Regular Meeting held November 23, 2016

**THAT the Board of Trustees approves the minutes of the Regular Meetings held November 1, November 8, and November 23, 2016, as submitted.**

### 8.3 Items Provided for Board Information

8.3.1 Correspondence

8.3.2 Fourth Quarter Budget Variance Report for the 2015-2016 Budget

8.3.3 EducationMatters Financial Statements as at September 30, 2016

The following item was removed from the consent agenda.

### 8.2 First Quarter Budget Variance Report for 2016-2017 Operating and Capital Budgets and Fall 2016 Budget Update

Administration addressed trustee questions on issues including: where the funding is going for the nutrition pilot program; the increase in waived fees and uncollectible accounts, and what that estimate is to date; and the forecasted use of reserves.

MOVED by Trustee Hurdman:

**THAT the Board of Trustees authorizes the submission of the Fall 2016 Update to the 2016-17 Operating Budget, as shown in Attachment V of the report, to the Minister of Alberta Education.**

The motion was  
CARRIED UNANIMOUSLY.

9 | **ADJOURNMENT**

Chair Bowen-Eyre declared the meeting adjourned at 4:19 p.m.

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Chair

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Corporate Secretary  
Adopted:

## **CALGARY BOARD OF EDUCATION**

Minutes of the Regular Meeting of the Board of Trustees (the “Board”) held in the Multipurpose Room, Education Centre, 1221 – 8 Street SW, Calgary, Alberta on Tuesday, December 6, 2016 at 12:00 noon

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### MEETING ATTENDANCE

#### Board of Trustees:

Trustee J. Bowen-Eyre, Chair  
Trustee L. Ferguson  
Trustee J. Hehr  
Trustee J. Hrdlicka  
Trustee T. Hurdman  
Trustee P. King  
Trustee A. Stewart

#### Administration:

Mr. D. Stevenson, Chief Superintendent of Schools  
Ms. S. Church, Deputy Chief Superintendent of Schools  
Mr. D. Breton, Superintendent, Facilities and Environmental Services  
Ms. J. Everett, Superintendent, Learning  
Mr. G. Francis, Superintendent, Human Resources/General Counsel  
Mr. B. Grundy, Superintendent, Finance/Technology Services  
Ms. M. Martin-Esposito, Chief Communications Officer  
Ms. J. Barkway, Corporate Secretary  
Ms. K. Maxwell, Recording Secretary

#### Stakeholder Representatives:

Ms. M. Howell, Senior High School Principals' Association  
Mr. K. Kempt, Alberta Teachers' Association, Local 38  
Mr. T. Killam, Canadian Union of Public Employees (CUPE), Local 40  
Ms. S. Monfette, Senior High School Principals' Association  
Ms. L. Robb, Calgary Board of Education Staff Association

### **1 | CALL TO ORDER, NATIONAL ANTHEM AND WELCOME**

Chair Bowen-Eyre called the meeting to order on the link at 12 noon and O Canada was led by the Grade 3 students from Douglasdale School. Trustee Stewart, ward trustee, expressed appreciation on behalf of the board and the meeting resumed in the Multipurpose Room.

Chair Bowen-Eyre acknowledged the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. She also acknowledged the Tsuut'ina and Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta. She acknowledged and welcomed staff, the public and representatives from the aforementioned organizations.

The Chair also welcomed Ms. T. Moir and her Grade 5/6 students from Chief Justice Milvain who have moved their classroom to the historical classroom and the downtown

community for the week. They are investigating the idea of how identity shapes the community and how actions shape the future of communities; they have met with Deputy Chief Superintendent Church and Trustee King, and will work with Councillor Jones when they visit City Hall.

## 2 | **CONSIDERATION/APPROVAL OF AGENDA**

Ms. J. Barkway, Corporate Secretary, noted that there were no changes to the agenda.

MOVED by Trustee Ferguson:

**THAT the Agenda for the Regular Meeting of December 6, 2016 be approved, as submitted.**

The motion was  
CARRIED UNANIMOUSLY.

## 3 | **AWARDS AND RECOGNITIONS**

There were none.

## 4 | **RESULTS FOCUS**

### 4.1 **School Presentation – Douglasdale School**

Director S. Smith, Area V, introduced the presentation. She explained that at the beginning of the school year the Grade 3 teachers at Douglasdale School relinquished control of the physical set up of the classroom to the students. This action was guided by the belief that physical environment has a critical impact on a student's ability to engage in learning. She also noted students used the CBE *Results 2: Academic Success* Governance Policy to guide their design decisions.

Learning Leader D. Gimbel, Teacher L. Hanson and some of the grade 3 students described the design process, the final set up and how it has positively impacted academic success on a daily basis. Some of the different design features students chose include: a quiet zone, a collaborative zone, standing tables, a cosy corner, open spaces, and small spaces. The students also described the collaborative and constructive impact of starting each school day with play. Teachers noted that academic achievement, engagement, and confidence have flourished in this student-designed learning environment.

On behalf of the Board of Trustees, Trustee Stewart thanked the teachers and students for the interesting and informative presentation and acknowledged the importance that physical environment has on learning and engagement.

### 4.2 **Social Studies Information Report**

Chief Superintendent Stevenson shared opening remarks and Superintendent Everett provided highlights of the report *Results 2: Academic Success – Social Studies Information Report 2015-2016*.

With the assistance of a PowerPoint, Specialists A. Sarson and M. Morden, along with System Principal E. Wood, supported by Directors R. Mosher and D. Roulson, shared in-depth information on the Social Studies Program of Study for students in Kindergarten through Grade 12. The detailed information included grade specific report card results, specific report card stem results, individual Provincial Achievement and Diploma test results, and a comparison between CBE and non-CBE provincial testing results at the acceptable standard as well as the standard of excellence, and a video example of student learning. The report noted both strengths and areas for improvement from the previous school year and defined next steps for the 2016-17 school year.

Administration responded to Trustee questions on issues including: the possible impacts of the reduced weighting of the Diploma exams from 50% to 30%; Knowledge and Employability (KAE) course availability, enrollment patterns and working group composition; consistency of results; feedback on the Kindergarten report card revision; the evolution of consistent report card stems from Kindergarten through to Grade 12; possible impact of future curriculum changes on report card stems; enrollment shifts in Social Studies 30-1 and 30-2; and assessment practices.

The Chair noted this report was provided for information only, and, on behalf of the Board of Trustees, expressed appreciation for the work of Chief Superintendent Stevenson and staff in this informative presentation.

## 5 | **OPERATIONAL EXPECTATIONS**

### 5.1 **OE-11: Learning Environment/Treatment of Students**

Chair Bowen-Eyre noted that this report was introduced at the November 29, 2016 meeting where Trustees posed questions and received clarification on various issues. The Board must now formally act on the monitoring report to determine compliance with this policy.

MOVED by Trustee Ferguson:

**THAT the Board of Trustees finds that the Chief Superintendent is in compliance with the provisions of OE-11: Learning Environment/Treatment of Students, and**

**THAT the Board of Trustees commends the Chief Superintendent for exceptional performance in maintaining a climate that is characterized by support and encouragement for high student achievement as demonstrated by the Accountability Pillar Survey Safe and Caring Schools result.**

It was noted that in a time of unprecedented growth in the CBE's diverse student population the indicator in sub-section 11.3 which measures the percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are being treated fairly in school has risen to a 5-year high of 89.8% and is rated as excellent by the accountability measure for safe and caring schools.

The Chair called for a vote on the motion.

The motion was  
CARRIED UNANIMOUSLY.

MOVED by Trustee Hrdlicka:

**THAT the Board of Trustees commends the Chief Superintendent for exceptional performance to support the success of each student by responding to the Ministerial request and legislative changes regarding: the guidelines for gender and sexual minority youth; the development of a new system-wide student code of conduct; addressing bullying behaviour; sharing responsibility with parents and students; and student-run organizations.**

Comments in support of the motion included: the creation of the LGBTQ policy was efficient, collaborative and transparent, making CBE a leader in the support of vulnerable students; the work to support LGBTQ students was already underway before the Ministerial request; and school visits and stakeholder comments have confirmed the efficacy of the LGBTQ policy in creating a safe, respectful environment for all students.

The Chair called for a vote on the motion.

The motion was  
CARRIED UNANIMOUSLY.

## 6 | **PUBLIC COMMENT**

There were no public comments.

## 7 | **MATTERS RESERVED FOR BOARD ACTION**

### 7.1 **Juno Beach Academy of Canadian Studies – Consideration of Closure**

Superintendent D. Breton presented a report recommending the consideration of closure of Juno Beach Academy of Canadian Studies. He noted that enrolment at Juno Beach is declining and is projected to continue to decline; currently there are no students enrolled in grade 7 through 9 and only 15 students in grades 10 through 12. He also noted that ongoing engagement work and efforts by the parents and school community to attract students to the program have not been successful in increasing enrolment.

Superintendent Breton noted that in attachment 2 of the report some sentences in the feedback section are incomplete. He explained that the reason for this is that the results were intended to be viewed online where a reader could click the comment in order to read the full input provided by students and parents. He also noted the full report, including all documentation related to the engagement of the Juno Beach community, can be found on the CBE website at: <http://www.cbe.ab.ca/schools/managing-space-students/school-planning-engagements/Pages/Juno-Beach-Academy-of-Canadian-Studies-at-Norman-Bethune-School.aspx>

The Chair clarified that, in keeping with the legislated requirements, there are multiple steps in the consideration of school closure process. At today's meeting the board is considering if there is cause to proceed with the consideration of closure process, which

is the first of many steps prior to the Board giving consideration to a decision regarding whether or not to close Juno Beach Academy of Canadian Studies.

MOVED by Trustee Hurdman:

**THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of Juno Beach Academy of Canadian Studies (Juno Beach), in accordance with the *Closure of Schools Regulation*.**

A comment in support of the motion noted that the report is very comprehensive providing board members with sufficient evidence to consider closure of Juno Beach Academy of Canadian Studies.

The Chair called for a vote on the motion.

The motion was  
CARRIED UNANIMOUSLY.

## 8 | **CONSENT AGENDA**

The Chair noted that items on the consent agenda are approved with the agenda as follows:

### 8.1 OE-5: Financial Planning – Annual Monitoring

**THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-5: Financial Planning.**

### 8.2 Items Provided for Board Information

#### 8.2.1 Correspondence

#### 8.2.2 Chief Superintendent's Update

#### 8.2.3 Construction Projects Status Update

#### 8.2.4 2016-2017 School Enrollment Report

Recessed: 1:20 p.m.

Reconvened: 1:50 p.m.

## 9 | **IN-CAMERA SESSION**

### Motion to Move In Camera

MOVED by Trustee Ferguson:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the private agenda for the Regular Meeting of December 6, 2016 be considered at an in-camera session, therefore, be it

*Resolved*, **THAT the Regular Meeting of the Board of Trustees moves in camera.**

The motion was  
CARRIED UNANIMOUSLY.

Motion to Revert to Public Meeting

MOVED by Trustee Hrdlicka:

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

The motion was  
CARRIED UNANIMOUSLY.

Motions to Action In-Camera Recommendations

MOVED by Trustee King:

**THAT the Board of Trustees authorizes the Chair to correspond with the Minister of Culture and Tourism regarding ongoing support of costs related to police information checks.**

The motion was  
CARRIED UNANIMOUSLY.

MOVED by Trustee Hehr:

**THAT the Board of Trustees authorizes communication with the Minister of Education and other MLA's as discussed in camera.**

The motion was  
CARRIED UNANIMOUSLY.

**10 | ADJOURNMENT**

Chair Bowen-Eyre declared the meeting adjourned at 2:47 p.m.

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Chair

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Corporate Secretary  
Adopted:

## CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees (the "Board") held in Room T224, Education Centre, 1221 - 8 Street SW, Calgary, Alberta on Tuesday, December 13, 2016 at 12 noon

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### MEETING ATTENDANCE

#### Board of Trustees:

Trustee J. Bowen-Eyre, Chair  
Trustee J. Hehr  
Trustee J. Hrdlicka  
Trustee T. Hurdman  
Trustee P. King  
Trustee A. Stewart

#### Absent:

Trustee L. Ferguson

#### Administration:

Mr. D. Stevenson, Chief Superintendent of Schools  
Ms. S. Church, Deputy Chief Superintendent of Schools  
Mr. D. Breton, Superintendent, Facilities and Environmental Services  
Ms. J. Everett, Superintendent, Learning  
Mr. G. Francis, Superintendent, Human Resources/General Counsel  
Mr. B. Grundy, Superintendent, Finance/Technology Services  
Ms. M. Martin-Esposito, Chief Communications Officer  
Ms. J. Barkway, Corporate Secretary  
Ms. K. Fenney, Assistant Legal Counsel

### CALL TO ORDER

Chair Bowen-Eyre called the meeting to order at 12:09 p.m.

### MOTION TO MOVE IN CAMERA

MOVED by Trustee Hurdman:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the Private Agenda for the Regular Meeting of the Board of Trustees, December 13, 2016, be considered at an in-camera session; therefore, be it

*Resolved, THAT the Regular Meeting of the Board of Trustees moves in-camera.*

The motion was  
CARRIED UNANIMOUSLY.



**MOTION TO REVERT TO PUBLIC MEETING**

MOVED by Trustee Stewart:

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

The motion was  
CARRIED UNANIMOUSLY.

**MOTIONS TO ACTION IN-CAMERA RECOMMENDATIONS**

MOVED by Trustee Hehr:

**THAT the Board of Trustees approves the recipients for the upcoming Legacy Awards presentations, as discussed in camera.**

The motion was  
CARRIED UNANIMOUSLY.

**ADJOURNMENT**

The meeting adjourned at 1:08 p.m.

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Chair

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Corporate Secretary  
Adopted:



## report to Board of Trustees

### CBE Response to Alberta School Boards Association (ASBA) Strategic Plan Survey

Date	January 10, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Pamela King
Purpose	Decision
Governance Policy Reference	Governance Culture GC-3: Board Job Description

#### 1 | Recommendation

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THAT the Board of Trustees approves the survey response based on the current strategic plan's priorities, as attached, for submission to Alberta School Boards Association as the Calgary Board of Education's input for the upcoming ASBA Strategic Planning process.

#### 2 | Issue

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On November 14, 2016 the ASBA corresponded with Board Chairs, requesting school boards' input on the ASBA Strategic Plan which will inform the ASBA Budget 2017-2018. The ASBA has requested a corporate board response from each board.

The ASBA Strategic Plan will be reviewed by the Board of Directors on January 12-13, 2017, considered for approval at the March 2017 Board of Directors meeting, for implementation in September 2017.

The ASBA Budget 2017-2018 will be developed by the Board of Directors in Spring 2017, presented at zones and voted on by the membership at the 2017 Spring General Meeting.

## ASBA Strategic Plan Survey

The Alberta School Boards Association Board of Directors approaches strategic planning with a view to focus the strategic vision for the Association.

The plan is intended to represent the aspirational view school boards have for their provincial association and provide a path to achieve this desired future.

In reviewing the current plan, school boards are being asked to consider that strategic focus. Does the plan reflect the desired vision for the Association? Do the key results represent reasonable milestones in achievement of the strategic priorities? Are there elements which should be added or removed?

Please provide the corporate Board response to the following questions. School board responses will inform the ASBA Board of Directors as they determine the next ASBA Strategic Plan, implementation of which will begin in September 2017.

\* 1.

**Board name**

Calgary Board of Education

\* 2.

**Name of individual completing the form**

Pamela King

3.

If your Board would like to provide input or commentary on individual elements of the current ASBA Strategic Plan, please proceed directly to question 4.

Please check the box below if your Board believes all items identified in the current ASBA Strategic Plan should remain priorities for the Association (and does not wish to provide additional input or commentary on the current plan by answering the questions which follow).

Our Board believes all items identified in the current ASBA Strategic Plan should remain priorities in the next plan.

Comments

4.

**Strategic Priority A: ASBA provides leadership and support to school boards in promoting excellence in public education.**

Strategic Priority A is consistent with the aspirational focus for the Association and should remain in the ASBA Strategic Plan.

Strategic Priority A is not consistent with the aspirational focus for the Association and should not appear in the ASBA Strategic Plan.

Comments

5.

**Key Result A1: Relevant education stakeholders, community partners and government will recognize the ASBA as a provincial leader and key partner.**

Key Result A1 reflects a reasonable milestone in support of Strategic Priority A and should remain in the ASBA Strategic Plan.



Key Result A1 does not reflect a reasonable milestone in support of Strategic Priority A and should be removed from the ASBA Strategic Plan.

Comments

6.

**Key Result A2: ASBA will be the leading voice in key public education issues.**

- Key Result A2 reflects a reasonable milestone in support of Strategic Priority A and should remain in the ASBA Strategic Plan.
- Key Result A2 does not reflect a reasonable milestone in support of Strategic Priority A and should be removed from the ASBA Strategic Plan.

Comments

ASBA can and should only speak to "issues" written in policy. It is not clear what are "key public education issues". ASBA must have a policy position that guides the messages and discussion that you are leading.

7.

**Key Result A3: Changes impacting the education system will be informed by school boards' interests to ensure student success.**

- Key Result A3 reflects a reasonable milestone in support of Strategic Priority A and should remain in the ASBA Strategic Plan.
- Key Result A3 does not reflect a reasonable milestone in support of Strategic Priority A and should be removed from the ASBA Strategic Plan.

Comments

As different boards have different interests, ASBA should promote boards having voice in decisions that effect them. ASBA cannot speak on behalf of ALL boards for many issues.

8.

**Strategic Priority B: ASBA provides leadership through its support of school boards in continuously improving and enhancing learning opportunities for students.**

- Strategic Priority B is consistent with the aspirational focus for the Association and should remain in the ASBA Strategic Plan.
- Strategic Priority B is not consistent with the aspirational focus for the Association and should not appear in the ASBA Strategic Plan.

Comments

We want to emphasize that ASBA is a service organization that provides services and supports to boards

9.

**Key Result B1: ASBA will support boards in providing optimal student learning and well-being through strengthened collaborative partnerships.**

- Key Result B1 reflects a reasonable milestone in support of Strategic Priority B and should remain in the ASBA Strategic Plan.
- Key Result B1 does not reflect a reasonable milestone in support of Strategic Priority B and should be removed from the ASBA Strategic Plan.

Comments

10.

**Key Result B2: Leadership and support are provided to school boards in the sharing and implementation of optimal practices and initiatives which address the diversity of learners and learning environments.**

- Key Result B2 reflects a reasonable milestone in support of Strategic Priority B and should remain in the ASBA Strategic Plan.
- Key Result B2 does not reflect a reasonable milestone in support of Strategic Priority B and should be removed from the ASBA Strategic Plan.

Comments

11.

**Strategic Priority C: ASBA provides leadership and support to school boards in their implementation of effective governance practices.**

- Strategic Priority C is consistent with the aspirational focus for the Association and should remain in the ASBA Strategic Plan.
- Strategic Priority C is not consistent with the aspirational focus for the Association and should not appear in the ASBA Strategic Plan.

Comments

12.

**Key Result C1: Leadership, support and resources are provided to school boards and trustees to enhance school board governance.**

- Key Result C1 reflects a reasonable milestone in support of Strategic Priority C and should remain in the ASBA Strategic Plan.
- Key Result C1 does not reflect a reasonable milestone in support of Strategic Priority C and should be removed from the ASBA Strategic Plan.

Comments

13.

**Key Result C2: Leadership, support and resources are provided to school boards to enhance advocacy and community engagement.**

- Key Result C2 reflects a reasonable milestone in support of Strategic Priority C and should remain in the ASBA Strategic Plan.
- Key Result C2 does not reflect a reasonable milestone in support of Strategic Priority C and should be removed from the ASBA Strategic Plan.

Comments

14.

**Please identify any additional elements that could be included in the next ASBA Strategic Plan, along with rationale which may inform consideration by the Board of Directors.**

15.

**Additional Comments**

Done

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See how easy it is to [create a survey](#).

Alberta School Boards Association  
Strategic Plan 2015-2018 (Year 2): At a Glance

Strategic Priority <b>A</b> : ASBA provides leadership and support to school boards in promoting excellence in public education.			
<b>Key Result</b>	A1 Relevant education stakeholders, community partners and government will recognize the ASBA as a provincial leader and key partner.	<b>Strategies</b>	A1.1 Foster current strategic partnerships and committee work to ensure value for engagement. A2.2 Proactively seek new/renewed strategic partnerships.
	A2 ASBA will be the leading voice in key public education issues.		A2.1 Engage in generative dialogue with school boards and zones that builds capacity and understanding around the diversity of school boards. A2.2 Proactively determine ASBA positions on crucial issues with input from school boards. A2.3 Support desired shifts in culture and rebranding to ensure ASBA is the leading provincial voice in public education.
	A3 Changes impacting the education system will be informed by school boards' interests to ensure student success.		A3.1 Develop awareness of potential impacts of proposed changes to the education system including amendments to legislation, regulation, and policy. A3.2 Engage school boards in opportunities to provide input on proposed changes to the education system.

Strategic Priority <b>B</b> : ASBA provides leadership through its support of school boards in continuously improving and enhancing learning opportunities for students.			
<b>Key Results</b>	B1 ASBA will support boards in providing optimal student learning and well-being through strengthened collaborative partnerships.	<b>Strategies</b>	B1.1 Mandates of ASBA internal task forces and committees will reflect practical, achievable actions and will demonstrate a commitment to strengthened collaborative partnerships. B1.2 Resources available through collaborative partnerships will be identified and shared with school boards.
	B2 Leadership and support are provided to school boards in the sharing and implementation of optimal practices and initiatives which address the diversity of learners and learning environments.		B2.1 Facilitate the sharing of promising practices and initiatives which address the diversity of learners, learning environments and communities. B2.2 Facilitate opportunities for trustees to share information between school boards and learn from one another.

Alberta School Boards Association  
Strategic Plan 2015-2018 (Year 2): At a Glance

Strategic Priority <b>C</b> : ASBA provides leadership and support to school boards in their implementation of effective governance practices.			
<b>Key Results</b>	C1 Leadership, support and resources are provided to school boards and trustees to enhance school board governance.	<b>Strategies</b>	C1.1 Provide a variety of professional development opportunities to school boards to assist them in implementing effective governance practices and meeting expectations of legislation, regulation, education policy, and system change.
	C2 Leadership, support and resources are provided to school boards to enhance advocacy and community engagement.		C1.2 Develop and provide access to relevant online resources. C1.3 Provide governance support that is current, relevant and progressive.
			C2.1 Implement a comprehensive advocacy plan that informs and guides provincial and local advocacy efforts. C2.2 Raise the profile of existing community engagement resources. C2.3 Support continued efforts in building collaborative relationships at provincial and community levels.

## report to Board of Trustees

## Correspondence

Date	January 10, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

### 1 | Recommendation

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The following correspondence is being provided to the Board for information:

- Letter dated December 9, 2016 to Board Chair J. Bowen-Eyre, from the Honourable D. Eggen, Minister of Education, re: signed Memorandum of Understanding agreed to by the Calgary Board of Education, the Calgary Catholic School District and the City of Calgary.
- Letter dated December 8, 2016 to the Honourable D. Eggen, Minister of Education, from Board Chair J. Bowen-Eyre, re: Calgary Board of Education's Use of Reserves.
- Letter dated November 23, 2016 to Board Chair J. Bowen-Eyre, from the Honourable D. Larivee, Minister of Municipal Affairs, re: the Calgary Board of Education's review of the City Charter overview.
- Letter dated November 28, 2016 to Board Chair J. Bowen-Eyre, from the Honourable D. Eggen, Minister of Education, re: New CBE Schools to open in January 2017.
- Letter dated October 28, 2016 to the Honourable D. Eggen, Minister of Education, from Board Chair J. Bowen-Eyre, re: January 2017 New CBE Schools.

Attachments: Relevant Correspondence





Office of the Minister



AR96319

DEC - 9 2016

Ms. Joy Bowen-Eyre  
Board Chair  
Calgary Board of Education  
1221 - 8 Street SW  
Calgary AB T2R 0L4

Dear Ms. Bowen-Eyre:

Thank you for your October 20, 2016 letter and copy of the signed Memorandum of Understanding (MOU) agreed to by the Calgary Board of Education, the Calgary Catholic School District and the City of Calgary.

I was pleased to read that the parties decided to review the existing Joint Use Agreement (JUA), signed in 1985, and to negotiate a modernized document using a consensus-based and collaborative model. I understand that this approach has assisted in the past in addressing challenges and meeting municipal and school needs. I trust that it will be useful in the future in making decisions related to providing required school facilities and fostering complete communities.

I look forward to the continued involvement of Alberta Education in the development of city charters through regulation under the *Municipal Government Act*. It is important that the cities and school boards work collaboratively to address the challenges of large cities, including accessing sufficient and appropriate land for future schools, providing community and school access to public playing fields and facilities (e.g., school gymnasias, swimming pools), and reaching agreements regarding surplus schools – whether on reserve land or sites owned in fee-simple by the boards.

The agreement reached by the City of Calgary and the two school boards supports a statement made by the Honourable Danielle Larivee, Minister of Municipal Affairs, on April 6, 2016: “The city charters are looking at potential enhancements in terms of creating and building better collaborative partnerships between the cities and school boards; none, however, which will affect a school board’s authority.”

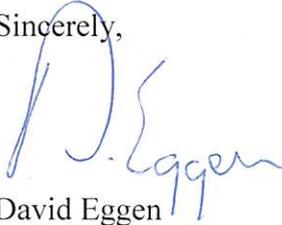
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Ms. Joy Bowen-Eyre  
Page Two

I believe that joint planning will enable our two largest cities and their school boards to provide efficient and effective services that meet their respective obligations to their citizens.

Thank you for your efforts on behalf of your students and school communities. I appreciate you taking the time to share a copy of the MOU with me.

Sincerely,

A handwritten signature in blue ink that reads "D. Eggen". The signature is written in a cursive style with a large initial "D".

David Eggen  
Minister

cc: Honourable Danielle Larivee  
Minister of Municipal Affairs



www.cbe.ab.ca

**Board Chair**

Joy Bowen-Eyre Wards 1 & 2

**Vice-Chair**

Trina Hurdman Wards 6 & 7

**Trustees**

Lynn Ferguson Wards 3 & 4

Pamela King Wards 5 & 10

Judy Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Amber Stewart Wards 12 & 14

December 8, 2016

Honourable David Eggen  
Minister of Education  
228 Legislature Building  
10800 – 97<sup>th</sup> Avenue  
Edmonton, AB T5K 2B6

Dear Minister Eggen,

**Re: Use of Reserves, Calgary Board of Education**

This letter is to inform you as to the planned disposition of the Calgary Board of Education’s operating and capital reserves over the current school year (2016-17). This letter is based on our capital and operating reserve balances as of August 31, 2016, as reported in the recently approved audited financial statements for the CBE.

Under current CBE operational expectations, administration is directed to strive towards maintaining up to one per cent of revenue in operating reserves. With revenue of approximately \$1.3 billion that suggests an operating reserve of approximately \$13.0 million.

The table below sets out the Calgary Board of Education’s planned deployment of its reserves:

	Planned Use	Balance
<b>Reserve balance at August 31, 2016</b>		<b>\$79.0 million</b>
	Projected deficit for the 2016-17 school year.	<b>(\$19.8 million)</b>
	Funding for capital projects started in 2015-16 but not completed by August 31, 2016. These projects are currently in progress and we anticipate them concluding in the 2016-17 school year.	<b>(\$23.7 million)</b>
	Funding for operating projects started in 2015-16 but not completed by August 31, 2016. These projects are currently in progress and we anticipate them concluding in the 2016-17 school year.	<b>(\$6.9 million)</b>

Reserve balance available after deficit and carry-forward projects		\$28.6 million
	Planned new capital projects for 2016-17. Projects include the gym at Nelson Mandela High School (\$2.2M) and upgrades to a range of Career and Technology Studies/Foundations equipment and new school commissioning costs beyond that funded by Alberta Education. These projects may extend beyond 2016-17. (Board Approved)	(\$6.3 million)
	Planned contribution for years two and three to the upgrade of wireless infrastructure across our 240 schools and retirement of unsupportable analogue phone system. This project will extend beyond the 2016-17 school year. (Pending Board Consideration)	(\$8.6 million)*
	Seton High School commissioning costs (\$5.75M) and high school modernization commissioning for Lord Beaverbrook and James Fowler High Schools(\$3.5M). These projects will extend beyond the 2016-17 school year. (Pending Board consideration)	(\$9.3 million)*
	Implementation of a PASI compliant Student Information System. This system is under development and expected to be operational for September 2018. (Pending Board Consideration)	(\$3.0 million)*
Reserve balance after funding of planned operating and capital projects		<u>\$1.4 million</u>
	*these funding allocations are "up to" the identified amounts as efforts continue to manage costs down.	

In addition to the above noted projects, the CBE has identified a number of pressures that are currently unfunded. In the absence of other remedies, the items set out below will proceed to the Board for funding approval:

- Project management costs associated with new school, replacement school, and major modernization construction of \$13.6 million.
- Fixed operating cost pressures related to the opening of new schools which are not funded under the funding framework of \$2.8 million.
- The CBE has been told to expect additional refugee students due to Federal Government actions. As no additional funding has been identified, we estimate incremental costs of approximately \$1.0 million.

Notwithstanding the reserve balance, the CBE is committed to making best efforts towards turning over its operating reserves within a three-year timeframe. Prompt turn-over of operating reserves ensures that dollars are returned to the classroom as expeditiously as possible in support of students and their learning. Holding reserves without purpose is an anathema to the CBE's values of students come first; learning is our central purpose; and public education serves the common good.

It is the CBE's intention to turn over capital reserves on a 10-year timeline. Given the nature of capital assets, a longer timeline is appropriate. That said, the intention is always to return dollars to support students and their learning as quickly as practicable.

Minister, as a highly engaged partner in public education in Alberta, we want to ensure you are fully informed as to our planned use of reserves. We look forward to continuing to work with your Ministry to the benefit of students and their learning.

Yours truly,



Joy Bowen-Eyre  
Chair, Board of Trustees



ALBERTA  
MUNICIPAL AFFAIRS

*Office of the Minister  
MLA, Lesser Slave Lake*



AR87764

NOV 23 2016

Ms. Joy Bowen-Eyre  
Chair, Board of Trustees  
Calgary Board of Education  
1221 - 8 Street SW  
Calgary AB T2R 0L4

Dear Ms. Bowen-Eyre, *Joy*

Thank you for your letter of October 26, 2016, regarding the City Charter overview. Our government is committed to developing City Charters for Calgary and Edmonton that will ensure the cities can manage growth, provide quality services, and remain globally competitive. We recognize that the Calgary Board of Education is an important partner in achieving these goals.

Your feedback is very much appreciated and will be considered during the ongoing development of City Charter proposals. The Government of Alberta, the City of Calgary, and the City of Edmonton are reviewing public and stakeholder input and will release a "What We Heard" report that summarizes the comments. There will also be an additional opportunity to provide feedback once the draft regulations are posted online in late spring 2017.

Thank you again for taking the time to review the City Charter overview and provide your thoughts. As the City Charters process progresses, further information will become available at [www.alberta.ca/city-charters](http://www.alberta.ca/city-charters).

Sincerely,

Hon. Danielle Larivee  
Minister of Municipal Affairs

cc: Honourable David Eggen, Minister of Education  
Mayor Naheed K. Nenshi, City of Calgary



ALBERTA  
EDUCATION

*Office of the Minister*



AR96416

NOV 28 2016

Ms. Joy Bowen-Eyre  
Board Chair  
Calgary Board of Education  
1221 - 8 Street SW  
Calgary AB T2R 0L4

Dear Ms. Bowen-Eyre:

Thank you for your October 28, 2016 letter regarding new Calgary Board of Education (CBE) schools scheduled to open early next year.

I appreciate your update on the new schools scheduled to open in January, 2017. I recognize the effort and planning required to undertake 27 capital projects at the same time. With this knowledge, I am pleased that the seven new or replacement schools noted in your letter will open on January 3, 2017.

I note the challenges that the McKenzie Highlands School, Dr. Martha Cohen School and Elbow Park School projects have faced related to glued-laminated timber, scope changes and inclement weather. I understand that further communication will be forthcoming in January, 2017 that will confirm the actual opening dates for these projects.

Please keep me informed of the scheduled opening dates for the schools mentioned above. In the meantime, I wish your board success in the completion of these exciting school projects.

Sincerely,

David Eggen  
Minister



## Board of Trustees

1221 – 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | f | 403-294-8282 | www.cbe.ab.ca

www.cbe.ab.ca

**Board Chair**

Joy Bowen-Eyre Wards 1 & 2

**Vice-Chair**

Trina Hurdman Wards 6 & 7

**Trustees**

Lynn Ferguson Wards 3 & 4

Pamela King Wards 5 & 10

Judy Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Amber Stewart Wards 12 & 14

October 28, 2016

Honourable David Eggen  
Minister of Education  
Office of the Minister  
228 Legislature Building  
10800 – 97 Avenue  
Edmonton, AB T5K 2B6

Dear Minister Eggen:

**RE: January 2017 New CBE Schools**

Following the successful opening of eight new and two modernized schools in September 2016, the Calgary Board of Education (CBE) is working diligently to open 10 new schools in early 2017. The purpose of this letter is to ensure you remain well apprised of the anticipated opening timelines for these schools.

The CBE will be opening the doors to seven new or replacement schools on January 3, 2017. The schools opening at this time include:

- Aboriginal Learning Centre (pre-school to Grade 3 in the community of Dover);
- Christine Meikle School (replacement school located in the community of Varsity for Grades 7-12 students with complex learning needs);
- Eric Harvie School (kindergarten to Grade 5 in the community of Tuscany);
- West Ridge School (Grade 5-9 in the community of West Springs);
- Dr. George Stanley School (Grade 4-9 in the community of Cranston);
- Hugh A. Bennett School (kindergarten to Grade 4 in the community of Saddle Ridge); and
- Dr. Roberta Bondar School (kindergarten to Grade 6 in the community of Aspen Woods).

McKenzie Highlands School, Dr. Martha Cohen School and Elbow Park School were also expected to open on Jan. 3. These schools will now be opening at later dates due to construction related delays. More information on these schools is provided below.

McKenzie Highlands School and Dr. Martha Cohen School

The opening dates for both of these middle schools will be confirmed and communicated in January 2017. The McKenzie Highlands School is located in the community of McKenzie Towne and will serve students from Grades 4-9. The Dr. Martha Cohen School is located in the community of New Brighton and will serve students from Grades 5-9.

These middle schools were originally tendered in February 2015; however the market response was unsatisfactory and over budget. This resulted in a four month delay as the design and specifications underwent important adjustments and the tender process repeated. Moreover, in light of the 27 construction and modernization projects being

undertaken by the CBE alone, it was decided to utilize a glued-laminated timber construction to spread the workload to different construction trades. Unfortunately, this approach created unforeseen engineering challenges that delayed construction progress as solutions needed to be identified and implemented.

Students for both of these schools have been accommodated in a “school within a school” model since the beginning of the 2016-17 school year. The McKenzie Highlands School students will simply remain within their host school of David Thompson School until their new school opens. The Dr. Martha Cohen School students will remain within their host schools of Wilma Hansen School and New Brighton School until their new school opens.

#### Elbow Park School

The opening date for the Elbow Park replacement school will be confirmed and communicated in January 2017. Located in the community of Elbow Park and serving the learning needs of students from kindergarten to Gr. 6, this school was destroyed by the floods of 2013.

Among the 27 construction and modernization projects being undertaken by the CBE, the construction of the replacement school for Elbow Park is truly unique. While the original design sought to preserve three original exterior walls of this historic facility, upon commencement of structural wall stabilization work it was determined that only the façade could be saved. This impeded construction advancement as engineering work was required to adjust the design and specifications to reflect this important change. Subsequently, the severity and frequency of the rains experienced over the summer of 2016 further adversely impacted the already delayed construction progress.

A modular classroom school was constructed shortly after the floods to accommodate the students of Elbow Park School and accordingly, they will remain within this temporary facility during the additional time required to complete the replacement school. The cost of transportation to this school is covered by insurance.

The CBE is working with the prime consultants, project managers and general contractors on each of the above projects to accelerate construction schedules where possible. We are committed to opening quality schools that are well built to serve the needs of students and communities for many years to come. We are very excited to open all of our new schools as soon as possible.

We will continue to keep you and our communities updated as new information becomes available and when opening dates are determined.

Yours truly,

  
Joy Bowen-Eyre  
Chair, Board of Trustees

cc: Honourable Brian Mason, Minister of Infrastructure, Government House  
Leader  
David Stevenson, Chief Superintendent of Schools, CBE  
Dany Breton, Superintendent, Facilities and Environmental Services

## report to Board of Trustees

## Chief Superintendent's Update

Date	January 10, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

### 1 | Recommendation

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

### 2 | Issue

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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-8: 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." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-8 for the provision of information in a timely, simple and concise form.



## Records Management Quarterly Report

### BACKGROUND

At the Board of Trustees' meeting on January 24, 2012, administration was directed to provide quarterly updates to the Board regarding the Calgary Board of Education's progress to address records management and retention issues. The following is the 2016/17 1<sup>st</sup> quarter update presented in response to this directive.

Quarterly reports reference Generally Accepted Recordkeeping Principles as a means of contextualizing the work and overall progress. The Principles are an industry standard that forms the basis for the Corporate Records Management Program. Following are the Principles of Records Management:

- Accountability
- Transparency
- Integrity
- Protection
- Compliance
- Accessibility
- Retention
- Disposition

### QUARTERLY UPDATE

#### **Principle of Accountability**

##### **Official Student Record (OSR) Folder**

Response to the introduction of the new OSR folders has been very positive with schools enthusiastically implementing the folders as well as using the transition period as an opportunity to reorganize their student records.

Since the new Official Student Record folders were introduced, 51,000 regular size folders and 3,500 oversize folders have been provided to schools. Records Management continues to work directly with schools in support of the transition to the new OSR folders and the associated protocols and practices.

##### **Benefits**

Establishing a standardized OSR folder along with processes and protocols are meant to enhance efficiency by eliminating duplications like multiple file reorganizations, while simultaneously improving the general care and maintenance of student records. At the same time, it is imperative that we build measurable compliance of our new processes. In addition, centrally acquiring the standardized Student Folders will result in savings as a result of bulk purchasing.

## **Principles of Retention and Disposition**

### **Offsite Storage of CBE Records**

The focus on retention and disposition continued and as of the end of November 2016:

#### **Records received from schools and departments**

377 administrative and 96 student record boxes were received, classified and retained in accordance with the organization's Classification and Retention schedule.

#### **Record boxes provided to schools and departments**

602 boxes were distributed to CBE schools and administrative offices.

#### **Off-site Disposition**

The disposition of 712 boxes of records, eligible for destruction was completed.

#### **On-site Active Disposition**

Using the Active Disposition process, 55 boxes of records located at schools and administrative offices were disposed.

### **Benefits**

- Provides facilities more suitable for maintaining semi-active and inactive records (primarily fire suppression, enhanced security and protective racking to shield physical boxes from damage).
- Addresses overcrowding and related occupational safety concerns at the CBE's onsite facilities.
- Reduces storage of active records by allowing the disposition of inactive, duplicate, or obsolete material.
- Record boxes provided to schools and departments provide superior protection of records during transit and resists crushing during long term storage.
- Reduces unnecessary monthly costs associated with record storage since records whose significance has passed are disposed.
- Reduces and/or eliminates ad-hoc and uncontrolled destruction of records.

## **Principle of Compliance**

### **2016 Records Management (RM) Audit Results**

The 2016 Records Management Audit was conducted during the period May 2<sup>nd</sup> to May 6<sup>th</sup>. Thirteen schools representing all academic divisions and Areas participated in this year's audit. In addition, given the critical nature of HR records, the Human Resources department also participated in the audit to obtain baseline/current state information.

Overall, the results of the audit were the best the CBE had obtained in the four years that RM audits had been performed. Specifically, approximately 85% of the schools audited (11 of 13 schools) achieved the CBE's target maturity standard ("*Essential*") or better based on Generally Accepted Recordkeeping Principles. The practices of the two (2) schools that were below the target standard were assessed as being "*In development*" and "*Sub-Standard*" respectively.

The results for 2015/16 compare favourably with the following results from previous years:

- 2014/15: 54% of schools audited achieved the target standard
- 2013/14: 39% of schools audited achieved the target standard
- 2012/13: None of the schools audited achieved the target standard

### **Benefits**

The Records Management Audit assesses compliance with Generally Accepted Record Keeping Principles® and internal policies and protocols. It also provides important insights into the effectiveness of Records Management training as well as the resources and tools that have been provided to staff. The audit can also be useful for revealing the level of awareness that CBE staff have about elements of record classification and retention and records management in general.

Additionally, the Audit permits benchmarking and annual progress comparisons that are important for measuring program success as well as for identifying areas for improvement.

### **Principle of Protection and Availability**

#### **Records requests**

Following from the previously implemented process to track record requests as a means of understanding related time, effort and costs, during the quarter 421 requests were received and responded to. Of these approximately 62% represented requests from the public (including past students or on behalf of past students) and the remaining 38% were internal requests.

#### **Confidential Shred Bins**

During the quarter, records were securely disposed of throughout the CBE with the emptying of a total of 4008 Shred Bins. To ensure adequate and efficient coverage at schools and administrative sites, RM staff continuously monitor, adjust and adapt elements of the program.

#### **Benefits**

The Shred Bin program adjustments have resulted in greater efficiency and satisfaction with the program. In addition, the Shred program has contributed significantly to compliance on related Operational Expectations and has helped to increase awareness of security issues with student information.

## **Principles of Integrity and Transparency**

### **Onsite Training**

Site visits, RM consultations and/or training sessions were provided to the following Schools and Service Units during the reporting period:

<b>Onsite Training</b>	
Early Learning	Marlborough School
Educational Resources & Learning Systems	Facility Operations
REACH	Curriculum & Pathways Section
Area II Principals (50+ Schools)	Christine Meikle School
Dr. J.K. Mulloy School	Revenue & Treasury Section
Employee Health Resource Centre	Penbrooke Meadows School

### **Benefits**

In order for Records Management practises to be adopted and become standard organizational practise, they must be supported by on-going training and appropriate communications. In particular, new understandings and processes often require targeted training and specific communication to employees to build the foundations for achieving a mature RM program.

### **Records Management Support**

Records Management Technicians continue to assist schools with a variety of Records Management tasks including:

- Switching old Official Student Record (OSR) into new folders
- File clean-up and organization
- Preparation of record for transfer to the Records Centre
  - Sorting records based in similar retention
  - Packing records in appropriate RM Boxes
  - Completing Transmittal Forms
  - Separating and gathering records that were past their retention period
- Providing hands-on RM training as required by schools

Specifically, during the reporting period, following schools and service units received support from the RM Technicians.

<b>RM Support/Assistance</b>	
Alex Ferguson School	Auburn Bay School
Battalion Park School	Belvedere Parkway School
Braeside School	Buffalo Rubbing Stone School
Cappy Smart School	Cecil Swanson School
Coventry Hills School	Dr. Oakley School
Earl Grey School	Glenbrook School

RM Support/Assistance	
Glendale School	Keeler School
Killarney School	Lake Bonavista School
Marlborough School	Penbrooke Meadows School
R.T. Alderman School	Rideau Park School
Rosedale School	Rosemont School
Rosscarrock School	Scenic Acres School
Sunalta School	Tuscany School
University School	Vista Heights School
Mountain Park School	

### Benefits

Direct contact with Schools and School Administrative staff has resulted in much improved practices as reflected in increased awareness of and appreciation for the Records Management program. School Record inventories provide vital information for administering the Corporate Records Management Program as they contribute to mapping all the information stored at school sites which in turn are critical for locating, retrieving and managing records.



DAVID STEVENSTION  
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.

**report to  
Board of Trustees**

**Confirmation, Agenda Planning Decision**

Date	January 10, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice Barkway, Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-9: Communicating with the Public

**1 | Recommendation**

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

**2 | Issue**

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The attached form provides confirmation of the outcome of the Agenda Planning Committee held on November 23, 2016.

Attachment I: Trustee Agenda Request Form re: External Resource Allocation Review





# Trustee Agenda Request Form

## AGENDA PLANNING COMMITTEE

All Trustees

Chief Superintendent

Corporate Secretary

**SUBMITTED BY:** Trina Hurdman**DATE:** October 25, 2016**TOPIC OF PROPOSED AGENDA ITEM:**

External resource allocation review

**SUGGESTED BOARD MEETING DATE/TIMELINE CONSIDERATIONS:**

First reading on November 29 or December 6

**RELATED BOARD POLICY:** (Include proposed amendment to governance policy, if requested. Attach additional page, if required)-Proposed addition to GC-3: Board Job Description*Appoint an independent third party to conduct a resource allocation review every four years and report directly to the Board.*-Proposed addition to OE-6: Financial Administration*The Chief Superintendent will coordinate and cooperate with an independent third party for a resource allocation review every four years.***EXPLAIN HOW THIS PROPOSED AGENDA ITEM WILL FURTHER THE WORK OF THE BOARD AND IS RELATED TO THE BOARD'S ANNUAL WORK PLAN:**

One of the basic responsibilities of boards is to ensure the efficient use of resources within the system. According to the Association of School Business Officials of Alberta (ASBOA) document "Building Financial Capacity: Best Practices", school jurisdictions should have an internal audit function that examines "business strategies," "Economical and efficient use of resources" and "the effectiveness of operations." ASBOA's "Internal Audit Charter" states that the internal audit function "shall be subject to an external quality assurance review at least once every five years" and "must be independent of the School District."

Examples of resource allocation reviews:

[http://www.tdsb.on.ca/Portals/0/AboutUs/docs/TDSBResourceAllocationReviewReport-FINAL\\_NOV\\_27\\_2012.pdf](http://www.tdsb.on.ca/Portals/0/AboutUs/docs/TDSBResourceAllocationReviewReport-FINAL_NOV_27_2012.pdf)

<http://www.vsb.bc.ca/sites/default/files/publications/PwC%20Resource%20Allocation%20Review%20Report%2003072012.pdf>

**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:** Board of Trustees' Meeting**Recommended Response  
Timeline:**

Spring, 2017 (April)

**Board Meeting Agenda:**NO YES PUBLIC PRIVATE **Date:** Nov. 23, 2016