

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, March 14, 2017 at 12:00 noon

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. K. Fenney, Assistant General Counsel/Corporate Secretary
Ms. K. Maxwell, Recording Secretary

Stakeholder Representatives:

Mr. K. Kempt, Alberta Teachers' Association, Local 38
Ms. L. Robb, Calgary Board of Education Staff Association
Mr. R. Petrowitsch, Principals' Association for Adolescent Learners
Mr. D. Shartau, Principals' Association for Adolescent Learners

1 | CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Bowen-Eyre called the meeting to order at 12:11 p.m. and a video recording of the Nelson Mandela High School Concert Band performing O Canada was played. Trustee King, ward trustee, expressed appreciation on behalf of the Board.

The Chair apologized for the late start noting that the Information Technology Services department had been working on audio difficulties with the live stream.

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 Grade 5 students from Westgate School and their teacher Mr. M. Julien who have moved their classroom to the historical classroom and the downtown community. They are investigating the idea of “how will we leave our mark?”. The students have met with Deputy Chief Superintendent Church and will meet with Trustee Hehr later in the week; they will work with CBE architect Mr. R. Ashley to explore how CBE structures have changed over time; they will investigate various heritage buildings in the community; and will spend time at Rouleauville where there is a rich history near St. Mary’s Cathedral on 17th Avenue SW.

2 | **CONSIDERATION/APPROVAL OF AGENDA**

Ms. K. Fenney, Corporate Secretary, noted the proposed changes to the Public agenda: the addition of *Item 8.1 Approval of Minutes – Regular Meeting held February 14, 2017*, with the subsequent agenda items renumbered accordingly; removing *Item 8.1.3 Second Quarter Variance Report for the 2016-17 Budget* from the consent agenda for consideration immediately following *Item 7.2 Three-Year School Capital Plan*; and the addition of two items to the In Camera agenda, one strategic, the other labour.

MOVED by Trustee King:

THAT the Agenda for the Regular Meeting of March 14, 2017 be approved, as submitted, subject to the above-noted changes.

The motion was
CARRIED UNANIMOUSLY.

Chief Superintendent Stevenson noted March 13 to 17, 2017 is Substitute Teachers’ Appreciation Week. He said the CBE is very grateful to substitute teachers for the important role they play in schools; the wealth of knowledge and experience they bring to the classroom; and their hard work and dedication in supporting students.

Chair Bowen-Eyre, on behalf of the Board of Trustees, echoed the Chief Superintendent’s comments thanking all substitute teachers who help make the CBE system a better place.

3 | **AWARDS AND RECOGNITIONS**

3.1 **2017 Alberta School Boards Association (ASBA) Edwin Parr Teacher Nominee**

Superintendent Francis shared comments about Edwin Parr’s education career and the history of the annual teaching award he founded. He noted each year principals are invited to nominate first year teachers for the Edwin Parr Teacher Award which is sponsored by the ASBA. After reviewing 15 nominations the Calgary Board of Education (CBE) selection committee recommended that Ms. Kira Anderson be the 2017 CBE nominee. Ms. Anderson is currently teaching Grades 7 to 9 Career and Technology Foundations at Terry Fox School.

Ms. C. Malette, Coordinator of Teacher Staffing, provided brief comments on the intent of the award and then Ms. P. Kaiserseder, Principal of Terry Fox School, shared detailed information related to Ms. Anderson’s passion and skill for both teaching and extra-curricular activities.

Ms. Anderson came forward and expressed her appreciation for the nomination. She thanked her husband and family, her professors from Ambrose College and her co-workers at Terry Fox School for their support.

MOVED by Trustee Ferguson:

THAT Kira Anderson is the Calgary Board of Education nominee for the 2017 Alberta School Boards Association Edwin Parr Award.

The motion was
CARRIED UNANIMOUSLY.

On behalf of the Board, Chair Bowen-Eyre presented Ms. Anderson with a token of appreciation for her exceptional work with students, and wished her well in her teaching career.

4 | **RESULTS FOCUS**

4.1 School Presentation – Nelson Mandela High School

Director D. Yee, Area III, welcomed Nelson Mandela High School staff and students to the boardroom. She noted the school, which celebrated their official opening last week, has a diverse population of almost 1200 Grade 10 and 11 students, with almost 700 new grade 10 students to arrive in the fall. She added the school has a technology-rich environment, flexible use of time and space, and an interdisciplinary approach to learning.

Director Yee then introduced Principal T. Martin and grade 10 students Arashdeep, Melody and Navin to share how they have been working on Results 2 – Academic Success; specifically in the area of Arts, Physical Education and Career & Technology Studies. Principal Martin noted that Nelson Mandela High School has embraced the provincial initiative of high school re-design by changing how they approach the work they do with students. She explained that student learning goals are supported and enriched by personalization, flexibility and the building of strong relationships. Students Melody, Arashdeep and Navin commented on their individual learning experiences; Melody discussed her Tourism and Culinary Arts classes; Navin his Robotics class; and Arashdeep his Pre-Engineering class.

On behalf of the Board, Trustee King expressed appreciation for the presentation. She noted the great opportunity Nelson Mandela High School is giving students to discover their passions through learning experiences.

4.2 Results 5: Character – Annual Monitoring

Chair Bowen-Eyre noted that Administration presented the report to the Board on March 7, 2017, and responded to trustee questions. Chief Superintendent Stevenson noted that there is a revised version of the Results 5: Character monitoring report from the one that was presented on March 7, 2017. Superintendent Everett explained in the revised report the words “Grade 12 students” has been added above the table and graphs in the

following sections: 5.1 Indicators 1, 2 and 3; 5.2 Indicators 2 and 3; and 5.3 Indicators 2 and 3.

Chair Bowen-Eyre clarified that the report dated March 14, 2017 is the report that trustees will use to consider whether there has been reasonable organizational progress in this Results area.

MOVED by Trustee Hurdman:

THAT the Board of Trustees has reviewed the monitoring report and approves that the Chief Superintendent has made reasonable progress towards the ultimate achievement of Results 5: Character

Trustee comments in debate of the motion included: there is ample evidence to suggest that reasonable progress is being made, specifically that all of the targets for the board-approved indicators were met, and student comments from the March 7, 2017 meeting show this policy is alive in the CBE schools.

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

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee King:

THAT the Board commends the Chief Superintendent for maintained exceptional results and continuous improvement in all policy provisions of R-5: Character, clearly demonstrating that Calgary Board of Education students are contributing to positive learning environments by treating others with respect and compassion, balancing their needs with the rights and needs of others, and making responsible decisions.

Trustee comments in debate of the motion included: student survey comments indicate exceptional results; the CBE does not have a standard for commendation making it difficult to determine if the report results are exceptional or simply baseline; all the indicators have been maintained or increased in value; 5 years of continually improving results demonstrate a building of capacity; and as the increase in results was minimal if a proportional decrease in results were to show in future would that be flagged as a concern.

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

The motion was
CARRIED.

In favour: Trustee Bowen-Eyre
Trustee Ferguson
Trustee Hehr
Trustee Hrdlicka
Trustee King
Trustee Stewart

Opposed: Trustee Hurdman

4.3 Arts, Career and Technology Studies, and Physical Education Information Report

Chief Superintendent Stevenson shared opening remarks noting this is the fifth in a series of information reports related to the subject areas identified in Results 2: Academic Success. Superintendent Everett introduced the presentation noting the personalized learning experiences, deep engagement and high achievement related to these programs of study.

With the aid of a PowerPoint and video presentation Specialist S. Wiebe provided detailed information about the Fine Arts program of study which is composed of four disciplines: Art, Drama, Music and Dance.

Administration responded to trustee questions on issues including: number of students who choose to take Fine Arts courses from Grade 7 to Grade 12; supports available to Elementary Generalists to teach Fine Arts; number of elementary schools that have qualified teachers and offer it as a separate class; University requirements for Elementary Education students to be able to teach Drama, Music, Art or Physical Education; impact of technology on teaching Fine Arts; recruiting teachers with Fine Arts qualifications and/or background; impact of a limited budget; number of teachers qualified to teach Art at the elementary level; support for task design, instructional practice and assessment; trends related to programming options; whether there is data that correlates exposure to Fine Arts in elementary school leads to choosing Fine Arts options at the secondary level; scheduling Fine Arts courses at the high school level before or after the regular school day; and whether the connection between math and music can be demonstrated statistically.

Recessed: 2:04 p.m.

Reconvened: 2:20 p.m.

Chair Bowen-Eyre thanked the Forest Lawn High School Culinary students who created the dessert Tiramisu for everyone to enjoy during the Board meeting.

Specialist T. Wong who provided detailed information about the Career and Technology Foundations (CTF) courses that are offered in Grades 5 to 9 and the Career and Technologies Studies (CTS) that are offered in Grades 10 to 12. He noted that CTF courses are in five clusters: Human Services, Business, Communication, Resources and Technology. These clusters are further divided into 28 occupational areas that allow students to access rewarding, hands-on learning opportunities, while they pursue their interests. He noted there are a variety of ways CTF courses are offered within schools; it can be an option-based course or a school can integrate CTF outcomes into other subjects. A video was shown where students explained how they experience CTF courses. Specialist Wong then shared in-depth information about CTS courses in grades 10 through 12. These courses allow students to personalize their learning, explore their interests and possible career options, and develop skills to help them transition from high school to post-secondary education or the workplace. He noted the high school re-design has enabled flexible learning environments for CTS courses, both on and off campus, that are used to support student engagement in learning, improve student achievement, and enhance teacher practice. A video was shown demonstrating one student's

experience with a CTS course. The presentation concluded with a review of report card data highlights from CTF/CTS courses.

Administration responded to trustee questions on issues including: whether a student can be certified, or work toward certification, for an occupation via CTS courses; how CTS courses can be personalized; potential impact of Bill 1 on the types of Career and Technology (CT) programming offered; number of students taking CTS courses and the number of different types of courses available; the number of CTS credits needed for graduation; whether CT courses are part of the curriculum re-write; possible correlation between students taking CTS courses and the graduation rate; whether there are known trends of students taking CTS courses and moving into specific occupations; whether there is time in a student's schedule to take CTS courses and still gather enough required credits to graduate; if there is a correlation between success in CTS courses and high school completion rates; whether the number of students participating in Registered Apprenticeship Programs (RAP) is increasing or decreasing; how many students are enrolled in CTS courses that are dual credit; and how the CBE's involvement in the high school re-design is assessed and communicated to the province.

The presentation continued with Specialist A. Daniel who provided detailed information about the Physical Education program of study. She noted report card data for students from Kindergarten to Grade 12; described the ABCD curriculum outcomes framework which stands for Activity, Benefits Health, Cooperation and Do it Daily...for Life; and presented a video demonstrating how these outcomes are embedded into elementary and junior high physical education classes.

Administration responded to trustee questions on issues including: whether Physical Education (PE) is part of the curriculum re-write and if so, whether the province is considering making Grade 11 and 12 PE mandatory; number of students currently taking PE; whether Fine Arts, CTS or PE courses are mandatory in high school; whether external partnerships exist to enhance PE opportunities; possibility of taking PE modules off-site in Grade 11 and 12; if students can receive credit for extra-curricular sports involvement; and whether some schools have wellness goals as part of their school development plans.

Chair Bowen-Eyre, on behalf of the Board of Trustees, thanked Chief Superintendent Stevenson and his staff for this informative report. She noted this report is being provided as information as part of the Results 2: Academic Monitoring and will be rolled up with the other information reports and monitored later in the year.

5 | OPERATIONAL EXPECTATIONS

5.1 OE-8: Communication With and Support for the Board – Annual Monitoring

Chair Bowen-Eyre noted that this report was introduced at the March 7, 2017 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 King:

1. **THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-8: Communication With and Support for the Board; and**
2. **THAT the Board of Trustees commends the Chief Superintendent for exceptional performance in ensuring that the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern.**

Trustee comments in debate of the motion included: an acknowledgement regarding the tremendous amount of work done by Administration in preparing the Board reports, presentations, and responding to inquiries that enables trustees to effectively fulfill their duties; Administration is generous and patient in their communication with trustees; and Administration has a strong capacity to answer the broad and varied questions the Board poses.

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 **Proposed Amendment to Governance Policies: Operational Expectations**

The proposed amended policies received first reading on November 8, 2016 and impact statements that were requested by the Board were received from Administration on the March 7, 2017 Board meeting consent agenda. The report is now before the Board for second and final reading.

MOVED by Trustee Stewart:

THAT the Board of Trustees gives second and final reading and thereby approval of the amendment of the following Operational Expectations Policies, to be effective September 1, 2017, as provided in the Attachment to the report:

- **OE-1: Global Operational Expectation**
- **OE-2: Learning Environment/Treatment of Students (formerly OE-11)**
- **OE-3: Instructional Program (formerly OE-10)**
- **OE-4: Treatment of Employees**
- **OE-5: Financial Planning**
- **OE-6: Asset Protection (formerly OE-7)**
- **OE-7: Communication With and Support for the Board (formerly OE-8)**
- **OE-8: Communicating With the Public (formerly OE-9)**
- **OE-9: Facilities (formerly OE-12)**

Trustee comments in debate of the motion included: an acknowledgement regarding the amount of work for Administration to create reasonable interpretations and indicators for each amended policy; the proposed amendments remove duplication and clarify language which in the long term will reduce work for Administration; the revisions do not reflect a change in values; the community was engaged and their feedback was incorporated in the revisions; a question was raised whether the policies should be amended now or following the October 2017 School Board election; future conversations related to revised reasonable interpretations and indicators may help new trustees to better understand the governance model; and policy revision is an ongoing process and it is incumbent upon current trustees to share their knowledge with future trustees.

The Chair called for a vote on the motion.

The motion was
CARRIED.

In favour: Trustee Ferguson
Trustee Hehr
Trustee Hrdlicka
Trustee Hurdman
Trustee Stewart

Opposed: Trustee Bowen-Eyre
Trustee King

The approved policies are attached to these minutes.

7.3 Three-Year Capital Plan

Chair Bowen-Eyre noted that this report was introduced at the March 7, 2017 meeting where trustees posed questions and received clarification on various issues. The Board must now formally act on the report to determine if they approve the plan.

MOVED by Trustee Stewart:

THAT the Board of Trustees approves the Three-Year School Capital Plan 2018-2021, as provided in the report, and refers the plan to Alberta Education.

Trustee comments in debate of the motion included: it is a solid plan based on statistics; it is timely as the provincial budget will soon be announced; the city's continual growth necessitates new schools; modernizations are critical to keep the facilities viable; the plan supports reasonable utilization rates; and capital funding needs to be a priority as it supports the values of public education and schools act as a community hub.

The Chair called for a vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

8.2.3 Second Quarter Variance Report for the 2016-17 Budget

Chair Bowen-Eyre noted this report was pulled from the consent agenda to allow for trustee questions.

Administration responded to questions on issues including: substitute staffing costs; principal deployment decisions; Nelson Mandela High School gym rental cost; transportation expenses not funded by the province; the reduction in board-funded capital activities; learning budget surplus; cost containment measures; board-approved forecasted spending of reserves; timing for future recommendations on remaining reserve expenditures; forecasted variance for capital projects and whether the province will cover this additional expense; what the initials NAI represents; why some expenses were moved out of board funded capital investments to infrastructure, maintenance and repair (IMR) funding; clarification related to Elbow Park School expenditures; the process for receiving revenue from the Federal Government for First Nations students; and the breakdown in fees collected for transportation, noon supervision and instructional supplies and materials.

8 | **CONSENT AGENDA**

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

8.1 Approval of Minutes

- Regular Meeting held February 14, 2017

THAT the Board of Trustees approves the minutes of the Regular Meeting held February 14, 2017, as submitted.

8.2 Items Provided for Board Information

8.2.1 Correspondence

8.2.2 Chief Superintendent's Update

8.2.4 Construction Projects Status Update

Recessed: 4:26 p.m.

Reconvened: 4:51 p.m.

9 | **IN-CAMERA SESSION**

Motion to Move In Camera

MOVED by Trustee Hrdlicka:

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 March 14, 2017 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 King:

THAT, when the Board adjourns, it adjourns to meet at the call of the Chair.

The motion was
CARRIED UNANIMOUSLY.

10 | ADJOURNMENT

Chair Bowen-Eyre declared the meeting adjourned at 6:32 p.m.

OPERATIONAL EXPECTATIONS

OE-1: Global Operational Expectations

Monitoring Method: Internal Report
Monitoring Frequency: Annually

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

The Chief Superintendent shall:

- 1.1 Take all reasonable measures to ensure that practices, activities, decisions and organizational conditions are lawful, ethical, safe, respectful, prudent, in compliance with Board policy and preserve the organization's public image and credibility.
- 1.2 Take reasonable actions to ensure that the organization, the Board or employees are not recklessly exposed to legal liability.

Adopted: March 14, 2017

OPERATIONAL EXPECTATIONS

OE-2: Learning Environment/Treatment of Students

Monitoring Method: Internal Report

Monitoring Frequency: Annually

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

The Chief Superintendent shall:

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

Adopted: March 14, 2017

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

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

The Chief Superintendent shall:

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

Adopted: March 14, 2017

OPERATIONAL EXPECTATIONS
OE-4: Treatment of Employees**Monitoring Method: Internal Report**
Monitoring Frequency: Annually

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

The Chief Superintendent shall:

- 4.1 Provide a safe, supportive and respectful organizational culture for all staff that respects diversity and fosters a positive and welcoming environment.
- 4.2 Establish and implement standards and practices for the recruitment, fair compensation, and retention of highly qualified employees.
- 4.3 Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.
- 4.4 Ensure the Board's approval for the bargaining mandate, the ratification of all collective agreements for unionized employees, and the approval of the total compensation of all exempt employees.

Adopted: March 14, 2017

OPERATIONAL EXPECTATIONS
OE-5: Financial Planning**Monitoring Method: Internal Report**
Monitoring Frequency: Annually

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

The Chief Superintendent shall:

- 5.1 Present the budget-planning assumptions.
- 5.2 Develop a budget that:
 - a. is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year as set out in the Annual Summative Evaluation; and
 - b. avoids fiscal jeopardy.
- 5.3 Ensure prudent financial management that does not materially deviate from the budget
- 5.4 Ensure that prior board approval is received for all expenditures from reserve funds and for all transfers between operating reserves, capital reserves or committed operating surplus.

Adopted: March 14, 2017

OPERATIONAL EXPECTATIONS

OE-6: Asset Protection

Monitoring Method: Internal Report

Monitoring Frequency: Annually

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

The Chief Superintendent shall:

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

Adopted: March 14, 2017

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

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

The Chief Superintendent shall:

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

Adopted: March 14, 2017

OPERATIONAL EXPECTATIONS**OE-8: Communicating and Engaging With the Public****Monitoring Method: Internal Report****Monitoring Frequency: Annually**

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

The Chief Superintendent shall:

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

Adopted: March 14, 2017

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

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

The Chief Superintendent shall:

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

Adopted: March 14, 2017