

Please join us on the link at 11:45 a.m. for a pre-meeting performance by the Dr. Martha Cohen Senior Band 🎵🎵🎵

public agenda

Regular Meeting of the Board of Trustees

January 9, 2018
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.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions			
	4 Results Focus			
60 mins	4.1 R-2 Report Card Information Report Part 2: Arts, Career and Technology Studies, Mathematics, Physical Education and Sciences		R-2, OE-8, 10	Page 4-1
	5 Operational Expectations			
20 mins	5.1 OE-6: Financial Administration – Annual Monitoring	B. Grundy	OE-1, 9	Page 5-1
20 mins	5.2 OE-7: Asset Protection – Annual Monitoring	B. Grundy	OE-1, 9	Page 5-16
15 mins	5.3 OE-5: Financial Planning – Annual Monitoring	Board	OE-1, 9	(Dec. 5/17 Page 5-1)
	6 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Action	Board	GC-3	



Time	Topic	Who	Policy Ref	Attachment
	8 Consent Agenda	Board	GC-2.6	
	8.1 Approval of Minutes			
	<ul style="list-style-type: none"> ▪ Special Meeting held October 30, 2017 ▪ Regular Meeting held October 31, 2017 ▪ Regular Meeting held November 7, 2017 ▪ Regular Meeting held November 14, 2017 ▪ Regular Meeting held November 23, 2017 <p><i>(THAT the Board approves the minutes of the Special Meeting held October 30, 2017 and the Regular Meetings held October 31, November 7, November 14, and November 23, 2017 as submitted.)</i></p>			Page 8-1 Page 8-3 Page 8-9 Page 8-14 Page 8-21
	8.2 OE-11: Learning Environment / Treatment of Students – Annual Monitoring <i>(THAT the Board approves the Chief Superintendent is in compliance with the provisions of policy OE-11)</i>		OE-1, 9	Page 5-13-A
	8.3 Items Provided for Board Information		OE-8	
	8.3.1 Correspondence			Page 8-23
	8.3.2 Chief Superintendent's Update		B/CSR-5, OE-8	Page 8-29
	8.3.3 Revision to the Schedule of Regular Meetings		GC-2, GC-6	Page 8-34
	8.3.4 Use of Capital Reserves – Air Conditioning for Joane Cardinal-Schubert School		OE-5,6,7,9	Page 8-37
	9 In-Camera Session			
3:00 p.m.	10 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

This public Board meeting will be recorded & posted online.

Media may also attend these meetings.

You may appear in media coverage.

Archives will be available for a period of two years.

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

For questions or concerns, please contact:

Office of the Corporate Secretary at corpsec@cbe.ab.ca.

report to
Board of Trustees

Results 2 Report Card Information Report: Part 2
Arts, Career & Technology Studies, Mathematics,
Physical Education and Sciences

Date | January 9, 2018

Meeting Type | Regular Meeting, Public Agenda

To | Board of Trustees

From | David Stevenson,
Chief Superintendent of Schools

Purpose | Information

Originator | Jeannie Everett, Superintendent, Learning

Governance Policy Reference | Results 2: Academic Success
OE-8: Communication With and Support for the Board

Resource Persons | Chris Meaden, Director, Learning
Ronna Mosher, Director, Learning
Dianne Roulson, Director, Learning
Elizabeth Wood, System Principal, Research & Strategy
Area Directors

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1 | Recommendation

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

2 | Issue

This report provides the Board of Trustees with report card information related to student achievement in the following subjects for the 2016-17 school year:

- Arts
- Career & Technology Studies
- Mathematics
- Physical Education
- Science

It is a detailed look the learning information from the perspective of Results 2: Academic Success.

3 | Background

One of the board-approved indicators within the Results 2: Academic Success is:

- The percentage of students meeting learning expectations within each discipline, as measured by student report cards.

In the spring of 2015 Trustees asked for additional information to the Results 2 Monitoring Report. In the 2015-16 and 2016-17 school years, additional detail was provided in the form of six subject information reports. In the spring of 2017 Trustees indicated that these subject-specific reports could be amalgamated.

This year the supplemental information for Results 2: Academic Success is being provided through the Summary of the 2016-17 Provincial Achievement Test and Diploma Examination Results (November 7, 2017), and two report card data reports (December 5, 2017 and January 9, 2018).

This second report card data report provides specific information for Arts, Career & Technology Studies, Mathematics, Physical Education and Sciences.

Data for this report is generated by teacher evaluations of students' understanding of the learning outcomes in the Programs of Study. These evaluations are conducted across time, through multiple learning tasks and assessment activities.

From Kindergarten to Grade 9, student learning in the CBE is reported on a four-point scale on a number of stems that reflect the learning expectations within the program of study for each subject area. Level 1 indicates that the student is not meeting the expectations on the program of study. Levels 2-4 indicate increasing degrees of success with the expectations of the program of study. Additional descriptors can be used for students whose English language proficiency or specialized learning needs create specific learning goals outside the regular program of study.

In grades 10-12, student learning is reported as a single percentage grade. In keeping with Alberta Education’s criteria for awarding credits for courses, CBE considers students successful if they have achieved a course mark equal to or above 50%.

The Appendix contains brief descriptions of the Programs of Study for each of the subjects in this report.

4 | Analysis

At the request of Trustees, results are presented in three ways:

- overall
- overall by stem
- overall by stem and grade

Note | Knowledge and Employability (K&E) data is grouped with the other grade level data in grades 8 & 9 due to the small number of students at each grade enrolled in a K&E course.

Arts

The term Arts refers to the subjects of Art, Dance, Drama and Music. These subjects include provincial curriculums and locally developed courses. The focus of student learning in kindergarten is Creative Expression, which incorporates all four arts.

Overall

Percentage of students meeting learning expectations within Arts as measured by student report cards: K-12

Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Overall	97.8	99.3	97.3	97.8	97.5	98.1

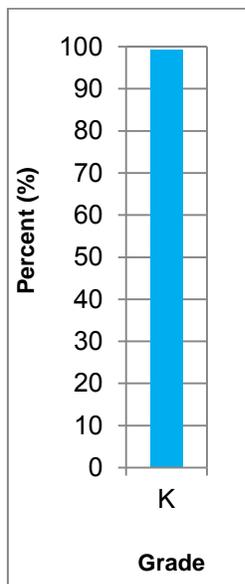
Creative Expression

Overall

Percentage of students meeting learning expectations within Creative Expression as measured by student report cards by grade: K

Year	K
2014-15	99.3
2015-16	99.4
2016-17	99.3

Percentage of students meeting learning expectations within Creative Expression as measured by student report cards by grade 2016-17: K

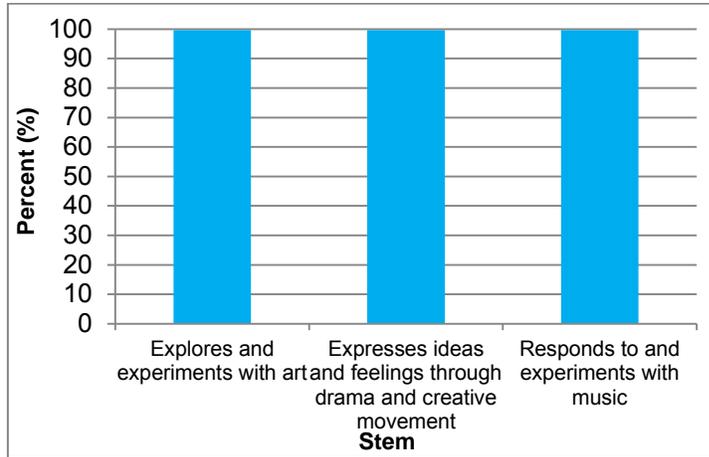


Overall by Stem

Percentage of students meeting learning expectations within Creative Expression as measured by student report cards by stem: Kindergarten

Stem	2014 -15	2015 -16	2016 -17
Explores and experiments with art	99.5	99.6	99.6
Expresses ideas and feelings through drama and creative movement	99.5	99.7	99.7
Responds to and experiments with music	99.5	99.7	99.6

Percentage of students meeting learning expectations within Creative Expression as measured by student report cards by stem 2016-17: Kindergarten



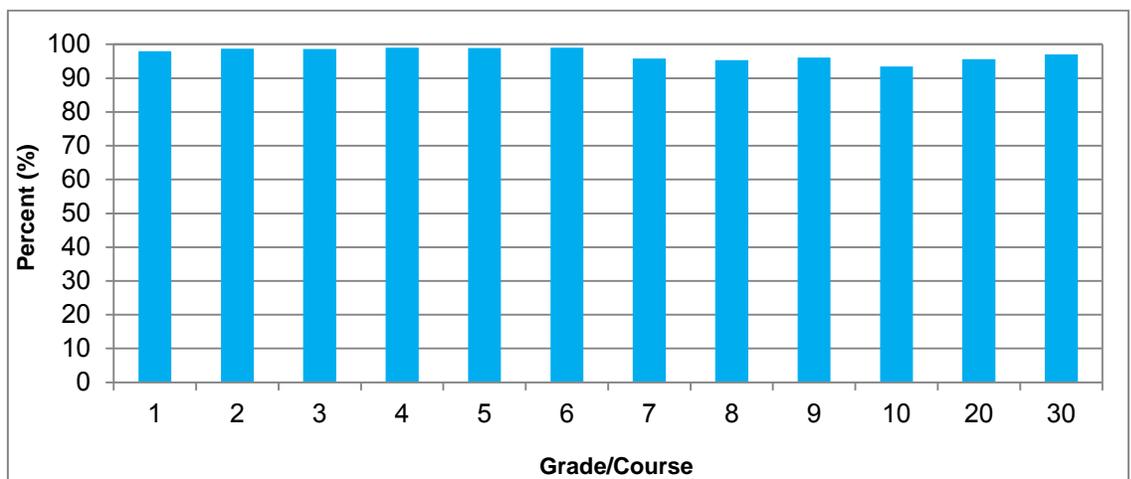
Art

Overall

Percentage of students meeting learning expectations within Art as measured by student report cards by grade/course: Grades 1-9 and 10, 20, 30 levels

Year	1	2	3	4	5	6	7	8	9	10	20	30
2014-15	97.4	98.8	98.7	98.9	98.8	98.4	96.2	95.4	94.2	92.1	95.7	97.1
2015-16	97.9	98.7	98.9	99.1	99.0	99.1	96.2	95.3	93.3	92.9	95.0	96.9
2016-17	98.0	98.7	98.6	99.0	98.9	99.0	95.8	95.3	96.1	93.4	95.6	97.0

Percentage of students meeting learning expectations within Art as measured by student report cards by grade/course 2016-17: Grades 1-9 and 10, 20, 30 levels



The percentage of students meeting learning expectations in:

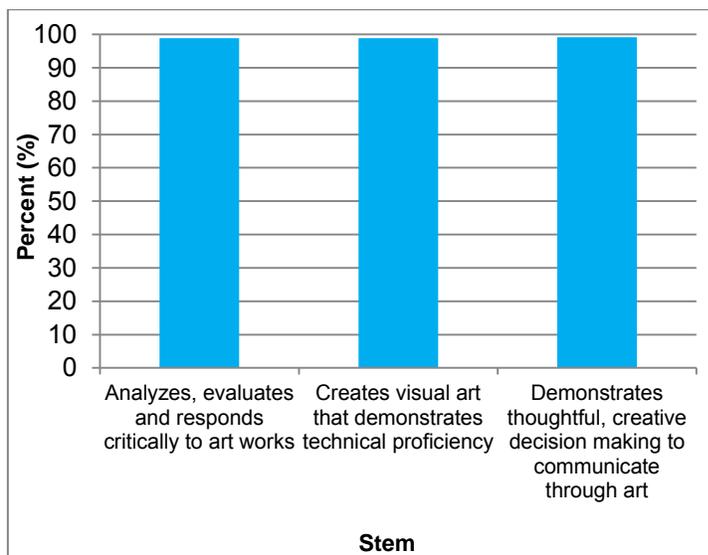
- Grades 1-9 is 98.3%.
- High School is 96.7%.

Overall by Stem

Percentage of students meeting learning expectations within Art as measured by student report cards by stem: Grades 1-9

Stem	2014 -15	2015 -16	2016 -17
Analyzes, evaluates and responds critically to art works	98.7	98.8	98.9
Creates visual art that demonstrates technical proficiency	98.6	98.9	98.9
Demonstrates thoughtful, creative decision making to communicate through art	99.0	99.3	99.2

Percentage of students meeting learning expectations within Art as measured by student report cards by stem 2016-17: Grades 1-9



Overall by Stem and Grade

Percentage of students meeting learning expectations within Art as measured by student report cards by course and stem 2016-17: Grades 1-9

Stem	1	2	3	4	5	6	7	8	9
Analyzes, evaluates and responds critically to art works	99.0	99.5	99.2	99.5	99.4	99.2	96.5	95.8	96.0
Creates visual art that demonstrates technical proficiency	98.3	99.0	99.0	99.2	99.3	99.4	97.9	98.0	98.0
Demonstrates thoughtful, creative, decision making to communicate through art.	99.1	99.5	99.5	99.6	99.6	99.5	97.6	97.6	97.8

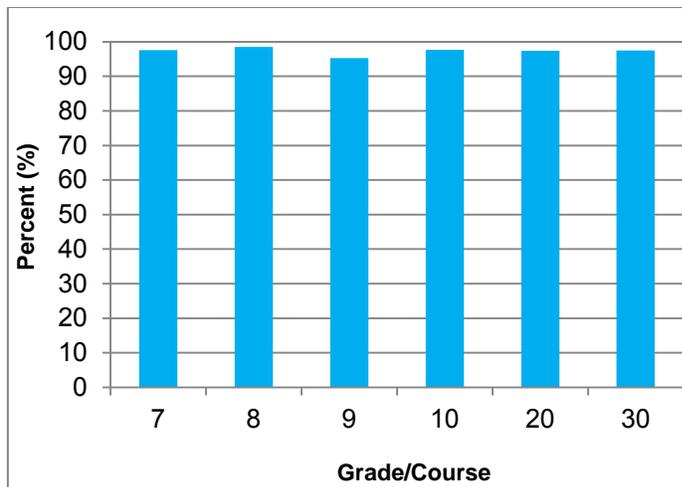
Dance

Overall

Percentage of students meeting learning expectations within Dance as measured by student report cards by grade/course: Grades 7-9 and 10, 20, 30 levels¹

Year	7	8	9	10	20	30
2014-15	94.5	96.5	97.7	97.5	97.3	98.4
2015-16	94.3	96.2	96.3	96.5	97.7	99.6
2016-17	97.6	98.5	95.3	97.7	97.4	97.5

Percentage of students meeting learning expectations within Dance as measured by student report cards by grade/course 2016-17: Grades 7-9 and 10, 20, 30 levels



The percentage of students meeting learning expectations in:

- Grades 7-9 is 97.3%.
- High School is 97.6%.

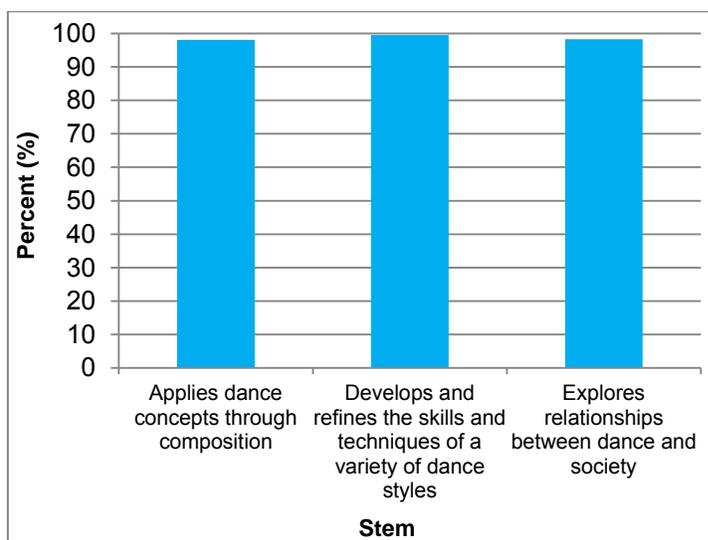
¹ The 10 level includes Dance 15, the 20 level includes Dance 25 and the 30 level includes Dance 35 and Dance Composition 35.

Overall by Stem

Percentage of students meeting learning expectations within Dance as measured by student report cards by stem: Grades 7-9

Stem	2014 -15	2015 -16	2016 -17
Applies dance concepts through composition	96.9	96.4	98.1
Develops and refines the skills and techniques of a variety of dance styles	99.4	97.6	99.5
Explores relationships between dance and society	98.7	96.7	98.3

Percentage of students meeting learning expectations within Dance as measured by student report cards by stem 2016-17: Grades 7-9



Overall by Stem and Grade

Percentage of students meeting learning expectations within Dance as measured by student report cards by course and stem 2016-17: Grades 7-9

Stem	6	7	8	9
Applies dance concepts through composition	100.0	98.1	98.0	98.3
Develops and refines the skills and techniques of a variety of dance styles	100.0	99.0	100.0	99.4
Explores relationships between dance and society	100.0	99.5	99.0	96.0

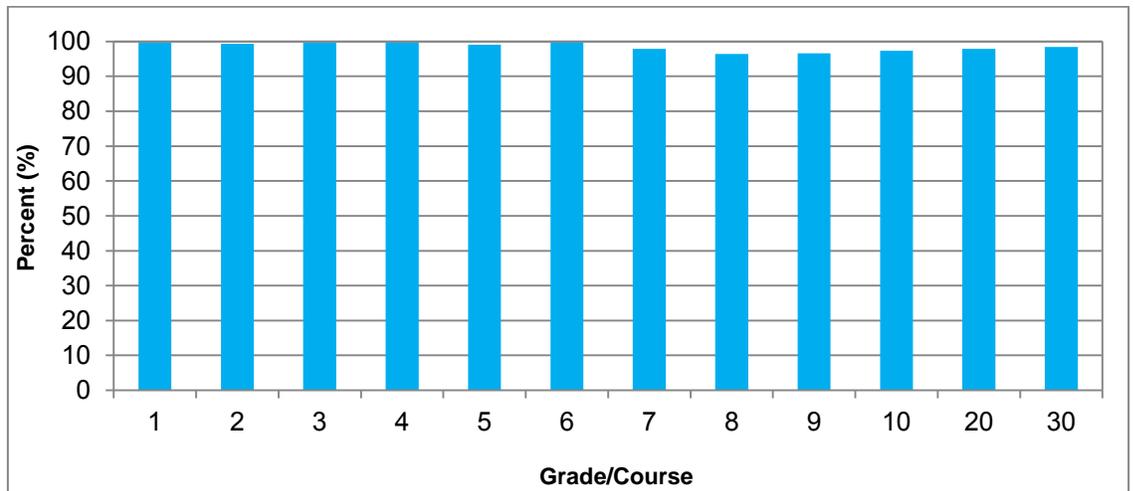
Drama

Overall

Percentage of students meeting learning expectations within Drama as measured by student report cards by grade/course: Grades 1-9 and 10, 20, 30 levels²

Year	1	2	3	4	5	6	7	8	9	10	20	30
2014-15	99.8	99.8	99.5	99.0	99.2	98.6	97.6	97.4	97.6	96.9	99.1	97.8
2015-16	99.5	99.6	99.5	97.8	100	99.7	98.2	98.6	97.2	95.8	98.8	98.7
2016-17	99.7	99.3	99.7	99.8	99.1	99.9	97.9	96.4	96.6	97.3	97.9	98.4

Percentage of students meeting learning expectations within Drama as measured by student report cards by grade/course 2016-17: Grades 1-9 and 10, 20, 30 levels



The percentage of students meeting learning expectations in:

- Grades 1-9 is 98.2%.
- High School is 97.6%.

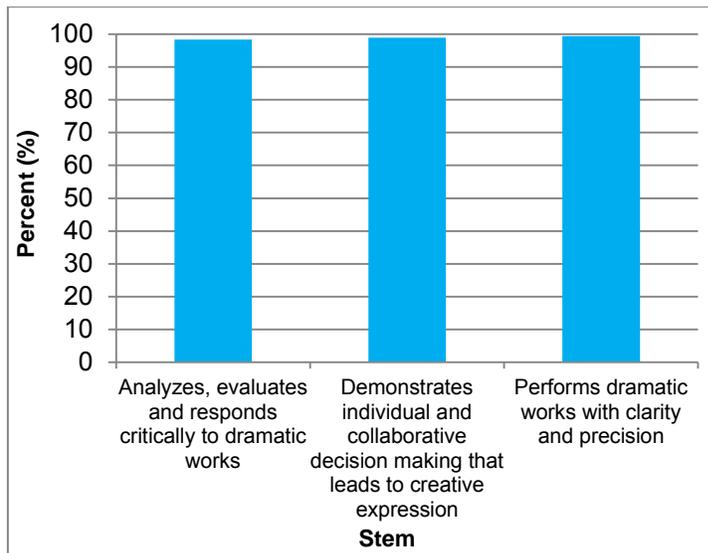
² The 10 level includes Advanced Acting/Touring Theatre 15, Drama 10, Musical Theatre 15 and Technical Theatre 15. The 20 level includes Drama 20, Musical Theatre 25 and Technical Theatre 25. The 30 level includes Advanced Acting/Touring Theatre 35, Drama 30, Musical Theatre 35 and Technical Theatre 35.

Overall by Stem

Percentage of students meeting learning expectations within Drama as measured by student report cards by stem: Grades 1-9

Stem	2014-15	2015-16	2016-17
Analyzes, evaluates and responds critically to dramatic works	98.6	99.0	98.3
Demonstrates individual and collaborative decision making that leads to creative expression	98.9	99.3	98.9
Performs dramatic works with clarity and precision	99.1	99.3	99.4

Percentage of students meeting learning expectations within Drama as measured by student report cards by stem 2016-17: Grades 1-9



Overall by Stem and Grade

Percentage of students meeting learning expectations within Drama as measured by student report cards by course and stem 2016-17: Grades 1-9

Stem	1	2	3	4	5	6	7	8	9
Analyzes, evaluates and responds critically to dramatic works	99.7	99.6	99.7	100.0	99.4	99.9	98.1	97.5	95.6
Demonstrates individual and collaborative decision making that leads to creative expression	100.0	99.7	100.0	99.8	99.5	99.9	98.8	97.7	98.2
Performs dramatic works with clarity and precision	100.0	99.7	100.0	100.0	99.7	100.0	99.1	98.7	99.1

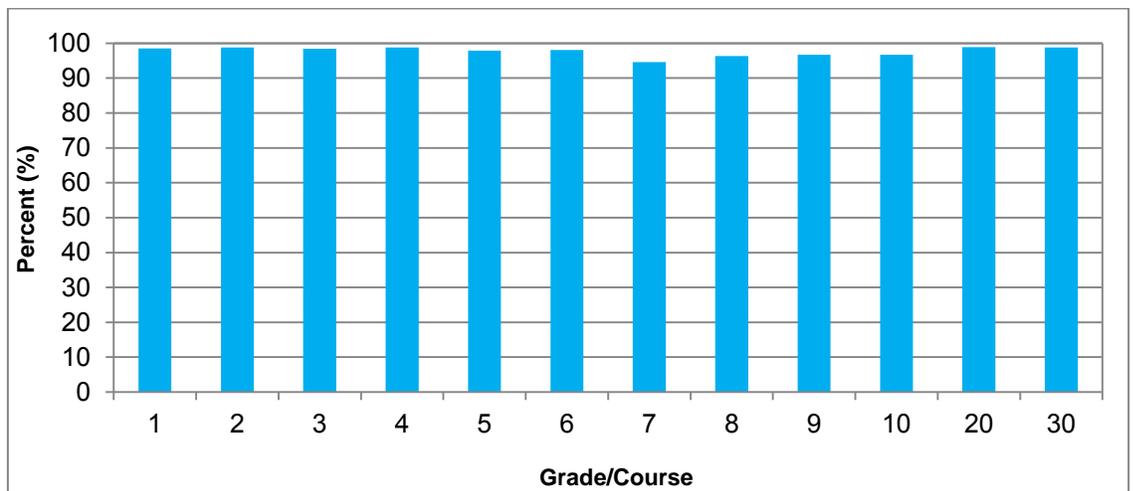
Music

Overall

Percentage of students meeting learning expectations within Music as measured by student report cards by grade/course: Grades 1-9 and 10, 20, 30 levels³

Year	1	2	3	4	5	6	7	8	9	10	20	30
2014-15	98.2	98.9	98.3	98.5	98.0	97.7	95.2	96.4	97.5	96.5	98.6	99.0
2015-16	98.4	99.3	98.8	98.6	98.2	97.6	96.8	97.9	98.4	98.7	98.4	99.1
2016-17	98.5	98.8	98.4	98.8	97.9	98.1	94.6	96.3	96.7	96.7	98.9	98.8

Percentage of students meeting learning expectations within Music as measured by student report cards by grade/course 2016-17: Grades 1-9 and 10, 20, 30 levels



The percentage of students meeting learning expectations in:

- Grades 1-9 is 98.1%.
- High School is 97.8%.

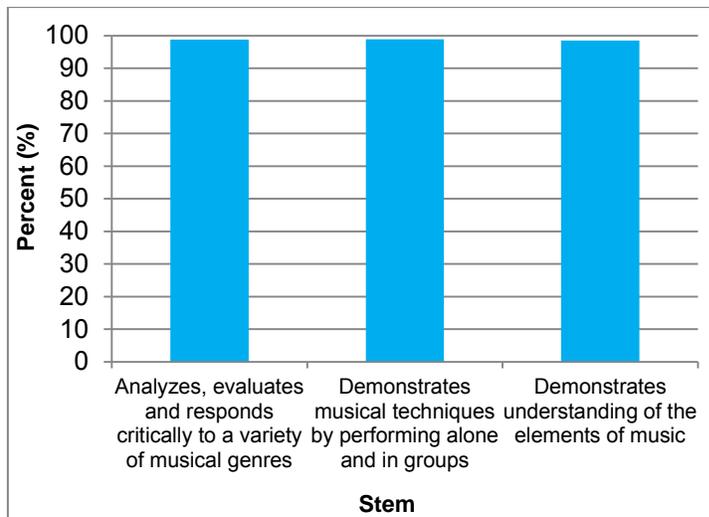
³ The 10 level includes Band 15, Chamber Ensemble 15, Choir 15, Choral Music 10, General Music 10, Instrumental Jazz 15, Instrumental Music 10 and Vocal Jazz 15. The 20 level includes Band 25, Choir 25, General Music 20, Instrumental Music 20 and Vocal Jazz 25. The 30 level includes Band 35, Chamber Ensemble, 5, Choir 35, Choral Music 30, General Music 30 and Instrumental Music 30.

Overall by Stem

Percentage of students meeting learning expectations within Music as measured by student report cards by stem: Grades 1-9

Stem	2014-15	2015-16	2016-17
Analyzes, evaluates and responds critically to a variety of musical genres ⁴			98.8
Analyzes, evaluates and responds critically to music	98.8	98.8	
Demonstrates musical techniques by performing alone and in groups ²			98.9
Demonstrates technical ability with clarity and precision	98.8	99.1	
Demonstrates understanding of the elements of music ²			98.5
Understands and expresses musical ideas	99.1	99.2	

Percentage of students meeting learning expectations within Music as measured by student report cards by stem 2016-17: Grades 1-9



⁴ In 2016-17, Music stems were updated to: analyzes, evaluates and responds critically to a variety of musical genres; demonstrates musical techniques by performing alone and in groups; and demonstrates understanding of the elements of music.

Overall by Stem and Grade

Percentage of students meeting learning expectations within Music as measured by student report cards by course and stem 2016-17: Grades 1-9

Stem	1	2	3	4	5	6	7	8	9
Analyzes, evaluates and responds critically to music	99.0	99.2	99.1	99.3	98.7	98.8	95.9	97.4	97.4
Demonstrates technical ability with clarity and precision	99.2	99.5	99.3	99.3	98.6	98.8	96.7	97.3	97.5
Understands and expresses musical ideas	98.8	99.3	98.8	99.3	98.5	98.3	95.0	96.1	97.2

Arts Analysis

Achievement in all the Arts disciplines has been very high and consistent across grades from Kindergarten to grade 12 and between school years. There is a small decline in grade 7 in all the Arts disciplines. This occurs in conjunction with the increased specialization in the grade 7-9 Program of Studies and a greater emphasis on critical response.

The results for Dance vary between grade levels due to the smaller number of students enrolled. For example, while Art and Music in grade 7 there are 2000 students each, Dance at grade seven has 200.

Career & Technology Foundations (CTF) and Career & Technology Studies (CTS)

Overall

Percentage of students meeting learning expectations within CTF/CTS⁵ as measured by student report cards: 5-12

Year	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17
Overall	94.3	95.1	95.9	95.8	96.0	95.6

The percentage of students meeting learning expectations in:

- CTF (grades 5-9) is 95.3%.
- CTS (high school) is 95.6%.

⁵ CTF (Career and Technology Foundations) data was included in this subject area beginning with the 2013-14 results. Prior years refer only to CTS (Career and Technology Studies).

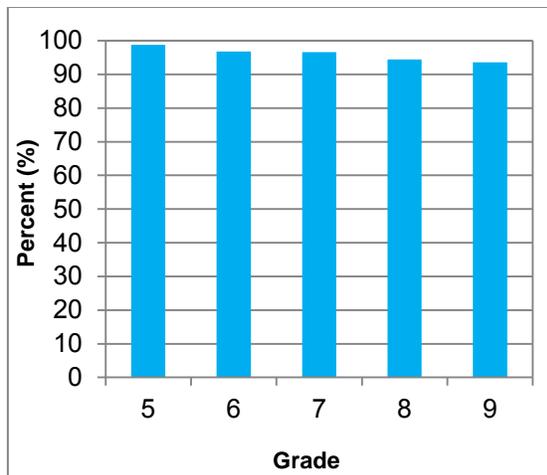
Career & Technology Foundations

Overall

Percentage of students meeting learning expectations within CTF as measured by student report cards by grade: 5-9

Year	5	6	7	8	9
2014-15	97.5	96.9	96.0	97.0	97.2
2015-16	97.2	96.2	96.4	95.7	95.0
2016-17	98.8	96.8	96.6	94.4	93.6

Percentage of students meeting learning expectations within CTF as measured by student report cards by grade 2016-17: Grades 5-9

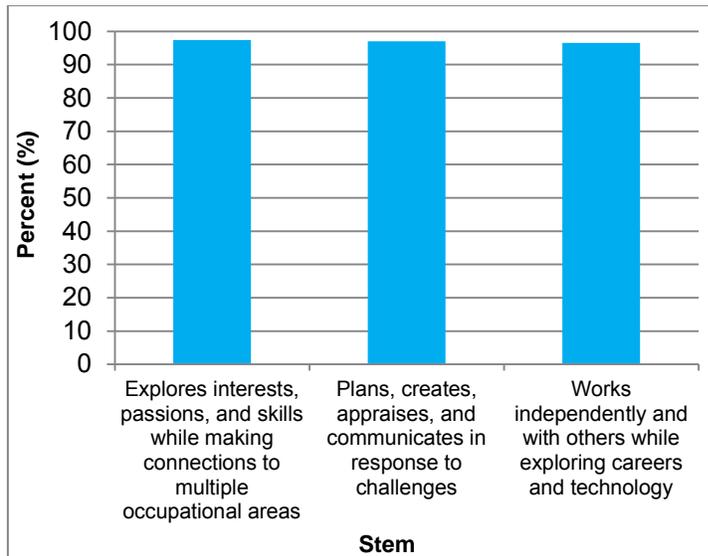


Overall by Stem

Percentage of students meeting learning expectations within CTF as measured by student report cards by stem: Grades 5-9

Stem	2014 -15	2015 -16	2016 -17
Appraises process, product and personal contribution in response to challenges	96.9	96.6	
Communicates and demonstrates knowledge and skills in response to challenges	97.6	96.8	
Creates a product, performance or service in response to challenges	97.9	97.9	
Explores interests and skills in the design of approaches to challenges	97.8	97.5	
Explores interests, passions, and skills while making connections to multiple occupational areas ⁶			97.4
Plans, creates, appraises, and communicates in response to challenges ⁴			97.0
Works independently and with others while exploring careers and technology ⁴			96.5

Percentage of students meeting learning expectations within CTF as measured by student report cards by stem 2016-17: Grades 5-9



⁶ In 2016-17, CTF stems were updated to: explores interests, passions, and skills while making connections to multiple occupational areas; plans, creates, appraises, and communicates in response to challenges; and works independently and with others while exploring careers and technology.

Overall by Stem and Grade

Percentage of students meeting learning expectations within CTF as measured by student report cards by course and stem 2016-17: Grades 5-9

Stem	5	6	7	8	9
Explores interests, passions, and skills while making connections to multiple occupational areas	99.5	98.6	98.2	96.6	96.2
Plans, creates, appraises, and communicates in response to challenges	98.9	98.0	97.9	96.7	95.6
Works independently and with others while exploring careers and technology	99.3	97.6	97.3	95.8	95.4

Career and Technology Foundations Analysis

Students continue to achieve at a consistently high level in all three stems in CTF, successfully meeting learning expectations at a rate of 96.5 per cent or higher.

Career & Technology Studies

The CTS Programs of Study are organized into 5 clusters:

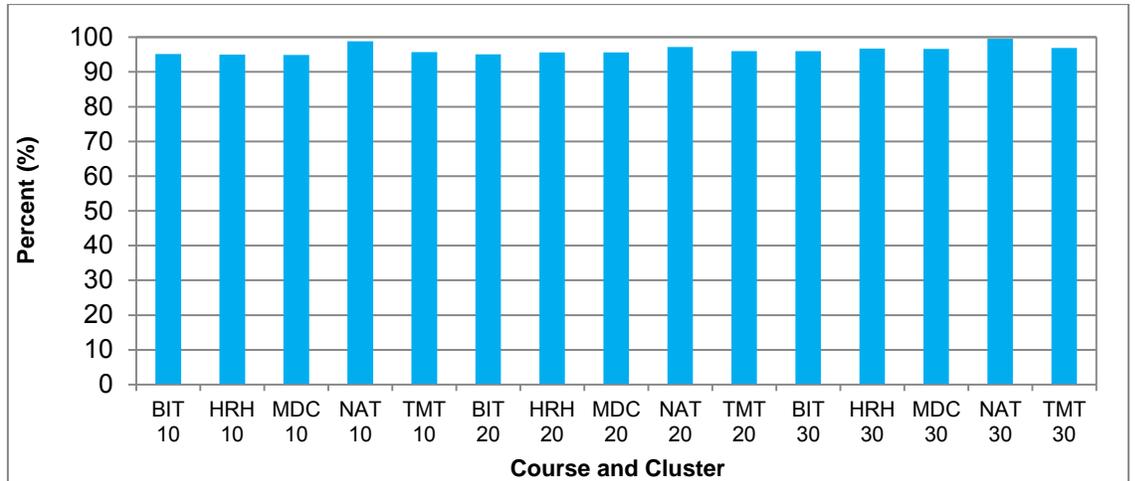
- Business, Administration, Finance & IT (BIT)
- Health Recreation & Human Services (HRH)
- Media Design & Communication Arts (MDC)
- Natural Resources (NAT)
- Trades Manufacturing & Transportation (TMT)

Overall

Percentage of students meeting learning expectations within CTS as measured by student report cards by cluster and course: 10, 20, 30 levels

Year	BIT 10	HRH 10	MDC 10	NAT 10	TMT 10	BIT 20	HRH 20	MDC 20	NAT 20	TMT 20	BIT 30	HRH 30	MDC 30	NAT 30	TMT 30
2014-15	93.9	96.7	95.4	94.4	93.3	95.6	96.7	95.8	94.8	95.1	95.6	96.3	96.7	99.4	97.1
2015-16	95.6	95.9	95.5	98.0	94.8	95.2	96.0	95.5	98.4	96.0	95.7	96.7	97.4	98.7	96.9
2016-17	95.2	95.0	94.9	98.8	95.7	95.1	95.6	95.6	97.2	96.0	96.0	96.7	96.6	99.6	96.9

Percentage of students meeting learning expectations within CTS as measured by student report cards by cluster and course 2016-17: 10, 20, 30 levels



Career and Technology Studies Analysis

As students move from Exploratory (10 level), through Intermediate (20 level) to Advanced or Credentialed (30 level) programs, the percentage of students meeting with success. As students learn about their interests and develop skills, they choose to further their study in that cluster/occupational pathway to move into Intermediate, then Credentialed programs.

Mathematics

Overall

Percentage of students meeting learning expectations within Mathematics as measured by student report cards: K-12

Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Overall	86.6	88.5	90.1	90.6	91.1	91.0

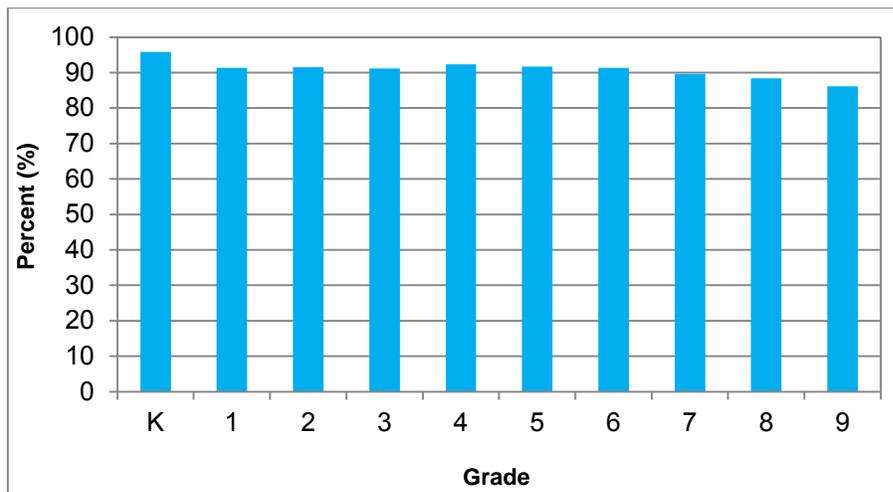
The percentage of students meeting learning expectations in:

- Kindergarten to Grade 9 is 91.1%.
- High School is 90.8%.

Percentage of students meeting learning expectations within Mathematics as measured by student report cards by grade: K-9

Year	K	1	2	3	4	5	6	7	8	9
2014-15	95.4	91.2	91.4	90.8	92.5	91.9	92.0	89.9	88.5	85.7
2015-16	96.0	92.1	91.8	91.4	92.3	92.3	92.2	89.2	89.0	85.3
2016-17	95.8	91.3	91.5	91.2	92.3	91.7	91.3	89.6	88.4	86.1

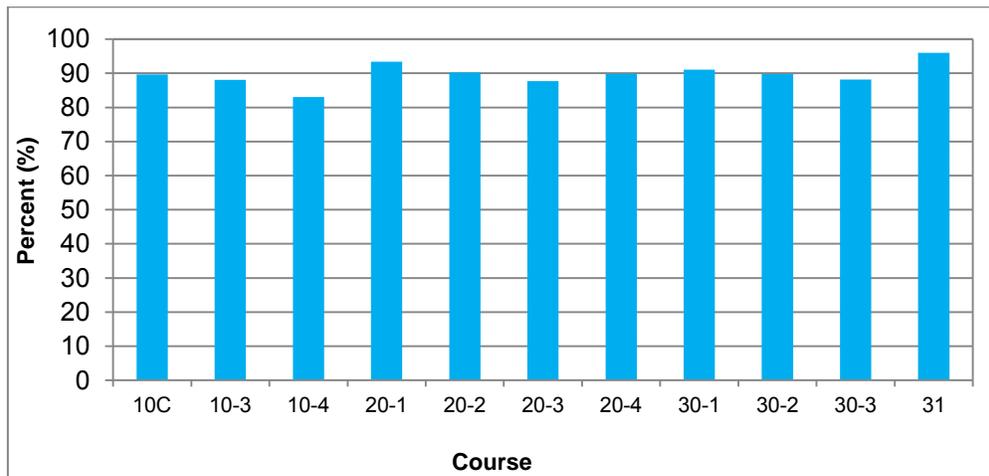
Percentage of students meeting learning expectations within Mathematics as measured by student report cards by grade 2016-17: K- 9



Percentage of students meeting learning expectations within Mathematics as measured by student report cards by course: 10, 20, 30 levels

Year	10C	10-3	10-4	20-1	20-2	20-3	20-4	30-1	30-2	30-3	31
2014-15	86.9	84.6	76.9	91.8	86.1	87.8	83.4	92.3	87.9	91.0	96.1
2015-16	90.9	84.2	85.2	94.9	91.1	89.6	90.8	93.8	91.1	89.8	97.2
2016-17	89.7	88.1	83.0	93.4	90.2	87.7	89.9	91.1	89.8	88.2	96.0

Percentage of students meeting learning expectations within Mathematics as measured by student report cards by course 2016-17: 10, 20, 30 levels

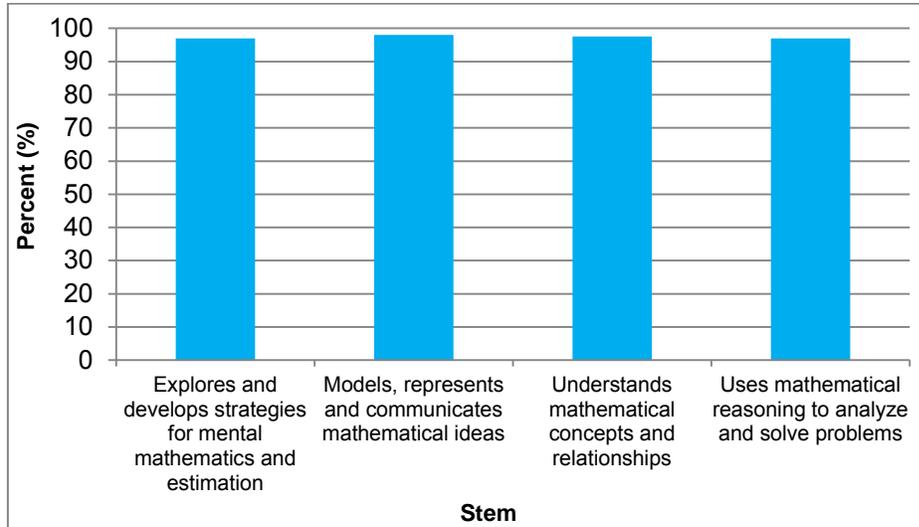


Overall by Stem

Percentage of students meeting learning expectations within Mathematics as measured by student report cards by stem: Kindergarten

Stem	2014-15	2015-16	2016-17
Explores and develops strategies for mental mathematics and estimation	96.4	97.6	97.0
Models, represents and communicates mathematical ideas	97.2	98.3	98.0
Understands mathematical concepts and relationships	97.2	97.6	97.6
Uses mathematical reasoning to analyze and solve problems	96.6	97.3	97.0

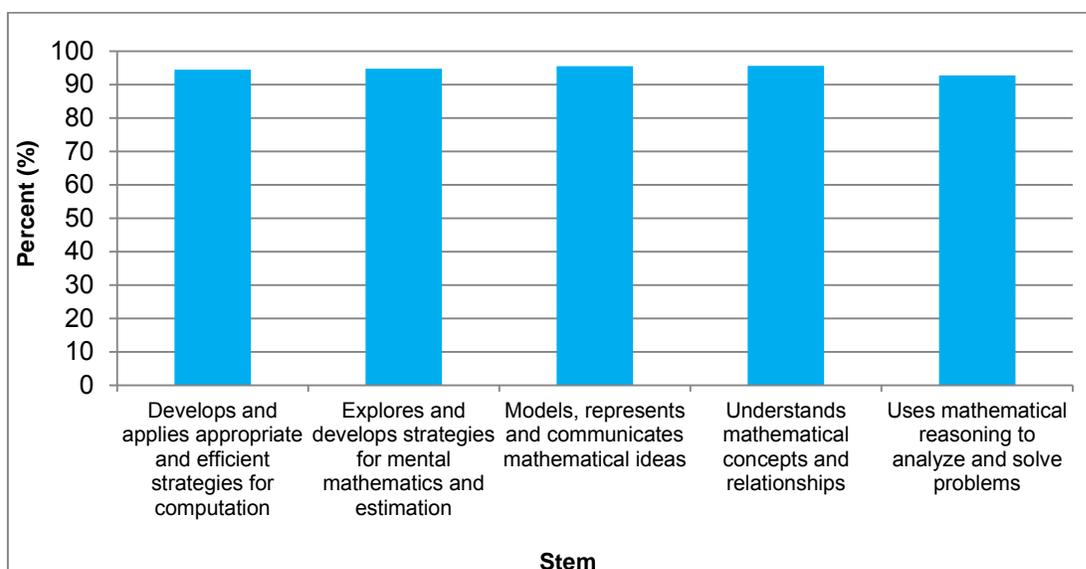
Percentage of students meeting learning expectations within Mathematics as measured by student report cards by stem 2016-17: Kindergarten



Percentage of students meeting learning expectations within Mathematics as measured by student report cards by stem: Grades 1-9

Stem	2014-15	2015-16	2016-17
Develops and applies appropriate and efficient strategies for computation	92.6	94.7	94.4
Explores and develops strategies for mental mathematics and estimation	92.7	94.9	94.7
Models, represents and communicates mathematical ideas	93.3	95.6	95.5
Understands mathematical concepts and relationships	93.7	95.7	95.6
Uses mathematical reasoning to analyze and solve problems	90.3	92.6	92.7

Percentage of students meeting learning expectations within Mathematics as measured by student report cards by stem 2016-17: Grades 1-9



Overall by Stem and Grade

Percentage of students meeting learning expectations within Mathematics as measured by student report cards by course and stem 2016-17: Grades 1-9

Stem	1	2	3	4	5	6	7	8	9
Develops and applies appropriate and efficient strategies for computation	94.7	94.8	95.0	95.6	95.3	95.1	94.2	93.3	90.9
Explores and develops strategies for mental mathematics and estimation	93.9	94.9	94.7	95.6	95.6	95.5	94.6	93.4	93.7
Models, represents and communicates mathematical ideas	95.9	96.3	96.5	96.9	96.0	95.9	94.4	94.3	92.6
Understands mathematical concepts and relationships	95.7	95.9	96.3	96.3	95.7	95.8	95.5	94.7	93.6
Uses mathematical reasoning to analyze and solve problems	93.4	93.9	93.2	94.4	93.2	93.6	91.7	91.1	88.7

Mathematics Analysis

Overall student results in mathematics increased from 2011-12 to 2015-16 by 4.5 percentage points. There was a 0.1 percentage point decline from 2015-16 to 2016-17. In Kindergarten to grade 6 over 91% of students are meeting with success with the learning outcomes as measured by report cards. Over 86% of students in grades 7-9 met the learning expectations within Mathematics. Across the mathematics high school courses over 83% of students are meeting learning outcomes.

Within the Grades 1-9 report card stems, students' ability to use mathematical reasoning to analyze and solve problems presents an opportunity for improvement.

Problem solving and reasoning, computation, and shape & space learning outcomes have been established as areas of attention within the CBE's Mathematics Strategy for 2017-18.

Physical Education

Overall

Percentage of students meeting learning expectations within Physical Education as measured by student report cards: K-12

Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Overall	97.9	97.5	97.4	98.1	98.0	98.3

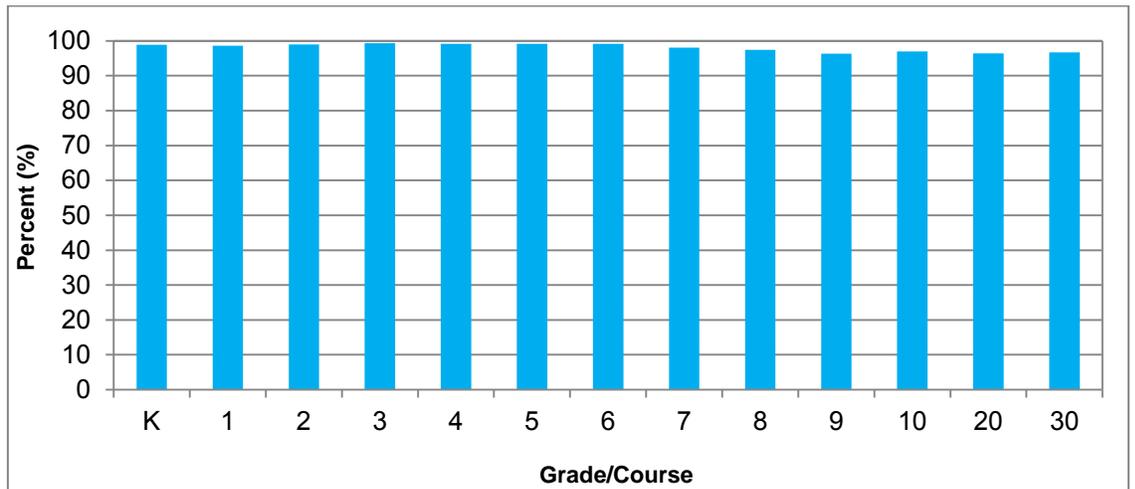
The percentage of students meeting learning expectations in:

- Kindergarten to Grade 9 is 98.6%.
- High School is 96.8%.

Percentage of students meeting learning expectations within Physical Education as measured by student report cards by grade/course: K-9 and 10, 20, 30 levels

Year	K	1	2	3	4	5	6	7	8	9	10	20	30
2014-15	98.9	98.3	98.9	99.0	99.1	99.9	99.7	98.1	96.9	96.7	95.2	94.4	96.5
2015-16	99.1	98.6	98.9	99.2	99.2	99.1	99.1	97.9	97.1	96.3	96.6	95.8	97.8
2016-17	98.9	98.6	99.0	99.3	99.2	99.2	99.2	98.1	97.4	96.3	97.0	96.4	96.7

Percentage of students meeting learning expectations within Physical Education as measured by student report cards by grade 2016-17: K-9 and 10, 20, 30 levels

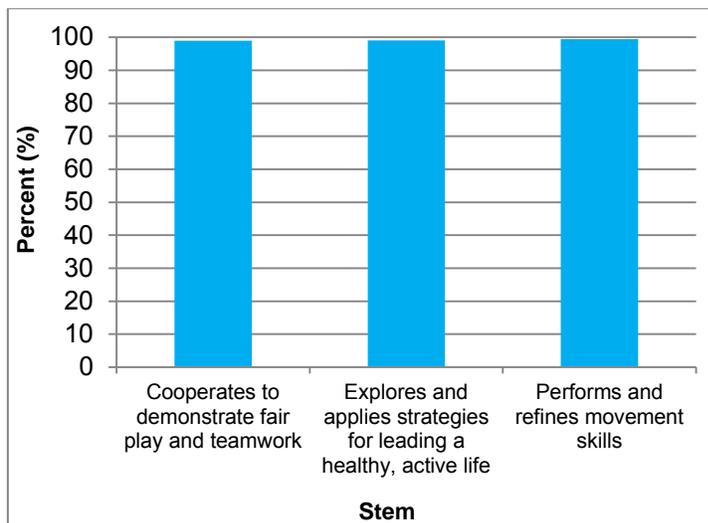


Overall by Stem

Percentage of students meeting learning expectations within Physical Education as measured by student report cards by stem: K-9

Stem	2014 -15	2015 -16	2016 -17
Cooperates to demonstrate fair play and teamwork	98.9	98.9	99.0
Explores and applies strategies for leading a healthy, active life	98.9	98.8	99.1
Performs and refines movement skills	99.2	99.2	99.4

Percentage of students meeting learning expectations within Physical Education as measured by student report cards by stem 2016-17: K-9



Overall by Stem and Grade

Percentage of students meeting learning expectations within Physical Education as measured by student report cards by course and stem 2016-17: K-9

Stem	K	1	2	3	4	5	6	7	8	9
Cooperates to demonstrate fair play and teamwork	99.2	98.8	98.8	99.2	99.3	99.4	99.4	98.9	98.6	97.9
Explores and applies strategies for leading a healthy, active life	99.7	99.6	99.7	99.7	99.7	99.5	99.5	98.2	97.5	96.7
Performs and refines movement Skills	99.5	99.5	99.6	99.7	99.6	99.6	99.7	99.3	98.8	98.2

Physical Education Analysis

Year over year achievement in Physical Education is very high and is consistent from Kindergarten to Grade 12. There is very little variance in the level achievement across the divisions. A notable increase has been in Grade 10 and Grade 11 in the overall results over the past three years.

Science

Overall

Percentage of students meeting learning expectations within Science as measured by student report cards: K-12

Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Overall	92.8	93.3	93.1	94.3	94.7	94.7

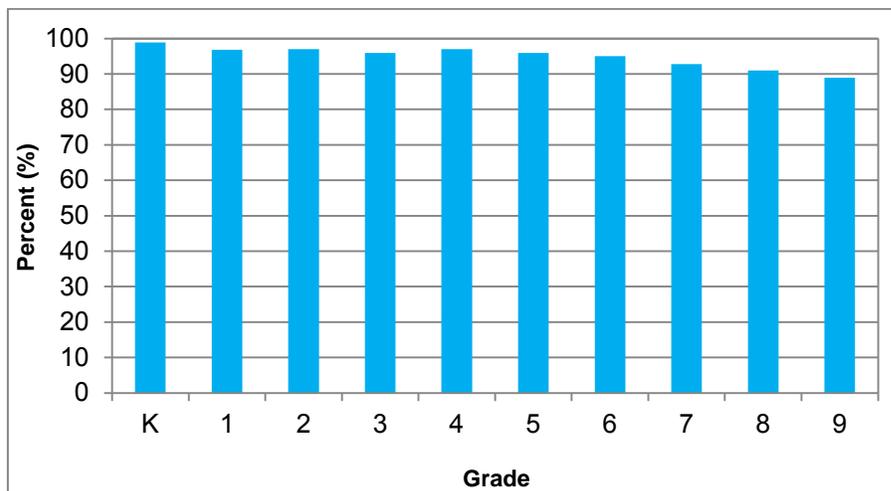
The percentage of students meeting learning expectations in:

- Kindergarten to Grade 9 is 95.2%.
- High School is 93.5%.

Percentage of students meeting learning expectations within Science as measured by student report cards by grade: K-9

Year	K	1	2	3	4	5	6	7	8	9
2014-15	99.1	96.5	96.8	95.3	96.9	95.8	94.9	91.1	91.9	84.9
2015-16	99.0	96.8	96.6	95.9	96.8	96.3	95.0	92.1	91.1	88.7
2016-17	98.9	96.8	97.0	95.9	97.0	95.9	95.0	92.8	91.0	88.9

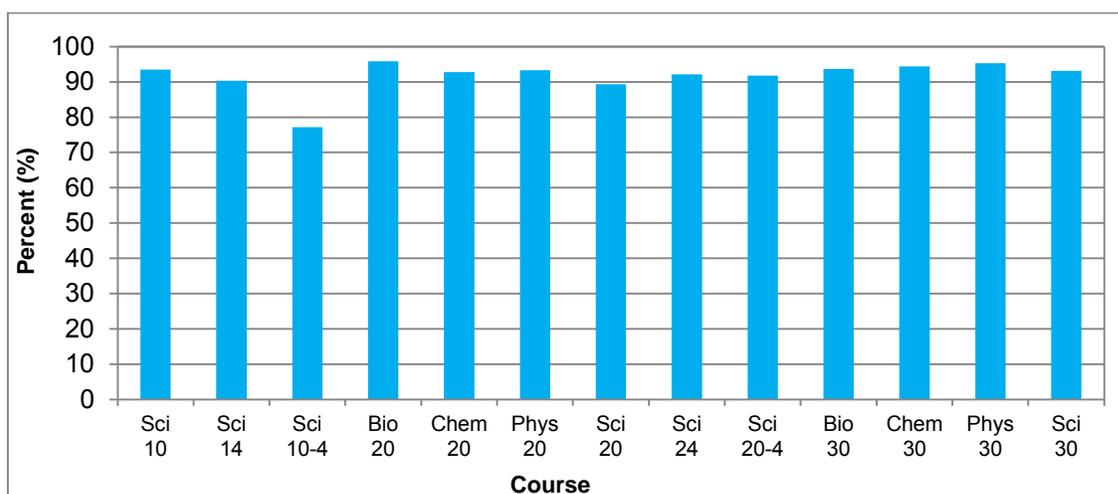
Percentage of students meeting learning expectations within Science as measured by student report cards by grade 2016-17: K-9



Percentage of students meeting learning expectations within Science as measured by student report cards by course: 10, 20, 30 levels

Year	Sci 10	Sci 14	Sci 10-4	Bio 20	Chem 20	Phys 20	Sci 20	Sci 24	Sci 20-4	Bio 30	Chem 30	Phys 30	Sci 30
2014-15	91.0	87.9	79.3	96.3	93.6	93.3	92.3	88.9	79.9	93.9	96.0	96.0	92.3
2015-16	93.4	89.5	83.2	96.4	93.6	92.6	92.4	89.4	87.6	95.1	95.6	96.1	93.0
2016-17	93.5	90.3	77.2	95.8	92.8	93.3	89.3	92.1	91.8	93.7	94.4	95.3	93.1

Percentage of students meeting learning expectations within Science as measured by student report cards by course 2016-17: 10, 20, 30 levels



Overall by Stem

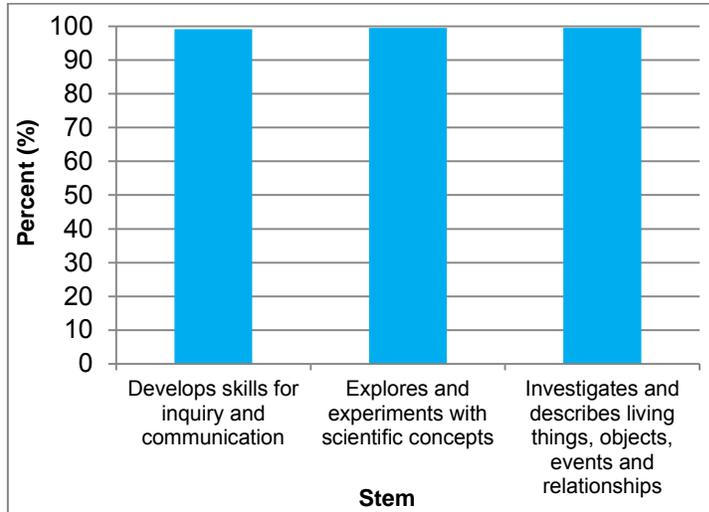
Percentage of students meeting learning expectations within Science as measured by student report cards by stem: Kindergarten

Stem	2014-15	2015-16	2016-17
Makes personal sense of objects, events and relationships ⁷	99.3		
Develops skills for inquiry and communication ⁵		99.2	99.1
Explores and experiments with scientific concepts	99.6	99.5	99.5
Investigates and describes living things, objects, events and relationships ⁸	99.4	99.6	99.5

⁷ In 2015-16, the report card stem "Makes personal sense of objects, events and relationships" was replaced with the stem "Develops skills for inquiry and communication."

⁸ For 2014-15, this report card stem was "Investigates and describes living things, objects and events."

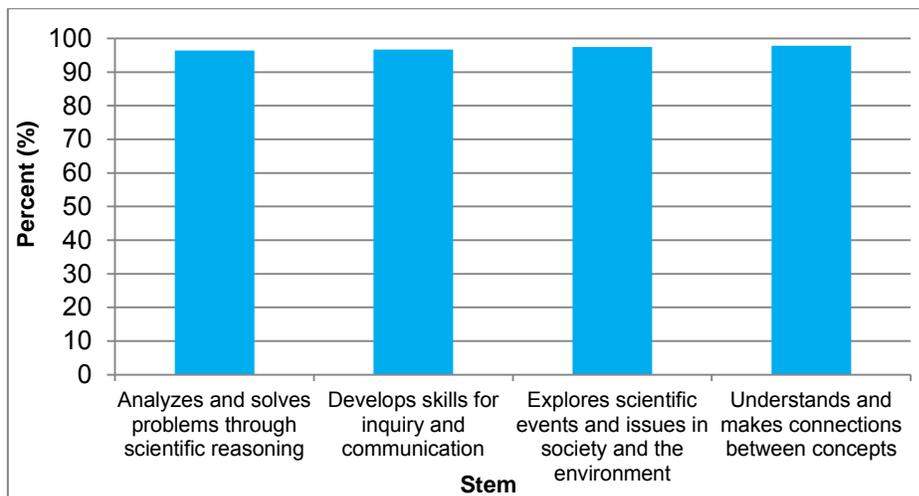
Percentage of students meeting learning expectations within Science as measured by student report cards by stem 2016-17: Kindergarten



Percentage of students meeting learning expectations within Science as measured by student report cards by stem: Grades 1-9

Stem	2014 -15	2015 -16	2016 -17
Analyzes and solves problems through scientific reasoning	96.2	96.4	96.4
Develops skills for inquiry and communication	96.4	96.4	96.7
Explores scientific events and issues in society and the environment	97.2	97.4	97.4
Understands and makes connections between concepts	97.6	97.7	97.8

Percentage of students meeting learning expectations within Science as measured by student report cards by stem 2016-17: Grades 1-9



Overall by Stem and Grade

Percentage of students meeting learning expectations within Science as measured by student report cards by course and stem 2016-17: Grades 1-9

Stem	1	2	3	4	5	6	7	8	9
Analyzes and solves problems through scientific reasoning	97.7	98.0	97.5	98.0	97.6	96.7	95.0	93.6	91.9
Develops skills for inquiry and communication	97.8	98.1	96.9	97.9	97.3	96.9	96.2	94.7	93.2
Explores scientific events and issues in society and the environment	98.3	98.8	98.1	98.8	98.4	98.0	95.9	94.7	94.1
Understands and makes connections between concepts	98.8	98.9	98.6	99.0	98.2	97.3	94.5	96.5	94.8

Science Analysis

CBE students demonstrate high levels of success across grade levels, Science courses and Science-based learning outcomes. Over the past six years, there was an overall increase in the percentage of students meeting learning expectations within Science K-12.

In Kindergarten to grade 6 over 95% of students meet with success. Between 2014-15 and 2016-17 grade 9 student achievement increased by 4.0 percentage points.

Students experience success in high school science. Smaller cohorts at dash 4 are susceptible to changes in composition in the cohort. Therefore, in these groups there will be more fluctuations year over year.

5 | Conclusion

As measured by student report cards, overall CBE students met with high levels of success in Arts, Career & Technology Studies, Mathematics, Physical Education and Science. Within each subject, this is evident across the range of course, grades and learning outcomes.

Overall Academic Success for CBE students is well supported in these instructional programs. To ensure students success over time, School Development Plans, and system wide supports and networks focus on continuous and targeted improvement.



DAVID STEVENSON
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.

attachment | Brief Introduction to Programs of Study

Arts

Throughout the grades, students in the Fine Arts are creators, performers, historians, critics and consumers. The Fine Arts programs of study include visual arts, music and drama.

- Visual Arts – Students develop perceptual awareness, learn visual arts skills/concepts, interpret and communicate with visual symbols, and create, value and appreciate art.
- Music – Through music education, students perform, listen and compose. They may participate in instrumental music, choral music or general music.
- Drama – Students explore dramatic play through movement, group drama, dance, mime, choral speech, storytelling and puppetry. They also study the elements of drama and theatre by staging productions that include construction, sound, lighting, makeup, costumes, sets and props.

Note | Dance is a Locally Developed Course approved by the Board of Trustees.

Links to Alberta Education's Program of Studies

- [Fine Arts \(1-6\)](#)
- [Fine Arts \(7-9\)](#)
- [Fine Arts \(10-12\)](#)

Career and Technology Foundations (CTF)

In grades 5 to 9, students learn some of the skills and competencies from the CTS occupational areas. The CTF learning activities are based on real-world problems, issues and topics so that students have the foundation to transition into CTS at high school.

- In CTF, students explore their interests, passions and skills while making personal connections to career.
- In CTF, students respond to challenges by participating in a defined process: they create, appraise and communicate.
- In CTF students work independently and with others who exploring careers and technology.

Link to Alberta Education's Program of Studies

- [Career and Technology Foundations](#)

Career and Technology Studies (CTS)

Alberta's Career and Technology Studies (CTS) courses help students in grades 10-12 develop life skills in preparation for both the workplace and future learning. Students choose from over 1400 courses and create a pathway in an area of interest. The courses are arranged into five CTS occupational or industry clusters: Business, Administration, Finance & Information Technology (BIT); Health, Recreation & Human Services (HRH); Media, Design & Communication Arts (MDC); Natural Resources (NAT); and Trades, Manufacturing & Transportation (TMT).

Through CTS, students learn specific industry knowledge and skills for next steps including transferable **competencies** such as collaboration, critical/creative thinking, personal well-being and global citizenship. They also learn that career is more than a job; it's about bringing their own abilities/ interests/ passions to the community while considering their options and evolving their own goals.

Link to Alberta Education's Program of Studies

- [Career and Technology Studies](#)

Mathematics

Alberta's mathematics program encourages students to develop mathematical reasoning and problem-solving skills and to make connections between mathematics and its applications. Provincially defined learning outcomes for students are informed by understandings about the nature of mathematics (key ideas such as change, constancy, number sense, patterns, relations, spatial sense and uncertainty) and mathematical processes (communications, connections, mental mathematics and estimation, problem solving, reasoning, technology and visualization).

The learning outcomes for students in grades K-9 are organized into four strands across the grades. Some strands are subdivided into substrands. There is one general outcome per substrand. The strands and substrands, including the general outcome for each are listed here.

- Number – develop number sense
- Patterns and Relations
 - Patterns – use patterns to describe the world and to solve problems
 - Variables and Equations – represent algebraic expressions in multiple ways
- Shape and Space
 - Measurement – use direct and indirect measurement to solve problems
 - 3-D Objects and 2-D Shapes – describe the characteristics of 3-D objects and 2-D shapes and analyze the relationships among them.
 - Transformations – describe and analyze position and motion of objects and shapes
- Statistics and Probability
 - Data Analysis – collect, display and analyze data to solve problems
 - Chance and Uncertainty – use experimental or theoretical probabilities to represent and solve problems involving uncertainty

In grades 10-12 the Program of Studies includes course sequences and topics rather than strands. Each topic area requires that students develop a conceptual knowledge base and skill set that increases in complexity within each course sequence. Topics in grades 10-12 include:

- Algebra
- Geometry
- Logical Reasoning
- Mathematics Research
- Measurement
- Number
- Permutations, Combinations and Binomial Theorem
- Probability
- Relations and Functions
- Statistics
- Trigonometry

Links to Alberta Education's Program of Studies

[Mathematics K-6](#)

[Mathematics 7-9](#)

[Mathematics Knowledge and Employability \(K&E\) 8 & 9](#)

[Mathematics 10-12](#)

Physical Education

The aim of the Kindergarten to Grade 12 physical education program is for students to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.

- Students participate in age-appropriate dance, sport/games, gymnastics and individual activities in school, community and outdoor settings.
- Students understand, experience and appreciate the health benefits of physical activity including those related to fitness, body image and general well-being.
- Students interact positively with others.
- Students assume responsibility for an active way of life and consider effort, safety and goal setting.

Links to Alberta Education's Program of Studies

[Physical Education K-12](#)

Science

From Kindergarten to Grade 12 science courses provide a framework for students to understand and interpret the world around them. Students develop scientific literacy through collecting, analyzing and interpreting experimental evidence. Additionally, students interconnect science, technology and society as they continue to develop their sense of wonder about the natural world.

Depending on interests, abilities and goals, students in Grade 11 choose one or more scientific disciplines:

- **Biology:** the study of life/energy and matter; body systems; genetics; and changes in biological systems.
- **Chemistry:** the study of matter and how matter interacts/combines/changes.
- **Physics:** the exploration of natural events, technology and the interactions between matter and energy.
- **General Science:** the application of concepts in life science, physical science and earth/space science; and the study of science, technology, society/ environment

Links to Alberta Education's Program of Studies

[Science K-6](#)

[Science 7-9](#)

[Science Knowledge and Employability \(K&E\) 8 & 9](#)

[Science 10-12](#)



operational
expectations
monitoring report

Monitoring report for
the school year
2016-2017

January 9, 2018.

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.

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

Signed: *D. Stevenson*
David Stevenson, Chief Superintendent

Date: December 8, 2017

BOARD OF TRUSTEES ACTION

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

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

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.

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 10, 2017.

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

- Indicator 1: Compliant
- Indicator 2: Non-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: Non-Compliant

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

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.

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 2016-17 fiscal year, quarterly variance reports were presented to the Board of Trustees on the following dates:

- *First Quarter 2016-17 Operating – November 29, 2016*
- *Second Quarter 2016-17 Operating – March 14, 2017*
- *Third Quarter 2016-17 Operating – June 13, 2017*
- *Fourth Quarter 2016-17 Operating – November 28, 2017*

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.	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 compliant with this indicator.

For the period of September 2016 –August 2017 payroll accuracy was 99.95%.

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 2016 –August 2017 99.23% 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, 2016 through August 31, 2017 100% of all non-salary debts were paid without being charged late payment fees.

Evidence demonstrates two of three indicators in sub-section 6.1 is in compliance. The exception is 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.	Not 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 not compliant with this indicator.

Bad debt expense for student fees in 2016-17 was \$2,530,000 representing 7.8% of centrally collected student fee revenue (fees for Instructional Supplies and Materials, Noon Supervision, and Transportation) totaling \$32,396,000.

Evidence demonstrates the indicator in sub-section 6.4 is not in compliance.

6.5 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 28, 2017 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 2016-17 audited financial statements showed a net operating deficit of \$15.1 million. After application of transfers from available reserves, the net operating surplus is \$nil.

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

6.7 Indebt the organization.	Compliant
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Board-Approved Interpretation |

The Chief Superintendent interprets *indebt 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 no new debt arrangements created in 2016-2017.

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 2016-17 fall update budget was approved by the board with planned use of reserves on November 29, 2016. Reserve transfers (reflecting the actual expenditure of reserve funds) were approved by the Board of Trustees on October 31, 2017.

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 October 31, 2017.

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. (Attachment II)

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

ATTACHMENT I: Capacity Building
ATTACHMENT II: Letter from Chair of the 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 19, 2018

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

For the period of September 2016 to August 2017, 99.23% 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

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

For the 2016-2017 school year our bad debt expenses increased. We have reassessed the likelihood of collecting outstanding fees based on past experiences and current legislative regulations which contributed to increasing our bad debt expenses. Given the intention of *Bill 1* to reduce school fees, the CBE reassessed the likelihood of collecting the outstanding fees and decided to write off \$1,700,000 moving this into non-compliance. As the requirements under the new fee regulations for the *School Act* evolve, CBE will monitor its impact and respond accordingly.



**Calgary Board
of Education**

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

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Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

November 15, 2017

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 2016-17 fiscal year. As Chair of the Audit Committee, I am pleased to confirm:

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

Sincerely,

Lisa Davis
Chair, Audit Committee
Trustee, Wards 6 & 7

c.c. David Stevenson, Chief Superintendent of Schools

learning | **as unique** | as every student

operational
expectations
monitoring report

Monitoring report for the
school year
2016-2017
January 9, 2018

OE-7: Asset Protection

CHIEF SUPERINTENDENT CERTIFICATION

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

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

Signed: *D. Stevenson*
David Stevenson, Chief Superintendent

Date: December 8, 2017

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 10, 2017.

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.

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

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.

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

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 approximately 62% of the schools audited (8 of 13 schools) achieved the CBE's target maturity standard (Essential), based on Generally Accepted Recordkeeping Principles. The practices of the five (5) schools that were below the target standard were assessed as being at the lower maturity levels of "In development".

While year over year improvements and engagement have been very encouraging, even more training, support and attention is required to ensure that the CBE's RM practices match Generally Accepted Recordkeeping Principles. In addition, explicit organizational direction will be needed to ensure that RM requirements are understood as compulsory as opposed to discretionary.

- 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.

2016-2017 is the seventh 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 October 4th 2016, January 10th 2017, April 4th 2017 and June 13th 2017, all targets defined in the timeline to achieve compliance for 2016-2017 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, thirty nine (39) 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.

There were also two (2) incidents where students gained unauthorized access to the Student Information and Records System using teacher credentials. In both cases, the teacher's credentials were surreptitiously obtained through spear-phishing and "shoulder surfing" respectively. Following quick corrective actions, thorough investigations were conducted and appropriate disciplinary actions were taken.

To strengthen authentication (and help prevent future incidents), the CBE is working to implement Two-Factor Authentication (2FA). This technology will introduce a second Factor (or authentication mechanism) to confirm the legitimacy of users prior to them gaining access. It is expected that this technology will be implemented in 2017/18.

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 percent 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 although a recommendation was made to consider strengthening the CBE's password standards. In response, the CBE highlighted its work on Two-Factor Authentication (2FA) and its expected 2017/18 implementation.

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 exception is 7.3.1a.

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 2016-17, \$91.8 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 \$85.9 million, therefore 107% 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 2014-15 to 2016-17, \$102 million was spent on qualified IMR projects, while \$92.5 million in IMR funding was received. The three year rolling average related to funding is \$30.8 million. The annual expenditure on IMR projects in 2016-17 was \$42.5 million, which is 138% 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 2016-17, only 1 of 188 (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 2016-17, there was one instance of remedial work exceeding \$10,000. The restoration work in this one case cost \$17,879.

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.

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
--	-----------

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.

In June 2017, the CBE requested a transfer and disposition of its interest in a 0.13 acre portion of land at Nelson Mandela High School to the City of Calgary for roadway and sidewalk realignment. This disposal was approved by the Board and the Minister of Education. No other disposals of real property occurred in 2016-2017

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 2016-2017 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 9, 2018

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 indicated 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.

OE-5: FINANCIAL PLANNING

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 5: Financial Planning, the Chief Superintendent certifies that the proceeding information is accurate and complete, and is:

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

Signed: *D. Stevenson*
Chief Superintendent

Date: Nov. 17, 2017

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 5: Financial Planning, 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-5: FINANCIAL PLANNING

Executive Summary

Operational Expectation 5: Financial Planning establishes the values and expectations of the Board of Trustees for the Calgary Board of Education in developing and maintaining financial planning that allows the organization to meet its fiscal obligations on an ongoing basis.

The Chief Superintendent's reasonable interpretations for OE 5: Financial Planning were approved on March 20, 2012 and subsequent revisions approved on May 28, 2013. The Board of Trustees last monitored OE 5: Financial Planning on November 29, 2016. Revisions were approved to the Reasonable Interpretations on April 5, 2016 and will be used to monitor the 2017-2018 budget development process.

5.1 The Chief Superintendent will develop a budget that 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.

- Indicator 1: Compliant

5.2 The Chief Superintendent will develop a budget that credibly describes revenues and expenditures.

- Indicator 1: Compliant

5.3 The Chief Superintendent will develop a budget that shows the amount spent in each budget category for the most recently completed fiscal year, the amount budgeted for the current fiscal year, and the amount budgeted for the next fiscal year.

- Indicator 1: Compliant

5.4 The Chief Superintendent will develop a budget that discloses budget-planning assumptions.

- Indicator 1: Compliant



OE-5: FINANCIAL PLANNING

5.5 The Chief Superintendent will develop a budget that plans for fiscal soundness in future years.

- Indicator 1: Compliant

5.6 The Chief Superintendent will develop a budget that reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increase and benefits.

- Indicator 1: Compliant

5.7 The Chief Superintendent will develop a budget that includes amounts determined by the Board to be necessary for the Board to effectively and efficiently perform its governing responsibilities.

- Indicator 1: Compliant

5.8 The Chief Superintendent may not develop a budget that plans for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year.

- Indicator 1: Compliant
- Indicator 2: Compliant

Two documents are named in the indicators for OE-5: a Budget Document and a Budget Assumptions Report.

The Budget Document named in the indicators is the “Working Together for Student Success: Budget Report for 2017-18”, as submitted on June 20, 2017. Evidence in this monitoring report will point to specific pages in the budget report. The budget report as a whole is referred to as the Budget Document.

The Calgary Board of Education Budget Assumptions report was presented to the Board of Trustees on April 11, 2017. It is included in the Budget Document on page 142.

OE-5: FINANCIAL PLANNING

The Chief Superintendent shall 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.

Board-approved Interpretation |

- The Chief Superintendent interprets *multi-year* to mean a three-year period rolling in synchronization with the Three-Year Education Plan. This multi-year financial plan includes both the operating and capital Budgets.
- The Chief Superintendent interprets *develop and maintain* to mean that the multi-year financial plan will be presented and approved by the Board of Trustees May 31 of each year.
- In extenuating circumstances (delayed provincial budget, election, etc.) the presentation and approval of the multi-year financial plan may be delayed beyond May 31. In such cases, the Chief Superintendent will liaise with Alberta Education to determine the appropriate approval date.
- The Chief Superintendent interprets *directly related to the Board's Results priorities* to mean in accordance with the Three-Year Education Plan, which is the strategy designed to achieve the Board's Results priorities and Operational Expectations goals. Furthermore, the format will include comparative numbers for the previous year and the forecasted budgets for the ensuing two years.
- The Chief Superintendent interprets *directly related to the Board's Operational Expectations goals* to mean that the processes used in financial planning are conducted, and the format and content of the financial planning document are developed, in compliance with the requirements of Operational Expectations.
- Due to lack of certainty related to future year funding from the Province, the forecast numbers for the ensuing two years will be the Chief Superintendent's best estimates and should not be considered the final financial plan for those years. Also due to the lack of certainty related to future year funding from the Province, the forecasted future budgets may not be balanced. This is not an indicator of fiscal jeopardy as budget balancing will occur when sufficient certainty for Provincial funding has been achieved.
- The Chief Superintendent interprets *avoids long-term fiscal jeopardy to the organization* as referring to the ultimate financial decisions reflected in the financial plan. Fiscal jeopardy refers to the inability of the organization on an ongoing basis to continue to operate and meet statutory obligations in the



normal course of operations for the foreseeable future. To avoid fiscal jeopardy, the organization must have:

- sufficient accumulated surplus from operations available to cover any planned shortfall or;
- an approved accumulated deficit elimination plan for any planned accumulated deficit from operations.

This in itself does not demonstrate avoidance of fiscal jeopardy as it reflects the financial position at a single point in time.

- The Chief Superintendent interprets *guarding against fiscal jeopardy* during the development of the financial plan to mean that the financial planning decisions will:
 - Only contemplate an annual deficit if there is sufficient accumulated surplus from operations available to cover the deficit. The accumulated surplus should be calculated exclusive of any one time non-reversing accounting adjustments that flow to the accumulated surplus from operations;
 - Only contemplate an accumulated deficit if there is a clear, prudent financial plan to eliminate it and the plan is approved by the appropriate authority in the Government of Alberta;
 - Address any planned deficits over an identified time frame appropriate to the circumstances, but usually within available resources anticipated in the Three-Year Education Plan;
 - Strive to develop and maintain an operating reserve base equal to 1% of jurisdiction revenues, whenever possible;
 - Strive to develop and maintain capital reserves sufficient for CBE capital needs;
 - Strive to ensure all operating reserves are planned to be spent and replenished (where appropriate) within the Three-Year Education Plan cycle;
 - Strive to ensure all capital reserves are planned to be spent and replenished (where appropriate) within a 10 Year Capital Planning cycle;
 - Maintain positive operating cash flows within the period covered by the Three-Year Education Plan; and
 - Be based on acceptable levels of risk, as contemplated in the Three-Year Education Plan.

The Chief Superintendent will develop a budget that:

<p>5.1 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.</p>	<p>Compliant</p>
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Board-approved Interpretation |

The Chief Superintendent interprets *summary format understandable to the Board* to be the format required by Alberta Education.

Additionally, a format understandable to the Board means that:

- revenues are presented by major categories, by block, by service unit, schools, areas, and other where appropriate and meaningful for the reader.
- expenditures are presented by major category, by expenditure block, and also broken out by service unit, schools, areas and other where appropriate.
- centrally managed fees are presented showing major categories of revenues and expenditures sufficient to inform the public.

The Chief Superintendent interprets *Board understands the relationship between the budget and Results priorities and any Operational Expectations goals for the year* to mean that at the outset of the budget building process, the Board will be presented with a Budget Assumptions Report that demonstrates the linkages and sets out material planning assumptions related to key categories of revenues and expenditures.

Board-approved Indicators and *Evidence of Compliance* |

1. A Budget Document that reflects the above interpretation and the related Budget Assumptions Report.

A budget was presented to the Board on June 20, 2017.

The organization is compliant with this indicator.

Evidence demonstrates the indicator in sub-section 5.1 is in compliance.

5.2 Credibly describes revenues and expenditures	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *that revenues and expenditures are credibly described to mean* when they summarize:

- revenue by major funding source, block, service unit, schools, areas and other as appropriate; and
- expenditure by spending categories typically used in financial statements prepared in accordance with generally accepted accounting principles and including service units, blocks, schools, areas and other as appropriate.

The Chief Superintendent interprets *credible description* to mean the format required by Alberta Education, and including revenue and expenditures by service units, schools, areas, block, major category, as necessary to reasonably describe the operations of the Calgary Board of Education. The financial information will be supplemented by a glossary of terms and explanatory notes.

Board-approved Indicator and *Evidence of Compliance* |

1. A Budget Document that reflects the above interpretation.

Budgeted revenues and expenditures are reported on page 79 of the Budget Document in the categories and format required by Alberta Education and in accordance with Canadian public sector accounting standards. Descriptions of the reported revenue and expense categories are included on pages 45 and 46 of the Budget Document.

Additional details and a breakdown of revenues and expenditures are provided on pages 49 – 77 including percentages of totals and variances from the 2015-16 budget. A glossary of terms is found starting on page 169.

The organization is compliant with this indicator.

Evidence demonstrates the indicator in sub-section 5.2 is in compliance.

5.3 Shows the amount spent in each budget category for the most recently completed fiscal year, the amount budgeted for the current fiscal year, and the amount budgeted for the next fiscal year.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *budget category* to mirror the revenue and expenditure categories.

The Chief Superintendent interprets the requested disclosure to be three fiscal years, being the previous fiscal year actuals, the current fiscal year budget, and the next fiscal year (being the year for which budget approval is required).

In addition, to comply with the overall requirement to present a *multi-year budget*, in accordance with the Chief Superintendent’s interpretation, the presentation will include (for information purposes only) the planned amounts for two subsequent years based on known information at the time of budget preparation.

Board-approved Indicator and *Evidence of Compliance* |

1. A Budget Document that reflects the above interpretation.

Page 79 of the Budget Document presents the minimum amount of information required by this indicator as well as enhanced comparative information in order to comply with the requirements of the Meritorious Budget Award (MBA) for which the CBE has been awarded for the 2016 -17 year and has submitted for 2017-18.

The 2017-18 budget is presented along with actual activity from 2013-14, 2014-15 and 2015-16. The Fall Budget for 2016-17 is also provided for comparative purposes.

Budget projections for the 2018-19, 2019-20 and 2020-21 are also included.

The organization is compliant with this indicator.

Evidence demonstrates the indicator in sub-section 5.3 is in compliance.

5.4 Discloses budget-planning assumptions	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets the *budget-planning assumptions* to include:

- financial, economic and other relevant factors where uncertainty exists; and
- resource allocation strategies.

The Chief Superintendent interprets that the *disclosure of budget planning assumptions* shall be a separate document, containing both a description of the major assumption and the intended budget impact. Presentation of this document to the Board of Trustees will take place in advance of the presentation of the resulting budget.

To demonstrate that the ultimate budget document reflects the planned assumptions, the statistics and impacts from the Budget Assumptions Report will be re-calculated using the final budget figures and included with the Budget Document presented to the Board. Due to the dynamic nature of budget planning, the Budget Document may vary from the Budget Assumptions Report due to material changes in the fiscal environment that are outside of the ability of the Chief Superintendent to control.

Disclosure of assumptions shall be based on materiality of impact. For the purposes of disclosure, the Chief Superintendent interprets *material impact* to be either:

- any assumption having an anticipated impact greater than two percent of the budget; and
- any assumption that is pivotal to the delivery of the Three-Year Education Plan.

By necessity, the level of detail of the assumptions and the confidence in the estimated impacts will be greater for the current year budget being approved than for the ensuing two years provided for information only. These future years will be modified and adjusted in each ensuing year to respond to unforeseen and changing circumstances and formal budget approval by the Board for those years will occur annually.

The accuracy and completeness of the Budget Assumptions Report is directly related to the accuracy and reliability of the provincial government’s fiscal plan. As provincial spending plans lapse annually, the reliability of provincial government fiscal plans is subject to annual votes of the Legislature. The lapsing nature of provincial budget dollars impacts the reliability of the Chief Superintendent’s financial plan for future years.

Board-approved Indicators and Evidence of Compliance |

1. A Budget Assumptions Report that reflects the above interpretation.

The Budget Assumptions Report provides the following information as required by the above interpretation:

- *Financial, economic and other relevant factors where uncertainty exists are disclosed in the attached Budget Assumption Report beginning on page 13, page 15 for Revenue and page 17 for expenses.*
- *Resource allocation strategies are provided on pages 8 – 11 and 17 – 21.*

All assumptions having an impact greater than two percent of the budget and all assumptions pivotal to the delivery of the Interim Three-Year Education Plan have been disclosed in the Budget Assumptions Report on the above noted pages.

The organization is compliant with this indicator.

Evidence demonstrates the indicator in sub-section 5.4 is in compliance.

5.5 When future government funding commitments have been made, creates a multi-year budget and plans for fiscal soundness in future years.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets:

- *Plans for* to mean that financial decisions are made in accordance with the previous interpretation of “guarding against fiscal jeopardy” while achieving the outcomes set out in the Three-Year Education Plan.

- *Fiscal soundness in future years* to mean ongoing ability to meet financial obligations within the context of a provincial controlled public entity.

Board-approved Indicator and Evidence of Compliance |

1. A Budget Assumptions Report that reflects the above interpretation and the condition contained in the reasonable interpretation.

The 2017-18 Budget is balanced with the use of reserves and a reduction in capital activity to fund regular operations. Reserves are planned to be utilized to fund the operating deficit and capital costs.

The projections included in the report for 2018-19 to 2020-21 do not represent deficit plans. Rather, the deficits are indicative of the additional revenue and/or program and service reductions that would be necessary to generate a balanced budget. As well, as a government controlled entity there is no risk that the CBE will be unable to meet its financial obligations.

The CBE's 2017-18 budget plans for the retention of approximately 1% of its annual operating expenses as reserves at the end of the year as disclosed on page 24 of the Budget Document. These reserves, along with other cost savings measures, will be used to develop balanced budgets in future years.

The organization is compliant with this indicator.

Evidence demonstrates the indicator in sub-section 5.5 is in compliance.

5.6 Reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increase and benefits.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets that the financial plan will *reflect anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increases and benefits* by including these estimated changes in the projections for salaries and benefits expenses, including grid increases, in each of the three years presented in the financial plan.

Board-approved Indicator and Evidence of Compliance |

1. A Budget Assumptions Report that reflects the above interpretation.

Estimated changes in the projections for salaries and benefits expenses are incorporated into the budget assumption on page 17 of the Budget Assumptions Report. These assumptions are reflected in the information provided in the Budget Document.

The organization is compliant with this indicator.

Evidence demonstrates the indicator in sub-section 5.6 is in compliance.

5.7 Includes amounts determined by the Board to be necessary for the Board to effectively and efficiently perform its governing responsibilities	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *amounts determined by the Board to be necessary for the Board to effectively and efficiently perform its governing responsibilities* to be the Office of the Trustees' budget allocation.

Board-approved Indicator and Evidence of Compliance |

1. Board approval of the Office of the Trustees' budget allocation.

At the meeting on May 16, 2017, the Board of Trustees approved the Office of the Trustees' budget allocation for 2017-18.

The organization is compliant with this indicator.

Evidence demonstrates the indicator in sub-section 5.7 is in compliance.

The Chief Superintendent may not develop a budget that:

5.8 Does not plan for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *conservatively projected to be available* to mean that:

- the source of the funding can be specifically identified; and
- the timing for receipt and amount of funding can both be reasonably estimated.

Reasonably estimated means our level of confidence in our projections is:

- high; or
- if moderate, is acceptable given potential alternative actions.

Levels of confidence are defined in the context of the organization's operating context and related risk tolerance.

Board-approved Indicators and *Evidence of Compliance* |

1. A Budget Assumptions Report that reflects the above interpretation.

Over 93% of Calgary Board of Education funding is derived from Provincial grants. Revenue projections are based on the Alberta Education Funding Manual, and CBE student projections, which have been extremely reliable on a system-wide basis. Remaining revenues have been budgeted conservatively, as described in the attached Budget Assumptions Report on pages 15 - 16.

The organization is compliant with this indicator.

2. A Budget Document that reflects the above interpretation.

The projected 2017-18 deficit results are fully funded by available reserves.

On page 79 of the Budget Document, the Three-Year Financial Plan reflects expenses in excess of revenue for 2018-19 to 2020-21. These deficits represent the additional revenue and/or cost reductions needed to balance the budget in the future and are not plans to overspend in future years.

The organization is compliant with this indicator.

Evidence demonstrates all indicators in sub-section 5.8 are in compliance.

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.

operational
expectations
monitoring report

Monitoring report for the
school year 2016-2017

Report date:
December, 5, 2017
Resubmitted:
January 9, 2018

OE-11: Learning Environment/Treatment of Students

BOARD OF TRUSTEES ACTION

With respect to OE-11: Learning Environment/Treatment of Students, the Board of Trustees:

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



operational
expectations
monitoring report

OE-11: Learning Environment/Treatment of Students

Monitoring report for the
school year 2016-2017

Report date:
December 5 2017

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 11: Learning Environment/Treatment of Students, the Chief Superintendent certifies that the proceeding information is accurate and complete, and is:

- In Compliance
- In Compliance with policy exceptions as noted in the evidence
- Not in Compliance

Signed: *D. Stevenson* Date: Nov. 17, 2017
David Stevenson, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 11: Learning Environment/Treatment of Students, the Board of Trustees:

- Finds the evidence to be compliant
- Finds the evidence to be compliant with noted exceptions
- Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: _____ Date: _____
Chair, Board of Trustees

OE-11: Learning Environment/Treatment of Students

Executive Summary

The Chief Superintendent shall establish and maintain a learning environment that is safe, respectful and conducive to effective learning for each student.

Operational Expectation 11: Learning Environment/Treatment of Students establishes the Board of Trustees' values and expectations for the Calgary Board of Education's work in providing learning environments that support student success.

The Chief Superintendent's reasonable interpretations for OE 11: Learning Environment/Treatment of Students was approved on May 1, 2012. The Board of Trustees last monitored OE 11: Learning Environment/Treatment of Students on November 29, 2016.

The report provided today includes data available from the 2016-2017 school year. The following summary of the individual policy statements for OE 11: Learning Environment/Treatment of Students provides an overview of the results of each indicator. Information, including evidence pertaining to each specific indicator is presented in detail in this report.

11.1 The Chief Superintendent shall protect instructional time provided for students during the academic day by prohibiting interruptions due to unnecessary intrusions.	Compliant
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- Indicator 1: Compliant
- Indicator 2: Compliant
- Indicator 3: Compliant

11.2 The Chief Superintendent shall provide safe learning conditions for each student.	Compliant
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- Indicator 1: Compliant
- Indicator 2: Compliant
- Indicator 3: Compliant

operational
expectations
monitoring report

OE-11: Learning Environment/Treatment of Students

- Indicator 4: Compliant

11.3 The Chief Superintendent shall maintain a climate that is characterized by support and encouragement for high student achievement.	Compliant
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- Indicator 1: Compliant

11.4 The Chief Superintendent shall ensure that all confidential student information is lawfully collected, used and protected.	Compliant
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- Indicator 1: Compliant
- Indicator 2: Non-compliant
- Indicator 3: Compliant
- Indicator 4: Compliant

11.5 The Chief Superintendent shall provide instructional programs and transportation services that consider the educational needs of students, the choices of families, and the fiscal and operational capacity of the organization.	Compliant
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- Indicator 1: Compliant
- Indicator 2: Compliant
- Indicator 3: Compliant

11.6 The Chief Superintendent shall not tolerate any behaviours, actions or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.	Compliant
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- Indicator 1: Compliant

OE-11: Learning Environment/Treatment of Students

The Chief Superintendent shall establish and maintain a learning environment that is safe, respectful and conducive to effective learning for each student.

Board-approved Interpretation |

The Chief Superintendent interprets *learning environment* to be those situations when students are engaged in instruction and activities related to Alberta Education's Programs of Study and where students are supervised by Calgary Board of Education employees. Learning environments include approved off-site activities.

The Chief Superintendent interprets *safe* to mean a learning environment where students may focus on their learning, reasonably free from distractors. This learning environment provides for students intellectually, socially, emotionally and physically.

The Chief Superintendent interprets *respectful* to mean a learning environment that is safe, caring and where students feel they are treated fairly.

The Chief Superintendent interprets *conducive to effective learning* to mean a learning environment that provides the conditions and encouragement necessary for students to achieve at the level appropriate to them. In this learning environment students are engaged in their learning and are challenged to stretch and grow.

The Chief Superintendent will

11.1 Protect instructional time provided for students during the academic day by prohibiting interruptions due to unnecessary intrusions.	Compliant
---	-----------

Board-approved Interpretation |

The Chief Superintendent interprets *instructional time provided for students during the academic day* to be those scheduled periods that focus on the learning outcomes of students, as defined by Alberta Education's authorized Programs of Study.

The Chief Superintendent interprets *protect* and *prohibit* to mean clear communication to school principals about expectations for instructional time and the correction of known instances of operation outside of regulations. Regulations and expectations for instructional time provide guidance or direction related to such things as school participation in campaigns, school participation in elections, and school participation in programs provided by outside services and partnerships.

The Chief Superintendent interprets *unnecessary intrusions* to be a halt to instructional time not related to student learning outcomes, with the exception of approved practices and emergent responses connected to safety.

Board-approved Indicators and *Evidence of Compliance* |

1. 100% of on-site student activities taking place in instructional time will focus on student learning outcomes.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *“all on-site student activities taking place in instructional time focused on student learning outcomes.”*

2. 100% of off-site activities occurring during instructional time will support student learning outcomes.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *“all off-site activities taking place in instructional time focused on student learning outcomes.”*

3. 100% of schools will use a visitor sign-in system so that visitors check in at the school office before proceeding to classrooms or other areas of the school.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *“my school uses a system that requires visitors to sign-in and/or check-in before proceeding to classrooms or other areas of the school.”*

Evidence demonstrates all indicators in sub-section 11.1 are in compliance.

11.2 Provide safe learning conditions for each student.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *safe* to mean the learning environment is free from potential harm to students, where students may focus on their learning, reasonably free from distractors. This learning environment provides for students intellectually, socially, emotionally and physically.

Board-approved Indicators and *Evidence of Compliance* |

1. 100% of schools will have the required number of school employees on staff with a current certification in first aid, as set out by Occupational Health and Safety.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *“my school had the required number of staff with a current certification in first aid, as set out by Occupational Health and Safety.”*

2. 100% of schools offering off-site activities to students will have the required number of school employees with current certification in first aid participating in the activities, as set out by the Calgary Board of Education off-site manual.

The organization is compliant with this indicator.

- *Risk management and Off-Site departments confirm all schools offering off-site activities had the required number of staff with a current certification in first aid or access to certified first aid personnel at their destination, as set out by the Calgary Board of Education off-site activities manual.*
- *Principals report providing the required number of staff with appropriate certification participating in off-site activities.*

3. 100% of schools will practice an emergency plan that includes fire drills, evacuation procedures and lockdown procedures.

The organization is compliant with this indicator.

100% of school principals confirmed that lockdowns and evacuation practices were held.

- *All schools conducted the required fire drill, lockdown and evacuation procedures.*

4. The Calgary Board of Education annual Safe and Caring Schools result, as determined by Alberta Education’s Accountability Pillar Survey will be intermediate (81 percent) or higher.

The organization is compliant with this indicator.

89.3% of teachers, parents and students agree 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.

Evidence demonstrates all indicators in sub-section 11.2 are in compliance.

11.3 Maintain a climate that is characterized by support and encouragement for high student achievement.	Compliant
--	-----------

Board-approved Interpretation |

The Chief Superintendent interprets *student achievement* to include a demonstration of performance in areas of academic success, citizenship, character and personal development. Evidence of student performance is comprehensively covered in the monitoring of Results policies. In this interpretation of operational policy, the focus is on the supports and practices that enable students to do their best.

The Chief Superintendent interprets *climate* to be the learning environment.

Support and encouragement are interpreted to mean the practices that create a learning environment where schools are safe, caring and fair.

Along with practices, positive relationships with peers and adults in the school assist students socially/emotionally and intellectually.

Board-approved Indicator and Evidence of Compliance |

The Calgary Board of Education annual Safe and Caring Schools result, as determined by Alberta Education’s Accountability Pillar Survey will be intermediate (81%) or higher.

The organization is compliant with this indicator.

89.3% of teachers, parents and students agree 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.

Evidence demonstrates the indicator in sub-section 11.3 is in compliance.

11.4 Ensure that all confidential student information is lawfully collected, used and protected.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets this sub-section to mean that all records about students are maintained in confidence and disclosed only if authorized and by law. Administrative regulations about student records must align with the School Act and the regulations passed thereunder, as well as other applicable legislation and regulations about student records.

The Chief Superintendent interprets *collected, used and protected* to mean student records will be gathered, shared and stored as defined in the School Act, the Freedom of Information and Protection of Privacy Act, the Child Welfare Act, and the Income Tax Act.

Board-approved Indicators and *Evidence of Compliance* |

1. Administrative Regulations regarding student records will align with legal requirements.

The organization is compliant with this indicator.

Administration has confirmed that Administrative Regulation 6024: Student Records is aligned with Alberta Education Student Records Regulation and Calgary Board of Education legal requirements.

2. 100% of school principals indicate the practices in their schools will comply with the organization’s Administrative Regulations regarding student records.

The organization is not compliant with this indicator.

99.5 % of school principals responded Yes to the following statement:

- *“the practices in my school comply with Administrative Regulation 6024 – Student Records.”*
- *1 school indicated there was an instance of non-compliance with Student Records. This instance was brought to the attention of the FOIP coordinator and the applicable notification was completed.*

3. 100% of practices in Calgary Board of Education’s Records Management department will comply with the organization’s regulations regarding student records.

The organization is compliant with this indicator.

The Records Management department confirms that department practice complied with Calgary Board of Education Administrative Regulation 6024 – Student Records.

4. 100% of specialized assessments will proceed only after informed consent is received from the parent/guardian or independent student.

The organization is compliant with this indicator.

The Learning service unit confirms 100% of specialized assessment applications are initiated after a conversation between parent/guardian or independent student and school and/or system personnel responsible for administering specialized assessments, and a written signature.

Evidence demonstrates three of four indicators in sub-section 11.4 are in compliance. The exception is indicator 11.4.2

11.5 Provide instructional programs and transportation services that consider the educational needs of students, the choices of families, and the fiscal and operational capacity of the organization.	Compliant
--	-----------

Board-approved Interpretation |

The Chief Superintendent interprets this sub-section to mean that instructional programs will take into account the strengths, interests and learning outcomes of students, as defined by Alberta Education’s authorized Programs of Study.

It means the organization will maintain a reasoned balance in determining programs and programming for students, in consultation with parents and guardians about educational programming. Critical to this balance is connecting cost and service.

Board-approved Indicators and Evidence of Compliance |

1. 100% of students have access to an instructional program that meets their learning goals, strengths and interests.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *“students in my school had access to an instructional program that met their learning goals, strengths and interests.”*

2. 100% of alternative program proposals received by the Calgary Board of Education will be considered in three key areas: community interest, the organization’s ability to realize successful student learning outcomes and the fiscal responsibilities of the Calgary Board of Education.

The organization is compliant with this indicator.

The Deputy Chief Superintendent confirms that three proposals for alternative programs were reviewed during the 2016-2017 school year.

3. 100% of decisions about the provision of transportation service for students and the related fee structures are based on access to instructional program and the fiscal responsibilities of the Calgary Board of Education.

The organization is compliant with this indicator.

Administration confirms that decisions were based on access to instructional program for the 2016-2017 school year balanced with the fiscal responsibilities of the CBE. There were no transportation reserve funds available to balance the transportation budget.

Evidence demonstrates all indicators in sub-section 11.5 are in compliance.

The Chief Superintendent shall not:

11.6 Tolerate any behaviours, actions or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *tolerate* to mean timely action will be taken to address complaints or other evidence of concern related to adult interactions with students.

The Chief Superintendent interprets *adults who have contact with students* to be employees of the Calgary Board of Education and persons volunteering in schools with the knowledge and consent of school staff.

The Chief Superintendent interprets *hinder the academic performance* to mean adult behaviours, actions or attitudes that interfere with student learning. *Hinder the well-being of students* is interpreted to mean adult behaviours, actions or attitudes that do not support a respectful learning environment.

Board-approved Indicators and Evidence of Compliance |

1. 100% of complaints of alleged inappropriate behaviour of employees or volunteers towards students will be addressed within the organization's regulations.

The organization is compliant with this indicator.

100% of school principals and area directors responded Yes or NA to the following statements:

- *“all reported complaints of alleged inappropriate behaviour of employees or volunteers were addressed within the regulations of the CBE.”*
- *“in my Area, all complaints of alleged inappropriate behaviour of school principals toward students were addressed within the regulations of the CBE.”*

Evidence demonstrates the indicator in sub-section 11.6 is in compliance.

**ATTACHMENT: OE-11 Learning Environment/Treatment of Students
Capacity Building**

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

OE-11: Learning Environment/Treatment of Students**Capacity Building**

December 5, 2017

11.4.2 100% of school principals indicate the practices in their schools will comply with the organization's Administrative Regulations regarding student records.

Records Management department will continue to provide on-site support to schools to build capacity with regards to safe and legal record keeping practices that are aligned with CBE Administrative Regulations and current legislation. Ongoing on site audits and reviews provide opportunities for learning, deepening understanding and changing practice. Record management information and updates will continue to be provided on a regular basis to administrative secretary learning sessions held throughout the school year. Ensuring that principals know who to contact regarding specific information or situations continues to be a critical component of these learning opportunities.



report to Board of Trustees

Correspondence

Date	January 9, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Kelly-Ann Fenney Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

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

- Letter dated December 13, 2017 from the Board Chair to the Hon. D. Eggen, Minister of Education, regarding their November 22, 2017 meeting to discuss how they can build on their positive working relationship to support students in Calgary.
- Letter dated December 13, 2017 from the Metro School Boards Group to the Hon. D. Eggen, Minister of Education, requesting a meeting to support the development of Bill 28.

Attachments: Relevant Correspondence





Board Chair

Trina Hurdman Wards 1 & 2

Vice-Chair

Marilyn Dennis Wards 5 & 10

Trustees

Althea Adams Wards 3 & 4

Lisa Davis Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

December 13, 2017

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

Dear Minister Eggen:

Re: November 22 Meeting

I write on behalf of the Board of Trustees of the Calgary Board of Education (“CBE”) to thank you for meeting with us on November 22, 2017. Our Board and our Chief Superintendent, David Stevenson, appreciated the opportunity to discuss how we can build on our positive working relationship to support students in Calgary. As the largest school board in the province, the Board has the responsibility and privilege of being the local voice for CBE students. The CBE has the most diverse and complex student population in the province and the Board is entrusted by the people of Calgary to govern in a way that advances success for all students. We believe the discussion was productive and look forward to more meetings with you in the coming year.

As a strong advocate for public education the CBE Board of Trustees believes that sustainable funding is critical to ensuring that all students are provided with the learning opportunities, supports and infrastructure to achieve success. We recognize and appreciate your Government’s funding of enrolment growth and ask that it be sustained in the upcoming fiscal year. In addition, we ask that you increase funding rates to account for the full costs of delivering education services including costs for complex learning needs, transportation, increased cost of goods and services (i.e. inflation), costs required to fund staff grid movement, and costs associated with building and opening new schools. As discussed at our meeting, the CBE is anticipating a \$35.5 million shortfall for 2018-19 school year should per student funding rates continue to remain at current levels.

Our experience shows that funding for enrolment growth does not provide sustainable funding to support our student population. We continue to have lower per student funding rates than provided in 2011 despite increasing costs. With a growing population and more schools to operate, we continue to have to make challenging decisions as we balance an ongoing need for space and support for an increasingly diverse student population, within budget constraints.

We welcome the introduction of Bill 28, and in particular, the move to a common age of entry into school and an update to the eligibility criteria for transportation services. We look forward to having more conversations with you around the legislative amendments and how they impact our district. Of critical importance to our Board is that any changes to the walk limit that increase the cost of delivering transportation services be fully funded by the Government. Furthermore, as discussed at our meeting, we ask that you give school boards the regulations before the end of January 2018. Prior to the regulations being released we would appreciate an early opportunity for engagement to ensure that you and your staff are aware of the funding and operational impacts of the regulations. We anticipate the regulations will impact service levels to students and we have learned through experience that a system of our size needs ample time to adjust. As a district we value parent input and believe that having adequate time to engage is critical to facilitating their understanding of potential changes and to garner their support.

Regarding the recent Operational Review we look forward to receiving the more detailed and finalized report, including comparisons to other large school boards in Alberta. It is our understanding that this final report will be provided by the end of the year.

We look forward to a positive working relationship and ongoing opportunities to meet, collaborate and discuss challenges and opportunities while striving towards our common goal: an excellent education for Calgary students and students across the province. Please let us know at your earliest opportunity when we may meet again to discuss how we can work together in support of students.

Sincere regards,



Trina Hurdman
Chair, Board of Trustees
Calgary Board of Education

The Metro School Boards Group



**Calgary Board
of Education**



**CALGARY CATHOLIC
SCHOOL DISTRICT**



**EDMONTON
CATHOLIC SCHOOLS**



EDMONTON PUBLIC SCHOOLS

December 13, 2017

Honourable Minister Eggen
Minister of Education
228 Legislature Bldg.
10800 - 97 Avenue
Edmonton, AB, T5K 2B6

Dear Honourable Minister Eggen:

The Metro School Boards Group, comprised of the Calgary Board of Education (CBE), the Calgary Catholic School District (CCSD), the Edmonton Catholic School District (ECSD), and the Edmonton Public School Board (EPSB), met with Trustees from all our Boards on November 19, 2017. This meeting was an opportunity to connect and meet the many new Trustees to each of our Boards, as well as to review and affirm our collective support for the Metro School Boards Group defined purposes which are:

- To promote an understanding of the needs of students in Alberta's two metropolitan centres.
- To work collaboratively as four Metro School Boards; Calgary Board of Education, Calgary Catholic School District, Edmonton Catholic School District and Edmonton Public School Board to advocate for the learning needs of metro students.
- To share best practices for Metro School Boards.

We have included our Metro School Boards Group Charter for your information.

Collectively our Boards serve approximately half of all Alberta students. Working together collaboratively and by sharing best practices, we can best support all our students. We would like to express our appreciation for past collaborations with your Ministry and look forward to continuing to work together.

In the spirit of collaboration, the Metro School Board Chairs are requesting an opportunity to meet with you, to support the development of regulations related to Bill 28. As has been expressed to you in prior meetings with our individual Boards, it is important that these regulations for Bill 28, and specifically in relation to transportation, which is to come into effect for the 2018/19 school year, be developed by the end of January 2018. A timely release of the regulations will support the successful implementation of this legislation. As such, we respectfully request that a meeting date be set with you as soon as possible.

We look forward to meeting with you and continuing to work in collaboration with you and your Ministry.

Trina Hurdman
Chair, Calgary Board
of Education

Cheryl Low
Chair, Calgary Catholic
School District

Terry Harris
Chair, Edmonton Catholic
School District

Michelle Draper
Chair, Edmonton Public
School Board

The Metro School Boards Group



Calgary Board
of Education



CALGARY CATHOLIC
SCHOOL DISTRICT



EDMONTON
CATHOLIC SCHOOLS



EDMONTON PUBLIC SCHOOLS

Metro School Boards Group Charter

Purpose:

- To promote an understanding of the needs of students in Alberta's two metropolitan centres
- To work collaboratively as four metro school boards; Calgary Board of Education, Calgary Catholic School District, Edmonton Catholic School District and Edmonton Public School Board to advocate for the learning needs of metro students
- To share best practices for metro school boards

Goals:

- Raise the awareness of decision makers on the unique role that metro school boards play in educating students
- Advocate for the best learning opportunities to support success in school for all students
- To share knowledge and experience
- To learn from others
- To build capacity and to develop leadership within the Metro School Boards Group

Roles:

Chair

- Chair of the Metro School Boards Group is an elected position to provide leadership to facilitate the work of the group
- Chair of Metro School Boards Group will be elected in the fall, during the Metro School Boards Group meeting
- The Chair of the Metro School Boards Group will be selected from one of the four metro chairs (one vote per board)
- The term for the Chair will be one year
- The Chair of the Metro School Boards Group will chair all meetings (metro board and metro chair)
- The Chair will set the agenda for all meetings

Rules:

- A general consensus model will be used for all decisions required
- Issues will focus on items of common advocacy

- A record of the meetings will be kept
- Correspondence from the Metro School Boards Group will go out under the signatures of all four board chairs.

Responsibilities:

- Limitation: decisions are not binding on individual boards
- Each member is expected to participate fully
- Vice Chairs will be invited to attend meetings or designate trustee, as agreed upon by Metro Chairs, to promote succession planning
- Each member is expected to be on time for meetings
- Each member is expected to attend all meetings
- Each member is expected to represent the metro perspective
- Each Board Chair is responsible to ensure that their respective boards are fully informed of all deliberations and decisions made at metro chair meetings
- Advocacy will be focused at the provincial level

Relationships:

- The Metro School Boards Group will foster effective working relationships with each other, with provincial organizations, and with the provincial government

Meetings/Quorum:

Metro School Boards Group:

- Will meet at least twice a year, in November and June
- Will meet for emergent matters as needed
- Quorum: at least two trustees from each school board, and a minimum of 16 trustees

Metro Chair Group:

- Chairs will meet as required
- Quorum: 3 of 4 Boards represented by the Chair or designate
- If a Chair is unable to attend, a designate will attend in his/her absence

Membership:

All trustees of:

- Calgary Board of Education
- Calgary Catholic School District
- Edmonton Catholic School District
- Edmonton Public School Board

Budget:

- Costs incurred by the Metro School Boards Group for meeting room rentals will be shared equally among the four-member boards on a rotation basis.
- Should the Metro School Boards Group participate in any activities with agreed upon costs; costs will be shared equally among the boards

report to Board of Trustees

Chief Superintendent's Update

Date	January 9, 2018
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-7: Communication With and Support for the Board

1 | Recommendation

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

2 | Issue

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

OE-7: 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-7 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 2017/18 1st 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

Principles of Retention and Disposition

Offsite Storage of CBE Records

The focus on retention and disposition continued and as of the end of November 2017:

Records received from schools and departments

380 administrative and 95 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

372 boxes were distributed to CBE schools and administrative offices.

Off-site Disposition

Disposition has occurred for 489 boxes of records that were eligible for destruction.

On-site Active Disposition

Using the Active Disposition process, 32 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.

Principles 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, 272 requests were received and responded to. Of these, approximately 64% (or 175) represented requests from the public (including past students or on behalf of past students) and the remaining 36% (or 97) were internal requests.

Confidential Shred Bins

During the quarter, records were securely disposed of throughout the CBE with the emptying of a total of 2,591 Shred Bins. To ensure adequate and efficient coverage at schools and administrative sites, RM staff members continuously monitor, adjust and adapt elements of the program to fits changing circumstances.

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 and Record Management consultations and training sessions were provided to the following Schools and Service Units during the reporting period:

Onsite Training	
Woods Homes School	Dr. Gordon Townsend 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 folders to the new Official Student Record (OSR) 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 received support from the RM Technicians.

RM Support/Assistance	
Collingwood School	Georges P. Vanier School
Woodman School	Harold Panabaker School
North Haven School	Ron Southern School
Annie Gale School	Hillhurst School
Nelson Mandela High School	Vincent Massey School
Mount Royal 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 STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

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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

Revision of Schedule to Regular Board Meetings

Date	January 9, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Kelly-Ann Fenney Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

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

2 | Background

At the December 12, 2017 Private Board Meeting the Calgary Board of Education Board of Trustees approved the motion contained in Attachment I:

- THAT the Board of Trustees approves revisions to the Schedule of Regular Meetings, to:
 - 1) remove the public meeting scheduled for January 16, 2018, commencing at 12:00 p.m., in the Multipurpose Room at 1221 - 8 Street SW, Calgary, Alberta; and
 - 2) add a public meeting to be held on January 23, 2018, commencing at 12:00 p.m., in the Multipurpose Room at 1221 - 8 Street SW, Calgary, Alberta.

The Board of Trustees requested Attachment I be placed on the January 9, 2017 Public Board Meeting agenda for information only.

Attachment I: Revision of Schedule to Regular Board Meetings Report dated December 12, 2017



report to Board of Trustees

Revision to the Schedule of Regular Meetings

Date	December 12, 2017
Meeting Type	Regular Meeting, Private Agenda
To	Board of Trustees
From	Kelly-Ann Fenney Director, Legal Services and Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments GC-6: Annual Work Plan

1 | Recommendation

- THAT the Board of Trustees approves revisions to the Schedule of Regular Meetings, to:
 - 1) remove the public meeting scheduled for January 16, 2018, commencing at 12:00 p.m., in the Multipurpose Room at 1221 - 8 Street SW, Calgary, Alberta; and
 - 2) add a public meeting to be held on January 23, 2018, commencing at 12:00 p.m., in the Multipurpose Room at 1221 - 8 Street SW, Calgary, Alberta.

2 | Background

On October 27, 2017, at the Board of Trustees' Organizational Meeting, the Board approved the Schedule of Regular Meetings for November 2017 to June 2018.

The Alberta School Boards Association has invited trustees to a professional development event they are hosting on January 15-16, 2017. This event is expected to enhance the knowledge and skills of trustees, as in keeping with the Board of Trustees' Governance Culture, GC-2: Governing Commitments.

Attachment I: Schedule of Regular Meetings – revision in tracked changes





Calgary Board
of Education

Formatted Table

**BOARD OF TRUSTEES
SCHEDULE OF REGULAR MEETINGS
OCTOBER 2017 TO JUNE 2018**

held at the Education Centre, 1221 – 8 Street SW, Calgary, Alberta

PUBLIC AGENDAS 12:00 p.m. to 3:00 p.m. Multipurpose Room	PRIVATE AGENDAS 12:00 p.m. to 3:00 p.m. Room T224
October 31, 2017	
November 7, 2017	
November 14, 2017	November 23, 2017
November 28, 2017	
December 5, 2017	December 12, 2017
January 9, 2018	
January 16, 2018 January 23, 2018	January 30, 2018
February 6, 2018	
February 13, 2018	February 27, 2018
March 6, 2018	
March 13, 2018	March 20, 2018
April 3, 2018	
April 10, 2018	April 24, 2018
May 15, 2018	
May 22, 2018	May 29, 2018
June 12, 2018	
June 19, 2018	June 26, 2018

(Organizational Meeting of the Board of Trustees – Tentatively June 19, 2018)

report to Board of Trustees

Use of Capital Reserves – Air Conditioning for Joane Cardinal-Schubert High School

Date	January 9, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Kelly-Ann Fenney Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

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

2 | Background

At the December 12, 2017 Private Board Meeting the Calgary Board of Education Board of Trustees approved the motion contained in Attachment I:

- THAT the Board of Trustees approves a budget expenditure of up to \$400,000 from Capital Reserves for the supply and installation of air conditioning in the new Joane Cardinal-Schubert High School.

The Board of Trustees requested Attachment I be placed on the January 9, 2017 Public Board Meeting agenda for information only.

Attachment I: Use of Capital Reserves – Air Conditioning for Joane Cardinal-Schubert High School dated December 12, 2017



report to Board of Trustees

Use of Capital Reserves - Air Conditioning for Joane Cardinal-Schubert High School

Date	December 12, 2017
Meeting Type	Regular Meeting, Private Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-6: Asset Protection OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Bradley R. Grundy, Chief Financial Officer and Corporate Treasurer Eugene E. Heeger, Director, Design and Property Development Leah C. Hartley, Senior Project Manager, Capital Projects and Project Services

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves a budget expenditure of up to \$400,000 from Capital Reserves for the supply and installation of air conditioning in the new Joane Cardinal-Schubert High School.

2 | Issue

On January 23, 2015, the Provincial Government announced approval of the new Joane Cardinal-Schubert High School project. This project was procured using



the design bid build delivery process with the CBE retaining responsibility for the school's operations and maintenance.

It is Government of Alberta policy that new school construction grants do not fund air conditioning. It has been Calgary Board of Education (CBE) practice to ensure that air conditioning is included within new school builds. Air conditioning optimizes learning environments by ensuring thermal comfort and control of environmental conditions within each school.

3 | Background

CBE constructed schools were previously provided with air conditioning by the Government of Alberta until the implementation of the ASAP program in 2010. From this time forward, the government ceased providing air conditioning to new schools.

With global temperatures continuing to rise, appropriate environmental comfort and room temperatures have and will continue to play an important role in the performance of students and teachers. Air conditioning systems also increase the future flexibility of schools, facilitating their use during the summer months for either modified calendar purposes or use by community partners.

4 | Analysis

Thermal comfort levels in CBE air conditioned schools range between 22°C to 24°C.

Calgary heat loads in the spring and summer can easily exceed these temperatures. Temperature concerns are especially problematic for middle and high schools owing to such factors as the larger number of students accommodated, the heat generated by technology and the extended hours these schools must operate due to the more extensive programming offered including the presence of specialized CTS programs. These schools are also used for numerous after-hour school activities.

The new Joane Cardinal-Schubert High School will operate throughout the year and be extensively used by community partners. It is interesting to note that the Ministry of Human Services, which used a number of CBE schools for provincial debit card distribution to citizens after the 2013 floods, acquired and installed portable air conditioning units in schools that did not have these systems.

To ensure adequate environmental conditions and maximize the future flexibility of this school, it is important that the air conditioning be installed as part of the initial construction.

5 | Financial Impact

The cost to incorporate a full air conditioning system in the facility is estimated to cost up to \$400,000.

If the proposed use of capital reserves is approved, the capital reserve balance at August 31, 2018 is anticipated to be \$10.3 million after including the anticipated reserve uses identified in the November 28, 2017 Fall 2017 Budget Update report provided to the Board of Trustees.

6 | Implementation Consequences

The provision of air conditioning to the new Joane Cardinal-Schubert High School will enhance the learning environment made available to students and teachers, increase future flexible uses of the facility for learning purposes while also enhance the school's central role within the community in support of public use.

7 | Conclusion

Operational Expectation 5: Financial Planning (OE-5) requires that prior board approval is received for all expenditures from reserve funds.

In accordance with OE-5, this report seeks Board approval for the use of up to \$400,000 for the supply and installation of air conditioning in the new Joane Cardinal-Schubert High School.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

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